

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

Mailing address: 9425 East 30th Street
Street/ PO Box

Indianapolis, IN 46229
City State Zip

Phone: (day) 317-366-5434 (evening) 317-366-5434

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
Troy Tyson	Attorney and Principal Owner, Tyson Law Firm	Board President
Dr. Tyrone Bostic	Corrections-Rehabilitation - The GEO Group	Board Vice President
Steven Thompson	Minister - God's Grace Community Church	
JoAnn Thompson	Administrator - Power Contractors & Project Mgt. Associated	
Ian Scott	Elementary Teacher - Tindley Renaissance Academy	
	<i>currently solidifying additional board members</i>	

***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:

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).

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

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

PROPOSAL NARRATIVE

School Overview

The STEM-AG program at Indianapolis Innovative Academy (IIA) is a new innovative program of choice in Indianapolis initially open to all Kindergarten - fifth grade students with plans to add a grade level each year until the academy is serving students in grades K-8. 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.

Mission and Vision for Growth in Indiana

Indianapolis Innovative Academy's 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.

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 15 acres of land that children will use to plant, harvest, and sell crops through agriculture and environmental studies. The school can run an urban farm on the tracts of land available. An individual, a nonprofit entity, or neighborhood group can start and run an urban farm. There is no one correct sales outlet for an urban farm. Food can be sold to restaurants, a farmers market, given to a local soup kitchen or church, but the food is raised primarily to be moved (through some form of commerce) from the grower to the user. Urban agriculture has become a means to increase access to locally grown food and a way of reintroducing the public to the many aspects of food that we have lost as a culture. How food grows, what grows regionally and seasonally are all important lessons and make a better informed urban consumer. Urban farms can be the front line of the food system. There are no grocery stores within a 20 block or more circumference of the area for fresh produce. The following grocery stores have closed (or will be closing soon) in the area leaving behind a great need for other options in the community: Kroger, Marsh, Safeway, (newly updated) Walmart.

Some urban farms are built exclusively for education, training or re-entry programs. Many are built to improve food access in a specific community or to continue traditional culinary cultures. For others food justice is the reason to develop urban farms in their communities, which means improving the access to fresh food for economically disadvantaged communities. All viable reasons for a school to focus on agricultural stability in this community.

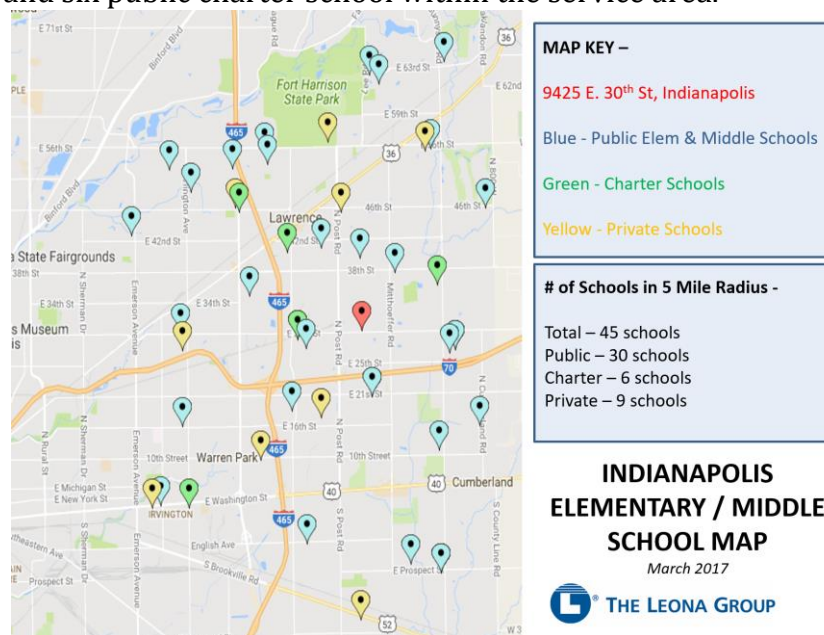
Anticipated Population and Educational Need

INDIANAPOLIS ZIP CODE 46229 MARKET ANALYSIS OVERVIEW

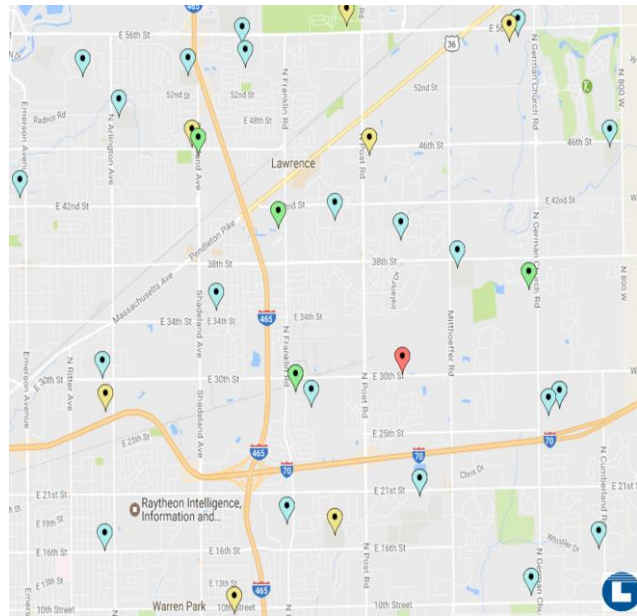
Zip code 46229 is primarily located in Marion County. Portions of 46229 are also located in Hancock County. The official US Postal Service name for 46229 is Indianapolis, Indiana. Portions of zip code 46229 are contained within or border the city limits of Indianapolis, IN, and Cumberland, IN.

