1 COVER SHEET
ENROLLMENT PROJECTION
NARRATIVE

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1

COVER SHEET
ENROLLMENT PROJECTION
NARRATIVE

PROPOSAL COVER SHEET & ENROLLMENT PROJECTION

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

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

Primary contact person: Steven L. Thompson

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City State Zip

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Email address: sjthompson1@msn.com Fax**:**

Primary contact for facilities planning: Steven Thompson

Phone Number: **317-366-5434** e**-mail**: **sjthompson1@msn.com**

Name of team or entity applying: Board of Directors

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**
Steven Thompson	Minister - God's Grace Community Church	Board President
JoAnn Thompson	Administrator - Power Contractors & Project Mgt. Associated	Board Chairman
Troy Tyson	Attorney and Principal Owner, Tyson Law Firm	Board Treasurer
Dr. Tyrone Bostic	Corrections-Rehabilitation - The GEO Group	Board Treasurer

***Does this applicant team have charter school applications under consideration by any other authorizer(s) in the United States?** ☐Yes ☒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): _____

Planned submission date(s): _____

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:

Proposed School Name	Opening Year	City or Geographic Community	Opening Grades	Grade Levels at Full Enrollment
Indianapolis Innovation Academy	**2019**	**Indianapolis, IN**	**K-5**	**K-8**

Authorizer(s): **Indiana Charter School Board**

Submission date(s): **Fall 2017**

Provide the name and desired opening year for each school included in this proposal ***(adding lines as needed).***

Model or Focus of Proposed Schools (*e.g.*, Arts, College Prep, Dual Language, etc.), if any: Science, Technology, Engineering and Math with an Agriculture component – STEM-AG

***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: **The Leona Group**

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

Recruitment for a principal will begin upon issuance of the Charter.

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: Indianapolis Innovation Academy

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels Served
Year 1 – 2019-20	200	200	K-5
Year 2 – 2020-21	225	225	K-6
Year 3 – 2021-22	250	250	K-7
Year 4 – 2022-23	285	285	K-8
Year 5 – 2023-24	325	325	K-8

SCHOOL OVERVIEW

Mission and Vision for Growth in Indiana

Our mission is to inspire a young, diverse population of students to learn about opportunities for them to explore STEM-AG fields in agriculture, acquire knowledge, love of and respect for the environment, and expose them to a pathway of varied career choices. While at this time we do not have a vision or growth plan for developing other new schools in Indiana, this is certainly an opportunity to consider in three-four years after we have established a solid foundation and track record at IIA.

The STEM-AG program at IIA is a new innovative program of choice in Indianapolis initially open to all Kindergarten - 5th grade students with plans to add a grade level each year until the academy is serving K-8 students. This program is designed to promote and develop interests in Science, Technology, Engineering, Math, and Agriculture (STEM-AG). IIA will create an environment and opportunities for young people to become innovators, researchers and leaders who can solve the most critical challenges facing their own lives, their own communities, and beyond.

The program will involve extensive and meaningful community partnerships to encourage and provide support and insight as well as offsite, hands-on learning experiences. The academy will adopt a student-centered approach that equips our youth with the knowledge and skills to solve tough problems, the ability to gather and evaluate evidence, and think logically.

The proposed site has large tracts of land that children will use to plant, harvest, and sell crops and study agriculture.

Indianapolis Innovation Academy will engage young minds to look past the challenges of today to see the successes of tomorrow.

Anticipated Population and Educational Need

Indianapolis Innovation Academy (IIA) is designed to help close the widening achievement gap among our students based on a variety of educational reports. From a broad perspective, the US is producing just over 5% of STEM graduates each year compared to our global competitors who are producing between 27-47% of STEM graduates. The Bureau of Labor and Statistics is predicting another 120,000 job openings in computer science, yet this country is expected to graduate only 40,000 students from accredited

computer science programs. Over the next 10 years, research projects growth of STEM based careers from 16-62% on average. An article published by the National Math + Science Initiative details the urgent need to provide students a STEM-centered curriculum as soon as possible. We are not preparing our children with the skills necessary to meet the demands of our own local and national workforce. Students given the opportunity to engage in these subjects and master the content via project-based learning will be more successful than their peers. IIA will implement a unique STEM-centered program for students that will prepare them to be successful in competitive high school programs, colleges and careers. Moreover, the Academy will help close the achievement gap throughout the Indianapolis school district, and restore safety and civility through a combined influence of disciplined and character-focused education and community partnerships.

Using a STEM curriculum with a specialization in the art and discipline of agricultural studies will offer academic enrichment and life skills training. An onsite garden for students will teach them to plant, grow, and harvest food while promoting healthy eating and total well-being. Agriculture provides employment opportunities for rural people on a large scale in both underdeveloped and developing countries. It is an important source of livelihood and a way of life that promotes patience and a hard work ethic. Along with our studies in the STEM areas, Agriculture will provide a thorough balance to the curriculum of the State of Indiana.

There are six Indianapolis Public Elementary/Middle schools within a 5 mile radius of the proposed site and one public charter school within the service area. Within the 46229 zip code area, 36.56% of households have children. Other notable statistics for the service area include:

- Population: White, 51.8%; African-American, 39.1%; Others, 4.1%. These numbers represent a very racially diverse community
- Male and Female breakdown at 46% and 54% respectively
- Owned households with a mortgage or households that are free and clear at 55% representing a very stable community. About 36% of households rent and other households that are vacant represent 9%.
- Almost 6% of households in the identified area speak Spanish at home
- Over 14% of students in zip code 46229 dropped out of high school
- Adults with a four-year degree represent 11.6% of the population while 8.2% possess a two-year post-secondary degree

Families will choose Indianapolis Innovation Academy for its many viable advantages, including the various partnerships with community agencies. Project Based Learning (PBL) and IIA's Community Mentor Program (CMP) will extend and advance curriculum structured around student-centered learning, enforcing intense learning activities chosen by students that will engage them in meaningful ways. CMP will provide an adult mentor assigned to connect with students, who will establish a community learning center where the academy will offer academic support, social and cultural enrichment opportunities for

students and their families. Students will be led to apply problem solving, engineering design, and subject area content to address real social, economic and environmental situations in their communities and neighborhoods. Executing hands-on exploration will also inspire critical thinking. The mentors will assist in creating student-centered approaches to develop intellectual diversity, good citizenship, respect for the environment and improved self-esteem to ensure student success. Middle school students will learn how to inquire and investigate questions about the world. Indianapolis Innovation Academy is committed to educating the whole child through rigorous teaching and a welcoming, safe, and learning environment.

The Indianapolis Innovation Academy will initially be a K-5 school located in the city of Indianapolis, in very residential community. The poverty rate in Indianapolis is 20.6 percent, higher than the state average of 14.4 percent. The poverty rate among children in the city averages 31 percent which is 10 percent higher than the rest of Indiana. The number of food stamp recipients in 2015 were 158,771 and nearly 105,000 children were eligible for free and reduced lunch. According to City-Data.com. the 46229 zip code area where IAA will be located had 27,809 residents in 2015 and encompasses an area of 10.9 square miles. There are an abundance of houses and condominiums that include some 11,483 units that will become a recruitment hub for families looking for options. Unemployment in this neighborhood is 11.3 percent, above the state average and the percentage of population with a bachelor's degree or higher is below the state average. The racial composition in the identified service area is as follows: White (13,545); African-American (10,588); and Latino (1,888).

The State of Indiana's future is dependent on the capacity of its schools to increase student performance in science, technology, engineering and mathematics (STEM). The youth of this great state will encounter unyielding competition for employment from across the world. In order to succeed in this present and future global economy, Indiana's youth will need a sturdier foundation in STEM subject areas. Indianapolis Innovation Academy will become the crux for developing a strong foundation in STEM and Agriculture, or youth in the Indianapolis area, preparing them to be successful in high school and college.

Educational Plan/School Design

The teachers of Indianapolis Innovation Academy are dedicated to developing an educational environment that will help each student grow into a creative, sensitive and thinking adult. STEM/Agricultural Education is a part of the career development continuum, which includes education for agricultural, science, technology, engineering and math occupations ranging from career motivation, career orientation, and career exploration through career development. The goal is to use a STEM curriculum with a specialization in the art and discipline of agricultural studies to offer academic enrichment and life skills

training to teach students who pursue jobs and entrepreneurship in those related fields. Students will develop awareness that work is society's way of creating, preserving, changing and improving its environment. Provisions will be made to allow for individual differences in all classroom experiences. The teachers will strive to instill in students self-respect and personal values, which will help them become more effective in their life pursuits.

Indianapolis Innovation Academy will provide opportunities for cooperation, citizenship, and leadership development. Students gain experience in decision-making, learn to accept responsibility for their actions, and participate in activities that will lead to purposeful career choices. The development of wholesome, community-school relations is essential in the establishment, planning and evaluation of the program. By nurturing a close relationship with students and by observation of both their work and classroom achievements, students will achieve a critical awareness and respect for their community.

METHODOLOGIES

Direct Instruction - Dedicated time spent on science education

Research has recommended elevating science to the same importance as reading and math in early schooling, devoting adequate instructional time and resources. IIA will use a blend of direct instruction, project-based activities, center-time learning, and the available acreage at the Academy to study agriculture on the campus of the proposed site. While time spent on mathematics instruction generally has increased in recent years, there has been a corresponding decrease in time spent on science instruction. It is one of the unintended consequences of the No Child Left Behind emphasis on reading and math in elementary schools. In a national survey, 28 percent of districts reported decreasing time for science instruction—down an average of 75 minutes per week. Compared with spending 323 minutes per week on math and 503 minutes per week on English, districts spend only about 178 minutes per week on science instruction.

The Indianapolis Innovation Academy curriculum is designed to promote a rigorous teaching and learning environment with standards aligned to the Common Core and Career and College Readiness standards, STEM Standards of Practice, Frameworks and Instructional Guides. Project Food, Land and People (FLP), Project Based Learning (PBL) and Community Mentor Program (CMP) will also be amalgamated into the curriculum. The combination of each will extend and advance curriculum structured around student-centered learning, enforcing intense learning activities that will engage in inquiry, logic, reasoning, collaboration and investigation. Using rigorous and step-by-step lesson plans, self-directed learning activities chosen by students will allow students to develop life skills and apply content knowledge within a real world context. Utilizing feedback rubrics for student projects and end-of-module project-based assessments will enhance 21st

Century skills development.

Project Based Learning (PBL)

Project Based Learning is a dynamic approach to teaching in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex question, problem or challenge. PBL includes:

- Key Knowledge, Understanding, and Success Skills focus on student learning goals, including standards-based content and skills such as critical thinking/problem solving, collaboration, and self-management.
- Challenging Problem or Question - The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge.
- Sustained Inquiry- Students engage in a rigorous, extended process of asking questions, finding resources, and applying information.
- Authenticity - The project features real-world context, tasks and tools, quality standards, or impact - or speaks to students' personal concerns, interests, and issues in their lives.
- Student Voice & Choice - Students make some decisions about the project, including how they work and what they create.
- Reflection - Students and teachers reflect on learning, the effectiveness of their inquiry and project activities, the quality of student work, obstacles and how to overcome them.
- Critique & Revision - Students give, receive, and use feedback to improve their process and products.
- Public Product - Students make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

Capstone Project

All students beginning at the 4th grade level will complete a STEM or Capstone Project focused on technology, engineering, math and/or environmental studies. The ultimate goal of these projects is to create an environment where students are invested in their own learning and engaged in a meticulous analysis of a comprehensive range of topics. Students must create a multimedia presentation, researching with rationale and following a detailed rubric for the multimedia project.

Community Mentor Program (CMP)

Beginning in grade 4, students will be assigned to their learning cohorts and will have an assigned mentor who will serve as a character counselor and a connection to the community. CMP will establish a community learning center where the academy will offer academic support, and social and cultural enrichment opportunities for students and their families. The mentors will succor students in core academic subjects, academic enrichment, drug and violence prevention, parenting skills, counseling, job shadowing, career readiness, and postsecondary education early awareness. Mentors will also assist with all student-centered STEM projects, helping to develop intellectually diverse, critical thinking, good citizenship, respect for the environment and improved self-esteem to ensure student success.

Career Exploration

MyDreamExplorer will help bridge the gap between academic preparation and career exploration allowing students to see the relevance of the core curriculum courses as well as career planning required to successfully obtain their long-term career goal. The MyDreamExplorer online program will assist students in matching their interests and abilities to possible career choices and post-secondary educational options. Sixth grade students will create an Educational Development Plan through the MyDreamExplorer program.

Character Education

We envision an Academy where students of all nationalities, ethnicities, and cultural diversity will flourish in a caring and intellectually stimulating environment, where the student will recognize and achieve their fullest potential, enabling them to ultimately make their best contribution to the society in which they will ultimately choose to live. The organizing committee hopes that many of its IIA students will choose to live and work in Indianapolis to improve the quality of life for its residents. The values of IIA will hold in high esteem those rights and privileges of American society.

Community Engagement

We have reached out to several potential community partners and alerted them of the potential for a STEM-AG school in the area and how valuable a partnership with them would be for us and our students. We have identified a mix of partners that support youth in the Indianapolis area in a variety of ways, in addition to those partners who support STEM and agricultural education. These include TechPoint Foundation for Youth, Indiana Girls

Collaborative Project, 4-H Tech Wizards, Project Lead The Way, FFA, and The STEM Connection. We will schedule meetings and develop a more targeted outreach plan that is ready to be implemented as soon as we are approved by Ball State University. This plan will include flyers, personal and group meetings for parents and partners, radio advertisements, meeting with the chamber of commerce and other organizations in the area to make them aware of the new educational opportunity available.

The IIA governing board intends to involve all stakeholders in the community including business, nonprofits, government, parents and students, churches, health industry, and local governmental entities to collaborate and partner with the Academy in making this enterprise successful for the full-benefit of reaching and teaching children interested in STEM-Agricultural fields.

Best Practices By Category

- Create a welcoming school climate.
- Provide families information related to child development and creating supportive learning environments.
- Establish effective school-to-home and home-to-school communication
- Strengthen families' knowledge and skills to support and extend their children's learning at home and in the community.
- Engage families in school planning, leadership and meaningful volunteer opportunities.
- Connect students and families to community resources that strengthen and support students' learning and well-being

Create A Welcoming School Climate

- Provide a personal greeting and welcome packet for all parents visiting the school, including a community services directory, important school contact information, school calendar and coupons to local businesses.
- Have teachers make personal contacts with families through email, phone calls or home visits.
- Hold an open house, prior to school opening where families can meet their children's teachers, tour the school building and meet other parents.
- Provide child care to enable families to attend school-sponsored, family-involvement events.
- Offer translators to welcome and assist families during school activities.
- Provide workshops and materials for parents on typical development and appropriate parent and school expectations for various age groups.

- Print suggestions for parents on positive environments that support learning at each grade level.
- Partner with local agencies to provide regular parenting workshops on nutrition, family recreation or communication.

Establish Effective School-to-home And Home-to-school Communication

- Provide printed information for parents on homework policies and on monitoring and supporting student work at home.
- Send home folders of student work weekly or monthly for parent review and comment.
- Develop electronic grade booklets so families can frequently monitor their children's progress.
- Clearly communicate school policies to all families in their home language.
- Establish formal mechanisms for families to communicate to administrators and teachers as needed (e.g., direct phone numbers, email addresses, weekly hours for families to call or meet).
- Create a families "suggestion or comment" box (electronic and onsite) for families to anonymously provide their questions, concerns and recommendations.

Strengthen Families' Knowledge And Skills To Support And Extend Their Children's Learning At Home And In The Community

- Provide training and materials for parents on how to improve children's study skills or learning in various academic subjects.
- Make regular homework assignments that require students to discuss with their families what they are learning in class.
- Provide a directory of community resources and activities that link to student learning skills and talents, including summer programs for students.
- Offer workshops to inform families of the high expectations and standards children are expected to meet in each grade level. Provide ways for families to support the expectations and learning at home.
- Engage families in opportunities to work with their children in setting their annual academic, college and career goals.

Engage Families In School Planning, Leadership And Meaningful Volunteer Opportunities

- Create roles for parents on all decision-making and advisory committees, properly training them for the areas in which they will serve (e.g., curriculum, budget or school safety).
- Provide equal representation for parents on school governing bodies.

- Conduct a survey of parents to identify volunteer interests, talents and availability, matching these resources to school programs and staff-support needs.
- Create volunteer recognition activities such as events, certificates and thank-you cards.

Leadership and Governance

The board members named below and The Leona Group, as the academy's EMO, currently provide leadership and governance. When the charter is approved, we will be in a position to seek a school leader/principal and supporting staff.

FULL NAME	CURRENT JOB TITLE AND EMPLOYER	POSITION WITH SCHOOL
Steven Thompson	Minister - God's Grace Community Church	Board President
JoAnn Thompson	Administrator - Power Contractors & Project Mgt. Associated	Board Chairman
Troy Tyson	Attorney and Principal Owner, Tyson Law Firm	Board Treasurer
Dr. Tyrone Bostic	Corrections-Rehabilitation - The GEO Group	Board Treasurer

The Leona Group (TLG) is the EMO selected by the IAA founding group to manage the back office operations of the academy. TLG is a team of uncommon professionals working to raise the bar in public education. TLG currently manages nearly 60 schools sites in Arizona, Indiana, Michigan and Ohio. Foundational to TLG is the belief that all children, regardless of ethnicity, race, or class, can learn and achieve. This belief permeates throughout the organization and is vibrant in each Leona-managed school. The Leona Group provides: 1) Academic Support; 2) Budget & Finance; 3) Communications & Marketing; 4) Compliance; 5) Grants; 6) Human Resources; 7) Legal & Risk Management; 8) Special Education; 9) Special Projects; and 10) Technology.

An independent non-profit Board of Directors governs Indianapolis Innovation Academy. The Board is composed of a diverse group of individuals who are vital to the academic, social, cultural, and financial success of the school. Board members are expected to make

decisions on a wide range of problems: some routine, such as approving minutes; others more complex.

The Board of Directors will meet regularly to oversee strategic planning, academic accountability, fiduciary responsibilities, succession planning, cohesive policies and process development, organizational leadership, finances, and charter renewal.

Age and Grade Range of Enrollment

	NUMBER OF STUDENTS				
GRADE	**2019-20**	**2020-21**	**2021-22**	**2022-23**	**2023-24**
K	**50**	**50**	**50**	**50**	**50**
1	**50**	**50**	**50**	**50**	**50**
2	**25**	**25**	**50**	**50**	**50**
3	**25**	**25**	**25**	**50**	**50**
4	**25**	**25**	**25**	**25**	**25**
5	**25**	**25**	**25**	**25**	**25**
6		**25**	**25**	**25**	**25**
7			**25**	**25**	**25**
8				**25**	**25**
TOTAL	**200**	**225**	**250**	**285**	**325**

Based on the history of our EMO, a modest enrollment of 200 students is projected in year one. A higher enrollment in Kindergarten is anticipated due to families looking for a school for their first-year students to attend. It is anticipated that the STEM-AG concept will be a draw and older siblings will join their younger sibling at IIA.

Once we meet year one enrollment, we expect our program will retain those students and attract others by word of mouth.

2 CURRICULUM AND INSTRUCTIONAL METHODS

SECTION 1: CURRICULUM AND INSTRUCTIONAL METHODS

PROGRAM OVERVIEW -

GOALS

Alignment

- Align STEM-AG Education efforts to Indianapolis regional economic development needs, emphasizing innovation and agriculture.
- IIA will enhance the voice of STEM and Agriculture, by increasing the degree of collaborative, active engagement.
- IIA will increase alignment of STEM educational programs to state and agricultural needs.

Accessibility

- IIA will work to ensure that all students have access to a high-quality STEM-AG education, and promote STEM literacy for all students.
- Increase STEM-AG designation participation, especially in Central Indiana, and in rural or small communities.
- IIA will decrease barriers to STEM-AG designation and STEM literacy especially in minority communities.
- Increase accessibility to highly qualified educators knowledgeable in STEM-AG subjects, especially for underserved students.

STRATEGIES

Partnerships

- IIA will work collaboratively with the STEM-AG Committee, the Indiana STEM educational community, higher education and other public and private partners to develop a long term plan for “next generation” STEM-AG Innovation in Indiana.
- IIA will create a STEM-AG working group, to provide feedback to the department of education regarding greatest achievements and greatest challenges for STEM-AG education in Indiana.
- IIA will examine alignment of STEM-AG educational programs to state and regional agricultural needs, and make recommendations for improvement.
- IIA will Identify key indicators and pre-existing metrics and use them to monitor progress toward goals.
- IIA will utilize and enhance existing partnerships to identify and promote innovative and research.

Pathways

- IIA will encourage elementary age students to various pathways to STEM-AG careers, and develop a metric for recognizing quality pathways and programs.

- IIA will create metrics and programs for recognizing quality and level of immersion in STEM-AG pathways.

Preparedness Work

- IIA will work collaboratively with higher education and other partners to provide support for teacher recruitment and preparation for teaching STEM-AG subjects.
- IIA will define and approve "high quality" teacher licensure programs and pathways for STEM educators.
- IIA will create/identify and promote programs with STEM/Agricultural partners for teachers and leaders to experience content as it is applied in industry and agriculture.
- IIA will utilize teacher-leader networks, local advocates, and peer-to-peer role models in providing professional development and support for STEM-AG educators.
- IIA will provide focused professional development opportunities to teachers for improving STEM-AG content knowledge.

EVIDENCE

The evidence that IIA will be successful with its student population include:

- ISTEP scores that exceed comparative schools
- NWEA assessment scores that show increased growth especially in reading, math and science.
- Positive home–school relations where parents/guardians are viewed as important and necessary stakeholders.
- Opportunity to learn and student time on task with the theme of STEM-AG as a guiding light.
- Climate of high expectations as evidenced by a low transiency rate, high test scores, and positive behavior and respect for all members of the school community.
- Clear and focused mission that exudes STEM-AG in every facet of school operations "from the classrooms to the cafeteria."
- Frequent monitoring of student progress from school assessment data
- Instructional leadership with a focus on improving student outcomes and future interest in STEM-AG careers
- A safe, clean, interactive and orderly environment.

CURRICULUM AND INSTRUCTIONAL DESIGN

STEM Education coupled with Agriculture will be the focus for the Academy. IIA will implement an academic and non-academic program to support the development of the

whole-child. The goal of the Academy is to have a student-to-teacher of 25:1 ratio. The IIA learning environment will be a combination of project-based/field study, direct teacher instruction, center-based instruction, computer enhanced instruction, and independent learning. The academic goals identify quantifiable measures and will require high achievement and gains among all students. These academic goals align with the mission and vision for the students and include:

- STEM-AG curriculum is integrated in the four core areas (Math, Science, Social Studies, and English Language Arts) for all students. Teachers in the STEM program gear their lessons to the STEM-AG content when applicable and in addition work to build critical thinking, communication and problem solving skills. Students in the STEM-AG program are able to choose their electives and can participate in all extracurricular activities such as athletics, agricultural science, music and performing arts, and all other campus based student organizations. These STEM-AG initiatives are present in all of the maps and pacing guides for all core content areas and will be monitored weekly in the lesson plan checks. Lesson plan feedback to the teachers will be essential in ensuring these elements are present in all core content areas.
- Research shows that jobs in STEM-AG fields are in demand in the 21st century workforce and the STEM-AG program will work to expose students to careers in STEM-AG areas through the use of career exploration, guest speakers, and field trips. Students will be exposed to various 21st Century career paths and must create a multimedia presentation for grades 3-5 researching at least two careers they are most interested in and include a rationale while following a detailed developmentally appropriate rubric.
- In addition to being the home of a strong, highly competitive STEM-AG program, teachers will implement a schoolwide program that is designed to teach students strategies for organization, note taking, questioning and inquiry that will assist them as they prepare for middle/high school. The goal is also to have a college bound atmosphere where students are exposed to information on different colleges and discussions on how to get there. We will educate students on strategies that will assist them to be successful in college as well as expose them to different college opportunities that are out there. Students will visit a minimum of four colleges upon completion of the K-8 program. Students will research and create a college portfolio which will encompass all university visits and must be included in the multimedia presentation.
- All students will demonstrate competency (90%) in all core subjects via exit tests aligned with the State of Indiana Standards as well as internal assessments. This will be the expectation for all students who are enrolled in IIA at least 2 years.

The written curriculum will be delivered through a couple of different methods. Differentiated Instruction is one method to be used to ensure classroom learning and student engagement. Differentiated Instruction can only be delivered when a teacher

knows his or her students well enough to provide each one with experiences and tasks that will improve their personal learning (Tomlinson, 1999). Teachers must observe and understand the differences and similarities among students and use this information to plan instruction. Differentiation requires teachers to continually strive to know and to respond to each student's individual needs to maximize learning.

We will also use Project Based Learning (PBL) to deliver the curriculum. This is a dynamic approach to teaching in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an engaging and complex set of questions and problems. The teacher acts as the facilitator in the classroom in many ways, asking questions that guide students in solving an array of challenging problems.

PBL will ensure student-centered learning. This 21st century learning is focused more on creativity and critical thinking. Teachers will interact with every student by treating each one as an individual. A “cookie cutter” method of teaching will not work in a student-centered classroom. The decision of the teachers will be to think and act as a facilitator who empowers their students. The best strategy is to simply ask what the students want to explore. By starting with a brainstorm on what they like to do, teachers and students then dialog together to match their interests with the skills and concepts.

The Academy also realizes that non-academic goals are essential for developing character and responsibility within its student body; therefore, the non-academic goals will include:

- Quantifiable data regarding the increased knowledge of the professions and careers that the students will be exposed to at the academy and through the community partnerships.
- Qualitative data regarding the effectiveness of mentoring on student learning and engagement in the community as well as information relative to "good citizenship" and "personal growth and accomplishments” in conjunction with the following areas:
  - Service learning
  - Goal setting
  - Apply team building and competencies
  - Workshops and active participation with student governance and committee work

IIA will adopt a nationally recognized agriculture curriculum that integrates STEM-AG fields and study with agriculture. The National Agriculture in the Classroom curriculum matrix includes core content areas such as science, social studies, geography, and health and nutrition for grades K-2, 3-5, and 6-8. A copy of the curriculum with lesson plans can be found at www.agclassroom.org for more detailed lesson plans and activities.

Indianapolis Innovation Academy (IIA) will include elements of a quality STEM-AG learning curriculum that include:

- **Design-focus:** using design tools and techniques to attack big problems or opportunities (challenge-based, problem-based learning).
- **Active application:** applying knowledge and skills to real-world situations and constructing or prototyping solutions to challenges (maker, project-based learning).
- **Integration:** real world problems aren't limited to a discipline—solutions almost always draw from many fields.

The following are 8 non-negotiables for learning about STEM-AG experiences and implementing them at IIA:

1. School Visitations. IIA will visit regional schools which will advance STEM-AG professional development, and which is likely to be more active and integrated than traditional pedagogy.

2. Field Trips. A longstanding and valuable tradition are STEM-AG field trips to science museums, manufacturing facilities, energy production facilities, dairy farms, sustainable/organic farms, local agricultural and technology hubs. The Children's Museum of Indianapolis, Indianapolis Motor Speedway Museum, Indiana State Museum, Indiana Historical Society, Indiana Medical History Museum, Oldfields-Lilly House and Gardens, Indianapolis House Gardens, Holcomb Observatory and Planetarium of Butler University, Hazelen Farms, and Heritage Museum all provide opportunities for K-5 students to learn hands on the benefits of STEM-AG fields.

3. Maker Time. In addition to STEM-AG integration into core curriculum, setting aside dedicated maker time provides an ideal entry point for STEM experiences. Teachers at IIA will be intentional about finding time to let kids make projects, as it leads to authentic engagement around STEM-AG topics. The possibilities of "when" are numerous—between semesters/trimesters, after school time, summer school, community education or even at a parent-student event. Imagination Foundation, hosts of the Global Cardboard Challenge, are great advocates for maker time.

4. Makerspace. Maker teacher Lindsey Own has a great 20 blog series on developing a makerspace. The theory is that if you build it, they will come—as evidenced by Lindsey's many ideas.

In addition to the possibilities for makerspaces within classrooms and schools, many libraries, museums and community centers have started creating makerspaces. IIA for

example may offer a hands-on work space with a 3D printer, a laser engraver, a sewing machine, a recording studio, chicken coop and other tools for those with an urge to create.

5. Engineering Curriculum. A fully developed STEM-AG, such as IIA, will use a curriculum and training process that can be found in the widely used Project Lead the Way program. PLTW offers its Launch curriculum in elementary schools and provides engaging content and real-world experiences.

6. Practice Project-Based Learning (PBL). With an ever-increasing focus on the importance of PBL, the STEM-AG fields are a natural place for PBL best practices.

- IIA will fulfill its commitment to STEM-AG through frequent demonstrations of learning. The interdisciplinary model is called Students on Stage (STEM-AG SOS). The program is designed to promote and share exemplary student work that can serve as valuable learning and teaching tools for students, parents, teachers and other educators. A great source for PBL is "Project-Based World" blog series, at PBL campaign page and join in the conversation on social media using #ProjectBased.

7. Place-Based Education. IIA is committed to a philosophy of "anytime, anywhere learning that leverages the power of place and not just the power of technology to personalize learning." While PBE is an approach to learning across the curriculum, IIA will use place-based learning to immerse students in STEM-AG subjects.

8. Design Thinking. Some schools make design-thinking central to every subject. Design thinking is an approach to learning that includes considering real-world problems, research analysis, conceiving original ideas, lots of experimentation, and sometimes building or growing things by hands. Design thinking at IIA will teach students to build on the ideas of others, vet sources, generate questions, deeply analyze topics in STEM-AG fields and think creatively.

The following curricular choices will improve academic results with our anticipated student population when implemented with fidelity. Professional development will be built into the calendar and provided to staff members in order for full implementation to occur.

Curriculum	Grade Levels	Subject, and/or Program	Research Support
Eureka Math	K-8	Math- Core	https://www.edreports.org/math/eureka-math/index.html

Touch Math	K-8	Math - Intervention	https://www.touchmath.com/index.cfm?fuseaction=about.research
Prodigy		Math - Supplemental	https://www.prodigygame.com/blog/wp-content/uploads/Prodigy-New-Caney-ISD-Case-Study.pdf
American Reading Company	K-8	Reading - Core	https://www.americanreading.com/documents/report-measurement-inc.pdf
NWEA MAP	K-8	Reading & Math Intervention	NWEA'S MEASURES OF ACADEMIC PROGRESS VOTED ONE OF "TOP 100 PRODUCTS OF 2008," *AS REVEALED BY DISTRICT ADMINISTRATION MAGAZINE*
iStation	K-8	Reading & Math Intervention	Mathes, P., Torgesen, J., & Herron, J. (2011). Technical Manual: Istation's Indicators of Progress, Early Reading: Computer Adaptive Testing System for Continuous Progress Monitoring of Reading Growth for Students Pre-K to Grade 3. Patarapichayatham, C., & Roden, T. R. (2014). Istation Reading Growth Study: Nationwide Data for Pre-Kindergarten and Kindergarten.
Lucy Calkins	K-5	Writing - Core	https://readingandwritingproject.org/about/research-base
Handwriting Without Tears	K-5	Supplemental	https://www.lwtears.com/resources/handwriting-without-tears-research-review
Science A-Z	K-8	Science	American Association for the Advancement of Science (AAAS). 1993. *Benchmarks for science literacy.* New York: Macmillan. Armbruster, B.B. 1992. Science and reading. *The Reading Teacher* 46(4): 346–47.
TCI Online	K-8	Social Studies	Effectiveness of TCI's History Alive: A Report of a Randomized Experiment in Alum Rock Union Elementary School District by Empirical Education (2006).
Writing A to Z	K-8	English Language Arts	Calkins, L., et al. (2008a). Units of study for primary writing. Calkins, L., et al. (2008b). Units of study for teaching writing—Grades 3–5.
Vocabulary A to Z	K-8	English Language Arts	Providing Differentiated Reading Instruction to Meet the Individual Needs of Students. Adria F. Klein, Ph.D
Zones of Regulation	K-8	Social-Emotional	http://zonesofregulation.com/evidence.html

Evidence of IIA STEM-AG Success

The Indianapolis Innovation Academy STEM-AG program will be evaluated to promote the development of improved teaching skills rather than to assist administrators and other teachers to make judgements affecting personal decisions for teachers. IIA will critically examine the collection of information and data for the purpose of measuring the success of the program. The evaluation will assist to improve the effectiveness of STEM-AG and to inform programming decisions.

This evaluation demonstrates that it's possible to gather evidence of STEM-AG using common data-creating tools on a national scale. Several clear outcomes of this work will lead all school stakeholders to make the following three recommendations:

Leverage leaders' strengths: States that are excelling in specific areas should be encouraged to teach others through communities of practice.

Target professional development and quality support: Continuous improvement through facilitator professional development will strengthen youth STEM outcomes.

Focus on the linkage between science learning and 21st-century skills: This evaluation found an important connection between 21st-century skills and STEM outcomes and that STEM programs should intentionally focus on this connection in their work.

Below are ways that the Academy will evaluate its STEM-AG effectiveness:

1) *IIA will encourage the use of data to inform practice:* Its successes will be a basis for a wide group of programs around common measurement tools to help establish benchmarks and communication across programs to improve practice.

2) *Innovate out-of-school time evaluation and assessment strategies:* The data collection and analysis techniques used in the evaluation of STEM-AG will inform teachers and staff with innovative methods like the retrospective pretest-posttest design.

3) *IIA will prioritize evaluation in the system-building process.* Evaluation and data collection will be a priority of all systems-building STEM-AG initiatives so networks can use data to track successes and challenges in each state; decide where professional development and other opportunities for staff are needed; and to provide evidence for expanding advocacy and policy efforts.

The STEM-AG program will be a unique Academy within the portfolio of TLG schools; it will be the first of its kind that combine both STEM and agriculture. The acreage that surrounds the campus, and the unique geographical position of the Academy located in central Indiana, will position IIA to become an educational and cultural magnet for the community and surrounding areas. The Academy will receive robust support from the EMO's academic support team in the areas of STEM-Agriculture curriculum design, student assessment, data

analysis, and teacher evaluation. The EMO's academic team will regularly monitor and inspect all facets of the academic program so its success can be emulated in other parts of the country, and shared with researchers interested in STEM-AG programs.

PUPIL PERFORMANCE STANDARDS

Promotion and retention of students at Indianapolis Innovation Academy (IIA) are academic decisions made by the school and her/his administrative team. In general, children will be placed at the grade level at which they are best adjusted academically, socially, and emotionally. Parents are encouraged to attend parent/teacher conferences and to utilize after school and summer school programming available through the district.

The IDOE third grade IREAD-3 assessment will be used to determine proficiency in reading. This assessment is congruent with State law that requires a reading assessment before students are passed to the fourth grade. Students may be given an opportunity in the summer for a re-test. Interventions will be provided to assist children with IREAD-3 preparation.

Children in elementary programs (grades Pre-K through 8th) will usually progress annually from one (1) grade to the next and a promotion and retention checklist will be utilized. However, in cases where it is determined that retention is in a particular student's best interest, he or she may be retained in the same grade for one (1) additional year. Retention will be determined by the building principal, or, when applicable, by the student's IEP or 504 team members. Parents may appeal the retention decision made by the principal by requesting reconsideration. The principal shall have discretion to establish the procedure for reconsideration, but the procedure shall include receiving information provided by the parent(s) or guardian(s) and review by a committee consisting of the special education director, the testing coordinator, and one or more counselors from other schools within the district. The decision of the principal on reconsideration shall be final and not subject to appeal.

Parents may utilize any rights pursuant to IDEA or 504 when the IEP or 504 team makes the decision regarding promotion or retention.

Parent(s)/guardian(s) shall be notified in writing by the building principal no later than April 15th of each school year if retention is being considered for their student for the ensuing year, after which the parent(s)/guardian(s) may request an opportunity to discuss the student's academic, social, and emotional adjustment with the student's teacher and/or

the principal. The parent(s)/guardian(s) shall be notified no later than May 15 of the final determination regarding retention of their child. If the determination is made by the building principal, parent(s)/guardian(s) may request reconsideration of this determination no later than June 30. The building principal shall make a final determination of the request for reconsideration within thirty (30) days of the request.

Parents are encouraged to be involved in their student's education and progress and to utilize all available school programming to enhance the student's educational progress.

HIGH SCHOOL GRADUATION REQUIREMENTS

Indianapolis Innovation Academy will not serve a high school student population.

SCHOOL CALENDAR AND SCHEDULE - attachment 4

Social Studies will be taught 45 minutes a day, Math, 60; and Math and Sciences, 90 minutes a day. Breakfast will be served starting at 7:15 a.m. Students are expected to be in their classroom by 7:50 a.m. to prepare for classes which begin at 8:00 a.m. Each day will begin with the pledge of allegiance, announcement, and a review of expectations and goals for the day. Attachment 4 includes a proposed calendar and daily class schedule.

SCHOOL CULTURE

IIA will establish a positive school culture by fostering safety; promoting a supportive academic, disciplinary, and physical environment; and encouraging and maintaining respectful, trusting, and caring relationships throughout the school community no matter the setting. The Positive Behavior Intervention Support (PBIS) program will be fully implemented with fidelity to advance positive choices and attendant consequences. This includes the way in which teachers and staff members work together as well as the set of beliefs, values and assumptions they share. A positive school climate exists when all members of the school community feel safe, included, accepted, and are actively promoting positive behaviours and interactions. Principles of equity and inclusive education are embedded in the learning environment to support a positive school climate and a culture of mutual respect.

At Indianapolis Innovation Academy, administrators, educators, and external stakeholders will play an important role in modelling positive, inclusive and respectful language and behavior in schools and classrooms. To help achieve a positive school climate, boards and schools will actively promote and support positive behaviors that reflect their board's code

of conduct, sense of equity, inclusive education policy and character development initiatives.

The following are some of the characteristics associated with a positive school climate and IIA will strive to meet all these characteristics:

- Students, staff members and parents feel – and are – safe, included and accepted.
- All members of the school community demonstrate respect, fairness and kindness in their interactions, and build healthy relationships that are free from discrimination and harassment.
- Students admitted mid-year will be provided an orientation to the Academy and include information about school goals, mission, and expectations. A school-buddy system will be established to assist with the transition to new environment.
- Students are encouraged and given support to be positive leaders and role models in their school community; for example, by speaking up about issues such as bullying.
- Students, principals, staff members, parents and community members engage in open and ongoing dialogue. All partners are actively engaged.
- Principles of equity and inclusive education are embedded across the curriculum. Strategies for bullying prevention, intervention and awareness-raising are reinforced for students and staff.
- The learning environment, instructional materials, and teaching and assessment strategies reflect the diversity of all learners.
- Every student is inspired and given support to succeed in an environment of high expectations.

The IIA governing board, through its EMO, will use surveys to assess perceptions of safety and make informed decisions about programs and strategies to help prevent bullying and build and sustain a positive school climate. The results of the school climate surveys will identify schools' progress and the challenges yet to be addressed.

Student's Typical Day

7:15 AM	Breakfast (optional)
7:45 AM	Students arrive to classroom
7:50 AM	Pledge of allegiance - announcements
8:00 AM	Math
9:00 AM	ELA/Writing

10:30 AM	Engineering/Science
11:20 AM	Lunch & Recess or Intervention
01:15 PM	Social Studies
02:00 PM	Technology
02:45 PM	Elective: Music - Engineering Lab - Horticulture
03:30 PM	Dismissal

Teacher's Typical Day

7:15 AM	Check emails, messages and potential RTI meetings Check goals and objectives for the students
7:45 AM	Greet students and families
7:50 AM	Pledge of Allegiance, announcements, Bell Work
8:00 AM	Math lesson begins or other core content subject
9:00 AM	ELA/Writing or other core content subject
10:30 AM	Engineering/Science or other core content subject
11:20 AM	Lunch Break - Recess - Intervention
11:40 AM	Mathematics lesson
12:15 PM	Intervention
1:15 PM	Social Studies
2:00 PM	Technology
2:45 PM	Elective: Music - Engineering Lab - Horticulture.
3:30 PM	Dismissal - Take students to the door or buses - Planning
4:00 PM	End of Teacher Day

SUPPLEMENTAL PROGRAMMING

The Academy will provide summer school opportunities (four weeks, four hour per day, and four days a week) for students needing enrichment

SPECIAL POPULATIONS AND AT-RISK STUDENTS

A. STUDENTS WITH DISABILITIES

Students at any grade level can sometimes experience significant problems that threaten to derail their progress and even lead to their eventually dropping out of school. It is estimated that, in a typical school, perhaps as many as 5% of individuals in a general school population may require intensive Response to Intervention (RTI) support each year (Christ, 2008).

In an effort to meet the needs of struggling students as early as possible, and to reduce the risk of incorrectly identifying students in both Section 504 and special education, Indianapolis Innovation Academy will use an early intervention process, referred to as Response To Intervention. This simple, campus-based process is designed to assist students who are struggling for any number of reasons and in any number of ways - academically, socially, behaviorally - by providing differentiated instruction, appropriate to the student's needs, as well as additional regular education intervention programs, services and varied opportunities. Data from these efforts is shared with the parent and will become part of any Section 504 or special education evaluation. These efforts are available to all students, including students with disabilities.

Should regular education, together with these early intervention efforts be insufficient to meet the needs of the struggling student, or there are grounds to suspect that the student has a physical or mental impairment, Indianapolis Innovation Academy will consider seeking parental consent for an evaluation under Section 504 or special education, as appropriate to the student. Further, students with physical or mental impairments whose needs are addressed through early intervention, RTI, or health plans will not be excluded from consideration for possible Section 504 referral, even when current interventions, services or health plans successfully address their impairment-related needs.

For students who are Section 504-eligible and who continue to receive early intervention/RTI services under Indianapolis Innovation Academy procedures, the role of the Section 504 Committee with respect to those services is as follows:

- The 504 Committee will assist in explaining to the parents the role of early intervention/RTI services and the informal decision-making required to make changes to the interventions within each RTI tier.
    - The 504 Committee, by means of an appropriate 504 evaluation, shall make the determination with respect to the tier of intervention in which a 504-eligible student is placed, and shall describe to the parent the range of interventions that might be provided in that tier at the discretion of instructional staff.
    - The selection of interventions within the tier shall be made pursuant to local policy and procedure.
    - The 504 Committee will observe student progress and review early intervention/RTI data as appropriate, and shall determine when a change in tier is required.
    - The 504 Committee remains responsible for all determinations necessary for the provision of a FAPE under Section 504.

At Indianapolis Innovation Academy, the RTI Problem-Solving Team (or 'RTI Team') is the vehicle for assembling customized intervention plans for those students who display the most intensive and serious problems. The RTI Team is composed of a multidisciplinary group of educators and follows a research-validated structured approach known to understand and analyze student challenges. The entire RTI Team and referring teacher(s) work together to:

1. identify the student problem in specific, measurable, observable terms;
2. analyze the student problem to uncover underlying functions or reasons to explain why the problem is occurring;
3. implement an evidence-based intervention plan whose elements are logically selected to assist the student;
4. evaluate on an ongoing basis to determine if the plan does in fact help the student to reach academic or behavioral goals.

If the interventions are not effectively closing the gap for that particular student, the team may suspect a disability. Parental consent is obtained and an evaluation by a licensed school psychologist is conducted. A team meeting will be held to discuss the results of the evaluation. Parents are an integral part of this team process. The multidisciplinary team members, including the parent, may determine the student qualifies for services. Such services may be the result of meeting the criteria as a student with a disability per the guidelines established according to the Individuals with Disabilities Education Act or the Americans with Disabilities Act.

While both IDEA and Section 504 mandate the provision of FAPE, IDEA defines FAPE as consisting of special education and related services implemented on the basis of an Individual Education Program (IEP). Under Section 504, FAPE may consist of either regular or special education and related aids and services, as implemented by any appropriate means, including, but not limited to an IEP, but is generally in the form of a Section 504 Plan (34 C.F.R. § 104.33). If, however, a student does not qualify for an IEP, he or she may qualify for a Section 504 Plan as determined below:

IDEA requires that a child's disability must adversely affect his or her education, requiring special education, whereas, in order to qualify under Section 504, a student must have a physical or mental impairment that substantially limits a major life activity or is regarded as having such impairment.

If a student qualifies under Section 504, it has been determined through a variety of sources that the student has a physical or mental impairment that substantially limits a major life activity. Documented sources may include aptitude and achievement tests, teacher recommendations, physical condition, as well as information provided by those knowledgeable about the meaning of the evaluation data and placement options. Once eligibility has been determined, a Section 504 Plan is prepared (if needed) and implemented in accordance with applicable regulations. Periodic reevaluations are required. 34 C.F.R. § 104.35(d).

The Section 504 Plan may consist of education in the regular classroom, education in regular classes with supplementary services, accommodations and/or special education and related

services. The Section 504 Plan is designed to meet individual educational needs of students with disabilities as adequately as the needs of students without disabilities and should adhere to provisions that include identification, evaluation, placement and notice. Implementation of an IEP, developed in accordance with IDEA, is one means of meeting this standard. 34 C.F.R. § 104.33(b)(1)(2).

If a student qualifies under IDEA, an IEP is prepared and implemented in accordance with applicable regulations. To qualify for special education and related services under Part B of IDEA, a student must be between the ages of 3 and 21 and must satisfy both parts of a two-part test: 1) The student must meet the definition of one or more of the categories of disabilities specified at 34 C.F.R. § 300.8(c)(1- 13), or if a state and school so elect, the student may qualify by meeting the criteria described in 34 C.F.R. § 300.8(b) for developmental delays. 2) The student must be shown to be in need of special education and related services because of his disability or disabilities. 34 C.F.R. § 300.22.

Monitoring of Services Plan implementation will be accomplished through parent input, the teacher appraisal process, review of teacher documentation, walkthroughs, and informal checks of the student's academic, emotional, behavioral, and social progress by the Coordinator and appropriate administrators.

Periodic Three-Year Re-Evaluation - At least every three years, the 504 Committee will meet to conduct a periodic re-evaluation of students with Section 504 Services Plans as well as those students who are eligible under Section 504 but not in need of a Section 504 Services Plan at this time. The periodic re-evaluation will be completed using the Section 504 Initial and Periodic Re-Evaluation form. The Committee will determine if there are significant changes to the student's impairments or need for services during the re-evaluation.

Prior to a reevaluation, Indianapolis Innovation Academy will provide the parents with notice of and an invitation to attend the re-evaluation meeting. Written notice will be provided to the parent utilizing the Notice of Section 504 Meeting form. If the Student remains eligible and in need of a Services Plan, the Committee will focus on the Student's changing needs due to the effects of different classroom subject matter, school demands and other factors. If the Committee determines that the Student is no longer eligible, the Committee will dismiss the Student from the 504. The Parent shall be given notice of the results of the re-evaluation.

"As Needed" Re-evaluation - Re-evaluation will also occur prior to any significant change of placement and whenever necessary to ensure the continued provision of FAPE. For example, when the school suspects that a technically eligible student may now be in need of services from the school due to changes in their impairment or needs, the school will re-evaluate due to the change in circumstances. The school will not wait for the three-year periodic reevaluation in such situations.

Annual Review for some eligible students - In addition to the required periodic three-year re-evaluation, it will be Indianapolis Innovation Academy's practice to conduct annual reviews for students with a Section 504 Plan. An annual review includes a review of the current Section 504 Plan and revisions to that plan, as needed. The annual review will be conducted by the 504 Committee and documented on a new Section 504 Service Plan. The annual review will be completed by looking at key data points and a holding a meeting of the committee and the parent. The committee will focus on the following areas of performance when conducting the annual review: teacher input, attendance, grades and classroom performance, state assessment and benchmarks testing, disciplinary record (including number of removal days), informal inquiries with the counselor and teachers (and social worker or nurse, where appropriate) regarding the student's performance, health, and social/emotional well-being, and communication with the parent via phone, email, or personal contact to inquire as to parent's input on the student's performance and well-being.

Special education students will be educated as members of a community of learners in an inclusive setting with traditional education students. Special education staffing, program of services and individual education plans for students will be provided in accordance with federal and state special education rules.

All students are individuals with their own unique set of physical, intellectual and psychological characteristics that influence their instructional needs and require individual instructional strategies. There are not two distinctly different types of students, "special" and "regular" nor are there discrete sets of instructional methods – one set for "special" students and another for "regular" students.

Special education support to students is provided through team efforts of general and special education teachers co-teaching. It involves cross-disciplinary services provided by social workers, occupational therapists, physical therapists, psychologists, speech and language therapists, and paraprofessionals. Contractual services are provided by the speech therapist, occupational therapist, physical therapist, and school psychologist.

Special education services will be provided in class to the fullest extent possible. The use of resource rooms in one-on-one and small group tutoring will be used as alternative intervention strategies whenever requested by students or identified as a measure of least restrictive environment by Individual Education Program team members.

Intervention Specialists, in conjunction with general education classroom teachers, will continually monitor student progress. i-Station, a progress monitoring tool, will be administered consistently in the area of math and reading. Analysis of student work will be completed by the general education classroom teacher. All of the data will be compiled and data teams will generate lessons that will most effectively teach the deficient standards. Additional resources such as i-Station, Prodigy, Touch Math/Money, and Handwriting Without Tears will be utilized to

support the learning of students with disabilities. General education classroom teachers and intervention specialists will be allotted planning time to collaborate on lessons that are designed to effectively meet the needs of students with disabilities. Direct instruction is the most effective approach for improving word recognition skills. In particular, lessons that focus specifically on sequencing (e.g. breaking an unknown word into separate sounds or parts that can be sounded out), segmentation (e.g. sounding out each letter or letter sound in the word), and advanced organizers (e.g. listing the objective of the lesson upfront, providing student with prior information) prove to be the most effective in increasing word recognition skills in students with disabilities. The most effective approach to improving reading comprehension in students with learning disabilities appears to be a combination of direct response/questioning and controlling the difficulty of processing demands of tasks. Strategy cues that are taught directly to students will assist with comprehension. In the area of math, teachers will provide systematic and explicit instruction. They will teach visual representation of functions using manipulatives, pictures, and graphs. Formative assessment strategies will continue to allow teachers to monitor progress on an ongoing basis.

Students will have access to various means of presentation via the use of technological tools. Professional development opportunities will be made available via the use of the management organization, webinars, and collaboration with the sponsor.

Generally, there are four reasons to exit a student from special education:

1. Student is no longer eligible
2. Graduating
3. Aging out
4. Parent revocation of consent

1. Student Is No Longer Eligible - Indianapolis Innovation Academy must assess in all areas of suspected disability, not just in an area where the student was first determined eligible. The same basic requirements for initial assessments apply to reassessments. Assessment reports must be provided to parents at the IEP meeting, or preferably before meeting. When making exiting decisions, include the list of eligibility factors for all suspected disabilities and for each factor, state why the student does or does not meet the criterion.

- Need for Special Education: Even if a student meets the eligibility criteria for a suspected disability, the student is only eligible if he or she continues to need special education and related services to receive educational benefit. Include a statement why the student does (or does not) need special education to gain educational benefit and tie this to the curriculum.
- IEP Meetings and Prior Written Notice (PWN) Exiting decisions are made by an IEP team. Proper notice must include the purpose of the meeting. All required IEP team members must be at the meeting, including members who can explain and interpret assessment results.

- Notice - Exiting a student from special education is a change of placement and therefore require notice. Failure to provide this notice is a procedural violation of IDEA.
- Two Part Eligibility Test: 1. Student must meet the criteria of one or more of the 13 disabilities under IDEA; and 2. Student must require special education and related services as result of his or her disability or disabilities. If both parts of eligibility test are not met, exiting is appropriate.

2. Revocation of Consent - Revocation of consent by parent serves to exit the student from special education. It must be in writing and takes one parent to revoke consent, even if other parent disagrees. Indianapolis Innovation Academy has the following obligations upon receipt of written revocation of consent: Indianapolis Innovation Academy may not continue to provide special education and related services. Indianapolis Innovation Academy may not use mediation or due process procedures. Indianapolis Innovation Academy will not be considered to be in violation of FAPE requirement based on failure to provide further special education and related services. Indianapolis Innovation Academy will not be required to convene an IEP meeting to develop an IEP. Indianapolis Innovation Academy may not terminate services immediately upon receipt of revocation of consent: Indianapolis Innovation Academy must provide PWN that explains changes in student's educational program and discontinue services within a "reasonable" time after providing notice.

The academy must provide detail on consequences of revocation of consent: Student will no longer receive special education and related services and the student will no longer have protection of IDEA disciplinary procedures.

ENGLISH LANGUAGE LEARNERS

English Language Learners' (ELLs) needs will be met through close collaboration among the Special Education Supervisor, Instructional Coach, School Leader, parents, and teachers. Diverse learners will receive appropriate academic support through after-school tutoring and small group individualized instruction provided by a certified ESL teacher contracted through an outside agency. English Language Learners will be assisted by their teachers to access the curriculum and will be given all supports to which they are entitled by law. In addition, all teachers will incorporate culturally proficient methods of serving struggling students and the principles of Universal Design for Learning into their teaching practice.

Limited English Proficient students (LEP's), sometimes known as English Language Learners (ELL's) are becoming more and more visible in our schools. With the rigorous standards set forth by Every Student Succeeds Act, it is of extreme importance that students with limited English proficiency are identified properly and placed accordingly to maximize their success and the success of the school. The following is the process by which ELL's are identified, placed and served in the Academy.

Step #1 - Identifying the child as limited English proficient

All registration paperwork for entering a school managed by TLG must include the *Home Language Questionnaire*. This form identifies whether or not another language is spoken in the home. If the "yes' box is checked to indicate the use of a language other than English inside the home, then a trained expert should be called in to do an informal interview with the child. The expert is usually the English as a Second Language (ESL) teacher and he or she will speak with the child to determine if further investigation is warranted.

Step #2 - The Language Assessment Battery

If the ESL teacher determines that further testing is warranted, the *Language Assessment Battery*, or *LAB-R* (for "revised") will be administered. The LAB-R is an examination consisting of four parts to determine the level of overall English proficiency of the child. The four areas of the test include reading, writing, listening (or understanding of the spoken word), and speaking. The next step depends upon the results of the LAB-R.

Step #3 - Placement in an ESL Program

On the next page is a sample form that will be adapted by the Academy for documenting the identification of students whose home/native language is not English, the assessment of their English language proficiency, and the placement of the students in appropriate educational programs. On the subsequent pages are guidelines for the English language assessment of students whose home/native language is not English.

Home Language Survey

Date: _____

School: _____ Academy

Name of Student: (last, first, middle initial) _____

Date of Birth: _____ Place of Birth: _____

Name of Parent/Guardian: _____

Home Address: _____

City: _____State: _____ ZIP Code: _____

Home Phone: _____ Work Phone:_____

For Parents/Guardians: Please answer the following questions.

1. What language did your son or daughter speak when he or she first learned to talk?	
2. What language does your son or daughter use most frequently at home?	
3. What language do you use most frequently to your son or daughter?	
4. What language do the adults at home most often speak?	
5. How long has your son or daughter attended school in the United States?	

LOW PERFORMING STUDENTS

As a school-wide prevention approach, Response to Intervention, or RTI, includes changing instruction for struggling students to help them improve academic skills and behavior. To meet the needs of all students, the educational system must use its collective resources to intervene early and provide appropriate interventions and supports to prevent learning and behavioral problems from becoming larger issues (National Association of School Psychologists, 2006). There are three main ideas behind the premise of RTI:

1. *High quality instruction* - All children deserve effective instruction that leads to achieving functional skills.
2. *Requirement for frequent assessment* - This is based on the premise that continuous assessment leads to skill improvement.
3. *Data-based decision making* - It is critical that adjustments to instruction be based on data.

RTI Methods can be used both as general policies to address the needs of all students as well as in specific ways to implement interventions for individual students. This approach will be adopted and implemented at the Academy to meet the needs of all students, particularly our low performing students. The Academy will follow a 10 step process based on the work of Brown-Chidsey and Steege (2005) for implementation of a truly integrated RTI approach.

Step I – Implement Evidence Based General Education Instructional Methods - Tier 1 Instruction

Focus: For ALL students in class

Program: Maps/Pacing Guides

Scientifically based curricula as indicated

Interventions: Provide extra drill and review

Teach organizational skills

Teach study skills

Teach desired behavior

Use of manipulative materials

Paired work arrangements

Provide study guides/questions for assignments

Provide visual aids to support instruction

Use of graphic organizers

Alternative to tests if benchmark skills are maintained

Grouping: Multiple and flexible grouping formats to meet students' needs

Time: 90 minutes per day for reading

Assessment: Benchmarking at least 3 x per year

Personnel: General education classroom teacher

Setting: General education classroom

The Tier 1 Intervention and Accommodation Planning sheet should be completed and reviewed at grade level meetings for any student who was referred from the previous year or whose fall benchmark assessment indicates a level of concern.

Step 2 – Collect Benchmarks of All Students' Performance Three Times During the School Year

Step 3 – Identify which students scored below the benchmark targets based on assessment benchmarking

Step 4 – Provide daily, scientifically based small group instruction –

Focus: For students identified with increased difficulties and have not responded to Tier 1 interventions and supports

Program: TouchMath, Prodigy, iStation, PBIS/Zones of Regulation

Interventions: Research based strategies, procedures and interventions designed to teach a skill or build fluency with a skill. Refer to suggested Tier 2 intervention list.

Grouping: Homogeneous small group instruction (1:3, 1:4, 1:5)

Groups need to be formed at the same ability/instructional level with a common academic area of concern (i.e., don't mix kids with decoding and comprehension difficulties).

Time: 30 minutes per day, 2-3 times per week

Assessment: Progress monitoring every other week on target skill to ensure adequate progress and learning.

Personnel: This will vary by need. Can include Title 1 teacher, classroom teacher, and trained paraprofessional

Setting: Appropriate setting designated by the school: may be in or outside the classroom.

In addition to completing the Tier 2 Intervention Plan, whoever is providing the intervention needs to be documenting the dates and length of each intervention period on the backside of the Tier 2 Plan. Progress monitoring occurs every other week and is documented on the Progress Monitoring Record form. Parents will be informed of their child's progress on a monthly basis.

Step 5 – Monitor student progress toward the benchmarks, using frequent assessments

Step 6 – Review, revise and/or discontinue small group instruction (based on data)

Step 7 – Increase the intensity, duration, and/or frequency of instruction (based on data)

Focus: Students who have not adequately responded to Tier 2 interventions

Program: i-Station, TouchMath, Zones of Regulation, Functional behavior assessment/Behavior Intervention Plan

Interventions: Research based strategies, procedures and interventions designed to teach a skill or build fluency with a skill. Refer to suggested Tier 2 intervention list; interventions will happen 4-5 days per week.

Grouping: Homogeneous small group instruction (1:1, 1:2, 1:3).

Time: 30 minutes, 4-5 days per week

Assessment: Progress monitoring a minimum of once every week on target skill to ensure adequate progress and learning.

Personnel: This can include Title 1 teacher, classroom teacher, and trained paraprofessional

Setting: Appropriate setting designated by the school: may be within or outside the classroom.

In addition to completing the Tier 3 Intervention Plan, whoever is providing the intervention needs to be documenting the dates and length of each intervention period on the backside of the Tier 3 Plan.

Progress monitoring occurs a minimum of once every week and is documented on Progress Monitoring Record Form. Parents will be informed of progress on a monthly basis.

Step 8 – Review, revise, and/or discontinue small group instruction (based on data)

Step 9 – Comprehensive evaluation, if needed

Step 10 – Special education eligibility

Successful RTI programs report a reduction in the number of students identified as receiving special education services and an overall increase in student achievement. For these reasons, RTI has proven to be an effective general education initiative to meet the needs of low performing students. The following list highlights research-based strategies that the Academy will utilize for Tier 2 and possibly Tier 3 interventions:

Math:

Cover, Copy, Compare with math facts

Incremental rehearsal with math facts

Math Computation: Intermixing Easy and Challenge Problems

Math Computation: Productivity Rates and Errorless Learning Worksheets

Writing and Spelling Skills

Cover, Copy, Compare for spelling words

Organizing Writing

Sentence Combining

Reading Skills

Fluency

Accuracy Intervention: Pencil Tap

Incremental Rehearsal with Sight Words

Listening Passage Preview

Paired Reading

Repeated Readings

Word Reading Accuracy and Fluency

Prosody Intervention: Stop and Go

Assisted Reading Practice

Vocabulary

Cover, Copy, Compare: Vocabulary

Error Correction and Word Drill Techniques

Comprehension

Guided Notes

Behavior

Behavioral Contracts

Choice of Task Sequence

Response Cost Raffle

Sit and Watch

The Good Behavior Game

ADMISSION POLICY AND CRITERIA

All of the academy's marketing and recruitment materials will clearly state the academy does not discriminate in any way and is open to any student who resides in Indiana. This includes all children, regardless of ethnicity or economic status. We will promote free and reduced lunch programs. The academy is located in an urban community where there is a great need for educational choice and opportunity, thus inviting, promoting and encouraging the most needy.

STUDENT DISCIPLINE

The student discipline policy is designed to promote a safe and caring environment that is conducive to learning. The policy will be published in the student/parent handbook which is distributed to all parents and students to ensure all parents are informed. See Attachment 6.

PARENT AND COMMUNITY INVOLVEMENT

Parents will be encouraged to take an active role in the daily educational lives of their children. Volunteering will be strongly encouraged and parental involvement will be publicly recognized and celebrated. Regular Parent-Teacher Organization meetings will be held to ensure responsiveness to emerging parent concerns and to energize families about upcoming events or activities.

Parents will be invited to participate in the school improvement process and development of effective Title 1 plans. Regular parent meetings will be held to discuss plans and solicit ideas and thoughts from parents in the local and surrounding communities. A monthly parent, "PIE" (Parent Involvement in Education), meeting will be held and a variety of speakers will be invited. The presentations will focus on various topics that are identified by parents and/or pertinent to their child's education and the STEM-AG program.

A collective development of academy policies, procedures and guidelines will ensure responsiveness to parent concerns while at the same time maintaining a safe and orderly educational environment for children. Parents will be encouraged to take an active role in the daily educational lives of their children.

Regular parent-support group meetings facilitated in collaboration with the academy will be held to ensure responsiveness to latent or emerging parent concerns and also to energize families

about upcoming events or activities. Family participation initiatives will include an array of choices and opportunities, including convene meetings for families to:

- describe the programs, goals and activities under Title I
- explain proficiency levels of academic measures and test results
- provide a description of and access to the curriculum used in the school
- apprise parents/guardians of opportunities to be involved in their child's education
- detail policies and procedures relating to school operations
- provide an overview of the academy's report card
- provide parents/guardians an opportunity to provide feedback

- Hold meetings at times convenient to parent/guardian schedules; hold individual meetings with parents/guardians as needed. (Alternate monthly meetings between morning, afternoon and evening hours)
- Hire office staff who are respectful of parents/guardians and their children and who invite them to be part of the school's operation and life.
  Schedule parent/teacher conferences to discuss progress and methods to be used to help with the child's instruction. (Minimum: quarterly)
- Encourage parents/guardians to visit the child's classroom to observe instructional activities.
- Deliver timely information about the educational and extracurricular activities through a newsletter and other communications. (Monthly)
- Provide opportunities for regular parent meetings and reasonable support for other parent involvement activities
- Coordinate, to the extent possible, family involvement activities with other federally-funded programs
- Encourage attendance of parent classes provided by trained school personnel and offer materials parents may check out to help their child at home.
- Annually assess, through consultation with parents and/or surveys, the effectiveness of the parental involvement program and determine what action, if any, needs to be taken to increase parental participation.
- Distribute the School-Parent-Compact and allow parents/guardians to provide input for review as needed.
- Inform parents/guardians of communication avenues (academy Website, local newspaper, school marquee, school newsletters).
- Initiate an academy parent support group.
- Involve parents/guardians on the school improvement team to assist in providing further academic support at the academy.
- Involve local metropolitan non-profit agencies in providing services and information to families.

We will reach out to community partners regularly to seek them as mentors and invite them to participate in the classroom to provide and present hands-on experiences and experiments or

stories about real life, age-appropriate experiences. We will also schedule field trips to complement classroom lessons and plan a career fair, inviting parents and the community into the school to talk about their jobs with students.

The calendar of events for parents and the community will include an open house, family math night, veteran's night in November, holiday program, family science fair, and multi-cultural event. The community will be invited to participate in these events to promote a welcoming environment and community involvement.

We will partner with community organizations such as Project Lead the Way, Purdue Extension, and TechPoint Foundation for Youth - all devoted and dedicated in some way to the underserved and finding experiential learning that inspire the pursuit of STEM careers,to engaging young people in science and understanding where food comes from, introducing them to career opportunities in agriculture, and/or making learning relevant and helping them understand the importance of math and science and it application outside of the classroom.

EDUCATIONAL PROGRAM CAPACITY

School Leadership

Leona's *school leaders* are responsible for developing many quality relationships directly with colleagues, parents, students, and community and industry contacts. The leader is responsible for reporting key information to the Board, supervising and working with leadership teams, and serving as the public face of the institution. The Leader is the ultimate authority for all educational, operational, personnel and spending decisions and is accountable to the Board for the results.

The *Instructional Coach* serves as the school's day-to-day manager of the academic program and is responsible for the quality of the teaching and learning at the Academy on the classroom level. An ideal candidate for this position should have significant experience as a successful classroom teacher in a setting similar to Indianapolis Innovation Academy, and expertise in curriculum and instruction. This candidate should have a strong commitment to the Academy's mission and to its students and families. The Instructional Coach needs to have innovative ideas for how to move the work forward, strong managerial, written and communication skills, and the ability to work well with the School Leader and run the school in his/her absence.

The Academic Support Team will meet regularly with the IIA leadership team at the academy to provide data analysis, instructional strategies feedback, academic audits, classroom observations, curriculum review and analysis, professional development, and

one-on-one conferences with IIA administrative team to enhance educational quality improvement.

A representative from The Leona Group will be assigned to work directly with the leadership team and additional key management personnel from TLG (Grants, Compliance, Finance and Budget, Human Resources, Special Education, Academic Support, Technology support) will enable the Academy to deliver an effective program without diverting staff from their core responsibilities by serving in multiple roles. We believe this collective structure will effectively serve the Academy's mission. Identified as a "Core-Team" approach, school leaders will be in regular communication with their EMO to effectively and efficiently run their operations.

The Board of Directors will undertake training to meet state and sponsor requirements and receive additional support from an TLG representative for advice and consultation. Important decisions about curriculum and instruction are made by the School Leader and Instructional Coach along with leadership teams at the school level. Student achievement will be monitored by the same groups as part of continued inquiry and data-driven decision making around teaching and learning. The school leader has not been identified at this time. Attachment 9 describes our EMO's process for identifying leadership positions as well as general job descriptions.

The school leader, instructional coach, and office manager will work on a full-time or nearly full-time basis to lead the development of the school, including staffing, identifying and ordering curriculum, setting up classrooms, student recruitment, contracts, and fulfilling all compliance requirements. The school leader and instructional coach positions will be filled by the end of April, 2019.

3 OPERATIONS PLAN AND CAPACITY

SECTION 2: OPERATIONS PLAN AND CAPACITY

NETWORK VISION, GROWTH PLAN & CAPACITY

While at this time we do not anticipate developing other new schools in Indiana, it is certainly an opportunity to consider in three-four years after we have established a solid foundation and track record at IIA. The proposed STEM-AG school will be the third academy in Indiana for the EMO, The Leona Group. They currently work with East Chicago Urban Enterprise Academy in East Chicago and Smith Academy for Excellence in Ft. Wayne. The EMO also has schools in Michigan, Ohio, and Arizona.

The Leona Group was selected by the IIA Board of Directors because of its national expertise with start-ups. TLG operates very successful schools in challenging urban centers throughout the Midwest and Arizona. In all, TLG manages 60 schools representing a variety of grade configurations. The IIA Board of Directors does not have plans at the moment to expand the IIA-AG model in Indiana, but would consider a middle and high school program as the K-5 program stabilizes and becomes more established in the community. The amount of acreage at the proposed site allows for future expansion and development.

The IIA Board of Directors has not operated a charter school in the State of Indiana. Challenges that may be faced and that are not necessarily unique to IIA Board of Directors include: 1) financial management; 2) human resources (identifying qualified staff); 3) compliance with Federal and State agencies; 4) meeting building safety codes and regulations; 5) state-of-the-art technology infrastructure for students and staff; 6) board training; 7) grant procurement; and 8) facility acquisition and development. This why the IIA Board of Directors selected the EMO because of its 22 years in the charter school business.The Leona Group provides support and structure in all of the above-mentioned areas to address these challenges.

I-Step results for East Chicago compares very favorably to the state results. The EMO does not provide academic support for Smith Academy, the other academy it is associated with.

NETWORK MANAGEMENT
Leadership Team

School Leader	Provide on-site educational leadership and managerial expertise necessary to accomplish the specified educational goals; assure the overall success of the academic program.
Instructional Coach	Assist the School Leader in improving the quality of instruction at the Academy at an aggregate level as well as at the classroom and student level. Support teachers in planning and delivering high-quality instruction by giving feedback, sharing best practices, and providing resources. Provide data to the School Leader to support effective assessment and training. May assist the Leader in planning and facilitating teacher collaboration and professional learning communities.
Governing Board	Monitor school performance, review performance of the management company, adopt school policies, review monthly financials, direct corporation policies in accordance with the law, carry out the purposes of the corporation.

Attachment 16 contains a draft contract between the academy and the management company describing the terms and services provided. The academy is not part of a network organization.

FUNCTION	NETWORK/MANAGEMENT ORGANIZATION DECISION-MAKING	SCHOOL DECISION-MAKING
Performance Goals	**EMO with School Leader**	**School Leader/Instructional Coach**
Curriculum	**EMO with School Leader**	**School Leader/Instructional Coach**
Professional Development	**EMO with School Leader**	**School Leader/Instructional Coach/Administrative Team**
Data Management and Interim Assessments	**EMO with School Leader**	**School Leader/Instructional Coach**
Promotion Criteria	**Board of Directors and School Leader**	**State of Indiana and School Leader**
Culture	**School Leader**	**School leader and other school based stakeholders**
Budgeting, Finance, and	**EMO in consult with School**	**School Leader**

Accounting	**Leader and Board**	
Student Recruitment	**EMO Marketing Dept.**	**School Leader**
School Staff Recruitment and Hiring	**EMO HR Department**	**School Leader**
HR/Services (payroll, benefits, etc.)	**EMO HR Department**	**EMO HR Department**
Development/Fundraising	**Board of Directors**	**Board of Directors**
Community Relations	**EMO Marketing**	**School Leader**
I/T	**EMO IT Department**	**EMO IT Department and contracted services**
Facilities Management	**EMO Facilities Manager with Landlord**	**School Leader**
Vendor Management / Procurement	**EMO Budgets and Finance**	**School Leader**
Other operational services	**N/A**	**N/A**

Attachment 11 contains the organizational chart for the academy. As we do not plan to operate a network of academies, the organizational chart will remain unchanged for all five years.

GOVERNANCE

Legal Status and Governing Documents

The academy has not yet filed as a nonprofit and neither has it obtained federal tax-exempt status. This will be completed upon awarding of the charter by BSU. The articles of incorporation have not yet been filed.

Governing Board

Philosophy: The academy represents that it is and shall maintain its status as a public benefit corporation, and as such, shall be governed accordingly. The academy is organized exclusively for charitable and educational purposes. The Articles of Incorporation and Code of Regulations of the academy will provide for governance of the operation of the academy in a manner consistent with its charter and state and federal law.

Board Members

The application team does include the initial governing board and is not being submitted by an existing non-profit organization. There will be no transition to another formal governing board. A minimum of five members will serve on the board. The board has not yet filed for tax-exempt status and is not part of a network structure.

The board currently consists of 4 members and bylaws allow for a maximum of 15. There will be a minimum of 3 members at all times. The current composition of the board offers a varied background of individuals, strengths, and experiences. This makeup will provide for different viewpoints which will promote effective representation for the academy and stakeholders.

The composition includes

- a business professional with a background in communications, finance and group organization
- a facilitator at a correctional facility delivering cognitive behavioral curriculum in a group setting focusing on the areas of motivation for change and aiding in planning and developing post-release plans and associated responsibilities
- a full time pastor with a broad range of responsibilities for his congregation including leadership, training, and counseling
- an attorney with experience in both the nonprofit and for-profit arenas, serving in managerial roles for a charter school. He currently works in the fields of business law, real estate law, bankruptcy, family law, creditors' rights, and civil litigation.