46229 can be classified socioeconomically as a Middle Class class zip code in comparison to other zip codes in Indiana. The major ethnicity residing in 46229 is Caucasian, while the major ethnicity attending zip 46229 public schools is African-American. 71.3% of students in public schools in this zip code receive or are eligible to participate in free or reduced lunch programs.

There are 30 Indianapolis Public Elementary/Middle schools within a 5 mile radius of the proposed site and six public charter school within the service area.



Targeted address where school would be located is noted below in red.



**INDIANAPOLIS
ELEMENTARY /
MIDDLE
SCHOOL MAP**
March 2017

This map takes
out the outlying
schools and
zooms in closer
to the targeted
address.

Demographic snapshot of zip code 46229:

Indianapolis, IN 46229 Data & Demographics (As of July 1, 2018)

POPULATION		HOUSING	
Total Population	28,421	Total Housing Units	11,623 (100%)
Population in Households	28,370	Owner Occupied HU	6,221 (53.5%)
Population in Families	23,098	Renter Occupied HU	4,493 (38.7%)
Population in Group Qtrs	51	Vacant Housing Units	909 (7.8%)
Population Density ²	2,491	Median Home Value	\$122,999
Diversity Index ³	66	Average Home Value	\$132,057

INCOME		HOUSEHOLDS	
Median Household Income	\$50,019	Total Households	10,714
Average Household Income	\$61,286	Average Household Size	2.65
Per Capita Income	\$23,137	Family Households	7,351
		Average Family Size	3

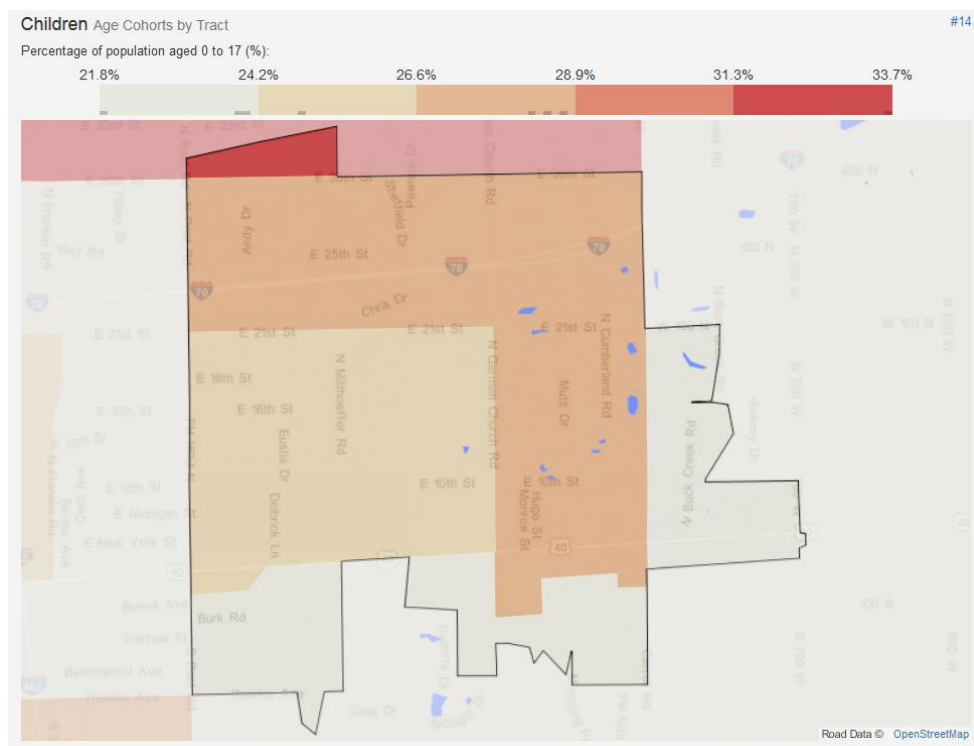
Other notable statistics for the service area include:

- The largest 46229 racial/ethnic groups are Caucasian (50.1%), followed by African-American (45.2%) and Two or more races (3%).
- Zip code represents 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 53.5% representing a very stable community. About 38.7% of households rent and other households that are vacant represent 7.8%.

- Within the 46229 zip code area, 68.6% of households are family households with an average family size of three.
- 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