Future board members and/or vacancies will be selected and identified in a variety of ways: by posting a need on the academy website, by referrals from current board members, seeking suggestions from the academy's parent organization, and possibly board fairs. The board will meet at least 8 times a year, or as required in the charter. Committees could include an audit committee, governance committee, and finance committee. These committees will meet separately and provide additional guidance to the board. The purpose and role of these committees will be determined by the entire board.

Board terms will be for two years following the school calendar running from July 1 to June 30. Initially, the board members will have staggered terms, from one to three years, so all members do not renew or expire at the same time. Terms can be renewed. The board will be exposed to training throughout their tenure to ensure growth, effectiveness, and maturation. This training will include, to name a few, ethics training, how to be an effective

board, laws for public meetings, charter school law, and charter school finances. A timeline will be developed based on the need of the board as a whole, and individually as members. Online courses will be made available to the board for ease and convenience, and other training will be presented to the board as a group by their EMO, legal counsel, and perhaps outside trainers. Training will, at a minimum, meet sponsor requirements as outlined in the charter.

The timetable and specific topics for training will be developed and based on the result of a board survey related to their level of knowledge. The EMO, in concert with the sponsor if desired, will present a variety of topics, issues, and questions to the board to help identify the most urgent needs. This approach will allow the board to become as effective as possible as quickly as possible.

An independent non-profit Board of Directors governs Indianapolis Innovation Academy. The Board is composed of a diverse group of individuals who are vital to the academic, social, cultural, and financial success of the school. Board members are expected to make decisions on a wide range of problems: some routine, such as approving minutes; while others will be more more complex.

IAA Board member responsibilities include, but are limited to:

- Monitoring the overall operations of the Academy
- Understanding the school's' mission as it relates to academic success and achievement
- Understanding the Board's role in policy development
- Fulfilling contract obligations to the authorizer
- Learning about effective board membership through studying educational issues, attending seminars, etc.
- Being involved in strategic short- and long- term planning
- Providing students due process as required by law
- Approving the annual budget and subsequent revisions
- Accepting financial responsibility for the school's budget by monitoring and adhering to the budget
- Attending and being prepared for all board meetings
- Actively participating in any board committees
- Maintaining the honesty, integrity and ethics of the organization
- Recognizing the efforts of staff and volunteers
- Promoting and supporting the mission of the academy in the community
- Securing qualified board members when needed

The Board of Directors will meet regularly to oversee strategic planning, academic accountability, fiduciary responsibilities, succession planning, cohesive policies and process development, organizational leadership, finances, and charter renewal.

Advisory Bodies
There is no plan to form any advisory bodies or councils.

Grievance Process
All parties who interact with the school have the right to file a complaint regarding a public education agency's alleged violation of federal and state law. All complaints must be filed in writing and must be clearly marked as a complaint. Any complaint must be filed within 3 days of the alleged incident.

An internal review for all written complaints will be conducted within 7-10 days. Depending on the nature and severity of the complaint, an investigation may take up to 3 months to be resolved.

The following steps must be followed for all complaints:

Step 1: Classroom Teacher	Always start with the classroom teacher when there is a problem with your student's education. Teachers are available before and after school and can be reached by calling the school office, or by e-mail.
Step 2: Office Manager	If you are not satisfied with the outcome from the classroom teacher you may submit your written complaint to the Office Manager. The Office Manager will follow up and respond to the complaint.
Step 3: Instructional Coach	If you are not satisfied with the outcome from the Office Manager, you may submit your written complaint to the Instructional Coach. The Instructional Coach will follow up and respond to the complaint.
Step 4: School Leader	If you are not satisfied with the outcome from the Instructional Coach, you may submit your written complaint to the School Leader. The School Leader will follow up and respond to the complaint.

Step 5: Leona Group RVP	If you are not satisfied with the outcome from the School Leader you may submit your written complaint to the Leona Group Regional Vice President. The RVP will follow up and respond to the complaint.
Step 6: Leona Group HQ	If you are not satisfied with the outcome from the RVP you may submit your written complaint to the Leona Group Michigan Headquarters Office. The Leona Group Headquarters will follow up and respond to the complaint.
Step 7: ODE	If you are not satisfied with the outcome from the Leona Group Headquarters you may submit your written complaint to the academy's sponsor, Ball State University.

School Management Contracts

The development team has chosen to partner with The Leona Group (TLG) for comprehensive management services. The Leona Group will provide comprehensive full-service management, to include human resources, budget and finance, communications and marketing, curriculum and assessment, grant writing, legal and regulatory compliance and student support services.

The Leona Group specializes in serving urban populations and has vast experience in low-income and minority student populations, special needs students (including those with disabilities, gifted and talented, English language learners), and creating programs that are innovative and exciting. The Leona Group also maintains a proven track record of improving student achievement, successfully managing school finances and the efficient start-up of new charter schools.

As a contractor hired by the board to perform services, The Leona Group does not play a role in selecting the academy's governing authority.

In the area of staffing, the management company provides primarily the role of support. The school leader interviews and selects the academy's staff, and The Leona Group provides the human resource functions to complete the hiring practice and ensure all local, state, and federal rules and regulations are followed.

The Leona Group works with the board and the school to ensure the budget supports the needs of the school. Budgets are developed based on anticipated enrollment and are revised in September when actual enrollment is known to ensure the school utilizes its revenue effectively and appropriately. It is the practice of TLG to work closely with the school leader and the board to closely monitor the expenses of the academy.

TLG's Academic Support Team schedules ongoing walk-throughs and classroom observations to support the growth and success of the teaching staff – which in turn promotes the growth and success of the learner. The team provides professional development opportunities throughout the school year for the staff and conducts training sessions and meetings with instructional coaches monthly.

Priorities set are data driven based on academics, behaviors and finances.

TLG employs a full complement of corporate support departments, each with its own department head. Each academy is provided oversight by a core team leader and support and guidance in the areas of budget and finance, human resources, curriculum and instruction, grants, marketing, special education, student assessment, special projects and technology. The term of the contract will coincide with the term of the charter contract.

The Leona Group will advise the board on all matters related to the success of the academy. This includes, but is not limited to, staffing, financials, enrollment, marketing, curriculum, and policies. The EMO reports to the board and the board will conduct an annual assessment/evaluation of the EMO based on measurements included in the management contract, sponsor contract, and academy report card. Sample evaluation is included in Attachment 16.

There are no existing or potential conflicts of interest between the school governing board and the proposed service provider or any affiliated business entities.

Attachment 16 - TLG Authorized to do Business in IN is attached a evidence that the EMO is authorized to do business in Indiana, as well as a sample management agreement. The term of the agreement will be concurrent with the charter contract. The ESP is a for-profit entity.

Human Capital

Network-wide Staffing and School Staff Structure

The table below projects staffing needs for the entire network over the next five years.
This table also includes the school staffing rollout plan for a "typical" elementary school.

	YEAR				
	1	2	3	4	5
Number of Elementary Schools	1	1	1	1	1
Number of High Schools	0	0	0	0	0
Student Enrollment	200	225	250	285	325
Management Organization Positions					
Budget and Finance	2	2	2	2	2
Grants	1.5	1.5	1.5	1.5	1.5
Facilities Management	1	1	1	1	1
Marketing	2	2	2	2	2
IT Support	2	2	3	3	3
Food Service	1	1	1	1	1
Human Resources	3	3	3	3	3
Benefits	1	1	1	1	1
Operations and Compliance	1	1	1	1	1
Position Description					
Principal	1.25	1	1	1	1
Administrative/Office Manager	1.08	1	1	1	1
Office Assistant	0	0.75	0.75	0.75	0.75

Instructional Coach/Dean of Curriculum	**1**	**1**	**1**	**1**	**1**
Dean of Students/Teacher	**1**	**1**	**1**	**1**	**1**
Teachers K-6	**8**	**9**	**10**	**12**	**15**
Special Education Teacher	**1**	**2**	**2**	**2**	**2**
PE Teacher	**0.5**	**0.5**	**0.5**	**1**	**1**
Art Teacher	**0.5**	**0.5**	**0.5**	**1**	**1**
Computer Teacher	**0**	**1**	**1**	**1**	**1**
Social Worker	**0**	**1**	**1**	**1**	**1**
Title I Teachers	**0**	**2**	**2**	**2**	**2**
Teachers Aides (Part Time)	**4**	**5**	**5**	**5**	**5**
Facility Manager	**1**	**1**	**1**	**1**	**1**
Custodians (Part Time)		**0.75**	**0.75**	**0.75**	**1.25**
Food Service Aide (Part Time)		**0.75**	**0.75**	**0.75**	**0.75**
TOTAL	**19**	**28**	**29**	**32**	**36**
Social Worker, Psychological, Speech Pathology and Audiology, and Occupational Therapy Services are included in the budget and will most likely be contracted year one.					
As enrollment and need for these services increases, so does the budget. We will review how we provide these services					

All staff members report directly to the school leader, and the school leader is responsible for the rest of the staff. The school leader has the support of the Human Resources Director

of The Leona Group to advise and guide in all personnel matters to ensure no rights are violated and all policies and law are followed.

Staffing Plans, Hiring, Management, and Evaluation

1. Strategy and timeline for recruiting teachers ….

   All personnel will be employees of The Leona Group. It is our intention to recruit with the goal of placing 100% licensed and "highly qualified" teachers in the classrooms. In the event sufficient "highly qualified" and high-quality teachers are not available, then per IC 20-24-6 alternate options will be pursued, such as the temporary use of substitutes, or candidates who are in the process of obtaining a license under a 'transition to teaching' program, or who have a bachelor's degree in the content area in which s/he will be teaching.

   Recruiting activity would begin upon execution of a charter agreement and would continue throughout spring and summer until the opening of school. A more detailed and week-by-week plan will be developed upon the appointment of the School Leader, and their identification of staffing needs.

In order to support hiring at the academy, Leona has a wide-ranging strategy to support the recruitment and hiring of excellent teachers, including:

- A full time University Partnerships Coordinator staff member with responsibilities for developing and maintaining partnerships with institutions of higher education for the purpose of generating a flow of teaching talent to meet Leona school needs; strong partnerships currently exist with Baker College, Schoolcraft Community College, Saginaw Valley State University, and Eastern Michigan University in Michigan; and Lourdes College and Bowling Green State University in Ohio. Additional partnerships are continually being developed.
- Through our web-based portal, managers have access to a recruitment module and its applicant tracking system which facilitates budget approval for personnel actions and also serves as a job posting and recruitment tool; all jobs are posted both internally and externally
- Ultipro automatically posts job opportunities to external job posting resources such as Indeed.com
- Internal email "blasts" to promote job opportunities and employee referrals
- Job postings at college and universities
- Annual participation in college and university recruitment events on campus
- Online and/or print advertising including Glassdoor.com &Teacher-To-Teacher.com

- Use of social media tools through Facebook, Twitter, LinkedIn, and other venues to promote Leona schools and job opportunities at schools
- University partnerships to generate interest in Leona schools by hosting student teachers and other education students in field placements and methods experiences

Partnership with 'alternate routes to certification' providers

- Partnerships with universities promoting their colleges of education to high school students; currently a partnership is in place with Eastern Michigan University and additional partners will be sought if this initial foray is successful
- Utilization of grant funds or other financial resources to allow for sign-on and retention bonuses

Required credentials and experience are outlined in the Teacher job description. In addition to the basic prerequisites identified in the job description, Leona hiring managers seek candidates who have demonstrated qualities such as stamina, empathy, creativity, teamwork, open-mindedness, flexibility, facility with technology, and kindness. These criteria are explored through the use of a behavior-based interviewing approach. Interview tools such as a behavior-based interviewing questionnaire are provided to hiring managers. As needed, interviewing assistance is available from Human Resources team members.

Hiring procedures includes interviews, required licensure confirmation, reference checks and background checks completed by an independent third party. All Leona employees, other than teachers, are considered at-will employees. Certified/licensed full-time Teachers receive one-year for-cause contracts.

By maintaining current knowledge of federal and state laws and requirements with respect to staff credentials, The Leona Group is able to assist and advise school leadership in this arena. Staff gather information required by federal and state authorities about employee credentials, ensure that employee background checks are performed and consult with school leaders on problem situations. Staff also apply for teaching permits and respond to authorizer audits.

2. In Leona-managed schools, all members of the school team ultimately report to the school leader. Depending on the size of the staff and school needs, intermediate supervisors may be appointed such as supervisors in food service, transportation, athletic, or other areas, with those individuals reporting directly to the leader.

3. It is Leona's expectation that all staff members are evaluated annually, including the School Leader, teachers, and support personnel. New staff members – either new to the

academy or new to their role --- also receive a mid-year review in approximately December.

Key elements in driving the evaluation of the school leader include student achievement, evidence of closing achievement gaps, evidence of active oversight of the instructional program and instructional learning cycles, effective management of enrollment and financial responsibility, communication, partnerships with stakeholders, use of the school improvement process, feedback from corporate support departments about topics such as compliance, and others.

Key elements in driving the evaluation of paraprofessionals are planning and preparation for instruction, support for the classroom environment, support of instruction, and professionalism.

Leona Group uses the iObservation tool for evaluating Teachers. The tool is based on the work of Robert Marzano, addressing Domains of effective instruction including Domain 1/Classroom Strategies and Behaviors, Domain 2/Planning and Preparation, Domain 3/Reflecting on Teaching and Domain 4/Collegiality and Professionalism. In our system, teacher evaluation gives equal weight to observational feedback about instructional practice and to student achievement data. Within the observational data, Domains 1 and 2 are weighted most heavily, as they speak to the teaching practice which research has shown to have the greatest impact on student learning.

The school leader is ultimately responsible for evaluating all staff members in the building annually. The instructional coach also plays a heavy role in giving feedback to teachers, helping them improve their practice, identifying teachers in need of intervention to improve performance, and generating observation data which flows into the year-end evaluation. If the academy has other coaches such as a data coach, RtI coach, or PBIS coach, those individuals might also observe teachers and their feedback may also be used for year-end evaluation purposes, at the leader's discretion. The Academic Achievement team will also conduct classroom observations to assist the leader, although the DAA team's feedback is not incorporated into teacher evaluations.

Leona schools have been using an evaluation tool based on the Marzano framework for several years. Our schools implemented the iObservation tool in 2016/2017. Leona's monthly leader professional development sessions will all have a segment devoted to effective use of iObservation, inter-rater reliability, establishing teacher goals, and measuring student achievement for teacher evaluation purposes.

4. Team members are hired with the requirement to conduct themselves in a responsible, mature fashion, and to perform in a way which reflects the highest standard of professional practice. As such, a common sense approach to conduct is used. We do not have an all-encompassing list of standards and rules. Instead, conduct and actions are evaluated with regard to whether they are in the best interest of the organization and the team. Generally speaking, we follow a progressive discipline approach to behavior, conduct, or performance deficiencies. The school leader and Leona's assessment of the seriousness of misconduct or performance deficiency and the general character of the team member's work history will be considered when determining the appropriate level of corrective action. As a general rule, we will guide the school leader through a progress of verbal counseling, written coaching/follow up, performance improvement plans and warnings before termination. To minimize legal exposures, it is expected that human resources will be consulted before executing written disciplinary action or termination. Human resources also assists in drafting such communications and advises the school leader on ensuring the coaching and corrective action are administered in a consistent and non-discriminatory fashion. Templates will be provided for addressing conduct violations, performance plans, and termination notices.

The mid-year performance review for new staff members helps to identify areas in which improvement or coaching are needed. The iObservation tool for Teachers also contains several opportunities for teachers to receive coaching and feedback. Those incidents of feedback do not typically result in corrective action, but at times corrective action will be an appropriate follow-up response (for example failing to turn in lesson plans). The iObservation tool also contains an option to create Growth Plans for teachers, if the teacher or leader desire to use that module.

In addition, The Leona Employee Handbook provides a guide to appropriate behavior and therefore a roadmap for corrective action. The school will be expected to have student and staff handbooks which also guide employees in the leader's expectations. In general, managers apply the principles of progressive discipline, such as verbal counseling, verbal warning, written warning, final warning and/or performance improvement plan, and termination. However, as described in the employee handbook, discipline up to and including termination may vary depending on the facts and circumstances of each situation and the findings of investigation, if appropriate, into serious misconduct."

The following is taken from the employee handbook:

"Team members are hired with the requirement to conduct themselves in a responsible, mature

fashion. As such, a common sense approach to conduct is used. We do not have an all-encompassing list of standards and rules. Instead, conduct and actions are evaluated with regard to whether they are in the best interest of the organization and your team.

Leona Group's assessment of the seriousness of misconduct or performance deficiency and the general character of the team member's work history will be considered when determining the appropriate level of corrective action. Corrective action may be used in Leona Group's sole discretion in any combination and order, instead of, or before, resorting to termination. The choice to use any form of discipline may be based on a desire to help an employee improve or correct his/her conduct or performance. However, no statement in this handbook, and no existing or past practice, shall create any requirement or obligation that progressive discipline be used at all, or if it is used, that it conform to any particular guidelines."

Turnover is monitored quarterly and annually, and compared to internal and external benchmarks to identify areas of potential concern.

5. The Leona Group assumes responsibility for the complex and technical regulatory issues in human resources, including in compensation and benefits, such as:

- equal employment opportunity compliance
- unemployment compensation
- worker's compensation
- Family & Medical Leave Act
- Consolidated Omnibus Budget Reconciliation Act (COBRA)
- Health Insurance Portability
- Accountability Act of 1996 (HIPAA)
- Immigration and Naturalization Service requirements
- employment litigation
- Fair Labor Standards Act (FLSA) compliance
- employee handbooks
- employee records
- regulatory reporting
- a host of others.

Benefits

The Leona Group manages employee benefit offerings and continuously works to provide a high-quality benefits package at a reasonable cost to the organization and employees. Full-time academy employees are provided a comprehensive benefits package which includes:

- medical choices, with 3 Preferred Provider Organization options through Blue Cross
- dental coverage through Delta Dental
- prescription coverage within the medical plan
- flex spending accounts
- life insurance
- short-term and long-term disability coverage
- 401(k) or PERF/TERF, depending on the academy's election
- an employee assistance program
- paid time off

A short-term disability plan is provided to academy employees, designed to reduce the overall cost of the benefits program and reduce absenteeism while still maintaining a benefit package that is competitive and attractive on a total compensation basis. In conjunction with each school, human resources administers worker compensation, disability and family medical leaves. The Leona Group makes presentations to schools and assists employees in understanding benefit options. Additional benefits are offered through contracted vendors that part-time and full-time employees may purchase, such as pre-paid legal services, supplemental insurance coverage and Section 125/flexible reimbursement accounts for dependent care and medical expenses.

Compensation

Leona schools evaluates salaries and pay ranges at the end of each fiscal year and, in conjunction with the budget and finance department and school leadership, identifies raise and bonus pools to be allocated by the school leader. It is expected that raises and bonuses will be awarded primarily based on employee performance, as measured by the relevant evaluative tool. If raise and/or bonus pools are available, salary increases, generally, are awarded for sustained effective performance in the position and to ensure employee base salaries remain competitive. Bonuses, generally, are awarded for unusual or non-recurring contributions or achievements. Raises are typically implemented at the start of the school year/fiscal year; bonuses are implemented in October, to help facilitate employee retention. Salary increases and/or bonuses, however, are not guaranteed for any employee. Factors that may be considered in determining whether a change in pay or a bonus is appropriate include business conditions, level of responsibility and job performance.

Compensation details are included in Attachment 23.

The school leader is support by the multiple department teams of the EMO. Academically, this includes the academic support team that provides data and classroom walk-throughs. The SPED Director works closely with the leader to ensure all protocols are followed and is there for support, parent meetings, and evaluations. The EMO also provides the leader with a budget manager and grant writer.

Professional Development

Ongoing professional development will be led by the Leona Academic Support Team in collaboration with the school leader and instructional coach. At least seven days of professional development are included in the school-year calendar with additional days scheduled prior to the start of school for students. Professional development will be designed to promote the teachers' ability to implement inquiry-based learning while addressing STEM-AG concepts, the Next Generation Science Standards (NGSS), and the Common Core State Standards.

Professional development activities will be aligned to reflect the emerging needs of students in the classroom and will help foster creative lesson plans that apply technology to what students are learning in science, math, and other subjects. Professional development will be designed to generate STEM-AG lessons that:

- focus on real-world issues and problems
- are guided by the engineering design process
- immerse students in hands-on inquiry and open-ended exploration
- involve students in productive teamwork
- apply rigorous math and science content that students are learning
- allow for multiple right answers and reframe failure as a necessary part of learning

Prior to the academy opening, the following professional development will take place:

Date	**Professional Development**
August 14	● Mission and vision of the Academy ● Orientation: School Policies and Handbooks ● PBIS/Zones of Regulation
August 15	● Detailed Introduction of the Education Plan/Curriculum and Assessment Details

August 16	● Response to Intervention/MTSS
August 19	● School-wide Tiered Strategies - Tier I
August 20	● School-wide Tiered Strategies - Tier 2
August 21	● School-wide Tiered Strategies - Tier 3
August 22	● Inclusion/Mental Health/First Aid ● Non-Violent Crisis Intervention Training
August 23	● Vocabulary Building Strategies ● Working with Students in Poverty
August 26	● School-wide Behavior Support and Classroom Management
August 27	● PowerTeacher Pro ● Response to Intervention Team Training

Additional PD planned during the school year include: Formative Assessments, OLWEUS training, Follow-up to Tiers 1, 2, and 3, Test Preparation, and ongoing discussion of where we are as a school as it relates to our mission and vision - what is working and what we need to improve upon.

Needs are determined through aggregated and disaggregated common assessments and achievement test data, feedback from classroom teachers and input from parents. The Academic Support Team and Community School Leadership Team ultimately will determine ongoing professional development needs. Additionally, quarterly observations will be used to determine needed professional development opportunities such as engaging students in poverty or helping teachers implement differentiated instruction. Staff members will attend training sessions throughout the school year, based on both personal and school classroom needs, such as new teacher training, curriculum coach meetings, and school and academic-related conferences.

In addition to approximately to approximately 120 hours of professional development during th 2019-20 school year, 30 minutes is allowed daily for common planning or collaboration. The Academy will also participate in the Resident Educator Program for first year teachers as necessary.

Performance Management

Progress monitoring at the Academy will take place on a constant basis. It will be the responsibility of the teachers and Instructional Coach to gather the data and make decisions regarding instruction based on results. The RTI team will meet at a minimum of twice per month to discuss student and school progress. The Quality School Initiative Team will also assist with data collection and Instructional Learning Cycles. There is a math coach and ELA coach dedicated to collaborating with teachers at the school level. Examples of progress monitoring and the frequency are as follows:

Tool	Frequency	Purpose	Grades
Standardized Test (NWEA)	3x a year, during norm referenced windows (fall, winter, spring)	To gather baseline data and track student growth over time	K-5
ISTEP	1x a year for grades 4 in reading and math (spring) Science assessed Grade 4 Social Studies assessed Grade 5 3rd grade will test in fall in reading too.	Grade 3 fall reading will establish a baseline. Grades 3-5 spring testing will determine school effect.	3-5
IREAD	1x a year in the Spring for Grade 3		
ILEARN	● English/Language Arts (Grades 3-8) ● Mathematics (Grades 3-8) ● Science (Grades 4 and 6) ● Social Studies (Grade 5)	ILEARN measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment.	
FocalPoints	As needed, per RTI Team. There will 3 testing times to determine growth (fall, winter and spring) and then intermittent to track growth	To track student growth over time.	K-5
Classroom Formative Assessments	Ongoing. Teachers use formal and informal assessments to determine mastery.	To ensure that teaching and learning is occurring. A passing rate of 85% must be	K-5

		received or re-teaching will take place.	
IREAD K-2 Diagnostics	Fall and spring	To track student growth over time.	K-2
Summative/Benchmark Assessment	Ongoing. End of chapter/unit tests, writing assignments, research projects, etc	To ensure teaching and learning is occurring. A passing rate of 85% must be received or re-teaching will take place.	K-5 as applicable

Students who consistently fail to meet the academic expectations of the academy through progress monitoring will receive interventions through multi-tiered systems of support. Teachers who fail to meet the expectations through progress monitoring will also receive interventions through mentoring, coaching and professional development.

All progress monitoring data will ultimately be collected and organized by the instructional coach and leadership team as a means of making data driven decisions regarding interventions, curriculum, staffing, etc. Results will be discussed weekly during the course of teacher based team meetings in collaboration meetings. Teacher based teams will also discuss the outcomes of non-academic indicators.Non-academic indicators (NAIs) describe the actions and behaviors that support the academic achievement of our students. Our teachers will report NAIs quarterly for a total of four times a year to ensure parents are informed of those academic behaviors of their child.

We understand that both academic and non-academic achievement is important. In standards-based grading and reporting, teachers will provide parents with information about both the academic indicators (what their child knows and can do) and non-academic indicators (their child's work habits that support learning).

NAIs will not add or subtract from the results (academic grade) that shows your child's mastery of the content. The NAIs will show parents the process (non-academic indicators) that contributed to the learning.

NAIs describe the process, the work habits and social skills, that contributed to the academic success of the student

Three NAI areas are included on the school report cards:

- Actively engages in learning
- Task completion
- Responsibility for work environment

These three NAIs are reported on a four-point scale on middle school report cards:

4 - Advanced
3 - Proficient
2 – Developing
1 - Minimal

Quality matters, and the ability to measure the quality of one's own work is a learned behavior. Our goal is to ensure students will have a higher level of understanding about the quality of their work and walk away with a higher degree of self-sufficiency prior to entering their middle school years.

While field investigations are linked to classroom science and focused on such topics as plan structure, animal habitats, food chains, or insect life, the main goals for the elementary Environmental Science program are:

- To help children realize that they can teach themselves through their own observations. Their observations, questions and ideas have value.
- To explore and experience first hand natural processes, cycles, and concepts introduced through classroom activities.
- To help children see and understand the connections between their own lives and the world around them.
- To realize that there is much still to be discovered, and a great deal that scientists don't know. Asking questions, observing, and sharing ideas with others are all important ways to learn.
- To inspire a sense of wonder and appreciation of nature and how nature works, which will then lead to a desire to continue exploring and learning and to further a desire to care for their world.

Two field experiences per year will be outlined for each grade level. The field experiences include objectives for that grade level. Progress will be monitored according to the activities/outcomes outlined in the field experiences.

The academy as an entity will also monitor progress on a yearly basis through careful analysis of the school's state test results (individual student performance and overall item analysis) and through analysis of the school's growth data. This data will assist the school in determining areas of strengths and weaknesses and how the academy is doing regarding subgroups. The results of this data will drive professional development and curriculum needs.

a) **Mission Accomplishment**

Successfully reaching the targets listed in tools outlined in progress monitoring chart above.

The school will be faithful to the mission, vision and educational philosophy defined in the charter application and any subsequently approved amendment(s) as evidenced by field experiences and successful capstone projects.

The board of trustees implements the governance and leadership structure as defined in the charter application and any subsequently approved amendments.

The board of trustees and school leadership establish effective working relationships with the management company. Changes in the school's relationship with its management company comply with required charter amendment procedures.

The school will establish an academic program that includes the pedagogical approach, curriculum, assessment, and other unique elements defined in the charter application and any subsequently approved amendments.

Ongoing (monthly) communication with the board members will allow for continuous dialogue surrounding the academic and nonacademic achievements of our students. Parents, community partners, and board members will be encouraged to take part in the ongoing field experiences. Outcomes will be shared by the community school leadership team (CSLT).

Comprehensive Needs Assessment

The IIA School Improvement Team (SIP) is responsible for the academy's overall assessment program. This body is made up of the school leader, the instructional coach, a title one teacher, a special education teacher, the student services advisor, a special area teacher, board member, parent, EMO representative, and classroom teachers from each grade. The members of this team serve as liaisons for the action teams. Each certified staff member and some non-certified staff members serve on one or more action teams. These teams include: Reading /Assessment Committee, Positive Behavior Supports Team, Student Assistance Team, Language Development Committee, Crisis Committee and Grade Level Chairs. These teams have served as both focus groups and avenues for communicating the ongoing work of the SIP team to the staff in addition to the work they normally take on. The goal of these teams is to build leadership capacity throughout the building, so each team works closely with the SIP team to support the school improvement efforts.

Student Achievement

Description of Data Sources

ISTEP+: Statewide accountability test based upon Indiana Standards. Language Arts and Mathematics are given in grades 3 through 5. Science is given to all 4th graders and Social Studies is given to all 5th graders.

Acuity: Computer adaptive test of Reading and Mathematics given in grades 3 through 5.
The Academy will use NWEA as its assessment tool for IAA to accurately measure performance at all levels. Its timely and easy-to-use reports will help teachers teach, students learn, and administrators lead. A standardized comprehensive math assessment for Kindergarten through 5th grade that is individually administered.

Analysis of Data

The IIA SIP team will evaluate its state standardized assessment information for the past five

years. The team will analyze students trends in passing both the English/Language Arts and Math portions of the ISTEP. Attention will focus on special populations of students such as ELL and special education students, and the overall successes of African American and Latino students. ISTEP % Passing Math

The SIP team will also investigate more specifically how the average scores by academic standard compared to the minimum passing score for both English/Language Arts and Math. The team will also correlate its Free/Reduced Lunch population in relation to ISTEP scores. Ruby Payne's *Framework for Understanding Poverty*, will be used as a support for IIA's increasing free and reduced lunch population. The SIP team's analysis will provide evidence for a yearly review of this work to ensure the foundational elements are embedded into our system of work at IIA. SIP team findings may suggest a need to focus on multiple, coordinated layers and types of interventions that support students and families living in poverty, students with a limited English background and students qualifying for special education services. Specific data per grade level and sub group can be found on the Indiana Department of Education website.

The IIA SIP team will investigate all data points included in an analysis of its NWEA scores for the End of Year. The goal of IIA is to ensure that the majority of students are meeting benchmarks by the EOY.

The goal of the assessment program and IIA's SIP team is to provide specific and intentional focus on writing, a shift in grade level instructional staff and implementation of a strong STEM-AG reading series. The academy will continue to see steady increases in math performance on NWEA in all grades.

The SIP team will review the Item Analysis Report as instrumental in remediating standards in which students were not meeting 80% mastery. The end goal in reviewing and administering the student assessment program is that all staff become involved throughout the goal process. The assessment plan will be reviewed each year to determine commitment and look at strategies that have become embedded into the practice.

Ongoing Evaluation

Individual student performance will be evaluated through multiple methods. Primary among these assessments is through the use of ongoing progress monitoring. Classroom teachers, and students themselves in older grades, will ultimately be responsible for the tracking of these progress scores. The use of this data will allow teachers to plan for and evaluate a student's mastery of designated curriculum objectives or academic content standards.

Teachers may also elect to keep a portfolio of student progress or use other assessment methods.

Reports will be generated and shared consistently with governing authority members, parents, teachers, and support staff, as appropriate. A schedule of assessments and timeframes will be made available for implementation and reporting purposes.

Facilities

The proposed site for the Indianapolis Innovation Academy is 9425 East 30th Street, Indianapolis, Indiana 46229. The facility is currently being occupied by a daycare program that will exit the building once a charter contract has been secured.

The proposed site will be review by the professional and licensed firm of CM Partners Architects, LLC. They will complete a thorough review of the building to ensure that all applicable building codes meet or exceed Indiana standards for Indiana school facilities. The firm has a 20 year history of working with traditional and public charter school development in the Midwest and will provide to the governing board a review and written report of any deficiencies and costs associated with potential renovations. The architect will be responsible for securing all permits and contracts with local trades to assist with any upgrades. CM Partners is committed to work in tandem with the State Department of Health, Office of the State Fire Marshal, Department of Public Works and local agencies to complete the project. The governing board does not believe that construction costs will be high since the building already houses a daycare program.

The existing structure meets all American Disabilities Acts (ADA) requirements for individuals with special needs. Although there is a small second floor, that portion will not be used until an elevator or lift is in place.

Building description:

- Approximately 13,000 square feet
- Thirteen plus (13+) acres of land surrounding the facility
- One (1) commercial kitchen
- One (1) fenced playground facility
- One (1) baseball field
- One (1) large gymnasium
- Two (2) bathrooms

- One (1) bathroom shared by every two (2) classrooms
- Twelve (12) classrooms
- Central administrative offices
- Brick and vinyl siding exterior construction
- Internet connectivity
- Vinyl and carpeted flooring

The entire facility is air conditioned. Recent upgrades have been made to the HVAC and plumbing systems. In addition, improvements have been made to the roof and gymnasium lighting. There is ample asphalt parking as well as fencing to prevent the children from leaving the school property. Improvements to the building were completed in three stages: 1971, 1986, and 1994. There is sufficient property surrounding the proposed site to add more classrooms and modules as the Academy increases enrollment.

The EMO has 21 years of experience with start-up projects and believes renovations will be negligible and cost under $70,000 due to the current occupancy. The proposed site is located within the boundaries of Indianapolis Public Schools and near housing projects, apartments, and residential homes.

Start-Up & Ongoing Operations

The first day of student attendance is planned for August 28, 2019; the academy will begin operation July 1, 2019. A detailed template of activities necessary to implement a successful start-up is attached. Activities include the major categories of facilities management, human resources, budget and finance, materials and equipment, educational program, marketing, governance, technology, and operations. Numerous subcategories are listed within the major items. The recruitment process for a school leader will begin immediately upon the issuance of a charter contract.

The academy will not provide student transportation during its first year of operation. We will contract with a third party local provider for field trips and other special events.

A school safety plan will be developed in accordance with all state and local laws. It will be written in conjunction with and approved by local fire and police departments. The plan will include, but not be limited to, natural disasters, chemical hazards, intruders, lockdowns, fire safety, bodily fluids, and escape routes. Students and parents will sign a technology and internet usage policy. Doors will be secure during school hours and a visitor's policy will be strictly enforced.

OPERATIONS CAPACITY

The Leona Group is a privately held organization and has been been in the business of managing charter schools since 1996. Key employees include:

Dr. William Coats • Chief Executive Officer

William (Bill) Coats, Ph.D., has worked to improve public education throughout his career as a school superintendent, university professor, foundation director and now Chief Executive Officer of The Leona Group

As superintendent of public school districts across the nation, he worked within the system to allow parents freedom and choice within the schools, empower teachers and staff, and promote the idea that all children can learn. Bill has worked with the W.K. Kellogg Foundation as coordinator for youth programs, and as public schools superintendent in Fort Wayne, Indiana; Anchorage, Alaska; Grosse Pointe, Michigan; and Kalamazoo, Michigan. He was chairman of the Department of Educational Leadership at Western Michigan University and served as full professor in the College of Education at the University of Michigan.

Bill holds a master's degree in educational psychology and a doctorate in research design and data analysis in education from the University of Michigan. He has served as a consultant for educational systems and businesses and is published extensively in journals, trade publications and newspapers.

Michele Kaye • Chief Operating Officer

Michele Kaye began her career with The Leona Group in January, 2000, as an English teacher at Maya High School in Phoenix, Arizona. Kaye has since held progressive positions within the organization including assistant school leader, instructional coach and director of Leona's Quality Schools Initiative (QSI). Ms. Kaye holds a Bachelor of Arts in English from Arizona State University and a Master of Arts in educational leadership from Northern Arizona University.

Georgia Rodgers • Executive Vice President of Midwest Operations

Georgia Rodgers serves as Executive Vice President of Leona Group's Midwest operations. This position is directly responsible for ensuring strong leadership and execution of Leona Group's vision & mission and the supporting operational plans.

In her role, Georgia manages effective coordination and communication among Leona Group's schools, corporate office, regional leadership team and other high priority stakeholders. She serves as a key member of the executive leadership team and assists in

providing leadership, strategic planning, change management, project management and oversight to further Leona Group's mission and impact

Prior to joining Leona Group's corporate team, Rodgers was school leader at Allen Academy in Detroit. She holds a Bachelor of Arts and Master of Arts in curriculum and instruction from University of Detroit Mercy.

Patrick Lawrence • Chief Financial Officer

Patrick Lawrence graduated from Adrian College in Adrian, Michigan with a Bachelors in Business Administration in accounting with an emphasis on business administration. He worked at a large insurance company in Michigan for five years before joining The Leona Group in 1997. Lawrence serves in the capacity of chief financial officer and is currently based out of the Arizona corporate office.

Rachael Parks • Director of Technology

Rachael Parks is the director of TLG's technology department. Rachael's team has expertise in translating board and academy desires into workable technology solutions, ensuring maximum value for every technology dollar expended. Schools are able to take advantage of TLG's pre-negotiated volume purchasing prices including Internet connectivity, hardware and software.

The technology team's on-staff specialists assist with connectivity projects including data and telephone cabling, minor electrical, construction project data infrastructure oversight and phone system installation and updates.

Academies receive full support in technology, including all phases of the technology plan submission process. TLG works with both the state and academies to ensure the technology plan complies with federal requirements while taking into consideration budget constraints and grant awards. TLG ensures that the academy has updated plans that reflect the status of the equipment owned by the school and the goals desired by the academy board.

Teri Knick • Vice President for Human Resources

A native of Phoenix, Teri Knick graduated from Arizona State University with a Bachelor of Arts in elementary education. After teaching elementary school for five years, Teri entered the business world where she received training and education in human resources. She was the human resources director for LETCO, Inc., KSAZ-TV Channel 10, and was regional human resources manager for Blood Systems, Inc. before joining The Leona Group in 2002. Knick has held Senior Professional in Human Resources (SPHR) certification from the HR Certification Institute of The Society for Human Resource Management since 1999.

Javier Garibay - VP Operations

Javier Garibay is a native of Gary, Indiana and now resides in St. Clair Shores, Michigan. He has worked in higher education at Wayne State University (9 years), Detroit Public Schools Office for Bilingual Education (3 years), and the Leona Group (18 years). Javier served as school leader at Cesar Chavez Academy (CCA) located in Detroit for 6 years, now the largest and most successful public charter school in the State of Michigan with 2,500 students at five separate campuses in grades K-12. He has extensive experience in working with public school academy board of directors and charter school sponsors. Currently, he works with charter school boards in Ohio, Michigan, and Indiana. He also leads Leona Group efforts in working with community groups in developing new charter schools and supervising existing academies

Javier has degrees from Wayne State University (Ed.S..), Central Michigan University (M.A.), University of Detroit (M.A.), Purdue University (B.A.) and Calumet College of St. Joseph (A.S.). He has additional coursework completed at Saginaw Valley State University and St. Bonaventure University in New York. He is especially interested the impact and influence that poverty has on state assessments, child growth and development, and life opportunities.

LAURA KUHLENBECK

Master's in the Art of Teaching – May, 1999 – Marygrove College
Bachelor's degree – Multi-handicapped and Elementary Education – December, 1992 - Bowling Green State University

Since 2008, Mrs. Kuhlenbeck has served in a variety of capacities with The Leona Group, including Vice President of Academic Support, Director of Compliance and Business Development, Regional Vice President, and Special Education Supervisor. She has also served in a variety of teaching positions including working at the School of Autistically Impaired Learners and at Larc Lane School managing students with multiple disabilities.

The Leona Academic Support Team headed by Jean Chlebek provides support to instructional coaches in planning and delivering high-quality professional development by giving feedback, sharing best practices, and providing resources. Ms. Chelbek oversees all instructional systems and academic initiatives and supports all schools through the reauthorization process, accreditation and turnaround planning.

Melinda Benkovsky supervises a Midwest department of 10, who are collectively responsible for ensuring accurate record-keeping, timely bill-payments, and compliance with Generally Accepted Accounting principles.

Diane Griggs has overall responsibility for the HR function supporting Midwest operations, including compliance, recruiting, payroll, benefits, compensation, labor relations, employee orientation, and employee records retention. She advises School Leaders and other members of the leadership team on all HR issues. She has nearly 30 years of experience in human resource management and has been the H.R. Director for Leona's Midwest region since 2003.

Facilities management and renovations is headed by Adam Schnelker. The Leona Group offers its services in identifying suitable buildings; complying with the requirements of relevant portions of the laws pertaining to public school facilities; recommending architects, contractors and developers for board consideration; negotiating leases in consultation with boards; and, when appropriate and within the financial abilities of the schools, assisting in arranging capital financing for the purchase of buildings.

4 BUDGET & FINANCIAL PLAN PORTFOLIO REVIEW

Financial Plan

The systems and processes by which the Indianapolis Innovation Academy will manage accounting, purchasing, payroll and annual audit will rely heavily on the identified ESP. The full-service ESP will provide experienced and knowledgeable Finance and Payroll teams identified within the organization to support the academy in these areas.

The Budget and Finance team assigned to the academy will be comprised of the director, staff accountant, budget manager and budget assistant. These members will work in collaboration to manage the accounting and required annual audits. Purchasing will be handled primarily by the staff accountant, budget manager, budget assistant and school leader.

Payroll services will be provided by the ESP, supported at the school level with an assigned payroll specialist, and in conjunction with the director of human resources and benefits administrator.

All administrative services will be provided by the ESP.

Financial internal controls are focused primarily on operating in compliance with all local, state and federal statutes. These controls and procedures are meant to ensure that the academy operates in a manner that is both fiscally responsible and reduces any risk for fraud. With this in mind, processes have been developed for the academy which outline the following:

Proper methods of cash handling at a building level,
Purchasing procedures which ensure budget and grant compliance,
Tracking and tagging of fixed assets

Operating within the constraints of the budget is necessary in order to maintain viability and fiscal responsibility. This requires constant vigilance, and is taken seriously at the board, school and ESP levels. In order to do so, the school leader, budget manager, and team leader meet annually each spring to develop the budget. They meet again after the fall count to make any necessary revisions based on actual enrollment numbers. As needed, expertise is also provided from the academic team, director of budget and finance, marketing director, grants director, special education director and other management staff in order to collaborate and ensure that funding is optimized in all areas to best meet the needs of the academy's financial and academic goals.

If enrollment goals are not met, or the academy finds that the budget has fallen behind the forecast, the school leader and budget manager will meet expeditiously to establish a plan that will reduce expenses and seek alternative revenue sources in order to re-balance the budget and ensure that the academy remains solvent.

The budget manager and director of budget and finance review budget to actual comparisons and financial statements monthly, and communicate with the school leaders on a regular basis to ensure that the program continues operating according to plan.

Independent Annual Audit

The academy's board of directors will engage an independent audit firm to complete the annual financial audit. The ESP will work directly with the selected audit firm to ensure all documentation necessary for the audit is provided in a thorough, timely, and accurate manner.

The ESP's department of budget and finance has several years of experience working with charter schools in the state of Indiana, and a long history of obtaining clean audit reports for the schools. All accounting, auditing and reporting procedures will continue to be adhered to in order to ensure that the academy is compliant with all requirements.

Detailed Budget – Attachment 23

a. A budget is provided for the school in the ESP's existing format
b. All back-office costs assigned to the school are included in the budget
c. Management fees are based on a percentage of total revenues, and may vary each year. They are projected on a per pupil basis as follows for the first five years: (Yr 1) $1,133, (Yr 2) $1,120, (Yr 3) $1,078, (Yr 4) $1,085, (Yr 5) $1,087.
d. Facility plans have been incorporated into the budget
e. Major assumptions have been clearly outlined in the budget. A projected salary table is also contained in attachment 23.

Fundraising

Fundraising efforts are not heavily relied on as a source of funding for the academy. Any fundraising efforts will directly benefit student opportunities or academic achievement efforts. At this time, there are no fundraising goals incorporated in the budgeted.

Financial Capacity

As previously identified, The Leona Group has an excellent record of financial management. This includes accounting, audit reports, and working with the school leader to balance and manage school budgets. This is due to the experience and dedication of the Director of Finance and Budget and her team of budget managers and budget assistants.

INDIANAPOLIS INNOVATION ACADEMY CHARTER APPLICATION

SECTION 4: PORTFOLIO REVIEW-PERFORMANCE RECORD

ATTACHMENT 25 - Summary Of Operator's Portfolio

Growth and/or Value Added Results - the following links will direct you to Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics.

Ohio Academies

Achieve - https://drive.google.com/open?id=0B52L7EkCIQGUVkNFdFlTcmRmM0E

Discovery - https://drive.google.com/file/d/0B52L7EkCIQGUUktBZmQ3ZW9MMnc

Reach - https://drive.google.com/open?id=0B52L7EkCIQGUZGJlU0NLQUw0MGc

Wildwood - https://drive.google.com/open?id=0B52L7EkCIQGUVTVBY3RGbk52SzA

Michigan and Indiana Academies
https://docs.google.com/spreadsheets/d/1p4Z9Ep619RnD_-RymEcizXeSwJer6nxwqOyrsGVWmxo/edit#gid=461970254

Arizona Academies
https://docs.google.com/spreadsheets/d/1ZWuGS6vvD8t5brJUecYneNV1iPa97Zb5bD3Z-qSQUh0/edit#gid=644722377

2. Ceser Chavez Academy - East is a consistently high-performing school.

a. During the 2016-2017 school year, Michigan state data reports that 23% of all students met state academic standards when compared to the average of 17% which is the result of similar schools in the same geographic area. During the same school year, 67% of CCA East students become proficient within three years when compared to the state average of 47%. 95% of all students at CCA East participated in MSTEP during the 2016-2017 school year. The average daily attendance at the Academy was 91%. Neighboring schools had an average of 89% attendance rate. Despite the fact that 31% of CCA students were considered to be transfers, the Academy was determined to be one of the top ten schools for students to attend in 2018.
b. The Leona Group attributes the school's performance to the shared leadership and collaboration of the authorizer, management company, and board of directors. The leadership role is key to the success of CCA East. The school leader collaborates with the

department of academic achievement of the Leona Group to design maps and pacing guides that are followed by all staff members. Students are assessed continuously. With instructional learning cycles in place, the students are taught concepts they have not yet learned. Instruction is differentiated to meet the various needs of the students.

c. CCA East is located in the 48214 zip code area of Detroit. This zip code area has a very high population of transient students, substandard housing, low socioeconomic levels, high crime rate, and poor employment opportunities.
d. Poverty is a circumstance and not an excuse. Educators in the nineteenth and twentieth century created the American educational system as a practical pathway out of poverty. The highly developed response to intervention model in place coupled with social services that address the effects of poverty are implemented to lessen the impact of aversive environments that many students face.

3. Eagle Academy in Toledo provided an education to 6th - 9th grade students in its final year of operation. There are several reasons for the low academic performance of the students.

a. The most recent school report card indicates that the school failed to meet any significant performance measures.
b. There are several reasons for the failure of the Academy. There was a lack of systems in place to review data for adjustments in instruction, evaluation of staff members, and overall school improvement efforts. There was lack of leader oversight as it pertained to effective teaching and learning. Parental participation was limited in spite of numerous efforts to increase involvement. The community is one of the highest in the country as it pertains to the impact of opioid overdoses and crime. Many of the students live in aversive environments. There was a lack of administrative oversight in regards to high quality instructional practices. This was the leader's first year in a leadership role. With effective leadership, the adverse circumstances could have been overcome for many of the students. In spite of efforts to provide mentorship and guidance, there was little follow through on the part of the leader as it pertained to procedures and systems.
c. The Quality School Initiative Team is providing work sessions, professional development, and consultation services to the staff members at the Academy. They created a series of professional development activities to help teams of teachers and administrators identify essential curricular outcomes as measurable performances (Performance Indicators) and they devise planning, delivery, and assessment strategies to implement the curriculum and to monitor its success.

The Instructional Learning Cycle

1. Plan from Standards and Teach
    1. Unpack the Common Core State Standards

2. Backwards Planning – Begin with the end in mind
3. High quality instruction

1. Assess
    1. Schoolwide growth data – NWEA, Focal Points
    2. Common assessments
    3. Formative and/or summative assessments

1. Analyze Data and Student Work
    1. Item analysis
    2. Identify priority standard
    3. Data dig

1. Adapt Instruction & Re-teach
    1. Action plan
    2. Adapt instruction and re-teach during window

1. Re-assess
    1. Re-assess the priority standard (ex. 5 question quiz, writing prompt)
    2. Calculate the results and compare

1. Reflect/SMART goals
    1. Define what changed and why (percentage of proficiency of standard)
    2. SMART goals – use for future instruction

School Wide ILC Cycles

K-5

- All grades - Complete one ILC for math and one ILC for ELA during each quarter
- 4th grade - Complete one ILC for science during each quarter
- 5th grade - Complete one ILC for social studies during each quarter

6 - 12

- Complete one ILC in math, one ILC in ELA, one ILC in science and one ILC in social studies per quarter

d. Students improve when they participate in short cycle assessments and when targeted instruction follows. Our goal is for students to perform at a level of 90% or better on the short cycle assessments and FocalPoint assessments. Performance is satisfactory when the Academy has demonstrated success in meeting the goals established in the charter contract.

ATTACHMENT 26 - Most Recent Performance Evaluation

ATTACHMENT 27 - Audited Financial Statements

The Leona Group operates two academies in the state of Indiana: East Chicago Urban Enterprise Academy that provides a K-8 program, and Smith Academy for Excellence that provides a 4-12 program.

Please note that only the 2016-17 audited financial statements were under the management of The Leona Group, but we have included copies of the previous two years in this attachment.

July 2018 unaudited balance sheets and budget projections are also included.

Charter School Terminations

School contracts have been non-renewed due to either low enrollment or academic performance.

Academy	Management Agreement	Charter Non-Renewal
Allen	Mutual non-renewal	
Academy of Warren	Mutual non-renewal	
Cincinnati Leadership		Academic Performance
C M Grant Leadership		Academic Performance
Dream		Academic Performance
George A Phillips		Academic Performance
Paul Dunbar		Academic Performance
Pierre Toussaint		Academic Performance
Drexel Foundation		Board/Authorizer Issues
South Scioto	Mutual non-renewal	
Timothy L. Johnson	Mutual non-renewal	

Toledo Preparatory	Mutual - Low Enrollment	Inadequate Enrollment
Traverse City College Prep	Mutual - Low Enrollment	Inadequate Enrollment
Voyaguer	Mutual non-renewal	

Performance Deficiencies

Over the course of several years, Leona Group has closed schools due to low enrollment and/or academic performance. The Leona Group has partnered with authorizers as a means of increasing the academic performance of students we serve. Most recently, a team has been dedicated to provide support, feedback, and monitoring to all instructional staff members in all of our Midwest Academy's. The guidance of this team has proven to be successful in the schools we serve.

The Leona Academic Support Team headed by Jean Chlebek provides support to instructional coaches in planning and delivering high-quality professional development by giving feedback, sharing best practices, and providing resources. Ms. Chelbek oversees all instructional systems and academic initiatives and supports all schools through the reauthorization process, accreditation and turnaround planning.

All progress monitoring data will ultimately be collected and organized by the instructional coach and leadership team as a means of making data driven decisions regarding interventions, curriculum, staffing, etc. Results will be discussed weekly during the course of teacher based team meetings in collaboration meetings. Teacher based teams will also discuss the outcomes of non-academic indicators.

TLG's Academic Support Team schedules ongoing walk-throughs and classroom observations to support the growth and success of the teaching staff – which in turn promotes the growth and success of the learner. The team provides professional development opportunities throughout the school year for the staff and conducts training sessions and meetings with instructional coaches monthly.

Students who consistently fail to meet the academic expectations of the academy through progress monitoring will receive interventions through multi-tiered systems of support. Teachers who fail to meet the expectations through progress monitoring will also receive interventions through mentoring, coaching and professional development.

5 EXHIBITS ATTACHMENTS

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:

   Indianapolis Innovation Academy

2. Full name: Steven L. Thompson
   Home Address: 10404 Stormhaven Way, Indianapolis, IN. 46256
   Business Name and Address:
   God's Grace Community Church, Inc.
   9425 E. 30th St. Indianapolis, IN. 46229

   Telephone No.: 317-366-5434
   E-mail address: sjthompson1@msn.com

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

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

5. Why do you wish to serve on the board of the proposed charter school? To help make a difference in our surrounding community with our youth, parents and neighborhoods. We want to see change happen effectively among the youth.

6. What is your understanding of the appropriate role of a public charter school board member? To govern the rules, finances, character and oversight of the management, vision and direction of the school.

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 various boards in the community such as one of our local health agencies, Healthnet, Operation Hope Inc., (social service agency), Community Resurrection Partnership (Community Activists Group), God's Grace Community Church

8. Describe the specific knowledge and experience that you would bring to the board.
Prior experiences as a board member on various other committee boards, leadership, budgeting experiences, spiritual prowess, team player, working knowledge in managing other people/employees.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
A faith based institution geared to teach the core academic values in education, various electives that promote practical learning, character leadership, leadership development, survival skills in agriculture and technical engineering

2. What is your understanding of the school's proposed educational program?
It's a STEM learning institute.

3. What do you believe to be the characteristics of a successful school?
Leadership, education and a good family support system

4. How will you know that the school is succeeding (or not) in its mission?
By the overall outcome of the students progress, teachers passion to impart effectively, our management team, financial stability to maintain & grow the institution.

Governance

1. Describe the role that the board will play in the school's operation.
Overseeing the educational management company, faculty & staff, budget, hiring and vision direction of the school.

2. How will you know if the school is successful at the end of the first year of operation?
A. academic success of the overall student body. B. Budget stability C. Meeting the overall vision directions and building on it.

3. How will you know at the end of four years if the school is successful?
Academic growth, adding more grades on, community feedback, parental feedback, donor support

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
Good leadership, stable enrollment, parental involvement, good management, active participation of students in their education process.

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?
Investigate the alleges accusations appropriately, terminate their position on the board either by resignation or immediate dismissal from the organization by a unified vote.

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. X☐ Yes

2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
X☐ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
X☐ I / we do not know any such persons. ☐ 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. X☐ Yes Teacher

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.
X☐ 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 X☐ 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 X☐ I / we or my family do not anticipate conducting any such business. ☐ Yes

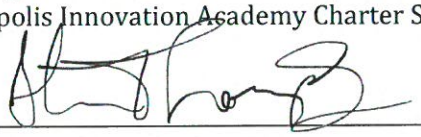
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any

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. X☐ Yes

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

Certification

I, **Steven Thompson** 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 Indianapolis Innovation Academy Charter School is true and correct in every respect.



Signature

August 12, 2018
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:
   Indianapolis Innovation Academy
2. Full name: Troy P. Tyson
   Home Address: 1134 Wyngate Circle, Greenwood, IN 46143
   Business Name and Address: Tyson Law Firm, P.C., 1700 W. Smith Valley Road, Suite C4
   Greenwood, IN 46142
   Telephone No.: 317-514-2681
   E-mail address: troy@tysonlawfirmpc.com

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

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

5. Why do you wish to serve on the board of the proposed charter school?
   To have the opportunity to bring educational excellence to the young people of my community.
6. What is your understanding of the appropriate role of a public charter school board member? Setting the school's vision, maintaining standards, ensuring compliance.

7. Describe any previous experience you have that is relevant to serving on the charter school's board (e.g., other board service). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
   I currently serve on two other non-profit boards, and was also previously the operations manager of a charter school.
8. Describe the specific knowledge and experience that you would bring to the board.
   Legal information, compliance, business management, reporting.

School Mission and Program

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

That we will seek to provide a STEM-based curriculum to a diverse group of students in an urban setting.

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

Providing a rigorous curriculum that will challenge students and prepare them for various opportunities.

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

One with superior management, clear objectives, academic rigor, and a heart for students.

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

By having clear, articulated objectives, and referencing them on a fixed schedule to monitor progress.

Governance

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

Overseeing development of the school, managing compliance, setting and upholding metrics and standards.

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

By setting clear goals with measurable outcomes, and tracking progress closely. High accountability.

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

When the majority of our students are succeeding academically and are prepared for their next academic steps.

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

Set strong objectives, set a guiding vision and oversee its implementation, ensure compliance.

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?

Raise the issue before the board and, if necessary, seek their removal. Report to authorities where appropriate.

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: Friends, clients.

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: Worked with them on prior application.

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, Rod Tyson, 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 Indianapolis Innovation Academy Charter School is true and correct in every respect.

Signature

08/09/2018
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:

   Indianapolis Innovation Academy

2. Full name: Dr. Tyrone Bostic

Home Address: 5421 Fallwood Drive Apt. 110

Business Name and Address: The same

Telephone No.: 317-286-0157

E-mail address: dr.bos@live.com

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

☒ Resume and professional biography are provided.

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

Yes, I have served on another not-for-profit board of directors

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

I am a strong proponent of education. I desire to positively affect the lives of young people so that they may productive citizens in our community

6. What is your understanding of the appropriate role of a public charter school board member? My understanding is that each board member should exhibit integrity, competence, and honesty.

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. In the past, I served on the board of directors at my former church assembly. In that role, I was expected to work in concert with the whole board in its fiduciary responsibilities.

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

I have been involved in education for the majority of my adult life. I am presently serving as the president of a small bible college. In my role, I constantly work with the entire board in promoting the vision of the school.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? The Indianapolis Innovation Academy desires to provide a STEM-based curriculum to a diverse group of students in an urban setting

2. What is your understanding of the school's proposed educational program? The Indianapolis Innovation Academy will provide a rigorous curriculum that will challenge each student

3. What do you believe to be the characteristics of a successful school? I believe that the characteristics of a successful school are: effective management, clearly stated goals, and a challenging curriculum

4. How will you know that the school is succeeding (or not) in its mission? I will know that the school is successful when it accomplishes its stated goals and expectations

Governance

1. Describe the role that the board will play in the school's operation. The board will oversee the overall implementation of the school's vision and programs

2. How will you know if the school is successful at the end of the first year of operation? I will know that the school is successful by tracking our progress and outcomes

3. How will you know at the end of four years if the school is successful? By the success of our students and their readiness for the future

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? By establishing vision, setting strong objectives, overseeing implementation of programs, and ensuring compliance

5. How would you handle a situation in which you believe one or more members of the school's board were acting unethically or not in the best interests of the school? I would report my belief to the overall board for investigation and possible action

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

Yes, I am familiar with other prospective board members through ministry and mutual relationships

2. Indicate whether you or your spouse knows any person who is, or has been in the last two

years, a school employee. No

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.

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business.

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

I / we do not know any such persons.

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

I / we have 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.

I / we or my family 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.

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

Certification

I, _____Dr. Tyrone Bostic_____, 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 Indianapolis Innovation Academy Charter School is true and correct in every respect.

_____ ___8/17/18_____

Signature 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:
2. Indianapolis Innovation Academy

3. Full name: JoAnn Thompson
   Home Address: 10404 Stormhaven Way
   Business Name and Address:

   Telephone No.: 317-698-1969
   E-mail address: joannthompson1248@gmail.com

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

5. 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. X☐ Yes

6. Why do you wish to serve on the board of the proposed charter school?
   I agree with the mission and vision statement of Indianapolis Innovation Academy. It's core values are what I believe in.

7. What is your understanding of the appropriate role of a public charter school board member? We as a charter school board are responsible for the organizational, execution and fiduciary operations of the school.

8. 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.

9. I have held the responsibility of Chairman of the Board, Vice Chair and Secretary of various boards.

10. Describe the specific knowledge and experience that you would bring to the board. I am bringing my organizational, communications and leadership skills to the Indianapolis Innovation Academy's Board.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs? The mission of this school will be to supply our school leadership, teachers, students and parents with comprehensive tools to succeed in the current and futuristic atmosphere of our world.

2. What is your understanding of the school's proposed educational program? This will be a STEM school with an agricultural piece.

3. What do you believe to be the characteristics of a successful school? I believe the characteristics of a successful school are, leadership, honesty, integrity, unity, passion, knowledge and commitment towards all board members, school staff, students, parents and community. Schools must be committed to the direction of the charter.

4. How will you know that the school is succeeding (or not) in its mission? I will know if our school is succeeding by engaging in Board, Charter writers and school leadership discussions. SWOT analyzes, trends, research and budget will also be used to gage success.

Governance

1. Describe the role that the board will play in the school's operation. The board's role of operation is to provide governance and leadership.

2. How will you know if the school is successful at the end of the first year of operation? Budget is one of the determining factors of a successful school year. Another factor is the moral of the board, teachers, students and parents. Along with community support. All of these factors should be gaged when considering our successes.

3. How will you know at the end of four years if the school is successful? Along with the items listed in # 2 we should add an building expansion piece.

4. What specific steps do you think the charter school board will need to take to ensure that the school is successful? 1. Communication. 2. Research 3. Organization 4. Marketing 5. Funding 6. Execution of 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?
   1. There is an ethics sheet inside of board packets that all board members are required to sign. 2. The offense and the ethics sheet will be matched up against

each other. 3. A board meeting will be conducted. In areas of gray, wisdom and experience will be explored.

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. X☐ Yes. Dr. Tyrone Bostic-church; Troy Tyson, professional; Steven Thompson - Spouse

2. Indicate whether you or your spouse knows any person who is, or has been in the last two
years, a school employee. If so, indicate the precise nature of your relationship.
X☐ I / we do not know any such employees. ☐ Yes

3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
X☐ I / we do not know any such persons. ☐ Yes

4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
X☐ I / we do not anticipate conducting any such business. ☐ 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.
☐X 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.
X☐ N/A ☐ I / we have no such interest. ☐ Yes

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

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

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

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

Certification

I, JoAnn Thompson, 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 Indianapolis Innovation Academy Charter School is true and correct in every respect.

JoAnn P. Thompson
_____ 8/19/2018
Signature Date

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.

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☑ 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

Aug. 20. 2018 11:36AM God's Grace Community Church No. 1334 P. 8

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
Steven Thompson	8/15/18

Aug. 20. 2018 11:37AM God's Grace Community Church No. 1334 P. 9

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.

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Aug. 20. 2018 11:35AM God's Grace Community Church No. 1334 P. 4

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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.

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Signature

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

Signature of Organizer Authorized Representative	Date
	8/15/2018

Aug. 20. 2018 11:36AM God's Grace Community Church No. 1334 P. 5

Statement of Assurances

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☑ 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.

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Aug. 20. 2018 11:35AM God's Grace Community Church No. 1334 P. 2

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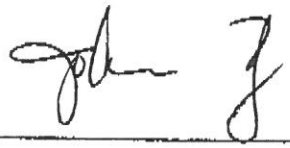
Signature

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

Signature of Organizer Authorized Representative	Date
	8-15-2018

Aug. 20. 2018 11:35AM God's Grace Community Church No. 1334 P. 3

Statement of Assurances

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Aug. 20. 2018 11:37AM God's Grace Community Church No. 1334 P. 10

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Signature

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

Signature of Organizer Authorized Representative	Date
Dr. Lytone Boston	8/15/18

Aug. 20. 2018 11:31AM God's Grace Community Church No. 1333 P. 1

Statement of Assurances

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Aug. 20. 2018 11:31AM God's Grace Community Church No. 1333 P. 4

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Signature	
I, the undersigned, do hereby agree to the assurances contained above.	
Signature of Organizer Authorized Representative	Date
Ken Hall	8/15/18

Aug. 20. 2018 11:32AM God's Grace Community Church No. 1333 P. 5

10404 Stormhaven Way
Indianapolis, Indiana 46256
(317) 698-1969
joannthompson1248@gmail.com

JoAnn P. Thompson

Professional Summary

Dedicated and committed to excellence. Producing results and building healthy relationships with those in any organization is my greatest fulfillment and purpose. I believe leading with excellence is a skill that will make great impact in any workplace or environment.

Education

Southern Theological Institute of Biblical Studies, Indianapolis, Indiana, Bachelor of Science, 2014

Employment Experience

Power Contractors & Project Management Assoc. 2018 to Current

Project Director, God's Grace Community Church 2010-2018

- Review financial statements, sales or activity reports, or other performance data to measure productivity or goal achievement or to identify areas needing cost reduction or program improvement.
- Research, Develop, and implement various projects as it relates to organization.
- Prepare staff work schedules and assign specific duties.
- Assemble groups of people and establish job tasks and goals to be executed.

Communications Associate, God's Grace Community Church 2000-2010

- Responsible for bridging the gap between non-profit organization and international organizations.
- Plan or direct development or communication of programs to maintain favorable public or client perceptions of an organization's accomplishments, agenda, or environmental responsibility.
- Study the objectives, promotional policies, or needs of organizations to develop communication strategies that will influence public opinion or promote ideas, products, or services.

Human Resource Compensation Analyst, First Indiana Bank 1997-2001

- Researching and implementing competitive market pay for all job positions

Administrative Assistant (Human Resources), First Indiana Bank 1992-1997

- Manage and maintain all employee files
- Execute operations of company store
- Dictated letters from Vice President of Human Resources

Legal Department Associate, Indianapolis Life Insurance Company 1986-1992

- Legal Research and documentation filing

Currently Serve on The Following Boards

- Angel Wings Foundation
- Indianapolis Innovation Academy (Charter)

Awards

Business Appreciation Award- Indiana Wesleyan Leadership Program

Skillset

- Very strong interpersonal skills
- Proficient with small and large groups
- Well adept with Microsoft Office Software
- Exceptional verbal and communication skills
- Veteran Experience in Management
- Effective with conflict resolution strategies
- Agreeable and easy to work with
- Can motivate others efficiently in group projects/tasks

- Results & Detail Oriented

TROY P. TYSON

317-514-2681 ■ troy@tysonlawfirmpc.com

EDUCATION

- *Juris Doctorate, Indiana University McKinney School of Law – May 2013*
  Concentration in Corporate Law: Securities, Mergers and Acquisitions, International Business
  Order of the Barristers
- *Bachelor of Business Administration, Marian University - May 2009*
  High Honors
- *Political Science Studies , Wright State University – August 1995 – December 1998*

CORE COMPETENCIES

Contract Negotiation and Drafting
Research
Memo drafting and other legal writing
Innovative Thinking
Project Management
Analytical Thinking
Budget Creation, Management and Forecasting
Excellent Negotiating Skills
Speaking and Presentations

WORK EXPERIENCE

TYSON LAW FIRM, P.C., Indianapolis, IN
Attorney, Principal Owner May 2016 - present

- Founder and owner of general practice law firm
- Handling matters in several areas, including Business Law, Criminal Law, and Family Law
- Utilize numerous entrepreneurship skills, including accounting and forecasting, marketing, social engagement, service development, metrics utilization, etc.

CORVEL CORPORATION, Indianapolis, IN
Special Accounts October 2013 - April 2016

- Assisted in developing accounts receivable and collections processes for medical billing company
- Worked with various internal and external parties to draw down accounts receivables by over 60%
- Ongoing development of A/R systems and processes for growing company

THOMAS LAW FIRM P.C., Auburn, IN
Law Clerk June 2012 - June 2013

- Conducted thorough legal research, memo production, and case analysis in both criminal and civil arenas
- Facilitated court preparation and court attendance with senior attorneys
- Assisted in credit litigation and negotiation
- Drafted contracts for $1 million automotive production partnership
- Created and implemented comprehensive marketing plan to establish firm's presence in Indianapolis

KIPP INDIANAPOLIS COLLEGE PREPARATORY SCHOOL, Indianapolis, IN
Director of Operations and Finance/Student Data Manager May 2007-August 2010

- Managed Operational activities for approximately 300 students and staff, and a $3M budget
- Prepared annual budgets and forecasts
- Monitored cash flow
- Generated weekly and monthly financial reports for Administrative Leadership
- Managed supply and resource orders and inventory
- Conducted and facilitated regular meetings with board members regarding key areas of operation

Aug. 20. 2018-11:32AM God's Grace Community Church No. 1333 P. 8

Resume of
Steven L. Thompson

Date of Birth:
October 22, 1967

Salvation:
November 20, 1983

Married:
JoAnn Thompson
December 21, 1988

Children:
Jesse – Age 22 (college), Stephen Age 20 (college), Jasmine – Age 15, Serena – Age 9

MINISTRY OBJECTIVE

To preaching, teaching, evangelism, offering of sacraments, visiting the sick, pastoral counseling, overseeing budgets, manage employed workers, serve on church executive board.

EDUCATION

*High School (1986) – General Studies, Perry Meridian High School, Indianapolis, IN.

*Undergraduate Studies (2000) -. B.A. in Biblical Studies: Concentration in Theology from Martin University Indianapolis, IN.

*Graduate Studies (2007) – MML (Masters Ministerial Leadership) Indiana Wesleyan University in Marion, IN.

*Graduate Studies (2019) – MPT (Masters Practical Theology) Indiana Wesleyan University Marion, IN.

*Honorary Doctorate (2008) – Doctorate of Divinity Grace Bible College Louisville, KY.

*Honorary Doctorate (2010) – Doctorate of Divinity Aenon Bible College, Indianapolis, IN.

*Post Graduate Studies (2012) – Doctor of Ministry Southern Theological Institute of Biblical Studies with intensives in leadership development, Indianapolis, IN.

CHURCH EXPERIENCE

Founded January 3, 1993
God's Grace Community Church, Inc.
9425 E. 30th St.
Indianapolis, IN 46229

*Oversee all Ministries of the Church
*Lead and develop ministry leaders
*Teach leadership and ministerial practicums
*Preach Sunday morning
*Teach Tuesday evening Bible Studies
*Teach Discipleship Training
*Develop and Oversee visitation program
*Perform necessary counseling, weddings, and funerals
*Organize Revivals, Special Events, and Speakers with planning team
*Oversee regular calls and/or visitations to members and prospects
*Properly oversee and carry out the ordinances of Baptisms and the Lord's Supper

Founded August 23, 2008
Christian Fellowship of Churches International
P. O. Box 26625
Indianapolis, IN. 46226

*Oversee pastors and their churches
*Lead and develop training sessions/seminars to effect personal and church growth
*Teach and ordain ministers and deacons for church work and service
*Organize special events, speakers and fellowship services
*Perform necessary counseling to the pastors and their spouses
*Advise the president and board for the Southern Theological Institute of Biblical
*Studies (Bible college for the fellowship)

BUSINESS EXPERIENCE

Founded November 14, 1996/CEO
Precious Moments Daycare Ministry
3642 N. Emerson Ave.
Indianapolis, IN. 46218

Founded August 13, 2002/CEO
Operation Hope, Inc. – Founded August 2002
(A full Social Service Agency)
3702 N. Emerson Ave.
Indianapolis, IN. 46218

Indy Friendly Travel – Founded June 6, 2010/CEO
(Transportation & Travel)
3702 N. Emerson Ave
Indianapolis, IN. 46218

AUTHOR

Leadership Principles to Live By, released February, 2012
Marriage is Like Mashed Potatoes, released June 2012
Preaching Tips for the 21centurary, Coming in 2013

HOBBIES AND INTERESTS

Family time, Writing, Sports, Listening to Music, Independent Theological Studies, Travels

References:

Dr. Bob Whitesel, PhD, Professor, Author/Indiana Wesleyan University

Bishop/Dr. Charles Sims, Pastor and Author/Calvary Community Church, Columbus, IN.

Bishop J. LaVerne Tyson, Pastor and Author/ Christ Church Apostolic, Indianapolis, IN.

Eld. Michael Sanford, President/ Aenon Bible College, Indianapolis, IN

5421 Fallwood Dr. 110 317-286-0157 dr.bos@live..com

Tyrone Bostic

Experience

2017-Present **Heritage Trail Correctional Facility,** Plainfield, IN
Thinking For A Change Facilitator

- Facilitates delivery of cognitive behavioral curriculum in a group setting focusing on the areas of motivation for change
- Maintains class rosters, attendance records, and provides completion certificates for T4C and other curriculum as required
- Aids inmates in planning and developing post-release plans and encourages them to assume the responsibility for post-release behaviors and activities
- Assists in the coordination of inmate program schedules to ensure the criminogenic needs of the inmates are met

2006-March 12, 2015 ***Indianapolis Re-Entry Educational Facility***, Indianapolis, IN
Specialist 3

- Developed Reentry accountability plans for residents
- Assisted in the management of a general housing unit
- Provided extensive counseling for residents (anger, grief, etc.)
- Assisted in developing therapeutic plans for residents enrolled in Substance Abuse treatment

2005-2007 ***Abundant Harvest Faith Ministries***, Indianapolis, IN
Counselor

- Assisted ex-offenders in developing contacts to successfully reenter society
- Provided counseling in various areas to at risk youth

2000-2005 ***Daimler Chrysler Foundry***, Indianapolis, IN

Quality Control Inspector

- Performed inspection of all castings before being shipped to engine plants
- Logged all castings that were rejected for various reasons

1998-2000 ***Daimler Chrysler Foundry***, Indianapolis, IN

Foundry Team Coordinator

- Assigned jobs for hourly workers on a daily basis
- Monitored employees and maintained employee work hours, vacations, etc.

1995-1997 ***Doctor Kleen, Inc.,*** Indianapolis, IN

Operations Manager

- Handled the day-to-day operations of the business
- Performed account payables and account receivables
- Monitored vendor accounts
- Assigned crews for carpet cleaning jobs for both commercial and residential accounts

1993-1995 ***Franklin County Teen Court,*** Frankfort, KY

Teen Court Administrator

- Implemented county's first teen court and pretrial diversion program
- Assisted youth in pretrial diversion program to perform community service projects with local agencies
- Worked with prosecutors and judges to monitor teens' progress after being placed in program

Professional Development

Offender Work Development Specialist Certification 2014

National Institute of Corrections

Pee To Peer Recovery Specialist Certification 2008

Indiana Division of Mental Health and Addiction

Education

B.S. Criminal Justice

Kentucky State University, Frankfort, KY 1991-1995

Master of Divinity Degree

Urban Harvest Bible Institute & Seminary, Indianapolis, IN 2004-2005

Doctorate of Ministry

Saint Timothy Theological Seminary, Indianapolis, In 2005-2007

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Grade 2

English Language Arts/Literacy Pacing Guide

2016-2017 Year-Long Standards and Learning Outcomes for Grade 2					
	Reading Foundation (RF)	**Reading Literature (RL) Reading Nonfiction (RN) Media Literacy (ML)**	**Reading Vocabulary (RV)**	**Writing (W)**	**Speaking and Listening (SL)**
2016-2017 Year-Long Standards and *Learning Outcomes*	***2.RF.1*** *– Demonstrate an understanding of the five components of reading (print concepts, phonemic awareness, phonics, vocabulary, and fluency and comprehension) to build foundational reading skills.* **2.RF.4.4:** Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., *through, tough; Jan., Fri.*). Focus year-long work on high-frequency words but focus on abbreviations when standard appears in pacing. ***2.RF.5*** *– Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level.*	***2.RL.1*** *– Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.* ***2.RN.1*** *– Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end.* ***ML.1:*** *Develop an understanding of media and the roles and purposes of media.* **2. ML.1** – Recognize the role of the media in informing, persuading, entertaining, and transmitting culture. ***ML.2:*** *Recognize the purposes of media and the ways in which media can have influences.* **2.ML.2.1** – Recognize that media can be sources for information, entertainment, persuasion, interpretation of events, and transmission of culture.	***2.RV.1*** *–Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.*	***2.W.1*** *– Write routinely over brief time frames and for a variety of tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts.* **2.W.2.1** – Form letters correctly and space words and sentences properly so that writing can be read easily by another person. . ***2.6.1*** *– Demonstrate command of English grammar and usage.* ***2.6.2*** *– Demonstrate command of capitalization, punctuation, and spelling.*	***2.SL.1*** *– Listen actively and adjust the use of spoken language (e.g., conventions, vocabulary) to communicate effectively with a variety of audiences and for different purposes.*

Continue to revisit the year-long standards for Grade 2 on page 1.

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Grade 2

English Language Arts/Literacy Pacing Guide

2016-2017 Quarter 1 Pacing				
Dates	**Word Study**	**Teacher-Directed Reading Instruction**	**Interactive Read Aloud**	**Writing**
Quarter 1 ***Weeks 1-3*** ***August 1-19, 2016*** **(15 instructional days)**	**2.RF.4.2** – Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. **2.RF.4.3** – Apply knowledge of **short and long vowels** (including vowel teams) when reading regularly spelled one-syllable words. **2.RF.4.4** – Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., *through, tough; Jan., Fri.*). **2.RF.4.5:** Know and use common word families when reading unfamiliar words (e.g., *-ale, -est, -ine, -ock*). **2.RF.4.6** – Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, **possessives** (e.g., *kitten's, sisters'*), and compound words. **2.RV.2.2** – Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., change, duck).	**2.RL.2.1** – Ask and answer questions (e.g., *who was the story about; why did an event happen; where did the story happen*) to demonstrate understanding of main idea and key details in a text. **2.RL.2.3**: Describe how characters in a story respond to major events and how characters affect the plot. **2.RL.2.4:** Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why. **2.RL.3.2** – Acknowledge differences in the points of view of character and identify dialogue as words spoken by characters, usually enclosed in quotation marks. **2.RV.2.1** – Use context clues (e.g., words and sentence clues) and text features (e.g., table of contents, headings) to determine the meanings of unknown words. **2.SL.3.1:** Determine the purpose for listening (e.g., *to obtain information, to enjoy humor*) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.	**2.RL.2.3**: Describe how characters in a story respond to major events and how characters affect the plot. **2.RL.4.1** – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **2.RV.3.1** – Recognize that authors use words (e.g., *regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms*) to provide rhythm and meaning in a story, poem, or song. **2.SL.2.3** – Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion.	**2.RV.2.2:** Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., *change, duck*). **2.W.2.1** – Form letters correctly and space words and sentences properly so that writing can be read easily by another person. **2.W.3.3** – Develop topics for friendly letters, stories, poems, and other narrative purposes that – Include a beginning • Use temporal words to signal event order (e.g., *first of all*) • Provide details to describe actions, thoughts, and feelings. • Provide an ending **2.W.6.1a** – Nouns/Pronouns – Writing sentences using abstract nouns (e.g., *hope, thought*). **2.W.6.1b: Verbs** –Writing sentences that use the past tense of frequently occurring irregular verbs. Understanding the functions of different types of verbs (e.g., *action, linking*) in sentences **2.W.6.1e** – Usage – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. **2.W.6.2a: Capitalization** – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names. **2.W.6.2b: Punctuation** -Correctly using a period, question mark, or exclamation mark at the end of a sentence.• Using an apostrophe to form contractions and singular possessive nouns. Using commas in greetings and closings of letters, dates, and to separate items in a series. **2.W.6.2c – Spelling** – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.• Generalizing learned spelling patterns (e.g., *word families*) when writing words. • Correctly spelling common irregularly-spelled grade-appropriate high frequency words.

Continue to revisit the year-long standards for Grade 2 on page 1.

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Grade 2

English Language Arts/Literacy Pacing Guide

Dates	Word Study	Teacher-Directed Reading Instruction	Interactive Read Aloud	Writing
Quarter 1 ***Weeks 4-6*** ***August 22 – Sept. 9*** ***Labor Day – Sept. 5*** ***District PD Day – Sept. 6*** **(13 instructional days)**	**2.RF.4.2:** Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. **2.RF.4.3** – Apply knowledge of **short and long vowels** (including vowel teams) when reading regularly spelled one-syllable words. **2.RF.4.5:** Know and use common word families when reading unfamiliar words (e.g., *-ale, -est, -ine, -ock*). **2.RF.4.6** – Read multi-syllabic words composed of roots, prefixes, and suffixes; read **contractions, possessives** (e.g., *kitten's, sisters'*), and compound words.	**2.RN.2.1** – Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding. **2.RN.3.1** – Use various text features (e.g., *table of contents, index, headings, captions*) to locate key facts or information and explain how they contribute to and clarify a text. **2.RV.2.2** – Identify relationships among words, including common **synonyms** and antonyms, and simple multiple-meaning words (e.g., *change, duck*). **2.RV.3.2** – Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area. **2.SL.4.1:** Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.	**2.RN.2.1** – Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding. **2.RN.2.2:** Identify the main idea of a multi-paragraph text and the topic of each paragraph. **2.RN.3.1:** Use various text features (e.g., *table of contents, index, headings, captions*) to locate key facts or information and explain how they contribute to and clarify a text. **2.RV.3.2** – Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area. **2.SL.2.1** – Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.	**2.W.2.1** – Form letters correctly and space words and sentences properly so that writing can be read easily by another person. **2.W.3.3** – Develop topics for friendly letters, stories, poems, and other narrative purposes that – • Include a beginning • Use temporal words to signal event order (e.g., *first of all*) • Provide details to describe actions, thoughts, and feelings. • Provide an ending **2.W.6.1a** – Nouns/Pronouns – Writing sentences using abstract nouns (e.g., *hope, thought*). **2.W.6.1b: Verbs –** • Writing sentences that use the past tense of frequently occurring irregular verbs. • Understanding the functions of different types of verbs (e.g., *action, linking*) in sentences. **2.W.6.1c: Adjectives/ Adverbs –**Writing sentences that use adjectives and adverbs. **2.W.6.1e** – Usage – • Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. **2.W.6.2c – Spelling** – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.• Generalizing learned spelling patterns (e.g., *word families*) when writing words. • Correctly spelling common irregularly-spelled grade-appropriate high frequency words.

Continue to revisit the year-long standards for Grade 2 on page 1.

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Grade 2

English Language Arts/Literacy Pacing Guide

Dates	Word Study	Teacher-Directed Reading Instruction	Interactive Read Aloud	Writing
Quarter 1 ***Weeks 7-9*** ***September 12-30*** ***PIT – September 21*** **(14 instructional days)** ***October 3-24 Fall Break***	**2.RF.4.2** – Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. **2.RF.4.3** – Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words. **2.RF.4.5:** Know and use common word families when reading unfamiliar words (e.g., *-ale, -est, -ine, -ock*). **2.RF.4.6** – Read multi-syllabic words composed of roots, prefixes, and suffixes; read **contractions**, possessives (e.g., *kitten's, sisters'*), and **compound words**. **2.RV.2.4:** Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.	**2.RL.2.2** – Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **2.RL.2.**3 – Describe how characters in a story respond to major events and how characters affect the plot. **2.RL.2.4:** Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why. **2.RL.4.1** – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **2.RV.3.1** – Recognize that authors use words (e.g., *regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms*) to provide rhythm and meaning in a story, poem, or song.	**2.RL.2.1** – Ask and answer questions (e.g., *who was the story about; why did an event happen; where did the story happen*) to demonstrate understanding of main idea and key details in a text. **2.RL.2.4** – Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why. **2.RL.3.2** – Acknowledge differences in the points of view of character and identify dialogue as words spoken by characters, usually enclosed in quotation marks. **2.RL.4.1** – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **2.RL.4.2:** Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world **2.SL.2.4**: Ask for clarification and further explanation as needed about the topics and texts under discussion. **2.SL.4.3:** Give and follow multi-step directions.	**2.W.3.2** – Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement. **2.W.6.1e: Usage** – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. **2.W.6.2a Capitalization** – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names. **2.W.6.2b** – Punctuation – • Correctly using a period, question mark, or exclamation mark at the end of a sentence. • Using an apostrophe to form contractions and singular possessive nouns. • Using commas in greetings and closings of letters, dates, and to separate items in a series.

Continue to revisit the year-long standards for Grade 2 on page 1.

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Grade 2

English Language Arts/Literacy Pacing Guide

2016-2017 Quarter 2 Pacing				
Dates	**Word Study**	**Teacher-Directed Reading Instruction**	**Interactive Read Aloud**	**Writing**
Quarter 2 ***Weeks 10-12*** ***Oct. 17 – November 4*** ***District PD Day – October 17*** **(14 instructional days)**	**2.RF.4.2:** Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. **2.RF.4.3** – Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words. **2.RF.4.4:** Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., *through, tough; Jan., Fri.*). **2.RF.4.6** – Read multi-syllabic words composed of roots, prefixes, and suffixes; read **contractions**, possessives (e.g., *kitten's, sisters'*), and **compound words**. **2.RV.2.4:** Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.	**2.RN.2.1** – Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding. **2.RN.2.2** – Identify the main idea of a multiparagraph text and the topic of each paragraph. **2.RN.3.2** – Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship. **2.RV.2.1** – Use context clues (e.g., *words and sentence clues*) and text features (e.g., *table of contents, headings*) to determine the meanings of unknown words.	**2.RN.3.1:** Use various text features (e.g., *table of contents, index, headings, captions*) to locate key facts or information and explain how they contribute to and clarify a text. **2.RN.4.2:** Compare and contrast the most important points presented by two texts on the same topic. **2.RV.3.2** – Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area. **2.SL.2.3:** Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion. **2.SL.2.5**: Build on others' talk in conversations by linking comments to the remarks of others.	**2.W.3.2** – Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement. **2.W.6.1e: Usage –** Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. **2.W.6.2a Capitalization** – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names. **2.SL.4.2:** Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.

Continue to revisit the year-long standards for Grade 2 on page 1.

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Grade 2

English Language Arts/Literacy Pacing Guide

Dates	Word Study	Teacher-Directed Reading Instruction	Interactive Read Aloud	Writing
Quarter 2 ***Weeks 13-15*** ***November 7-22*** ***Thanksgiving Break – November 23-25*** **(12 instructional days)**	**2.RF.4.2** – Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. **2.RF.4.3** – Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words. **2.RF.4.5:** Know and use common word families when reading unfamiliar words (e.g., *-ale, -est, -ine, -ock*). **2.RF.4.6** – Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., *kitten's, sisters'*), and compound words. **2.RV.2.4** – Use a known root word as a clue to the meaning of an unknown word with the same root, and identify when a common affix is added to a known word.	**2.RV.3.1** – Recognize that authors use words (e.g., *regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms*) to provide rhythm and meaning in a story, poem, or song. **2.RL.3.1** – Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **2.RL.4.1** – Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **2.SL.4.1:** Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.	**2.RL.2.1** – Ask and answer questions (e.g., *who was the story about; why did an event happen; where did the story happen*) to demonstrate understanding of main idea and key details in a text. **2.RL.2.2** – Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **2.RL.2.4** – Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why. **2.RL.4.2:** Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world. **2.SL.2.1** Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. **2.SL.3.1** – Determine the purpose for listening (e.g., *to obtain information, to enjoy humor*) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.	**2.W.3.1** – Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed. **2.W.6.1b: Verbs –** • Writing sentences that use the past tense of frequently occurring irregular verbs. • Understanding the functions of different types of verbs (e.g., *action, linking*) in sentences. **2.W.6.1c Adjectives/Adverbs** – Writing sentences that use adjectives and adverbs. **2.W.6.2b: Punctuation –** • Correctly using a period, question mark, or exclamation mark at the end of a sentence. • Using an apostrophe to form contractions and singular possessive nouns. • Using commas in greetings and closings of letters, dates, and to separate items in a series. **2.W.6.2c – Spelling –** • Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. • Generalizing learned spelling patterns (e.g., *word families*) when writing words. • Correctly spelling common irregularly-spelled grade-appropriate high frequency words. **2.SL.4.2:** Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.

Continue to revisit the year-long standards for Grade 2 on page 1.

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Grade 2

English Language Arts/Literacy Pacing Guide

Dates	Word Study	Teacher-Directed Reading Instruction	Interactive Read Aloud	Writing
Quarter 2 ***Weeks 16-18*** ***Nov. 28 – December 16*** ***Records Day – December 16*** **(14 instructional days)** ***December 19-30 Winter Break***	**2.RF.4.2:** Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. **2.RF.4.3** – Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words. **2.RF.4.6** – Read multi-syllabic words composed of **roots, prefixes, and suffixes**; read contractions, possessives (e.g., *kitten's, sisters'*), and compound words. **2.RV.2.2:** Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., *change, duck*).	**2.RN.2.2:** Identify the main idea of a multi-paragraph text and the topic of each paragraph. **2.RN.3.1** – Use various text features (e.g., *table of contents, index, headings, captions*) to locate key facts or information and explain how they contribute to and clarify a text. **2.RN.3.3** – Identify what the author wants to answer, explain, or describe in the text. **2.RN.4.2:** Compare and contrast the most important points presented by two texts on the same topic. **2.RV.2.1** – Use context clues (e.g., *words and sentence clues*) and text features (e.g., *table of contents, headings*) to determine the meanings of unknown words. **2.RV.3.2** – Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area.	**2.RN.2.1:** Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding. **2.RN.2.3** – Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text. **2.RN.3.2** – Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship. **2.SL.2.4**: Ask for clarification and further explanation as needed about the topics and texts under discussion. **2.SL.4.3** – Give and follow multi-step directions.	**2.W.3.1** – Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed. **2.W.6.1c Adjectives/Adverbs** – Writing sentences that use adjectives and adverbs. **2.W.6.1e – Usage –** • Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. **2.W.6.2c – Spelling –** • Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. • Generalizing learned spelling patterns (e.g., *word families*) when writing words. • Correctly spelling common irregularly-spelled grade-appropriate high frequency words. **2.SL.4.2:** Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.

Continue to revisit the year-long standards for Grade 2 on page 1.

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Grade 2

English Language Arts/Literacy Pacing Guide

2016-2017 Quarter 3 Pacing				
Dates	**Word Study**	**Teacher-Directed Reading Instruction**	**Interactive Read Aloud**	**Writing**
Quarter 3 ***Weeks 19-21*** ***January 3-20, 2017*** ***Martin Luther King Jr. Day – January 16*** ***District PD Day – January 17*** **(13 instructional days)**	**2.RF.4.2:** Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. **2.RF.4.3** – Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words. **2.RF.4.4:** Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., *through, tough; Jan., Fri.*). **2.RF.4.6** – Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., *kitten's, sisters'*), and compound words.	**2.RL.2.2:** Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultu.res, and determine their central message, lesson, or moral. **2.RL.2.3**: Describe how characters in a story respond to major events and how characters affect the plot. **2.RL.4.2** – Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world. **2.RV.2.2:** Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., *change, duck*). **2.SL.4.3:** Give and follow multi-step directions.	**2.RL.2.1:** Ask and answer questions (e.g., *who was the story about; why did an event happen; where did the story happen*) to demonstrate understanding of main idea and key details in a text. **2.RL.3.1:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **2.RL.3.2:** Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks. **2.RL.4.1:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **2.RV.3.1** – Recognize that authors use words (e.g., *regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms*) to provide rhythm and meaning in a story, poem, or song. **2.RV.2.2:** Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., *change, duck*). **2.SL.2.3:** Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion. **2.SL.2.5** – Build on others' talk in conversations by linking comments to the remarks of others. **2.SL.4.1:** Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details.	**2.W.3.3** – Develop topics for friendly letters, stories, poems, and other narrative purposes that – Include a beginning.• Use temporal words to signal event order (e.g., *first of all*). • Provide details to describe actions, thoughts, and feelings.• Provide an ending. **2.W.4:** Apply the writing process to –Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., *organization, sentence structure, word choice)*; edit writing for format and conventions (e.g., *spelling, capitalization, usage, punctuation*); and provide feedback to other writers. **2.W.6.1a – Nouns/Pronouns** – Writing sentences using abstract nouns (e.g., *hope, thought*). **2.W.6.1b – Verbs** – Writing sentences that use the past tense of frequently occurring irregular verbs.• Understanding the functions of different types of verbs (e.g., *action, linking*) in sentences. **2.W.6.2a: Capitalization** – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names. **2.W.6.2b: Punctuation –** • Correctly using a period, question mark, or exclamation mark at the end of a sentence. • Using an apostrophe to form contractions and singular possessive nouns.• Using commas in greetings and closings of letters, dates, and to separate items in a series. **2.SL.4.2:** Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.

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English Language Arts/Literacy Pacing Guide

Dates	Word Study	Teacher-Directed Reading Instruction	Interactive Read Aloud	Writing
Quarter 3 ***Weeks 22-24*** ***January 23 – February 10*** **(15 instructional days)**	**2.RF.4.2** – Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. **2.RF.4.3** – Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words. **2.RF.4.5** – Know and use common word families when reading unfamiliar words (e.g., *-ale, -est, -ine, -ock*).	**2.RN.2.1:** Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding. **2.RN.2.2:** Identify the main idea of a multi-paragraph text and the topic of each paragraph. **2.RN.4.1** – Describe how an author uses facts to support specific points in a text. **2.RN.4.2** – Compare and contrast the most important points presented by two texts on the same topic.	**2.RN.3.1:** Use various text features (e.g., *table of contents, index, headings, captions*) to locate key facts or information and explain how they contribute to and clarify a text. **2.RN.4.1** – Describe how an author uses facts to support specific points in a text. **2.RN.4.2:** Compare and contrast the most important points presented by two texts on the same topic. **2.RV.3.2** – Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area. **2.SL.2.1** Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. **2.SL.3.1:** Determine the purpose for listening (e.g., *to obtain information, to enjoy humor*) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.	**2.W.3.2:** Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement. **2.W.6.1a: Nouns/Pronouns** – Writing sentences that include common, proper, possessive, and collective nouns, irregular plural nouns, and personal and possessive pronouns. **2.W.6.1b: Verbs** – • Writing sentences that use the past tense of frequently occurring irregular verbs. Understanding the functions of different types of verbs (e.g., *action, linking*) in sentences. **2.W.6.1e** – Usage – • Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. **2.W.6.2c – Spelling** – • Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. • Generalizing learned spelling patterns (e.g., *word families*) when writing words. • Correctly spelling common irregularly-spelled grade-appropriate high frequency words. **2.SL.3.2:** Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue. **2.SL.4.2:** Create simple presentations that maintain a clear focus, using various media

Continue to revisit the year-long standards for Grade 2 on page 1.

				when appropriate to clarify ideas, thoughts, and feelings.
Dates	**Word Study**	**Teacher-Directed Reading Instruction**	**Interactive Read Aloud**	**Writing**
Quarter 3 ***Weeks 25-27*** ***February 13 – March 3*** ***President's Day – February 20*** **(14 instructional days)**	**2.RF.4.2:** Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. **2.RF.4.3** – Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words. **2.RF.4.4:** Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., *through, tough; Jan., Fri.*). **2.RF.4.6** – Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., *kitten's, sisters'*), and compound words. **2.RV.2.2:** Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., *change, duck*).	**2.RL.2.1** – Ask and answer questions (e.g., *who was the story about; why did an event happen; where did the story happen*) to demonstrate understanding of main idea and key details in a text. **2.RL.2.4** – Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why. **2.RL.3.2:** Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks. **2.RL.4.1:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **2.RV.2.1** – Use context clues (e.g., *words and sentence clues*) and text features (e.g., *table of contents, headings*) to determine the meanings of unknown words.	**2.RL.3.1:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. **2.RL.3.2:** Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks. **2.RL.4.1:** Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. **2.RV.3.1** – Recognize that authors use words (e.g., *regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms*) to provide rhythm and meaning in a story, poem, or song. **2.SL.2.4** – Ask for clarification and further explanation as needed about the topics and texts under discussion.	**2.RV.2.5:** Consult reference materials, both print and digital (e.g., *dictionary*), to determine or clarify the meanings of words and phrases. **2.W.3.2** – Write a paragraph or paragraphs on a topic that introduce a topic, provide facts and details about the topic, and provide a concluding statement. **2.W.6.1c Adjectives/Adverbs** – Writing sentences that use adjectives and adverbs.

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English Language Arts/Literacy Pacing Guide

Dates	Word Study	Teacher-Directed Reading Instruction	Interactive Read Aloud	Writing
Quarter 3 ***Weeks 28-29*** ***March 6-17*** **(10 instructional days)**	**2.RF.4.2** – Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. **2.RF.4.3** – Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words. **2.RF.4.5** – Know and use common word families when reading unfamiliar words (e.g., *-ale, -est, -ine, -ock*).	**2.RN.2.3**: Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text. **2.RN.3.1:** Use various text features (e.g., *table of contents, index, headings, captions*) to locate key facts or information and explain how they contribute to and clarify a text. **2.RN.3.2** – Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship. **2.RN.3.3** – Identify what the author wants to answer, explain, or describe in the text.	**2.RN.2.1** – Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding. **2.RN.2.2:** Identify the main idea of a multi-paragraph text and the topic of each paragraph. **2.RN.3.2:** Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship. **2.RN.4.2:** Compare and contrast the most important points presented by two texts on the same topic. **2.RV.3.2** – Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area. **2.SL.2.3:** Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion. **2.SL.2.5**: Build on others' talk in conversations by linking comments to the remarks of others. **2.SL.3.1:** Determine the purpose for listening (e.g., *to obtain information, to enjoy humor*) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media.	**2.RV.2.5** – Consult reference materials, both print and digital (e.g., *dictionary*), to determine or clarify the meanings of words and phrases. **2.W.5** – With support, conduct short research on a topic. • Find information on a topic of interest (e.g., *cardinals*). • Identify various visual and text reference sources • Organize, summarize, and present the information, choosing from a variety of formats. **2.SL.3.2** – Ask and answer questions about what a speaker says to clarify comprehension, gather information, or deepen understanding of a topic or issue.
March 20-31 (March 20-24-flex days)	***Spring Break***			

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English Language Arts/Literacy Pacing Guide

2016-2017 Quarter 4 Pacing				
Dates	**Word Study**	**Teacher-Directed Reading Instruction**	**Interactive Read Aloud**	**Writing**
Quarter 4 ***Weeks 30-32*** ***April 3-21*** **(15 instructional days)**	**2.RF.4.2:** Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. **2.RF.4.3** – Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words. **2.RF.4.4:** Recognize and read common and irregularly spelled high-frequency words and abbreviations by sight (e.g., *through, tough; Jan., Fri.*). **2.RF.4.6** – Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., *kitten's, sisters'*), and compound words. **2.RV.2.2:** Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., *change, duck*).	**2.RL.2.2** – Recount the beginning, middle, and ending of stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral. **2.RL.2.**3 – Describe how characters in a story respond to major events and how characters affect the plot. **2.RL.3.1:** Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.	**2.RL.3.2:** Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks. **2.RL.4.2:** Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world. **2.RV.3.1** – Recognize that authors use words (e.g., *regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms*) to provide rhythm and meaning in a story, poem, or song. **2.SL.2.1** Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups. **Address this standard during the writing block.** → →→ →→ →→ → **2.SL.4.2:** Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.	**2.RV.2.5:** Consult reference materials, both print and digital (e.g., *dictionary*), to determine or clarify the meanings of words and phrases. **2.W.4:** Apply the writing process to – Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., *organization, sentence structure, word choice)*; edit writing for format and conventions (e.g., *spelling, capitalization, usage, punctuation*); and provide feedback to other writers. **2.W.5:** With support, conduct short research on a topic.• Find information on a topic of interest (e.g., *cardinals*).• Identify various visual and text reference sources • Organize, summarize, and present the information, choosing from a variety of formats. **2.W.6.1e – Usage** – Writing correctly complete simple and compound declarative, interrogative, imperative, and exclamatory sentences. **2.W.6.2a Capitalization** – Capitalizing greetings, months and days of the week, titles and initials in names, and proper nouns, including holidays and geographic names. **2.W.6.2c – Spelling** – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns.• Generalizing learned spelling patterns (e.g., *word families*) when writing words.

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English Language Arts/Literacy Pacing Guide

Dates	Word Study	Teacher-Directed Reading Instruction	Interactive Read Aloud	Writing
Quarter 4 ***Weeks 33-35*** ***April 24- May 12*** **(15 instructional days)**	**2.RF.4.2** – Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe), independent of context. **2.RF.4.3** – Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words. **2.RF.4.5** – Know and use common word families when reading unfamiliar words (e.g., *-ale, -est, -ine, -ock*).	**2.RN.2.2** – Identify the main idea of a multiparagraph text and the topic of each paragraph. **2.RN.2.3** – Describe the connection between a series of historical events, scientific ideas or concepts, and steps in a process or procedure in a text. **2.RN.4.1:** Describe how an author uses facts to support specific points in a text. **2.RV.3.2:** Determine the meanings of words and phrases in a nonfiction text relevant to a second grade topic or subject area. **2.SL.4.3:** Give and follow multi-step directions.	**2.RN.2.1:** Ask and answer questions about the main idea and supporting facts and details in a text to confirm understanding. **2.RN.3.1:** Use various text features (e.g., *table of contents, index, headings, captions*) to locate key facts or information and explain how they contribute to and clarify a text. **2.RN.3.2** – Identify how a nonfiction text can be structured to compare and contrast, to describe a procedure, and to explain a cause and effect relationship. **2.RN.4.1:** Describe how an author uses facts to support specific points in a text. **2.RN.4.2:** Compare and contrast the most important points presented by two texts on the same topic. **2.SL.2.4**: Ask for clarification and further explanation as needed about the topics and texts under discussion.	**2.W.3.1** – Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed. **2.W.4:** Apply the writing process to – • Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., *organization, sentence structure, word choice)*; edit writing for format and conventions (e.g., *spelling, capitalization, usage, punctuation*); and provide feedback to other writers. • Use available technology to publish legible documents. **2.W.6.1a** – Nouns/Pronouns – Writing sentences using abstract nouns (e.g., *hope, thought*). **2.W.6.1b – Verbs** – Writing sentences that use the past tense of frequently occurring irregular verbs.• Understanding the functions of different types of verbs (e.g., *action, linking*) in sentences. **2.W.6.2b: Punctuation** –Correctly using a period, question mark, or exclamation mark at the end of a sentence.• Using an apostrophe to form contractions and singular possessive nouns.• Using commas in greetings and closings of letters, dates, and to separate items in a series. **2.SL.4.2:** Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.

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English Language Arts/Literacy Pacing Guide

Dates	Word Study	Teacher-Directed Reading Instruction	Interactive Read Aloud	Writing
Quarter 4 ***Weeks 36-39*** ***May 15 – June 8*** ***Flex day – May 26*** ***Memorial Day – May 29*** ***Records Day – June 9*** **(17 instructional days)**	**2.RF.4.2:** Use knowledge of the six major syllable patterns (CVC, CVr, V, VV, VCe, Cle) to decode two-syllable words, independent of context. **2.RF.4.3** – Apply knowledge of short and long vowels (including vowel teams) when reading regularly spelled one-syllable words. **2.RF.4.6** – Read multi-syllabic words composed of roots, prefixes, and suffixes; read contractions, possessives (e.g., *kitten's, sisters'*), and compound words.	**2.RL.2.1** – Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 2, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end. **2.RL.2.4:** Make predictions about the content of text using prior knowledge of text features, explaining whether they were confirmed or not confirmed and why. **2.RL.4.2** – Compare and contrast versions of the same stories from different authors, time periods, or cultures from around the world. **2.RV.2.1** – Use context clues (e.g., *words and sentence clues*) and text features (e.g., *table of contents, headings*) to determine the meanings of unknown words. **2.RV.3.1:** Recognize that authors use words (e.g., *regular beats, repeating lines, simile, alliteration, onomatopoeia, idioms*) to provide rhythm and meaning in a story, poem, or song. **2.SL.3.1:** Determine the purpose for listening (e.g., *to obtain information, to enjoy humor*) and paraphrase or describe key ideas or details from a text read aloud or information presented orally or through other media. **2.SL.4.3:** Give and follow multi-step directions.	**2.RV.2.2** – Identify relationships among words, including common synonyms and antonyms, and simple multiple-meaning words (e.g., *change, duck*). **2.RL.2.**3 – Describe how characters in a story respond to major events and how characters affect the plot. **2.RL.3.2:** Acknowledge differences in the points of view of characters and identify dialogue as words spoken by characters, usually enclosed in quotation marks. **2.SL.2.3:** Listen to others, take one's turn in respectful ways, and speak one at a time about the topics and text under discussion. **2.SL.2.5**: Build on others' talk in conversations by linking comments to the remarks of others. **2.SL.4.1:** Using appropriate language, recite poems and rhymes, and tell a story or recount an experience, in an organized manner, with appropriate facts and careful attention to sensory details, speaking audibly in coherent sentences and at an appropriate pace.	**2.W.3.1** – Write a logically connected paragraph or paragraphs, that introduce an opinion, with a concluding statement or section and multiple reasons to explain why a certain course of action should be followed. **2.W.4 -2.W.4:** Apply the writing process to –Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise writing, using appropriate reference materials, by adding details (e.g., *organization, sentence structure, word choice)*; edit writing for format and conventions (e.g., *spelling, capitalization, usage, punctuation*); and provide feedback to other writers. • Use available technology to publish legible documents. **2.W.6.1c: Adjectives/ Adverbs** –Writing sentences that use adjectives and adverbs. **2.W.6.2c – Spelling** – Correctly spelling words with short and long vowel sounds, r-controlled vowels, and consonant-blend patterns. • Generalizing learned spelling patterns (e.g., *word families*) when writing words. • Correctly spelling common irregularly-spelled grade-appropriate high frequency words. **2.SL.4.2:** Create simple presentations that maintain a clear focus, using various media when appropriate to clarify ideas, thoughts, and feelings.
June 12 – 30, 2017	***Summer School***			

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Second Grade Science
Pacing Guide 2016-2017
Quarter 2: Earth and Space

Unit #1 Air and Weather: Observe and describe changes that occur in weather over time and become familiar with instruments that meteorologists use to monitor air and weather conditions. Observe air taking up space, air pressure, and the effects of moving air on other objects. (2.2.3-2.2.6)	
Week	**Standards**
Week 10 Oct. 17-21 (4 days)	***Investigation 2: Part 1: Weather Calendars*** **Big Idea: Students record daily weather observations on a class calendar.** 2.2.3 Chart or graph weather observations such as cloud cover, cloud type and type of precipitation on a daily basis over a period of weeks. 2.2.4 Ask questions about charted observations and graphed data. Identify the day-to-day patterns and cycles of weather. Understand seasonal time scales in terms of temperature and amounts of rainfall and snowfall. 2.2.7 Investigate how the sun appears to move through the sky during the day by observing and drawing the length and direction of shadows. 2.2.6 Learn about, report on and practice severe weather safety procedures.
Week 11 Oct. 24-28 (5 days)	**Investigation 2: Measuring Temperature, Watching Clouds, and Measuring Rain** **Big Idea: Use a thermometer to measuring temperature and record. Observe and compare types of clouds and discuss how they move across the sky.** 2.2.1 Construct and use tools to observe and measure weather phenomena like precipitation, changes in temperature, wind speed and direction. 2.2.3 Chart or graph weather observations such as cloud cover, cloud type and type of precipitation on a daily basis over a period of weeks. 2.2.4 Ask questions about charted observations and graphed data. Identify the day-to-day patterns and cycles of weather. Understand seasonal time scales in terms of temperature and amounts of rainfall and snowfall.
Week 12 Oct. 31 – Nov. 4 (5 days)	**Investigation 2: Measuring Rain** **Big Idea: Discuss the kinds of clouds that bring precipitation and use a rain gauge to measure rain or snowfall.** 2.2.1 Construct and use tools to observe and measure weather phenomena like precipitation, changes in temperature, wind speed and direction. 2.2.3 Chart or graph weather observations such as cloud cover, cloud type and type of precipitation on a daily basis over a period of weeks. 2.2.4 Ask questions about charted observations and graphed data. Identify the day-to-day patterns and cycles of weather. Understand seasonal time scales in terms of temperature and amounts of rainfall and snowfall.
Week 13 Nov. 7-11 (5 days)	**Investigation 1: Air is There, Air under Water, Parachutes** **Big Idea: Observe that objects can be moved by and through air and that air takes up space. Construct and observe parachutes dropping through air.** 2.2.2 Experience and describe wind as the motion of the air.
Week 14 Nov. 14-18 (5 days)	**Investigation 1: Pushing on Air, Air and Water Fountain, and Balloon Rockets** **Big Idea: Investigate air, air pressure, and compressed air used to propel objects.** 2.2.2 Experience and describe wind as the motion of the air.

Second Grade Science
Pacing Guide 2016-2017
Quarter 2: Earth and Space

Week 15 Nov. 21-22 (2 days)	**Investigation 3: Kites** **Big Idea: Students construct kites then use the pinwheels and wind vanes to determine the best location to fly their kites.** 2.2.2 Experience and describe wind as the motion of the air. **OR** **Investigation 3: Bubbles in the Wind and Wind Speed** **Big Idea: Use bubble wands to blow bubbles and investigate how air moves in a variety of locations. Observe and feel the wind.** 2.2.2 Experience and describe wind as the motion of the air.
Unit 2: Earth, Sun, and Moon Relationships: Students will investigate how the sun & moon interact with the Earth by making observations or designing investigations. (2.2.5, 2.2.8, 2.2.9)	
Week 16 Nov. 28 – Dec. 2 (5 days)	***Investigation 4: Part 3 The Night Sky*** **Big Idea: Observe and discuss changes in the night sky; including the Moon's appearance and location.** 2.2.8 Investigate how the moon appears to move through the sky during the day by observing and drawing its location at different times. 2.2.9 Investigate how the shape of the moon changes from day to day in a repeating cycle that lasts about a month.
Week 17 Dec. 5-9 (5 days)	**Big Idea – How does the sun heat the earth's surface?** 2.2.5 Ask questions and design class investigations on the effect of the sun heating the surface of the earth
Week 18 Dec 12-15 (4 days)	**Big Idea – How does the sun heat the earth's surface?** 2.2.5 Ask questions and design class investigations on the effect of the sun heating the surface of the earth
End of the Second Nine Weeks **Winter Break December 19th-January 3rd**	

Social Studies: Grade 2

Pacing Guide 2016-2017

Quarter 2

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Unit 3: Being a Good Citizen	
Week	**Standards**
Week 10 Oct. 18-21 (4 days)	2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. 2.2.5 Identify people who are good citizens and describe the character traits that make them admirable. * citizen: someone with rights and responsibilities in a particular community, city, state or country
Week 11 Oct. 24-28 (5 days)	2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. 2.2.5 Identify people who are good citizens and describe the character traits that make them admirable.
Week 12 Oct. 31 – Nov. 4 (5 days)	2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. 2.2.5 Identify people who are good citizens and describe the character traits that make them admirable.
Week 13 Nov. 7 – Nov. 11 (5 days)	2.2.4 Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. 2.2.5 Identify people who are good citizens and describe the character traits that make them admirable.
Unit 4 : Our Culture	
Week	**Standards**
Week 14 Nov. 14 – 18 (5 days)	2.1.4 Identify and describe community celebrations, symbols, and traditions and explain why they are important. 2.3.1 Use a compass rose to identify cardinal and intermediate directions, and to locate places on maps and places in the classroom, school, and community 2.3.2 Locate the equator and the poles on a globe and identify the local community, state, and the United States on maps 2.1.6 Create and maintain a calendar of important school days, holidays, and community events.
Week 15 Nov. 21 – 22 (2 days)	2.1.4 Identify and describe community celebrations, symbols, and traditions and explain why they are important. 2.3.1 Use a compass rose to identify cardinal and intermediate directions, and to locate places on maps and places in the classroom, school, and community 2.3.2 Locate the equator and the poles on a globe and identify the local community, state, and the United States on maps 2.1.6 Create and maintain a calendar of important school days, holidays, and community events.

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Quarter 2

Week 16 Nov. 28 – Dec. 2 (5 days)	2.1.4 Identify and describe community celebrations, symbols, and traditions and explain why they are important. (How countries celebrate holidays in the winter) 2.3.1 Use a compass rose to identify cardinal and intermediate directions, and to locate places on maps and places in the classroom, school, and community 2.3.2 Locate the equator and the poles on a globe and identify the local community, state, and the United States on maps 2.1.6 Create and maintain a calendar of important school days, holidays, and community events	

Week 17 Dec. 5-9 (5 days)	2.1.4 Identify and describe community celebrations, symbols, and traditions and explain why they are important. (How countries celebrate holidays in the winter) 2.3.1 Use a compass rose to identify cardinal and intermediate directions, and to locate places on maps and places in the classroom, school, and community 2.3.2 Locate the equator and the poles on a globe and identify the local community, state, and the United States on maps 2.1.6 Create and maintain a calendar of important school days, holidays, and community events
Week 18 Dec. 12-15 (4 days)	2.1.4 Identify and describe community celebrations, symbols, and traditions and explain why they are important. (How countries celebrate holidays in the winter) 2.3.1 Use a compass rose to identify cardinal and intermediate directions, and to locate places on maps and places in the classroom, school, and community 2.3.2 Locate the equator and the poles on a globe and identify the local community, state, and the United States on maps 2.1.6 Create and maintain a calendar of important school days, holidays, and community events
End of the Second Nine Weeks **Winter Break**	

Grade 2 Social Studies: Local and Regional Communities

Pacing Guide 2016-2017

Quarter 1

Unit 1: Geography Skills	
Week	**Standards**
Week 1 Aug. 1-5 (5 days)	**2.3.1** Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community. **2.3.2** Locate the equator and the poles on a globe and identify the local community, state and the United States on maps. **2.3.3** Compare neighborhoods in your community and explain how physical features of the community affect people living there.
Week 2 Aug. 8-12 (5 days)	**2.3.1** Use a compass to identify cardinal and intermediate directions and to locate places on maps and places in the classroom, school and community. **2.3.5** On a map, identify physical features of the local community. **2.3.2** Locate the equator and the poles on a globe and identify the local community, state and the United States on maps. **2.3.3** Compare neighborhoods in your community and explain how physical features of the community affect people living there. **2.3.7** Describe simple demographics of the school.
Week 3 Aug. 15-19 (5 days)	**2.3.5** On a map, identify physical features of the local community. **2.3.6** Identify and describe cultural or human features on a map using map symbols. **2.3.3** Compare neighborhoods in your community and explain how physical features of the community affect people living there. **2.2.4** Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.
Week 4 Aug. 22-26 (5 days)	**2.3.5** On a map, identify physical features of the local community. **2.3.3** Compare neighborhoods in your community and explain how physical features of the community affect people living there. **2.2.4** Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences. **2.2.5** Identify people who are good citizens and describe the character traits that make them admirable. **2.1.1** Identify when the local community was established and identify its founders and early settlers.

Grade 2 Social Studies: Local and Regional Communities

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Quarter 1

Week 5 Aug. 29 – Sept. 2 (5 days)	**2.1.1** Identify when the local community was established and identify its founders and early settlers. **2.1.7** Read about and summarize historical community events using a variety of resources **2.1.3** Identify individuals who had a positive impact on the local community.
Unit 2: Communities of the Past	
Week	**Standards**
Week 6 Sept. 7– 9 (3 days) *District PD day on Sept. 6	**2.1.1** Identify when the local community was established and identify its founders and early settlers. **2.1.7** Read about and summarize historical community events using a variety of resources **2.1.3** Identify individuals who had a positive impact on the local community. **2.1.7** Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media, and community resources).
Week 7 Sept. 12 – 16 (5 days)	**2.1.7** Read about and summarize historical community events using a variety of resources **2.1.3** Identify individuals who had a positive impact on the local community. **2.1.7** Read about and summarize historical community events using a variety of resources (the library, digital media, print media, electronic media, and community resources).
Week 8 Sept. 19-23 (4 days) P.I.T	**2.1.7** Read about and summarize historical community events using a variety of resources **2.1.2** Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images. **2.1.4** Identify and describe community celebrations, symbols and traditions and explain why they are important. **2.1.5** Develop a simple timeline of important events in the history of the school and/or school community.
Week 9 Sept. 28- Oct. 2 (5 days).	**2.1.7** Read about and summarize historical community events using a variety of resources **2.1.2** Explain changes in daily life in the community over time using maps, photographs, news stories, Web sites or video images. **2.1.4** Identify and describe community celebrations, symbols and traditions and explain why they are important. **2.1.6** Create and maintain a calendar of important school days, holidays and community events.
End of Quarter 1	
Fall Break: October 3rd-14th	

Second Grade Mathematics
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Quarter 1

Second Grade Routines for Quarter 1 (Calendar, Math Routines, etc.) should include the following standards weekly:
2.NS.1 *Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.*
2.NS.2 *Read and write whole numbers up to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000.*
2.NS.4 *Match the ordinal numbers first, second, third, etc., with an ordered set up to 30 items.*
2.CA.7 *Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000.*
2.G.1 *Identify, describe, and classify two- and three-dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.*
2.M.7 *Find the value of a collection of pennies, nickels, dimes, quarters and dollars.*

Unit: Adding and Subtracting Within 100	
Week	**Standards**
Week 1 Aug. 1-5 (5 days)	**2.CA.1** Add and subtract fluently within 100. **2.CA.2** Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems. **PS: 2, 5, 7, 8 *Process standards should be embedded in and taught with all content standards.***
Week 2 Aug. 8-12 (5 days)	**2.CA.1** Add and subtract fluently within 100. **2.CA.2** Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems. **PS: 2, 5, 7, 8 *Process standards should be embedded in and taught with all content standards.***

Unit: Adding and Subtracting Using Units of Length	
Week	**Standards**
Week 3 Aug. 15-19 (5 days)	**2.M.1** Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter. **2.M.2** Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter. **PS: 2, 3, 5, 6 *Process standards should be embedded in and taught with all content standards.***
Week 4 Aug. 22-26 (5 days)	**2.NS.3** Plot and compare whole numbers up to 1,000 on a number line. **2.CA.3** Solve real-world problems involving addition and subtraction within 100 in situations involving lengths that are given in the same units (e.g., by using drawings, such as drawings of rulers, and equations with a symbol for the unknown number to represent the problem). **2.M.1** Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter. **2.M.2** Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter. **2.M.3** Understand that the length of an object does not change regardless of the units used. Measure the length of an object twice using length units of different lengths for the two measurements. Describe how the two measurements relate to the size of the unit chosen. **PS: 2, 3, 5, 6 *Process standards should be embedded in and taught with all content standards.***

Process Standards for Mathematics (PS):

1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

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Second Grade Mathematics
Pacing Guide 2016-2017
Quarter 1

Unit: Place Value to 1,000	
Week	**Standards**
Week 5 Aug. 29–Sept. 2 (5 days)	**Assessment and Corrective Instruction: Adding and Subtracting Within 20** **2.NS.1** Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number. **2.NS.2** Read and write whole numbers up to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000. **2.NS.6** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones). Understand that 100 can be thought of as a group of ten tens — called a "hundred." Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **PS: 2, 3, 5, 6 *Process standards should be embedded in and taught with all content standards.***
Week 6 Sept. 7-9 (3 days)	**2.NS.1** Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number. **2.NS.2** Read and write whole numbers up to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000. **2.NS.6** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones). Understand that 100 can be thought of as a group of ten tens — called a "hundred." Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **PS: 2, 3, 5, 6 *Process standards should be embedded in and taught with all content standards.***
Week 7 Sept. 12-16 (5 days)	**2.NS.1** Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number. **2.NS.2** Read and write whole numbers up to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000. **2.NS.6** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones). Understand that 100 can be thought of as a group of ten tens — called a "hundred." Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **PS: 2, 3, 5, 6 *Process standards should be embedded in and taught with all content standards.***
Week 8 Sept. 19-23 (4 days) P.I.T.	**2.NS.1** Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number. **2.NS.2** Read and write whole numbers up to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000. **2.NS.6** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones). Understand that 100 can be thought of as a group of ten tens — called a "hundred." Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **2.NS.7** Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **PS: 2, 3, 5, 6 *Process standards should be embedded in and taught with all content standards.***
Week 9 Sept. 26-30 (5 days)	**2.NS.6** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones). Understand that 100 can be thought of as a group of ten tens — called a "hundred." Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **2.NS.7** Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **2.CA.7** Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000. **PS: 2, 3, 5, 6 *Process standards should be embedded in and taught with all content standards.***
End of the First Nine Weeks **Fall Break October 3 – October 14**	

Process Standards for Mathematics (PS):

1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

Second Grade Mathematics
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Quarter 2

Second Grade Routines for Quarter 2 (Calendar, Math Routines, etc.) should include the following standards weekly:

2.NS.1 *Count by ones, twos, fives, tens, and hundreds up to at least 1,000 from any given number.*

2.NS.2 *Read and write whole numbers up to 1,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000.*

2.NS.3 *Plot and compare whole numbers up to 1,000 on a number line.*

2.CA.7 *Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000.*

2.G.1 *Identify, describe, and classify two- and three-dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.*

2.M.7 *Find the value of a collection of pennies, nickels, dimes, quarters and dollars*

Unit: Place Value to 1,000 (continued)

Week	Standards
Week 10 Oct. 18-21 (4 days)	**2.NS.6** Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones (e.g., 706 equals 7 hundreds, 0 tens, and 6 ones). Understand that 100 can be thought of as a group of ten tens — called a "hundred." Understand that the numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones). **2.NS.7** Use place value understanding to compare two three-digit numbers based on meanings of the hundreds, tens, and ones digits, using >, =, and < symbols to record the results of comparisons. **2.CA.7** Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000. **PS: 2, 3, 5, 6** ***Process standards should be embedded in and taught with all content standards.*** **Assessment and Corrective Instruction: Place Value to 1,000**

Unit: Adding and Subtracting Within 200

Week	Standards
Week 11 Oct. 24-28 (5 days)	**2.CA.1** Add and subtract fluently within 100. **2.CA.2** Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems. **2.CA.4** Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds. **2.CA.6** Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order. **PS: 1, 2, 3, 4, 6** ***Process standards should be embedded in and taught with all content standards.***
Week 12 Oct. 31 - Nov. 4 (5 days)	**2.CA.1** Add and subtract fluently within 100. **2.CA.2** Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems. **2.CA.4** Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds. **2.CA.6** Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order. **PS: 1, 2, 3, 4, 6** ***Process standards should be embedded in and taught with all content standards.***

Process Standards for Mathematics (PS):

1. Make sense of problems and persevere in solving	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

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Second Grade Mathematics
Pacing Guide 2016-2017
Quarter 2

Unit: Adding and Subtracting Within 200 (continued)	
Week	**Standards**
Week 13 Nov. 7-11 (5 days)	**2.CA.2** Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems. **2.CA.4** Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds. **2.CA.6** Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order. **PS: 1, 2, 3, 4, 6 *Process standards should be embedded in and taught with all content standards.***
Week 14 Nov. 14-18 (5 days)	**2.CA.2** Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems. **2.CA.4** Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds. **2.CA.6** Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order. **PS: 1, 2, 3, 4, 6 *Process standards should be embedded in and taught with all content standards.***
Week 15 Nov. 21-22 (2 days)	**2.CA.2** Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems. **2.CA.4** Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds. **2.CA.6** Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order. **PS: 1, 2, 3, 4, 6 *Process standards should be embedded in and taught with all content standards.***
Week 16 Nov. 28 - Dec. 2 (5 days)	**2.CA.2** Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems. **2.CA.4** Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds. **2.CA.6** Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order. **PS: 1, 2, 3, 4, 6 *Process standards should be embedded in and taught with all content standards.***

Process Standards for Mathematics (PS):

1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

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Second Grade Mathematics
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Quarter 2

Unit: Adding and Subtracting Within 200 (continued)	
Week	**Standards**
Week 17 Dec. 5-9 (5 days)	**2.CA.2** Solve real-world problems involving addition and subtraction within 100 in situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all parts of the addition or subtraction problem (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). Use estimation to decide whether answers are reasonable in addition problems. **2.CA.4** Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds. **2.CA.6** Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order. **PS: 1, 2, 3, 4, 6** ***Process standards should be embedded in and taught with all content standards.***
Week 18 Dec 12-15 (4 days)	**Assessment and Corrective Instruction: Adding and Subtracting Within 200**
End of the Second Nine Weeks **Winter Break December 16 – January 2**	

Process Standards for Mathematics (PS):							
1. Make sense of problems and persevere in solving	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

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Quarter 3

Second Grade Routines for Quarter 3 (Calendar, Math Routines, etc.) should include the following standards weekly:

2.NS.3 Plot and compare whole numbers up to 1,000 on a number line.

2.NS.5 Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by 2s).

2.CA.7 Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000.

2.G.1 Identify, describe, and classify two- and three-dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.

2.M.5 Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.

2.M.6 Describe relationships of time, including: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.

Unit: Adding and Subtracting Within 1,000

Week	Standards
Week 19 Jan. 3-6 (4 days)	**2.CA.4** Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds. **2.CA.6** Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order. **PS: 3, 6, 7, 8 *Process standards should be embedded in and taught with all content standards.***
Week 20 Jan. 9-13 (5 days)	**2.CA.4** Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds. **2.CA.6** Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order. **PS: 3, 6, 7, 8 *Process standards should be embedded in and taught with all content standards.***
Week 21 Jan 18-20 (3 days)	**2.CA.4** Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds. **2.CA.6** Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order. **PS: 3, 6, 7, 8 *Process standards should be embedded in and taught with all content standards.***
Week 22 Jan. 23-27 (5 days)	**2.CA.4** Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds. **2.CA.6** Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order. **PS: 3, 6, 7, 8 *Process standards should be embedded in and taught with all content standards.***
Week 23 Jan. 30 – Feb. 3 (5 days)	**2.CA.4** Add and subtract within 1000, using models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; describe the strategy and explain the reasoning used. Understand that in adding or subtracting three-digit numbers, one adds or subtracts hundreds and hundreds, tens and tens, ones and ones, and that sometimes it is necessary to compose or decompose tens or hundreds. **2.CA.6** Show that the order in which two numbers are added (commutative property) and how the numbers are grouped in addition (associative property) will not change the sum. These properties can be used to show that numbers can be added in any order. **PS: 3, 6, 7, 8 *Process standards should be embedded in and taught with all content standards.***

Process Standards for Mathematics (PS):

1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

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Second Grade Mathematics
Pacing Guide 2016-2017
Quarter 3

Unit: Data and Measurement	
Week	**Standards**
Week 24 Feb. 6-10 (5 days)	**Assessment and Corrective Instruction: Adding and Subtracting Within 1,000** **2.DA.1** Draw a picture graph (with single-unit scale) and a bar graph (with single-unit scale) to represent a data set with up to four choices (What is your favorite color? red, blue, yellow, green). Solve simple put-together, take-apart, and compare problems using information presented in the graphs. **PS: 1, 2, 4, 5, 6 *Process standards should be embedded in and taught with all content standards.***
Week 25 Feb. 13-17 (5 days)	**2.DA.1** Draw a picture graph (with single-unit scale) and a bar graph (with single-unit scale) to represent a data set with up to four choices (What is your favorite color? red, blue, yellow, green). Solve simple put-together, take-apart, and compare problems using information presented in the graphs. **2.CA.1** Add and subtract fluently within 100. **2.M.7** Find the value of a collection of pennies, nickels, dimes, quarters and dollars. **PS: 1, 2, 4, 5, 6 *Process standards should be embedded in and taught with all content standards.***
Week 26 Feb. 21-24 (4 days)	**2.CA.1** Add and subtract fluently within 100. **2.M.7** Find the value of a collection of pennies, nickels, dimes, quarters and dollars. **PS: 1, 2, 4, 5, 6 *Process standards should be embedded in and taught with all content standards.***
Week 27 Feb. 27 - Mar. 3 (5 days)	**2.M.1** Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter. **2.M.2** Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter. **2.M.3** Understand that the length of an object does not change regardless of the units used. Measure the length of an object twice using length units of different lengths for the two measurements. Describe how the two measurements relate to the size of the unit chosen. **PS: 1, 2, 4, 5, 6 *Process standards should be embedded in and taught with all content standards.***
Week 28 Mar. 6-10 (5 days)	**2.M.1** Describe the relationships among inch, foot, and yard. Describe the relationship between centimeter and meter. **2.M.2** Estimate and measure the length of an object by selecting and using appropriate tools, such as rulers, yardsticks, meter sticks, and measuring tapes to the nearest inch, foot, yard, centimeter and meter. **2.M.3** Understand that the length of an object does not change regardless of the units used. Measure the length of an object twice using length units of different lengths for the two measurements. Describe how the two measurements relate to the size of the unit chosen. **2.NS.3** Plot and compare whole numbers up to 1,000 on a number line. **2.CA.3** Solve real-world problems involving addition and subtraction within 100 in situations involving lengths that are given in the same units (e.g., by using drawings, such as drawings of rulers, and equations with a symbol for the unknown number to represent the problem). **PS: 1, 2, 4, 5, 6 *Process standards should be embedded in and taught with all content standards.***
Week 29 Mar. 13-17 (5 days)	**2.M.4** Estimate and measure volume (capacity) using cups and pints. **PS: 1, 2, 4, 5, 6 *Process standards should be embedded in and taught with all content standards.*** **Assessment and Corrective Instruction: Data and Measurement**
End of the Third Nine Weeks **Spring Break March 20 – March 31**	

Process Standards for Mathematics (PS):

1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

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Quarter 4

Second Grade Routines for Quarter 4 (Calendar, Math Routines, etc.) should include the following standards weekly:
2.NS.3 Plot and compare whole numbers up to 1,000 on a number line.
2.NS.5 Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by 2s).
2.CA.7 Create, extend, and give an appropriate rule for number patterns using addition and subtraction within 1000.
2.G.1 Identify, describe, and classify two- and three-dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes.
2.M.5 Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour.
2.M.6 Describe relationships of time, including: seconds in a minute; minutes in an hour; hours in a day; days in a week; and days, weeks, and months in a year.

Unit: Foundations of Multiplication and Division

Week	Standards
Week 30 April 3-7 (5 days)	**2.CA.5** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal groups. **PS: 3, 4, 7, 8 *Process standards should be embedded in and taught with all content standards.***
Week 31 April 10-14 (5 days)	**2.CA.5** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal groups. **2.G.4** Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares. **PS: 3, 4, 7, 8 *Process standards should be embedded in and taught with all content standards.***
Week 32 April 17-21 (5 days)	**2.CA.5** Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns; write an equation to express the total as a sum of equal groups. **2.G.4** Partition a rectangle into rows and columns of same-size (unit) squares and count to find the total number of same-size squares. **PS: 3, 4, 7, 8 *Process standards should be embedded in and taught with all content standards.***
Week 33 April 24-28 (5 days)	**2.NS.5** Determine whether a group of objects (up to 20) has an odd or even number of members (e.g., by placing that number of objects in two groups of the same size and recognizing that for even numbers no object will be left over and for odd numbers one object will be left over, or by pairing objects or counting them by 2s). **PS: 3, 4, 7, 8 *Process standards should be embedded in and taught with all content standards.***
Week 34 May 1-5 (5 days)	**Assessment and Corrective Instruction: Foundations of Multiplication and Division**

Process Standards for Mathematics (PS):

1. Make sense of problems and persevere in solving	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

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Quarter 4

Unit: Fraction Concepts and Applications	
Week	**Standards**
Week 35 May 8-12 (5 days)	**2.G.1** Identify, describe, and classify two- and three-dimensional shapes (triangle, square, rectangle, cube, right rectangular prism) according to the number and shape of faces and the number of sides and/or vertices. Draw two-dimensional shapes. **2.G.2** Create squares, rectangles, triangles, cubes, and right rectangular prisms using appropriate materials. **PS: 1, 3, 6, 7 *Process standards should be embedded in and taught with all content standards.***
Week 36 May 15-19 (5 days)	**2.G.2** Create squares, rectangles, triangles, cubes, and right rectangular prisms using appropriate materials **2.G.3** Investigate and predict the result of composing and decomposing two- and three-dimensional shapes. **2.G.5** Partition circles and rectangles into two, three, or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal parts of identical wholes need not have the same shape.
Week 37 May 22-25 (4 days)	**2.G.3** Investigate and predict the result of composing and decomposing two- and three-dimensional shapes. **2.G.5** Partition circles and rectangles into two, three, or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal parts of identical wholes need not have the same shape. **PS: 1, 3, 6, 7 *Process standards should be embedded in and taught with all content standards.***
Week 38 May 30 - June 2 (4 days)	**2.G.5** Partition circles and rectangles into two, three, or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal parts of identical wholes need not have the same shape. **2.M.5** Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour. **PS: 1, 3, 6, 7 *Process standards should be embedded in and taught with all content standards.***
Week 39 June 5-8 (4 days)	**2.G.5** Partition circles and rectangles into two, three, or four equal parts; describe the shares using the words halves, thirds, half of, a third of, etc.; and describe the whole as two halves, three thirds, four fourths. Recognize that equal parts of identical wholes need not have the same shape. **2.M.5** Tell and write time to the nearest five minutes from analog clocks, using a.m. and p.m. Solve real-world problems involving addition and subtraction of time intervals on the hour or half hour. **PS: 1, 3, 6, 7 *Process standards should be embedded in and taught with all content standards.***

End of the Fourth Nine Weeks

Process Standards for Mathematics (PS):

1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.

Grade 2 Science
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Quarter 1

Unit 1: Observe, ask questions about and describe how organisms change their forms and behaviors during their life cycles. (2.3.1, 2.3.2)	
Week	**Standards**
Week 1 Aug. 1-5 (5 days)	**Big Idea: Identify what insects (mealworms) need to live. Observe and record in pictures and words what insects (mealworms) do, their body plans, and their structures.** 2.3.1 Observe closely over a period of time and then record in pictures and words the changes in plants and animals throughout their life cycles-including details of their body plan, structure and timing of growth, reproduction and death. 2.3.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.
Week 2 Aug. 8-12 (5 days)	**Big Idea: Identify the parts of a plant, what plants need to survive, and develop a plan for recording plant (brassica seed) growth.** **Observe and record in pictures and words how insects change their forms and behaviors during their life cycles.** 2.3.1 Observe closely over a period of time and then record in pictures and words the changes in plants and animals throughout their life cycles-including details of their body plan, structure and timing of growth, reproduction and death. 2.3.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.
Week 3 Aug. 15-19 (5 days)	**Big Idea: Investigate how insects (milkweed bugs) begin their life. Identify what milkweed bugs need to survive and construct their habitat. Observe and record with pictures and words the functions of insects and plants and how they change their forms and behaviors during their life cycles.** 2.3.1 Observe closely over a period of time and then record in pictures and words the changes in plants and animals throughout their life cycles-including details of their body plan, structure and timing of growth, reproduction and death. 2.3.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.
Week 4 Aug. 22-26 (5 days)	**Big Idea: Identify what insects (butterflies) need to live. Describe how butterfly larvae are different than other insect larvae. Observe and record with pictures and words the functions of insects and plants and how they change their forms and behaviors during their life cycles.** 2.3.1 Observe closely over a period of time and then record in pictures and words the changes in plants and animals throughout their life cycles-including details of their body plan, structure and timing of growth, reproduction and death. 2.3.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.
Week 5 Aug. 29 – Sept 2 (5 days)	**Big Idea: Observe and record with pictures and words the functions of insects and plants and how they change their forms and behaviors during their life cycles.** 2.3.1 Observe closely over a period of time and then record in pictures and words the changes in plants and animals throughout their life cycles-including details of their body plan, structure and timing of growth, reproduction and death. 2.3.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.

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Week 6 Sept. 7-9 (3 days) District PD	**Big Idea: Observe and record with pictures and words the functions of insects and plants and how they change their forms and behaviors during their life cycles.** 2.3.1 Observe closely over a period of time and then record in pictures and words the changes in plants and animals throughout their life cycles-including details of their body plan, structure and timing of growth, reproduction and death. 2.3.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.
Week 7 Sept. 12-16 (5 days)	**Big Idea: Observe and record with pictures and words the functions of insects and plants and how they change their forms and behaviors during their life cycles. .** 2.3.1 Observe closely over a period of time and then record in pictures and words the changes in plants and animals throughout their life cycles-including details of their body plan, structure and timing of growth, reproduction and death. 2.3.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.
Week 8 Sept. 19-23 (4 days) P.I.T.	**Big Idea: Compare and contrast the life cycles of different insects and plants. Describe the changes in body plans and structures throughout each life cycle.** 2.3.1 Observe closely over a period of time and then record in pictures and words the changes in plants and animals throughout their life cycles-including details of their body plan, structure and timing of growth, reproduction and death. 2.3.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.
Week 9 Sept. 26-30 (5 days)	**Big Idea: Compare and contrast the life cycles of different insects and plants. Describe the changes in body plans and structures throughout each life cycle.** 2.3.1 Observe closely over a period of time and then record in pictures and words the changes in plants and animals throughout their life cycles-including details of their body plan, structure and timing of growth, reproduction and death. 2.3.2 Compare and contrast details of body plans and structures within the life cycles of plants and animals.
	End of the First Nine Weeks **October 3 – October 14 (Fall Break)**

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Unit 5: What Communities Make and Use	
Week	**Standards**
Week 19 Jan. 3-6 (4 days)	**2.1.4** Identify and describe community celebrations, symbols and traditions and explain why they are important. **2.1.6** Create and maintain a calendar of important school days, holidays and community events. **2.4.1** Define the three types of productive resources (human resources, natural resources and capital resources **2.4.5** Research goods and services produced in the local community and describe how people can be both producers and consumers.
Week 20 Jan. 9 – 13 (5 days)	**2.1.4** Identify and describe community celebrations, symbols and traditions and explain why they are important. **2.1.6** Create and maintain a calendar of important school days, holidays and community events. **2.4.1** Define the three types of productive resources (human resources, natural resources and capital resources **2.4.5** Research goods and services produced in the local community and describe how people can be both producers and consumers.
Week 21 Jan 18-20 (3 days)	**2.4.8** Explain why people trade for goods* and services* and explain how money makes trade easier. " **goods**: tangible objects, such as food or toys, that can satisfy people's wants " **services**: actions that someone does for someone else, such as dental care or trash removal **2.4.6** Define opportunity cost and explain that because resources are limited in relation to people's wants (scarcity), people must make choices as to how to use resources. " Opportunity costs: term used in economics, to mean *the value of the best alternative that would have been chosen instead.* **2.4.4** Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.
	2.4.8 Explain why people trade for goods* and services* and explain how money makes trade easier.

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Week 22 Jan. 23-27 (5 days)	" **goods**: tangible objects, such as food or toys, that can satisfy people's wants " **services**: actions that someone does for someone else, such as dental care or trash removal **2.4.6** Define opportunity cost and explain that because resources are limited in relation to people's wants (scarcity), people must make choices as to how to use resources. " Opportunity costs: term used in economics, to mean *the value of the best alternative that would have been chosen instead.* **2.4.4** Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.
Week 23 Jan. 30- Feb. 3 (5 days)	**2.4.8** Explain why people trade for goods* and services* and explain how money makes trade easier. " **goods**: tangible objects, such as food or toys, that can satisfy people's wants " **services**: actions that someone does for someone else, such as dental care or trash removal **2.4.6** Define opportunity cost and explain that because resources are limited in relation to people's wants (scarcity), people must make choices as to how to use resources. " Opportunity costs: term used in economics, to mean *the value of the best alternative that would have been chosen instead.* **2.4.4** Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services.
Unit 6: Work and Play in the Community	
Week	**Standard**
Week 24 Feb. 6-10 (5 days)	**2.4.3** Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community. **2.4.7** Define specialization and identify specialized jobs in the school and community. **2.4.4** Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services. **2.1.6** Create and maintain a calendar of important school days, holidays and community event
Week 25 Feb. 13-17 (5 days)	**2.4.3** Identify community workers who provide goods and services for the rest of the community and explain how their jobs benefit people in the community. **2.4.7** Define specialization and identify specialized jobs in the school and community. **2.4.4** Explain that a price is what people pay when they buy goods or services and what people receive when they sell

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	goods or services. **2.1.6** Create and maintain a calendar of important school days, holidays and community events.

Week 26 Feb. 21-24 (4 days)	**2.4.9** Explain the concept of savings and why this is important for individuals and for our economy. **2.4.6** Define opportunity cost and explain that because resources are limited in relation to people's wants (scarcity), people must make choices as to how to use resources. **2.4.5** Research goods and services produced in the local community and describe how people can be both producers and consumers. **2.1.6** Create and maintain a calendar of important school days, holidays and community events.
Week 27 Feb. 27-Mar. 3 (5 days)	**2.4.9** Explain the concept of savings and why this is important for individuals and for our economy. **2.4.6** Define opportunity cost and explain that because resources are limited in relation to people's wants (scarcity), people must make choices as to how to use resources. **2.4.5** Research goods and services produced in the local community and describe how people can be both producers and consumers. **2.1.6** Create and maintain a calendar of important school days, holidays and community events.
Week 28 Mar. 6-Mar. 10 (5 days)	**2.4.7** Define specialization and identify specialized jobs in the school and community. **2.4.5** Research goods and services produced in the local community and describe how people can be both producers and consumers. **2.3.3** Compare neighborhoods in your community and explain how physical features of the community affect people living there. **2.1.6** Create and maintain a calendar of important school days, holidays and community events
Week 29 Mar. 13-Mar. 17 (5 days)	**2.4.7** Define specialization and identify specialized jobs in the school and community. **2.4.5** Research goods and services produced in the local community and describe how people can be both producers and consumers. **2.3.3** Compare neighborhoods in your community and explain how physical features of the community affect people living there.

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	2.1.6 Create and maintain a calendar of important school days, holidays and community events.
End of the Third Nine Weeks **Spring Break March 20th – March 31st**	

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Quarter 4

Unit 7: Government and Community	
Week	**Standards**
Week 30 April 3 -7 (5 days)	**2.2.3** Identify community leaders, such as the mayor and city council. **2.2.2** Understand and explain why it is important for a community to have responsible government. **Example**: Government provides order, protects individual rights and property, provides services such as mail delivery, and helps people feel safe. **2.2.1** Explain that the United States government is founded on the belief of equal rights for its citizens*. **Example**: People have the right to own property and the right of free speech.
Week 31 April 10 – 14 (5 days)	**2.2.3** Identify community leaders, such as the mayor and city council. **2.2.2** Understand and explain why it is important for a community to have responsible government. **Example**: Government provides order, protects individual rights and property, provides services such as mail delivery, and helps people feel safe. **2.2.1** Explain that the United States government is founded on the belief of equal rights for its citizens*. **Example**: People have the right to own property and the right of free speech.
Week 32 April 17-21 (5 days)	**2.2.3** Identify community leaders, such as the mayor and city council. **2.2.2** Understand and explain why it is important for a community to have responsible government. **Example**: Government provides order, protects individual rights and property, provides services such as mail delivery, and helps people feel safe. **2.2.1** Explain that the United States government is founded on the belief of equal rights for its citizens*. **Example**: People have the right to own property and the right of free speech.

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Week 33 April 24-28 (5 days)	**2.2.3** Identify community leaders, such as the mayor and city council. **2.2.2** Understand and explain why it is important for a community to have responsible government. **Example**: Government provides order, protects individual rights and property, provides services such as mail delivery, and helps people feel safe. **2.2.1** Explain that the United States government is founded on the belief of equal rights for its citizens*. **Example**: People have the right to own property and the right of free speech.
Week 34 May 1-5 (5 days)	**2.2.3** Identify community leaders, such as the mayor and city council. **2.2.2** Understand and explain why it is important for a community to have responsible government. **Example**: Government provides order, protects individual rights and property, provides services such as mail delivery, and helps people feel safe. **2.2.1** Explain that the United States government is founded on the belief of equal rights for its citizens*. **Example**: People have the right to own property and the right of free speech.
	Unit 8: Diversity in Our Community
Week	**Standard**
Week 35 May 8 - 12 (5 days)	**2.3.5** On a map, identify physical features of the local community. **Example**: Use maps and atlases to identify local bodies of water, crops and green spaces. **2.3.6** Identify and describe cultural or human features on a map using map symbols. **Example**: Local roads, highways, buildings, towns and parks **2.3.7** Describe simple demographics of the school. **Example**: Number of boys and girls, number of students in each grade, and number of cultural and ethnic groups. **2.2.4** Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.
Week 36 May 15-19 (5 days)	**2.3.5** On a map, identify physical features of the local community. **Example**: Use maps and atlases to identify local bodies of water, crops and green spaces. **2.3.6** Identify and describe cultural or human features on a map using map symbols. **Example**: Local roads, highways, buildings, towns and parks **2.3.7** Describe simple demographics of the school.

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	Example: Number of boys and girls, number of students in each grade, and number of cultural and ethnic groups. **2.2.4** Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.

Week 37 May 22 - 25 (4 days)	**Example**: Use maps and atlases to identify local bodies of water, crops and green spaces. **2.3.6** Identify and describe cultural or human features on a map using map symbols. **Example**: Local roads, highways, buildings, towns and parks **2.3.7** Describe simple demographics of the school. **Example**: Number of boys and girls, number of students in each grade, and number of cultural and ethnic groups. **2.2.4** Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.
Week 38 May 30 – June 2 (4 days)	**Example**: Use maps and atlases to identify local bodies of water, crops and green spaces. **2.3.6** Identify and describe cultural or human features on a map using map symbols. **Example**: Local roads, highways, buildings, towns and parks **2.3.7** Describe simple demographics of the school. **Example**: Number of boys and girls, number of students in each grade, and number of cultural and ethnic groups. **2.2.4** Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.
Week 39 June 5-9 (4 days)	**Example**: Use maps and atlases to identify local bodies of water, crops and green spaces. **2.3.6** Identify and describe cultural or human features on a map using map symbols. **Example**: Local roads, highways, buildings, towns and parks **2.3.7** Describe simple demographics of the school. **Example**: Number of boys and girls, number of students in each grade, and number of cultural and ethnic groups. **2.2.4** Describe how people of different ages, cultural backgrounds and traditions contribute to the community and how all citizens can respect these differences.