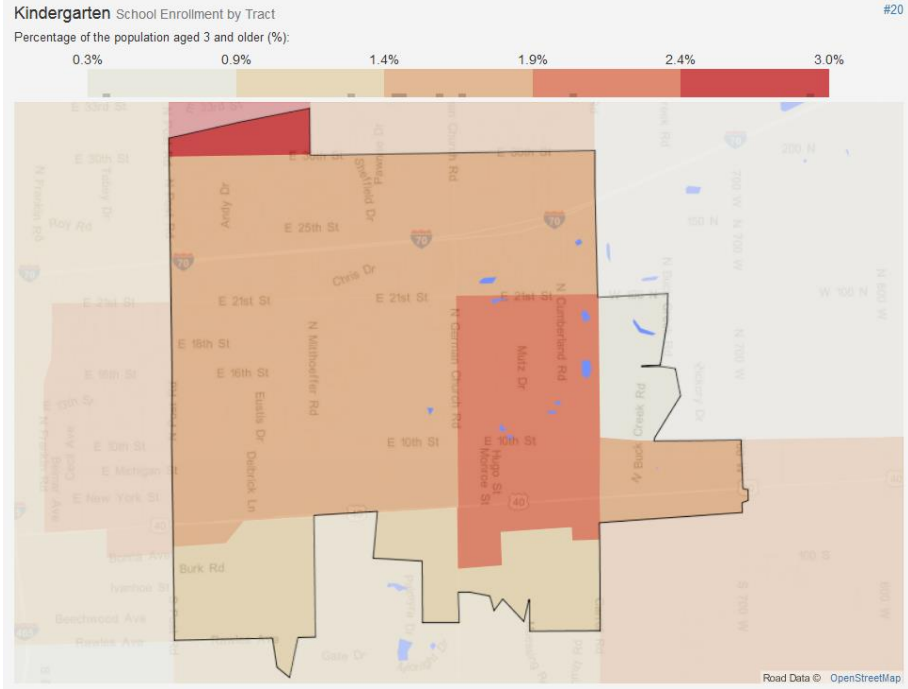
WHERE DO THE KIDS COME FROM?

According to the 2017 American Community Survey, there are 7,834 children, under the age of 18, that are living in households in the zip code. The first map shows the census tract breakdown for all children living in 46229 that fall within the school age (average 26.6% to 28.9%).

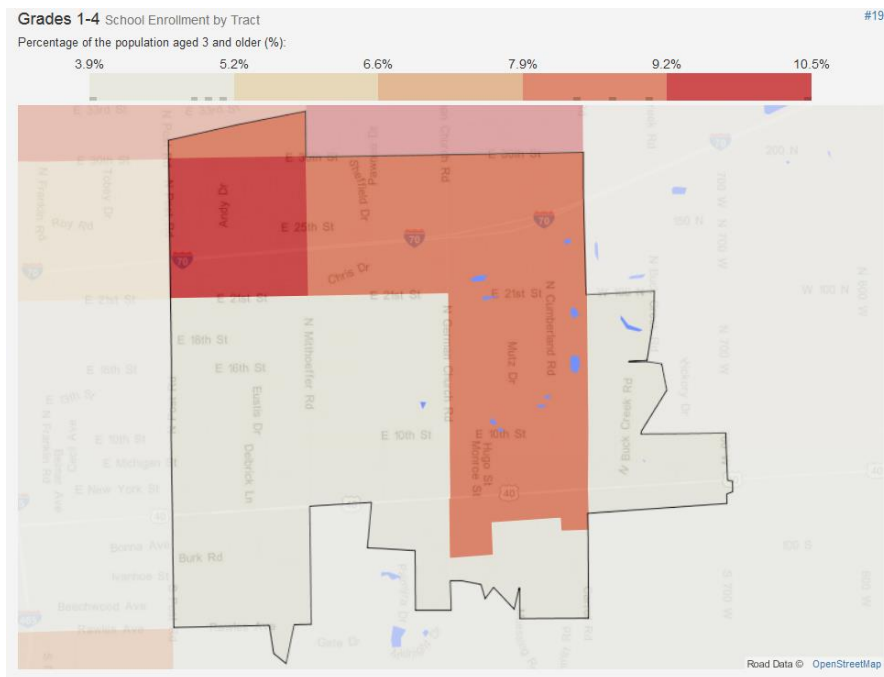


The subsequent maps breakout the tract location of students by grade levels in the targeted zip.