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Quarter 4

End of Quarter 4	
Summer Break	

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Second Grade Science

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Unit 1: Process Skills - Students gain scientific knowledge by observing the natural and constructed world, performing and evaluating investigations and communicating their findings. (2.1.1-2.1.2)	
Week	**Standards**
Week 19-21 Jan. 2-20 (12 days)	**Big Idea: Scientific process skills including observation of specific properties, measurement of those properties (volume, mass, etc.) and how records can be collected to provide evidence to support a prediction.** 2.1.1. Observe, describe and measure ways in which the properties of a sample of water (including volume) change or stay the same as the water is heated and cooled and then transformed into different states. 2.1.2. Predict the result of combining solids and liquids in pairs. Mix; observe, gather, record and discuss evidence of whether the result may have different properties than the original materials.
Unit 2: Physical Science: States of Matter- Observe and describe that the properties of materials can change, but not all materials respond in the same way to the same action. (2.1.1-2.1.3)	
Week 22 Jan. 23-27 (5 days)	**Big Idea: Observe how liquids change when they are heated and cooled.** 2.1.1. Observe, describe and measure ways in which the properties of a sample of water (including volume) change or stay the same as the water is heated and cooled and then transformed into different states.
Week 23 Jan. 30 – Feb. 3 (5 days)	**Big Idea: Observe and describe how solids and liquids change when mixed together.** 2.1.2. Predict the result of combining solids and liquids in pairs. Mix; observe, gather, record and discuss evidence of whether the result may have different properties than the original materials. 2.1.3. Predict and experiment with methods (e.g. sieving, evaporation) to separate solids and liquids based on their physical properties.
Week 24 Feb. 6 - 10 (5 days)	**Big Idea: Observe and describe how water can be separated from a mixture through evaporation.** 2.1.2. Predict the result of combining solids and liquids in pairs. Mix; observe, gather, record and discuss evidence of whether the result may have different properties than the original materials. 2.1.3. Predict and experiment with methods (e.g. sieving, evaporation) to separate solids and liquids based on their physical properties.

myIPS

Second Grade Science

Quarter 3 Pacing Guide 2016-2017

Unit 3: Physical Science: Motion of Objects- Observe and describe the motion of an object and how it changes when a force is applied to it. (2.1.4-2.1.7)	
Week 25 Feb. 13-17 (5 days)	**Big Idea: Objects can be balanced in many ways and counterweights can be used to change the way an object balances.** 2.1.4. Observe, sketch, demonstrate and compare how objects can move in different ways (e.g., straight, zig-zag, back-and-forth, rolling, fast and slow). 2.1.5. Describe the position or motion of an object relative to a point of reference (e.g., background, another object).
Week 26 Feb. 21-24 (4 days)	**Big Idea: Observe how force changes the motion of objects.** 2.1.4. Observe, sketch, demonstrate and compare how objects can move in different ways (e.g., straight, zig-zag, back-and-forth, rolling, fast and slow). 2.1.5. Describe the position or motion of an object relative to a point of reference (e.g., background, another object). 2.1.6. Observe, demonstrate, sketch and compare how applied force (i.e., push or pull) changes the motion of objects.
Week 27 Feb. 27 – Mar. 3 (5 days)	**Big Idea: Observe that objects move in different ways.** 2.1.4. Observe, sketch, demonstrate and compare how objects can move in different ways (e.g., straight, zig-zag, back-and-forth, rolling, fast and slow). 2.1.5. Describe the position or motion of an object relative to a point of reference (e.g., background, another object). 2.1.6. Observe, demonstrate, sketch and compare how applied force (i.e., push or pull) changes the motion of objects.
Week 28 Mar. 6 -Mar. 10 (5 days)	**Big Idea: Observe that objects move in different ways. Observe how weight can change the way a system moves.** 2.1.4. Observe, sketch, demonstrate and compare how objects can move in different ways (e.g., straight, zig-zag, back-and-forth, rolling, fast and slow). 2.1.5. Describe the position or motion of an object relative to a point of reference (e.g., background, another object). 2.1.6. Observe, demonstrate, sketch and compare how applied force (i.e., push or pull) changes the motion of objects.
Week 29 Mar. 13-Mar. 17 (5 days)	**Big Idea: Observe and describe the motion of an object.** 2.1.6. Observe, demonstrate, sketch and compare how applied force (i.e., push or pull) changes the motion of objects. 2.1.7. Investigate the motion of objects when they are acted upon at a distance by forces like gravity and magnetism.

End of the Third Nine Weeks
Spring Break March 20 – March 31

Second Grade Science
Pacing Guide 2016-2017
4th Quarter

Unit 1: Science, Engineering, and Technology - Describe how technologies have been developed to meet human needs, and design a tool that could be used to support a common human need. (2.4.1–2.4.3)	
Week	**Standards**
Week 30 -31 April 3-14 (10 days)	**Big Idea: Identify the basic human needs and justify a ranking of basic human needs** 2.4.2 Identify technologies developed by humans to meet human needs. Investigate the limitations of technologies and how they have improved quality of life.
Week 32 April 17 - 21 (5 days)	**Big Idea: Identify the technologies (tools) developed by humans to meet needs and discuss how these technologies improve the quality of life and be improved upon.** 2.4.2 Identify technologies developed by humans to meet human needs. Investigate the limitations of technologies and how they have improved quality of life.
Week 33 April 24 - 28 (5 days)	**Big Idea: Identify parts of the human body that can be used as tools.** 2.4.1 Identify parts of the human body that can be used as tools—like hands for grasping and teeth for cutting and chewing.
Week 34 May 1 - 5 (5 days)	**Big Idea: Compare parts of the human body that can be used as tools to those in nature, or created by humans.** 2.4.1 Identify parts of the human body that can be used as tools—like hands for grasping and teeth for cutting and chewing.
Week 35 May 8 - 12 (5 days)	**Big Idea: Identify parts of a body are a part of a system.** 2.4.2 Identify technologies developed by humans to meet human needs. Investigate the limitations of technologies and how they have improved quality of life.
Week 36 May 15 - 19 (5 days)	**Big Idea: Identify parts of the human body as tools, technologies developed by humans to meet a human need, and investigate the limitations of a technology and how it has improved quality of life.** 2.4.2 Identify technologies developed by humans to meet human needs. Investigate the limitations of technologies and how they have improved quality of life.
Week 37 -39 May 22 – June 8 (11 days)	**Big Idea: Design a simple tool to meet a need.** 2.4.3 Identify a need and design a simple tool to meet that need.

End of 4th Quarter Last Day June 8th

ATTACHMENT 4

INDIANAPOLIS INNOVATION ACADEMY | 2019-2020 CALENDAR

14 – Staff Reports
28 – Students Report

AUGUST '19

S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

2 Labor Day – no school
27 – Staff PD – no students

SEPTEMBER '19

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

18 – Staff PD – no students

OCTOBER '19

S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

1 Professional Development Day – no students
7 Parent Teacher Conference – 4-7 pm
8 Parent/Teacher Conferences 9 am – 3 pm – no students

27-29 Thanksgiving Holiday – no school

NOVEMBER '19

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

23 Winter break begins – no school

DECEMBER '19

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

3– Professional Development – no students
6 – End winter break – students return
20 M.L. King Day – no school

JANUARY '20

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

FEBRUARY '20

S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

14 Professional Development – no students
17 Presidents' Day – no school

MARCH '20

S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

20 Professional Development Day – no students
26 – Parent/teacher Conference 4-7 p,
27 – Parent Teacher Conference - no students – 9 am – 3 pm

APRIL '20

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

10 – 17 Spring Break – no school
20 – Staff and Students Return

MAY '20

S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

22 – Professional Development – no students
25 Memorial Day – no school

JUNE '20

S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

3 – last day for students
5 – last day for staff

170 student days
1,105 hours based on 6.5 hrs/day

8:00 a.m. – 3:30 p.m.

JULY '20

S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

4 Independence Day

DRAFT

School Calendar Template © calendarlabs.com

INDIANAPOLIS INNOVATION ACADEMY - PROPOSED

2019-20 Class Schedule – Grades K-5

Breakfast 7:15- 7:45 am	8:00- 9:00 am	9:00-10:30 am		10:30-11:15 am	11:20-11:50 am	11:55-12:10 pm	12:15-1:15 pm	1:15-2:00 pm	2:00-2:45 pm	2:45-3:30 pm
K	Math	ELA/writing		Engineering/ Science	Lunch	Recess	Intervention	Social Studies	Technology	Specials*
1st Grade	Math	ELA/writing		Engineering/ Science	Lunch	Recess	Intervention	Science	Specials*	Social Studies
2nd Grade	Math	ELA/writing		Engineering/ Science	Lunch	Recess	Intervention	Specials*	Technology	Social Studies
	8:00- 9:00 am	9:00-9:45 am	9:45-10:30 am	10:30-11:15 am	11:20-12:20 pm	12:25-12:55 pm	1:00-1:15 pm	1:20-2:00 pm	2:00-2:45 pm	2:45-3:30 pm
3rd Grade	Intervention	ELA/writing		Specials*	Math	Lunch	Recess	Engineering Science	Technology	Social Studies
4th Grade	Intervention	ELA/readi ng	Specials*	Engineering/ Science	Math	Lunch	Recess	ELA/writing	Technology	Social Studies
5th Grade	Intervention	Specials*	ELA/reading	Engineering/ Science	Math	Lunch	Recess	ELA/writing	Technology	Social Studies

*Specials to include PE and Horticulture

Math – 1 hour/day - ELA/Writing – 1.5 hours/day - Sciences-Technology – 1.5 hours/day - Social Studies – 45 minutes/day – Specials – 45 minutes/day Intervention – 1 hour/day

Attachment 5 – Admission Policy

Admission to the Academy is open to any student in grades Kindergarten through eighth who resides in any district in the State of Indiana and who is entitled to attend school.

No Discrimination
The academy does not discriminate in admissions based on race, religion, creed, color, disability, gender, or sexual orientation.

Upon admission of a student with a disability, the academy will comply with all federal and state laws regarding the education of students with disabilities.

The academy will not limit enrollment on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

Should the racial composition of the academy's enrollment violate a Federal desegregation order, the academy shall take corrective measures to comply with desegregation.

Capacity and Lottery
The academy will not exceed the capacity of the academy's programs, classes, grade levels or facilities. When the number of applicants for admission exceeds the academy's capacity, admissions will be determined by a lottery of applicants in the following categories of preference: first to returning students who attended the academy the previous school year; next to siblings of returning students; and then to new students as space is available.

Enrollment
To enroll, parents/guardians must submit the follow to the school:

- Completed registration form
- Student's birth certificate
- Photo identification of parent/guardian enrolling the student
- Student's current immunization record
- Proof of residency – one of the following in the name of the parent/guardian name a street address:
    - Mortgage statement
    - Lease agreement
    - Utility bill
    - Bank statement
    - Voter registration
    - Notarized statement of residency
- Custody paperwork if applicable

Attachment 6 – Student Discipline

Every effort should be made to prevent the need for the use of restraint and for the use of seclusion. The use of a non-aversive effective behavioral system such as Positive Behavioral Intervention and Supports (PBIS) shall be used to create a learning environment that promotes the use of evidence- based behavioral interventions, thus enhancing academic and social behavioral outcomes for all students.

Restraint or seclusion shall not occur, except when there is an immediate risk of physical harm to the student or others, and shall occur only in a manner that protects the safety of all children and adults at school. Every use of restraint or seclusion shall be documented and reported in accordance with the requirements set forth herein.

If a child with a disability is removed for a period of time exceeding ten school days and the behavior was not determined to be a manifestation of the disability, the student will continue to receive educational services and receive a functional behavioral assessment and behavioral intervention services. The academy, parent, and relevant members of the IEP team will review all relevant information in the student's file to determine if the conduct in question was caused by, or had a direct and substantial relationship to the child's disability or, if the conduct was a direct result of the academy's failure to implement the IEP. If either of these two conditions are found to exist, the conduct must be determined to be a manifestation of the disability. If the IEP tam and other qualified personnel determine that the student's behavior was not related to the disability, the relevant disciplinary procedures applicable to students without disabilities may be applied to the student in the same manner in which they would be applied to students without disabilities.

If the IEP team determines the student's behavior was a manifestation of the disability, the school must either conduct an FBA, or review he FBA plan and the implementation plan and modify as necessary.

Parents of students facing suspension or expulsion will receive a notice providing details of the suspension or expulsion, dates, and their right to appeal to the board of directors and the right to be represented during all appeal hearings. They will have the right to be granted a hearing in front of the board of directors and to require the hearing be held during executive session. They will be given dates/timeframes in which they can appeal.

271 Student Code of Conduct

All students are expected to conform to the Student Code of Conduct and are subject to the School's disciplinary process when they fail to do so.

Progressive Discipline

First Level Offense

1. Teacher explains or reviews class and School rules and warns the child of possible consequences.

2. Teacher applies appropriate consequences, including time-outs not to exceed child's age.

3. School Leader may issue an in-school suspension ("ISS").

Second Level Offense

1. Teacher applies appropriate consequences, including longer time-outs or time-out in an alternate area.

2. Teacher personally communicates the problem(s) with the child's parent(s).

3. Teacher sends a written report home and a copy to the office.

Third Level Offense

If actions taken at Levels 1 – 2 have not corrected the inappropriate behavior or if the student engaged in serious act(s) of misconduct, the School Leader may issue an in-school suspension ("ISS") or may suspend the student from School ("out of school suspension" or "OSS"), not to exceed ten School days.

Fourth Level Offense

If actions taken at Levels 1 -3 have not corrected the inappropriate behavior or if the student engaged in serious act(s) of misconduct, the School Leader may expel the student from School, not to exceed 80 days, unless one year is specifically authorized, or, unless the student is permanently excluded under Policy No. 273.

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Academic Misconduct	Plagiarizing, cheating, copying another's work or internet publishings, gaining unauthorized access to material, using, submitting, or attempting to obtain data or answers dishonestly or by means other than authorized by the teacher. Falsifying information (signing homework, etc.).	Level 2 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
Altering Official Documents	The forgery, falsifying, or unauthorized alteration of a document.	Level 2 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
Assault	Unlawfully causing any physical injury.	Level 2 or 3 1-10 Day OSS and/or discretionary expulsion and/or police involvement	Level 3 or 4 1-10 Day OSS and/or discretionary expulsion and/or police involvement	Level 4 1-10 Day OSS and/or discretionary expulsion and/or police involvement
Bomb Threat	Making a bomb threat to a School building or to any premises at which a School activity is occurring at the time of the threat.	Level 4 1-10 Day OSS and/or discretionary expulsion and/or police involvement	Level 4 1-10 Day OSS and/or discretionary expulsion and/or police involvement	Level 4 -10 Day OSS and/or discretionary expulsion and/or police involvement
Criminal Act	Committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property.	Level 4 1-10 Day OSS and/or discretionary expulsion and/or police involvement	Level 4 1-10 Day OSS and/or discretionary expulsion and/or police involvement	Level 4 1-10 Day OSS and/or discretionary expulsion and/or police involvement
Damage/Destruction of Property	Causing, attempting to cause, or threatening to cause damage to School or private property (including graffiti).	Level 2 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
Display of Affection	Any physical display of affection between students is prohibited.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
Disruptive Behavior	Engaging in any conduct that causes or results in the breakdown of the orderly process of instruction and/or School activities, including but not limited to failure to carry out directions and/or School guidelines, failure to cooperate with School personnel or parent volunteers, verbally harassing other students, and running and/or making excessive noise in the building.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
Dress Code Violations	Khaki , black, brown or blue docker-style pants, school logo polo shirts, any shoes -other than flip-flops or similar sandals.	Level 1 or 2 Parent may be requested to bring uniform. Student may be issued a one day OSS.	Level 1 or 2 one day OSS.	Level 3 or 4 one day OSS.
Electronic Access	The unauthorized use of electronic password codes for any reason, including but not limited to, accessing, controlling, or disabling technological devices or services.	Level 2 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
Electronic and Other Communication Devices	No Student shall display or possess any electronic devices (cellular telephones, PDA's, CD players, I-Pods, gaming devices, etc.) without approval on School property between the hours of 8:00 a.m. to the conclusion of School	Level 2 Turn device into the main office to be picked up at end of day or 1 day OSS.	Level 3 Turn device into the main office to be picked up at end of day or 1 day OSS.	Level 4 Turn device into the main office to be picked up at end of day or 2 day OSS.

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Extortion/Robbery	Obtaining money, information, or property from another by threat, intimidation, or coercion.	Level 2 disciplinary action and/or 1 year discretionary expulsion.	Level 3 disciplinary action and/or 1 year discretionary expulsion.	Level 4 disciplinary action and/or 1 year discretionary expulsion.
Firearm	Bringing a firearm to the School or onto School Property (any Property owned, used, or leased by the School for School, School extracurricular or School-related events).	1 year mandatory expulsion and police involvement	1 year mandatory expulsion and police involvement	1 year mandatory expulsion and police involvement
	Bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on School property.	Level 4 1 year discretionary expulsion and police involvement	Level 4 1 year discretionary expulsion and police involvement	Level 4 1 year mandatory discretionary and police involvement
	Possessing a firearm at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm was initially brought onto School Property by another person.	Level 4 1 year discretionary expulsion and police involvement	Level 4 1 year discretionary expulsion and police involvement	Level 4 1 year discretionary expulsion and police involvement
Gambling	Illegal participation in, or the organization of, games of chance for money and/or other items of value.	Level 1 or 2 5 day OSS and/ or expulsion	Level 2 or 3 5 day OSS and/ or expulsion	Level 4 5 day OSS and/ or expulsion
Gang Activity	No student shall be involved in initiations, hazing, intimidations and/or related activities of group affiliations which are likely to cause bodily danger, physical harm, or personal degradation or disgrace resulting in physical or mental harm to Students or Staff. No Student shall wear, carry or display gang paraphernalia or exhibit behaviors or gestures which symbolize gang membership or cause and/or participate in activities which intimidate or affect the attendance of another student. See also Policy No. 264.3 Gang Activity Policy.	Levels 1 to 3 1-10 Day OSS and/or expulsion and/or police involvement	Level 3 or 4 1-10 Day OSS and/or expulsion and/or police involvement	Level 4 1-10 Day OSS and/or expulsion and/or police involvement
Hazing	Committing any act or coercing another, including the victim, to do any act of initiation into any Student or other organization that causes or creates risk of causing mental or physical harm to any person. Permission, consent, or assumption of risk by an individual subject to hazing does not lessen the prohibition in this policy. See also Policy No. 264.2 Anti-Hazing Policy.	Level 2 or 3 1-10 Day OSS and/or expulsion and/or police involvement	Level 3 or 4 1-10 Day OSS and/or expulsion and/or police involvement	Level 4 1-10 Day OSS and/or expulsion and/or police involvement
Homework	Daily homework assignments are an extension of, and reinforce class work, and may be assigned Monday through Friday evenings. The amount of homework and time required for its completion will depend on the grade level of the student and the type of skill or content being developed. All homework must be completed in a timely manner, as determined by the classroom teacher. Repeated failure to timely complete homework is of great concern, and may result in appropriate disciplinary measures.	Level 1	Level 2	Level 2 or 3
Illegal or Dangerous Substances	Using, selling/purchasing, distributing, possessing, or attempting to possess, substances capable of producing a change in behavior or altering a state of mind or feeling; and/or paraphernalia.	Level 2 or 3 1 year expulsion and police involvement	Level 3 or 4 1 year expulsion and police involvement	Level 4 1 year expulsion and police involvement

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Illegal Organization	Anti-social organizations, secret societies, gangs, and other sets of individuals that are not sanctioned by the School, which are determined to be disruptive to teaching and learning. This includes but is not limited to, wearing of symbolic jewelry apparel, making gestures, language use, graffiti, distributing material, or altering personal appearance to symbolize membership in an organization with a history of, or determined to be, a disruption to teaching and learning.	Level 1 or 2 disciplinary action.	Level 2 or 3 disciplinary action.	Level 4 disciplinary action.
Inappropriate language/ Staff Disrespect	Using or directing, insulting, degrading, or demeaning language, written or verbal, toward School personnel or any member of the School community.	Level 1 3 Day OSS	Level 2 3 Day OSS	Level 3 or 4 3 Day OSS
Insubordination	Verbal or nonverbal refusal to comply with a reasonable request or directive while on School property or at any School related activity or event.	Level 1 1-10 Day OSS disciplinary action.	Level 2 1-10 Day OSS disciplinary action.	Level 3 or 4 1-10 Day OSS disciplinary action.
Intimidation/ Menacing/ Bullying/Cyber-Bullying	Threats, verbal or physical, that inflict fear, injury, or damage. Cyber-bullying is a sub-set of bullying and involves the use of information and communication technologies, including but not limited to e-mail, cell phone and pager text messages, blogs, MySpace, Facebook, Wikipedia, Bebo, the Internet, Xanga, Piczo, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate or repeated, or hostile behavior by an individual or group, that is intended to harm, intimidate or harass others on School time or the School premises, at School events, programs or activities or off School time or School premises if such acts affect other Students or Staff of the School.)	Level 2 or 3 1-10 Day OSS and/or expulsion and/or police involvement	Level 3 or 4 1-10 Day OSS and/or expulsion and/or police involvement	Level 4 1-10 Day OSS and/or expulsion and/or police involvement
Knife	Bringing a knife to School, onto School property, to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or which the School is a participant.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
	Possessing a knife at School, on School Property or at an interscholastic competition, an extracurricular event, or any other School program or activity which knife was initially brought onto School Property by another person.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.	Level 4 disciplinary action and 1 year discretionary expulsion.
Littering	Throwing paper, trash, or other materials on the floor, inside the School building, or on School grounds.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
Loitering	Presence of an individual in or about a School under one or more of the following circumstances: • After a reasonable request to leave. • Does not have a legitimate reason for presence. • Does not have written permission from proper authority for presence. • Refusal to identify self.	Level 3 1-10 Day OSS and/or expulsion and/or police involvement	Level 3 1-10 Day OSS and/or expulsion and/or police involvement	Level 4 1-10 Day OSS and/or expulsion and/or police involvement
Lunch and Lunch Time Behaviors	When Parents provide a Student's lunch, they are expected to provide a healthy meal. Carbonated beverages, such as soda (pop) are prohibited. Lunch should be a pleasant experience for everyone, teachers, students, and staff. Students must display decent table	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
	manners, courteous conversation, and cooperation with volunteers, teachers, and school personnel. Violations include but are not limited to: • Eating food outside the designated area or room • Leaving without permission • Littering • Discourtesy (toward volunteers, other students or staff) • Failure to remain seated and to clean up your space • Talking too loud and/or inappropriately			
Lying	Intentionally giving untrue communication.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
Misuse of Electronic Online Hardware or Software	Students using School online services for illegal, inappropriate, or obscene purposed. See also Technology and Internet Acceptable Use	Level 2 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
Obscenities/ Verbal Abuse/ Vulgarities	Directing obscene, abusive, vulgar, profane, harassing, insulting, racial, sexual, religious, or ethnic slurs, written or verbal, toward School personnel or any member of the School community. This shall include use of obscene gestures and signs that willfully intimidate, insult, or in any other manner, abuse others.	Level 1 1-10 Day OSS and/or expulsion and/or police involvement	Level 2 1-10 Day OSS and/or expulsion and/or police involvement	Level 3 or 4 1-10 Day OSS and/or expulsion and/or police involvement
Offensive Material	The production, possession, and/or distribution of materials that offend common decency or morals.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
Other Overt Disruptive Behavior	Knowingly engaging in any behavior meant to alter the teaching/learning process; to demean, intimidate, or harm another or the property of individual or the School.	Level 2 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action.
Physical Contact	Participating in unacceptable physical contact, including but not limited to fighting, pushing, intentionally hurting other students.	Level 1 1-10 Day OSS and/or expulsion and/or police involvement	Level 2 or 3 1-10 Day OSS and/or expulsion and/or police involvement	Level 3 or 4 1-10 Day OSS and/or expulsion and/or police involvement
Playground Behavior	The playground is a place to develop friendships in a relaxed setting. Improper behavior or other dangerous actions may include, but are not limited to: • Any use of physical force or violence • Throwing objects of any kind, including snow, and/or ice • Taking property of others (hats, gloves, etc.) • Not being in the supervised area • Improper use of playground equipment • Using unapproved playground equipment	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
Reckless Endangerment	Any willful act that is not intended to cause harm but in fact places others in jeopardy of injury, or results in the damage, destruction, or defacement of School or private property.	Level 1 disciplinary action.	Level 2 or 3 disciplinary action.	Level 3 or 4 disciplinary action.
Refusal to Do Classroom Work	The refusal to complete work, labs, projects, or other assignments given by the teacher.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 disciplinary action.
Safety	Students shall be concerned about their own safety and that of others. Student actions that may be considered a safety risk include, but are not limited to: • Talking during safety drills • Running, pushing, yelling, or other inappropriate behaviors	Level 1 1-10 Day OSS and/or expulsion and/or police involvement	Level 2 1-10 Day OSS and/or expulsion and/or police involvement	Level 3 or 4 1-10 Day OSS and/or expulsion and/or police involvement

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
	• Possession of or use of tobacco, alcohol, or drugs • Leaving the school building or grounds without permission • Any of the inappropriate playground behaviors listed above			
Sale, Use, Possession, or Distribution of Alcohol, Drugs, or other Chemical Controlled Substances	Using, selling/purchasing, distributing, possessing, or attempting to possess, mood altering chemicals, or substances (including counterfeit or look-alike substances), distributing any narcotics, drugs, controlled substances of any kind, or alcoholic beverages, or other intoxicant on School property or at School functions or event.	Level 3 1-10 Day OSS and/or expulsion and/or police involvement	Level 4 1-10 Day OSS and/or expulsion and/or police involvement	Level 4 1-10 Day OSS and/or expulsion and/or police involvement
Sale, Use, Possession, or Distribution of Tobacco Product	Using, selling/purchasing, distributing, possessing or attempting to possess, any tobacco product or paraphernalia. See also	Level 1 disciplinary action.	Level 2 or 3 disciplinary action.	Level 3 or 4 disciplinary action.
School Hall and Restrooms	Students will conduct themselves according to the standards of character education, values training, positive character traits, and proper behavior taught at the school. Violations include but are not limited to: • Cheating, stealing, lying, coarse language, etc. • Lack of courtesy and respect (name-calling, talking back) • Any use of physical force or violence at any time anywhere on school property • Harassment of other students, teachers, volunteers, etc. • Disrespect toward staff members, substitutes, volunteers, and/or visitors	Level 1 1-10 Day OSS and/or expulsion and/or police involvement	Level 2 1-10 Day OSS and/or expulsion and/or police involvement	Level 3 or 4 1-10 Day OSS and/or expulsion and/or police involvement
School Property	Textbooks, computers, and school facilities are available for student use. Proper care and use of school property is expected. All violations in this area require restoration and/or restitution. Violations include but are not limited to: • Defacing textbooks, library books, and other school materials • Destruction or improper use of school computers, printers, or other technology • Defacing/destruction of school property including desks, walls, lockers, etc. • Failure to respect the property of other students, teachers, school personnel, etc. • Gum chewing on school property • Improper use of restrooms and/or supplies • Stealing	Level 1 1-10 Day ISS/OSS and/or expulsion and/or police involvement	Level 2 1-10 Day ISS/OSS and/or expulsion and/or police involvement	Level 3 or 4 1-10 Day ISS/OSS and/or expulsion and/or police involvement
School Telephone	Use of the telephone by students is strongly discouraged. To help students develop responsibility, phone calls home require the written consent of the student's teacher. Violations include but are not limited to: calls not approved by the teacher/School Leader.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.
School-Wide Discipline and Classroom Policies	The School has in place a school-wide behavior management and discipline plan designed to provide consistent expectations throughout the School. In addition, each classroom has its own characteristics and	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
	expectations, and teachers may establish certain classroom rules to assist them in providing a pleasant atmosphere and good educational environment. These school-wide and classroom rules are in addition to those listed in this Code of Conduct, and failure of a student to adhere to these classroom rules and policies may be the basis of disciplinary action.			
Sexual or Other Harassment	Unwelcome advances of a sexual nature, requests for sexual favors, and/or other verbal or physical conduct or communication of a sexual nature. Sexual harassment that includes unwelcome physical contact shall be assumed to have the effect of substantially interfering with the victim's employment or educational environment.	Level 2 1-10 Day OSS and/or expulsion and/or police involvement	Level 3 or 4 1-10 Day OSS and/or expulsion and/or police involvement	Level 4 1-10 Day OSS and/or expulsion and/or police involvement
Social Behavior	Students will conduct themselves according to the standards of character education, values training, positive character traits, and proper behavior taught at the school. Violations include but are not limited to: • Cheating, stealing, lying, coarse language, etc. • Lack of courtesy and respect (name-calling, talking back) • Any use of physical force or violence at any time anywhere on school property • Harassment of other students, teachers, volunteers, etc. • Disrespect toward staff members, substitutes, volunteers, and/or visitors	Level 1 1-10 Day OSS and/or expulsion and/or police involvement	Level 2 1-10 Day OSS and/or expulsion and/or police involvement	Level 3 or 4 1-10 Day OSS and/or expulsion and/or police involvement
Tardiness	To class: The act of a student not being in his/her classroom or seat when class is scheduled to begin as defined in the School schedule. See also Policy 251 Attendance/Truancy/Withdrawal	Level 1 – 2 disciplinary action.	Level 1 - 2 disciplinary action.	Level 2 - 4 disciplinary action.
Technology Misuse	See Policy No. 232 Technology and Internet Acceptable Use for unacceptable uses of technology/Internet.	Levels 1 through 3	Level 3 or 4	Level 4
Theft	Stealing, attempting to steal, possessing or transferring School or private property, or participating in the theft or attempted theft of School or private property.	Level 1 1-10 Day OSS and/or expulsion and/or police involvement	Level 2 or 3 1-10 Day OSS and/or expulsion and/or police involvement	Level 3 or 4 1-10 Day OSS and/or expulsion and/or police involvement
Toys or Play Objects	School is a place of learning. Distractions cause students to be inattentive. Therefore students are to keep all toys or play objects at home unless the teacher designates a specific day for sharing what a student owns. If a Student chooses to share a toy or other object on such an occasion, the School is not responsible for these items. Violations include but are not limited to: • Bringing toys or distracting objects to school • Creating toys or distracting objects at school	Level 1 disciplinary action.	Level 1 disciplinary action.	Level 1 disciplinary action.

INFRACTION	DEFINITION	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Transportation	Riding the bus, or other transportation provided by the district, is a privilege. The applicable guidelines, rules and policies established by the local school district which provides transportation will be supported by the School and the management company. Violations include but are not limited to: • Disrespectful behavior towards the driver or another student • Physical violence and/or abusive language (swearing) • Eating on the bus • Constant yelling or screaming (which could endanger the lives of others) • Failure to remain seated • Threatening behavior • Possession of drugs, glass, weapons, animals, or stolen merchandise. • Any other violation of school policy. See below, Transportation Discipline.	Level 1 1-10 Day OSS and/or expulsion and/or police involvement and/or loss of transportation privilege	Level 1 or 2 1-10 Day OSS and/or expulsion and/or police involvement and/or loss of transportation privilege	Level 3 or 4 1-10 Day OSS and/or expulsion and/or police involvement and/or loss of transportation privilege
Trespassing	Being in a School building or on School grounds without permission or authorization, or refusing to comply with a request to leave School premises.	Level 1 1-10 Day OSS and/or expulsion and/or police involvement	Level 2 1-10 Day OSS and/or expulsion and/or police involvement	Level 3 or 4 1-10 Day OSS and/or expulsion and/or police involvement
Truancy	Habitual or chronic absence from School or class without legitimate excuse and failure to follow proper attendance check-in/check-out and absence procedures. See also Policy No. 251 Attendance/Truancy/Withdrawal	Level 2 disciplinary action.	Level 3 disciplinary action.	Level 4 disciplinary action and 1 year discretionary expulsion.
Verbal altercation	Engaging in minor verbal altercations. Insulting, taunting, or challenging another person under circumstances in which such conduct could provoke a violent or disruptive response.	Level 1 1-10 Day OSS and/or expulsion and/or police involvement	Level 2 1-10 Day OSS and/or expulsion and/or police involvement	Level 3 or 4 1-10 Day OSS and/or expulsion and/or police involvement
Violating Classroom Rules	Not following the classroom rules as determined by the classroom teacher.	Level 1 disciplinary action.	Level 2 disciplinary action.	Level 3 or 4 disciplinary action.

THE LEONA GROUP, L.L.C.
A new kind of public school®

Ohio: 3911 Martha Avenue – Toledo, OH 43612 – Tel: 419-474-3235 – Fax: 419-474-3278

July 9, 2018

Purdue Extension
615 West State Street
West Lafayette, IN 47907-2053

On behalf of its founders, I want to tell you about a proposed community school in the area slated to open for the 2019-20 school year. The Indianapolis Innovation Academy will focus on **S**cience, **T**echnology, **E**ngineering, **M**ath and **AG**riculture. The connection between STEM and Agriculture is growing stronger with advancements in agriculture, particularly with computers, sustainability and GPS.

The academy will create a safe and welcome learning environment for a diverse population of students. It will inspire young people to acquire knowledge, love of and respect for the environment and others through a rigorous STEM program coupled with the science of agriculture, nature and wildlife.

With this in mind, we believe it is important to partner with organizations such as yours that are heavily focused on engaging young people in science, helping them understand where food comes from, and introducing them to career opportunities in agriculture.

We would welcome your feedback on our proposed venture, and would also be pleased to meet with you to tell you more about our programs and answer questions, as well as have the opportunity to partner with you to further our goals.

The Leona Group (TLG) has been in the business of providing educational choice to students since 1996. We currently have academies in Michigan, Arizona, Indiana, and Ohio.

Sincerely,

Javier Garibay
Vice President

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July 9, 2018

TechPoint Foundation for Youth
5255 Winthrop Ave #150
Indianapolis, IN 46220

On behalf of its founders, I want to tell you about a proposed community school in the area slated to open for the 2019-20 school year. The Indianapolis Innovation Academy will focus on **S**cience, **T**echnology, **E**ngineering, **M**ath and **AG**riculture. The connection between STEM and Agriculture is growing stronger with advancements in agriculture, particularly with computers, sustainability and GPS.

The academy will create a safe and welcome learning environment for a diverse population of students. It will inspire young people to acquire knowledge, love of and respect for the environment and others through a rigorous STEM program coupled with nature and wildlife.

With this in mind, we believe it is important to partner with youth-oriented agencies like yours that are dedicated to the underserved and to finding experiential learning opportunities that inspire the pursuit of STEM careers.

We would welcome your feedback on our proposed venture, and would also be pleased to meet with you to tell you more about our programs and answer questions, as well as have the opportunity to partner with you to further our goals.

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Sincerely,

Javier Garibay
Vice President

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Ohio: 3911 Martha Avenue – Toledo, OH 43612 – Tel: 419-474-3235 – Fax: 419-474-3278

July 9, 2018

Project Lead The Way
3939 Priority Way South Drive, Suite 400
Indianapolis, IN 46240

On behalf of its founders, I want to tell you about a proposed community school in the area slated to open for the 2019-20 school year. The Indianapolis Innovation Academy will focus on **S**cience, **T**echnology, **E**ngineering, **M**ath and **AG**riculture. The connection between STEM and Agriculture is growing stronger with advancements in agriculture, particularly with computers, sustainability and GPS.

The academy will create a safe and welcome learning environment for a diverse population of students. It will inspire young people to acquire knowledge, love of and respect for the environment and others through a rigorous STEM program coupled with the science of agriculture, nature and wildlife.

With this in mind, we believe it is important to partner with organizations such as PLTW to work with you in supporting your efforts to help make learning relevant for students. We want to help them understand the importance of math and science, and its application outside of the classroom.

We would welcome your feedback on our proposed venture, and would also be pleased to meet with you to tell you more about our programs and answer questions, as well as have the opportunity to partner with you to further our goals.

The Leona Group (TLG) has been in the business of providing educational choice to students since 1996. We currently have academies in Michigan, Arizona, Indiana, and Ohio.

Sincerely,

Javier Garibay
Vice President

Attachment 8

A school leader has not been identified. Recruitment efforts will begin when the academy has received a charter.

Attachment 9 – Management Team Professional Biographies

Dr. William Coats • Chief Executive Officer

William (Bill) Coats, Ph.D., has worked to improve public education throughout his career as a school superintendent, university professor, foundation director and now Chief Executive Officer of The Leona Group

As superintendent of public school districts across the nation, he worked within the system to allow parents freedom and choice within the schools, empower teachers and staff, and promote the idea that all children can learn. Bill has worked with the W.K. Kellogg Foundation as coordinator for youth programs, and as public schools superintendent in Fort Wayne, Indiana; Anchorage, Alaska; Grosse Pointe, Michigan; and Kalamazoo, Michigan. He was chairman of the Department of Educational Leadership at Western Michigan University and served as full professor in the College of Education at the University of Michigan.

Bill holds a master's degree in educational psychology and a doctorate in research design and data analysis in education from the University of Michigan. He has served as a consultant for educational systems and businesses and is published extensively in journals, trade publications and newspapers.

Michele Kaye • Chief Operating Officer

Michele Kaye began her career with The Leona Group in January, 2000, as an English teacher at Maya High School in Phoenix, Arizona. Kaye has since held progressive positions within the organization including assistant school leader, instructional coach and director of Leona's Quality Schools Initiative (QSI). Ms. Kaye holds a Bachelor of Arts in English from Arizona State University and a Master of Arts in educational leadership from Northern Arizona University.

Georgia Rodgers • Executive Vice President of Midwest Operations

Georgia Rodgers serves as Executive Vice President of Leona Group's Midwest operations. This position is directly responsible for ensuring strong leadership and execution of Leona Group's vision & mission and the supporting operational plans.

In her role, Georgia manages effective coordination and communication among Leona Group's schools, corporate office, regional leadership team and other high priority stakeholders. She serves as a key member of the executive leadership team and assists in providing leadership, strategic planning, change management, project management and oversight to further Leona Group's mission and impact

Prior to joining Leona Group's corporate team, Rodgers was school leader at Allen Academy in Detroit. She holds a Bachelor of Arts and Master of Arts in curriculum and instruction from University of Detroit Mercy.

Patrick Lawrence • Chief Financial Officer

Patrick Lawrence graduated from Adrian College in Adrian, Michigan with a Bachelors in Business Administration in accounting with an emphasis on business administration. He

worked at a large insurance company in Michigan for five years before joining The Leona Group in 1997. Lawrence serves in the capacity of chief financial officer and is currently based out of the Arizona corporate office.

Rachael Parks • Director of Technology

Rachael Parks is the director of TLG's technology department. Rachael's team has expertise in translating board and academy desires into workable technology solutions, ensuring maximum value for every technology dollar expended. Schools are able to take advantage of TLG's pre-negotiated volume purchasing prices including Internet connectivity, hardware and software.

The technology team's on-staff specialists assist with connectivity projects including data and telephone cabling, minor electrical, construction project data infrastructure oversight and phone system installation and updates.

Academies receive full support in technology, including all phases of the technology plan submission process. TLG works with both the state and academies to ensure the technology plan complies with federal requirements while taking into consideration budget constraints and grant awards. TLG ensures that the academy has updated plans that reflect the status of the equipment owned by the school and the goals desired by the academy board.

Teri Knick • Vice President for Human Resources

A native of Phoenix, Teri Knick graduated from Arizona State University with a Bachelor of Arts in elementary education. After teaching elementary school for five years, Teri entered the business world where she received training and education in human resources. She was the human resources director for LETCO, Inc., KSAZ-TV Channel 10, and was regional human resources manager for Blood Systems, Inc. before joining The Leona Group in 2002. Knick has held Senior Professional in Human Resources (SPHR) certification from the HR Certification Institute of The Society for Human Resource Management since 1999.

Javier Garibay – VP Operations

Javier Garibay is a native of Gary, Indiana and now resides in St. Clair Shores, Michigan. He has worked in higher education at Wayne State University (9 years), Detroit Public Schools Office for Bilingual Education (3 years), and the Leona Group (18 years). Javier served as school leader at Cesar Chavez Academy (CCA) located in Detroit for 6 years, now the largest and most successful public charter school in the State of Michigan with 2,500 students at five separate campuses in grades K-12. He has extensive experience in working with public school academy board of directors and charter school sponsors. Currently, he works with charter school boards in Ohio, Michigan, and Indiana. He also leads Leona Group efforts in working with community groups in developing new charter schools and supervising existing academies

Javier has degrees from Wayne State University (Ed.S..), Central Michigan University (M.A.), University of Detroit (M.A.), Purdue University (B.A.) and Calumet College of St. Joseph (A.S.). He has additional coursework completed at Saginaw Valley State University and St. Bonaventure University in New York. He is especially interested the impact and influence that poverty has on state assessments, child growth and development, and life opportunities. The Leona Academic Support Team headed by Jean Chlebek provides support to instructional coaches in planning and delivering high-quality professional development by giving feedback, sharing best practices, and providing resources. Ms. Chelbek oversees all instructional systems and academic initiatives and supports all schools through the reauthorization process, accreditation and turnaround planning.

LAURA KUHLENBECK

Master's in the Art of Teaching – May, 1999 – Marygrove College

Bachelor's degree – Multi-handicapped and Elementary Education – December, 1992 - Bowling Green State University

Since 2008, Mrs. Kuhlenbeck has served in a variety of capacities with The Leona Group, including Vice President of Academic Support, Director of Compliance and Business Development, Regional Vice President, and Special Education Supervisor. She has also served in a variety of teaching positions including working at the School of Autistically Impaired Learners and at Larc Lane School managing students with multiple disabilities.

Melinda Benkovsly supervises a Midwest department of 10, who are collectively responsible for ensuring accurate record-keeping, timely bill-payments, and compliance with Generally Accepted Accounting principles.

Diane Griggs has overall responsibility for the HR function supporting Midwest operations, including compliance, recruiting, payroll, benefits, compensation, labor relations, employee orientation, and employee records retention. She advises School Leaders and other members of the leadership team on all HR issues. She has nearly 30 years of experience in human resource management and has been the H.R. Director for Leona's Midwest region since 2003.

Facilities management and renovations is headed by Adam Schnelker. The Leona Group offers its services in identifying suitable buildings; complying with the requirements of relevant portions of the laws pertaining to public school facilities; recommending architects, contractors and developers for board consideration; negotiating leases in consultation with boards; and, when appropriate and within the financial abilities of the schools, assisting in arranging capital financing for the purchase of buildings.

Attachment 9 – School Leader Search Process and Job Description

It takes an extraordinary person to lead a public charter school. We believe that the School Leader provides the direction and leadership to create success in all educational and operational aspects of the school, and must be tireless in their efforts to provide the best education for students and the best workplace for their staff.

Our search for a school leader will consist of seeking an individual with strong instructional leadership knowledge, skills relative to implementing systems for analyzing and assessing student performance to bring about improvement, and enthusiasm for developing caring, quality relationships with all interested parties - students and parents, of course, as well as the school board, sponsor, management company colleagues, and the community. Five to ten years of teaching experience will be expected, along with a master's degree or higher. Candidates must have the ability to manage school budgets. Organizational planning and the skill of delegation are essential, in order to comply with the myriad of administrative details necessary to effectively manage a school. The leader must be sensitive to the extraordinary personal and social obstacles facing many young people, and must be able to strike the appropriate balance between sensitivity to those needs and high expectations for instructional rigor. It will be desirable, though not required, for the leader to have a background and/or interest in environmental education. Most of all, the leader must be capable of leading, coaching, motivating, and managing the entire staff to accomplish the school's educational mission.

It is our belief that hiring decisions must take into account not only "hard data" such as credentials and years of experience, but must emphasize the candidate's ability and sincere dedication to take a new approach to educating young people. We strive to bring educators to the academy who are passionately committed to the principles articulated by Edmonds and Lezotte.

The components of a wide-reaching recruiting plan that will be utilized include:

- Posting on the TLG recruitment website, and soliciting for internal and external applicants for leadership opportunities.
- Networking: Our current staff, sponsor, board members, and other local contacts will be asked for referrals for potential candidates.
- Advertisements: newspaper, magazines and journals, both local and national.
- Internet: sites such as monster.com, corporate, and school websites.
- Recruitment: local university job fairs and events
- Postings: Indiana Department of Education
- Connections with community partners such as local businesses, entrepreneurs, business development agencies and others.

Qualified applicants will be interviewed by a management team including the Vice President of Operations, Director of Development and Compliance, Director of Human Resources, and high performing leaders within the management organization.

Board members will be provided with copies of the resumes of potential candidates. One or more members may elect to conduct a second interview along with members of the management team. The management team may consider recommendations of the board upon making the final decision.

The Leona Group views each academy as unique, and values the opportunity to address the individual needs of its community, families and students. Teachers are expected to follow curriculum maps, pacing guides and lesson plans that monitor student progress with timely and practical assessments; address standards and benchmarks defined by the state; and provide students with sufficient content and practice to acquire expected skills and concepts.

A school leader will be identified by April, 2018.

An instructional coach will be identified who works under the direction of the school leader. This person is responsible for the implementation of a coherent program, acts as a liaison with corporate staff on curriculum and instructional issues and meets regularly with curriculum peers from other academies to address common issues and concerns.

Job Description

SCHOOL LEADER

Provide on-site educational leadership and managerial expertise necessary to accomplish the specified educational goals and to assure the overall success of the academic program.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Ensure that all aspects of operations comply with state laws and regulations, as well as with academy contracts and policies.
- Coordinate development of, and maintain, any written educational plan required by law and consistent with the educational goals adopted by the board.
- Ensure proper implementation of the school-wide instructional plan and adherence to state and federal Adequate Yearly Progress(AYP) requirements.
- Strive to increase the efficient use of resources in the daily operations of the school.
- Articulate to the entire staff, board, student body, parents and community, the vision, mission and strategies that help achieve the defined educational goals and objectives.
- Continually monitor/supervise the progress of the staff and coordinate professional development opportunities on a regular basis.
- Assign staff to achieve the maximum benefit toward attainment of educational goals.
- Evaluate the progress of the professional and support staff toward the attainment of educational goals.
- Recommend changes in instructional or staffing patterns based on the analysis of staff and program progress.
- Establish and maintain a positive working relationship with the staff, student body, parents and community.
- Remain abreast of local, state and national issues/mandates that may affect the Academy.
- Maintain effective communication with supervisor and other company personnel in fulfilling managerial oversight responsibilities. Seek counsel and direction as needed to perform at a high level.

REQUIRED QUALIFICATIONS

- High level of ability to communicate, by action, demeanor, and relationships with others, the school's mission and vision; ability to persuade key audiences; able to engage staff to deliver the same core messages and to motivate them to do the same.
- A master's degree or higher in administration, curriculum/instruction or an academic area desired, providing expertise in curriculum development, leadership, and program oversight. Bachelor's degree required.
- 3-5 years administrative or supervisory experience, demonstrating a high level of skill in supervising a staff, effectively training, delegating and coaching for high performance.
- A high level of initiative and the ability to manage short- and long-term projects and initiatives; able to use technology and other tools effectively to utilize information, communicate, and manage projects. Adequate understanding of school finances preferred, to effectively manage the academy budget in conjunction with other departments and with the academy board.
- Evidence of successful experience in employee/parent relations. Excellent ability to: reach out to diverse elements of the school, local, and Leona community; form and sustain positive relationships; and promote the school to prospective parents and community partners.
- Ability to create and nurture an effective academy leadership team, encompassing administration, curriculum, support services, and all other key areas.
- Excellent analytical skills; able to absorb, synthesize and respond to data from multiple diverse sources; able to implement sound data analysis practices throughout the school for the purpose of continuous improvement.
- State teacher certification desired, along with successful teaching experience; or other equivalent experience providing the skills and knowledge necessary for school leadership.

The Leona Group, LLC

Job Description

Division/Department: Academic Support
Location: <Academy Name>
Job Title: Instructional Coach
Reports To: School Leader

Summary

Assist the School Leader in improving the quality of instruction at the Academy at an aggregate level as well as at the classroom and student level. Supports teachers in planning and delivering high-quality instruction by giving feedback, sharing best practices, and providing resources. Provide data to the School Leader to support effective assessment and training. May assist the Leader in planning and facilitating teacher collaboration and professional learning communities.

Essential Duties and Responsibilities

Develop, with the collaboration of the teacher, clear, realistic and important instructional goals, professional development goals that are standards based and reflect the individual needs of the teacher.

Guide, teach, influence, and support teachers in planning and delivering high quality instruction in the classroom through reflection, collaboration, and shared inquiry. Observe teachers and review lesson plans and other teacher-generated documents, and give constructive feedback for improvement.

Share methods, materials, and other resources through modeling and other best practices to enhance teacher effectiveness.

Provide meaningful, timely feedback to teachers on ways to improve teaching skills.

Monitor the implementation of teaching and learning processes in classrooms.

Research instructional resources that best benefit the individual classroom teacher.

Employ coaching processes that foster increased autonomy in direction and responsibility.

Provide guidance with educational programs while incorporating effective processes to achieve desired programmatic goals.

Impart a repertoire of teaching methods, intervention strategies, and alternative modalities of learning that affect student achievement.

Facilitate reflective thinking and self-advocacy by being a neutral and active listener.

Advocate on behalf of the students to ensure quality of education for all and to accomplish the school's educational goals.

Promote on behalf of the classroom teacher, with the school administration, suitable professional development.

Determine the appropriate research-based resources necessary to improve the instructional abilities and skills of the individual teacher.

Maintain consistent communication with the School Leader to share data, thoughts and observations and to celebrate successes and troubleshoot program issues.

Other duties as assigned.

Required Qualifications

Superior teaching skills, as acquired through a current teaching certificate/license, 3-5 years of teaching experience, and demonstrated success in teaching as evidenced by student assessment data and other evidence.

Ability to effectively share information and skills regarding data, curriculum, instruction, and assessment with school staff using a variety of coaching processes, e.g., verbal explanation, modeling, co-teaching, observing, conducting study groups, and other forms of professional development, as acquired through prior experience as a lead teacher, instructional coach, consultant, or comparable role.

Ability to conduct classroom walkthroughs and observations for the purpose of identifying areas of strengths, weaknesses and professional development needs of the classroom teacher.

Ability to create and maintain positive and supportive relationships with the principal and school staff.

Ability to recognize the need for and knowledge of how to train staff to map and align the curriculum.

Knowledge of how to disaggregate student data for instructional planning.

Ability to develop and implement differentiated instructional methods that correspond to specific student needs.

Knowledge of how to select appropriate instructional practices for various student groups.

Understanding of how to appropriately use diagnostic tools and formative assessments to determine appropriate instruction. Familiar with a variety of instruments, technology tools and other resources for assessing and enhancing student performance.

The Leona Group, L.L.C.
Job Description

Job Title: Special Education Teacher

SUMMARY
A major portion of the special education teacher's time should be spent in the regular education classroom.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following and are specific areas of support in the regular classroom. Other duties may be assigned.

- Provide direct services to special education students that are supportive of the general education teacher.
- Provide consultation and assistance to general education teachers for planning, making adaptations and accommodations for special education students.
- Team teach with general education teachers who have special education students that require direct special education teacher instruction in the following instructional areas: language arts, mathematics, science and social studies.
- Assist general education teacher in providing supervision to volunteers and teacher aides who assist teachers in making curriculum modifications, adapting assignments and providing individualized support to special education students.
- Assist teachers and the school social worker in developing and implementing behavior intervention plans for students on his/her caseload.
- Consult with general education teachers in assigning grades and developing evaluative measures for students on his/her caseload.

The following are essential duties and responsibilities which require time outside the classroom. Other duties may be assigned.

- Participate in child study teams and assist with the evaluation of educational needs and intervention strategies for students suspected of being handicapped.
- Schedule and conduct IEPT meetings.
- Identify student deficits and strengths and write individual students goals, objectives, transition plans and education plans (IEP).
- Work as a member of the Multi-disciplinary Evaluation Team (MET) for students referred for special education services.
- Assist teachers with curriculum and classroom activity adaptations and modifications.
- Serve as liaison to parents of special education students and encourage their participation in the program of services.

REQUIRED QUALIFICATIONS

- Education: Bachelor's degree. Eligible for temporary or full approval as special education teacher.
- Experience: none required; successful special education teaching experience preferred.

- Other skills: skilled interviewing, individual and group treatment techniques. Ability to formulate eligibility recommendations for special education students. Demonstrated initiative and understanding in working with students, parents/guardians, teachers and staff. Ability to communicate effectively both orally and written communications. Ability to make decisions in accordance with board policies and established procedures.

ATTACHMENT 10

Annual reports for The Leona Group are not available. TLG will refer to you to their auditors for additional information.

INDIANAPOLIS INNOVATION ACADEMY

ATTACHMENT 11 – ORGANIZATIONAL CHART

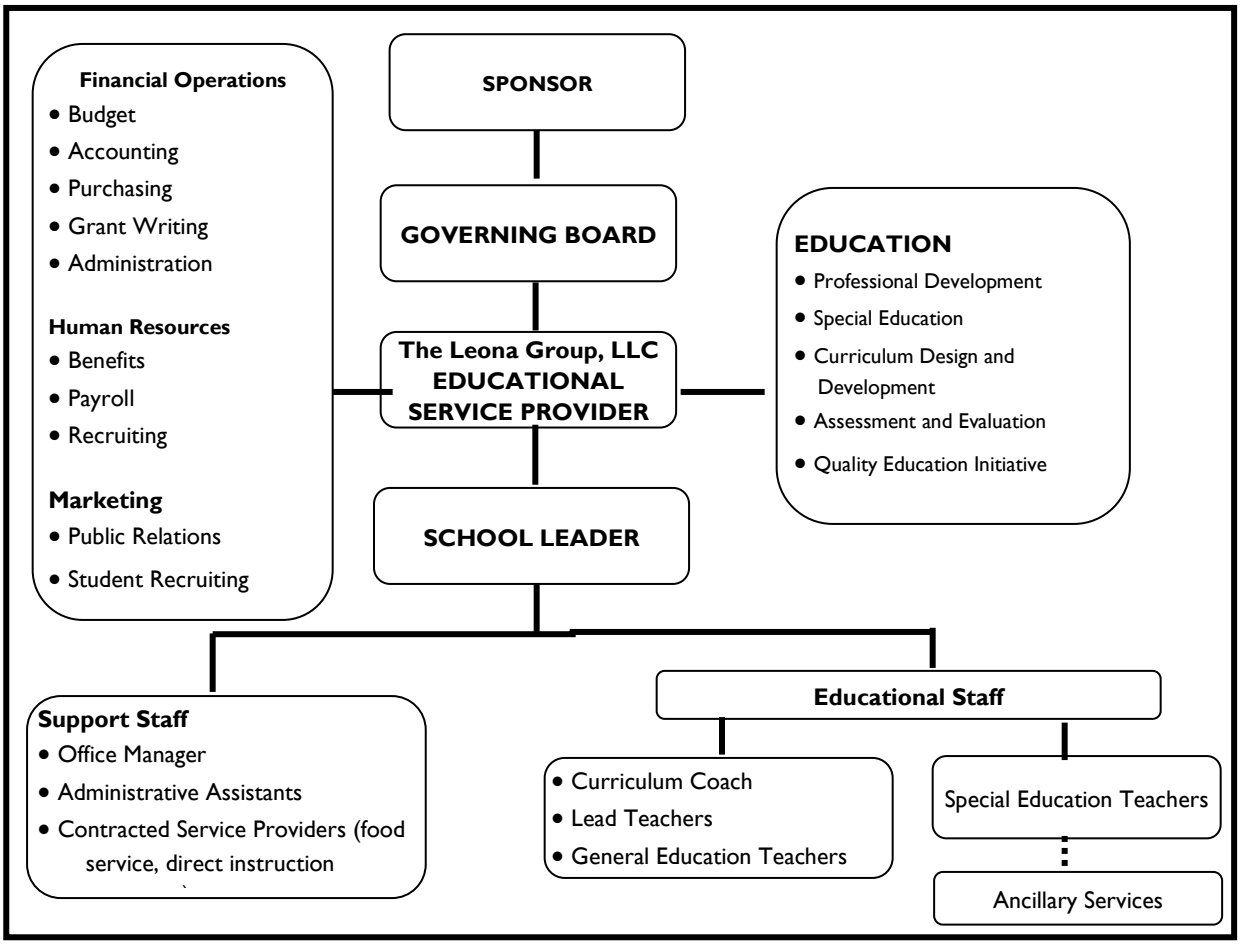
The Indianapolis Innovation Academy will not be a network of academies. We anticipate the organization chart illustrated below to remain throughout the life of the academy.

The Sponsor is the oversight body for the Academy.

The Governing Board of the Academy is responsible to the Sponsor for compliance with the terms and conditions of the charter contract. The Governing Board is the policy-making body of the Academy and is statutorily responsible for the administration of the Academy.

The Governing Board will contract management services with The Leona Group, L.L.C. (TLG). TLG shall report to the Governing Board and shall be operationally accountable for ensuring compliance with the terms of this contract. All staff shall be employed by The Leona Group.

An organizational chart describing the relationships follows:



ATTACHMENT 12

INDIANAPOLIS INNOVATION ACADEMY

ATTACHMENT 12 – The academy has not yet filed as a nonprofit and neither has it obtained federal tax-exempt status. The articles of incorporation have not yet been filed.

Reset Form

ARTICLES OF INCORPORATION

State Form 4159 (R16 / 5-14)
Approved by State Board of Accounts, 2014

CONNIE LAWSON
SECRETARY OF STATE
BUSINESS SERVICES DIVISION
302 W. Washington Street, E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

INSTRUCTIONS:
1. Use 8 1/2" x 11" white paper for attachments.
2. Present original and one copy to address in upper right corner of this form.
3. Please TYPE or PRINT in INK.
4. Please visit our office at www.sos.in.gov.
5. Make check or money order payable to Secretary of State.

Indiana Code 23-1-21-2

FILING FEE: $90.00

ARTICLES OF INCORPORATION

The undersigned, desiring to form a Corporation *(hereinafter referred to as "Corporation")* pursuant to the provisions of:

☑ Indiana Business Corporation Law

☐ Indiana Professional Corporation Act 1983, Indiana Code 23-1.5-1-1, *et seq.* *(Must include a Certificate of Registration.)*

As amended, executes the following Articles of Incorporation:

ARTICLE I - NAME AND PRINCIPAL OFFICE

Name of Corporation *(The name must include the word Corporation, Incorporated, Limited, Company or an abbreviation thereof.)*
Indianapolis Innovation Academy

Address of Principal Office (number and street)	City	State	ZIP code
9425 E. 30th Street	Indpls	In	46229

ARTICLE II - REGISTERED OFFICE AND AGENT

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

Name of Registered Agent *(Cannot be the corporation itself.)*
Jothan Thompson

Address of Registered Office *(number and street)* **(PO Box not accepted)**	City	State	ZIP code
9425 E. 30th Street	Indpls	IN	46229

Required:

☑ By checking the box, the Signator(s) represents that the registered agent named in the application has consented to the appointment of registered agent.

ARTICLE III - AUTHORIZED SHARES

Number of shares the Corporation is authorized to issue: 0

If there is more than one class of shares, shares with rights and preferences, list such information as "Exhibit A."

ARTICLE IV - INCORPORATORS
(INCORPORATORS MAY NEVER BE AMENDED)

NAME	NUMBER AND STREET OR BUILDING	CITY	STATE	ZIP CODE
Jothan Thompson	10404 Stormhaven Way	Indpls	In	46256
Steven L. Thompson	10404 Stormhaven Way	Indpls	In	46256

In Witness Whereof, the undersigned being all the incorporators of said Corporation sign these Articles of Incorporation and verify, subject to penalties of perjury, that the statements contained herein are true,
this 23 day of August, 2017.

Signature of incorporator	Printed name
Jothan Thompson	Jothan Thompson
Steven L. Thompson	Steven L. Thompson
Signature of incorporator	Printed name

Instrument was prepared by: (Name)
Jothan Thompson
Address (number and street, city, state, and ZIP code)
10404 Stormhaven Way

INDIANAPOLIS INNOVATION ACADEMY

PURPOSE AND DISSOLUTION CLAUSES

PURPOSE:

The organization is organized exclusively for charitable, religious, educational, or scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any

DISSOLUTION:

Upon dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to state or local government, for a public purpose.

ATTACHMENT 13

Statement of Assurances

See Exhibits

ATTACHMENT 14

Charter School Board Member Information Forms

See Exhibits

PROPOSED CODE OF ETHICS & CONFLICT OF INTEREST POLICY

I. PURPOSE

The purpose of this Code of Ethics and Conflict of Interest Policy is to promote the honest and ethical conduct of the directors, officers and employees of the Corporation, including: (i) the ethical handling of actual or apparent conflicts of interest; (ii) full, fair, accurate, timely and understandable disclosure; (iii) compliance with all applicable governmental rules and regulations; (iv) prompt internal reporting of violations; and, (v) accountability for adherence to this Code of Ethics. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to non-profit corporations and Indiana community schools.

II. DEFINITIONS

1. Interested Person. Any director, officer, or member of a committee with governing board delegated powers of the Corporation who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest. A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

   (a) An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or

   (b) A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or

   (c) A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

   Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate board or committee decides that a conflict of interest exists.

III. PROCEDURES

1. Duty to Disclose. In connection with any actual or possible conflicts of interest, an interested person must disclose the existence of his or her financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with board-delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he or she shall leave the board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall thereupon determine whether the disclosure shows that a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest.

a. An interested person may make a presentation at the board or committee meeting, but after such presentation, he or she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement that results in the conflict of interest.

b. The chairperson of the board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

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

d. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.

4. Violations of the Conflict of Interest Policy.

a. If the board or committee has reasonable cause to believe that a person has failed to disclose actual or possible conflicts of interest or has violated this policy, it shall inform such person of the basis for such belief and afford such person an opportunity to explain the alleged failure to disclose or violation.

b. If, after hearing the response of the person and making such further investigation as may be warranted in the circumstances, the board or committee determines that the person has in fact failed to disclose an actual or possible conflict of interest or has violated this policy, it shall take appropriate disciplinary and corrective action.

5. Prohibited Relationships and Acts. The foregoing notwithstanding, the limitations specified below shall apply to all of the Corporation's directors, officers and applicable employees, and any situation violating such limitations shall constitute a violation of this policy, not subject to waiver or approval by the board or otherwise:

(i) No member of the governing board shall be an officer or employee of an education management organization or a sponsor having a business relationship with the Corporation.

(ii) No director, officer, or employee of the Corporation may ask a subordinate, a student, or a parent of a student to work on or give to any political campaign.

(iv). No member of the governing board shall during the time of membership also serve as a member of a school district board of education.

(v) No member of the governing board shall owe money to the state in relation to a closed community school or have a finding for recovery against him or her as listed in the state audit database.

(vi) No member of the governing board shall have been convicted of a crime that would cause that member to be ineligible for a teaching license.

(vii) No member of the governing board shall have been convicted or have pled guilty to theft in office or a substantially similar offense.

IV. RECORDS OF PROCEEDINGS

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

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

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

VI. ANNUAL CONFLICT OF INTEREST STATEMENTS

Each director, officer and employee shall at the time of election, appointment or employment, and annually thereafter, sign a statement which affirms that such person:

(a) Has received a copy of this Code of Ethics and Conflict of Interest Policy,
(b) Has read and understands this Code of Ethics and Conflict of Interest Policy,
(c) Has agreed to comply with this Code of Ethics and Conflict of Interest Policy,
(d) Understands that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

(e) Understands that all members of the governing board of a community school are subject, without limitation, to the provisions of the Indiana Ethics Law which may include post employment, confidentiality, conflict of interest, gifts, and representation restrictions. All members of the governing board of a community school are also subject, without limitation, to Indiana Codes which may include public contract, nepotism, and supplemental compensation restrictions. These restrictions also apply to all officers and employees of a community school.

VII. COMPLIANCE WITH LAWS, RULES AND REGULATIONS

Recognition of the public interest must be a permanent commitment of the Corporation in the conduct of its affairs. The activities of the Corporation's directors, officers and employees must always be in full compliance with both the letter and spirit of the Education Law, Not-for-Profit Corporation Law, the Corporation's Charter, the Corporation's Code of Regulations and all other laws, rules and regulations applicable to the Corporation's purposes and business. Furthermore, no such person should assist any third party in violating any applicable law, rule or regulation. This principle applies whether or not such assistance is, itself, unlawful. The Corporation's directors, officers and employees must respect and obey the laws of the cities, states and countries in which the Corporation operates and avoid even the appearance of impropriety. When there is a doubt as to the lawfulness of any proposed activity, advice must be sought from the Corporation's president, the directors and/or legal counsel.

Violation of applicable laws, rules or regulations may subject the Corporation, as well as any director, officer or employee involved, to severe adverse consequences, including imposition of injunctions, monetary damages, fines and criminal penalties, including imprisonment. Directors, officers and applicable employees who fail to comply with this Code of Ethics and applicable laws will be subject to disciplinary measures up to and including termination of employment or relationship with the Corporation.

To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

(a) Whether compensation arrangements and benefits are reasonable and are the result of arm's-length bargaining.

(b) Whether partners and joint venture arrangements and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable payments for goods and services, further the Corporation's charitable purposes, and do not result in inurement or impermissible private benefit.

CONFLICT OF INTEREST STATEMENT

By signing below, I affirm that:

I have received a copy of the Corporation's Code of Ethics & Conflict of Interest Policy. I have read and understand the Code of Ethics & Conflict of Interest Policy. I agree to comply with the Code of Ethics & Conflict of Interest Policy.

I understand that the Corporation is a charitable organization and that in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

I understand that all members of the governing board of a community school are subject, without limitation, to the provisions of Indiana Ethics Laws which may include post employment, confidentiality, conflict of interest, gifts, and representation restrictions.

I understand that all members of the governing board of a community school are also subject, without limitation, to Indiana codes which may include public contract, nepotism, and supplemental compensation restrictions.

Disclosures:
Do you or your family members have or have had a Financial Interest (current or potential), including a compensation arrangement, as defined in the Corporation's Code of Ethics & Conflict of Interest Policy? Circle: Yes No

If yes, describe the Financial Interest: _____

If yes, has the Financial Interest been disclosed, as provided in the Corporation's Code of Ethics & Conflict of Interest Policy?

Circle: Yes No

Describe any other possible conflicts of interest: _____

Do you have any knowledge of any immediate relatives or business associates employed within the previous three years by a sponsor, operator, school district, educational service center or vendor that holds a contract with the school? Circle:

Yes No

If yes, please identify those individuals: _____ _____

Though it is not necessarily a conflict of interest, please list all community school governing boards upon which you serve and any compensation/stipend you receive for such service:

_____

_____ _____

Signature Date

_____

Print Name

ATTACHMENT 16

Attachment 16
XXX Academy
The Leona Group, LLC – Management Evaluation

The Academy Board is required by contract to evaluate the performance of responsibilities by The Leona Group, LLC annually. The board and TLG will attempt to mutually agree upon evaluation procedures. In the event the two parties cannot reach mutual agreement, the board will undertake an evaluation in a manner it considers fair and appropriate.

Rating Scale:
1 = Excellent
2 = Above Average
3 = Average
4 = Below Average
5 = Unsatisfactory

Rating	Contract Responsibilities
	Implementation and administration of the Educational Program
	Curriculum improvement services
	Student environment management and community outreach/marketing services
	Computer services
	Budget preparation and financial management services
	Risk management
	Accounts payable
	Acquisition of instructional and non-instructional material, equipment and supplies
	Selection, employment and supervision of all teachers and staff and the personnel management services (recordkeeping, wage and benefits administration, training and technical assistance) necessary to support those employees
	Food service management
	Transportation management
	Facilities management
	Preparation of required University, local, state and federal reports

☐ Information system development and management
Preparation of applications for grants and special programs

☐ Securing funding sources for special programs and facility improvements

☐ Operation of the school building and the installation of technology integral to school design

☐ Administration of extra-curricular and co-curricular activities and programs

☐ Preparation of regulations governing operations of the academy

☐ Provide special education services to students who attend the academy in conformity with requirements of state and federal laws and applicable regulations and policies

☐ Preparation of strategic plans for the continuing educational and financial benefit of the academy

☐ Implementation of an ongoing public relations strategy for the development of beneficial and harmonious relationships with other organizations and the community

☐ Any other function necessary or expedient for the administration of the academy with approval from the board.

Comments:

Board Signature: Date:

TLG Signature: Date:

State of Indiana
Office of the Secretary of State

CERTIFICATE OF AUTHORITY

of

THE LEONA GROUP, L.L.C.

I, TODD ROKITA, Secretary of State of Indiana, hereby certify that Application for Certificate of Authority of the above Michigan Foreign Limited Liability Company (LLC) has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Business Flexibility Act.

NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, March 28, 2005.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, March 28, 2005.

TODD ROKITA,
SECRETARY OF STATE

2005040800277 / 2005040867115

APPLICATION FOR CERTIFICATE OF AUTHORITY OF A FOREIGN LIMITED LIABILITY COMPANY

State Form 49484 (R/1 -03)
Approved By State Board OfA ccounts 1999

20050400011

TODD ROKITA
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

Indiana Code 23-18-11-4 *et seq*

RECEIVED
IND. SECRETARY OF STATE
MAR 28 2005

INSTRUCTIONS: *Use 8 1/2" x 11" white paper for attachments.*
Presento riginal and one (1) copy to the address in upper right corner oft his form.
Please TYPE or PRINT.
Please visit our office on the web at www.sos.in.gov.

FILING FEE: $90.00

This application cannot be accepted without an original certificate of existence duly authenticated by the proper authority from the LLC's domiciliary state within the last sixty (60) days.

Coal Robbins

This application cannot be accepted unless a registered agent with an Indiana street address is listed in ARTICLE II.

APPLICATION FOR CERTIFICATE OF AUTHORITY
OF

The Leona Group, L.L.C.

A FOREIGN LLC
TO TRANSACT BUSINESS IN THE STATE OF INDIANA

The undersigned manager or member oft he above Michigan (*State ofD omicile*) LLC desiring to effectuate the admittance of the LLC to transact business in the State of Indiana, under the name of The Leona Group, L.L.C. (*ifu sing an assumed business name specify name above*) certifies the following facts

ARTICLE I: Name and Principal Office

Name of LLC (*Must be identical to name shown in Articles of Organization and Amendments thereto*)

The Leona Group, L.L.C.

Address of the principal office of LLC (*Number and street, city, state and ZIP code*)

4660 S. Hagadorn Road, Suite 500, East Lansing, MI 48823

ARTICLE II: Registered Office and Registered Agent

Name of the registered agent of the LLC

Steve Bollier

Indiana address of the registered office of LLC (*Number and street, city, state and Zip code*)

1912 Trotter Court, Fort Wayne, IN 46815

ARTICLE III: Date of Organization and Duration of Existence

Date of organization in domiciliary state

September 16, 1996

Expected period of duration listed in the Articles of Organization

December 31, 2026

ARTICLE IV: Management

☑ The Articles of Organization state that the LLC is to be managed by its members.

☑ The Articles of Organization provide for a manager or managers.

In witness whereof, the undersigned being the Managing Member (*Manager or member*) of said LLC executes this Application For Certificate Of Authority, and verifies subject to penalties of perjury, that the facts contained herein are true this 2nd day of March, 20 05.

Signature	Printed name
William Coats	William Coats

RECEIVED
IND. SECRETARY OF STATE

MAR 2 8 2005

The State of Michigan

Michigan Department of Consumer and Industry Services

Lansing, Michigan

This is to Certify That

THE LEONA GROUP, L.L.C.

was validly organized on September 13, 1996 as a Limited Liability Company. Said Limited Liability Company is validly in existence under the laws of this state and has satisfied its annual filing obligations

This certificate is issued pursuant to the provisions of 1993 PA 23, as amended, to attest to the fact that the company is in good standing in Michigan as of this date.

This certificate is in due form, made by me as the proper officer, and is entitled to have full faith and credit given it in every court and office within the United States.

In testimony whereof, I have hereunto set my hand, in the City of Lansing, this 22nd day of March 2005

Director

Bureau of Commercial Services

Sent by Facsimile Transmission

834711

APPLICATION FOR CERTIFICATE OF AUTHORITY OF A FOREIGN LIMITED LIABILITY COMPANY

State Form 49464 (R4 / 4-12)
Approved by State Board of Accounts, 2007
Indiana Code 23-18-11-4 *et seq.*

CONNIE LAWSON
SECRETARY OF STATE
Mail to the following address:
BUSINESS SERVICES DIVISION
302 W. Washington Street, Room E018
Indianapolis, Indiana 46204-2700
Telephone: (317) 232-6576
www.sos.in.gov

i- OCT -1 P.

NOTES: 1. *An Original Certificate of Existence duly authenticated by the proper authority from corporation's domiciliary state within the last sixty (60) days must be submitted with this application.*
2. *A Registered Agent with an Indiana street address (not a PO BOX) must be listed in ARTICLE II.*

Filing Fee: $ 90.00
Make check or money order payable to Secretary of State

INSTRUCTIONS: 1. *Use 8-1/2" x 11" white paper for attachments.*
2. *Present original and one (1) copy to the address on upper right corner of this form.*
3. *Please TYPE or PRINT.*
4. *Please visit our office on the web at www.sos.in.gov.*

APPROVED AND FILED
Connie Lawson
IND. SECRETARY OF STATE

Indiana Secretary of State
Packet: 2005040800277
Filing Date: 10/01/2012
~~Effective Date: 10/01/2012~~

APPLICATION FOR CERTIFICATE OF AUTHORITY
OF
The Leona Group, L.L.C.
A FOREIGN LLC
TO TRANSACT BUSINESS IN THE STATE OF INDIANA

The undersigned manager or member of the above Michigan (*State of Domicile*) LLC desiring to effectuate the admittance of the LLC to transact business in the State of Indiana, under the name of _____ (*if using a fictitious business name, please specify the name above*) certifies the following facts:

ARTICLE I: NAME AND PRINCIPAL OFFICE

Name of LLC (*This must be identical to name shown in Articles of Organization and Amendments thereto.*)
The Leona Group, L.L.C.

Address of the principal office of LLC (*number and street, city, state, and ZIP code*)
4660 S. Hagadorn Rd., Suite 500 East Lansing, MI 48823

ARTICLE II: REGISTERED OFFICE AND REGISTERED AGENT

Name of the registered agent of the LLC
Steve Bollier

Indiana address of the registered office of LLC (*number and street, city, state, and ZIP code*)
110 West Berry Street, Suite 2405 Fort Wayne, IN 46802

ARTICLE III: DATE OF ORGANIZATION AND DURATION OF EXISTENCE

Date of organization in domiciliary state (*month, day, year*)
September 13, 1996

Expected period of duration listed in the Articles of Organization (*month, day, year or perpetual*)
December 31, 2026

ARTICLE IV: MANAGEMENT

☐ The Articles of Organization state that the LLC is to be managed by its members.
☑ The Articles of Organization provide for a manager or managers.

In witness whereof, the undersigned being the Manager (*Manager or member*) of said LLC executes this Application for Certificate of Authority, and verifies subject to penalties of perjury, that the facts contained herein are true this 25th day of September, 20 12.

Signature	Printed name
William Coats	William Coats

Indiana Department of Revenue
Certificate of Clearance for Reinstatement

RECEIVED
AUG 27

AD-190
State Form #50111
(R8 5-12)

THE LEONA GROUP, L.L.C.
4660 S HAGADORN RD STE 500
EAST LANSING, MI 48823

Indiana Secretary of State
Packet: 2005040800277
Filing Date: 10/01/2012
Effective Date: 10/01/2012

To: Connie Lawson
Secretary of State
Business Services Division

Federal ID#
383311066
TID#
0103062173
Date Issued (Valid for 60 days)
08/22/2012

The corporation named above has filed with the Department of State Revenue an affidavit, Form AD-19, disclosing that the corporation is applying for a Cerificate of Reinstatement from the Secretary of State, and requesting a Cerificate of Clearance from this Department stating all taxes and fees owed by the corporation have been paid.

An examination of the corporation's existing accounts for listed taxes and fees required to be administered or collected by the Department has determined that all taxes, fees, interest, and penalties due have been paid or satisfied. Execution of this document does not preclude the Department from future examination and adjustment of the corporation's Indiana tax accounts for any period.

This Certificate of Clearance shall be null and void sixty (60) days after its date of issue.

Mike Alley

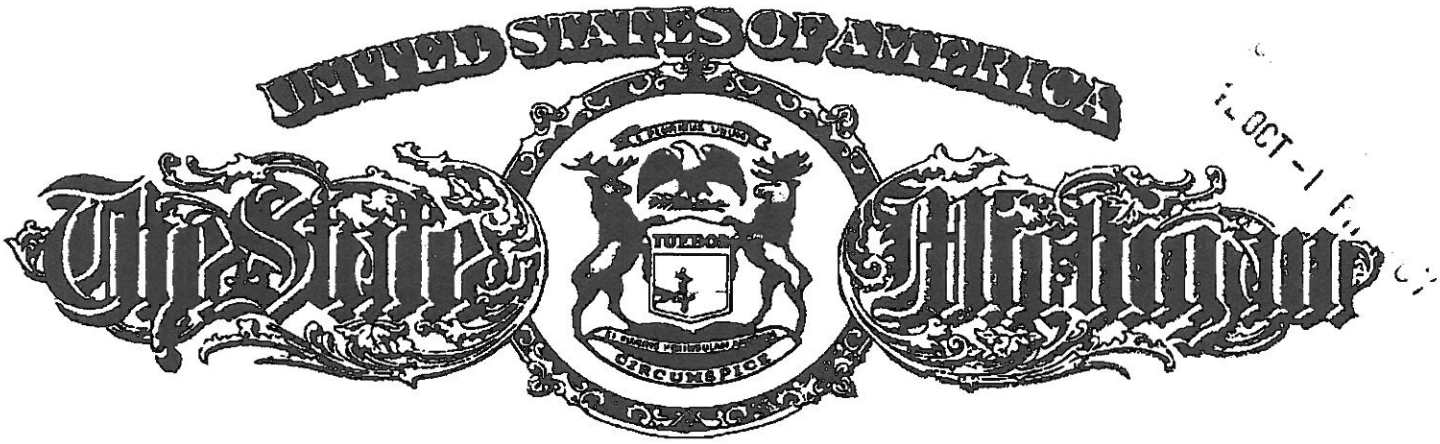
Michael J. Alley, Commissioner
Indiana Department of Revenue

Paul Leiter, Processing Manager
Tax Administration

By: Darlene C Mong

Instructions to the corporation:

This notice is the signed original. You are to include this certification along with the other documents constituting your **Application for Reinstatement** (SF4160). Do Not Mail this certificate separately to the Secretary of State unless you are so directed.



2012 OCT -1

Department of Licensing and Regulatory Affairs

Lansing, Michigan

Indiana Secretary of State
Packet: 2005040800277
Filing Date: 10/01/2012
Effective Date: 10/01/2012

This is to Certify That

THE LEONA GROUP, L.L.C.

was validly organized on September 13, 1996 as a Limited Liability Company. Said Limited Liability Company is validly in existence under the laws of this state and has satisfied its annual filing obligations.

This certificate is issued pursuant to the provisions of 1993 PA 23, as amended, to attest to the fact that the company is in good standing in Michigan as of this date.

This certificate is in due form, made by me as the proper officer, and is entitled to have full faith and credit given it in every court and office within the United States.

In testimony whereof, I have hereunto set my hand, in the City of Lansing, this 18th day of September, 2012

Director

Bureau of Commercial Services

GOLD SEAL APPEARS ONLY ON ORIGINAL

State of Indiana
Office of the Secretary of State

CERTIFICATE OF REINSTATEMENT

of

THE LEONA GROUP, L.L.C.

I, CONNIE LAWSON, Secretary of State of Indiana, hereby certify that Articles of Reinstatement of the above Michigan Foreign Limited Liability Company (LLC) has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Business Flexibility Act.

Indiana Secretary of State
Packet: 2005040800277
Filing Date: 10/01/2012
Effective Date: 10/01/2012

NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, October 01, 2012.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, October 1, 2012.

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

2005040800277 / 2012100242001

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the ____ day of _____, 201__, by and between XYZ Academy, an Ohio non-profit corporation ("XYZ Academy") and The Leona Group, L.L.C. a Michigan limited liability company ("TLG").

RECITALS

A. XYZ Academy has been granted a Community School Contract (the "Community School Contract") by the _____, an Ohio nonprofit corporation authorized by the Ohio Department of Education as a community school sponsor (the "Sponsor") to operate a non-profit community school (the "Academy") pursuant to the Community School Contract in accordance with the Ohio Revised Code Chapter 3314 (the "Code") at 3650 Victory Avenue, Toledo, Ohio 43607, under the name of "XYZ Academy."

B. XYZ Academy and TLG desire to create an enduring educational partnership, whereby XYZ Academy and TLG will work together to develop an environment of educational excellence and innovation at XYZ Academy, based upon TLG's school design and capacity to implement and manage a comprehensive educational program ("Educational Program").

C. XYZ Academy has approved TLG's Educational Program, and agrees that it is in the best interest of XYZ Academy and the Academy to enter into this Agreement with TLG.

THEREFORE, the parties mutually agree as follows:

1. Educational Services. For the Term of this Agreement, TLG will provide to XYZ Academy in conjunction with the Academy the following educational services consistent with the Community School Contract (the "Educational Services"):

1.1 Curriculum. The development and implementation of the curriculum used at XYZ Academy.

1.2 Instruction. Oversight and coordination of the services to be provided by instructional personnel, including the School Leader(s), its teachers and support staff, all in accordance with this Agreement.

1.3 Instructional Tools. The selection of instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools.

1.4 Extra-Curricular and Co-Curricular Programs. The development and implementation of appropriate extra-curricular and co-curricular activities and programs.

1.5 Additional Educational Services. Any other services required by the Sponsor or the State of Ohio Department of Education and such other services as are necessary or expedient for the improvement of teaching and learning at XYZ Academy as agreed to from time to time between TLG and XYZ Academy ("Supplemental Programs").

SAMPLE

2. Administrative Services. For the Term (as defined in Section 8), subject to the Community School Contract and the approval of the Board of Directors of XYZ Academy (the "Board"), TLG will provide to XYZ Academy for the Academy the following administrative services (the "Administrative Services"):

2.1 Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services in accordance with Section 13.

2.2 Facility Operation and Maintenance. Coordination with entities with which TLG contracts on behalf of XYZ Academy for the Academy for the provision of operation and maintenance services for the Academy's facility (the "Facility") to the extent consistent with any and all documents pertaining to the Facility, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

2.3 Technology and Professional Development. Coordination with entities with which TLG contracts on behalf of XYZ Academy for the Academy for the provision of technology and professional development services for the Academy, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

2.4 Business Administration. Administration of all business aspects of XYZ Academy operation;

2.5 Transportation and Food Services. Coordination with entities with which TLG contracts on behalf of XYZ Academy for the Academy for the provision of transportation and food services for the students enrolled at XYZ Academy, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved providing such services.

2.6 Public Relations. Coordination and assistance with any and all advertising, media and public relations efforts, including community outreach programs. All public relations will be subject to the mutual approval of both parties, which approval may not be unreasonably withheld.

2.7 Budgeting, Budgeting Process, Financial and Other Reporting.

2.7.1 The preparation of a proposed annual budget (the "Academy Budget") for each School Year or any portion thereof, subject to the reasonable approval of the Board acting in its fiduciary capacity. For purposes of this Agreement, the term “School Year” shall have the meaning as provided in the application for the Community School Contract submitted to and approved by the Sponsor. The projected Academy Budget will include, but not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement.

2.7.2 TLG shall deliver a draft of the Academy Budget for each School Year to the Board not less than forty-five (45) days prior to the date on which the Academy

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Budget for any School Year must be submitted to Sponsor and/or any State governmental agency. The Board shall review the Academy Budget within ten (10) business days following the receipt thereof (the "Budget Review Period") which review may include an independent evaluation of the Academy Budget by such accountants, attorneys, and other financial advisors that the Board deems necessary or desirable. The Board shall deliver any comments or objections to the Academy Budget prior to the expiration of the Budget Review Period. Within five (5) business days following the expiration of the Budget Review Period, the President of XYZ Academy and the Chief Financial Officer of TLG shall reconcile any comments or objections made by the Board during the Budget Review Period. TLG and XYZ Academy shall agree to a final Academy Budget for each such year not later than two (2) business days prior to the date on which the Academy Budget must be submitted to the Sponsor and/or any other State governmental agency.

2.7.3 Working in cooperation with the Board, TLG shall prepare, for Board approval, modifications or amendments to the Academy Budget which may be necessitated by changes in projections or circumstances or the occurrence of unexpected events, which impact projected revenue and/or expense items contained in the approved Academy Budget.

2.7.4 As required by the Sponsor or such other time as may be necessary or desirable in TLG's reasonable judgment, TLG shall provide the Board with an enrollment report stating the number of actual students enrolled at the Academy (an "Enrollment Report"). If an Enrollment Report indicates that enrollment is lower than that which was projected in the Academy Budget and such lower enrollment number shall materially adversely impact the Academy Budget for such School Year, TLG shall propose a student recruitment plan to restore the enrollment level to the projected enrollment reported to the Sponsor and or any other governmental agency prior to the commencement of the next following School Year.

2.7.5 The preparation of detailed statements of all revenues received, from whatever source, with respect to the Academy, and detailed statements of all expenses, including an accounting of all expenditures for services rendered to, or on behalf of, the Academy by TLG, whether incurred on-site or off-site.

2.7.6 The preparation of other financial statements as required by and in compliance with the Community School Contract, the Code and other applicable laws and regulations, including such documentation as may be reasonably required by the independent certified public accountants retained by the Board to perform annual audits of XYZ Academy's financial statements. The cost for preparation of the financial statements and audits will be responsibility of XYZ Academy and will be provided for in the Academy Budget.

2.7.7 The preparation of such other reports on a periodic basis, relative to the finances and operation of XYZ Academy, as the same may be requested or required by the Ohio Department of Education or the Sponsor to ensure compliance with the terms of the Community School Contract and applicable law.

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2.7.8 Other information on a periodic basis reasonably necessary to enable XYZ Academy to monitor TLG's performance under this and related agreements including the effectiveness and efficiency of its operations at XYZ Academy.

2.8 Maintenance of Financial and Student Records.

2.8.1 TLG will maintain accurate financial records pertaining to its operation of XYZ Academy, together with all XYZ Academy financial records prepared by TLG and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws and regulations) from the close of the School Year to which such books, accounts and records relate. All financial records retained by TLG pertaining to XYZ Academy will be available to XYZ Academy, the Sponsor or the Ohio Department of Education for inspection and copying within two weeks of a written request to the extent practicable.

2.8.2 TLG will maintain accurate student records pertaining to the students enrolled at the Academy as is required and in the manner provided by the Community School Contract, the Code and applicable laws and regulations and retain such records permanently on behalf of XYZ Academy or until this Agreement or its successor (if any) is terminated, at which time such records will be transferred to XYZ Academy and become the sole responsibility of the Board. TLG and XYZ Academy will maintain the proper confidentiality of personnel, students and other records as required by law and the Community School Contract.

2.8.3 XYZ Academy shall be entitled at any time upon reasonable written notice to TLG to audit the books and records of TLG pertaining to its operation of the Academy pursuant to this Agreement (including, without limitation, the financial records relating thereto), provided that any such audit shall be at the sole expense of XYZ Academy.

2.9 Admissions. Implementation of XYZ Academy's admission policy per Community School Contract and Application.

2.10 Student Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Code and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with XYZ Academy's duties and obligations under the Code and other applicable laws and regulations.

2.11 Academic Progress Reports. TLG will provide to XYZ Academy on a periodic basis, as necessary or appropriate for XYZ Academy to satisfy its obligations under the Community School Contract, the Code and other applicable laws and regulations, a report detailing (i) the Academy's students' academic performance, and (ii) TLG's performance of the Educational Services and Administrative Services.

2.12 Rules and Procedures. TLG will recommend rules, regulations and procedures applicable to the Academy and its students and will enforce such rules, regulations and procedures adopted by XYZ Academy that are not in direct conflict with this Agreement, the Community School Contract, the Code and other applicable laws and regulations.

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2.13 Advances. TLG may, during the Term, elect to make advances of cash to XYZ Academy for the Academy (an "Advance") for the purpose of meeting the short term working capital or cash flow needs of XYZ Academy to the extent consistent with the Academy Budget. Each Advance shall bear interest at the then Prime Rate of interest announced by Wells Fargo Bank from the date of the Advance until date of repayment by XYZ Academy from the subsequent free cash flows of XYZ Academy or the Academy's other resources.

2.14 Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of XYZ Academy as agreed to, in writing, from time to time by TLG and the Board.

3. Provision of Educational Services and Administrative Services. The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at XYZ Academy (the "Educational Program") as proposed by the TLG and adopted by the Board, all in compliance with the Community School Contract and the Code. The Administrative Services will be provided in a manner consistent with the Educational Program, the Code and the Community School Contract.

4. Modification of Educational Services and Administrative Services. Subject to this Agreement, the Community School Contract, Sponsor oversight, the Code and other applicable laws and regulations, TLG may modify (i) the Educational Services, provided that any material modification of the Educational Services will be subject to the prior approval of the Board and (ii) the methods, means and manner by which such Administrative Services are provided at any time, provided that XYZ Academy will have the right to approve all material changes.

5. Budgeting for Educational Services and Administrative Services. TLG will be responsible and accountable to the Board for the provision of all Educational Services and Administrative Services, provided, that such obligations, duties and responsibilities are expressly limited by the Academy Budget established pursuant to Section 2.7, and TLG will not be required to expend funds on such services in excess of the amounts set forth in such Academy Budget.

6. Place of Performance; Provision of Offices. XYZ Academy will provide TLG with necessary and reasonable classroom and office space at the Facility to perform all Educational and Administrative services described in this Agreement. TLG will provide instructional, extra-curricular and co-curricular services at the Facility. TLG may provide other services elsewhere, unless prohibited by the Community School Contract, the Code and other applicable laws and regulations.

7. Authority. By this Agreement, XYZ Academy provides TLG such authority and power as is reasonably necessary or proper for TLG to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by the Code and other applicable laws and regulations.

8. Term.

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8.1 Term. Subject to extension pursuant to Section 8.2, this Agreement will be effective on the date hereof and shall remain in effect through the last day of the tenth (10th) School Year thereafter (the "Term").

8.2 Extension of Term. The Term of this Agreement shall automatically extended for an additional five (5) School Years ("Automatic Extension(s)"), unless (i) written notice of intent to terminate or renegotiate is given by either party not less than 180 days prior to the expiration of the Term, as the same may have been extended by one or more Automatic Extensions or (ii) this Agreement is terminated pursuant to Section 14.

9. Further Assurance. XYZ Academy and TLG shall do and cause to be done all such acts, matters and things and shall execute and deliver all such documents and instruments as shall be required to enable the parties to perform their respective obligations under, and to give effect to the transactions contemplated by, this Agreement. Notwithstanding the foregoing, TLG shall have no obligation to agree to any changes which (a) materially increase TLG's obligations or materially reduce its rights under this Agreement, (b) materially alter any terms of the Agreement, including without limitation the economic terms, (c) would jeopardize TLG's receipt of the Management Fee, (d) would prevent TLG from meeting XYZ Academy and TLG's educational goals.

10. Relationship of the Parties.

10.1 Status of the Parties. The relationship between XYZ Academy and TLG is based on the terms of this Agreement, and the terms of any other agreements between the parties. Further, each party is acting as an independent contractor and not as a partner, joint venturer, agent or employee of the other. Each party will be solely responsible for its own actions and those of its agents, employees and subcontractors, and neither party will be liable for any debts or expenses incurred by the other or the other's employees, agents and subcontractors.

10.2 No Related Parties or Common Control. TLG will not have any role or relationship with XYZ Academy that, in effect, substantially limits XYZ Academy's ability to exercise its rights, including termination rights, under this Agreement. XYZ Academy and TLG will not be members of the same control group, as defined in Section 1.150-1(e) of the Treasury Regulations under the 1986 Code, or related persons, as defined in Section 144(a)(3) of the 1986 Code.

11. Consideration for Services.

11.1 Management Fee. For the Term of this Agreement (including the Term as extended pursuant to Section 8.2), XYZ Academy will pay TLG an annual fee equal to twelve percent (12%) of XYZ Academy's Gross Revenue for each School Year ("Management Fee"), payable in monthly installments. For purposes of this Agreement the term "Gross Revenue" shall mean shall mean all receipts of XYZ Academy of whatsoever kind or nature, excluding any proceeds from borrowings undertaken by XYZ Academy.

11.2 Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. TLG's compensation for services under this

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Agreement will not be based, in whole or in part, on a share of net surplus or profits from the operation of the Academy.

11.3 Payment of Costs. In addition to the Management Fee, XYZ Academy will reimburse TLG for all commercially reasonable costs incurred and paid by TLG in providing the Educational Services and Administrative Services to XYZ Academy for the Academy.

11.4 Payments to TLG. During the Term, TLG will receive the monthly installment of its Management Fee in advance on or about the fifteenth (15^{th}) day of each month (but in no event later than the date that XYZ Academy receives payments from the State).

12. Other Revenue Sources. XYZ Academy and TLG may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission and the Community School Contract of XYZ Academy, in the name of either TLG, XYZ Academy or the Academy; provided, however, that (i) any solicitation of such grants by TLG in the name of XYZ Academy and/or XYZ Academy that are in excess of One Hundred Thousand Dollars ($100,000) shall be subject to the prior approval of the Board, (ii) all such funds received by TLG or XYZ Academy for the benefit of XYZ Academy from such other revenue sources shall be deemed to be XYZ Academy funds, (iii) TLG shall not be required to administer any grants that are not specifically approved, in writing, by TLG, in advance, (iv) only to the extent specifically provided in a grant, TLG shall be entitled to receive, in addition to all any other amounts which are payable to TLG under this Agreement, a grant administration fee, and (v) both XYZ Academy and TLG shall be required to mutually approve, in writing, any grants proposed by a third party grant writer. Nothing in this Section 12 will be construed to prohibit TLG from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes, except that TLG shall not use XYZ Academy's and/or XYZ Academy's name in such solicitation without the consent of XYZ Academy.

13. Personnel and Training.

13.1 Personnel Responsibility. Subject to the limitations of this Agreement, the Community School Contract, the Code and other applicable laws and regulations, the Academy hereby delegates to TLG the responsibility and authority to determine staffing levels on the Academy's behalf, and to select, evaluate, assign, discipline, supervise, manage, transfer and terminate personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other services provided under this Agreement, all within the financial constraints of the Academy Budget approved by the Board.

13.2 Employment Status. Except as specified in this Agreement or as required by the Code or the Community School Contract, the School Leader, teachers and support staff of the Academy selected pursuant to this Agreement will be employees of XYZ Academy or employees of Leona Ohio Employment Group, L.L.C. with which XYZ Academy shall have entered into employee leasing agreement ("Employee Leasing Company"). TLG will be responsible for conducting or causing to be conducted by the Employee Leasing Company all reference, employment checks, criminal background checks and unprofessional conduct checks on all employees and other personnel working or providing services at XYZ Academy to the extent required under the Code and other applicable laws and regulations. Upon request, TLG

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will provide or cause to be provided to XYZ Academy documentary evidence of such background checks.

13.3 School Leader. XYZ Academy and TLG acknowledge and agree that the accountability of TLG to XYZ Academy and the Academy is an essential foundation of this Agreement, and because the responsibility of the administrator of XYZ Academy (the "School Leader") is critical to the success of XYZ Academy, TLG is hereby delegated the authority, consistent with the Code and other applicable laws and regulations, to select and supervise on behalf of the Academy the School Leader and hold the School Leader accountable for the success of XYZ Academy. The employment contract with the School Leader, and the duties and compensation of the School Leader shall be determined by TLG consistent with the Academy Budget. The School Leader and TLG, in turn, will have similar authority to select and hold accountable the teachers in XYZ Academy.

13.4 Teachers. Consistent with the Academy Budget, TLG will identify for XYZ Academy, such teachers as are required to provide the Educational Services and Administrative Services. TLG and the School Leader will determine the number and assignments of such teachers. Such teachers may work at XYZ Academy on a full or part time basis. Each teacher assigned to XYZ Academy will be qualified in his or her grade levels and subjects, hold a valid teaching certificate issued by the Ohio Department of Education under the Code, to the extent required under the Code and other applicable laws and regulations. Upon written request, TLG will provide XYZ Academy with documentary evidence of TLG's compliance with this Section 13.4.

13.5 Support Staff. TLG will provide XYZ Academy with such support staff as is required to provide the Educational Services, Administrative Services and any associated Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff and administrative assistants to the School Leader, bookkeepers and maintenance personnel. Such support staff may work at XYZ Academy on a full or part time basis.

13.6 Training. TLG will provide training (i) in the instructional methods and curriculum, which comprise the Educational Program, and (ii) with regard to support technology to the teachers and other instructional personnel on a regular and continuous basis, as stated in the Community School Contract and consistent with TLG's past practices. Non-instructional personnel will receive such training as TLG determines to be reasonable and necessary under the circumstances.

14. Termination of Agreement.

14.1 By TLG. TLG may terminate this Agreement prior to the end of the Term specified in Section 8 in the event that XYZ Academy fails to remedy a material breach of this Agreement within 60 days after written notice from TLG. A material breach includes, but is not limited to (i) XYZ Academy's failure to pay any fee or reimbursement as required by the terms of this Agreement, (ii) adoption by XYZ Academy of an Educational Program for the Academy in substantial variance from the material recommendations of TLG, (iii) XYZ Academy's failure to approve a Academy Budget, which is (a) fully compliant with the requirements of Section 2.7.1 and (b) substantially consistent with the recommendation of TLG, or (iv) an act or omission that causes TLG to be unable to perform its material obligations under this Agreement.

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Termination by TLG will not relieve XYZ Academy of any obligations for payments outstanding to TLG as of the date of termination or liability for financial damages suffered by TLG as a consequence of XYZ Academy's breach (or of TLG's termination as a result thereof) of this Agreement.

14.2 By XYZ Academy. XYZ Academy may terminate this Agreement prior to the end of the Term specified in Section 8 in the event that TLG fails to remedy a material breach of this Agreement within 60 days after written notice from XYZ Academy. A material breach by TLG includes, but is not limited to: (i) a material failure to reasonably account for its expenditures related to XYZ Academy funds or for other expenses incurred with respect to XYZ Academy at TLG's direction, (ii) TLG's failure to substantially follow the material policies, procedures, rules, regulations or curriculum required by the Community School Contract, this Agreement, the Code and applicable laws and regulations, (iii) failure to abide by and meet the educational goals set forth in the Community School Contract such that the Community School Contract will be terminated, (iv) the employment of teachers in violation of the Code or this Agreement, (v) any act or omission of gross negligence by TLG that causes XYZ Academy to materially breach the Community School Contract or any of XYZ Academy's other material contractual obligations in anyway, or (vi) filing of bankruptcy by TLG. Termination by XYZ Academy will not relieve XYZ Academy of any obligations for payments outstanding to TLG as of the date of the termination, nor will it relieve TLG for liability for financial damages suffered by XYZ Academy as a consequence of TLG's breach (or of XYZ Academy's termination as a result thereof) of this Agreement.

14.3 Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and may include the use of a third party arbitrator for alternative dispute resolution pursuant to Section 19. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a School Year, whichever is earlier.

14.4 Real and Personal Property. Upon termination or expiration of this Agreement by either party for any reason, any real or personal property leased by TLG, or any affiliate thereof, to XYZ Academy or the Academy will remain the real and personal property and leases of TLG, and all personal property purchased by TLG with the funds provided to TLG by XYZ Academy will be the personal property of XYZ Academy.

14.5 Advances/Out-of-Pocket Expenses. Upon termination or expiration of this Agreement for any reason, XYZ Academy shall (i) reimburse TLG for all expenses owed pursuant to Section 11.3, (ii) repay all Advances from TLG and (iii) post a letter of credit or bond in favor of TLG guaranteeing (A) any future payments due under any equipment or facilities lease from, or guaranteed, cosigned, or collateralized by TLG or an affiliate thereof and (B) XYZ Academy's performance of any other obligations guaranteed, cosigned, or collateralized in whole or part by TLG or an affiliate thereof.

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14.6 Termination of Licenses. Upon termination or expiration of this Agreement by either party for any reason, any licenses to use (express or implied) the TLG's curriculum and Education Program shall automatically terminate, and XYZ Academy shall immediately cease any use of thereof.

14.7 Return of Materials. Within five business days of any termination or expiration of the Management Agreement by either party for any reason, XYZ Academy shall (i) assemble in a safe place (a) all materials relating to TLG's curriculum and Education Program of any kind or character, whether in hard copy or electronic format or otherwise, and any copies thereof and (b) all operational, systems and other administrative manuals and material, and copies thereof, and (ii) certify in writing to TLG that XYZ Academy and the Academy has ceased to use the TLG's curriculum and Education Program materials and all such administrative manuals and materials. At TLG's direction, XYZ Academy will promptly send at its expense all such materials to TLG or permit representatives of TLG to pick up all such materials at the School.

14.8 Acknowledgement of Damages. In the case of a wrongful termination of by XYZ Academy of this Agreement, TLG will suffer substantial damages since the Management Fees cover TLG's corporate overhead and profit element, and the wrongful termination may not result in a substantial reduction in TLG's overhead.

15. Proprietary Information and Ownership. Notwithstanding anything contained herein to the contrary, third party curriculum or other educational materials purchased by TLG with funds TLG receives pursuant to this Agreement will be the property of XYZ Academy. Notwithstanding the foregoing, XYZ Academy acknowledges that TLG owns the intellectual property rights and interests in TLG's curriculum and Education Program being licensed and/or utilized at XYZ Academy during the Term of this Agreement. XYZ Academy acknowledges and agrees that it has no intellectual or property interest or claims in TLG's curriculum and Education Program and has no right to use TLG's curriculum and Education Program unless expressly agreed to in writing by TLG.

16. Indemnification.

16.1 Indemnification of TLG. XYZ Academy will indemnify, defend and save and hold TLG and its affiliates and all of their respective employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorneys fees and costs) that may arise out of, or by reason of, any noncompliance by XYZ Academy with any agreements, covenants, warranties or undertakings of XYZ Academy contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of XYZ Academy contained in or made pursuant to this Agreement. In addition, XYZ Academy will reimburse TLG for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 16.1 may be met by the purchase of insurance pursuant to Section 17.

16.2 Indemnification of XYZ Academy. TLG will indemnify, defend and save and hold XYZ Academy and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorneys fees and costs) that may arise out of, or by reason of, any noncompliance by

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TLG with any agreements, covenants, warranties or undertakings of TLG contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the TLG contained in or made pursuant to this Agreement. In addition, TLG will reimburse XYZ Academy for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 16.2 may be met by the purchase of insurance pursuant to Section 17.

17. Insurance.

17.1 Insurance Coverage. XYZ Academy will maintain general liability insurance and umbrella insurance coverage in the amounts required (i) by the Community School Contract or (ii) by sound business practices. Such policies shall name TLG and its affiliates and their respective directors, officers, employees, subcontractors, and agents as additional insureds under such policies. XYZ Academy will comply with any information requests from its insurer(s) and all reporting requirements applicable to such insurance.

17.2 Property and Casualty Insurance. Each party will maintain property and casualty insurance covering all real and personal property owned by that party and which are used or useful in the operations of XYZ Academy. The amount of such coverage shall be sufficient to fully comply with sound business practices.

17.3 Workers' Compensation Insurance. Each party will maintain workers' compensation insurance as required by law, covering their respective employees, including the maintenance of such insurance with respect to the School Leader, teachers and support staff of XYZ Academy, the cost of which shall be provided for in the Academy Budget.

17.4 Coordination and Cooperation. To the extent requested by XYZ Academy, TLG shall undertake to coordinate the acquisition and maintenance of the insurance requirements of XYZ Academy under this Agreement and the parties will cooperate with each other to assure the complete, efficient and economical provision of the required insurance coverage. In addition, each party will, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Section 17. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

18. Warranties and Representations.

18.1 Representations and Warranties of TLG. TLG hereby represents and warrants to XYZ Academy:

18.1.1 TLG is a duly organized limited liability company in good standing in the State of Michigan and is authorized to conduct business in the State of Ohio.

18.1.2 To the best of its knowledge, TLG has the authority under the Code and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.

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18.1.3 TLG's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

18.2 Representations and Warranties of XYZ Academy. XYZ Academy hereby represents and warrants to TLG:

18.2.1 XYZ Academy is a duly organized non-profit corporation in good standing and is authorized to conduct business in the State of Ohio.

18.2.2 The Community School Contract (i) authorizes XYZ Academy to operate the Academy and receive revenues under the Code from the State and from federal, State and other resources; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests XYZ Academy with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.

18.2.3 XYZ Academy has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Supplemental Programs and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.

18.2.4 XYZ Academy's actions and those of the Board have been duly and validly authorized.

18.2.5 To the best of its knowledge, XYZ Academy is not in breach of the terms of the Community School Contract and will use its best efforts to insure that it will not breach the Community School Contract in the future.

18.2.6 To the best of its knowledge, XYZ Academy is not in breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to XYZ Academy's required performance under this Agreement.

18.2.7 The Educational Program has been reviewed and approved by resolution by the Board.

18.2.8 XYZ Academy and the Board will use its best efforts to insure that the Educational Program complies with and will continue to comply with the Community School Contract, the Code and other applicable laws and regulations.

18.2.9 XYZ Academy has no intellectual or property rights or claims in TLG’s curriculum and Education Program and will make no such claims in the future.

18.3 Mutual Warranties. Each party to the Agreement warrants to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably

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anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

19. Alternative Dispute Resolution Procedures.

19.1 Dispute Resolution. All claims, disputes, and other matters in controversy ("Disputes") between the parties hereto arising directly or indirectly out of or related to this Agreement, or the breach thereof, whether contractual or non-contractual, and whether during the Term or after the termination of this Agreement shall be resolved exclusively according to the procedures set forth in this Section 19.

19.2 Mediation. No party shall commence an arbitration proceeding pursuant to the provisions of Section 19.3 unless such party shall first give a written notice (a "Dispute Notice") to the other party hereto setting forth the nature of the Dispute. The parties shall attempt in good faith to resolve the Dispute by mediation under the Commercial Mediation Rules of the American Arbitration Association ("AAA") in effect on the date of the Dispute Notice. If the parties cannot agree on the selection of a mediator within 20 days after delivery of the Dispute Notice, the mediator will be selected by the AAA. If the Dispute has not been resolved by mediation within 60 days after deliver of the Dispute Notice then the Dispute shall be determined by arbitration in accordance with the provisions of Section 19.3.

19.3 Arbitration. Any Dispute that is not settled through mediation as provided in Section 19.2, shall be resolved by final and binding arbitration in Phoenix, Ohio, governed by the Federal Arbitration Act, 9 U.S.C. §1 et seq, and administered by the AAA under its Commercial Arbitration Rules in effect on the date of the Dispute Notice, except that persons eligible to be selected as arbitrators shall be limited to lawyers with excellent academic and professional credentials (i) who are or have been a partner in a highly respected law firm or a law professor for at least 10 years specializing in either general commercial litigation or general corporate and commercial matters with experience in the field of joint ventures and limited liability company agreements and (ii) who have both training and experience as arbitrators. All such Disputes shall be conducted by a single arbitrator, unless the Dispute involves more than $250,000 in the aggregate in which case the arbitration shall be conducted by a panel of three arbitrators. Each party shall be entitle to strike on a peremptory basis, for any reason or no reason, any or all of the names of potential arbitrators for the list submitted to the parties by the AAA as being qualified in accordance with the criteria set forth herein. In the event the parties cannot agree on a mutually acceptable single arbitrator from the one or more lists by the AAA, the AAA shall designate three persons who, in its opinion, meet the criteria set forth herein, which designees may not include persons named on any list previously submitted by the AAA. Each party shall be entitled to strike one of such three designees on a peremptory basis, and shall indicate its order of preference with respect to the remaining designees, and the selection of the arbitrator(s) shall be made from such designee(s) which have not been so stricken by any party in accordance with their indicated order of mutual preference. The arbitrator(s) shall base their award on applicable law and judicial precedent and, unless the parties agree otherwise, shall include in such award the findings of fact and conclusions of law upon which the award is based. Judgment on the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof.

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19.4 Costs and Attorneys' Fees. If a party hereto fails to proceed with mediation or arbitration as provided herein or unsuccessfully seeks to stay such mediation or arbitration, or fails to comply with any arbitration award, or is unsuccessful in vacating or modifying the award pursuant to a petition or application for judicial review, the other party shall be entitled to be awarded costs, including reasonable attorneys' fees, paid or incurred by such other party in successfully compelling such arbitration or defending against the attempt to stay, vacate or modify such arbitration award and/or successfully defending or enforcing the award.

19.5 Tolling of Statute of Limitations. All applicable statutes of limitation and defenses based upon the passage of time shall be tolled while the procedures specified in this Section 19 are pending. The parties will take such action, if any, required to effectuate such tolling.

20. Miscellaneous.

20.1 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between XYZ Academy and TLG regarding the Academy.

20.2 Force Majeure. Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control.

20.3 Governing Law. The laws of the State of Ohio will govern this Agreement, its construction and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement.

20.4 Agreement in Entirety. This Agreement constitutes the entire agreement of the parties regarding the Academy.

20.5 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

20.6 Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the parties are:

SAMPLE

To XYZ Academy:	To TLG
_____	The Leona Group, L.L.C.
_____	4660 S. Hagadorn, Suite 500
_____	East Lansing, Michigan 48823
_____	Attention: William Coats
Tel: _____	Tel: 517-333-9030
Fax: _____	Fax: 517-333-4559

20.7 Assignment. This Agreement will not be assigned by TLG without the prior consent in writing of XYZ Academy or by XYZ Academy without the prior consent in writing of TLG, provided that TLG may assign this Agreement to an affiliated entity or an entity that is a successor to all or a substantial portion of TLG's business and may delegate the performance of, but not responsibility for, any duties and obligations of TLG hereunder to any independent contractors, experts or professional advisors, subject to XYZ Academy approval, which approval can not be unreasonably withheld.

20.8 Amendment. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board and signed by authorized officers of both XYZ Academy and of TLG.

20.9 Waiver. No waiver of any provision of this Agreement will be deemed to be, nor will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

20.10 Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been co-maintained in this Agreement. To the extent that any of the services to be provided by TLG are found to be an invalid delegation of authority by XYZ Academy, such services will be construed to be limited to the extent necessary to make the services valid and binding.

20.11 Successors and Assigns. Except as limited by Section 20.7, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

20.12 No Third Party Rights. This Agreement is made for the sole benefit of XYZ Academy and TLG, and their affiliates, successors and assigns. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either or them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

20.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

20.14 Binding Effect; Counterparts. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns. This Agreement

SAMPLE

may be executed in any number of counterparts, each of which shall be deemed an original and all of which together shall be deemed one and the same instrument.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

XYZ Academy	The Leona Group, L.L.C.
By: _____	By: _____
Its _____	Its _____

SAMPLE

Employee Handbook

THE LEONA GROUP®

It is important to understand that no written statement can anticipate all situations. We change our policies, benefits and other guidelines from time to time as the needs of the organization change. This handbook is designed for general information purposes only; it is not intended to create any express or implied contractual rights. The Leona Group reserves the right to change the terms and conditions outlined in this handbook and elsewhere at any time, with or without notice.

Welcome

On behalf of your colleagues, I welcome you to The Leona Group and wish you every success here. Whether you are employed at Leona's corporate offices, or at any of our schools throughout the country, we're glad you have joined us. You are an important member of the Leona team and we want to help you learn about working here so that you will feel comfortable as quickly as possible. Each employee contributes directly to Leona's growth and I hope you take pride in being a member of our team.

This handbook provides information about Leona and answers most of the questions new team members have concerning their employment. It outlines the major human resource policies and benefit programs that help make this a great place to work. We encourage you to read this information carefully and to discuss any questions with your supervisor.

It is important to understand that no written statement can anticipate all situations. We change our policies, benefits and other guidelines from time to time as the needs of the organization change. This handbook is designed for general information purposes only; it is not intended to create any express or implied contractual rights. Leona reserves the right to change the terms and conditions outlined in this handbook and elsewhere at any time, with or without notice.

Again, I am pleased to welcome you to Leona. I know your experience here will be challenging, enjoyable and rewarding.

Sincerely,

William Coats, Ph.D.
Chief Executive Officer

***Our goals is for each one of our students to graduate from our schools well prepared for his or her next step in life. Whatever they choose, we want them to thrive as individuals as well as members of their families and communities*.**

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Background Information

A good place to begin is to help you understand a little about the organization you have chosen to work for by telling you about who we are – our history, philosophy and accountability.

Who is Leona?

Leona grew up in a small Ohio town in a largely rural area during the early part of the twentieth century. She was an outstanding student who valued school.

Leona lived a happy and productive life, but because of societal expectations, her formal education was limited to just seven years. Leona's experience mirrored that of countless other women, minorities and underprivileged people.

We are proud to name our organization after Leona. Leona symbolizes our company's commitment to creating educational opportunities and opening up the schoolhouse door for all young people.

History of The Leona Group

In 1996 Michigan approved its first legislation establishing public funding of alternative forms of public education. Under the vision of Dr. William Coats, The Leona Group was formed to provide a quality choice in education to students who were not being effectively served by the traditional public school system. Cesar Chavez Academy opened in this inaugural year. This impressive academy now serves more than 2,000 students in grades K-12 on four campuses in Southwest Detroit.

With its proven track record in Michigan, The Leona Group looked to establish itself in Arizona in 1997. Arizona was an area that demonstrated tremendous need for a new kind of public school education. The Arizona State Legislature had approved public funding for charter schools in 1995 and put in place a dedicated and progressive State Board for Charter Schools. There was also strong support from the business community. The Leona Group opened five charter high schools in the metro-Phoenix area. The Leona Group formed its Arizona division and officially opened its second corporate headquarters in Phoenix in 2000.

The Leona Group broadened its reach to serve students in Ohio beginning with Eagle Academy, Toledo, in 2001. One year later, three additional schools in Toledo were opened. In 2002, Leona opened its first Indiana charter school in Fort Wayne, Indiana. In 2006, Leona Group began operations in Florida and hurricane-ravaged New Orleans, Louisiana. To date, Leona Group provides a quality educational choice to more than 20,000 students in nearly 60 schools across

four states.

As a contracted school management company, Leona Group operations in the Midwest provide educational services for a fee that comprises a portion of the school's budget. This management fee covers personnel management, finance, reporting and other responsibilities negotiated between Leona Group and each individual academy board. Leona Group holds itself strictly accountable to state regulations. All Leona Group-managed schools also are audited once a year by a major independent accounting firm as required by law.

The Leona Group Arizona, L.L.C., is among the largest public charter school systems in the state. To date, The Leona Group Arizona has invested more than $30 million into buying and renovating properties to provide a caring and focused educational environment for its students. All Leona Group schools in Arizona are chartered by the Arizona State Board for Charter Schools and approved by the state of Arizona.

The Leona Group is proud of all of its schools. They provide a safe, focused, inclusive educational atmosphere– a nurturing place for young people to learn and grow – for young people who many times come from challenging, urban environments. We are reaching these students, as evidenced by recent state test results which indicate that students in Leona Group schools continue to make significant academic progress and show positive, responsible growth.

Company philosophy

At Leona schools, excellence in teaching and learning occurs in small, caring environments where school leaders and teachers know every student by name, face and family. Respect, for ourselves and for each other, is a core value.

Students in Leona Group schools are active participants in their own education. Classes encourage a nurturing, caring and challenging environment where each student:

. receives personalized attention
. experiences constant evaluation and support
. encounters hands-on learning
. receives positive reinforcement and encouragement
. learns to read, write and think critically
. discovers the meaning of excellence and success
. earns to meet high academic and social standards

By offering our students a quality environment, The Leona Group provides the education that students and communities deserve. Each school has developed a unique instructional plan, carefully aligned with state standards, to provide maximum educational opportunities for each child.

Our goal is for each one of our students to graduate from our schools well prepared for his or her next step in life. Whatever they choose, we want them to thrive as individuals as well as members of their families and communities.

Staff members at Leona are encouraged to maximize their creative talents and innovation is emphasized throughout the organization.

Accountability to students & parents

We have a strong resolve to provide every student with an excellent, meaningful educational experience. We hold our schools to the following accountability measures:

- Every student who attends a Leona Group school for one year gains at least one grade level.
- Respect among school leaders, teachers, staff and students is evident at all times in all Leona Group schools.
- Diversity is embraced and honored at all Leona Group schools with individual students' talents and academic skills nurtured and strengthened.
- A curriculum review is held annually to ensure learning is current and relevant.

Employment

This handbook will help you become acquainted with various aspects of your employment. Please keep it handy as a reference for the future and don't hesitate to contact your supervisor if you have any questions.

Equal employment opportunity

It is the policy of Leona Group to employ, retain, promote, compensate, transfer, train, terminate and otherwise treat any and all employees and job applicants on the basis of merit, qualifications and competence in compliance with all applicable employment laws.

This policy shall be applied without regard to race, color, religion, age, sex, national origin, ancestry, disability, medical condition, marital status, request for a protected leave, veteran status or any other protected characteristic under local, state or federal law.

Policy against harassment & discrimination

Leona is committed to providing a workplace that is free from discrimination and harassment of any kind. Employees are expected to adhere to a standard of conduct that is respectful of all persons within the workplace.

The definition of discrimination may include, but is not limited to, making an employment decision with respect to hiring, discharge, compensation, promotion, training, or any other term, condition or privilege of employment based upon an employee or applicant's race, color, religion, age, sex, national origin, ancestry, disability, medical condition, marital status, request for a protected leave, veteran status, or any other status protected by local, state or federal law.

The definition of harassment may include, but is not limited to, actions, words, or intentions which a reasonable person would consider harassing in nature or a workplace environment that is rendered intimidating, offensive or hostile by such actions, words or intentions. Sexual harassment is defined as unsolicited and unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature or creation of an intimidating, hostile, or offensive working environment.

Leona uses the following methods, among others, to educate its employees regarding the prohibition of discrimination and harassment:

1. New employee orientation
2. Posting on company bulletin boards
3. Existing company policy
4. Employee handbook
5. Periodic employee meetings where discrimination and harassment are discussed

Social relationships which are mutually consensual and voluntary in nature are not prohibited by this policy.

Any employee who believes that he or she has experienced any job-related discrimination or harassment based on any legally protected status must report the matter to his or her supervisor, manager, regional vice president, executive vice president, CEO or human resources. The reporting employee may choose the most appropriate entity within Leona to report to based upon the identity of the alleged violator. All such complaints will be treated with as much confidentiality as possible and will be promptly and thoroughly investigated and resolved. No employee will be retaliated against for making a complaint or bringing such conduct to the company's attention,
or for participating in an investigation.

Any employee, at any level of the organization, who becomes aware of any such objectionable conduct by an employee, supervisor, manager, customer or vendor, must immediately advise the human resource department to ensure that such conduct does not continue.

Discrimination, harassment (including sexual harassment) and retaliation are illegal and The Leona Group will impose appropriate disciplinary action, up to and including immediate termination of employment, against any employee found in violation of Leona policies prohibiting this conduct.

Genetic Information Nondiscrimination Act (GINA) protects applicants and employees from discrimination based on genetic information in hiring, promotion, discharge, pay, benefits, job training, classification, referral, and other aspects of employment. GINA prohibits employers and other entities covered by GINA Title II from requesting or requiring genetic information of employees or their family members. In order to comply with this law, employees are asked not to provide any genetic information when responding to a request for medical information. 'Genetic information,' as defined by GINA, includes an individual's family medical history, the results of an individual's or family member's genetic tests, the fact that an individual or an individual's family member sought or received genetic services, and genetic information of a fetus carried by an individual or an individual's family member or an embryo lawfully held by an individual or family member receiving assistive reproductive services.

Open door policy

Effective communication at Leona depends upon a relationship based on mutual respect and trust. Leona will endeavor to keep you informed about its progress, policies and other general information that affect you in your job.

If an unsatisfactory situation exists in your position, department or location, Leona encourages discussion with your immediate supervisor, management or human resources.

Policy against conflicts of interest

Leona respects the personal affairs of all employees. However, all situations that do or may involve a conflict between personal interests and the interest of Leona must be disclosed to management in order to protect the interests of both parties.

Each employee has an obligation at all times to promote the best interests of Leona. If an employee engages in any activity or transaction which might cause a conflict of interest between personal and company affairs, information about the conflict must be disclosed in advance to human resources. The employee must obtain a waiver of any such conflict before the employee may proceed with any activity that may cause a conflict of interest.

The following are the types of activities that are considered to be a conflict of interest. This list is not intended to be all-inclusive:

1. Being employed (regardless of whether employed for hourly wages or salary, or as a consultant) by or receiving ny compensation from an outside concern which does business with, or is a competitor of Leona; or
2. Having any ownership or financial interest of any nature, as a customer, supplier (or goods or services) or a competitor of Leona, except where such ownership is stock in a corporation publicly held and listed on a recognized Stock Exchange or actively traded in the over-the-counter market, and consists of less than one percent of the outstanding capital stock of such customer, supplier or competitor, or
3. Having or participating in any dealing on behalf of Leona with a customer or supplier (of goods or services) which employs, or in which more than five percent of the ownership interest is beneficially held by a spouse, or the brother, sister, parent, child or grandchild of the employee or his/her spouse, or any person living the household or the spouse of any of the foregoing persons; or
4. Solicitation, acceptance or receipt of any gift having value of twenty-five dollars or more, whether in the form of money, services, loan, hospitality (except for ordinary business meals), or promise, or in any other form, under circumstances in which it could reasonably be concluded that the gift was intended to influence the employee, or would reasonably be expected to influence the employee, in the performance of his duties on behalf of Leona or was intended as a reward for any action on the employee's part on behalf of Leona.

If any employee finds himself or herself in a situation which may give rise to a conflict of interest, disclosure must be made in writing to human resources, Leona executive management, or the employee's school leader in order to protect the interests of both Leona and the employee. Every effort will be made to determine whether or not the situation involves a conflict of interest and to suggest reasonable and realistic alternatives.

Failure to disclose a conflict, or following disclosure, failure to obtain a waiver regarding a conflict of interest may result in disciplinary action including termination of employment.

Policy on outside employment

We expect that your employment with Leona Group will be your primary work commitment and any outside employment will present a conflict of interest if it has an adverse impact on the company.

You may hold another job if it does not interfere in any way with your job performance or ability to fulfill your responsibilities to Leona Group; is not competitive with your school or company operations; and does not pose a conflict of interest. All team members will be judged by the same performance standards and will be subject to company scheduling demands, regardless of any existing outside work requirements.

Because our work is primarily educational consulting, team members may not independently enter into consulting contracts of an educational nature, nor may they hold another position which is contrary to the business interests of Leona Group. Let your supervisor know if you currently have, or are considering accepting, outside employment.

Authorized workers only

Applicants who can provide proper documentation for their legal right to work in the United States may be employed. Such documentation must be provided within the first three days of employment with Leona Group.

Employment classification

Your employment will be classified as either exempt or nonexempt, contractual or at-will, and further classified as full-time regular, part-time regular or temporary.

Additional classification consists of year-round or school-year status. These classifications are important because they determine eligibility for overtime pay and participation in benefit programs. Your classification may change if you are assigned to another job.

At-will employment is based upon contemporaneous mutual consent between Leona Group and the employee. Neither the employee nor Leona Group is obligated to continue the employment relationship if either party chooses not to do so. At-will employment may be terminated with or without cause, with or without advance notice and without progressive discipline or other procedural formality, at the option of either the employee or Leona Group. All Leona Group team members are at-will employees unless specifically provided otherwise in a written contract, specifying a term of employment, that is signed by the CEO or his designee.

Contractual employment is based upon a written contract between the employee and Leona Group specifying a term or employment, and employment may be terminated only for cause as specified within the contract. Generally, only teachers are contractual employees.

No one at Leona Group, other than the CEO or his designee, is authorized to enter into written employment contracts.

No oral agreements or representation of any nature, by any person, shall alter at-will employment or contractual employment. Leona Group does not enter into oral agreements and does not make oral representations, and any person purporting to bind Leona Group by an oral statement is acting outside of his or her authority.

Exempt employees must meet specific tests established by the Fair Labor Standards Act (FLSA) and applicable state wage and hour laws. These positions are exempt from overtime and minimum-wage requirements. Generally, these include management, supervisory, professional and administrative jobs.

Non-exempt positions are those that do not meet the FLSA or state exemption tests and are paid a multiple of an hourly wage for overtime hours.

Full-time regular applies to team members, other than temporary employees, who are routinely scheduled to work 38 or more hours a week. Depending on length of service, full-time regular employees are eligible to participate in all employee benefits offered by Leona Group.

Part-time regular team members are those, other than temporary employees, who are routinely scheduled to work less than 38 hours per week. Part-time employees are eligible for workers' compensation and several supplemental insurance plans; some part-time regular employees may also qualify for participation in Leona's 401(k) retirement savings plan.

Part-time regular employees are not eligible for participation in Leona Group medical insurance benefits unless they averaged 30 or more hours per week over the established 12-month measurement period in accordance with the Patient Protection & Affordable Care Act (PPACA).

Temporary employees are hired on a full-time or part-time basis to complete a specific task or project and, except for workers' compensation insurance, are not eligible to participate in Leona Group benefit programs.

All employees in the state of Arizona, regardless of employment classification, shall be eligible for paid sick leave in accordance with the Arizona Fair Wages and Healthy Families Act.

Year-round team members are those whose employment does not start and end with the school year. All year-round employees are hired on an at-will basis. The "year-round" designation is not a guarantee, representation or promise of employment for a particular year or any specified period, but is used only to distinguish certain employees from school-year-based employees. All year-round employees may terminate their employment, or have their employment terminated, at any time.

School-year team members are those who work only during the school year, generally from August through June. School-year employees can be at-will or contractual, full-time, part-time or temporary. The "school-year" designation is not a guarantee, representation or promise of employment for a particular school year or any specified period, but is used only to distinguish certain employees from year-round staff. All non-contractual school-year employees may terminate their employment, or have their employment terminated, at any time.

Check with your supervisor or with the human resource department if you are not sure of your employment classification or for which benefit programs you are eligible.

Anniversary date

Your anniversary date is important because it is used to determine eligibility for, and calculation of, certain benefits. Normally, your anniversary date is the same as your date of employment. However, your anniversary date may change due to transfer among the various employment classifications and under certain rehire situations. Your date of employment will be specified in your offer letter or employment agreement. However, should circumstances arise that delay an employee's first day on the job, the employment date will be the first day actually worked.

In the event a part-time regular and/or temporary team member is selected for a full-time regular position, the employee will receive credit for hours worked prior to full-time employment, to a maximum of 12 service months (or 2, 080 hours). Example: A part-time regular team member worked 20 hours per week for 36 months (3,120 hours). The employee begins full-time employment with a credit of 12 service months for the purposes of benefit eligibility.

Credentials requirement

If your position requires that you maintain a license, certification or other form of credential, such as a driver's license, teaching certificate or fingerprint clearance card, it is your responsibility to maintain such credential and to notify your supervisor of any restrictions or limitations imposed upon it. Failure to maintain required credentials can jeopardize your continued employment with Leona Group.

Non-competition

Leona Group has a substantial investment in the work and operations of its commercial educational enterprise. As a result employees may be asked to sign a non-competition agreement as a condition of employment. Such agreements are contained in employment offer letters for at-will employees and in employment contracts for contractual employees.

Employees with serious health conditions

Leona Group recognizes that team members with serious health conditions, such as cancer, heart disease, and Human Immunodeficiency Virus, may wish to continue to engage in as many of their normal activities as possible, including work. As long as they are able to perform the essential functions of their job in a satisfactory manner, maintain acceptable conduct, fulfill their responsibilities, communicate in the best interest of the organization, and the most current

medical evidence available indicates they do not pose a threat to the health or safety of themselves or others, they may continue to work unless their employment becomes affected by an employment action unrelated to their condition; e.g., reduction in force.

Supervisors and other employees have a responsibility to respect and maintain the confidentiality of all employee medical information.

Termination of employment

Unless you are a contractual employee, both you and Leona Group have the right to terminate the employment relationship at will, with or without cause, with or without advance notice, and with or without progressive discipline or procedural formality.

There are two types of employment termination, voluntary and involuntary.

1. **Voluntary**: Non-contractual employees may resign from employment with Leona Group. Contractual employees may request release from their contract, but may not resign without management approval during the specified term of their contractual obligation. An employee shall be considered to have voluntarily terminated if he or she fails to return from a leave of absence or scheduled vacation. Additionally, employment is automatically terminated and deemed a voluntary resignation if you are absent without notice for three consecutive work days.

In the event of a voluntary termination other than job abandonment, Leona Group asks that you provide a minimum of two weeks advance written notice of your separation date (four weeks if you are in a management or supervisory position). This will allow the workflow to be maintained with minimum interruption. Other than in cases of job abandonment, an employee's separation date must be a regular Leona business day, not a designated Leona holiday, and will usually be the last day the employee worked.

2. **Involuntary:** Involuntary termination is based on cause, reduction in force, or any other termination of employment without cause such as those based upon other management prerogatives.

Duties upon separation

Upon separation, all Leona Group or school property including but not limited to keys, credit cards, manuals, materials and documents must be returned prior to receiving your final paycheck.

Team members who resign or are terminated will receive a final paycheck for all time worked and partial payment for accrued but unused vacation hours, less any amounts owed to Leona Group (such as travel advances). By executing your handbook acknowledgement, you hereby

authorize Leona Group to withhold these amounts. Subject to the foregoing, terminated employees will be paid for one-half of their accrued, unused personal time, and for one-half of their accrued, unused vacation time (capped at one week of pay), but are not paid for any unused “banked” sick time or holidays.

Payment for the final check will be made within the time frame determined by state law for each location.

Exit interviews

In order to improve Leona Group, the human resources department requests departing employees’ participation in an exit interview. Exit interviews may be conducted in person, by phone, via email, or mailed directly to the resigning employee’s home with a self-addressed, stamped envelope for return.

Access to personnel files

Personnel files are company property and will be maintained centrally by human resources.

An active employee may access and inspect his/her own file by scheduling an appointment with human resources. An active employee may request and be given copies of items in his/her file which would normally be distributed to him/her, such as performance appraisals and letters of commendation or warning. Other items may be inspected, but not copied, except as regulated by state law.

File access for terminated employees is generally prohibited except in certain instances. Human resources will make a determination, in accordance with applicable law, on any request for access by a terminated employee.

It is each employee’s responsibility to ensure personal information, credentials data and benefit plan enrollment information is current in the file. This can be done by obtaining appropriate forms from the school office manager or from human resources, or by making changes electronically via the Employee Portal..

Release of employee information

Leona Group collects and maintains personal information on its employees for administrative uses in the ordinary course of business. Uses include administering employee benefits, investigating criminal background and verification of identity. We restrict access to non-public personal information about employees to individuals with a business reason to know this information. Leona may share personal information about employees with vendors and service providers, such as insurance companies, as authorized. Such entities are required to adhere to

strict privacy standards. Additionally, Leona may be required by law to provide information on individual team members to appropriate governmental authorities. Unlawful disclosure of personal information is strictly prohibited. Documents which display personal information will be secured at all times and will be shredded or otherwise destroyed when they are no longer in use. Individuals who violate this policy will be subject to corrective action, up to and including termination of employment. Leona Group is in compliance with various state and federal laws regarding access to personal information of its employees.

An inquiry made regarding active or terminated employee file information must be for legitimate purposes, such as mortgage applications or employment reference checks. Release of information is to be governed by the following guidelines:

- The CEO, his designee, or human resource personnel are the only persons authorized to release information.
- Release of information in response to telephone inquiries shall be limited to dates of employment, employment classification and position(s) held.
- Written inquiries should be on the requesting company's stationery and contain the requesting person's signature. Information released shall be limited to dates of employment, employment classification and position(s) held unless the inquiry also contains the employee's signature authorizing Leona Group to release additional information. Additional information released will consist of factual, documented information which is not subjective (i.e., How did employee get along with others?) in nature such as salary and performance rating.
- Leona Group will cooperate with lawful requests for information contained in an employee's personnel file when made by authorized representatives of federal, state or local government or law enforcement agencies, who show proper identification and proof of legal authority for the request.

Photo Release

The Leona Group, it affiliates and schools use photographs, photographic images, names and audio and video recordings of employees, students and others for general publicity in publications, public relations, promotions, publicity and advertising. Any employee who does NOT want to be photographed or recorded, or to have their names, voices or biographical materials used in connection with any such material, must complete a Photo Opt Out Release and return it to human resources. The form is available on the employee portal.

Unless an executed Photo Opt Out Release from is on file, an employee's image and/or likeness may at any time be captured via photography, videography, or other photographic or electronic means. The Leona Group, it affiliates and schools have the right to use any such image, photograph, video or the like for any school or business use including but not limited to promoting, publicizing and/or advertising on behalf of the school, affiliate or company.

Compensation

It is Leona Group's goal to recruit and retain employees of the highest caliber. Maintaining an equitable, pleasant workplace; promoting a culture where employees' ideas and contributions are valued; and offering an excellent benefits package and competitive wages all help to accomplish this.

Salary administration

Leona Group evaluates salaries and pay ranges at the end of each fiscal year. Salary increases and/or bonuses, however, are not guaranteed. Factors that may be considered in determining whether a change in pay or a bonus is appropriate include business conditions, level of responsibility and job performance.

All pay changes and bonuses are at the sole discretion of Leona Group.

Performance evaluation

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, day-to-day basis. Formal performance appraisals by immediate supervisors are generally conducted annually but are dependent upon operational needs. Performance appraisals are used to strengthen communications between supervisors and employees, to assess individual and team achievement, to encourage employee growth and development, and to provide a basis for salary adjustments and compensation.

Timekeeping

Employees are required to complete and submit a weekly time record showing hours worked, vacation and personal time taken, and other forms of paid and unpaid time. Employees should enter their time worked or paid time off on a daily basis.

All timekeeping is done electronically via The Leona Group employee portal. Employees will be provided with access to the portal upon hire, and will continue to have access to their pay records even if they separate from The Leona Group.

Employees are responsible to accurately determine and record their time. Employees should never be asked by any person to record an incorrect or inaccurate number of hours worked for any day, and if they are requested to do so, they should report the request to human resources immediately. There are no exceptions to the requirement that time records accurately reflect time worked.

Time records also contain an extra duty section that must be completed if the employee engaged in any other compensated activities during the week, such as grant work or teaching extra classes.

Overtime

All non-exempt team members are eligible to receive overtime compensation at the rate of one and one-half times their regular rate of pay for time worked in excess of 40 hours per work week, unless otherwise specified by state law. Overtime work must be approved in advance by your supervisor. Only hours actually worked are counted in determining whether an employee is entitled to overtime pay. Vacation, personal, holiday and other paid leave time does not count toward hours worked for overtime computation.

Work hours/work week

Our standard work week is 40 hours, eight hours per day. However, this may vary from location to location and position to position. The standard work week begins at 12:01 a.m. on Saturday and ends at 12 midnight on Friday; however, this also may vary, particularly if you are assigned to an alternate work schedule. Your supervisor will assign your work hours and schedule, based upon staffing and operational demands.

Volunteering

Team members may elect to volunteer their time outside the course and scope of their assigned position to support special school programs, such as mentoring or coaching. Such voluntary service is valuable and appreciated, but not required. Volunteer activities are not compensated and are to be conducted in a manner that does not interfere with the team member's ability to perform his or her assigned job. Team members are encouraged to discuss volunteer placements with the school leader and to ensure that all parties have a clear understanding of the volunteer role, responsibilities and expectations.

Pay periods

Pay is prepared and distributed on the 15th day and last day of each month. In the event a payday falls on a day off, such as a weekend or holiday, pay will be distributed on the last day of work before the regularly scheduled payday.

For non-exempt personnel, each pay period will consist of two full work weeks (Saturday through Friday), except four times each fiscal year when the pay period will contain three full work weeks. For exempt personnel, annual salary will be equally distributed over 24 pay periods in the fiscal year. Time reports for exempt personnel (payment for vacation, personal or other

paid leave) will follow the same schedule as that for non-exempt personnel. A payroll schedule, indicating pay periods containing a third week, is available at each location.

Direct deposit

Employees may choose to have their paychecks directly deposited into one or more accounts at their bank or other financial institution each payday. Employees are encouraged to take advantage of this benefit, which can save both time and the inconvenience of going to the bank.

If an employees does not choose to use direct deposit, he/she will be issued a pay card, and his/her earnings will be credited to that pay card each pay date.

Whether paid via direct deposit or on a pay card, employees will have access to an itemized statement showing earnings, deductions and deposit amounts via the employee portal. Paper paycheck stubs will not be printed and distributed. Instead, employees may log into the portal and print a copy of their pay statement. Employees will continue to have access to these records even if they separate from The Leona Group.

Payroll deductions

Income tax and Social Security deductions from employee paychecks comply with federal and state laws. As authorized by law or upon written authorization from the employee, deductions may also be made for other items, such as some Leona Group-sponsored employee benefit plans and 401(k) participation. Additionally, Leona Group shall deduct appropriate amounts to satisfy any court orders for garnishment or for child or spousal support orders, and shall be entitled to any clerical fee permitted by law. Finally, Leona Group may deduct offsets, reimbursements, and employee debts from pay as permitted by applicable state law, and you provide your authority to make these deductions by signing your handbook acknowledgement. Your electronic pay record will record all deductions. You may print pay records from the employee portal and keep them for your records, or access them anytime via the employee portal.

Business travel expenses

From time to time, employees may be required to travel for business purposes and to use their own vehicles. All business travel must be approved in advance by your immediate supervisor. Employees will be reimbursed for reasonable business travel expenses incurred while on assignments away from the normal work location. Employees whose travel plans have been approved are responsible for making their own travel arrangements, unless instructed otherwise.

Travel expense reports should be approved by your supervisor and submitted to the finance department within 15 days of completing the travel. Receipts for all expenses must accompany the reports.

Benefits

As a member of the Leona Group team, you may be eligible to participate in a wide range of benefits depending on your employment classification and length of service.

Overview

Some benefit programs require contributions from employees but many are fully paid by your employer. The benefits package for full-time regular team members represents an additional cost to your employer of approximately 28 percent of your base wages.

All benefit programs are administered by Leona Group or its designated administrators. Leona Group reserves to itself and its administrators the exclusive authority and discretion to determine all issues of eligibility and all questions of interpretation and administration of each benefit. It also reserves the right to add, modify, discontinue, alter, amend or cancel any benefit program at its sole and absolute discretion. All plans are reviewed periodically and are changed as needed to ensure the programs remain comprehensive and competitive.

The following benefits are currently offered to employees of Leona Group. Some of the following benefits are more fully described in a Summary Plan Description and/or formal plan document. This section of this handbook is not a Summary Plan Description for any benefit. Where Summary Plan Descriptions are required by applicable law, they are available to you through human resources. In those cases, the summary in this section is designed only to introduce you generally to the benefit, not to contradict or vary the terms of the Summary Plan Description and/or Formal Plan document. You should refer to any applicable Summary Plan Description and/or Formal Plan document for the complete details on such benefits.

Vacation

Effective October 1, 2009, full-time, year-round employees will be awarded vacation based upon the following schedule:

Length of Service	Amount of Vacation	Accrual Rate
0 - 2 years	2 weeks per fiscal year	3.33 hours per pay period worked
3 - 4 years	3 weeks per fiscal year	5.00 hours per pay period worked
5 + years	4 weeks per fiscal year	6.67 hours per pay period worked

Vacation time must be taken during the fiscal year, and must be approved in advance and in writing by your immediate supervisor. Approval of vacation requests is based on a number of factors, including business needs and staffing requirements. For school-based personnel, vacation days should be scheduled to coincide with school breaks.

Team members are encouraged to use available paid vacation time for rest, relaxation and personal pursuits. Vacation allowances may not be carried over to the next fiscal year.

Employees may schedule approved vacation in half-day (four hour) or full-day (eight hour) increments.

In the event a team member does not use all accrued vacation time prior to the end of the fiscal year, the employee will forfeit the unused vacation time.

Upon termination of employment, a determination will be made as to the number of vacation days that have accrued from the beginning of the fiscal year (or first day worked) through the last day worked. Any team member who uses more vacation days than are accrued at termination will be required to reimburse Leona Group for vacation leave taken but not earned. Such reimbursement will be deducted from the employee's final paycheck, and by signing the Handbook Acknowledgement, the employee agrees that the Leona Group may make that deduction. Conversely, when an employee terminates and has accrued, unused vacation days, the employee will be paid the regular pay rate for one-half the unused vacation, not to exceed one week (five days) unused vacation.

Employees may used available vacation time to cover the waiting period of a disability leave when they have exhausted their personal time benefits.

Personal time

Paid personal time is available to eligible team members to cover the employee's own illness, family illness or for other personal reasons. Full-time regular team members earn personal time at the rate of two hours per pay period worked. This equates to 48 hours (six eight-hour work days) per year for year-round employees and 40 hours (five eight-hour work days) per year for school-year employees. Personal time may be accrued up to two-times the annual maximum award. Thus, for eligible year-round team members, the maximum personal time that may be accrued is 96 hours (12 eight-hour work days) and for eligible school-year employees the maximum personal time that may be accrued is 80 hours (10 days). When a team member has reached the maximum accrued personal time, no further personal time will be earned until the employee has used sufficient personal time to drop below the cap.

Whenever possible, personal time should be scheduled in advance with your supervisor.

Personal time does not accrue while an employee is on a leave of absence.

Partial days missed

For any employee, exempt or non-exempt, who misses any portion of a workday, the portion of the workday missed will be charged first to the employee's accrued personal time off and, if personal time is exhausted, the employee's accrued vacation time will be charged.

For non-exempt team members, deductions from personal and vacation time will be made in quarter-hour increments, rounding down to the nearest quarter hour of time missed by the employee.

For exempt team members, partial days absences will be charged to the employee's personal time, then vacation time, in half or whole day increments.

Holidays

Leona will grant paid holiday time to full-time regular, team members. A recognized holiday that falls on a Saturday will be observed the preceding Friday. A recognized holiday that falls on a Sunday will be observed the following Monday.

The number of holidays and which holidays are observed will vary by location. Holiday schedules providing the number and list of observed holidays will be set by Leona Group management and will be posted annually for each location.

Holidays will not be paid for team members who are on any form of leave (other than vacation) during which the holiday falls. This includes but is not limited to employees on short- or long-term disability, paid or unpaid FMLA leaves, personal leaves, paid or unpaid administrative leaves, workers' compensation leaves, or other times during which the employee is not scheduled to work, such as over the summer.

Jury duty

Leona Group encourages employees to fulfill their civic responsibilities by serving jury duty when required. Full-time regular employees will not lose pay as a result of serving on a jury or appearing as a witness as a result of a subpoena when required by law and up to a maximum of two weeks. Court-ordered appearances in excess of two weeks will be charged first to vacation time, then personal time. When paid time off is exhausted, the employee will not be compensated.

Employees must present the summons or subpoena to their supervisor as soon as possible so that arrangements can be made to accommodate the employee's absence. Employees are expected to report to work whenever the court schedule permits.

Bereavement leave

Full-time regular employees may be granted up to three days of paid bereavement leave for the death of an immediate family member. Leona Group defines immediate family members as an employee's spouse; parent/parent-in-law; step-parent; grandparent or grandparent-in-law; daughter or son (including step-children); daughter- or son-in-law; sister or brother (including step- and half-siblings); sister- or brother-in-law and grandchild. Based upon a discussion with you, your supervisor will determine how many days of the three available are reasonably required for your absence.

Full-time regular employees are granted one day of bereavement leave in the case of the death of any other family member such as an aunt or uncle, aunt- or uncle-in-law; niece or nephew.

Special consideration will also be given in the event of the death of any other person whose association with the employee was similar to any of the relationships defined above.

Employees needing bereavement time should notify their supervisor immediately. Employees may, with supervisory approval, use any available paid leave (i.e., vacation or personal time) for additional time off, if needed.

In the event of the death of a Leona Group team member or student, employees,, with supervisory approval, may attend the funeral, if held locally, without loss of pay.