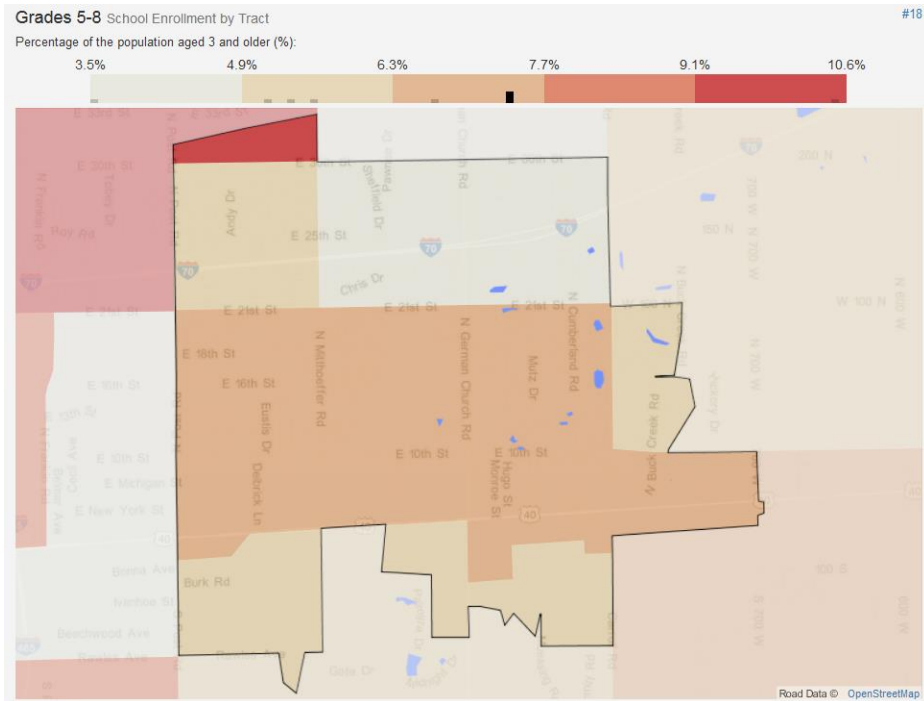
Kindergarten: 1.9 - 2.4%



Grades 1-4: 7.2 - 9.2%



Grades 5-8: 6.3 - 7.7%

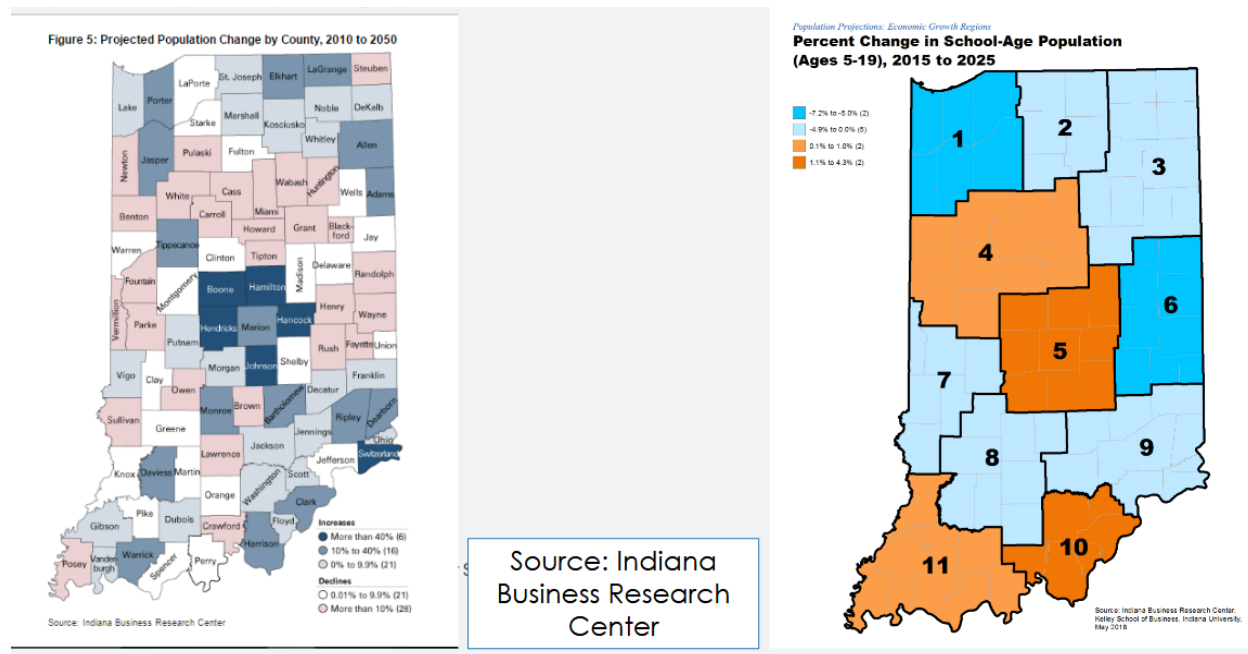


Families will choose Indianapolis Innovation Academy for its many viable advantages, including the various partnerships with community agencies. Project Based Learning (PBL) and IIA's Community Mentor Program (CMP) will extend and advance curriculum structured around student-centered learning, enforcing 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. According to the website 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.

Student Growth is not even around the State: Most of the population growth is around the major metro areas according to Indiana Business Research Center. According to the projected population change in Marion county (area 5 pictured below), there will be an increase of children ages 5-19 by 1.1% to 4.3% through year 2025.



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.

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, for youth in the Indianapolis area, preparing them to be successful in high school and college.

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

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.

There are several grant opportunities that the academy can apply for that will help supplement cost while building a quality program centered around STEM initiatives and agriculture exploration. The following table lists a few that are available now and into next school year.

Name of Grant	Funding Source	Proposal Request Release Date	Due Date	Information link	Potential award
AGRICULTURAL					
CASE Implementation Grant from Corteva Agriscience™, Agriculture Division of DowDuPont™	CASE - Curriculum for Agricultural Science Education	August	End October	http://www.case4learning.org/index.php/professional-development/scholarships-grants	\$5,000
Ag Education and Promotion Development Grant	Indiana Farm Bureau	Now	May 1	https://ext.infarmbureau.org/resources/grants-and-scholarships	\$250
Youth Educator Grant	SARE-Sustainable Agriculture Research and Education	Mid-August	Early November	https://www.northcentralsare.org/State-Programs/Indiana/SARE-Grants-Offered-in-Indiana	\$4,000
STEM/STEAM					
We consider proposals in three main program areas: community development, education and religion.	Lilly Endowment	Look at "education" section on the attached link	March, June, September, November and December	https://lillyendowment.org/for-grantseekers/guidelines/	varies, some awards listed up to \$900,000
KeyBank Foundation values organizations which embrace inclusion	KeyBank		All year, each month they review	https://www.key.com/about/community/community-partners.jsp	varies