Religious observance

Leona Group will make every reasonable effort to accommodate the religious beliefs of individual team members. An individual who would like time off to observe a religious holy day should make the request in writing to the supervisor who will forward such requests to human resources. If approved, team members may use vacation or personal time, if available, or take unpaid leave to observe religious holidays.

Leaves of absence

We recognize that you may need time off work for medical reasons, certain family matters, a military obligation or urgent personal reasons. Any absence of more than five work days, other than approved vacation, personal time, jury duty, or annual reserve/guard training, requires an approved leave of absence. Written requests for leave must be submitted to human resources as soon as practicable. Leona Group will consider such requests in its sole discretion, using

such criteria as it deems appropriate to determine whether to approve the request for leave in accordance with applicable law.

An approved leave does not constitute a break in service and team members retain all previously earned or accrued benefits upon their return. Benefits normally granted to employees while on active duty, such as vacation and personal time, do not accrue during leaves of absence. When on an approved leave of absence, except for military leave and leaves governed by the Family and Medical Leave Act, your job will be held for you for a maximum of 30 calendar days unless it is affected by a reduction in force, reorganization or other business need. This provision shall not extend the length of employment of any contractual employee beyond the term stated in the employment contract.

While on an approved leave, with the exception of military duty, employees are strictly prohibited from performing services for any other employer.

For those whose compensation is paid on a pro-rated basis, such as contracted teachers, their pro-rated, per-period pay amount will be recalculated following any leave of absence during which part or all of the leave was not paid at 100% of their regular daily contract amount. This include disability leaves during which they receive partial compensation. Such recalculation will generally result in a different per-period pay amount following the leave.

Failure to return to work at the end of a leave period will indicate that you have voluntarily resigned your position effective the last day you were paid wages by Leona Group.

Personal leave. The CEO or his designee will consider granting unpaid personal leave on a case-by-case basis.

Military leave. All employees, regardless of length of service, are eligible for military leave for up to four years (unless extended by the government) for active duty in any branch of the U.S. Armed Forces. Return from military leave will be governed by applicable law.

If you are a full-time regular team member and belong to the military reserve or National Guard, you will be paid the difference between your military pay and your regular wage for up to 10 workdays per year to attend annual training duty. Please provide a copy of your military orders to your supervisor as soon as you receive them so that we may plan your absence. Also provide a copy of your military pay voucher when you receive it so that proper payment can be made to you. No payment will be made for annual reserve/guard training until such voucher has been received by the payroll department.

Family & Medical Leave (FMLA)

Leona Group offers up to 12 weeks of unpaid leave (26-weeks for Service Member Family Leave) under the Family and Medical Leave Act of 1993 to those team members who, 1) have

worked for Leona Group at least 12 consecutive months; 2) worked at least 1,250 hours during the previous 12 months; and 3) work at a location where at least 50 Leona team members are employed within 75 miles of that location; and 4) qualify for leave under the following conditions:

- Your serious health condition prevents you from performing your job;
- You have given birth to a child;
- You need to care for your newborn within 12 months of birth or adoption of your child, or placement of your foster child; or
- You need to care for a seriously ill spouse, child or parent.
- There is a qualifying exigency arising out of the fact that your spouse, son, daughter or parent is on, or is called to active duty in the armed forces in support of a contingency operation.
- Service Member Family Leave – the spouse, son, daughter, parent or next-of-kin of a covered armed forces service member shall be entitled to a total of 26 work weeks of leave during a rolling 12-month period to care for an injured or ill covered service member.

The 12-week or 26-week leave period is inclusive of any paid leave, such as personal time, vacation time or short-term disability. Approved FMLA leave allows for continuation of certain benefits and reinstatement to your pre-FMLA leave job or an equivalent position.

Medical certification of leave: An application for leave based on the serious health condition of the employee or the employee's spouse, child or parent must also be accompanied by a "Medical Certification Statement" completed by the applicable health care provider. The certification must state the date on which the health condition commenced, the probable duration of the condition and the appropriate medical facts regarding the condition.

If the employee is needed to care for a spouse, child or parent, the certification must so state along with an estimate of the amount of time the employee will be needed. If the employee has a serious health condition, the certification must state that the employee cannot perform the essential functions of his or her job.

Notice of leave: An employee intending to take FMLA leave because of an expected birth or placement, or because of a planned medical treatment, must submit an application for leave at least thirty (30) days before the leave is to begin. If the leave is to begin within thirty (30) days, an employee must give notice to his or her immediate supervisor as soon as the necessity for the leave arises.

Return from leave: If the FMLA leave is due to the employee's own serious health condition, the employee must provide a physician's medical certification of the ability to resume work (to include any restrictions, if applicable) prior to or upon returning to work. If the employee returns to work without the physician's release, the employee's supervisor must send the employee home until such documentation can be provided.

Professional development

Leona Group provides its team members the resources to perform their current jobs at higher skill levels and to prepare them for additional responsibilities by providing professional development opportunities. Team members who wish to engage in professional development activities (seminars, conferences) must submit written requests to their immediate supervisors, along with all pertinent information relating to travel expenses, conference fees and other costs. Additionally, written requests are required for payment of membership dues in professional associations and/or professional journals and subscriptions. Approval will be based upon budget and individual, and organizational, needs.

Professional development does not include payment for coursework in the pursuit of teacher certification.

Alternative work schedules

Alternative work schedules are available on a case-by-case basis to accommodate team members' personal responsibilities. All requests for such schedules should be submitted in writing to the employee's supervisor. Leona Group will consider such requests in its sole discretion, using such criteria as it deems appropriate to determine whether to approve the request for alternative work scheduling.

Flextime scheduling. Team members may request the opportunity to vary their work schedules within employer-defined limits, such as shifting their start and end times later or earlier in the day.

Job-sharing. Two employees may split what would ordinarily be a single, full-time position provided Leona Group incurs no incremental cost. The team members' schedules should generally overlap daily for at least one-half hour to provide a smooth transition. In addition, both employees may be required to be present at important company activities. The team members' immediate supervisor and the CEO or his designee must approve job-share positions.

Group medical, dental & vision insurance benefits

Leona Group provides eligible team members with a comprehensive program of medical, dental and vision benefits to help protect them and their families from the high cost of non-work related major illnesses, injuries, dental and vision care. Full-time regular employees become eligible for these benefits on the first of the month following 30 days of service with Leona Group. Eligible dependents include the employee's legal spouse and dependent children.

You will be asked to fill out enrollment forms for your coverage when you are hired or assigned to a full-time regular position. If you complete and submit enrollment forms within 31 calendar days of eligibility, acceptance is automatic.

You will receive identification cards and information describing your coverage in detail. Please read the information carefully to help you understand these important benefits. If benefit questions arise, please direct them to your supervisor, office manager, or to the benefits manager in human resources.

If you leave Leona Group, you and your dependents may be eligible to continue medical, dental and/or vision coverage for a period of time under Leona Group's benefits program. Such coverage is called a COBRA continuation, and is explained in more detail under the COBRA section of this handbook. If you elect to continue coverage, you will be responsible for paying the full cost of such coverage. A letter explaining any continuation rights you have will be sent to you shortly after you leave Leona Group.

Leona Group reserves the right to amend its benefits programs at any time.

Waiver of benefits

Upon providing evidence of coverage under another group or individual medical or dental plan outside of Leona Group, team members eligible for company medical, dental and vision coverage may waive part or all of that coverage each year. This election may be made at the time of eligibility, during annual open enrollment, or in the event of a family status change.

Eligible team members electing to waive their medical, dental coverage will receive payment for such waiver. Payments will vary in amount depending upon which coverage is waived. Contact the benefits manger in human resources for details.

Waiver payments will be included in the employee's semi-monthly paycheck, are considered income, and are subject to taxation. In the event of the loss of outside coverage, the team member previously waiving coverage may opt to enroll in the Leona Group benefit plan or plans for which outside coverage was lost. Written evidence of loss of coverage will be required. Should you be enrolled in Leona Group's benefit programs following loss of coverage, any waiver payments will cease when Leona Group benefit plan coverage begins.

In the event that an employee is married to another Leona Group employee, insurance benefits for both employees, and for any eligible dependents, will be provided under one of the two employee's names. The second employee may not collect a waiver since Leona Group is providing both employees with coverage.

COBRA

Team members who are covered under Leona Group's health insurance plan and who subsequently lose coverage due to a reduction in hours or termination of employment may be permitted to continue coverage under the group health plan. Continuation coverage will be at the individual's own expense. Notification of rights under the Consolidated Omnibus Budget Reconciliation Act of 1985 (COBRA) will be mailed directly to the individual.

Life insurance

For eligible employees, Leona Group provides life insurance coverage equal to two times your base annual compensation, rounded up to the next $1,000. This coverage is provided at no cost for all full-time regular team members.

Portions of group term life insurance premiums may be taxable to the employee. Leona Group will compute the cost of taxable group term coverage according to Internal Revenue Service standards, and that amount will be included as wages on W-2 forms.

Specific plan information is available in human resources. Life insurance benefits cannot be waived.

Accidental death/dismemberment

For eligible employees, Leona Group provides accidental death and dismemberment insurance coverage (AD&D) equal to two times your base annual compensation, rounded up to the next $1,000. This coverage is payable upon accidental death or dismemberment, with dismemberment benefits varying based on the nature of the injury. This coverage is provided at no cost for all full-time regular team members.

Specific plan information is available in human resources. AD&D benefits cannot be waived.

Disability benefits

Full-time regular team members with at least on year of service are covered by both short- and long-term disability benefits.The employer pays the full cost for this coverage. Disability insurance provides a partial income if team members become disabled due to sickness or accident not incurred at work.

Short-Term Disability (STD): Full-time regular employees who are unable to work due to a medically-certified disability will receive disability pay replacing a percentage of their regular

base wage. There is a five work-day waiting period before any benefits are payable. STD benefits are payable to a maximum of 90 calendar days.

STD benefits for school-year employees will not be paid for days the employee is not scheduled to work, such as summer recess or winter break.

Long-Term Disability (LTD): Full-time regular employees who have been employed at least one year are covered by an LTD plan that begins paying benefits after 90 days of continuous, non-work-related disability. LTD benefits pay a percentage of the team member's regular base wage.

Note: Details of both short- and long-term plans are available by contacting human resources. These plans cannot be waived.

Workers' compensation

Leona Group carries workers' compensation insurance in case you incur certain work-related injuries or illnesses. All team members are covered by this insurance upon hire, with Leona Group paying the entire cost for this protection.

We hope that you will never need to use this insurance coverage; however, if you do suffer an injury or become ill as a result of work conditions, please notify your supervisor at once and complete the required incident report forms. Failure to do so may delay or jeopardize any available coverage.

Any employee injured while carrying out Leona Group business may be required to submit to drug screening. Refusal to submit to testing is immediate grounds for dismissal, as is a positive drug test result indicating likely impairment at the time of the incident.

Return to work

Leona encourages employees to return to work as quickly as possible following certain work-related injuries and illnesses. If an employee is able to return to work, but unable to return to his or her own regular job duties, Leona's Return to Work program is designed to provide methods by which consideration may be given to allow the employee to return to work in a modified or alternative assignment. The work reassignment shall not exceed 12 months. All employees are eligible for this program.

Section 125

Leona Group's Section 125 plan allows full-time regular and part-time regular team members to pay for certain expenses with pre-tax dollars. You may elect to have fixed amounts withheld

through regular payroll deductions to cover such things as out-of-pocket health care co-pays and deductibles, child care expenses and vision care expenses. Then, when you incur eligible expenses, you send the receipts to our independent claims administrator and receive reimbursement up to the amount in your withholding account. Depending upon your particular financial circumstances, this program may be more advantageous than taking a deduction on your taxes for such expenses; however, you are encouraged to check with a qualified tax advisor before deciding to enroll.

One of the requirements of this program, once you are enrolled, is that you may not drop out of the program during the year except for certain qualifying life events such as marriage, divorce or termination of employment for you or your spouse. You may roll over up to $500 from your health care FSA to the following year. Rollover amounts must be used during the following plan year. Claims for rolled-over funds must be incurred by December 31 of the next plan year, and submitted by March 31 of the next calendar year of the excess funds will be forfeited.

Pre-paid legal services

Full-time regular and part-time regular team members are eligible to participate in employee pre-paid legal services on a payroll deduction basis. This service is offered through a third-party vendor. Specific plan information
is available through human resources.

Supplemental insurance programs

Full-time regular and part-time regular team members are eligible to participate in employee-paid supplemental insurance plans on a payroll-deduction basis. Supplemental plans such as accident insurance, critical illness insurance and whole life coverage for employee, spouse and child are offered through a third-party vendor. Specific plan information is available through human resources.

Retirement planning

To help you prepare for retirement, Leona Group provides a 401(k) contributory retirement savings program, or contributes on your behalf to the state retirement system, depending upon the state in which you work.

The 401(k) plan allows eligible team members to payroll deduct pre-tax dollars each pay day which are then invested, at the employee’s direction, for retirement savings.

Leona Group will provide matching contributions not to exceed six percent of the employee’s base income each payroll period.

Full-time regular and part-time regular team members who are at least 18 years of age are eligible to enroll in the plan on the first day of the month following 30 days of service and begin making contributions to their 401(k) account. Matching contributions will not begin until after the employee has completed one year of service, and worked at least 750 hours during that year.

Specific information about the 401(k) plan, and about which states are eligible for participation, is available through human resources.

Working conditions & general information

Whenever people work together, there must be guidelines for acceptable conduct and behavior. Only in that way can the mutual respect of everyone be assured. Part of your employment responsibility is to honor these guidelines.

Expectations regarding conduct

Team members are hired with the requirement to conduct themselves in a responsible, mature fashion. As such, a common sense approach to conduct is used. We do not have an all-encompassing list of standards and rules. Instead, conduct and actions are evaluated with regard to whether they are in the best interest of the organization and your team.

Leona Group's assessment of the seriousness of misconduct or performance deficiency and the general character of the team member's work history will be considered when determining the appropriate level of corrective action. Corrective action may be used in Leona Group's sole discretion in any combination and order, instead of, or before, resorting to termination. The choice to use any form of discipline may be based on a desire to help an employee improve or correct his/her conduct or performance. However, no statement in this handbook, and no existing or past practice, shall create any requirement or obligation that progressive discipline be used at all, or if it is used, that it conform to any particular guidelines.

Employee relations

To a great extent, a work environment can be pleasant or unpleasant based on how we treat one another. A great many people will form a lasting impression of Leona Group, your school, and our quality of education and service through you. Please help create a good impression by being respectful, courteous and helpful to everyone you come in contact with, including the public and your fellow team members.

When team members deal openly and directly with supervisors, the work environment

can be excellent, communications can be clear and attitudes can be positive. Leona Group demonstrates its commitment to its team members by responding to employee concerns. Questions or concerns about work conditions or compensation should first be discussed with the employee's immediate supervisor. If an employee and immediate supervisor cannot resolve differences, the employee or supervisor may seek assistance through human resources.

Employee ethics

An effective educational program requires the services of men and women of integrity, high ideals and human understanding. To maintain and promote these essentials, Leona Group expects all staff members to maintain high standards in their working relationships and the performance of their professional duties and to:

- recognize the basic dignities of all individuals with whom they interact in the performance of their duties;
- exercise due care to protect the mental and physical safety of students, colleagues and subordinates;
- seek and apply the knowledge and skills appropriate to assigned responsibilities;
- keep in confidence legal/confidential information; and
- avoid accepting anything of value offered by another for the purpose of influencing judgment.

Working together safely

The safety of all team members and students is of the utmost importance. An essential part of your job is the development of safe work practices and observance of all safety policies and programs. Leona Group and its employees recognize their obligations and/or rights under existing right-to know laws with respect to safety and health matters.

You can help prevent accidents by being alert for potential safety hazards. Whenever you observe such a condition, report it immediately to your supervisor so corrective action can be taken. Violating safety standards, causing hazardous or dangerous situations, or failing to report such situations may result in disciplinary action.

All accidents, regardless of how insignificant the injury may appear, must be reported immediately to your supervisor.

Leona Group strives to maintain a safe and secure working environment for its employees and encourages you to remember that safety is everyone's responsibility.

Hazardous materials

Leona Group seeks to provide a safe environment for all team members. Appropriate training will be provided in the event that any team member must handle hazardous materials during employment. The supervisor is responsible for ensuring that Material Safety Data Sheets (MSDS) are available for any hazardous material used at the work location. These information sheets are available from the manufacturer or supplier, and should be used to meet hazard determination requirements. The supervisor is responsible for ensuring that chemicals and hazardous materials are properly labeled and maintained.

Attendance & punctuality

Nowhere is the need greater for reliability and dependability than in an educational setting. If you are absent or late reporting to work, an extra burden falls on your fellow team members. This is not only disruptive to those with whom you work but also to those we serve. It is only when everyone is on the job, on time and for the full scheduled work-day, whether or not that job brings you into direct contact with students, that we can provide the level of educational instruction and service they have a right to expect from us.

You must contact your supervisor in advance regarding each absence or delayed arrival or return to work. If you are absent without notice for three consecutive workdays, you have voluntarily resigned your employment by abandoning your job. Contact your supervisor regarding specific attendance or punctuality standards that apply at your work location.

Working additional hours

To meet our business needs, it may be necessary for you to work beyond your normal work schedule from time to time. While every attempt is made to keep such needs to a minimum, all team members may be required to work extra hours when requested. Every effort will be made to distribute overtime and the requirement to work additional hours as equally as possible among qualified staff, and to provide as much advance notice to you as possible regarding the need for additional hours.

Use of company equipment

Postage, fax machines, computers, copiers, telephones and printers are provided to conduct company business. Personal use of these items is inappropriate.

Company communication systems (phone, radios, e-mail and Internet) are intended to be used for business purposes only; use for informal or personal purposes is permissible only within narrow, reasonable limits. Inappropriate use
of these systems includes, but is not limited to, any one of the following:

- transmitting, storing or receiving information that is discriminatory, harassing, obscene, pornographic or offensive
- transmitting to public bulletin boards, chat rooms, other public forums, and to individuals or other entities, information about Leona Group
- broadcasting or transmitting inappropriate personal views on business or non-business matters, and representing those views as those of Leona Group
- using Leona Group communications systems for personal gain
- gambling or conducting illegal activities
- interfering with the normal operation of communication systems of Leona Group
- excessive personal use

Use of company communication systems is not confidential. Employees do not have any personal privacy right, or any reasonable expectation of privacy, in any matter or communication created, received, sent, in transit, accessed, or stored by, to or in Leona Group communication systems. By using Leona Group communication systems, employees waive any claim they may have to any right or expectation of privacy therein.

Leona Group reserves the right to, and will, monitor the use of its computers and communication systems, including without limitation by intercepting, accessing, viewing, reading, listening to, printing, copying, saving, and/or deleting content created, received, sent, in transit, accessed, or stored by, to or in such computers and communication systems, including without limitation voice and email messages. Computers and the accompanying software will be periodically monitored to ensure appropriate use. Employees expressly consent to such monitoring by using the Leona Group communication systems, .

Leona Group prohibits the use of its own computers in ways that are disruptive, offensive or illegal. The improper use of computers includes, but is not limited to:

- installing software without proper licensing
- copying software, except when creating a backup copy
- unauthorized use of passwords
- unauthorized access to systems or data

Any item purchased with Leona Group funds for use by team members, such as books, office equipment and supplies, computer supplies, phones and laptop computers, is the property of the company and must be returned upon
termination of employment.

Team members are responsible for all company property provided to them for their care and custody. Any company property that is destroyed or damaged as a result of

negligence, carelessness of non-attentiveness of the team member shall be the responsibility of the team member, and Leona Group may, at its discretion, deduct appropriate amounts from the employee's wages to compensate Leona Group for the cost of said destruction or damage.

Social Media

Leona team members represent the company both on and off duty and are personally responsible for everything/anything they place on social media platforms. To that end, Leona encourages employees to use social media responsibly and in a way that aligns with school and company mission, vision and values.

Staff members who personally participate in social media activity are prohibited from posting data, links, documents, photographs, or any other information on any website which is inappropriate, unprofessional and/or may result in a disruption of school or classroom environments. The school leader at each school or the employee's direct supervisor at the corporate office has full discretion to determine when a disruption of school or classroom environment has occurred.

A "common sense" guideline is to refrain from posting, doing, saying or writing anything on a social media site that you would not do, say or write in front of students, parents, or coworkers.

Staff members are expected to monitor the content of their pages or other online media presence, whether personal or school-related, and to remove anything inappropriate or questionable immediately. Staff members are prohibited from providing social networking website passwords to students, and should ensure that personal sites are password protected.

Staff members should never post any information which would personally identify a student or family, and should refrain from posting critical comments about students, families, coworkers or school officials, whether or not such comments personally identify those individuals. All Leona and academy policies relevant to the use of technology also apply to the use of social media, including but not limited to, policies against harassment and discrimination, policies regarding privacy, and policies regarding acceptable use.

Inappropriate online content or conduct may subject staff members to discipline, including termination. School and Leona administrators may monitor the online activity of staff members, whether the activity was conducted during or after work hours.

If school policies permit, online and electronic interaction can occur between staff members and students, such as on social media sites sponsored by the school, but such interactions must be strictly limited to school matters. Fraternization between staff members and students via the internet, personal email accounts, social networking websites, text or picture messaging, or other modes of virtual technology is strictly prohibited.

Staff members are expected to educate themselves about and take all appropriate privacy precautions available on the social networking sites they use personally. For example, “pages” should be marked as “private” and all requests to become “friends” should be approved by the staff member. A staff member should never grant access to his or her personal page without knowing who the person making the request is, and should never grant access to students or parents. All online interactions with students must be conducted via the school’s website(s) or page(s).

Under certain circumstances, the school leader must report acts unbecoming to the teaching profession to the state’s department of education. The definition of “conduct unbecoming to the teaching profession” includes but is not limited to the following: “Using technology to intentionally host or post improper or inappropriate material that could reasonably be accessed by the school community” and “using technology to promote inappropriate communications with students.” If such action occurs and is reported by the school leader, it could result in state action against the staff member’s teaching credentials.

Solicitation/ fundraising

Leona Group recognizes that team members may have interests in events and organizations outside the workplace. However, employees may not solicit or distribute literature concerning these activities during working time or during company-sponsored events. Solicitation or distribution of literature for any purpose by non-employees is strictly prohibited at every Leona Group location at all times.

Political activities

Leona Group recognizes that employees, when not working, have civic responsibilities and/or rights including the right to vote; to engage in activities on behalf of the political party of their choice; to campaign for candidates for election to public office and to seek, campaign for and serve in public office. These activities, however, must not conflict with the employee’s duties and obligations to Leona Group.

In fulfilling responsibilities as an employee, team members will refrain from exploiting the privileges of their position. There will be no exploitation of students in any way for political purposes on behalf of any party or candidate.

Team members’ employment will at no time be in jeopardy due to any political activity in which they engage (or decline to engage), provided they adhere to this policy.

Personal appearance & hygiene

Each work location has its own style as well as philosophy and standards. During business hours, team members are expected to present a clean, neat and professional appearance and to dress according to the requirements of their positions. Consult a supervisor for what constitutes appropriate attire.

Use of tobacco

Use of tobacco shall mean all uses of tobacco, including a cigar, cigarette, pipe, snuff, or any other matter or substance that contains tobacco.

Leona Group prohibits the use of tobacco by employees in company buildings, on school property, on school buses, and at any school-related event. The school leader or CEO will determine any exceptions to this policy.

Threatening behavior

Leona Group believes that a team member should be able to work in an environment free of threatening speech or action. Threatening behavior consisting of any words or deeds that intimidate an employee or cause anxiety concerning the employee's physical and/or psychological well-being is strictly forbidden.

Leona Group management and school leaders shall implement guidelines whereby students and employees understand this policy and shall establish appropriate procedures for prompt and effective action on any reported incident.

Dangerous weapons

Leona Group will not tolerate the possession of weapons or any other device designed to inflict serious bodily harm by any team member while on company property or at a company-sponsored event.

Any team member on company premises or at a company-sponsored event may be charged with a felony if found to possess a weapon or other device designed to inflict bodily harm. This restriction applies to team members licensed to possess firearms, unless they are serving as an authorized security officer.

The supervisor shall ensure that any team member possessing a weapon or other device designed to inflict bodily harm is reported immediately to the appropriate law enforcement agency.

Copyright policy

A copyright is a form of protection provided by federal law to the authors or creators of original literary, dramatic, musical, artistic, computer software and certain other intellectual works. Subject to several important exceptions, it is illegal under the Copyright Act for anyone to violate any of the copyright owner's rights.

It is Leona Group's intent to adhere to the provisions of the Copyright Act. In this respect, all duplication, retention and use of copyright materials by Leona Group team members shall conform with the Copyright Act. Team members violating the Copyright Act do so at their own risk and assume all liability for their actions.

Intellectual property rights

Leona Group is the sole and exclusive owner of any and all intellectual property of whatever kind or character produced by team members while providing service for the company. This includes properties which are a direct result of the team member's duties or which have been developed in whole or in part by the use of company funds, resources or facilities Leona Group administers. These properties shall be used and controlled in such a manner as to produce the greatest benefit to Leona Group, as it solely determines.

Drug & alcohol abuse

Employees are our most valuable resource and their safety and health is therefore of serious concern. Leona Group does not tolerate any drug or alcohol use which imperils the health or wellbeing of its employees or threatens its business at any site where individuals perform work on Leona Group's behalf.

Substance abuse, on or off duty, is inconsistent with lawful behavior expected of all citizens. Employees who abuse controlled substances tend to be less productive, less reliable and prone to greater absenteeism resulting in the potential for increased costs, delays and risk in business.

Employees have the right to work in an alcohol- and drug-free environment and to work with persons free from the effects of alcohol and drugs. Leona Group, may, however, elect to serve alcohol at official functions in accordance with the law, and without being in violation of this policy.

The legal use of prescribed drugs is permitted on the job only if it does not impair an employee's ability to perform the essential functions of the job effectively and in a safe manner that does not endanger other individuals in the workplace.

Employment is contingent upon successfully passing a pre-employment drug screen. Additionally, if Leona Group has reason to suspect alcohol or illegal substance abuse, an employee may be required to submit to a drug or alcohol test. Refusal to submit, in such situations, will result in termination of employment.

Some positions at Leona Group, such as bus drivers, may be subject to random drug testing, based on federal and state requirements.

Violations of this policy may lead to corrective action, up to and including termination of employment. Employees with drug or alcohol problems that have not resulted in and are not the immediate subject of disciplinary action may request approval to take unpaid time off to participate in a rehabilitation or treatment program. Leave will be considered on a case-by-case basis, and may be granted if the employee agrees to abstain from use of the problem substance and abide by all company policies, rules and prohibitions relating to conduct in the workplace.

A complete copy of Leona Group's drug and alcohol policy is given to each new employee. Copies can be obtained by contacting human resources. Employees with questions or concerns about substance dependence or abuse are encouraged to discuss these matters with their supervisors or with human resources to receive assistance or referrals to appropriate sources in the community. Contact human resources to obtain a list of these resources.

Emergency procedures & closings

Should evacuation of a building be necessary, team members shall follow instructions for evacuation procedures as established by the work location. Team members are responsible for familiarizing themselves with all building exits.

At times, emergencies such as severe weather or power failures can disrupt operations. In extreme cases, these circumstances may require the work site to close. In the event that such an emergency occurs during non-working hours, team members will be notified by the work site's established emergency notification procedure.

Occasionally school will be cancelled for students due to weather, building problems or other emergency situations. Personnel are expected to report to work as scheduled unless otherwise notified. Employees who are unable to report to work due to emergency conditions may opt to use vacation time or PTO if available in order to be paid for the missed work.

When school is closed due to building problems such as a water main break, plumbing or heating issues, a power outage or other emergency situations which would inhibit acceptable workplace conditions, staff will not be required to report and staff members will not be required to take personal or vacation time in order to be paid for the missed work.

When conditions cause school to be cancelled for students, the school calendar may be modified so that staff and/or students will “make up” the missed day later in the school year. For school-year staff members who do not work on these days that will be made up later, no PTO or vacation time need be applied.

If school is cancelled for students but is determined by the school leader that staff could reasonably be expected to report, individual staff members who do not report will use PTO or vacation time, if available, or may choose to be unpaid. Non-exempt employees who do not have PTO or vacation time available will not receive pay if they do not report to work.

Searches & investigations

From time to time, situations may arise that require investigation, such as theft or substance abuse. If management asks, you are required to cooperate fully with any investigation being conducted in the workplace and to submit to a search in conjunction with the investigation. Searches may include any vehicle or container of any sort brought onto or into any company work location, including such items as a purse, briefcase, coat or package. In addition, all property and equipment supplied by the organization is subject to search, such as offices, desks, file cabinets and lockers.

Notice regarding terms & conditions of employment

An employee is encouraged to communicate with Leona Group whenever the employee believes working conditions may become intolerable to the employee and may cause the employee to resign. Under section 23-1502, Arizona Revised Statutes, an employee is usually required to notify an appropriate representative of Leona Group in writing that a working condition exists that the employee believes is intolerable, that will compel the employee to resign or that constitutes a constructive discharge, if the employee wants to preserve the right to bring a claim against the employer alleging that the working condition forced the employee to resign.

Under the law, an employee may be required to wait for 15 calendar days after providing written notice before the employee may resign if the employee desires to preserve the right to bring a constructive discharge claim against the employer. An employee may be entitled to paid or unpaid leave of absence up to 15 calendar days while waiting for the employer to respond to the employee’s written communication about the employee’s working condition.

Information specific to school personnel

Responsibilities of school personnel

Team members in our schools, because of their proximity to students, have heightened responsibilities to minimize risk to our students. It is Leona Group's intent to minimize that risk and we have thus established the following minimal standards of conduct for each employee:

- Team members shall maintain a standard of care for supervision, control and protection of students commensurate with the team member's assigned duties and responsibilities. All team members are expected to apply the highest standards of professional practice in the fulfillment of their duties.
- Team members shall not send students on any errands outside the school property and shall never send a student on a personal errand.
- Team members shall not transport students in a private vehicle without the advance written approval of the school leader and student's legal guardian.
- A student shall not be required to perform work or services, or engage in any activity that may be detrimental to his/her health.
- Team members shall not associate with students in a manner which gives the appearance of impropriety, including, but not limited to, the creation of or participation in any situation or activity which could be considered overly personal, abusive, sexually suggestive or involving alcohol, tobacco, drugs or illegal substances.
- If a student comes to a team member to seek advice or to ask questions regarding a personal matter related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, the team member may help the student make contact with certified or licensed individuals in the school or community who specialize in the assessment, diagnosis and treatment of the student's problem. Under no circumstances may a team member attempt, unless properly licensed and authorized to do so, to counsel, assess, diagnose or treat the student's problem.
- Team members who, through conversations and/or observations, suspect sexual/physical abuse of students are required to report the situation directly to the school leader. Many school-based personnel are considered, by law, to be "mandatory reporters" of child abuse or neglect. If you are unsure whether this standard applies in your location, seek guidance from your school leader.
- All staff members are strictly prohibited from utilizing corporal punishment, inappropriate restraint, or excessive physical force with students. In some locations, staff members are prohibited by law from such conduct. Regardless of local law or regulation, such practices are always inconsistent with Leona Group's standards and expectations.

Board-staff communications

Only the school leader and corporate management staff are authorized to speak to any governing board on Leona Group's behalf, and all official communication with any governing board must be conducted through them.

While teachers and other company personnel are free to speak with academy board members, they do so as individuals and not as official representatives of Leona Group or the academy. Additionally, it is our expectation that if any employees have issues of concern, those issues will be brought to the attention of the school leader or Leona Group management for resolution before being discussed with the members of the governing board.

Acts of generosity

Individual gifts from team members to students are strongly discouraged. It is suggested that team members who wish to give a gift do so as a gift to the classroom. For example, library books, scholarship funds or other educational resources for the class.

Team members should not accept gifts from students, parents or members of the community that could be perceived as being given for the purpose of influencing judgment.

Drug screening & physical exams

As a condition of employment, Leona Group requires all personnel, after the job offer but prior to beginning work, to undergo a drug screen. A positive drug screen will result in the withdrawal of the employment offer and the applicant may not begin work with the company.

Some personnel, as required by state law, may also be required to undergo a tuberculosis (TB) test. Employees who undergo a TB test must return to the test facility within two days to have the TB test read. If an employee fails to have the TB test read within two days, the employee will be responsible for obtaining a second TB test at the employee's own expense.

Criminal background & unprofessional conduct check

As a condition of employment, and as required by law, Leona Group conducts employee criminal background and unprofessional conduct checks on all school personnel. A copy of the report is kept at the corporate office or the school, or both, depending upon state laws and regulations..

Criminal convictions or acts of unprofessional conduct may result in the withdrawal of the employment offer or termination of employment.

By signing the Handbook Acknowledgement, the employee gives Leona Group the explicit authority to contact any appropriate law enforcement officers or agencies to be informed of any arrests that may occur during the course of employment. Additionally, Leona Group or its agent is authorized to request from any person or former employer any records or information that may be relevant to employment with Leona Group.

Employees in Arizona who are required to have a valid fingerprint clearance card issued by the Department of Public Safety must ensure that their cards remain valid. Should an employee's card expire, that employee may be placed on an unpaid leave of absence until the card is renewed, or their employment may be terminated.

Criminal charges/arraignments

Employees are required to notify Leona Group in the event they are charged with, or arraigned for any felony, or any crime for which a conviction would require registration as a sex offender. For employees in the state of Michigan, this notification is required by law. Michigan employees must also notify the State Department of Education in such instances. Employees in Michigan who fail to report such an event within three days of the arraignment or arrest may be charged with an additional crime. Failure to report may also result in termination of employment. All employees, regardless of the state in which they work, are urged to notify their school leader immediately of being arraigned for or charged with any crime. All reported information will be handled with the utmost confidentiality.

Blood-borne pathogens

Leona Group seeks to protect those employees who are likely to be exposed to blood-borne pathogens and other potentially infectious materials in the performance of their assigned duties.

The school leader shall notify corporate management of those categories of employees whose duties create a reasonable anticipation of exposure to blood and other infectious materials. The school leader will then ensure proper training of those employees identified as possibly coming in contact with infectious materials.

Leona Group will provide for the inoculation of the Hepatitis B vaccine to employees in accordance with federally mandated scheduling, at no cost to the employee.

The school leader will be responsible for reporting all possible exposures to potentially infectious materials to Leona Group.

Health department

Leona Group advocates close working relationships with state and local health departments in all matters of health programs in the school. Team members shall safeguard the health of students in the school by supplementing and reinforcing the efforts of the home, and by providing conditions and educational opportunities conducive to good health.

Freedom of speech in non-instructional settings

Leona Group acknowledges the right of its employees, as citizens in a democratic society, to speak out on issues of public concern. When those issues are related to the school or to Leona Group, however, the employees' expression must be balanced with the interests of the school and the company.

Leona Group has adopted the following guidelines to help clarify and, therefore, avoid situations in which an employee's expression could conflict with the school's interests. In such situations, employees should:

- state clearly that their expression represents personal views and not necessarily those of the school, Leona Group, its members, officers or directors;
- refrain from communication that does or may interfere with a safe and orderly educational workplace environment;
- not make threats or use abusive or defamatory comments about co-workers, administrators, members, officers, directors or officials of the school or Leona Group; and
- refrain from making public expressions which they know to be false or which are made without regard for truth or accuracy with reference to Leona Group, the school, co-workers, officials of the school community or its stakeholders; and
- if contacted by the news media with questions about Leona Group operations or management topics, employees should direct that person to Leona Group's communications department or the school leader as a first point of contact.

A final word

We hope this handbook has helped you become acquainted with The Leona Group and various aspects of your employment. Please keep it handy as a reference for the future, and don't hesitate to contact your supervisor if you have any questions.

You are an important member of the team. Again, welcome aboard!

Exceptions and Appeals

Any exceptions to the policies and procedures expressed in this manual require the written authorization of the CEO or his designee.

In any event where an appeal may be necessary, a team member should first notify his or her immediate supervisor in writing as to the specific appeal or exception requested. The immediate supervisor shall review the appeal/request and respond to the employee.

If the team member wishes to appeal the immediate supervisor's decision, the employee must provide a request in writing to the CEO detailing the policy and procedure for which an exception or change is requested, the reasons for the request, the immediate supervisor's decision, and additional support or reasons why the CEO should grant the request. Such requests should be submitted within 48 hours of the team member's receipt of the immediate supervisor's decision, and should be sent to human resources for delivery to the CEO.

The existence of this exception/appeal procedure is not a representation or guarantee that the employee will achieve the desired decision.

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ATTACHMENT 18

TLG Indiana School Leader Appraisal & Feedback Framework

School Leader:	Date:		Supervisor:			
		Performance Level Indicators				
Domain 1: Quantitative Metrics - Results *Appraisal*		**Ineffective (1)**	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**	**Total**
Indiana Sub-Indicator Ratings for Academic Performance						
IDOE Accountability Grade Cut scores: 4 points - A letter grade, 3 points - B letter grade, 2 points - C letter grade, D or E - 1 point						**0**
Indiana Growth Model						**0**
IREAD-3						**0**
Comparison to Surrounding Schools						**0**
Teacher Results, Based on student characteristics reflective of the QSI Visits						
Data that the Quality Quick Check tool collects reflects LEONA QUALITY in						**0**
Fall QSI Visit	**Spring QSI Visit**	**Average**				
%	%	#DIV/0!				
Artifacts: Quality Quick Check Data from Fall and Spring						
Student Results, Achievement gap data						
The academy demonstrates growth for all students which is reflected in the						**0**
Artifacts: NWEA reports signifying FAY students performance based on annual growth; IREAD-3 data updated as of 6-20-17 to include Summer administration pass rates						
					Domain 1: Results Average	**0.0**
Comments:						

	Performance Level Indicators				
Domain 2: Leadership *Appraisal*	**Ineffective (1)**	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**	**Total**
and demonstrates effective interpersonal skills.					**0**
out resources and support for school.					**0**
relationships with the board and authorizer; works well with all stakeholders and					**0**
current school year and has increased enrollment from previous school year.					**0**
skills.					**0**
skill set and seeking out opportunities that promote leadership growth and					**0**
development of the company and the effectiveness of the organization.					**0**
finance department, grants department and stakeholders about the school's					**0**
				Domain 2: Leadership Average	**0.0**
Comments:					

			Performance Level Indicators				
Domain 3: Programs *Feedback*			**Ineffective (1)**	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**	**Total**
Works with staff to gather stakeholder input and offer ideas and leadership for							
	Grants Criteria	**Score**					
*	School improvement processes are in place						**#DIV/0!**
*	Awareness of grants allowable expenditures and budgets,						
*	Responsiveness to communications from grants department						
Establishes school processes and routines that engage teachers in regular							
	Special Education Criteria	**Score**					
*	Implements the SPED program with fidelity (team meeting						**#DIV/0!**
*	Ensures that resources are appropriately allocated to						
*	Compliance (timely reports submission and ensures that						
Wellness policy guides school's efforts to establish a school environment that promotes students' health, well-being, and ability to learn by supporting healthy							
	Food Service Criteria	**Score**					
*	Maintenance of food service account and attempting to keep						**#DIV/0!**
*	Timeliness/Correctness of Claim Submissions and Monthly						
*	Understanding of and effort to maintain program compliance						
						Domain 3: Programs Average	**#DIV/0!**
Comments:							

			Performance Level Indicators				
Domain 4: Processes *Feedback*			**Ineffective (1)**	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**	**Total**
Establishes a regular system of two-way communication with parents,							
	Communication & Marketing Criteria	**Score**					
*	Website & social media						**#DIV/0!**
*	Overall marketing initiative & effort						
*	Responsiveness & communication						
Provides staff training and support to use the school's data system for collecting,							
	Student Data Systems Criteria	**Score**					
*	Pupil accounting compliance in PowerSchool						**#DIV/0!**
*	Timely submissions						
*	Understanding compliance requirements						
Complies with expectations set by authorizers, the state and adheres to board policies. Communicates with internal stakeholders effectively regarding							
	Compliance Criteria	**Score**					
*	Responds in a timely manner to communications/requests						**#DIV/0!**
*	Compliance documents are provided on time, are accurate &						
*	Knowledge of board policies & procedures						
Complies with budget and finance expectations and has a reasonable							
	Budget & Finance Criteria	**Score**					
*	Follows Procedures for A/P, Hiring/Requisition Process,						**#DIV/0!**
*	Communication and Follow Through-Effectively						
*	Understanding of Budget-basic budget concepts (how						
						Domain 4: Process Average	**#DIV/0!**
Comments:							

			Performance Level Indicators				
Domain 5: Systems and Development *Feedback*			**Ineffective (1)**	**Minimally Effective (2)**	**Effective (3)**	**Highly Effective (4)**	**Total**
Monitors, evaluates, and improves school routines and processes to better align							
	Risk Management Criteria	**Score**					
*	General Awareness of Legal and Risk Management Issues and						**#DIV/0!**
*	Third Party Relationship Documentation and Protocol						
*	Responsiveness to and Communications with Legal and Risk						
Leader participates in utilizing technology with staff and students, expands							
	Technology Criteria	**Score**					
*	Communicates needs proactively (via tickets, emails)						**#DIV/0!**
*	Server Room Maintenance						
*	Dedication to increasing student/teacher technology						
Identifies, develops, and supports staff, student, and parent leaders with training,							
	Human Resource Criteria	**Score**					
*	Timeliness of processing (payroll, changes, etc.)						**#DIV/0!**
*	Adherence to procedures and processes						
*	Utilizes teacher observation tool appropriately to give						
						Domain 5: Systems and Development Average	**#DIV/0!**
Comments:							

S.M.A.R.T. Goals (most commonly defined as Specific, Measurable, Achievable, Relevant, and Time-bound goals).
Establish two or more goals that you want to make progress toward next school year. (May be related to professional development, specific areas of growth or goals targeting an area in need of improvement.)

Comments:
Discuss whether last year's goals were achieved, the progress made toward goal achievement, and how this was significant to the school.

Appraisal Domains	Domain Average	Percent
Domain 1: Quantitative Metrics- Results		**0%**
Domain 2: Leadership Average		**0%**
Overall *Appraisal* Percentage		**0%**

Feedback Domains	Domain Average	Percent
Domain 3: Programs Average	**#DIV/0!**	**#DIV/0!**
Domain 4: Process Average	**#DIV/0!**	**#DIV/0!**
Domain 5: Systems and Development	**#DIV/0!**	**#DIV/0!**
Overall *Feedback* Percentage *(not used for compensation)*		**#DIV/0!**

Cut Scores: 0-49%=Ineffective, 50-69%=Minimally Effective,

School Leader	Date
Supervisor	Date

2017/2018 Paraprofessional Evaluation

Employee Name: _____ **Work Location:** _____ **Review Period: 2017/2018**

		Performance Component - Rating Scale - Description of Performance Level				
		Unsatisfactory - 1	***Minimally Effective - 2***	***Effective - 3***	***Highly Effective - 4***	***Rating***
Knowledge of Content	**Planning and Preparation**					
	Performance Descriptor	Conveys knowledge of content that is inaccurate or outdated; does not correct errors made by students. Does not access resources available to increase own knowledge of content.	Conveys knowledge of content that is accurate and current; corrects errors made by students. Does not have a broad base of content knowledge to answer questions. Occasionally accessses resources available to increase own knowledge of content.	.. AND has a broad base of knowledge to answer questions. Makes real-life connections with curriculum.	... AND makes interdisciplinary connections.	
	Supervisor Comments:					
Instructional Technology	Performance Descriptor	Has limited awareness of the definition and use of instructional or assistive technology, where appropriate.	Through collaboration with team, can define instructional or assistive technology, where appropriate, and identify the differences between the two; gives examples of instructional technology, suggests ways to use technology effectively.	Brings observations and concerns to the team about potential uses of technology to enhance student learning.	Stays current on best practices for instructional and assistive technology, where appropriate, and shares with team.	
	Supervisor Comments:					
Inclusion	Performance Descriptor	Has no understanding of inclusion as it relates to students in various educational settings.	Knows and can identify what is meant by inclusion, laws and purpose, best practices, and strategies to facilitate inclusion of students with disabilities.	Implements best practices and strategies to facilitate inclusion of students with disabililties.	Serves as a resource and model to encourage collaboration when including students in general education classrooms.	
	Supervisor Comments:					
Promoting Student Independence	Performance Descriptor	Does not use best pratices or inclusive strategies to promote student independence.	Knows best practices and/or inclusive strategies to promote student independence.	.... AND implements strategies.	Implements and encourages collaboration on the team to promote student independence.	
	Supervisor Comments:					
	Supporting the Classroom Environment					
Respect and Rapport	Performance Descriptor	Interactions, both between the para and students, and among students, are negative, inappropriate, or insensitive to students' cultural backgrounds, and /or characterized by sarcasm, putdowns, or conflict.	Interactions ... are generally appropriate and free from conflict, but may be characterized by occasional displays of insensitivity or lack of responsiveness to cultural backgrounds.	Interactions ... reflect general warmth and caring, and are pollite, and respectful of the cultural and developmental differences among groups of students.	Interactions ... are highly respectful, and reflect genuine warmth/caring toward individuals. As a result of direct support from the para, students maintain high levels of civility among themselves.	

Culture of Learning	Supervisor Comments:						
	Performance Descriptor	Contributes to a negative culture for learning, characterized by a low commitment to content, low expectations for student achievement, and little or no student pride in work. Does not engage the students in work.	Assists the teacher's attempts to create a culture of learning with some success, characterized by little interaction with students. Has limited knowledge of materials or content and modest reinforcement of expectations for student achievement and pride.	Understands and assists in implementing a variety of strategies to reinforce a culture of high expectations and genuine commitment to content, with students demonstrating pride in ther work.	Supports high levels of student engagement by demonstrating passion for content and reinforcing a culture of learning in which all share a belief in the importance of learning.		
Classroom Procedures	Supervisor Comments:						
	Performance Descriptor	Fails to assist the teacher and student in implementing classroom routines and procedures.	Occasionally assists the teacher and students with implementing classroom routines and procedures.	Assists the teacher and students with implementing classroom routines and procedures that allow for minimal loss of instructional time.	Assists the teacher and students with a seamless operation of classroom routines and procedures.		
Managing Behavior	Supervisor Comments:						
	Performance Descriptor	Has limited knowledge and does not demonstrate a variety of strategies to reinforce positive student behavior. Does not assist in resolving behavioral issues that	Has some knowledge, and with support, implements some strategies to reinforce positive student behavior. Has knoweldge but fails to consistently use	Demonstrates knowlege of, and implements, strategies to reinforce positive student behavior; uses a student's or a class's behavior suport plan(s) appropriately and	Consistently monitors student behavior and intervenes in a postiive manner before behaviors escalate. Response to student misbehavior is sensitive to		
Use of Assessment	**Instruction**						
	Performance Descriptor	Does not use assessment to assist instruction. Does not monitor student progress or ensure that students are aware of assessment criteiria used to evaluate their work. Does not check for understanding.	Occasionally assists the teacher in monitoring student progress and giving feedback. Occasionally checks for student understanding using basic "yes/no" type questions.	Is fully aware of students' assessment criteria and ensures that students are as well. Frequently monitor students' understanding by collecting and using assessment data to enhance student learning.	Facilitates students' self-monitoring and self-assessment of their own learning. Provides students and teachers with high quality feedback from a variety of sources.		
Instructional Delivery	Supervisor Comments:						
	Performance Descriptor	Has limited knowledge of roles and responsibilty for implementing the instructional plan.	Has basic knowledge and understanding of the roles and responsibility of implementing the instructional plan.	Is clear about the purpose of lessons/units, implements effectively, and collaborates with the teacher to implement the instructional plan. Students demonstrate understanding of the instructional purpose of lessons/units.	Makes the purpose of the lesson/unit clear, implements it effectively, and collaborates with the teacher to implement and enhance the instrucdtional plan. Students are able to identify and articulate the instructional purpose and how it is applicable to the real world.		
	Supervisor Comments:						

Instructional Techniques	Performance Descriptor	Does not vary instructional techniques to accommodate a variety of learning styles.	Offers minimal variation in instructional techniques to accommodate a variety of student learning styles.	Consistently varies instructional techniques to accommodate a vareity of student learning styles. Differentiates delivery for students.	Varies instructional techniques, materials and/or resources to best meet all student learning styles. Differentiates instructional delivery for students. Uses an extensive repertoire of strategies and seeks additional resources from the school.		
	Supervisor Comments:						
Oral and Written Language	Performance Descriptor	Speaking and writing are clear and concise. May contain grammar or usage errors. Vocabulary is not appropriate to student's ages.	Spoken and written communication is sometimes unclear or not concise. Vocablulary is not always appropriate to students' ages.	Spoken and written langauge is clear, concise and professional. Vocabulary is appropriate to students' ages and interests.	Spoken and written communications are concise and expressive, with well-chosen vocabulary that enriches the lesson.		
Professionalism, Compliance and Self-Reflection							
Participation in School Activities	Performance Descriptor	Avoids participation in school projects and activities.	Participates in school projects and activities when specifially asked or directed.	Participates in school projects and activities with enthusiam.	Takes a leadership role in projects and activities, suggests activities that would be meaningful to students, makes a substantial contribution to the development		
	Supervisor Comments:						
Rules, Regulations and Compliance	Performance Descriptor	Is unable to explain relevant laws and policies or to relate them to the everyday aspects of the position.	Understands and can explain the importance of various laws and regulations, and the responsibilities that come with each, and uses to guide day-to-day practice of the position.	Knows, undertstands, and can explain the guidelines of the law and the responsibilites of each as they relate to thee everyday experiences as a para.	... and is a model for other team members.		
	Supervisor Comments:						
Reflection and Development	Performance Descriptor		Reflects on their own professional practice and participates in professional development activiites. Reluctantly accepts feedback regarding performance.	Documents reflection on their own performance; welcomes feedback from others and uses such feedback to modify instruction.	.... AND seeks professional development opportunities independently to enhance own learning and stay abreast of trends in education. Seeks out feedback from a variety of sources and uses the information to improve instruction.		
	Supervisor Comments:						
Compliance	Performance Descriptor	Does not maintain necessary documentation; fails to meet deadlines or other expectations regarding policies and procedures.	Maintains some documentation; does not consistently meet deadlines or other expectations regarding policies and procedures.	Consistently maintains necessary documentation; meets deadlines; complies with policies and procedures.	... AND mentors or assists others in meeting compliance and documentation requiremetns.		
	Supervisor Comments:						
	Overall Rating (*will calculate automatically based on ratings in cells above* .)					**#DIV/0!**	

	Overall Supervisor Comments					
	Personal or Professional Development Goals					
	May be based on supervisor recommendations, employee's own goals or aspirations, programmatic requirements, etc. Discuss.					
	Signatures					
	_____		_____			
	Evaluator/Supervisor Signature Date		Employee Sgnature Date			

THE LEONA GROUP
PERFORMANCE APPRAISAL & DEVELOPMENT TOOL

EMPLOYEE NAME (Print)	SSN:	DIVISION/DEPT:
JOB TITLE	DATE OF HIRE	TIME IN PRESENT POSITION
SUPERVISOR/APPRAISER'S NAME	APPRAISAL PERIOD From: To:	NEXT SCHEDULED APPRAISAL:

	Below Expect.	Meets Expect.	Exceeds Expect.
JOB KNOWLEDGE: Demonstrates knowledge of the techniques, processes, procedures, equipment, materials and skills required to do the job effectively			
Comments:			
QUALITY OF WORK: Produces a consistent level of work that is both accurate and thorough. Demonstrates ability to plan and organize work to meet both short and long term goals.			
Comments:			
QUANTITY OF WORK: Demonstrates ability to produce an appropriate volume of work and keep gainfully occupied. Able to meet all important deadlines.			
Comments:			
INITIATIVE: Demonstrates ability to take appropriate action without direction, to be pro-active, work independently and show a high motivation to achieve. Demonstrates effective decision-making and problem-solving skills.			
Comments:			
COOPERATION: Demonstrates support of company goals, acceptance of direction from supervisor/manager, & an overall teamwork approach. Maintains positive working relationships with clients, authorizers, school boards and co-workers. Demonstrates adaptability by looking for alternatives and being flexible			
Comments:			
COMMUNICATIONS: Effectively presents direction or information to others through clear, concise written and oral communications. Able to appropriately handle stressful conditions and interactions.			
Comments:			
FOLLOW-THROUGH: Follows up to ensure that projects/assignments are brought to completion despite obstacles; meets time commitments, schedules and budgets.			
Comments:			
COMPLIANCE: Performs assigned duties in compliance with internal and external regulations. Completes internal and external compliance reports in appropriate & timely manner.			
Comments:			
SUPERVISORS/MANAGERS/DIRECTORS			
LEADERSHIP: Ability to gain trust and respect of subordinates and peers; provides guidance and direction effectively.			
Comments:			
PLANNING/ORGANIZING: Establishes department requirements, defines position responsibilities & assigns staff to appropriate positions. Able to set objectives/goals, establish priorities and allocate resources effectively.			
Comments:			
DEVELOPING/EVALUATING SUBORDINATES: Selects, hires, trains and counsels subordinates using sound judgment. Supports employee's interests and provides time for training and development.			
Comments:			
OVERALL PEFORMANCE RATING:			

EMPLOYEE SIGNATURE	DATE:
SUPERVISOR SIGNATURE:	DATE:

ATTACHMENT 19

August 28, 2018

RE: Indianapolis Innovation Academy

To Ball State University Issuer Board:

Please accept this document as proof of Indianapolis Innovation Academy's intent to lease the facilities located at 9425 East 30th Street, Indianapolis, In. 46229.

If you have any questions please contact me, Steven L. Thompson at 317-366-5434.

Thank you,

Steven L. Thompson

Aug. 29. 2018 10:22AM God's Grace Community Church No. 1346 P. 2

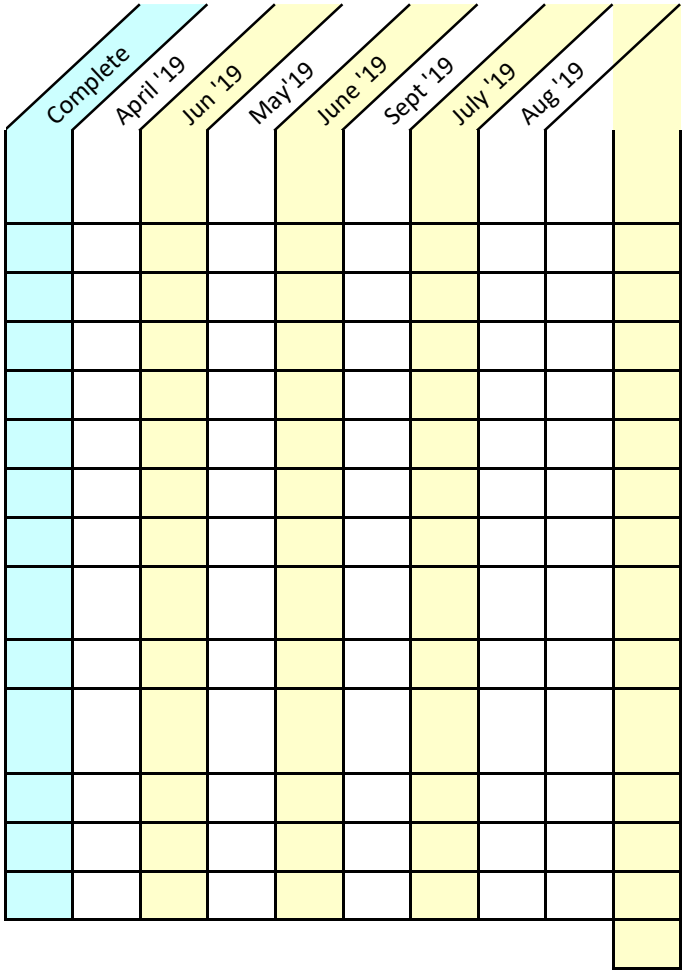
Attachment 20 – The Leona Group's annual reports are not available. The Leona Group will, however, direct you to their auditors for information.

ATTACHMENT 21

Below is a list of tasks that need to be completed prior to the opening of the Academy. This list is broad in nature and an implementation team calendar, also included as Attachment 21, will be developed listing more detailed activities along with persons responsible for each task.

- Secure facility and identify any upgrades required– December 2018 - Laura Kuhlenbeck, Adam Schnelker, Special Projects
- Monitor start-up budget - continuous - Jennifer Langfeldt, Budget Manager
- Statutory Filings – March, 2019 - Cathy Harrigan
- Complete Board Membership – current board members with assistance from TLG if requested
- Initiate Student Marketing/Enrollment December 2018 - Joe Wrone, Marketing Manager
- Caller information line and website developed January 2019 - Joe Wrone, Marketing Manager
- Develop vendor RFPs including food service, transportation, insurance, copiers, etc. January 2019 - Cathy Harrigan, Executive Assistant
- Develop segregated banking account(s) January 2019 – Melinda Benkovsky, Finance Director
- Establish financial services and Professional Employment Organization contracts January 2019 – Melinda Benkovsky, Finance Director, Diane Griggs, Human Resources
- Develop Partner Relationships February 2019– Laura Kuhlenbeck, Director of Development and Compliance
- Finalize charter and legal documents with legal consultation February, March 2019 - Laura Kuhlenbeck, Director of Development and Compliance
- Initiate staff recruiting February 2019 - Diane Griggs, Human Resources
- Determine equipment requirements/needs and order April 2019- Cathy Harrigan, Executive Assistant
- Complete textbook/instructional materials order May 2019 - Laura Kuhlenbeck, Director of Development and Compliance
- Conduct public orientation meetings Dec. 2018 – Jan/ Feb. 2019 - Laura Kuhlenbeck, Director of Development and Compliance
- Hire School Leader ASAP to begin January 2019 - Leona Group Team,
- Complete staff handbooks June 2019- School Leader in collaboration with Leona Group team
- Complete technology order June 2019 - Jim Salliotte, Midwest IT Manager
- Staff training re. Power School, SOES, etc., June 2019 - Cheryl Chester, State Reporting Coordinator
- Establish District technology plan April 2019 - Jim Salliotte, Midwest IT Manager
- Complete parent/student handbooks July 2019 – School Leader and Laura Kuhlenbeck, Director of Development and Compliance and School Leader

- Provide evidence of Certificate of Occupancy and all other required inspections July 2019 - Adam Schnelker
- Complete staff hiring August 2019 - School Leader in collaboration with Leona Group team
- Submit final documentation to sponsor including Evidence of insurance, Articles of Incorporation, By-laws, applicable contracts, updated Board Member list including verification of fingerprinting, etc., updated budget and all final documentation required for opening assurances July 2019 - Cathy Harrigan, Executive Assistant
- Staff Background checks August 2019 - School Leader
- Teacher in-service August 2019 School Leader in collaboration with Leona Group team
- Install all technology August 2019 - Jim Salliotte, Midwest IT Manager
- Student Orientation August 2019 - School Leader
- School Opens August 2019 - School Leader, Instructional Coach in collaboration with Leona Group team



The Academy will begin operations July 1, 2019. First day of student attendance is August 28, 2019.

Facilities -

Steven Thompson with EMO Facilities Manager

Fire Inspection

Lease/Purchase agreement for building

City approval

Health & Safety Inspection -

ADA Compliant

Certificate of Occupancy - need copy

Internal wiring for phones, data, intercoms -

Signage -

Indianapolis Innovation Academy
Attachment 21 - Start-Up Plan

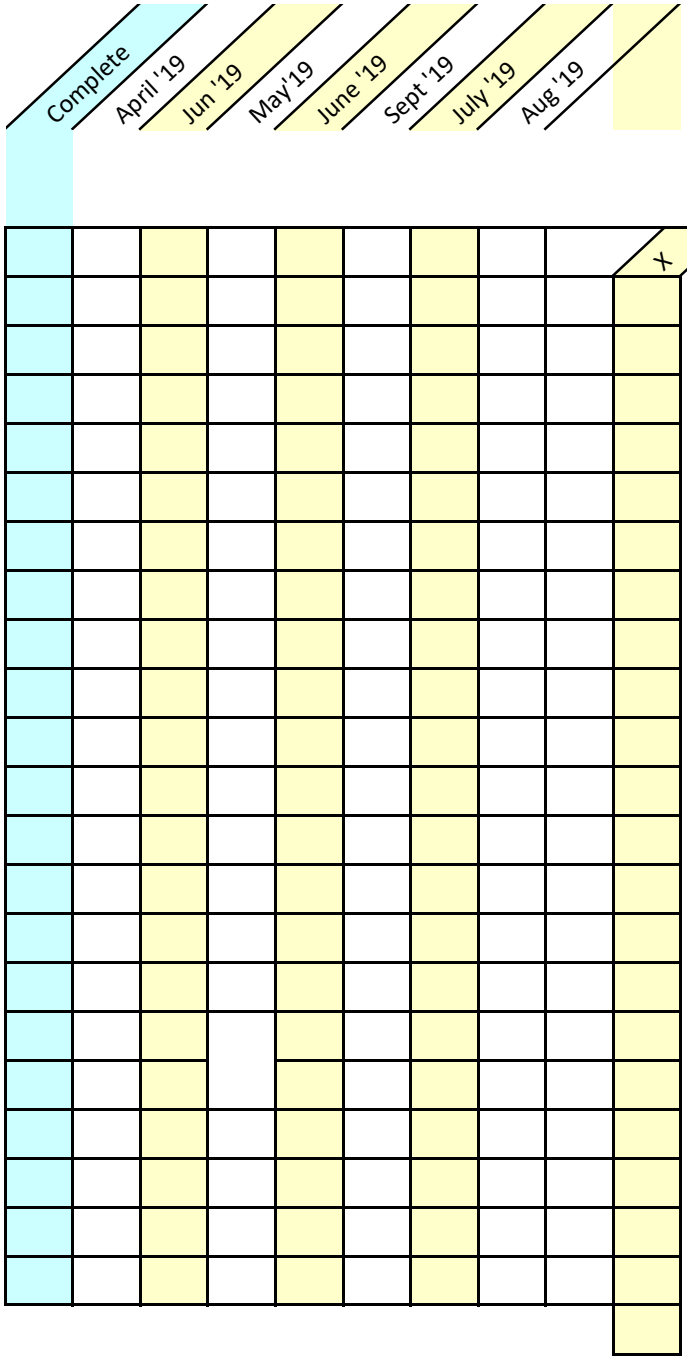
Update-Notes

Indianapolis Innovation Academy
Attachment 21 - Start-Up Plan

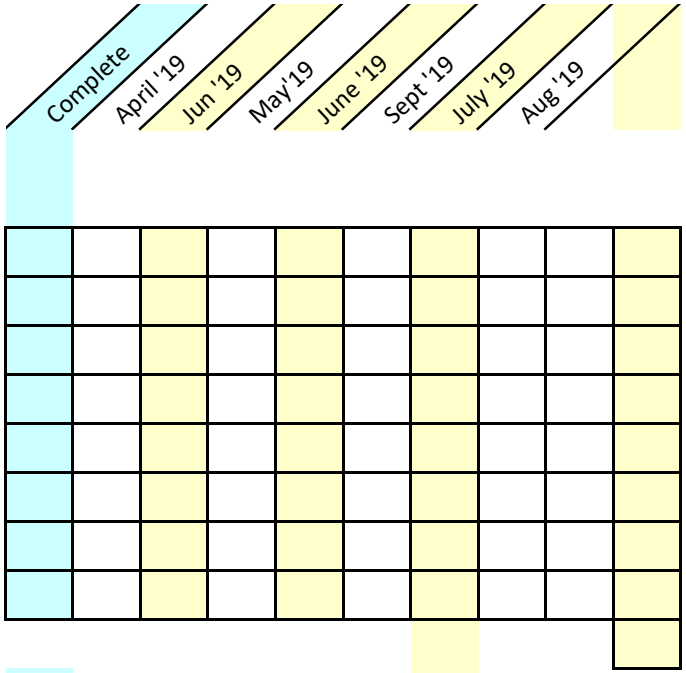
The Academy will begin operations July 1, 2019. First day of student attendance is August 28, 2019.

Human Resources

Diane Griggs - EMO HR Director



Identify and post vacancies	
Arrange interviews	
Identify Staff Needs	
Identify unique hiring requirements	
Develop recruiting plan	
Post jobs online	
Update TLG website job postings	
Develop school calendar	
Schedule interviews	
Make job offers	
New Employee Orientation	
Order drug test supplies	
Plan prof. dev. opportunities	
Notify Benefit Carriers	
SL initiates entry year teacher process	
Create AIT, Division, Dept codes	
Management Training (SL, OM)	
Provide HR Procedure Guide (SL, OM)	



The Academy will begin operations July 1, 2019. First day of student attendance is August 28, 2019.

Budget/Finances -

EMO Budget Manager

Proposed Budget -

Financing/Loans -

Prepare cash flow

Projected enrollment -

Transfer or gain access to bank accounts

Grant $ -

Materials/Equip. -

EMO IT with School Leader and Coach

Telephone

Transfer billing - Utilities

Fax machine - contract?

Student furniture

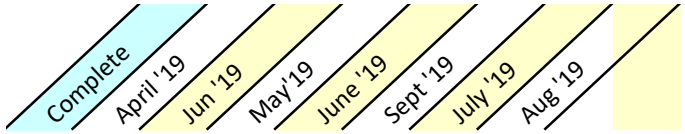
Teacher furniture

Office furniture

Copy machine - contract?

Order Educational Materials

Cell Phones



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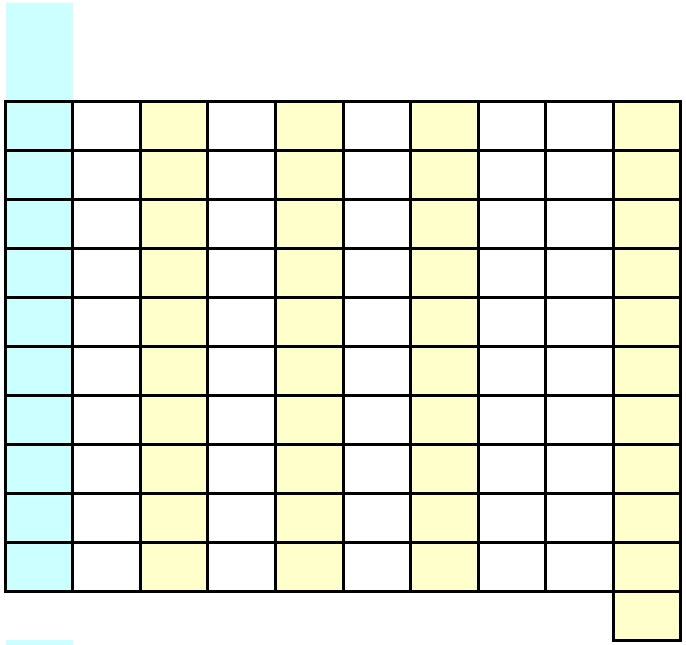
Indianapolis Innovation Academy
Attachment 21 - Start-Up Plan



Educational Program

School Leader with Coach and EMO

School schedule and calendar -

Identify adult roles/educational goals

Order support materials

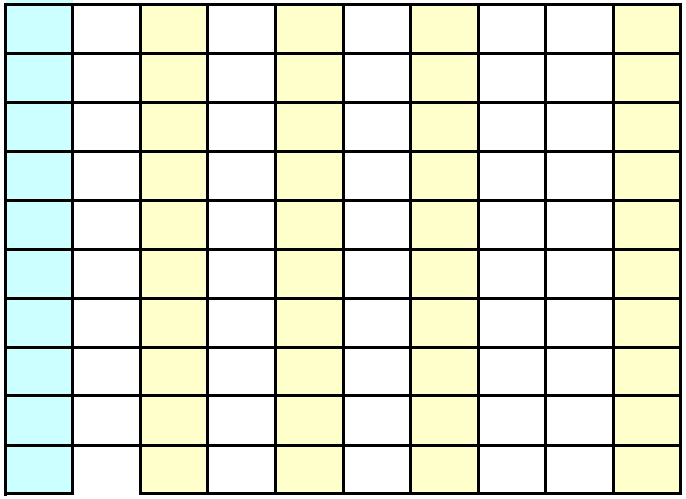
Arrange training for all staff

Professional Development/Mentoring

Initial curriculum

School improvement template; SIP Team

Identify SPED Students



Marketing

School Leader with EMO Marketing Dept.

Conduct market analysis

Prepare logo/letterhead

Order banners

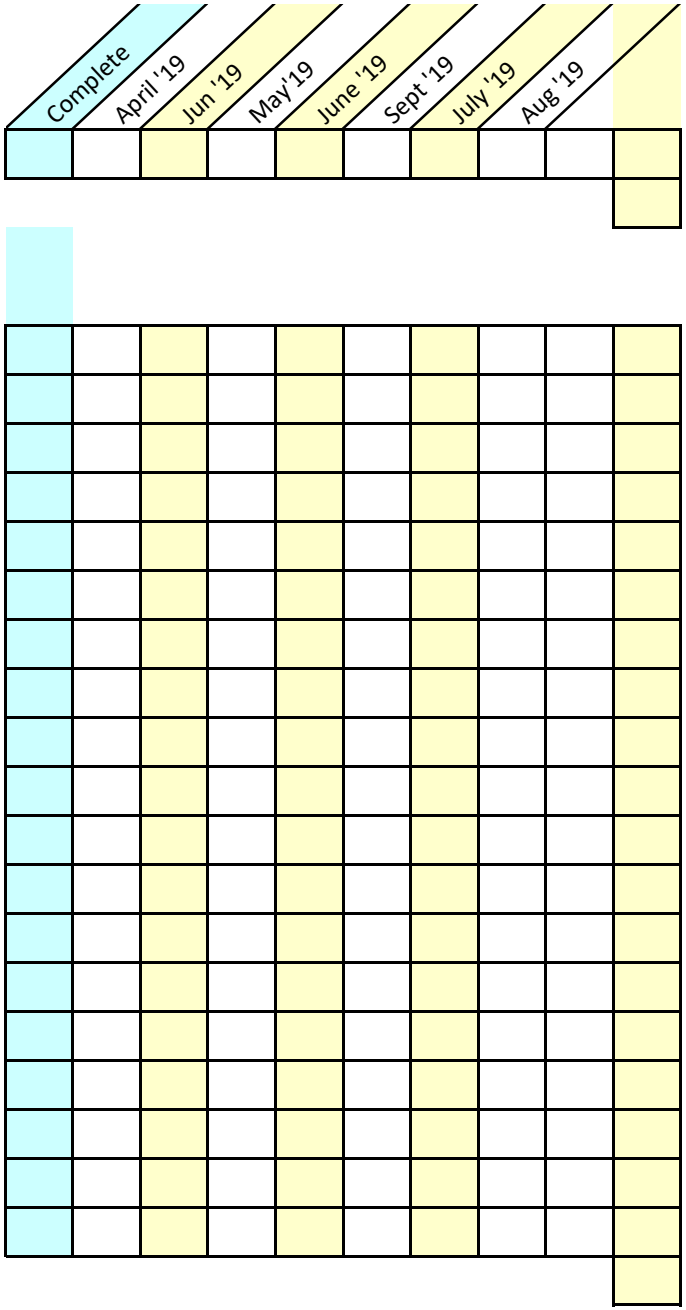
Prepare and flyer/materials

Enrollment target

Select and use media advertisement

Signage

School Website Maintenance



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Indianapolis Innovation Academy
Attachment 21 - Start-Up Plan

Governance

EMO Management with Board Members

Articles of incorporation -

Board Members Terms

Background Checks Current

Board Resumes

Board Officers

Identify legal counsel

Secure approved board policies

Approve management contract

Lease Agreement

Approve contracted service agreements

Budget Approval

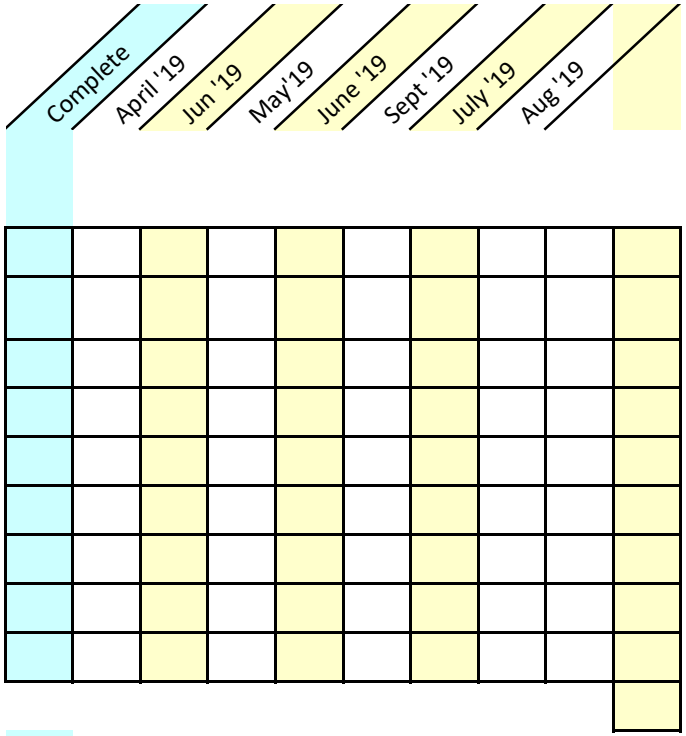
Signed Charter

Establish board meeting calendar

Code of Regulations -

IRN

501c3 Letter of Approval



The Academy will begin operations July 1, 2019. First day of student attendance is August 28, 2019.

Technology

EMO IT Department

Computer Needs/Purchases

Internal wiring for phones, data, intercoms -

Technology plan

Grad Point

Domain Names

Technology training

Migrate e-mail

Software Licensing

Operations

EMO Management with School Leader

ODE Opening Assurances

Enrollment packets

Student Handbook

Transfer/update staff and roles in OEDS-R

Emergency Plan

Contracted SPED services

Student Accounting Procedures

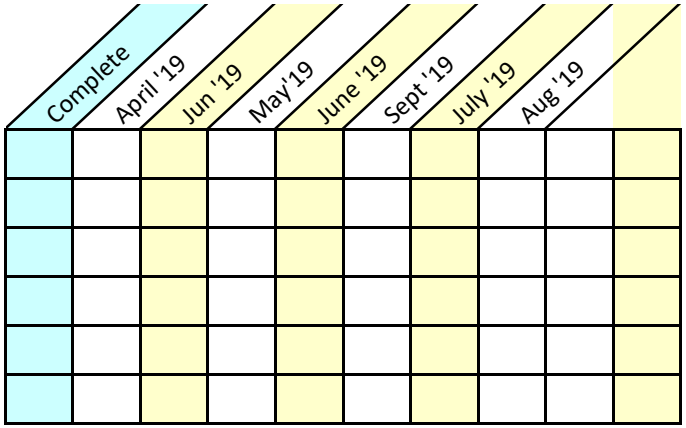
SameGoal Contract (IEP Anywhere)

Power School

Other Contracted Services

Establish student accounting procedures

Food service?



The Academy will begin operations July 1, 2019. First day of student attendance is August 28, 2019.

EMIS Coordinator

Indianapolis Innovation Academy
Attachment 21 - Start-Up Plan

ATTACHMENT 22

CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 08/22/2017

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 Marsh USA Inc. 2325 E. Camelback Road Suite 600 Phoenix, AZ 85016 Attn: Phoenix.CertRequest@marsh.com / Fax: 212-948-4364 CN101360284-CONS-All-16-18	**CONTACT NAME:** **PHONE (A/C, No, Ext):** **FAX (A/C, No):** **E-MAIL ADDRESS:**
INSURED Leona Master, L.L.C. (AOS) 7878 N. 16th St., Ste. 150 Phoenix, AZ 85020	**INSURER(S) AFFORDING COVERAGE** — **NAIC #** **INSURER A :** Philadelphia Indemnity Insurance Company — 18058 **INSURER B :** Twin City Fire Insurance Company — 29459 **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** LOS-002350681-01 **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	X **COMMERCIAL GENERAL LIABILITY** CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: [X] POLICY [ ] PRO-JECT [ ] LOC OTHER:			PHPK1677581	07/01/2017	07/01/2018	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ $ $ $ $ $	1,000,000 300,000 15,000 1,000,000 2,000,000 2,000,000
A	**AUTOMOBILE LIABILITY** X ANY AUTO OWNED AUTOS ONLY HIRED AUTOS ONLY SCHEDULED AUTOS NON-OWNED AUTOS ONLY			PHPK1677581 APD Comp./Coll. Ded.: $1,000/$1,000	07/01/2017	07/01/2018	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ $ $ $	1,000,000
A	X **UMBRELLA LIAB** X OCCUR **EXCESS LIAB** CLAIMS-MADE DED X RETENTION $ 10,000			PHUB591092	07/01/2017	07/01/2018	EACH OCCURRENCE AGGREGATE	$ $	1,000,000 1,000,000
B	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? **(Mandatory in NH)** Y/N [N] N/A If yes, describe under DESCRIPTION OF OPERATIONS below			72WEPH6721	09/29/2016	09/29/2017	X PER STATUTE [ ] OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ $ $	1,000,000 1,000,000 1,000,000
A	Educators Legal Liability			PHPK1677604	07/01/2017	07/01/2018	Each Claim Aggregate		1,000,000 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Evidence Of Insurance

CERTIFICATE HOLDER

TO WHOM IT MAY CONCERN

CANCELLATION

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 of Marsh USA Inc.

Daniel Ward

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AGENCY CUSTOMER ID: CN101360284
LOC #: Phoenix

ADDITIONAL REMARKS SCHEDULE

AGENCY		NAMED INSURED
Marsh USA Inc.		Leona Master, L.L.C. (AOS) 7878 N. 16th St., Ste. 150 Phoenix, AZ 85020
POLICY NUMBER		
CARRIER	NAIC CODE	EFFECTIVE DATE:

ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,
FORM NUMBER: 25 FORM TITLE: Certificate of Liability Insurance

Coverage: Crime
Policy #PHPK1517685
Policy Dates: 7/1/2016 to 7/1/2017
Carrier Name: Philadelphia Indemnity Insurance Company
Limits:
$500,000 Employee Dishonesty

Coverage : Abuse and Molestation
Policy #PHPK1517685
Policy Dates: 7/1/2016 - 7/1/2017
Carrier Name: Philadelphia Indemnity Insurance Company
Limits :
$1,000,000 Each Occurrence
$1,000,000 Aggregate

Coverage: Directors & Officers / Employment Practices Liability
Policy #PHSD1160004
Policy Dates: 7/1/2016 - 7/1/2017
Carrier Name: Tokio Marine Specialty Insurance Company Limits:
$1,000,000 Each Claim
$2,000,000 Aggregate
$25,000 Retention

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CERTIFICATE OF LIABILITY INSURANCE

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PRODUCER Marsh USA Inc. 2325 E. Camelback Road Suite 600 Phoenix, AZ 85016 CN101360284-CORP--17-18	**CONTACT NAME:** **PHONE (A/C, No, Ext):** **FAX (A/C, No):** **E-MAIL ADDRESS:**
INSURED Leona Master, L.L.C. (CORP) 7878 N 16th St., Suite 150 Phoenix, AZ 85020	**INSURER(S) AFFORDING COVERAGE** — **NAIC #** **INSURER A :** The Insurance Company of the State of PA — 19429 **INSURER B :** **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** LOS-002350789-01 **REVISION NUMBER:** 2

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	**COMMERCIAL GENERAL LIABILITY** CLAIMS-MADE [X] OCCUR [X] Foreign General Liability GEN'L AGGREGATE LIMIT APPLIES PER: POLICY [ ] PRO-JECT [ ] LOC OTHER:			WS11009888	07/01/2017	07/01/2018	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ 1,000,000 $ 1,000,000 $ 50,000 $ 1,000,000 $ 2,000,000 $ 2,000,000
A	**AUTOMOBILE LIABILITY** ANY AUTO OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [X] HIRED AUTOS ONLY [X] NON-OWNED AUTOS ONLY Foreign Business Auto - Contingent			WS11009888	07/01/2017	07/01/2018	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ 1,000,000 $ $ $
	UMBRELLA LIAB [ ] OCCUR **EXCESS LIAB** [ ] CLAIMS-MADE DED [ ] RETENTION $						EACH OCCURRENCE AGGREGATE	$ $
A	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? Y/N [N] **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below Foreign Voluntary Comp	N/A		WS11009888	07/01/2017	07/01/2018	[ ] PER STATUTE [ ] OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 1,000,000 $ 1,000,000 $ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Evidence of Insurance

CERTIFICATE HOLDER

TO WHOM IT MAY CONCERN

CANCELLATION

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AUTHORIZED REPRESENTATIVE
of Marsh USA Inc.

Daniel Ward

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 08/23/2017

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PRODUCER Marsh USA Inc. 2325 E. Camelback Road Suite 600 Phoenix, AZ 85016 CN101360284-COH-Cyber-16-17	**CONTACT NAME:** **PHONE (A/C, No, Ext):** **FAX (A/C, No):** **E-MAIL ADDRESS:**
INSURED Leona Master, L.L.C. (CORP) 7878 N 16th St., Suite 150 Phoenix, AZ 85020	**INSURER(S) AFFORDING COVERAGE** — **NAIC #** **INSURER A :** LLoyds - AF Beazley Syndicate **INSURER B :** **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** LOS-002350788-01 **REVISION NUMBER:** 1

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INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY							
	☐ CLAIMS-MADE ☐ OCCUR						EACH OCCURRENCE	$
							DAMAGE TO RENTED PREMISES (Ea occurrence)	$
							MED EXP (Any one person)	$
							PERSONAL & ADV INJURY	$
	GEN'L AGGREGATE LIMIT APPLIES PER:						GENERAL AGGREGATE	$
	☐ POLICY ☐ PRO-JECT ☐ LOC						PRODUCTS - COMP/OP AGG	$
	☐ OTHER:							$
	AUTOMOBILE LIABILITY						COMBINED SINGLE LIMIT (Ea accident)	$
	☐ ANY AUTO						BODILY INJURY (Per person)	$
	☐ OWNED AUTOS ONLY ☐ SCHEDULED AUTOS						BODILY INJURY (Per accident)	$
	☐ HIRED AUTOS ONLY ☐ NON-OWNED AUTOS ONLY						PROPERTY DAMAGE (Per accident)	$
								$
	UMBRELLA LIAB ☐ OCCUR						EACH OCCURRENCE	$
	EXCESS LIAB ☐ CLAIMS-MADE						AGGREGATE	$
	☐ DED ☐ RETENTION $							$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY Y/N						☐ PER STATUTE ☐ OTH-ER	
	ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? [N] N/A **(Mandatory in NH)**						E.L. EACH ACCIDENT	$
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE	$
							E.L. DISEASE - POLICY LIMIT	$
A	Network Security & Privacy			W1CCB7160101	09/30/2016	09/30/2017	Policy Aggregate	2,000,000
	Cyber						Retention	5,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER

TO WHOM IT MAY CONCERN

CANCELLATION

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AUTHORIZED REPRESENTATIVE of Marsh USA Inc.

Daniel Ward

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 08/22/2017

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PRODUCER Marsh USA Inc. 2325 E. Camelback Road Suite 600 Phoenix, AZ 85016 Attn: Phoenix.CertRequest@marsh.com / Fax: 212-948-4364 CN101360284-CONS-All-16-18	**CONTACT NAME:** **PHONE (A/C, No, Ext):** **FAX (A/C, No):** **E-MAIL ADDRESS:**
INSURED Leona Master, L.L.C. (AOS) 7878 N. 16th St., Ste. 150 Phoenix, AZ 85020	**INSURER(S) AFFORDING COVERAGE** — **NAIC #** **INSURER A :** Philadelphia Indemnity Insurance Company — 18058 **INSURER B :** Twin City Fire Insurance Company — 29459 **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** LOS-002350681-01 **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	X **COMMERCIAL GENERAL LIABILITY** CLAIMS-MADE [X] OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: [X] POLICY [ ] PRO-JECT [ ] LOC [ ] OTHER:			PHPK1677581	07/01/2017	07/01/2018	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG $	$ 1,000,000 $ 300,000 $ 15,000 $ 1,000,000 $ 2,000,000 $ 2,000,000 $
A	**AUTOMOBILE LIABILITY** X ANY AUTO OWNED AUTOS ONLY HIRED AUTOS ONLY SCHEDULED AUTOS NON-OWNED AUTOS ONLY			PHPK1677581 APD Comp./Coll. Ded.: $1,000/$1,000	07/01/2017	07/01/2018	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident) $	$ 1,000,000 $ $ $ $
A	X **UMBRELLA LIAB** X OCCUR **EXCESS LIAB** CLAIMS-MADE DED X RETENTION $ 10,000			PHUB591092	07/01/2017	07/01/2018	EACH OCCURRENCE AGGREGATE $	$ 1,000,000 $ 1,000,000 $
B	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBEREXCLUDED? Y/N [N] N/A **(Mandatory in NH)** If yes, describe under DESCRIPTION OF OPERATIONS below			72WEPH6721	09/29/2016	09/29/2017	X PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ 1,000,000 $ 1,000,000 $ 1,000,000
A	Educators Legal Liability			PHPK1677604	07/01/2017	07/01/2018	Each Claim Aggregate	1,000,000 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Evidence Of Insurance

CERTIFICATE HOLDER

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Daniel Ward

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AGENCY CUSTOMER ID: CN101360284

LOC #: Phoenix

ADDITIONAL REMARKS SCHEDULE

AGENCY		NAMED INSURED
Marsh USA Inc.		Leona Master, L.L.C. (AOS) 7878 N. 16th St., Ste. 150 Phoenix, AZ 85020
POLICY NUMBER		
CARRIER	NAIC CODE	EFFECTIVE DATE:

ADDITIONAL REMARKS

THIS ADDITIONAL REMARKS FORM IS A SCHEDULE TO ACORD FORM,

FORM NUMBER: 25 FORM TITLE: Certificate of Liability Insurance

Coverage: Crime
Policy #PHPK1517685
Policy Dates: 7/1/2016 to 7/1/2017
Carrier Name: Philadelphia Indemnity Insurance Company
Limits:
$500,000 Employee Dishonesty

Coverage : Abuse and Molestation
Policy #PHPK1517685
Policy Dates: 7/1/2016 - 7/1/2017
Carrier Name: Philadelphia Indemnity Insurance Company
Limits :
$1,000,000 Each Occurrence
$1,000,000 Aggregate

Coverage: Directors & Officers / Employment Practices Liability
Policy #PHSD1160004
Policy Dates: 7/1/2016 - 7/1/2017
Carrier Name: Tokio Marine Specialty Insurance Company Limits:
$1,000,000 Each Claim
$2,000,000 Aggregate
$25,000 Retention

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY): 08/23/2017

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PRODUCER Marsh USA Inc. 2325 E. Camelback Road Suite 600 Phoenix, AZ 85016 CN101360284-CORP--17-18	**CONTACT NAME:** **PHONE (A/C, No, Ext):** **FAX (A/C, No):** **E-MAIL ADDRESS:**
INSURED Leona Master, L.L.C. (CORP) 7878 N 16th St., Suite 150 Phoenix, AZ 85020	**INSURER(S) AFFORDING COVERAGE** — **NAIC #** **INSURER A :** The Insurance Company of the State of PA — 19429 **INSURER B :** **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** LOS-002350789-01 **REVISION NUMBER:** 2

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INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS		
A	**COMMERCIAL GENERAL LIABILITY** CLAIMS-MADE [X] OCCUR [X] Foreign General Liability GEN'L AGGREGATE LIMIT APPLIES PER: POLICY [ ] PRO-JECT [ ] LOC OTHER:			WS11009888	07/01/2017	07/01/2018	EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ $ $ $ $ $	1,000,000 1,000,000 50,000 1,000,000 2,000,000 2,000,000
A	**AUTOMOBILE LIABILITY** ANY AUTO OWNED AUTOS ONLY [ ] SCHEDULED AUTOS [X] HIRED AUTOS ONLY [X] NON-OWNED AUTOS ONLY			WS11009888 Foreign Business Auto - Contingent	07/01/2017	07/01/2018	COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ $ $ $	1,000,000
	UMBRELLA LIAB [ ] OCCUR **EXCESS LIAB** [ ] CLAIMS-MADE DED RETENTION $						EACH OCCURRENCE AGGREGATE	$ $	
A	**WORKERS COMPENSATION AND EMPLOYERS' LIABILITY** ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) Y/N [N] N/A If yes, describe under DESCRIPTION OF OPERATIONS below			WS11009888 Foreign Voluntary Comp	07/01/2017	07/01/2018	PER STATUTE [ ] OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ $ $	1,000,000 1,000,000 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Evidence of Insurance

CERTIFICATE HOLDER

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CERTIFICATE OF LIABILITY INSURANCE

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INSURED Leona Master, L.L.C. (CORP) 7878 N 16th St., Suite 150 Phoenix, AZ 85020	**INSURER(S) AFFORDING COVERAGE** — **NAIC #** **INSURER A :** LLoyds - AF Beazley Syndicate **INSURER B :** **INSURER C :** **INSURER D :** **INSURER E :** **INSURER F :**

COVERAGES **CERTIFICATE NUMBER:** LOS-002350788-01 **REVISION NUMBER:** 1

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INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
	COMMERCIAL GENERAL LIABILITY CLAIMS-MADE OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: POLICY PRO-JECT LOC OTHER:						EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COMP/OP AGG	$ $ $ $ $ $
	AUTOMOBILE LIABILITY ANY AUTO OWNED AUTOS ONLY HIRED AUTOS ONLY SCHEDULED AUTOS NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)	$ $ $ $
	UMBRELLA LIAB OCCUR **EXCESS LIAB** CLAIMS-MADE DED RETENTION $						EACH OCCURRENCE AGGREGATE	$ $
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANYPROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? **(Mandatory in NH)** Y / N: N If yes, describe under DESCRIPTION OF OPERATIONS below	N / A					PER STATUTE OTH-ER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	$ $ $
A	Network Security & Privacy Cyber			W1CCB7160101	09/30/2016	09/30/2017	Policy Aggregate Retention	2,000,000 5,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

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ATTACHMENT 23

INDIANAPOLIS INNOVATION ACADEMY

		Year 1	Year 2	Year 3	Year 4	Year 5
	Enrollment:	**200**	**225**	**250**	**285**	**325**
Acct. Number	**Description**					
	REVENUE					
0100-01741	Student Fees	20,000	22,500	37,500	57,000	65,000
0100-03111	State Unrestricted - Basic Grant	1,805,000	2,036,250	2,268,750	2,593,500	2,965,625
0900-03910	Textbook Reimbursement	36,000	4,500	6,500	6,500	6,000
3950-03990	Other State Revenue - Charter Innovation School Program	100,000	112,500	0	0	0
5250-04223	Federal Restricted - IDEA	30,000	33,750	37,500	42,750	48,750
0800-04291	Federal Unrestricted - School Lunch Reimbursement	100,000	112,500	125,000	142,500	162,500
0800-04292	Federal Unrestricted - School Breakfast Reimbursement	40,000	45,000	50,000	57,000	65,000
4100-04514	Federal Restricted - Title I	120,000	135,000	150,000	171,000	195,000
6840-04599	Federal Restricted - Title II-A	15,000	16,875	18,750	21,375	24,375
SUBTOTAL		**2,266,000**	**2,518,875**	**2,694,000**	**3,091,625**	**3,532,250**
	EXPENDITURES					
11050	**INSTRUCTIONAL PROGRAMS- KINDERGARTEN**					
0100-11050-311-110	Instructional Services - Wages- Certified	74,000	81,320	87,012	92,234	97,768
0100-11050-311-211	Instructional Services - Benefits	24,420	28,462	30,454	32,282	34,219
0100-11050-615	Operational Supplies	2,500	3,000	3,000	3,000	3,000
0100-11050-630	Textbooks	18,000	0	0	3,600	4,400
0100-11050-660	Other Supplies and Materials	14,500	5,000	5,000	5,500	6,500
0100-11050-810	Dues and Fees	1,500	3,000	3,000	3,000	3,000
SUBTOTAL		**134,920**	**120,782**	**128,466**	**139,616**	**148,887**
11100	**INSTRUCTIONAL PROGRAMS- ELEMENTARY**					
0100-11100-311-110	Instructional Services - Wages- Certified	257,500	358,105	426,677	587,600	769,508
0100-11100-311-130	Instructional Services - Wages- Temporary	6,750	12,000	12,000	15,000	16,500
0100-11100-311-211	Instructional Services - Benefits	84,975	121,538	149,337	205,660	269,328
0100-11100-319	Other Professional and Technical Services	30,000	30,000	30,000	35,000	38,000
0100-11100-615	Operational Supplies	7,500	8,250	9,500	11,250	13,250
0100-11100-630	Textbooks	52,000	9,000	9,000	9,000	10,000
0100-11100-660	Other Supplies and Materials	43,500	22,500	25,000	30,000	34,000
0100-11100-747	Content	8,000	12,000	12,500	13,000	15,000
0100-11100-810	Dues and Fees	4,500	10,500	12,000	15,000	19,500
4100-11100-311-120	Instructional Services- Wages- Non-Certified	48,750	141,205	151,085	160,155	169,762
4100-11100-311-211	Instructional Services- Benefits	12,188	42,901	45,903	48,659	51,578
SUBTOTAL		**555,663**	**768,000**	**883,002**	**1,130,324**	**1,406,426**

INDIANAPOLIS INNOVATION ACADEMY

		Year 1	Year 2	Year 3	Year 4	Year 5
	Enrollment:	**200**	**225**	**250**	**285**	**325**
Acct. Number	**Description**					
12610	**SPECIAL PROGRAMS**					
0100-12610-311-110	Instructional Services - Wages- Certified	17,444	42,800	45,796	48,544	51,456
0100-12610-311-211	Instructional Services - Benefits	5,756	14,980	16,029	16,990	18,010
5250-12610-311-110	Instructional Services - Wages- Certified	22,556	42,800	45,796	48,544	51,456
5250-12610-311-211	Instructional Services - Benefits	7,444	14,980	16,029	16,990	18,010
SUBTOTAL		**53,200**	**115,560**	**123,649**	**131,069**	**138,931**
21130	**SOCIAL WORK SERVICES**					
0100-21130-313	Pupil Services - Social Work Services	10,000	0	0	0	0
0100-21130-313-110	Pupil Services - Social Worker - Wages- Certified	0	45,000	48,150	51,039	54,101
0100-21130-313-211	Pupil Services - Social Worker - Benefits- Certified	0	15,750	16,853	17,864	18,935
SUBTOTAL		**10,000**	**60,750**	**65,003**	**68,903**	**73,036**
21420	**PSYCHOLOGICAL SERVICES**					
0100-21420-313	Pupil Services - Psychological Services	5,000	8,000	8,000	10,000	10,000
SUBTOTAL		**5,000**	**8,000**	**8,000**	**10,000**	**10,000**
215X0	**SPEECH PATHOLOGY AND AUDIOLOGY SERVICES**					
0100-21520-313	Pupil Services - Speech Pathology	20,000	26,000	28,000	30,000	34,000
SUBTOTAL		**20,000**	**26,000**	**28,000**	**30,000**	**34,000**
21620	**OCCUPATIONAL THERAPY SERVICES**					
0100-21620-313	Pupil Services - Occupational Therapy	5,000	6,000	6,000	7,000	8,000
SUBTOTAL		**5,000**	**6,000**	**6,000**	**7,000**	**8,000**
22130	**IMPROVEMENT OF INSTRUCTION**					
0100-22130-312	Instructional Programs Improvement Services	10,000	10,000	9,625	10,000	10,000
0100-22130-580	Travel and Expense	2,980	2,625	2,625	2,625	2,625
4100-22130-319-110	Other Professional and Technical Services - Wages	49,167	44,500	47,245	48,680	50,320
4100-22130-319-212	Other Professional and Technical Services - Benefits	9,895	13,225	14,036	14,238	14,512
6840-22130-312	Instructional Programs Improvement Services	2,021	2,375	2,750	2,375	2,375
6840-22130-319-110	Other Professional and Technical Services - Wages	7,980	9,000	10,000	12,000	14,000
6840-22130-319-212	Other Professional and Technical Services - Benefits	5,000	5,500	6,000	7,000	8,000
SUBTOTAL		**87,042**	**87,225**	**92,281**	**96,918**	**101,832**

INDIANAPOLIS INNOVATION ACADEMY

		Year 1	Year 2	Year 3	Year 4	Year 5
	Enrollment:	**200**	**225**	**250**	**285**	**325**
Acct. Number	**Description**					
22220	**SCHOOL LIBRARY**					
0100-22220-640	Library Books	1,500	1,500	1,500	1,500	1,500
0100-22220-660	Other Supplies and Materials	1,000	1,000	1,000	1,000	1,000
SUBTOTAL		**2,500**	**2,500**	**2,500**	**2,500**	**2,500**
231X0	**GENERAL ADMINISTRATION SERVICES**					
0100-23110-319	Other Professional and Technical Services - Authorizer Fee	51,900	58,556	65,250	74,599	85,313
0100-23110-615	Other Supplies and Materials	1,000	1,000	1,000	1,000	1,500
0100-23110-810	Dues and Fees	2,500	2,500	2,500	2,500	3,000
0100-23150-318	Board of Education Services - Legal Services	9,000	5,000	5,000	5,000	5,000
0100-23190-319	Other Professional and Technical Services - Audit Services	0	12,000	12,360	12,731	13,113
SUBTOTAL		**64,400**	**79,056**	**86,110**	**95,830**	**107,926**
23220	**COMMUNITY RELATIONS**					
0100-23220-532	Direct Mail Postage	4,000	3,000	3,000	3,000	1,500
0100-23220-540	Advertising	12,000	10,000	10,000	10,000	8,000
0100-23220-550	Printing and Binding	4,000	3,000	3,000	3,000	1,500
0100-23220-615	Other Supplies and Materials	5,000	4,000	4,000	4,000	4,000
SUBTOTAL		**25,000**	**20,000**	**20,000**	**20,000**	**15,000**
23290	**EXECUTIVE ADMINISTRATION SERVICES**					
0100-23290-319	Other Professional and Technical Services - Management Fee	226,600	251,888	269,400	309,163	353,225
SUBTOTAL		**226,600**	**251,888**	**269,400**	**309,163**	**353,225**
24100	**SUPPORT SERVICES - SCHOOL ADMINISTRATION**					
0100-24100-314-110	Staff Services - Wages- Certified	183,333	200,550	214,589	227,465	239,478
0100-24100-314-211	Staff Services - Benefits	60,500	70,193	75,106	79,613	83,817
0100-24100-532	Postage and Postage Machine Rental	2,000	2,250	2,500	2,850	3,250
0100-24100-580	Travel and Expense	2,500	2,500	2,500	2,500	2,500
0100-24100-611	Operational Supplies	6,000	5,000	5,000	6,000	7,500
0100-24100-615	Other Supplies and Materials	18,000	10,000	10,000	11,000	12,500
0100-24100-810	Dues and Fees	2,000	2,500	2,500	2,500	4,000
SUBTOTAL		**274,333**	**292,993**	**312,195**	**331,927**	**353,045**

INDIANAPOLIS INNOVATION ACADEMY

		Year 1	Year 2	Year 3	Year 4	Year 5
	Enrollment:	**200**	**225**	**250**	**285**	**325**
Acct. Number	**Description**					
25810	**ADMINISTRATIVE TECHNOLOGY SERVICES**					
0100-25810-741	Computer Hardware	100,000	70,000	34,000	27,000	14,000
0100-25810-747	Content	1,500	2,000	2,000	2,000	2,500
SUBTOTAL		**101,500**	**72,000**	**36,000**	**29,000**	**16,500**
26200	**MAINTENANCE OF BUILDINGS**					
0100-26200-319	Other Professional and Technical Services	30,000	30,600	30,600	31,800	31,800
0100-26200-319-120	Other Professional and Technical Services - Wages	30,000	55,670	64,158	68,007	85,841
0100-26200-319-211	Other Professional and Technical Services - Benefits	9,900	18,198	20,619	21,856	26,606
0100-26200-411	Water and Sewage	3,575	3,600	3,600	3,600	3,900
0100-26200-412	Removal of Refuse and Garbage	3,250	3,300	3,300	3,600	3,600
0100-26200-430	Repairs and Maintenance	70,000	0	0	0	0
0100-26200-531	Telephone	6,500	6,120	6,242	6,367	6,494
0100-26200-611	Operational Supplies	106,000	18,072	18,319	19,784	21,204
0100-26200-621	Heating and Cooling for Buildings - Electricity	15,190	15,800	15,800	15,800	16,600
0100-26200-622	Heating and Cooling for Buildings - Gas	7,800	8,200	8,200	8,200	8,600
0100-26200-744	Connectivity - Internet Connection & Network Connection	12,000	12,240	12,485	12,735	12,990
SUBTOTAL		**294,215**	**171,800**	**183,322**	**191,749**	**217,635**
26300	**MAINTENANCE OF GROUNDS**					
0100-26300-430	Maintenance of Grounds	6,000	6,000	6,000	7,200	7,200
SUBTOTAL		**6,000**	**6,000**	**6,000**	**7,200**	**7,200**
26400	**MAINTENANCE OF EQUIPMENT**					
0100-26400-430	Maintenance of Equipment	8,000	8,000	8,000	8,000	8,000
0100-26400-440	Equipment- Rentals	16,000	16,000	16,000	16,000	16,000
SUBTOTAL		**24,000**	**24,000**	**24,000**	**24,000**	**24,000**
26700	**INSURANCE**					
0100-26700-520	Insurance	28,000	28,000	29,000	29,500	30,000
SUBTOTAL		**28,000**	**28,000**	**29,000**	**29,500**	**30,000**

INDIANAPOLIS INNOVATION ACADEMY

		Year 1	Year 2	Year 3	Year 4	Year 5
	Enrollment:	**200**	**225**	**250**	**285**	**325**
Acct. Number	**Description**					
31X00	**FOOD SERVICE OPERATIONS**					
0800-31200-319	Other Professional and Technical Services	140,000	157,500	175,000	199,500	227,500
0800-31200-319-120	Other Professional Services- Wages- Non-certified	0	9,653	10,328	10,948	10,948
0800-31200-319-212	Other Professional Services- Benefits- Non-certified	0	2,413	2,582	2,737	2,737
SUBTOTAL		**140,000**	**169,566**	**187,910**	**213,185**	**241,185**
45500	**RENT OF BUILDINGS, FACILITIES, and EQUIPMENT**					
0100-45500-440	Building - Rent	95,000	73,500	192,000	198,000	204,000
3950-45500-440	Building - Rent	100,000	112,500	0	0	0
SUBTOTAL		**195,000**	**186,000**	**192,000**	**198,000**	**204,000**
5XXXX	**TEMPORARY LOANS - Principal and Interest**					
0100-52200-832	Interest	6,800	0	0	0	0
SUBTOTAL		**6,800**	**0**	**0**	**0**	**0**
	TOTAL EXPENDITURES	**2,259,173**	**2,496,118**	**2,682,839**	**3,065,882**	**3,493,327**
	TOTAL REVENUE	**2,266,000**	**2,518,875**	**2,694,000**	**3,091,625**	**3,532,250**
	General Fund - Excess/(Deficit)	**6,827**	**22,757**	**11,161**	**25,743**	**38,923**
	BUDGETED RESERVE - ESCROW ACCOUNT	**0**	**10,000**	**10,000**	**10,000**	**0**
	EXCESS/(DEFICIT) LESS BUDGETED RESERVE	**6,827**	**12,757**	**1,161**	**15,743**	**38,923**
	BEGINNING NET ASSETS	**0**	**6,827**	**19,584**	**20,745**	**36,489**
	ENDING NET ASSETS	**6,827**	**19,584**	**20,745**	**36,489**	**75,412**
	NET ASSETS AS PERCENTAGE OF REVENUE	**0%**	**1%**	**1%**	**1%**	**2%**

Compensation Table					
YEAR 1, includes START-UP period					
Position Description	**Number of Staff Per Position**	**Average Salary for the Position**	**Total Salary**	**Benefits and Payroll Taxes**	**TOTAL Salary and Benefits**
Principal	1.25	76,000	95,000	31,350	126,350
Administrative/Office Manager	1.08	40,000	43,200	14,256	57,456
Instructional Coach/Dean of Curriculum	1.08	50,000	54,000	17,820	71,820
Dean of Students/Teacher	1	45,000	45,000	14,850	59,850
Teachers K-6	8	37,000	296,000	97,680	393,680
Special Education Teacher	1	40,000	40,000	13,200	53,200
PE Teacher	0.5	35,500	17,750	5,858	23,608
Art Teacher	0.5	35,500	17,750	5,858	23,608
Teachers Aides (Part Time)	4	12,188	48,750	12,188	60,938
Facility Manager	0.75	40,000	30,000	9,900	39,900
TOTAL	**19**	**411,188**	**687,450**	**222,959**	**910,409**

YEAR 2					
Position Description	**Number of Staff Per Position**	**Average Salary for the Position**	**Total Salary**	**Benefits and Payroll Taxes**	**TOTAL Salary and Benefits**
Principal	1	85,600	85,600	29,960	115,560
Administrative/Office Manager	1	42,800	42,800	14,980	57,780
Office Assistant	0.75	32,000	24,000	8,400	32,400
Instructional Coach/Dean of Curriculum	1	53,500	53,500	18,725	72,225
Dean of Students/Teacher	1	48,150	48,150	16,853	65,003
Teachers K-6	9	40,660	365,940	128,079	494,019
Special Education Teacher	2	42,800	85,600	29,960	115,560
PE Teacher	0.5	37,985	18,993	4,748	23,741
Art Teacher	0.5	37,985	18,993	4,748	23,741
Computer Teacher	1	35,500	35,500	12,425	47,925
Social Worker	1	45,000	45,000	15,750	60,750
Title I Teachers	2	38,000	76,000	26,600	102,600
Teachers Aides (Part Time)	5	13,041	65,203	16,301	81,504
Facility Manager	1	42,800	42,800	14,980	57,780
Custodians (Part Time)	0.75	17,160	12,870	3,218	16,088
Food Service Aide (Part Time)	0.75	12,870	9,653	2,413	12,066
TOTAL	**28**	**625,851**	**1,030,601**	**348,139**	**1,378,740**

YEAR 3					
Position Description	**Number of Staff Per Position**	**Average Salary for the Position**	**Total Salary**	**Benefits and Payroll Taxes**	**TOTAL Salary and Benefits**
Principal	1	91,592	91,592	32,057	123,649
Administrative/Office Manager	1	45,796	45,796	16,029	61,825
Office Assistant	0.75	34,240	25,680	8,988	34,668
Instructional Coach/Dean of Curriculum	1	57,245	57,245	20,036	77,281
Dean of Students/Teacher	1	51,521	51,521	18,032	69,553
Teachers K-6	10	43,506	435,062	152,272	587,334
Special Education Teacher	2	45,796	91,592	32,057	123,649
PE Teacher	0.5	40,644	20,322	7,113	27,435
Art Teacher	0.5	40,644	20,322	7,113	27,435
Computer Teacher	1	37,985	37,985	13,295	51,280
Social Worker	1	48,150	48,150	16,853	65,003
Title I Teachers	2	40,660	81,320	28,462	109,782
Teachers Aides (Part Time)	5	13,953	69,767	17,442	87,209
Facility Manager	1	45,796	45,796	16,029	61,825
Custodians (Part Time)	0.75	24,482	18,361	4,590	22,952
Food Service Aide (Part Time)	0.75	13,771	10,328	2,582	12,910
TOTAL	**29**	**675,781**	**1,150,839**	**392,948**	**1,543,787**

YEAR 4					
Position Description	**Number of Staff Per Position**	**Average Salary for the Position**	**Total Salary**	**Benefits and Payroll Taxes**	**TOTAL Salary and Benefits**
Principal	1	97,088	97,088	33,981	131,068
Administrative/Office Manager	1	48,544	48,544	16,990	65,534
Office Assistant	0.75	36,294	27,221	9,527	36,748
Instructional Coach/Dean of Curriculum	1	60,680	60,680	21,238	81,918
Dean of Students/Teacher	1	54,612	54,612	19,114	73,726
Teachers K-6	12	46,117	553,399	193,690	747,088
Special Education Teacher	2	48,544	97,088	33,981	131,068
PE Teacher	1	43,083	43,083	15,079	58,161
Art Teacher	1	43,083	43,083	15,079	58,161
Computer Teacher	1	40,264	40,264	14,092	54,357
Social Worker	1	51,039	51,039	17,864	68,903
Title I Teachers	2	43,100	86,199	30,170	116,369
Teachers Aides (Part Time)	5	14,791	73,953	18,488	92,442
Facility Manager	1	48,544	48,544	16,990	65,534
Custodians (Part Time)	0.75	25,950	19,463	4,866	24,329
Food Service Aide (Part Time)	0.75	14,597	10,948	2,737	13,685
TOTAL	**32**	**716,327**	**1,355,205**	**463,885**	**1,819,091**

YEAR 5					
Position Description	**Number of Staff Per Position**	**Average Salary for the Position**	**Total Salary**	**Benefits and Payroll Taxes**	**TOTAL Salary and Benefits**
Principal	1	102,913	102,913	36,019	138,932
Administrative/Office Manager	1	51,456	51,456	18,010	69,466
Office Assistant	0.75	36,294	27,221	9,527	36,748
Instructional Coach/Dean of Curriculum	1	64,320	64,320	22,512	86,833
Dean of Students/Teacher	1	57,888	57,888	20,261	78,149
Teachers K-6	15	48,884	733,253	256,639	989,892
Special Education Teacher	2	51,456	102,913	36,019	138,932
PE Teacher	1	45,668	45,668	15,984	61,651
Art Teacher	1	45,668	45,668	15,984	61,651
Computer Teacher	1	42,680	42,680	14,938	57,618
Social Worker	1	54,101	54,101	18,935	73,037
Title I Teachers	2	45,686	91,371	31,980	123,351
Teachers Aides (Part Time)	5	15,678	78,391	19,598	97,988
Facility Manager	1	51,456	51,456	18,010	69,466
Custodians (Part Time)	1.25	27,508	34,384	8,596	42,981
Food Service Aide (Part Time)	0.75	14,597	10,948	2,737	13,685
TOTAL	**36**	**756,254**	**1,594,632**	**545,749**	**2,140,381**

Attachment 24 - Budget Narrative

The budget is based on an initial enrollment goal of 200 students, growing to 325 students by year 5. Assumptions have been made regarding estimated levels of local, state and federal funding as it relates to student enrollment and other factors, such as special education population and other at risk factors which drive federal funds.

State funding makes up the largest portion of anticipated funding for the academy. As such, enrollment goals are carefully evaluated at the start of each year, and budgets are modified and/or developed accordingly. Per pupil foundation allocations have been conservatively projected as follows for the first five years: (Yr 1) $5,400, (Yr 2) $5,425, (Yr 3) $5,450, (Yr 4) $5,475, (Yr 5) $5,500. An additional $3,250 has been added for Complexity Grant funding. Federal expenditures will be budgeted each year based on the federal grant allocations.

A loan or revolving line of credit will be secured, either independently or with the support of the ESP, for the preoperational expenses during the start-up period. Repayment is projected to be complete by the end of year one. In the event that revenue projections are not met during the start-up phase or in year one, the ESP will provide an extension on the repayment period through year two. Under these circumstances, the academy will also work closely with the ESP to reduce expenditures appropriately in order to mitigate the shortage of funds.

ATTACHMENT 25 - Summary Of Operator's Portfolio

Growth and/or Value Added Results - the following links will direct you to Growth and/or value-added results and other information requested for the past five years by grade level in English/Language Arts and Mathematics. We were not able to use the Portfolio Summary Template provide in the BSU Request for Proposal because the majority of our academies are not located in Indiana.

Ohio Academies

Achieve - https://drive.google.com/open?id=0B52L7EkClQGUVkNFdFlTcmRmM0E

Discovery - https://drive.google.com/file/d/0B52L7EkClQGUUktBZmQ3ZW9MMnc

Reach - https://drive.google.com/open?id=0B52L7EkClQGUZGJlU0NLQUw0MGc

Wildwood - https://drive.google.com/open?id=0B52L7EkClQGUVTVBY3RGbk52SzA

Michigan and Indiana Academies
https://docs.google.com/spreadsheets/d/1p4Z9Ep619RnD_-RymEcizXeSwJer6nxwqOyrsGVWmxo/edit#gid=461970254

Arizona Academies
https://docs.google.com/spreadsheets/d/1ZWuGS6vvD8t5brJUecYneNV1iPa97Zb5bD3Z-qSQUh0/edit#gid=644722377

THE LEONA GROUP, LLC. - MANAGED SCHOOLS

OHIO

School	Authorizer
Achieve Career Preparatory	Buckeye Community Hope Foundation
Discovery	Ohio Department of Education
Eagle	Buckeye Community Hope Foundation
Northpointe	Ohio Council of Community Schools
Reach	Buckeye Community Hope Foundation
Wildwood Environmental	Ohio Council of Community Schools

MICHIGAN

Academy for Business Technology	Eastern Michigan University
ABT-Elementary	Eastern Michigan University
Cesar Chavez Lower Elem	Saginaw Valley State University
Cesar Chavez Upper Elem	Saginaw Valley State University
Cesar Chavez East	Saginaw Valley State University
Cesar Chavez Middle School	Saginaw Valley State University
Cesar Chavez High School	Saginaw Valley State University
Detroit Public Safety	Eastern Michigan University
Francis Reh	Northern Michigan University
George Crockett	Northern Michigan University
Highland Park Renaissance	Highland Park School District
Hope of Detroit	Ferris State University
Hope of Detroit High School	Ferris State University
Joy Prep	Ferris State University
Mildred C Wells	Bay Mills Community College
Northridge	Ferris State University
Saginaw Prep	Saginaw Valley State University

INDIANA

Each Chicoa Urgan Enterprise	Ball State
Timothy L Johnson	Trine University
Smith Academy for Excellence	Grace College
Robert H. Faulkner	Ball State

ARIZONA

School	Authorizer
Advance U	Arizona State Board for Charter Schools
Alta Vista	Arizona State Board for Charter Schools
Apache Trail	Arizona State Board for Charter Schools
Crestview College Prep	Arizona State Board for Charter Schools
Desert Hills	Arizona State Board for Charter Schools
Discover U	Arizona State Board for Charter Schools
ElDorado	Arizona State Board for Charter Schools
Estrella	Arizona State Board for Charter Schools
Gilbert Arts	Arizona State Board for Charter Schools
Glenview College Prep	Arizona State Board for Charter Schools
Havasu Prep	Arizona State Board for Charter Schools
Liberty Arts	Arizona State Board for Charter Schools
Maya	Arizona State Board for Charter Schools
Mission Heights Prep	Arizona State Board for Charter Schools
Peoria Accelerated	Arizona State Board for Charter Schools
Quest	Arizona State Board for Charter Schools
Skyview	Arizona State Board for Charter Schools
South Pointe Elementary	Arizona State Board for Charter Schools
South Pointe High School	Arizona State Board for Charter Schools
South Pointe Jr. High	Arizona State Board for Charter Schools
South Ridge	Arizona State Board for Charter Schools
Summit	Arizona State Board for Charter Schools
Sun Valley	Arizona State Board for Charter Schools
Vista Grove Prep - Elem	Arizona State Board for Charter Schools
Vista Grove Prep - MS	Arizona State Board for Charter Schools
West Phoenix	Arizona State Board for Charter Schools

ATTACHMENT 26

East Chicago Urban Enterprise Acad (3935)

1402 E Chicago Ave
East Chicago, IN 46312-0000
Phone: (219) 392-3650 Fax: (219) 392-3652
School Homepage

Principal: Mrs Veronica Eskew
veronica.eskew@leonagroup.com
Grade Levels KG - 08
Accreditation Status: Charter Accreditation

Lake County
Charter School

2016-2017 Report Card

D

East Chicago Urban Enterprise Acad

East Chicago Urban Enterprise Acad received a D as its final letter grade for school accountability.

Letter Grade

Overall Summary

	Points	Weight	Weighted Points
Performance Domain Grades 3-8	43.50	0.500	21.75
Performance Domain Grade 10	0.00	0.000	0.00
Growth Domain Grade 4-8	92.30	0.500	46.15
Growth Domain Grade 9-12	0.00	0.000	0.00
Multiple Measures Domain Grade 12	0.00	0.000	0.00
Overall points			67.9
Overall grade			D

Performance Domain

Mathematics

37.0% of students passed the assessment.
This rate is below the state average.
98.9% of students participated in the assessment.

English/Language Arts

50.0% of students passed the assessment.
This rate is below the state average.
98.2% of students participated in the assessment.

Growth Domain

A school's letter grade may increase, decrease, or remain the same based on student improvement.

Mathematics

66.2 points for Top 75% Growth
98.7 points for Bottom 25% Growth
82.5 points for Growth

English/Language Arts

99.7 points for Top 75% Growth
104.5 points for Bottom 25% Growth.
102.1 points for Growth

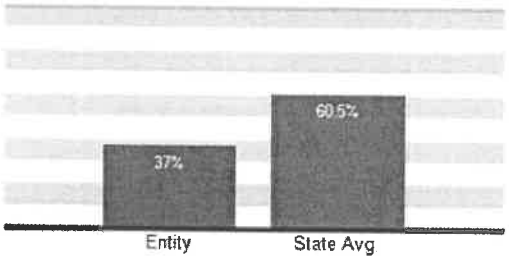
Student Performance

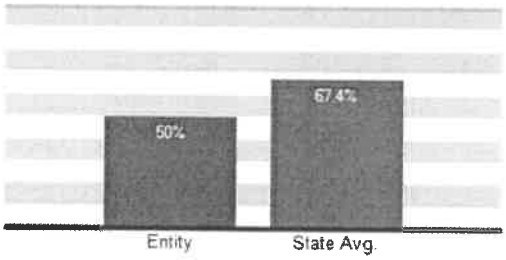
Mathematics

Percent Passing

English/Language Arts

Percent Passing


37%
60.5%
Entity
State Avg


50%
67.4%
Entity
State Avg.

East Chicago Urban Enterprise Acad

2017 Annual Performance Report

East Chicago Urban Enterprise Acad, East Chicago 9555

	Corporation Results				State
Indicator	**'13-'14**	**'14-'15**	**'15-'16**	**'16-'17**	**Total**
Student Enrollment	422	427	420	431	1,133,380
Number of Certified Teachers	16	19	16	20	59,669
Teacher Salary Range - Minimum	$38,000	0	0	$32,000	$24,000
Teacher Salary Range - Maximum	$42,000	0	0	$50,217	$90,000
Number of Students in Special Education	32	29	30	34	162,714
Percent of Students in Special Education	7.6	6.8	7.1	7.9	15.0
Number of Students in Gifted and Talented Education	1	0	0	1	149,810
Percent of Students in Gifted and Talented Education	0.2	0.0	0.0	0.2	14.3
Number of Students Receiving Free or Reduced Lunches	346	348	351	356	526,191
Percent of Students Receiving Free or Reduced Price Lunches	82.0	81.5	83.6	82.6	48.2
Number of Limited English Proficiency Students	77	78	90	68	53,614
Percent of Limited English Proficiency Students	18.3	18.3	21.4	15.8	4.8
Intra District Mobilty	0	0	0	0	0
Inter District Mobility	2.1	6.3	5.9	7	0

Corporation Goals for Expenditure Categories in Indiana Code 20-42.5-3-5

***** Suppressed**

East Chicago Urban Enterprise Acad

2017 Annual Performance Report

East Chicago Urban Enterprise Acad, East Chicago 3935

	School Results				State
Indicator	**'13-'14**	**'14-'15**	**'15-'16**	**'16-'17**	**Total**
A-F Accountability Grade	A	A	D	D	
Student Enrollment	422	427	420	431	1,133,380
Number of Certified Teachers	16	20	16	20	59,669
Percentage of Students Passing IREAD	98.0	98.0	86.7	84.1	89.3
* Grade 3 Percent Passing ISTEP+ Math Standard	91.7	68.6	53.3	26.0	60.0
* Grade 3 Percent Passing ISTEP+ Language Arts Standard	77.1	52.9	53.3	44.4	68.9
* Grade 4 Percent Passing ISTEP+ Math Standard	89.7	58.8	46.9	65.2	62.3
* Grade 4 Percent Passing ISTEP+ Language Arts Standard	89.7	56.9	38.7	55.3	68.1
* Grade 4 Percent Passing ISTEP+ Science Standard	68.4	60.8	46.9	50.0	64.7
* Grade 5 Percent Passing ISTEP+ Math Standard	83.7	65.1	25.0	52.1	65.5
* Grade 5 Percent Passing ISTEP+ Language Arts Standard	84.0	74.4	41.6	31.8	63.3
* Grade 5 Percent Passing ISTEP+ Social Science Standard	54.0	0	33.3	28.2	63.7
* Grade 6 Percent Passing ISTEP+ Math Standard	89.6	41.7	60.9	32.6	59.7
* Grade 6 Percent Passing ISTEP+ Language Arts Standard	81.3	47.9	68.2	60.8	66.3
* Grade 6 Percent Passing ISTEP+ Science Standard	43.8	37.5	63.4	54.3	65.0
* Grade 7 Percent Passing ISTEP+ Math Standard	81.6	39.0	18.7	36.9	52.2
* Grade 7 Percent Passing ISTEP+ Language Arts Standard	73.7	74.4	70.2	68.1	67.5
* Grade 7 Percent Passing ISTEP+ Social Science Standard	70.3	0	36.1	63.0	67.2
* Grade 8 Percent Passing ISTEP+ Math Standard	68.2	37.8	21.4	10.0	53.3
* Grade 8 Percent Passing ISTEP+ Language Arts Standard	72.7	73.5	61.9	38.0	61.8
Percent of 8th Graders in Algebra I	0	0	0	0	39.1
Pupil Enrollment to Certified Employee Ratio	24.8	19.4	21	18.7	13.7
Attendance Rate	97.2	96.2	95.8	94.3	95.8

* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

***** Suppressed**

East Chicago Urban Enterprise Acad

2017 Annual Performance Report

East Chicago Urban Enterprise Acad, East Chicago 3935

Indicator	School Results '13-'14	'14-'15	'15-'16	'16-'17	State Total
Number of Students with More Than 10 Unexcused Days Absent	0	0	0	2	76,150
Number of Students absent greater than 10% of School Year	1	4	41	64	80423
Number of Students Suspended	79	77	72	58	88,260
Number of Students Expelled or Suspended involving Drugs, Weapons, or Alcohol	0	0	1	0	5,871
Number of Out of School Suspensions	106	81	121	45	104,576
Number of In School Suspensions	65	67	25	31	87,224
Number of Bullying Incidents	0	0	1	3	3,645

* In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data.

***** Suppressed**

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.

FINANCIAL STATEMENTS
Together with Independent Auditors' Report

For the Years Ended June 30, 2017 and 2016

Donovan CPAs

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Donovan CPAs

Independent Auditors' Report

The Board of Directors
East Chicago Urban Enterprise Academy, Inc.

We have audited the accompanying financial statements of East Chicago Urban Enterprise Academy, Inc., which comprise the statements of financial position as of June 30, 2017 and 2016, and the related statements of activities and change in net assets, functional expenses, and cash flows for the years 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.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from 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 auditors' 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 auditors consider 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 above present fairly, in all material respects, the financial position of East Chicago Urban Enterprise Academy, Inc. as of June 30, 2017 and 2016, and the changes in its net assets, functional expenses, and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

DONOVAN

Indianapolis, Indiana
December 20, 2017

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.

STATEMENTS OF FINANCIAL POSITION

June 30, 2017 and 2016

	2017	2016
ASSETS		
CURRENT ASSETS		
Cash	$ 344,128	$ 387,171
Accounts receivable:		
Grants	38,351	34,172
Other	14	4,736
Total current assets	382,493	426,079
PROPERTY AND EQUIPMENT		
Buildings and improvements	2,356,038	2,356,038
Furniture and equipment	653,470	628,804
Less: accumulated depreciation	(1,313,724)	(1,228,432)
Property and equipment, net	1,695,784	1,756,410
OTHER ASSETS		
Security deposit	7,803	7,803
TOTAL ASSETS	$ 2,086,080	$ 2,190,292
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Current portion of notes payable	$ 217,231	$ 1,113,120
Accounts payable and accrued expenses	231,996	169,243
Total current liabilities	449,227	1,282,363
LONG-TERM LIABILITIES		
Notes payable, net of current portion	1,089,001	404,768
Total liabilities	1,538,228	1,687,131
NET ASSETS	547,852	503,161
TOTAL LIABILITIES AND NET ASSETS	$ 2,086,080	$ 2,190,292

See independent auditors' report and accompanying notes to the financial statements

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.

STATEMENTS OF ACTIVITIES AND CHANGE IN NET ASSETS

For the Years Ended June 30, 2017 and 2016

	2017	2016
REVENUE AND SUPPORT		
State education support	$ 3,026,997	$ 2,929,782
Grant revenue	884,499	904,167
Student fees	36,425	24,361
Program fees	10,725	13,457
Contributions	6,682	16
Fundraising income	-	15,967
Other income	12,504	1,441
Total revenue and support	3,977,832	3,889,191
EXPENSES		
Program services	3,056,222	2,850,935
Management and general	876,919	713,536
Total expenses	3,933,141	3,564,471
CHANGE IN NET ASSETS	44,691	324,720
NET ASSETS, BEGINNING OF YEAR	503,161	178,441
NET ASSETS, END OF YEAR	$ 547,852	$ 503,161

See independent auditors' report and accompanying notes to the financial statements

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.

STATEMENTS OF FUNCTIONAL EXPENSES

For the Years Ended June 30, 2017 and 2016

	2017			2016		
	Program Services	Management and General	Total	Program Services	Management and General	Total
FUNCTIONAL EXPENSES						
Salaries and wages	$ 1,508,868	$ 190,640	$ 1,699,508	$ 1,395,028	$ 184,318	$ 1,579,346
Employee benefits	337,805	42,856	380,661	394,991	66,203	461,194
Professional services	150,863	41,165	192,028	56,512	34,761	91,273
Depreciation	85,292	-	85,292	93,729	-	93,729
Classroom, kitchen, and office supplies	161,402	24,475	185,877	75,638	21,942	97,580
Food costs	223,572	-	223,572	242,850	-	242,850
Insurance	-	27,494	27,494	-	18,827	18,827
Occupancy	431,643	1,397	433,040	407,438	8,139	415,577
Authorizer oversight fees	-	65,442	65,442	-	62,882	62,882
Academic services	-	399,788	399,788	-	234,383	234,383
Equipment	55,657	9,764	65,421	63,532	3,906	67,438
Property rental and maintenance	39,864	158	40,022	12,838	-	12,838
Staff development	-	-	-	15,313	-	15,313
Interest	-	49,506	49,506	-	59,843	59,843
Advertising	-	1,661	1,661	-	-	-
Travel	19,860	2,918	22,778	30,968	3,843	34,811
Information technology	6,164	1,600	7,764	5,800	-	5,800
Other	35,232	18,055	53,287	56,298	14,489	70,787
Total functional expenses	$ 3,056,222	$ 876,919	$ 3,933,141	$ 2,850,935	$ 713,536	$ 3,564,471

See independent auditors' report and accompany notes to the financial statements

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.

STATEMENTS OF CASH FLOWS

For the Years Ended June 30, 2017 and 2016

	2017	2016
OPERATING ACTIVITIES		
Change in net assets	$ 44,691	$ 324,720
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	85,292	93,729
Change in certain assets and liabilities:		
Accounts receivable	543	57,682
Prepaid expenses	-	32,435
Accounts payable and accrued expenses	62,753	(82,050)
Net cash provided by operating activities	193,279	426,516
INVESTING ACTIVITIES		
Purchases of property and equipment	(24,666)	-
FINANCING ACTIVITIES		
Principal reduction of capital lease obligation	-	(7,564)
Principal payments on notes payable	(211,656)	(206,660)
Net cash used in financing activities	(211,656)	(214,224)
NET CHANGE IN CASH	(43,043)	212,292
CASH, BEGINNING OF YEAR	387,171	174,879
CASH, END OF YEAR	$ 344,128	$ 387,171
SUPPLEMENTAL INFORMATION		
Cash paid for interest	$ 49,506	$ 59,843

See independent auditors' report and accompanying notes to the financial statements

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.
NOTES TO THE FINANCIAL STATEMENTS
For the Years Ended June 30, 2017 and 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

General – East Chicago Urban Enterprise Academy, Inc. (the "School") is a public benefit not-for-profit organization incorporated under the laws of the State of Indiana. The School operates a public charter school established under Indiana Code 20-24 serving approximately 415 students in grades kindergarten through eighth and is sponsored by Ball State University.

Accounting 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 certain reported amounts and disclosures. Actual results could differ from those estimates.

Revenue Recognition – Revenues primarily come from resources provided under the Indiana Charter Schools Act. Under the Act, the School receives an amount per student in relation to the funding received by other public schools in the same geographic area. Funding from the State of Indiana is based on enrollment, and paid in equal monthly installments in January through December following the start of the school year. Revenue is recognized in the year in which the educational services are rendered.

A portion of the School's revenue is the product of cost reimbursement grants. Therefore, the School recognizes revenue under these grants in the amounts of costs and expenses at the time they are incurred.

Grants Receivable – Grants receivable relate primarily to activities funded under federal programs. The School believes that it is operating in compliance with regulatory requirements and as such no allowance for doubtful accounts is deemed necessary.

Taxes on Income – East Chicago Urban Enterprise Academy, Inc. has received a determination from the U.S. Treasury Department stating that it qualifies under the provisions of Section 501(c)(3) of the Internal Revenue Code as a tax-exempt organization; however, the School would be subject to tax on income unrelated to its tax-exempt purpose. For the years ended June 30, 2017 and 2016, no accounting for federal and state income taxes was included in the accompanying financial statements.

Professional accounting standards require the School to recognize a tax liability only if it is more likely than not the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax liability that is greater than 50% likely of being realized on examination. For tax positions not meeting the more-likely-than-not test, no tax liability is recorded. The School has examined this issue and has determined that there are no material contingent tax liabilities or questionable tax positions. Tax years ended after 2013 are open to audit for both federal and state purposes.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

Property and Equipment – Purchases of assets and expenditures that materially increase value or extend useful lives are capitalized and are included in the accounts at cost. Routine maintenance and repairs, minor replacement costs, and equipment purchases with a unit cost of less than $1,000 are charged to expense as incurred.

Depreciation is provided over the estimated useful lives of the respective assets using the straight-line method. The estimated useful lives generally are as follows:

Buildings and improvements	15 to 39 years
Furniture and equipment	3 to 7 years

Subsequent Events – The School evaluated subsequent events through December 20, 2017, the date these financial statements were available to be issued. Events occurring through that date have been evaluated to determine whether a change in the financial statements or related disclosures would be required.

NOTE 2 - NOTES PAYABLE

Notes payable consisted of the following at June 30:

	2017	2016
Line of credit agreement, payable in monthly installments of $11,267 including interest at 1.0% per annum through July 2020, secured by all School assets	$ 404,663	$ 535,110
Mortgage note payable to Peoples Bank, payable in monthly installments of $10,538 including interest at a rate of 4.75% through February 2022, thereafter payable in monthly installments of $10,437 including interest at a variable rate based on 1-Year Treasury Constant Maturity rate plus margin of 3.00%, adjustable annually, through March 2026, secured by a mortgage on School facilities and all School assets. This note was refinanced in 2017.	901,569	982,778
	1,306,232	1,517,888
Less: current maturities	(217,231)	(1,113,120)
Long-term portion	$ 1,089,001	$ 404,768

NOTE 2 - NOTES PAYABLE, Continued

Principal maturities of notes payable are as follows for the years ending June 30:

2018	$	217,231
2019		222,717
2020		228,406
2021		103,958
2022		103,688
Thereafter		430,232
Total	$	1,306,232

NOTE 3 - LEASES

The School leases its building, modular classrooms, and equipment under operating leases. Total expense under these operating leases for June 30, 2017 and 2016 was $235,767 and $262,023, respectively.

Future minimum rental payments as of June 30, 2017 for all operating leases with initial, non-cancellable lease terms in excess of one year are as follows for the years ending June 30:

2018	$	244,963
2019		253,132
2020		95,940
2021		12,068
2022		1,437

NOTE 4 - RETIREMENT PLANS

Retirement benefits for School employees are provided by the Indiana State Teachers' Retirement Fund ("TRF") and the Indiana Public Employees' Retirement Fund ("PERF"), both of which are cost-sharing multiple-employer defined benefit retirement plans governed by the State of Indiana and administered by the Indiana Public Retirement System ("INPRS") Board. Contribution requirements of plan members are established by the INPRS Board. Under the plans, the School contributes 7.5% of compensation for teaching faculty to TRF and 11.2% of compensation for other employees of PERF. Substantially all full-time employees are eligible to participate. Retirement plan expense was $109,138 and $138,934 for the years ended June 30, 2017 and 2016, respectively.

NOTE 5 - COMMITMENTS

The School operates under a charter granted by Ball State University. As the sponsoring organization, Ball State University exercises certain oversight responsibilities. Under this charter, the School has agreed to pay to Ball State University an annual administrative fee equal to 3% of state tuition support received. Payments under this charter agreement were $65,442 and $62,882 for the years ended June 30, 2017 and 2016, respectively. The charter will remain in effect until June 30, 2021 and is renewable thereafter by mutual consent.

Effective July 1, 2016, the School contracted with The Leona Group, LLC to provide financial, management, administrative and educational programming services. Under the terms of the agreement, the School agreed to pay an amount equal to 10% of revenues, as defined, for such services. The contract expires June 30, 2019. Payments under this contract were $399,788 for the year ended June 30, 2017.

Through June 30, 2016, the School had contracted with American Quality Schools, to provide management, administrative and educational programming services. Under the terms of the agreement, the School paid an amount equal to 6% of revenues, as defined, for such services. The contract commenced July 1, 2014 and expired June 30, 2016. Payments under this contract were $234,383 for the year ended June 30, 2016. The contract with American Quality Schools was not renewed.

NOTE 6 - RISKS AND UNCERTAINTIES

The School provides educational instruction services to families residing in Lake and surrounding counties in Indiana, and is subject to the risks of economic and competitive forces at work within this geographic area.

The majority of revenues relate to legislation enacted by the State of Indiana and grants awarded under federal programs. Changes in state or federal legislation could significantly affect the School. Additionally, the School is subject to monitoring and audit by state and federal agencies. Those examinations may result in additional liability to be imposed on the School.

Financial instruments that potentially subject the School to concentrations of credit risk consist principally of receivables from the State of Indiana. At June 30, 2017 and 2016, substantially all of the receivable balance was due from the State of Indiana. In addition, bank deposits are maintained primarily at Peoples Bank, and are insured up to the FDIC insurance limit.

NOTE 7 - FUNCTIONAL EXPENSE REPORTING

The cost of providing educational activities have been summarized on a functional basis in the statements of activities and change in net assets. Accordingly, certain expenses have been allocated between program and management services.

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.
OTHER REPORT
For the Year Ended June 30, 2017

The reports presented herein were prepared in addition to another official report prepared for the School as listed below:

Supplemental Audit Report of East Chicago Urban Enterprise Academy, Inc.

The Supplemental Audit Report contains the results of compliance testing required by the Indiana State Board of Accounts under its *Guidelines for the Audits of Charter Schools Performed by Private Examiners* pertaining to matters addressed in its *Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools.*

STATE OF INDIANA

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Telephone: (317) 232-2513
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Web Site: www.in.gov/sboa

February 8, 2018

Charter School Board
Smith Academy for Excellence, Inc.
725 W Washington Blvd
Fort Wayne, IN 46802

We have reviewed the report prepared by Smith Academy for Excellence, Inc. and opined upon by Darnell & Meyering, PC, Independent Public Accountants, for the period July 1, 2016 to June 30, 2017. Per the *Independent Auditor's Report* the financial statements included in the report present fairly the financial condition of Smith Academy for Excellence, Inc. as of June 30, 2017 and the results of its operations for the period then ended, on the basis of accounting described in the report.

In our opinion, Darnell & Meyering, PC prepared all required independent auditor's reports in accordance with generally accepted auditing standards and guidelines established by the State Board of Accounts.

The report is filed with this letter in our office as a matter of public record.

Paul D. Joyce

Paul D. Joyce, CPA
State Examiner

SMITH ACADEMY FOR EXCELLENCE, INC.

FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED
JUNE 30, 2017

SMITH ACADEMY FOR EXCELLENCE, INC.

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June 30, 2017

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DARNELL & MEYERING, P.C.

Certified Public Accountants

CLINTON MEYERING, C.P.A.
RANDALL H. DARNELL, C.P.A.
DALE A. VESTRAND, C.P.A.
ANTHONY S. PANSON, C.P.A.

20500 EUREKA ROAD - SUITE 300
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MEMBERS
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS
MICHIGAN ASSOCIATION OF
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report

To the Board of Directors of
Smith Academy For Excellence, Inc.

We have audited the accompanying financial statements of Smith Academy For Excellence, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and cash flows 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from 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 above present fairly, in all material respects, the financial position of Smith Academy For Excellence, Inc. 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.

DARNELL & MEYERING, P.C.

Darnell & Meyering, P.C.

Taylor, Michigan
December 26, 2017

SMITH ACADEMY FOR EXCELLENCE, INC.
STATEMENT OF FINANCIAL POSITION

ASSETS

	June 30, 2017
Current Assets	
Cash	$ 58,839
Grants receivable	18,260
Prepaid expenses	5,403
Total current assets	82,502
Property and Equipment	
Structures and improvements	3,800
Vehicles and equipment	227,573
Structures and improvements	3,800
Less accumulated depreciation	(186,432)
Property and equpment, net	44,941
Total assets	$ 127,443

LIABILITIES AND NET ASSETS

Current Liabilities	
Accounts payable	$ 680
Accrued expenses	13,674
Total current liabilities	14,354
Net Assets - Unrestricted	113,089
Total liabilities and net assets - unrestricted	$ 127,443

The accompanying notes are an integral part of the financial statements.

SMITH ACADEMY FOR EXCELLENCE, INC.
STATEMENT OF ACTIVITIES

	Year Ended June 30, 2017
Revenues	
State education support	$ 526,832
State Grants	27,714
Federal Grants	130,646
Student fees	4,637
Local Sources	2,236
Total Revenues	692,065
Expenses	
Program services:	
Educational instruction	227,954
Educational support	49,403
Food service	43,793
Total Program services	321,150
Supporting services:	
Support services	214,667
Central services	3,150
Operations and maintenance	17,868
Transportation	34,929
Rent	60,000
Depreciation	51,254
Total Supporting services	381,868
Total Expenses	703,018
Change in Unrestricted Net Assets	(10,953)
Net Assets - Unrestricted, Beginning of Year	124,042
Net Assets - Unrestricted, End of Year	$ 113,089

The accompanying notes are an integral part of the financial statements.

SMITH ACADEMY FOR EXCELLENCE, INC.
STATEMENT OF CASH FLOWS

	Year Ended June 30, 2017
Cash Flows from Operating Activities	
Change in net assets	$ (10,953)
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	51,254
(Increase) decrease in operating assets	
Grants receivable	(6,007)
Other Prepaids	(403)
Increase (decrease) in operating liabilities	
Accounts payable	(1,626)
Contracts payable	(263)
Accrued expenses	870
Net cash provided by operating activities	43,825
Net Increase (Decrease) in Cash	13,923
Cash, Beginning of Year	44,916
Cash, End of Year	$ 58,839

The accompanying notes are an integral part of these financial statements.

SMITH ACADEMY FOR EXCELLENCE, INC.
Notes to Financial Statements
June 30, 2017

Note 1. Summary of Significant Accounting Policies

Organization

Smith Academy For Excellence, Inc. (the "Academy") is a public benefit not-for-profit organization incorporated under the laws of the State of Indiana. The Academy operates a public charter Academy established under Indiana Code 20-24 and is sponsored by Grace College. The Academy has entered into a service agreement with The Leona Group, LLC, a limited liability company organized in the State of Michigan, to provide educational programming, personnel functions, building operations, and business administration services.

Basis of Accounting

The financial statements of the Academy have been prepared on the accrual basis in accordance with generally accepted accounting principles as applied to nonprofit organizations.

Accounting Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Revenue Recognition

Revenues primarily come from resources provided under the Indiana Charter Academy's Act. Under the Act, the Academy receives an amount per student in relation to the funding received by public Academy's in the same geographic area. Funding from the State of Indiana is based on enrollment, and is paid in equal monthly installments in July through June throughout the Academy year. Revenue is recognized in the year in which the educational services are rendered.

A portion of the Academy's revenue is the product of cost reimbursement grants. Accordingly, the Academy recognizes revenue under these grants in the amount of costs and expenses at the time they are incurred.

Cash and Cash Equivalents

For purposes of the statements of cash flows, the Academy considers its cash and cash equivalents to include cash on deposit, cash on hand, money market funds, and all highly liquid investments if purchased with a maturity of three months or less when acquired.

Grants Receivable

Grants receivable relate primarily to activities funded under federal grants and legislation enacted by the State of Indiana. The Academy believes that it is operating in compliance with regulatory requirements and as such no allowance for doubtful accounts is deemed necessary.

Income Taxes

Smith Academy For Excellence, Inc. has received a determination from the U.S. Treasury Department stating that it qualifies under the provisions of Section 501(c)(3) of the Internal Revenue Code as a tax-exempt organization; however, the Academy would be subject to tax on income unrelated to its tax-exempt purpose. For the year ended June 30, 2017, no accounting for federal and state income taxes was required to be included in the accompanying financial statements.

Professional standards require the Academy to recognize a tax liability only if it is more likely than not the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax liability that is greater than 50% likely of being realized on examination. For tax positions not meeting the more-likely-than-not test, no tax liability is recorded. The Academy has examined this issue and has determined that there are no material contingent tax liabilities or questionable tax positions. The tax years ending June 30, 2014, 2015 & 2016 are open to audit for both federal and state purposes.

Property and Equipment

Purchases of property and equipment that materially increase value, or extend useful lives are capitalized at cost. Routine maintenance and repairs and minor replacement costs are expensed as incurred.

Minimum cost thresholds for the Academy's asset classes are as follows:

		Group Purchase
Leasehold Improvements	$25,000	
Site Improvements	25,000	
Computers	5,000	$12,500
Equipment & Furniture	5,000	12,500
School Buses	5,000	
Educational Media & Textbooks	5,000	

Depreciation on all assets is provided using the straight-line method over the following useful lives:

Leasehold Improvements	3-15 years
Site Improvements	15 years
Computers	3 years
Equipment & Furniture	3-6 years
School Buses	8 years
Educational Media & Textbooks	5 years

Depreciation expense was $51,254 for the year ended June 30, 2017.

Basis of Presentation

The financial statement presentation follows the Not-for-Profit Entities topics of the Financial Accounting Standards Codification. The Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted net assets, and permanently restricted net assets. For the year ended June 30, 2017, all net assets were unrestricted.

Subsequent Events

The Academy evaluated subsequent events through December 26, 2017, the date these financial statements were available to be issued. Events occurring through that date have been evaluated to determine whether a change in the financial statements or related disclosures would be required. See Note 7 for disclosure of subsequent event.

Note 2. Receivables

Receivables as of June 30, 2017 represent amounts due from the following sources:

Grants Receivable		
Title I	$	13,465
IDEA		4,795
Total	$	18,260

Note 3. Leases

The Academy leases its Academy facilities. In July 2016, the Academy executed a one-year lease with St. John Evangelical Lutheran Church, an Indiana nonprofit corporation. Under the lease, the Academy is responsible for its share of real estate taxes, maintenance, insurance, and utilities. Lease expense under this lease agreement was $60,000 for the year ending June 30, 2017.

Note 4. Commitments

The Academy has executed a management agreement with The Leona Group, LLC ("Leona"), whereby Leona provides management, administrative, and educational programming services. This agreement remains in effect so long as the Academy maintains its charter, but may be terminated by either party with appropriate advance notice. Under terms of the agreement, the Academy has agreed to pay an amount equal to 8% of revenues, as defined, for such services. Aggregate payments to Leona under this agreement were $44,307 for the year ended June 30, 2017.