Contributions to programs that focus on areas of science, technology, engineering and mathematics (STEM) education	Lockheed Martin (Indianapolis, IN)		Applications are accepted year-round	https://www.lockheedmartin.com/en-us/who-we-are/communities/applying-for-contributions.html	varies
Supporting programs that advance science, technology, engineering and math (STEM) education, preparing our next generation of innovators	Motorola Solutions Foundation		Mid-February for "intention to apply," you will be notified if they want you to submit application	https://www.motorolasolutions.com/en-us/about/company-overview/corporate-responsibility/motorola-solutions-foundation.html	\$25,000 to \$50,000
"START UP"					
Expanding Opportunities through Quality Charter Schools Program (CSP) to State Entities	IDOE via Federal Government Dept. of Ed.	May	End of July	https://www.doe.in.gov/sites/default/files/grants/levelup-2018-application.pdf	Up to \$900,000
Office of Innovation and Improvement (OII): Expanding Opportunity Through Quality Charter Schools Program (CSP): Grants to Charter Management Organizations for the Replication and Expansion of High-Quality Charter Schools	Federal Dept. of Ed.	End November	Mid January	https://www.grants.gov/web/grants/view-opportunity.html?oppId=310666	\$1,500,000
Public Charter Startup Grants	Walton Family Foundation	All year - "inquiry and eligibility forms"-they ask for a proposal	?	https://www.waltonfamilyfoundation.org/grants/public-charter-startup-grants	\$100,000-\$325,000

The Committee on STEM Education of the National Science & Technology Council released a report detailing how to successfully strategize for STEM education called: CHARTING A COURSE FOR SUCCESS: AMERICA'S STRATEGY FOR STEM EDUCATION. This document presents the Federal Government's five-year strategic plan for STEM education, based on a

vision for a future where all Americans will have lifelong access to high-quality STEM education and the United States will be the global leader in STEM literacy, innovation, and employment. The plan accordingly strengthens the Federal commitment to equity and diversity, to evidence-based practice, and to engagement with the national STEM community through a nationwide collaboration with learners, families, educators, communities, and employers. Beyond guiding Federal activities and investments, it is intended to serve as a “North Star” for the broader community to help achieve the goals, pathways, and objectives within this plan.

Plan link: <https://drive.google.com/open?id=1sXS7HvRHuc5ccfkkmomQMngaRnrIqWWu>

The STEM initiatives and program will allow for the students to extend their growing season by utilizing other ways to begin growing seedlings indoors. The computation and problem solving skills necessary to plot urban gardens, hold farmers markets, build community partnerships will provide IIA students the opportunity to develop a strong foundation leading to undeniable success in our ever changing global landscape.

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 four, 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.

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 Proposed School
Troy Tyson	Attorney and Principal Owner, Tyson Law Firm	Board President
Dr. Tyrone Bostic	Corrections-Rehabilitation - The GEO Group	Board Vice President
Steven Thompson	Minister - God's Grace Community Church	
JoAnn Thompson	Administrator - Power Contractors & Project Mgt. Associated	
Ian Scott	Elementary Teacher - Tindley Renaissance Academy	
	<i>currently solidifying additional board members</i>	

The Leona Group (TLG) is the EMO selected by the IAA founding group to manage the central office operations of the academy. TLG is a team of uncommon professionals working to raise the bar in public education. To date, Leona Group provides a quality educational choice to nearly 16,000 students on 51 school sites across four states. 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: Academic Support; Budget & Finance; Communications & Marketing; Compliance; Grants; Human Resources; Legal & Risk Management; Special Education; Special Projects; and 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	40	40	50
3	25	25	25	40	50
4	25	25	25	25	25
5	25	25	25	25	25
6		25	25	25	25
7			10	15	25
8				15	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.

SECTION 1: CURRICULUM AND INSTRUCTIONAL METHODS

Education Program

Children, regardless of ethnicity or economic status, can learn and achieve. For this reason, our academy will need to be located in primarily urban communities where there is the greatest need for educational choice and opportunity. We believe in delivering a quality choice in public school education, focusing on excellence in education in safe, caring environments. The school program will be tailored to the specific needs of it's community and demonstrate continual improvement, as measured by increasing student academic achievement in concert with social, behavioral and emotional development.

A team of professionals working to raise the bar in public education, by continually challenging its employees, schools and students will be committed to providing a creative

approach to education through STEM initiatives and agricultural design. Indianapolis Innovative Academy will strive for continuous improvement toward a common goal: to assure every student achieves to his or her own unique potential.

We intend to seek employees who share in establishing these hallmark characteristics:

- High expectations for academics and behavior
- Caring, highly qualified teachers
- Personalized student attention
- Safe, nurturing environments
- Infusion of STEM initiatives with an agricultural focus throughout core curriculum
- Hands-on, relevant learning

IIA will warmly encourage parent involvement and also work to establish lasting partnerships with community organizations that will help develop the culture a science infused curriculum that inspires students to think critically and problem solve. This combination of caring and high standards will surround our students, parents and staff members – and excellence in teaching and learning is the result. Students will leave our school with a solid foundation for learning, taking their first steps toward a lifetime of success. Our goal is for each one of our students to graduate well prepared academically 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.

Program Overview

Goal 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.

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.

According to National Agriculture in the Classroom Indiana is nationally ranked for agricultural production because of the highly productive Miami soils along with other prime farmland soils in the State. Agriculture plays a vital role in the economic stability of Indiana. More than 16 percent of Indiana’s workforce is connected to agriculture, with 573,874 Hoosiers employed by farms. Eight major interstate highways cross the state and provide easy one-day access to 80% of the U.S. population. With these statistics it is

imperative that we provide our students the opportunity to be successful outside of the classroom so they can be productive citizens and leave college or career ready.

Early exposure to STEM supports children's overall academic growth, develops early critical thinking and reasoning skills, and enhances later interest in STEM study and careers (National Research Council, 2011). More than three-quarters (77%) of female and underrepresented minority chemists and chemical engineers polled say significant numbers of women and underrepresented minorities are missing from the U.S. STEM workforce today because they were not identified, encouraged, or nurtured to pursue STEM studies early on (Bayer, 2010). In understanding how the production of STEM educated-students affects the American economy, it is important to consider the needs of current and future employers. Too often, the complaint from industry is that traditional students arrive at the workplace lacking the ability to apply knowledge in a real-world environment. As the world becomes more science and technology driven, the only way for the U.S. to compete is to rise to the challenge. The literature suggests that science and technology jobs will feed the nation's economy, and those jobs can only be filled by people who have a strong foundation in math and science. While STEM fields are not for all, those with the talent and inclination must be given the environment in which to thrive (Atkinson, 2010).

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 school-wide 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.
- Students will demonstrate proficiency in all core subjects via exit tests aligned with the State of Indiana Standards as well as internal common unit 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.

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
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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	<p>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.</p> <p>Patarapichayatham, C., & Roden, T. R. (2014). Istation Reading Growth Study: Nationwide Data for Pre-Kindergarten and Kindergarten.</p>
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	<p>American Association for the Advancement of Science (AAAS). 1993. <i>Benchmarks for science literacy</i>. New York: Macmillan.</p> <p>Armbruster, B.B. 1992. Science and reading. <i>The Reading Teacher</i> 46(4): 346-47.</p>
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	<p>Calkins, L., et al. (2008a). Units of study for primary writing.</p> <p>Calkins, L., et al. (2008b). Units of study for teaching writing—Grades 3-5.</p>

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

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

Students are expected to meet state standards and show growth annually towards state accountability measures. The evaluation of the curriculum will be centered around the following activities:

- Formative and summative assessments occur continually in every classroom and are periodic and frequent enough to identify student progress and the need for additional interventions when warranted on an individual or group basis.
- NWEA MAPS benchmark assessing, grade level progress monitoring and monthly Multi-tiered System of Supports (MTSS) meetings will take place to monitor all tier level instruction along with progress of students through proposed curriculum.

- Intentionally developed pacing guides outlining anchor standards in all grade levels K-12 in mathematics and English Language Arts have been developed. TLG Teachers with coaches, have developed common quarterly benchmark assessments using a variety of different Depth of Knowledge (DoK) vetted questions from the Inspect item bank which is housed and administered online. These assessments give teachers access to an instantaneous item analysis which drives a reteach cycle and helps teachers and administration ensure students are learning grade level standards throughout the school year.
- Google Classroom platform and the online grade book system (PowerSchool) is utilized to inform parents and students about daily lessons in each content area and continue to inform parents about their students' progress along with a K-8 grade level standards-based report card. Through PowerSchool we are able to provide standards reports that show how students are achieving on state standards.
- Instructional coaches monitor the grade books, lesson plans, pacing guide alignment and ensure teachers have the support needed weekly during grade level team meetings.

Teachers with their instructional coaches are expected to develop and follow curriculum maps, pacing guides and lesson plans that monitor student progress with timely and practical formative and summative assessments. Together students, parents, teachers, instructional leaders in our academy will use an art infused theme to engage students and families but there will be a very intentional focus on content rich instructional practices centered around student academic success to better engage our learners and deliver tailored, individualized instruction.

Promotion and retention of students at Indianapolis Innovation Academy (IIA) are academic decisions made by the school leader and the 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

Mathematics and English Language Art will be taught for a minimum of 90 minutes daily. Social Studies and Science will be taught a minimum of 45 minutes a day. Breakfast will be served starting at 8:00 a.m. Students are expected to be in their classroom by 8:20 a.m. to prepare for classes which begin at 8:30 a.m. Each day there will be an opportunity for students to spend an additional 30-45 minutes on STEM-AG themes outlined by National Agricultural Literary Outcomes which is linked below:

(<https://drive.google.com/open?id=1fiBPjV65C0 odbVYxGM gm4 -iQyAJjH>)

Students will be able to work through their culminating project and portfolio for annual review. *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 behaviors 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.

A typical day for students and teachers can be found below:

	<i>Student's Typical Day</i>	<i>Teacher's Typical Day</i>
7:45 am		Teachers arrive and prepare
8:00 - 8:20 am	Breakfast (optional)	Teachers prepare & pick up students from the cafeteria
8:20 - 8:30 am	Students prepare for the day	Teachers interacts with students
8:30 - 11:15 am	Students problem solve, participate in projects or collaboratively work in groups to critical think and solve real world problems related to ELA and mathematics. Younger students will begin day with calendar time and older students will have a special class (<i>Specials will include but are not limited to: Physical Education, Music, Engineering Lab, Horticulture</i>)	Teachers deliver lessons in a way that chunks material, provides students the opportunity to collaborate & problem solve and ensures student engagement is high. Teachers that have a prep period will spend one prep period a week in a data team meeting where the instructional coach will facilitate quality professional development and allow teachers to look at data to drive instruction. The other days will be spent co-planning with colleagues.
11:15 - 12:00 pm	Students will go to lunch and recess.	Teachers will have lunch and take students outside for recess.
12:00 - 1:30 pm	Students will have intervention time where they will rotate through centers and have the opportunity to work with different adults to support closing the achievement gap.	Teachers will lead intervention time where they will plan center activities to support closing the achievement gap based on NWEA data and progress monitoring data. Interventionist will push in during this time to support tiered intervention.
1:30 - 3:30 pm	Students will have science and social studies classes and the opportunity to explore STEM-AG initiatives through a variety of hands on experiences.	Teachers will provide learning opportunities around social studies, science and STEM-AG initiatives.
3:30 - 3:45 pm	Students will prepare to go home	Teachers will dismiss students from classrooms
4:00 - 5:30 pm	Students will have the opportunity to attend STEM-AG lab Tuesday and Thursday evening.	Teachers will chose a lab that they want to explore with students and facilitate their concept Tuesday and Thursday after school.