The Academy operates under a charter granted by Grace College. As the sponsoring organization, Grace College exercises certain oversight responsibilities. Under this charter, the Academy has agreed to pay to Grace College an annual administrative fee equal to 3% of state tuition support. The charter which was granted in 2012 remains in effect until June 30, 2019, and is renewable thereafter by mutual consent. The Academy paid $6,815 for administrative fees for the year ended June 30, 2017. Payments of $7,817 under this charter agreement were waived by Grace College in order to dedicate funds for improving education for the year ended June 30, 2017.

Note 5. Retirement Plan

The Academy participates in a Section 401(k) retirement plan sponsored by The Leona Group, LLC for the benefit of its employees. Under the plan, the Academy will match 100% of employee contributions not to exceed 6% of compensation for the plan year. Additional contributions may be made to the plan at the discretion of the board of directors. No discretionary contributions were made in 2017. The Academy had a $2,363 retirement plan expense for the year ended June 30, 2017.

Note 6. Risks and Uncertainties

The Academy provides educational instruction services to families residing in Allen and surrounding counties in Indiana, and is subject to the risks of economic and competitive forces at work within this geographic area.

The majority of revenues relate to legislation enacted by the State of Indiana and grants awarded under federal programs. Changes in state or federal legislation could significantly affect the Academy. Additionally, the Academy is subject to monitoring and audit by state and federal agencies. Those examinations may result in additional liability to be imposed on the Academy.

Financial instruments that potentially subject the Academy to concentrations of credit risk consist principally of receivables from the State of Indiana. At June 30, 2017, substantially all of the accounts receivable balance was due from the State of Indiana. In addition, deposits maintained at Charter One Bank did not exceed the FDIC insurance limit any time during the year.

Note 7. Subsequent Events

In July 2017, the Academy executed a one year lease with St. John Evangelical Lutheran Church, an Indiana nonprofit corporation. Under the lease, the Academy is responsible for its share of real estate taxes, maintenance, insurance, and utilities. The obligation under this lease agreement is projected to be $60,000 for the one year period ending June 30, 2018.

Note 8. Functional Expense Reporting

The costs of providing the educational activities have been summarized on a functional basis in the statement of activities. Accordingly, certain expenses have been allocated among the programs and services benefited. Following is a summary of expenses comprising each program and service for the year ended June 30, 2017.

	Educational Instruction	Education Support	Food Service Support	Supporting Services	Total
Salaries and employee benefits	$ 225,045	$ 34,224	$ 32,627	$ 152,834	$ 444,730
Professional services	-	15,179	-	8,847	24,026
Academic services	-	-	-	44,307	44,307
Authorizer oversight fee	-	-	-	6,815	6,815
Food costs	-	-	11,166	-	11,166
Transportation service	-	-	-	32,367	32,367
Equipment rental and expense	-	-	-	499	499
Repairs and maintenance	-	-	-	5,505	5,505
Classroom, kitchen, and office supplies	2,909	-	-	4,894	7,803
Occupancy	-	-	-	63,705	63,705
Insurance	-	-	-	10,721	10,721
Depreciation	-	-	-	51,254	51,254
Other	-	-	-	120	120
Total expenses	$ 227,954	$ 49,403	$ 43,793	$ 381,868	$ 703,018

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.

FINANCIAL STATEMENTS

Together with Independent Auditors' Report

For the Years Ended June 30, 2015 and 2014

DONOVAN
CPAs | ADVISORS

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DONOVAN
CPAs | ADVISORS

Independent Auditors' Report

The Board of Directors
East Chicago Urban Enterprise Academy, Inc.
1402 E. Chicago Avenue
East Chicago, IN 46312

We have audited the accompanying financial statements of East Chicago Urban Enterprise Academy, Inc., which comprise the statements of financial position as of June 30, 2015 and 2014, and the related statements of activities and change in net assets, functional expenses, and cash flows for the years 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.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from 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 auditors' 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 above present fairly, in all material respects, the financial position of East Chicago Urban Enterprise Academy, Inc. as of June 30, 2015 and 2014, and the changes in its net assets and its cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 7 to the financial statements, East Chicago Urban Enterprise Academy, Inc. was delinquent in filing its Internal Revenue Service Forms 990 for tax years 2008 through 2013. These delinquent filings carry potentially significant penalties and possible loss of the School's tax-exempt status. Our opinion is not modified with respect to this matter.

DONOVAN

September 8, 2016
Indianapolis, IN

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.
STATEMENTS OF FINANCIAL POSITION
June 30, 2015 and 2014

	2015	2014
ASSETS		
CURRENT ASSETS		
Cash	$ 174,879	$ 257,197
Accounts receivable		
Grants	95,394	-
Other	1,196	-
Prepaid expenses	32,435	11,267
Total current assets	303,904	268,464
SECURITY DEPOSITS	7,803	7,803
PROPERTY AND EQUIPMENT		
Buildings and improvements	2,356,038	2,341,502
Furniture and equipment	628,804	628,804
Less: accumulated depreciation	(1,134,703)	(1,021,946)
Property and equipment, net	1,850,139	1,948,360
TOTAL ASSETS	$ 2,161,846	$ 2,224,627
LIABILITIES AND NET ASSETS (DEFICIT)		
CURRENT LIABILITIES		
Accounts payable and accrued expenses	$ 251,293	$ 285,183
Current portion of notes payable	1,179,727	201,367
Current portion of capital lease obligation	7,564	17,147
Total current liabilities	1,438,584	503,697
LONG-TERM LIABILITIES		
Notes payable, net of current portion	544,821	1,735,944
Capital lease obligation, net of current portion	-	7,565
Total long-term liabilities	544,821	1,743,509
Total liabilities	1,983,405	2,247,206
NET ASSETS (DEFICIT)	178,441	(22,579)
TOTAL LIABILITIES AND NET ASSETS (DEFICIT)	$ 2,161,846	$ 2,224,627

See independent auditors' report and accompanying notes to the financial statements.

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.
STATEMENTS OF ACTIVITIES AND CHANGE IN NET ASSETS (DEFICIT)
For the Years Ended June 30, 2015 and 2014

	2015	2014
REVENUE AND SUPPORT		
State education support	$ 3,080,003	$ 3,178,614
Grant revenue	668,761	798,232
Student fees	21,972	12,537
Program fees	14,875	15,700
Contributions	6,652	-
Fundraising income	26,361	21,352
Other income	5,553	4,555
Total revenue and support	3,824,177	4,030,990
EXPENSES		
Program services	2,956,912	3,308,709
Management and general	666,245	651,241
Total expenses	3,623,157	3,959,950
CHANGE IN NET ASSETS	201,020	71,040
NET DEFICIT, BEGINNING OF YEAR	(22,579)	(93,619)
NET ASSETS (DEFICIT), END OF YEAR	$ 178,441	$ (22,579)

See independent auditors' report and accompanying notes to the financial statements.

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.
STATEMENTS OF FUNCTIONAL EXPENSES
For the Years Ended June 30, 2015 and 2014

	2015			2014		
	Program Services	Management and General	Total	Program Services	Management and General	Total
FUNCTIONAL EXPENSES						
Salaries and wages	$ 1,541,748	$ 161,577	$ 1,703,325	$ 1,803,220	$ 177,634	$ 1,980,854
Employee benefits	373,415	54,765	428,180	454,817	39,161	493,978
Professional services	119,517	6,188	125,705	136,958	3,611	140,569
Depreciation	112,757	-	112,757	111,846	-	111,846
Classroom, kitchen, and office supplies	89,747	10,847	100,594	102,672	5,112	107,784
Food costs	231,338	-	231,338	226,724	-	226,724
Insurance	-	18,762	18,762	-	15,143	15,143
Occupancy	386,650	12,362	399,012	383,215	9,985	393,200
Authorizer oversight fees	-	58,184	58,184	-	58,571	58,571
Academic services	-	246,400	246,400	-	254,289	254,289
Equipment	15,610	3,417	19,027	18,951	-	18,951
Property rental and maintenance	5,619	-	5,619	1,096	-	1,096
Staff development	18,131	-	18,131	18,052	-	18,052
Interest	-	75,776	75,776	-	64,443	64,443
Travel	21,965	1,698	23,663	20,129	221	20,350
Information technology	11,733	-	11,733	11,829	-	11,829
Other	28,682	16,269	44,951	19,200	23,071	42,271
Total functional expenses	$ 2,956,912	$ 666,245	$ 3,623,157	$ 3,308,709	$ 651,241	$ 3,959,950

See independent auditors' report and accompany notes to the financial statements.

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.
STATEMENTS OF CASH FLOWS
For the Years Ended June 30, 2015 and 2014

	2015	2014
OPERATING ACTIVITIES		
Change in net assets	$ 201,020	$ 71,040
Adjustments to reconcile change in net assets to net cash flows provided by operating activities:		
Depreciation	112,757	111,846
Change in:		
Accounts receivable	(96,590)	40,654
Prepaid expenses	(21,168)	7,338
Accounts payable and accrued expenses	(33,890)	(85,610)
Net cash provided by operating activities	162,129	145,268
INVESTING ACTIVITIES		
Purchases of property and equipment	(14,536)	(80,355)
FINANCING ACTIVITIES		
Principal reduction of capital lease obligation	(17,148)	(15,814)
Principal reduction of notes payable	(212,763)	(187,306)
Net cash used by financing activities	(229,911)	(203,120)
NET CHANGE IN CASH	(82,318)	(138,207)
CASH, BEGINNING OF YEAR	257,197	395,404
CASH, END OF YEAR	$ 174,879	$ 257,197
SUPPLEMENTAL INFORMATION		
Cash payments for interest expense	$ 75,776	$ 64,443

See independent auditors' report and accompanying notes to the financial statements.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

General - East Chicago Urban Enterprise Academy, Inc. (the "School") is a public benefit not-for-profit organization incorporated under the laws of the State of Indiana. The School operates a public charter school established under Indiana Code 20-24 serving grades kindergarten through eighth and sponsored by Ball State University.

Accounting 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 certain reported amounts and disclosures. Actual results could differ from those estimates.

Revenue Recognition - Revenues primarily come from resources provided under the Indiana Charter Schools Act. Under the Act, the School receives an amount per student in relation to the funding received by other public schools in the same geographic area. Funding from the State of Indiana is based on enrollment, and paid in equal monthly installments in January through December following the start of the school year. Revenue is recognized in the year in which the educational services are rendered.

A portion of the School's revenue is the product of cost reimbursement grants. Therefore, the School recognizes revenue under these grants in the amounts of costs and expenses at the time they are incurred.

Grants Receivable - Grants receivable relate primarily to activities funded under federal programs. The School believes that it is operating in compliance with regulatory requirements and as such no allowance for doubtful accounts is deemed necessary.

Taxes on Income - East Chicago Urban Enterprise Academy, Inc. has received a determination from the U.S. Treasury Department stating that it qualifies under the provisions of Section 501(c)(3) of the Internal Revenue Code as a tax-exempt organization; however, the School would be subject to tax on income unrelated to its tax-exempt purpose. For the years ended June 30, 2015 and 2014, no accounting for federal and state income taxes was required to be included in the accompanying financial statements.

Professional accounting standards require the School to recognize a tax liability only if it is more likely than not the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax liability that is greater than 50% likely of being realized on examination. For tax positions not meeting the more-likely-than-not test, no tax liability is recorded. The School has examined this issue and has determined that there are no material contingent tax liabilities or questionable tax positions. Tax years ended after 2007 are open to audit for both federal and state purposes.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Taxes on Income, Continued – As disclosed in Note 7, the School was delinquent in filing its required IRS Forms 990 for tax years 2008 through 2013. These late filings could impact the School's tax-exempt status and could carry significant penalties from the IRS.

Property and Equipment - Purchases of assets and expenditures that materially increase value or extend useful lives are capitalized and are included in the accounts at cost. Routine maintenance and repairs, minor replacement costs, and equipment purchases with a unit cost of less than $1,000 are charged to expense as incurred.

Depreciation is provided over the estimated useful lives of the respective assets using the straight-line method. The estimated useful lives generally are as follows:

Buildings and improvements	15 to 39 years
Furniture and equipment	3 to 7 years

Subsequent Events - The School evaluated subsequent events through September 8, 2016, the date these financial statements were available to be issued. Events occurring through that date have been evaluated to determine whether a change in the financial statements or related disclosures would be required.

NOTE 2 -NOTES PAYABLE

Notes payable at June 30, 2015 and 2014 consisted of the following:

	2015	2014
Line of credit agreement, payable in monthly installments of $11,267 including interest at 1.0% per annum through July 2020, secured by all business assets	$ 663,162	$ 801,707
Mortgage loan payable to Peoples Bank, payable in monthly installments of $10,425 including interest at a variable interest rate of 3% plus the 1-year Treasury bill rate per annum, adjustable annually, (4.5% at June 30, 2011) through April 2016, secured by a mortgage on School facilities and all business assets	1,061,386	1,135,604
	1,724,548	1,937,311
Less: current maturities	(1,179,727)	(201,367)
Long-term portion	$ 544,821	$ 1,735,944

NOTE 2 - NOTES PAYABLE (Continued)

Principal maturities of notes payable are as follows for the years ending June 30:

2016	$	1,179,727
2017		130,342
2018		131,652
2019		132,974
2020		134,310
Thereafter		15,543
Total	$	1,724,548

NOTE 3 - LEASES

The School leases equipment under a capital lease. At June 30, 2015, the cost and accumulated depreciation relating to these assets were $49,178 and $41,614, respectively ($49,178 and $25,955, respectively, at June 30, 2014).

Following is a schedule of future minimum lease payments under the capital lease and present value of the net minimum lease payments as of June 30, 2015:

2016	$	7,719
Less: amount representing interest		(155)
	$	7,564

The School leases its building and modular classrooms under operating leases. Total expense under these operating leases for June 30, 2015 and 2014 was $223,519 and $247,093, respectively. Minimum future rental payments as of June 30, 2015 for all operating leases with initial, non-cancellable lease terms in excess of one year are as follows for the years ending June 30:

2016	$	148,186
2017		12,398

NOTE 4 - RETIREMENT PLANS

Retirement benefits for School employees are provided by the Indiana State Teachers' Retirement Fund ("TRF") and the Indiana Public Employees' Retirement Fund ("PERF"), both of which are cost-sharing multiple-employer defined benefit retirement plans governed by the State of Indiana and administered by the Indiana Public Retirement System ("INPRS") Board. Contribution requirements of plan members are established by the INPRS Board. Under the plans, the School contributes 7.5% of compensation for teaching faculty to TRF and 9.75% of compensation for other employees of PERF. Substantially all full-time employees are eligible to participate. Retirement plan expense was $118,178 and $153,535 for the years ended June 30, 2015 and 2014, respectively.

NOTE 5 - COMMITMENTS

The School operates under a charter granted by Ball State University. As the sponsoring organization, Ball State University exercises certain oversight responsibilities. Under this charter, the School has agreed to pay to Ball State University an annual administrative fee equal to 3% of state tuition support received. Payments under this charter agreement were $58,184 and $58,571 for the years ended June 30, 2015 and 2014, respectively.

The School contracted with American Quality Schools, a for-profit organization incorporated in the State of Illinois, to provide management, administrative and educational programming services. Under the terms of the agreement, the School has agreed to pay an amount equal to 6% of revenues, as defined, for such services. The contract commenced July 1, 2014 and expires June 30, 2016. Payments under this contract were $246,400 and $254,289 for the years ended June 30, 2015 and 2014, respectively.

NOTE 6 - RISKS AND UNCERTAINTIES

The School provides educational instruction services to families residing in Lake and surrounding counties in Indiana, and is subject to the risks of economic and competitive forces at work within this geographic area.

The majority of revenues relate to legislation enacted by the State of Indiana and grants awarded under federal programs. Changes in state or federal legislation could significantly affect the School. Additionally, the School is subject to monitoring and audit by state and federal agencies. Those examinations may result in additional liability to be imposed on the School.

Financial instruments that potentially subject the School to concentrations of credit risk consist principally of receivables from the State of Indiana. At June 30, 2015 and 2014, substantially all of the receivable balance was due from the State of Indiana. In addition, bank deposits are maintained primarily at Peoples Bank, and are insured up to the FDIC insurance limit.

NOTE 7 - LATE FILING OF IRS FORMS 990

The School was delinquent in filing its required IRS Forms 990 for tax years 2008 through 2013 (fiscal years 2009 through 2014). Each delinquent filing carries a potential maximum penalty of $50,000 for a total maximum penalty of $300,000. In addition to any potential penalty, the School could lose its tax-exempt status for failing to file its Forms 990 for three consecutive years.

As of May 2016, the School has filed all required Forms 990 for tax years 2008 through 2014 and has begun the process of seeking abatement for any penalties and reinstatement of its 501(c)(3) tax-exempt status. As of the date of the audit report, no penalty could be reasonably estimated nor does the School anticipate a permanent loss of its tax-exempt status. The financial statements do not include any allocation for IRS penalties nor income tax expense.

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.
OTHER REPORT
For the Year Ended June 30, 2015

The reports presented herein were prepared in addition to another official report prepared for the School as listed below:

Supplemental Audit Report of East Chicago Urban Enterprise Academy, Inc.

The Supplemental Audit Report contains the results of compliance testing required by the Indiana State Board of Accounts under its *Guidelines for the Audits of Charter Schools Performed by Private Examiners* pertaining to matters addressed in its *Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools.*

Smith Academy for Excellence

BUDGET PROJECTIONS
For the Month Ending July 31, 2018
(UNAUDITED)

	Actual	Budget	Actual % YTD
Revenue			
1XXX Local	$0	$8,040	0.0%
3XXX State	50,675	645,768	7.8%
4XXX Federal	0	139,278	0.0%
Total Revenue & Other Transactions	50,675	793,086	6.4%
Expenditures			
11XXX Regular Programs	(13)	337,893	0.0%
12XXX Special Programs	(1)	17,189	0.0%
22XXX Support Services-Instruction	0	30,184	0.0%
23XXX Support Services-General Administration	4,054	75,686	5.4%
24XXX Support Services-School Administration	11,938	204,651	5.8%
25XXX Central Services	0	22,962	0.0%
26XXX Operation and Maintenance of Plant	3,003	32,825	9.1%
27XXX Student Transportation	0	35,726	0.0%
31XXX Food Service	0	49,355	0.0%
45XXX Rentals	5,000	60,000	8.3%
Total Expenditures and Other Transactions	23,981	866,471	2.8%
Excess Revenue or (Expenditures)	**26,694**	**(73,385)**	
Fund Balance July 1, 2018		113,089	
Fund Balance June 30, 2019		39,704	

Student Count: 75.00

Smith Academy for Excellence

COMBINED BALANCE SHEET
ALL FUND TYPES AND ACCOUNT GROUPS
For the Month Ending July 31, 2018
(UNAUDITED)

	All Funds
ASSETS	
CASH	$183,076
PREPAIDS	5,000
STRUCTURES AND IMPROVEMENTS	3,800
FURNITURE FIXTURES AND EQUIPMENT	227,573
ACCUMULATED DEPRECIATION	(206,495)
TOTAL ASSETS	**212,954**
LIABILITIES & FUND EQUITY	
LIABILITIES	
ACCOUNTS PAYABLE	1,339
CONTRACTS PAYABLE	1,727
ACCRUED EXPENSES	7,587
TOTAL LIABILITIES	**10,653**
FUND EQUITY	
BEGINNING FUND BALANCE	113,089
CHANGE IN FUND BALANCE	89,212
TOTAL FUND EQUITY	**202,301**
TOTAL LIABILITIES & FUND EQUITY	**212,954**

East Chicago Urban Enterprise Academy

BUDGET PROJECTIONS
For the Month Ending July 31, 2018
(UNAUDITED)

	Actual	Budget	Actual % YTD
Revenue			
1XXX Local	$0	$67,000	0.0%
3XXX State	253,236	3,291,261	7.7%
4XXX Federal	0	781,081	0.0%
Total Revenue & Other Transactions	253,236	4,139,342	6.1%
Expenditures			
11XXX Regular Programs	32,932	1,701,182	1.9%
12XXX Special Programs	362	141,984	0.3%
14XXX Summer School Programs	15,432	12,319	125.3%
21XXX Support Services-Student	2,960	247,376	1.2%
22XXX Support Services-Instruction	5,212	147,139	3.5%
23XXX Support Services-General Administration	33,230	520,829	6.4%
24XXX Support Services-School Administration	26,776	285,390	9.4%
25XXX Central Services	4,613	114,213	4.0%
26XXX Operation and Maintenance of Plant	9,319	329,417	2.8%
27XXX Student Transportation	0	20,000	0.0%
31XXX Food Service	0	231,700	0.0%
33XXX Community Services	855	30,737	2.8%
45XXX Rentals	20,772	239,866	8.7%
52XXX Interest on Debt	3,371	50,500	6.7%
59XXX Other Fees	0	500	0.0%
60XXX Transfers and Other Costs	0	228	0.0%
Total Expenditures and Other Transactions	155,834	4,073,380	3.8%
Excess Revenue or (Expenditures)	**97,402**	**65,962**	
Fund Balance July 1, 2018		547,852	
Fund Balance June 30, 2019		613,814	

Student Count: 420.00

East Chicago Urban Enterprise Academy

COMBINED BALANCE SHEET
ALL FUND TYPES AND ACCOUNT GROUPS
For the Month Ending July 31, 2018
(UNAUDITED)

ASSETS

CURRENT ASSETS	
CASH	$140,862
DEPOSITS	7,903
TOTAL CURRENT ASSETS	**148,765**
PROPERTY AND EQUIPMENT	
STRUCTURES AND IMPROVEMENTS	2,408,538
FURNITURE FIXTURES AND EQUIPMENT	194,366
ACCUMULATED DEPRECIATION	(937,313)
TOTAL PROPERTY AND EQUIPMENT	**1,665,591**
TOTAL ASSETS	**1,814,356**

LIABILITIES & NET POSITION

CURRENT LIABILITIES	
ACCOUNTS PAYABLE	40,906
CONTRACTS PAYABLE	1,802
ACCRUED EXPENSES	83,023
PAYROLL DEDUCTIONS AND WITHHOLDINGS	5,166
OTHER CURRENT LIABILITIES	22,581
TOTAL CURRENT LIABILITIES	**153,478**
LONG TERM LIABILITIES	
LOANS PAYABLE	1,071,315
TOTAL LONG TERM LIABILITIES	**1,071,315**
TOTAL LIABILITIES	**1,224,793**
NET POSITION	
BEGINNING NET POSITION	547,853
CHANGE IN NET POSITION	41,710
TOTAL NET POSITION	**589,563**

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January 5, 2017

Charter School Board
East Chicago Urban Enterprise Academy, Inc.
1402 E Chicago Ave
East Chicago, IN 46312

We have reviewed the Financial Statements and Independent Auditors' Report prepared by Donovan P.C., Independent Public Accountants, for the period July 1, 2015 to June 30, 2016. In our opinion, the audit report was prepared in accordance with the guidelines established by the State Board of Accounts. Per the Independent Public Accountants' opinion, the financial statements included in the report present fairly the financial condition of East Chicago Urban Enterprise Academy, Inc., as of June 30, 2016, and the results of its operations for the period then ended, on the basis of accounting described in the report.

We call your attention to the Emphasis of Matter paragraph included in the Independent Auditor's Report and further detailed in Note 7.

In addition to the report presented herein, a Supplemental Audit Report for East Chicago Urban Enterprise Academy, Inc., was prepared in accordance with the guidelines established by the State Board of Accounts.

The Financial Statements and Independent Auditors' Report and the Supplemental Audit Report are filed in our office as a matter of public record.

Paul D. Joyce

Paul D. Joyce, CPA
State Examiner

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.

FINANCIAL STATEMENTS
Together with Independent Auditors' Report

For the Years Ended June 30, 2016 and 2015

DONOVAN
CPAs | ADVISORS

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DONOVAN
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Independent Auditors' Report

The Board of Directors
East Chicago Urban Enterprise Academy, Inc.

We have audited the accompanying financial statements of East Chicago Urban Enterprise Academy, Inc., which comprise the statements of financial position as of June 30, 2016 and 2015, and the related statements of activities and change in net assets (deficit), functional expenses, and cash flows for the years 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.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from 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 auditors' 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 auditors consider 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 above present fairly, in all material respects, the financial position of East Chicago Urban Enterprise Academy, Inc. as of June 30, 2016 and 2015, and the changes in its net assets (deficit), functional expenses, and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of Matter

As discussed in Note 7 to the financial statements, East Chicago Urban Enterprise Academy, Inc. was delinquent in filing its Internal Revenue Service Forms 990 for tax years 2008 through 2013. These delinquent filings carry potentially significant penalties. Additionally, the School was notified by the IRS of the loss of its tax-exempt status as a result of these late filings. The School has begun the process of reapplying for tax-exempt status. Our opinion is not modified with respect to this matter.

DONOVAN

Indianapolis, Indiana
December 14, 2016

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.

STATEMENTS OF FINANCIAL POSITION

June 30, 2016 and 2015

	2016	2015
ASSETS		
CURRENT ASSETS		
Cash	$ 387,171	$ 174,879
Accounts receivable:		
Grants	34,172	95,394
Other	4,736	1,196
Prepaid expenses	-	32,435
Total current assets	426,079	303,904
PROPERTY AND EQUIPMENT		
Buildings and improvements	2,356,038	2,356,038
Furniture and equipment	628,804	628,804
Less: accumulated depreciation	(1,228,432)	(1,134,703)
Property and equipment, net	1,756,410	1,850,139
OTHER ASSETS		
Security deposit	7,803	7,803
TOTAL ASSETS	$ 2,190,292	$ 2,161,846
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Current portion of notes payable	$ 1,113,120	$ 1,179,727
Current portion of capital lease obligation	-	7,564
Accounts payable and accrued expenses	169,243	251,293
Total current liabilities	1,282,363	1,438,584
LONG-TERM LIABILITIES		
Notes payable, net of current portion	404,768	544,821
Total liabilities	1,687,131	1,983,405
NET ASSETS	503,161	178,441
TOTAL LIABILITIES AND NET ASSETS	$ 2,190,292	$ 2,161,846

See independent auditors' report and accompanying notes to the financial statements

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.

STATEMENTS OF ACTIVITIES AND CHANGE IN NET ASSETS (DEFICIT)

For the Years Ended June 30, 2016 and 2015

	2016	2015
REVENUE AND SUPPORT		
State education support	$ 2,929,782	$ 3,080,003
Grant revenue	904,167	668,761
Student fees	24,361	21,972
Program fees	13,457	14,875
Contributions	16	6,652
Fundraising income	15,967	26,361
Other income	1,441	5,553
Total revenue and support	3,889,191	3,824,177
EXPENSES		
Program services	2,850,935	2,956,912
Management and general	713,536	666,245
Total expenses	3,564,471	3,623,157
CHANGE IN NET ASSETS	324,720	201,020
NET ASSETS (DEFICIT), BEGINNING OF YEAR	178,441	(22,579)
NET ASSETS, END OF YEAR	$ 503,161	$ 178,441

See independent auditors' report and accompanying notes to the financial statements

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.

STATEMENTS OF FUNCTIONAL EXPENSES

For the Years Ended June 30, 2016 and 2015

	2016			2015		
	Program Services	Management and General	Total	Program Services	Management and General	Total
FUNCTIONAL EXPENSES						
Salaries and wages	$ 1,395,028	$ 184,318	$ 1,579,346	$ 1,541,748	$ 161,577	$ 1,703,325
Employee benefits	394,991	66,203	461,194	373,415	54,765	428,180
Professional services	56,512	34,761	91,273	119,517	6,188	125,705
Depreciation	93,729	-	93,729	112,757	-	112,757
Classroom, kitchen, and office supplies	75,638	21,942	97,580	89,747	10,847	100,594
Food costs	242,850	-	242,850	231,338	-	231,338
Insurance	-	18,827	18,827	-	18,762	18,762
Occupancy	407,438	8,139	415,577	386,650	12,362	399,012
Authorizer oversight fees	-	62,882	62,882	-	58,184	58,184
Academic services	-	234,383	234,383	-	246,400	246,400
Equipment	63,532	3,906	67,438	15,610	3,417	19,027
Property rental and maintenance	12,838	-	12,838	5,619	-	5,619
Staff development	15,313	-	15,313	18,131	-	18,131
Interest	-	59,843	59,843	-	75,776	75,776
Travel	30,968	3,843	34,811	21,965	1,698	23,663
Information technology	5,800	-	5,800	11,733	-	11,733
Other	56,298	14,489	70,787	28,682	16,269	44,951
Total functional expenses	$ 2,850,935	$ 713,536	$ 3,564,471	$ 2,956,912	$ 666,245	$ 3,623,157

See independent auditors' report and accompany notes to the financial statements

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.

STATEMENTS OF CASH FLOWS

For the Years Ended June 30, 2016 and 2015

	2016	2015
OPERATING ACTIVITIES		
Change in net assets	$ 324,720	$ 201,020
Adjustments to reconcile change in net assets to net cash provided by operating activities:		
Depreciation	93,729	112,757
Change in certain assets and liabilities:		
Accounts receivable	57,682	(96,590)
Prepaid expenses	32,435	(21,168)
Accounts payable and accrued expenses	(82,050)	(33,890)
Net cash provided by operating activities	426,516	162,129
INVESTING ACTIVITIES		
Purchases of property and equipment	-	(14,536)
FINANCING ACTIVITIES		
Principal reduction of capital lease obligation	(7,564)	(17,148)
Principal payments on notes payable	(206,660)	(212,763)
Net cash used by financing activities	(214,224)	(229,911)
NET CHANGE IN CASH	212,292	(82,318)
CASH, BEGINNING OF YEAR	174,879	257,197
CASH, END OF YEAR	$ 387,171	$ 174,879
SUPPLEMENTAL INFORMATION		
Cash paid for interest	$ 59,843	$ 75,776

See independent auditors' report and accompanying notes to the financial statements

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.
NOTES TO THE FINANCIAL STATEMENTS
For the Years Ended June 30, 2016 and 2015

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

General – East Chicago Urban Enterprise Academy, Inc. (the "School") is a public benefit not-for-profit organization incorporated under the laws of the State of Indiana. The School operates a public charter school established under Indiana Code 20-24 serving grades kindergarten through eighth and is sponsored by Ball State University.

Accounting 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 certain reported amounts and disclosures. Actual results could differ from those estimates.

Revenue Recognition – Revenues primarily come from resources provided under the Indiana Charter Schools Act. Under the Act, the School receives an amount per student in relation to the funding received by other public schools in the same geographic area. Funding from the State of Indiana is based on enrollment, and paid in equal monthly installments in January through December following the start of the school year. Revenue is recognized in the year in which the educational services are rendered.

A portion of the School's revenue is the product of cost reimbursement grants. Therefore, the School recognizes revenue under these grants in the amounts of costs and expenses at the time they are incurred.

Grants Receivable – Grants receivable relate primarily to activities funded under federal programs. The School believes that it is operating in compliance with regulatory requirements and as such no allowance for doubtful accounts is deemed necessary.

Taxes on Income – East Chicago Urban Enterprise Academy, Inc. has received a determination from the U.S. Treasury Department stating that it qualifies under the provisions of Section 501(c)(3) of the Internal Revenue Code as a tax-exempt organization; however, the School would be subject to tax on income unrelated to its tax-exempt purpose. As disclosed in Note 7, the School was delinquent in filing its required IRS Forms 990 for tax years 2008 through 2013. These late filings impacted the School's tax-exempt status and could carry significant penalties from the IRS. For the years ended June 30, 2016 and 2015, no accounting for federal and state income taxes was included in the accompanying financial statements.

Professional accounting standards require the School to recognize a tax liability only if it is more likely than not the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax liability that is greater than 50% likely of being realized on examination. For tax positions not meeting the more-likely-than-not test, no tax liability is recorded. The School has examined this issue and has determined that there are no material contingent tax liabilities or questionable tax positions. Tax years ended after 2012 are open to audit for both federal and state purposes.

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

Property and Equipment – Purchases of assets and expenditures that materially increase value or extend useful lives are capitalized and are included in the accounts at cost. Routine maintenance and repairs, minor replacement costs, and equipment purchases with a unit cost of less than $1,000 are charged to expense as incurred.

Depreciation is provided over the estimated useful lives of the respective assets using the straight-line method. The estimated useful lives generally are as follows:

Buildings and improvements	15 to 39 years
Furniture and equipment	3 to 7 years

Subsequent Events – The School evaluated subsequent events through December 14, 2016, the date these financial statements were available to be issued. Events occurring through that date have been evaluated to determine whether a change in the financial statements or related disclosures would be required.

NOTE 2 - NOTES PAYABLE

Notes payable consisted of the following at June 30:

	2016	2015
Line of credit agreement, payable in monthly installments of $11,267 including interest at 1.0% per annum through July 2020, secured by all business assets	$ 535,110	$ 663,162
Mortgage loan payable to Peoples Bank, payable in monthly installments of $10,425 including interest at a variable interest rate of 3% plus the 1-year Treasury bill rate per annum, adjustable annually, (3.45% at June 30, 2016) through April 2016, secured by a mortgage on School facilities and all business assets	982,778	1,061,386
	1,517,888	1,724,548
Less: current maturities	(1,113,120)	(1,179,727)
Long-term portion	$ 404,768	$ 544,821

Subsequent to the School's fiscal year end, People's Bank renewed the mortgage loan payable. The balance due as of June 30, 2016 of $982,778 will be amortized over ten years, at a fixed rate of 4.75% for the first five years, and adjusted once to market rate to remain in effect for the remainder of the loan. As of the date of this report, the loan renewal was in process and had not yet been executed. For this reason, the entire balance of the note payable is reflected as current.

NOTE 2 - NOTES PAYABLE, Continued

Principal maturities of notes payable are as follows for the years ending June 30:

2017	$	1,113,120
2018		131,652
2019		132,974
2020		134,310
2021		5,832
Total	$	1,517,888

NOTE 3 - LEASES

The School leased equipment under a capital lease. The lease was paid in full during 2016.

The School leases its building and modular classrooms under operating leases. Total expense under these operating leases for June 30, 2016 and 2015 was $262,023 and $223,519, respectively.

Minimum future rental payments as of June 30, 2016 for all operating leases with initial, non-cancellable lease terms in excess of one year are as follows for the years ending June 30:

2017	$	232,918
2018		239,215
2019		247,384
2020		20,672

NOTE 4 - RETIREMENT PLANS

Retirement benefits for School employees are provided by the Indiana State Teachers' Retirement Fund ("TRF") and the Indiana Public Employees' Retirement Fund ("PERF"), both of which are cost-sharing multiple-employer defined benefit retirement plans governed by the State of Indiana and administered by the Indiana Public Retirement System ("INPRS") Board. Contribution requirements of plan members are established by the INPRS Board. Under the plans, the School contributes 7.5% of compensation for teaching faculty to TRF and 9.75% of compensation for other employees of PERF. Substantially all full-time employees are eligible to participate. Retirement plan expense was $138,934 and $118,178 for the years ended June 30, 2016 and 2015, respectively.

NOTE 5 - COMMITMENTS

The School operates under a charter granted by Ball State University. As the sponsoring organization, Ball State University exercises certain oversight responsibilities. Under this charter, the School has agreed to pay to Ball State University an annual administrative fee equal to 3% of state tuition support received. Payments under this charter agreement were $62,882 and $58,184 for the years ended June 30, 2016 and 2015, respectively. The charter will remain in effect until June 30, 2021 and is renewable thereafter by mutual consent.

The School contracted with American Quality Schools, a for-profit organization incorporated in the State of Illinois, to provide management, administrative and educational programming services. Under the terms of the agreement, the School had agreed to pay an amount equal to 6% of revenues, as defined, for such services. The contract commenced July 1, 2014 and expired June 30, 2016. Payments under this contract were $234,383 and $246,400 for the years ended June 30, 2016 and 2015, respectively. The contract with American Quality Schools was not renewed.

NOTE 6 - RISKS AND UNCERTAINTIES

The School provides educational instruction services to families residing in Lake and surrounding counties in Indiana, and is subject to the risks of economic and competitive forces at work within this geographic area.

The majority of revenues relate to legislation enacted by the State of Indiana and grants awarded under federal programs. Changes in state or federal legislation could significantly affect the School. Additionally, the School is subject to monitoring and audit by state and federal agencies. Those examinations may result in additional liability to be imposed on the School.

Financial instruments that potentially subject the School to concentrations of credit risk consist principally of receivables from the State of Indiana. At June 30, 2016 and 2015, substantially all of the receivable balance was due from the State of Indiana. In addition, bank deposits are maintained primarily at Peoples Bank, and are insured up to the FDIC insurance limit.

NOTE 7 - LATE FILING OF IRS FORMS 990

The School was delinquent in filing its required IRS Forms 990 for tax years 2008 through 2013 (fiscal years 2009 through 2014). Each delinquent filing carries a potential maximum penalty of $50,000 for a total maximum penalty of $300,000. In addition to any potential penalty, the School had its tax-exempt status revoked in 2016 for failing to file its Forms 990 for three consecutive years.

As of May 2016, the School has filed all required Forms 990 for tax years 2008 through 2014 and has begun the process of seeking abatement for any penalties and reinstatement of its 501(c)(3) tax-exempt status. As of the date of the audit report, no penalty could be reasonably estimated nor does the School anticipate a permanent loss of its tax-exempt status. The financial statements do not include any allocation for IRS penalties nor income tax expense.

NOTE 8 - FUNCTIONAL EXPENSE REPORTING

The cost of providing educational activities have been summarized on a functional basis in the statements of activities. Accordingly, certain expenses have been allocated between program and management services.

EAST CHICAGO URBAN ENTERPRISE ACADEMY, INC.
OTHER REPORT
For the Year Ended June 30, 2016

The reports presented herein were prepared in addition to another official report prepared for the School as listed below:

Supplemental Audit Report of East Chicago Urban Enterprise Academy, Inc.

The Supplemental Audit Report contains the results of compliance testing required by the Indiana State Board of Accounts under its *Guidelines for the Audits of Charter Schools Performed by Private Examiners* pertaining to matters addressed in its *Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools.*

STATE OF INDIANA

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July 21, 2016

Charter School Board
Smith Academy for Excellence
725 West Washington Blvd,
Fort Wayne, IN 46802

We have reviewed the Financial Statements and Independent Auditors' Report prepared by Darnell & Meyering, P.C., Independent Public Accountants, for the period July 1, 2014 to June 30, 2015. In our opinion, the audit report was prepared in accordance with the guidelines established by the State Board of Accounts. Per the Independent Public Accountants' opinion, the financial statements included in the report present fairly the financial condition of the Smith Academy for Excellence, as of June 30, 2015, and the results of its operations for the period then ended, on the basis of accounting described in the report.

In addition to the report presented herein, a Supplemental Audit Report for Smith Academy for Excellence was prepared in accordance with the guidelines established by the State Board of Accounts.

The Financial Statements and Independent Auditors' Report and the Supplemental Audit Report are filed in our office as a matter of public record.

Paul D. Joyce

Paul D. Joyce, CPA
State Examiner

SMITH ACADEMY FOR EXCELLENCE, INC.

FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED
JUNE 30, 2015

SMITH ACADEMY FOR EXCELLENCE, INC.

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June 30, 2015

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DARNELL & MEYERING, P.C.

Certified Public Accountants

CLINTON MEYERING, C.P.A
RANDALL H. DARNELL, C.P.A.
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MEMBERS
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS
MICHIGAN ASSOCIATION OF
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report

To the Board of Directors of
Smith Academy For Excellence, Inc.

Report on the Financial Statements

We have audited the accompanying financial statements of Smith Academy For Excellence, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2015, and the related statements of activities and cash flows 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from 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 above present fairly, in all material respects, the financial position of Smith Academy For Excellence, Inc. as of June 30, 2015, 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.

DARNELL & MEYERING, P.C.

Darnell & Meyering, P.C.

Taylor, Michigan
May 15, 2016

SMITH ACADEMY FOR EXCELLENCE, INC.
STATEMENT OF FINANCIAL POSITION

ASSETS

	June 30, 2015
Current Assets	
Cash	$ 26,908
Grants receivable	13,074
Total current assets	39,982
Property and Equipment	
Vehicles and equipment	208,624
Structures and improvements	3,800
Less accumulated depreciation	(75,547)
Property and equpment, net	136,877
Total assets	$ 176,859

LIABILITIES AND NET ASSETS

Current Liabilities	
Accounts payable	$ 5,122
Accrued expenses	61,648
Total current liabilities	66,770
Net Assets - Unrestricted	110,089
Total liabilities and net assets - unrestricted	$ 176,859

The accompanying notes are an integral part of the financial statements.

SMITH ACADEMY FOR EXCELLENCE, INC.
STATEMENT OF ACTIVITIES

	Year Ended June 30, 2015
Revenues	
State education support	$ 500,901
State Grants	7,779
Federal Grants	320,729
Donations and Gifts	11,950
Student fees	3,400
Local Sources	5,929
Total Revenues	850,688
Expenses	
Program services:	
Educational instruction	199,295
Educational support	138,411
Food service	46,014
Total Program services	383,720
Supporting services:	
Support services	310,313
Operations and maintenance	26,307
Transportation	46,732
Community services	122
Rent	64,800
Loss on Disposal of Equipment	2,229
Depreciation	55,061
Total Supporting services	505,564
Total Expenses	889,284
Change in Unrestricted Net Assets	(38,596)
Net Assets - Unrestricted, Beginning of Year	148,685
Net Assets - Unrestricted, End of Year	$ 110,089

The accompanying notes are an integral part of the financial statements.

SMITH ACADEMY FOR EXCELLENCE, INC.
STATEMENT OF CASH FLOWS

	Year Ended June 30, 2015
Cash Flows from Operating Activities	
Change in net assets	$ (38,596)
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Loss on sale of Equipment	2,229
Depreciation	55,061
(Increase) decrease in operating assets	
Accounts receivable	21,485
Other Prepaids	6,600
Increase (decrease) in operating liabilities	
Accounts payable	(20,833)
Contracts payable	52,945
Accrued expenses	(15,029)
Net cash provided by operating activities	102,458
Cash Flows from Investing Activities	
Proceeds from sale of equipment	1,500
Purchase of property and equipment	(121,745)
Net cash used by investing activities	(120,245)
Net Increase (Decrease) in Cash	(56,383)
Cash, Beginning of Year	83,291
Cash, End of Year	$ 26,908

The accompanying notes are an integral part of these financial statements.

SMITH ACADEMY FOR EXCELLENCE, INC.
Notes to Financial Statements
June 30, 2015

Note 1. Summary of Significant Accounting Policies

Organization

Smith Academy For Excellence, Inc. (the "Academy") is a public benefit not-for-profit organization incorporated under the laws of the State of Indiana. The Academy operates a public charter Academy established under Indiana Code 20-24 and is sponsored by Grace College. The Academy has entered into a service agreement with The Leona Group, LLC, a limited liability company organized in the State of Michigan, to provide educational programming, personnel functions, building operations, and business administration services.

Basis of Accounting

The financial statements of the Academy have been prepared on the accrual basis in accordance with generally accepted accounting principles as applied to nonprofit organizations.

Accounting Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Revenue Recognition

Revenues primarily come from resources provided under the Indiana Charter Academy's Act. Under the Act, the Academy receives an amount per student in relation to the funding received by public Academy's in the same geographic area. Funding from the State of Indiana is based on enrollment, and is paid in equal monthly installments in July through June throughout the Academy year. Revenue is recognized in the year in which the educational services are rendered.

A portion of the Academy's revenue is the product of cost reimbursement grants. Accordingly, the Academy recognizes revenue under these grants in the amount of costs and expenses at the time they are incurred.

Cash and Cash Equivalents

For purposes of the statements of cash flows, the Academy considers its cash and cash equivalents to include cash on deposit, cash on hand, money market funds, and all highly liquid investments if purchased with a maturity of three months or less when acquired.

Grants Receivable

Grants receivable relate primarily to activities funded under federal grants and legislation enacted by the State of Indiana. The Academy believes that it is operating in compliance with regulatory requirements and as such no allowance for doubtful accounts is deemed necessary.

Income Taxes

Safe Academy For Excellence, Inc. has received a determination from the U.S. Treasury Department stating that it qualifies under the provisions of Section 501(c)(3) of the Internal Revenue Code as a tax-exempt organization; however, the Academy would be subject to tax on income unrelated to its tax-exempt purpose. For the year ended June 30, 2015, no accounting for federal and state income taxes was required to be included in the accompanying financial statements.

Professional standards require the Academy to recognize a tax liability only if it is more likely than not the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax liability that is greater than 50% likely of being realized on examination. For tax positions not meeting the more-likely-than-not test, no tax liability is recorded. The Academy has examined this issue and has determined that there are no material contingent tax liabilities or questionable tax positions. The tax years ending June 30, 2012, 2013 & 2014 are open to audit for both federal and state purposes.

Property and Equipment

Purchases of property and equipment that have an initial individual cost of more than $1,000, materially increase value, or extend useful lives are capitalized at cost. Routine maintenance and repairs and minor replacement costs are expensed as incurred.

Depreciation is provided over the estimated useful lives of the assets using the straight-line method. The estimated useful lives of the assets are generally as follows:

Leasehold Improvements	4 years
Computers	3 years
Equipment & Furniture	6-7 years
School Buses	8 years

Depreciation expense was $55,061 for the year ended June 30, 2015.

Basis of Presentation

The financial statement presentation follows the Not-for-Profit Entities topics of the Financial Accounting Standards Codification. The Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted net assets, and permanently restricted net assets. For the year ended June 30, 2014, all net assets were unrestricted.

Subsequent Events

The Academy evaluated subsequent events through May 15, 2016, the date these financial statements were available to be issued. Events occurring through that date have been evaluated to determine whether a change in the financial statements or related disclosures would be required. See Note 7 for disclosure of subsequent event.

Note 2. Receivables

Receivables as of June 30, 2015 represent amounts due from the following sources:

Grants Receivable		
Title I	$	5,207
IDEA		7,867
Total	$	13,074

Note 3. Leases

The Academy leases its Academy facilities. In July 2014, the Academy executed a one-year lease with St. John Evangelical Lutheran Church, an Indiana nonprofit corporation. Under the lease, the Academy is responsible for its share of real estate taxes, maintenance, insurance, and utilities. Lease expense under this lease agreement was $64,800 for the year ending June 30, 2015.

Note 4. Commitments

The Academy has executed a management agreement with The Leona Group, LLC ("Leona"), whereby Leona provides management, administrative, and educational programming services. This agreement remains in effect so long as the Academy maintains its charter, but may be terminated by either party with appropriate advance notice. Under terms of the agreement, the Academy has agreed to pay an amount equal to 8% of revenues, as defined, for such services. Aggregate payments to Leona under this agreement were $40,369 for the year ended June 30, 2015.

The Academy operates under a charter granted by Grace College. As the sponsoring organization, Grace College exercises certain oversight responsibilities. Under this charter, the Academy has agreed to pay to Grace College an annual administrative fee equal to 3% of state tuition support. The charter which was granted in 2012 remains in effect until June 30, 2019, and is renewable thereafter by mutual consent. Payments under this charter agreement were $15,027 for the year ended June 30, 2015.

Note 5. Retirement Plan

The Academy participates in a Section 401(k) retirement plan sponsored by The Leona Group, LLC for the benefit of its employees. Under the plan, the Academy will match 100% of employee contributions not to exceed 6% of compensation for the plan year. Additional contributions may be made to the plan at the discretion of the board of directors. No discretionary contributions were made in 2015. The Academy had no retirement plan expense for the year ended June 30, 2015.

Note 6. Risks and Uncertainties

The Academy provides educational instruction services to families residing in Allen and surrounding counties in Indiana, and is subject to the risks of economic and competitive forces at work within this geographic area.

The majority of revenues relate to legislation enacted by the State of Indiana and grants awarded under federal programs. Changes in state or federal legislation could significantly affect the Academy. Additionally, the Academy is subject to monitoring and audit by state and federal agencies. Those examinations may result in additional liability to be imposed on the Academy.

Financial instruments that potentially subject the Academy to concentrations of credit risk consist principally of receivables from the State of Indiana. At June 30, 2015, substantially all of the accounts receivable balance was due from the State of Indiana. In addition, deposits maintained at Charter One Bank did not exceed the FDIC insurance limit any time during the year.

Note 7. Subsequent Events

In July 2015, the Academy executed a six-month lease with St. John Evangelical Lutheran Church, an Indiana nonprofit corporation. Under the lease, the Academy is responsible for its share of real estate taxes, maintenance, insurance, and utilities. The obligation under this lease agreement is projected to be $30,000 for the six-month period ending December 31, 2015. This lease may be extended into 2016, if it is determined that the space provided is available and suitable to the Academy.

Note 8. Functional Expense Reporting

The costs of providing the educational activities have been summarized on a functional basis in the statement of activities. Accordingly, certain expenses have been allocated among the programs and services benefited. Following is a summary of expenses comprising each program and service for the year ended June 30, 2015.

SMITH ACADEMY FOR EXCELLENCE, INC.
Notes to Financial Statements
June 30, 2015

	Program Services				
	Educational Instruction	**Education Support**	**Food Service Support**	**Supporting Services**	**Total**
Salaries and employee benefits	$ 184,707	$ 56,376	$ 483	$ 227,492	$ 469,058
Professional services	-	13,328	-	60,094	73,422
Academic services	-	-	-	40,369	40,369
Authorizer oversight fee	-	-	-	15,027	15,027
Food costs	-	-	45,531	-	45,531
Transportation service	-	-	-	5,852	5,852
Repairs and maintenance	-	-	-	2,017	2,017
Classroom, kitchen, and office supplies	14,588	68,707	-	4,769	88,064
Occupancy	-	-	-	68,987	68,987
Insurance	-	-	-	16,631	16,631
Depreciation	-	-	-	55,061	55,061
Other	-	-	-	9,265	9,265
Total expenses	$ 199,295	$ 138,411	$ 46,014	$ 505,564	$ 889,284

SMITH ACADEMY FOR EXCELLENCE, INC.
Other Report
June 30, 2015

The reports presented herein were prepared in addition to another official report prepared for the School as listed below:

Supplemental Audit Report of Smith Academy For Excellence, Inc.

The Supplemental Audit Report contains the results of compliance testing required by the Indiana State Board of Accounts under its *Guidelines for the Audits of Charter Schools Performed by Private Examiners* pertaining to matters addressed in its *Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools*.

STATE OF INDIANA

AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS
302 WEST WASHINGTON STREET
ROOM E418
INDIANAPOLIS, INDIANA 46204-2769

Telephone: (317) 232-2513
Fax: (317) 232-4711
Web Site: www.in.gov/sboa

July 6, 2017

Charter School Board
Smith Academy for Excellence, Inc.
725 West Washington Blvd,
Fort Wayne, IN 46802

We have reviewed the Financial Statements and Independent Auditors' Report prepared by Darnell & Meyering, PC, Independent Public Accountants, for the period July 1, 2015 to June 30, 2016. In our opinion, the audit report was prepared in accordance with the guidelines established by the State Board of Accounts. Per the Independent Public Accountants' opinion, the financial statements included in the report present fairly the financial condition of the Smith Academy for Excellence, as of June 30, 2016, and the results of its operations for the period then ended, on the basis of accounting described in the report.

In addition to the report presented herein, a Supplemental Audit Report for Smith Academy for Excellence, Inc., was prepared in accordance with the guidelines established by the State Board of Accounts.

The Financial Statements and Independent Auditors' Report and the Supplemental Audit Report are filed in our office as a matter of public record.

Paul D. Joyce

Paul D. Joyce, CPA
State Examiner

SMITH ACADEMY FOR EXCELLENCE, INC.

FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED
JUNE 30, 2016

SMITH ACADEMY FOR EXCELLENCE, INC.

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June 30, 2016

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DARNELL & MEYERING, P.C.

Certified Public Accountants

CLINTON MEYERING, C.P.A
RANDALL H. DARNELL, C.P.A.
DALE A. VESTRAND, C.P.A.

20500 EUREKA ROAD - SUITE 300
TAYLOR, MI 48180
(734) 246-9240
FAX (734) 246-8635

MEMBERS
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS
MICHIGAN ASSOCIATION OF
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report

To the Board of Directors of
Smith Academy For Excellence, Inc.

We have audited the accompanying financial statements of Smith Academy For Excellence, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities and cash flows 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. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from 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 above present fairly, in all material respects, the financial position of Smith Academy For Excellence, Inc. as of June 30, 2016, 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.

DARNELL & MEYERING, P.C.

Darnell & Meyering, P.C.

Taylor, Michigan
May 26, 2017

SMITH ACADEMY FOR EXCELLENCE, INC.
STATEMENT OF FINANCIAL POSITION

ASSETS

	June 30, 2016
Current Assets	
Cash	$ 44,916
Grants receivable	12,253
Prepaid expenses	5,000
Total current assets	62,169
Property and Equipment	
Structures and improvements	3,800
Vehicles and equipment	208,624
Structures and improvements	3,800
Less accumulated depreciation	(135,179)
Property and equpment, net	77,245
Total assets	$ 139,414

LIABILITIES AND NET ASSETS

Current Liabilities	
Accounts payable	$ 2,305
Accrued expenses	13,067
Total current liabilities	15,372
Net Assets - Unrestricted	124,042
Total liabilities and net assets - unrestricted	$ 139,414

The accompanying notes are an integral part of the financial statements.

SMITH ACADEMY FOR EXCELLENCE, INC.
STATEMENT OF ACTIVITIES

	Year Ended June 30, 2016
Revenues	
State education support	$ 623,260
State Grants	25,150
Federal Grants	112,142
Student fees	2,893
Local Sources	2,797
Total Revenues	766,242
Expenses	
Program services:	
Educational instruction	222,919
Educational support	21,873
Food service	53,008
Total Program services	297,800
Supporting services:	
Support services	277,277
Central services	3,050
Operations and maintenance	18,777
Transportation	35,753
Rent	60,000
Depreciation	59,632
Total Supporting services	454,489
Total Expenses	752,289
Change in Unrestricted Net Assets	13,953
Net Assets - Unrestricted, Beginning of Year	110,089
Net Assets - Unrestricted, End of Year	$ 124,042

The accompanying notes are an integral part of the financial statements.

SMITH ACADEMY FOR EXCELLENCE, INC.
STATEMENT OF CASH FLOWS

	Year Ended June 30, 2016
Cash Flows from Operating Activities	
Change in net assets	$ 13,953
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	59,632
(Increase) decrease in operating assets	
Accounts receivable	821
Other Prepaids	(5,000)
Increase (decrease) in operating liabilities	
Accounts payable	(2,816)
Contracts payable	(52,682)
Accrued expenses	4,100
Net cash provided by operating activities	4,055
Net Increase (Decrease) in Cash	18,008
Cash, Beginning of Year	26,908
Cash, End of Year	$ 44,916

The accompanying notes are an integral part of these financial statements.

SMITH ACADEMY FOR EXCELLENCE, INC.
Notes to Financial Statements
June 30, 2016

Note 1. Summary of Significant Accounting Policies

Organization

Smith Academy For Excellence, Inc. (the "Academy") is a public benefit not-for-profit organization incorporated under the laws of the State of Indiana. The Academy operates a public charter Academy established under Indiana Code 20-24 and is sponsored by Grace College. The Academy has entered into a service agreement with The Leona Group, LLC, a limited liability company organized in the State of Michigan, to provide educational programming, personnel functions, building operations, and business administration services.

Basis of Accounting

The financial statements of the Academy have been prepared on the accrual basis in accordance with generally accepted accounting principles as applied to nonprofit organizations.

Accounting Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Revenue Recognition

Revenues primarily come from resources provided under the Indiana Charter Academy's Act. Under the Act, the Academy receives an amount per student in relation to the funding received by public Academy's in the same geographic area. Funding from the State of Indiana is based on enrollment, and is paid in equal monthly installments in July through June throughout the Academy year. Revenue is recognized in the year in which the educational services are rendered.

A portion of the Academy's revenue is the product of cost reimbursement grants. Accordingly, the Academy recognizes revenue under these grants in the amount of costs and expenses at the time they are incurred.

Cash and Cash Equivalents

For purposes of the statements of cash flows, the Academy considers its cash and cash equivalents to include cash on deposit, cash on hand, money market funds, and all highly liquid investments if purchased with a maturity of three months or less when acquired.

Grants Receivable

Grants receivable relate primarily to activities funded under federal grants and legislation enacted by the State of Indiana. The Academy believes that it is operating in compliance with regulatory requirements and as such no allowance for doubtful accounts is deemed necessary.

Income Taxes

Smith Academy For Excellence, Inc. has received a determination from the U.S. Treasury Department stating that it qualifies under the provisions of Section 501(c)(3) of the Internal Revenue Code as a tax-exempt organization; however, the Academy would be subject to tax on income unrelated to its tax-exempt purpose. For the year ended June 30, 2016, no accounting for federal and state income taxes was required to be included in the accompanying financial statements.

Professional standards require the Academy to recognize a tax liability only if it is more likely than not the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax liability that is greater than 50% likely of being realized on examination. For tax positions not meeting the more-likely-than-not test, no tax liability is recorded. The Academy has examined this issue and has determined that there are no material contingent tax liabilities or questionable tax positions. The tax years ending June 30, 2013, 2014 & 2015 are open to audit for both federal and state purposes.

Property and Equipment

Purchases of property and equipment that materially increase value, or extend useful lives are capitalized at cost. Routine maintenance and repairs and minor replacement costs are expensed as incurred.

Minimum cost thresholds for the Academy's asset classes are as follows:

		Group Purchase
Leasehold Improvements	$25,000	
Site Improvements	25,000	
Computers	5,000	$12,500
Equipment & Furniture	5,000	12,500
School Buses	5,000	
Educational Media & Textbooks	5,000	

Depreciation on all assets is provided using the straight-line method over the following useful lives:

Leasehold Improvements	3-15 years
Site Improvements	15 years
Computers	3 years
Equipment & Furniture	3-6 years
School Buses	8 years
Educational Media & Textbooks	5 years

Depreciation expense was $59,632 for the year ended June 30, 2016.

Basis of Presentation

The financial statement presentation follows the Not-for-Profit Entities topics of the Financial Accounting Standards Codification. The Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted net assets, and permanently restricted net assets. For the year ended June 30, 2016, all net assets were unrestricted.

Subsequent Events

The Academy evaluated subsequent events through May 26, 2017, the date these financial statements were available to be issued. Events occurring through that date have been evaluated to determine whether a change in the financial statements or related disclosures would be required. See Note 7 for disclosure of subsequent event.

Note 2. Receivables

Receivables as of June 30, 2016 represent amounts due from the following sources:

Grants Receivable	
Title I	$ 8,889.00
IDEA	3,364.00
Total	$ 12,253

Note 3. Leases

The Academy leases its Academy facilities. In July 2015, the Academy executed a one-year lease with St. John Evangelical Lutheran Church, an Indiana nonprofit corporation. Under the lease, the Academy is responsible for its share of real estate taxes, maintenance, insurance, and utilities. Lease expense under this lease agreement was $60,000 for the year ending June 30, 2016.

Note 4. Commitments

The Academy has executed a management agreement with The Leona Group, LLC ("Leona"), whereby Leona provides management, administrative, and educational programming services. This agreement remains in effect so long as the Academy maintains its charter, but may be terminated by either party with appropriate advance notice. Under terms of the agreement, the Academy has agreed to pay an amount equal to 8% of revenues, as defined, for such services. Aggregate payments to Leona under this agreement were $51,868 for the year ended June 30, 2016.

The Academy operates under a charter granted by Grace College. As the sponsoring organization, Grace College exercises certain oversight responsibilities. Under this charter, the Academy has agreed to pay to Grace College an annual administrative fee equal to 3% of state tuition support. The charter which was granted in 2012 remains in effect until June 30, 2019, and is renewable thereafter by mutual consent. Payments of $13,262 under this charter

agreement were waived by Grace College in order to dedicate funds for improving education for the year ended June 30, 2016.

Note 5. Retirement Plan

The Academy participates in a Section 401(k) retirement plan sponsored by The Leona Group, LLC for the benefit of its employees. Under the plan, the Academy will match 100% of employee contributions not to exceed 6% of compensation for the plan year. Additional contributions may be made to the plan at the discretion of the board of directors. No discretionary contributions were made in 2016. The Academy had no retirement plan expense for the year ended June 30, 2016.

Note 6. Risks and Uncertainties

The Academy provides educational instruction services to families residing in Allen and surrounding counties in Indiana, and is subject to the risks of economic and competitive forces at work within this geographic area.

The majority of revenues relate to legislation enacted by the State of Indiana and grants awarded under federal programs. Changes in state or federal legislation could significantly affect the Academy. Additionally, the Academy is subject to monitoring and audit by state and federal agencies. Those examinations may result in additional liability to be imposed on the Academy.

Financial instruments that potentially subject the Academy to concentrations of credit risk consist principally of receivables from the State of Indiana. At June 30, 2016, substantially all of the accounts receivable balance was due from the State of Indiana. In addition, deposits maintained at Charter One Bank did not exceed the FDIC insurance limit any time during the year.

Note 7. Subsequent Events

In July 2016, the Academy executed a six-month lease with St. John Evangelical Lutheran Church, an Indiana nonprofit corporation. Under the lease, the Academy is responsible for its share of real estate taxes, maintenance, insurance, and utilities. The obligation under this lease agreement is projected to be $30,000 for the six-month period ending December 31, 2016. This lease was extended into 2017 after it was determined that the space provided is available and suitable to the Academy.

Note 8. Functional Expense Reporting

The costs of providing the educational activities have been summarized on a functional basis in the statement of activities. Accordingly, certain expenses have been allocated among the programs and services benefited. Following is a summary of expenses comprising each program and service for the year ended June 30, 2016.

	Educational Instruction	Education Support	Food Service Support	Supporting Services	Total
Salaries and employee benefits	$ 220,291	$ 21,539	$ 38,653	$ 220,129	$ 500,612
Professional services	114	-	-	11,471	11,585
Academic services	-	-	-	51,868	51,868
Authorizer oversight fee	-	-	-	-	-
Food costs	-	-	13,810	-	13,810
Transportation service	-	-	-	28,916	28,916
Equipment rental and expense	-	-	-	2,226	2,226
Repairs and maintenance	-	-	-	640	640
Classroom, kitchen, and office supplies	2,514	-	545	3,384	6,443
Occupancy	-	-	-	65,270	65,270
Insurance	-	-	-	10,641	10,641
Depreciation	-	-	-	59,632	59,632
Other	-	334	-	312	646
Total expenses	$ 222,919	$ 21,873	$ 53,008	$ 454,489	$ 752,289

SMITH ACADEMY FOR EXCELLENCE, INC.
Other Report
June 30, 2016

The reports presented herein were prepared in addition to another official report prepared for the School as listed below:

Supplemental Audit Report of Smith Academy For Excellence, Inc.

The Supplemental Audit Report contains the results of compliance testing required by the Indiana State Board of Accounts under its *Guidelines for the Audits of Charter Schools Performed by Private Examiners* pertaining to matters addressed in its *Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools*.

Attachment 28

The Leona Group does not furnish its financial information. We can provide you with information to speak with TLG auditors.

The Leona Group, LLC provides the following report regarding litigation and arbitration matters:

1. The Company and several Company Affiliates provide administrative and operational services to more than sixty (60) nonprofit public charter schools located in four (4) states (the "Schools") and in the ordinary course of those service activities these Company Affiliates have been named as parties in certain employment related regulatory and litigation matters, often as co-defendants with the involved Schools ("Employment Matters"). In the case involving Employment Matters, the Company Affiliates and the applicable Schools are (i) covered by employer liability insurance policies with limits substantially in excess of any asserted or alleged damages and (ii) represented by insurer appointed legal counsel.

2. The Company as a consequence of the administrative and operational services provided in the area of employer of record and payroll and benefits administration, has previously been named as a party in certain National Labor Relations Act ("NLRA") union organization and contract negotiation proceedings as a joint employer with the School involved ("Union Matters"). All past Union Matters have been resolved in the ordinary course and there are no pending Union Matters at this time.

3. The Company was previously involved in the matter of S.S. as next friend of minor L.M.; D.S. as next friend of minor S.D.; M.J. as next friend of minor M.S.; D.C. as next friend of L.B.; T.F. as next friend of minors D.F., I.D., and F.C.; and L.H. as next friend of minor C.M.; on behalf of themselves and all others similarly situated, Plaintiffs vs. State of Michigan; State Board of Education; Michigan Department of Education; Michael P. Flanagan, Superintendent of Public Instruction in his official capacity; Joyce Parker, Emergency Manager of Highland Park in her official capacity; and Highland Park School District; Highland Park Public School Academy System and The Leona Group, L.L.C., Defendants, Wayne County Circuit Court, Case No. 12-009231-CZ ("Wayne County Case"). In the Wayne County Case, the Plaintiffs, represented by the American Civil Liberties Union, alleged that the State of Michigan and the Highland Park School District had historically failed to provide the students of the Highland Park community with an adequate education, particularly in the area of reading as required by the Michigan constitution and several applicable Michigan statutes. The Highland Park Public School Academy System ("HPPSAS"), a customer charter school of the Company operates school locations that were previously under the direction and control of the Highland Park School District, which was taken over by the State of Michigan due to very significant financial problems. HPPSAS and the Company were added to the Wayne County Case as they were perceived by the Plaintiffs as the operators who could implement any court ordered injunctive remedies. The Michigan Supreme Court elected not to hear the appeal of the Plaintiffs in the Wayne County Case related to the disposition in favor of the Defendants issued by the Michigan Court of Appeals. As a consequence the Wayne County Case was fully concluded without liability to any of the Defendants, including the Company.

4. A Company Affiliate was involved in the matter of Placido Maldonado, individually and as statutory beneficiary of Samuel Valdavia, deceased vs. The State of Arizona; The Arizona Board of Education; etal, Superior Court of The State Of Arizona, County of Maricopa, Case No. CV2010-011572 ("Maldonado Case"), in which the plaintiff incorrectly named the Company rather than the involved customer School, as a defendant. The Maldonado Case is generally founded in claims for (i) wrongful death, (ii) negligence, (iii) negligence per se and (iv) intentional infliction of emotional distress on behalf of the Plaintiff (the "Maldonado Claims"). The Maldonado Claims were also targeted toward (a) the State of Arizona, (b) the Arizona State Board of Education, (c) the Arizona State Board for Charter Schools, (d) Tempe Union High School District and (e) Tamara Hofmann. The Company was completely dismissed from the Maldonado Case without any liability.

5. The Company is presently involved in the matter of American Quality Schools Corporation, Plaintiff v. The Leona Group, Ben Clement, Individually and in his capacity as a Business Consultant to The School Board of the East Chicago Urban Enterprise Academy and The School Board of the East Chicago Urban Enterprise Academy, Defendants, United States District Court, Northern District Of Indiana, Hammond Division, Case No. 2:16-CV-00479-RL-JEM (“American Quality Schools Case”). American Quality Schools Case alleges (i) intentional interference with a business relationship, (ii) conspiracy, and (iii) breach of fiduciary duty. The damages sought were in the amount of $875K (five years times $175K). Motions to dismiss are pending with the Court and the Defendants anticipate the case will be dismissed without liability to any of the Defendants, including the Company.

Conflict of Interest Form
Indianapolis Innovation Academy

Name of Organizer	Stephen Thompson
Name of Associated Charter School	Indianapolis Innovation Academy
Name of Contact Person	Stephen Thompson
Contact Person E-mail Address	Sjthompson1@msn.com
Contact Person Phone Number	317-366-5434

Roster of Organizer Board Members

Stephen Thompson	President
Tyrone Bostic	Vice President
Troy Tyson	Treasurer
JoAnn Thompson	Member

The information provided below must provide information for the preceding calendar year. For board member or spouse with multiple employers, professional practices, corporations etc, add additional lines as necessary.

1) Organizer Board Member Name: Steven Thompson

Name of Employer: God's Grace Community Church, INC.

Nature of Employer's Business: Church

Sole Proprietorship or Professional Practice: N/A

Nature of Proprietorship or Professional Practice: N/A

Name of any partnership or limited liability company in which the filer is a member: N/A

Nature of the business of the partnership or the limited liability company: N/A

Name of a corporation (other than a church) of which the filer is an officer or a director: N/A

Nature of the corporation's business:

2) Organizer Board Member Spouse Name: Jotan Thompson

Name of Employer: Precious Moments Daycare

Nature of Employer's Business: Daycare Services

Sole Proprietorship or Professional Practice: N/A

Nature of Proprietorship or Professional Practice: N/A

Name of any partnership or limited liability company in which the filer's spouse is a member: N/A

Nature of the business of the partnership or the limited liability company: N/A

Name of a corporation (other than a church) of which the filer's spouse is an officer or a director: N/A

Nature of the corporation's business: N/A

BMS

The information provided below must provide information for the preceding calendar year. For board member or spouse with multiple employers, professional practices, corporations etc, add additional lines as necessary.

1) Organizer Board Member Name: DR. TYRONE BOSTIC

Name of Employer: GEO CORPORATION

Nature of Employer's Business: CORRECTIONS

Sole Proprietorship or Professional Practice: _____

Nature of Proprietorship or Professional Practice: _____

Name of any partnership ~~or limited~~ liability company in which the filer is a member: SOUTHERN THEOLOGICAL INSTITUTE OF BIBLICAL STUDIES

Nature of the business of the partnership or the limited liability company: CHRISTIAN EDUCATION

Name of a corporation (other than a church) of which the filer is an officer or a director: _____

Nature of the corporation's business: _____

2) Organizer Board Member Spouse Name: FELICIA GILL-BOSTIC

Name of Employer: AMAZON

Nature of Employer's Business: WAREHOUSING

Sole Proprietorship or Professional Practice: _____

Nature of Proprietorship or Professional Practice: _____

Name of any partnership or limited liability company in which the filer's spouse is a member: _____

Nature of the business of the partnership or the limited liability company: N/A

Name of a corporation (other than a church) of which the filer's spouse is an officer or a director:

Nature of the corporation's business:

The information provided below must provide information for the preceding calendar year. For board member or spouse with multiple employers, professional practices, corporations etc, add additional lines as necessary.

1) Organizer Board Member Name: TROY P. TYSON

Name of Employer: TYSON LAW FIRM, P.C.

Nature of Employer's Business: LAW FIRM

Sole Proprietorship or Professional Practice: PROFESSIONAL PRACTICE

Nature of Proprietorship or Professional Practice: PROFESSIONAL CORPORATION

Name of any partnership or limited liability company in which the filer is a member:
1) THE MERCHANT PRINCE, LLC 2) SUBURBAN DIRECTORIES, LLC

Nature of the business of the partnership or the limited liability company:

1) E-COMMERCE 2) COMMUNITY DIRECTORY/WEBSITES

Name of a corporation (other than a church) of which the filer is an officer or a director:
N/A

Nature of the corporation's business: N/A

2) Organizer Board Member Spouse Name: BIANCA J. BROWN

Name of Employer: CUMMINS, INC.

Nature of Employer's Business: MANUFACTURING/ENGINEERING

Sole Proprietorship or Professional Practice: N/A

Nature of Proprietorship or Professional Practice: N/A

Name of any partnership or limited liability company in which the filer's spouse is a member:
N/A

Nature of the business of the partnership or the limited liability company: N/A

Name of a corporation (other than a church) of which the filer's spouse is an officer or a director: N/A

Nature of the corporation's business: N/A

The information provided below must provide information for the preceding calendar year. For board member or spouse with multiple employers, professional practices, corporations etc, add additional lines as necessary.

1) Organizer Board Member Name: JoAnn Thompson

Name of Employer: Power Contractors and Project Management Associates, Inc.

Nature of Employer's Business: TEMP AGENCY

_____

Sole Proprietorship or Professional Practice: _____

Nature of Proprietorship or Professional Practice: _____

_____

Name of any partnership or limited liability company in which the filer is a member:
_____

Nature of the business of the partnership or the limited liability company: _____

_____

Name of a corporation (other than a church) of which the filer is an officer or a director:
_____

Nature of the corporation's business:

_____

2) Organizer Board Member Spouse Name: Steven L. Thompson

Name of Employer: God's Grace Community Church

Nature of Employer's Business: Non-for-Profit

Sole Proprietorship or Professional Practice: _____

Nature of Proprietorship or Professional Practice: _____

_____

Name of any partnership or limited liability company in which the filer's spouse is a member:
_____

Nature of the business of the partnership or the limited liability company: _____

_____

Name of a corporation (other than a church) of which the filer's spouse is an officer or a director: _____

Nature of the corporation's business: _____

_____