Supplemental Programming

The Academy will provide summer school opportunities for students needing enrichment or gap closing opportunities. After school programs will be available throughout the week that will focus on STEM-AG labs that the teachers want to facilitate. Summer school and summer camps will also be available so students can take advantage of the grow season.

Special Populations and At-Risk Students

Implementation of a multi-tiered system of supports (MTSS) will be utilized for behavior intervention and academic intervention to ensure we will consistently and quickly close any achievement gaps. School wide, we will have monthly MTSS meetings with staff to discuss the progress monitoring data available for both behavior and academic intervention. There will be a daily block of time dedicated, in each grade level for interventions to take place. These interventions will be identified from NWEA MAP assessment learning continuum which will be administered three times annually. The data will allow for teachers to tier students and intentionally plan skill based intervention with the help of the special education team, ESL team, interventionists (LRE, 31a, Title and IDEA) and social workers to meet the needs of exceptional, at-risk, special education and English Language Learner (ELL) students. During instructional time, various resources will be visible during walkthroughs such as listening centers, technology, hands on activities, projects and peer interaction to support student growth. The instructional leaders in the building will monitor tiered intervention time to ensure fidelity of the programming.

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.

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 various ways to the underserved and to finding experiential learning that inspires 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 its 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 authorizer requirements and receive additional support from a 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 posted and filled as soon as the charter application is approved.

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. 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 will provide 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 Accounting	EMO in consult with School Leader and Board	School Leader
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.
- Elementary school teacher with a BS in Computer Graphics Technology and a Masters in Business Administration

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 three 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 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 Core Team Leader	If you are not satisfied with the outcome from the School Leader you may submit your written complaint to the Leona Group Core Team Leader. The CTL will follow up and respond to the complaint.
Step 6: Leona Group HQ	If you are not satisfied with the outcome from the CTL 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: IDOE	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.
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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 walkthroughs 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 as 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
<i>Management Organization Positions</i>					

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
<i>Position Description</i>					
Principal	1	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-8 (year 4 and 5 you will need four core 6-8 teachers)	8	9	11	14	14
Special Education Teacher	1	2	2	2	2

PE Teacher	0.5	0.5	0.5	1	1
Music Teacher	0.5	0.5	0.5	1	1
Computer Teacher (engineering lab)	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	19.08	28.25	30.25	34.25	34.75
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 laws are followed.

Staffing Plans, Hiring, Management, and Evaluation

Strategy & Timeline for Hiring 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.

The ESP has a wide-ranging strategy to support the recruitment and hiring of excellent teachers, including:

- A full time University Partnerships Coordinator 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 & ZipRecruiter.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.

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.

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 60/40 weight to observational feedback about instructional practice and to student achievement data respectively. 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 Department of Academic Achievement (DAA) 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.

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 supported by the multiple department teams of the EMO. Academically, this includes the academic support team that provides data and classroom walkthroughs. 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 DAA 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	<ul style="list-style-type: none">• Mission and vision of the Academy• Orientation: School Policies and Handbooks• PBIS/Zones of Regulation
August 15	<ul style="list-style-type: none">• Detailed Introduction of the Education Plan/Curriculum and

	Assessment Details
August 16	<ul style="list-style-type: none"> • Response to Intervention/MTSS
August 19	<ul style="list-style-type: none"> • School-wide Tiered Strategies - Tier I
August 20	<ul style="list-style-type: none"> • School-wide Tiered Strategies - Tier 2
August 21	<ul style="list-style-type: none"> • School-wide Tiered Strategies - Tier 3
August 22	<ul style="list-style-type: none"> • Inclusion/Mental Health/First Aid • Non-Violent Crisis Intervention Training
August 23	<ul style="list-style-type: none"> • Vocabulary Building Strategies • Working with Students in Poverty
August 26	<ul style="list-style-type: none"> • School-wide Behavior Support and Classroom Management
August 27	<ul style="list-style-type: none"> • 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 the 2019-20 school year, there is 30 minutes of time 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)	3 times 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 3 rd 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	<ul style="list-style-type: none"> 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.	
FocalPointK-12	There will 3 benchmark testing times to determine growth (fall, winter and spring) and then coach will support teachers building common unit assessments	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 received or re-teaching will take place.	K-5
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.

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.

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 IIA 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 student 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.

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 reviewed 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 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 for The Leona Group's Midwest operations. Ms. Rodgers has been with The Leona Group since 2003, holding the progressive positions of teacher, instructional coach, school leader and chief of staff. In her current position, Georgia is directly responsible for ensuring strong leadership and execution of The Leona Group's vision and mission in the Midwest. Ms. Rodgers manages effective coordination and communication among Leona-managed schools, corporate office, core leadership teams and other high priority stakeholders.

Ms. Rodgers holds a Bachelor of Arts and Master of Arts in curriculum and instruction from University of Detroit Mercy.

Melinda Benkovsky • Midwest Director of Finance

Melinda Benkovsky is the director of finance for all Leona Group schools in Michigan, Indiana and Ohio. Melinda joined The Leona Group in 2004, and has held progressive positions of budget assistant, budget manager, and director. In her current role, Melinda works closely with department heads and school leaders to oversee school operations. She also works closely with Leona's staff accountant and various audit firms to ensure clean and thorough audit reports for each academy.

Melinda 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.

Ms. Benkovsky graduated from Spring Arbor University in May 2004 with a Bachelor of Arts in Accounting.

Jim Salliotte • Midwest Technology Manager

Jim Salliotte has been with The Leona Group since 1999 and leads the technology department in the Midwest. Mr. Salliotte has worked previously as a teacher at Woodward Academy, an office manager at Northridge Academy and has over 20 years of experience in network troubleshooting and design. He earned his bachelor's degree from Spring Arbor University. The Midwest technology team works with the schools to ensure they have working technology and the ability to better perform their job of educating children for the 21st century and supports the day-to-day repair of computers, smart boards, printers and servers through a

ticketing system. He also makes recommendations for e-Rate or general budget purchases, obtains quotes for new equipment, assists with asset tags, and installation and configuration of recently obtained equipment.

Mr. Salliotte assists with the technology portion of the school budgets. He also directs the overall design and implementation of the network including servers, firewalls, and content filters. Moreover, the technology team maintains Active Directory, G-mail and the Google Apps for Education Suite. Mr. Salliotte and the technology team ensures test-readiness for several platforms including, but not limited to, M-Step, I-Step, FocalPointK-12, WIDA, and many more.

Jean Chlebek • Director of Academic Achievement

Jean Chlebek is The Leona Group's director of academic achievement for Michigan schools. Ms. Chlebek brings to this leadership role vast experience in the fields of science, mathematics and technology. Prior to joining the executive team in 2015, Jean has held the positions of fifth grade classroom teacher, middle school science and mathematics teacher, Wayne RESA K-8 High Priority Schools Initiative mathematics coach and an instructional coach for the Academy for Business & Technology Elementary campus.

Ms. Chlebek is a graduate of Eastern Michigan University with a Bachelor of Science in elementary education and a Master of Arts in K-12 administration. Jean is a career educator with a true passion for education reform and student academic success.

Wendy Willis • Director of Human Resources

Wendy 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 any HR issues such as employee relations, legal compliance, hiring, discipline and termination, etc. She obtained her bachelor's degree in Criminal Justice at Michigan State University and her master's degree in Administration and Human Resources from Central Michigan University. She is a member of the Society for Human Resource Management (SHRM) and has her Professional Human Resources (PHR) certification. She has nearly 30 years of experience in human resource management.

Michelle Thomas • General Counsel

Michelle Thomas, general counsel, has an impressive background and comes from a family of educators. She has B.S from the University of Michigan, M.B.A from Eastern Michigan University and a J.D. from Wayne State Law School. She is committed and passionate about her work and making a difference.

Mingcoria Minter • Director of Special Education

Mingcoria Minter started with The Leona Group 18 years ago. As director of exceptional student services her primary responsibilities include working collectively with all stakeholders to ensure the compliance with state and federal requirements. She provides direct onsite support to building administrators and special education personnel to assure quality programs and services are delivered for a positive result in student achievement. In addition she creates and executes targeted professional development for administration, teachers and ancillary support staff. Prior to joining the corporate team Ms. Minter was a school social worker and an assistant school leader. She obtained her master's degree in social work and her Central Office Certification and Education Specialist credentials from Wayne State University.

Kris Geeraerts • Director of Grants

Kris Geeraerts is the director of grants for The Leona Group. Ms. Geeraerts has been with The Leona Group since 1997 in the roles of administrative assistant, executive assistant, grant specialist and most recently in the role of budget manager for 12 years. Kris brings an abundance of grants knowledge and experience to the department and works alongside the academic support team to provide grants support to all schools in Michigan, Ohio and Indiana.

Fran Gardulescu • Coordinator of University Partnerships

Fran Gardulescu serves as the coordinator of university partnerships in the academic support department. While a member of the academic support team, Fran works closely with HR, the whole corporate team, and the Midwest schools to develop and enhance relationships and form new partnerships with Midwest colleges and universities, which aid in the recruitment of quality student teachers and graduates in Leona Group schools.

Fran has been with The Leona Group since 2000 and has served in a variety of roles, including staff development specialist, teacher mentor coordinator, curriculum coordinator and school leader.

Fran earned her bachelor's degree in Education from the University of Pittsburgh, and completed post-graduate coursework at the University of Pittsburgh and at Eastern Michigan University.

Joe Wrone • Communications & Marketing

The marketing team has won two Silver Addy awards and has contributed to a longstanding trend of increasing enrollment and strong branding efforts by working to spread the word about high quality education options.

In addition to traditional advertising, marketing and design services, the team provides media relations and PR support; internal communications; website content management and optimization; social media integration; special event / graduation planning; corporate and school branding; crisis communications; charter school awareness and much more. On an ongoing basis, the team aids in enrollment and annual re-enrollment campaigns and enrollment tracking.

Adam Schnelker • Special Projects

Adam Schnelker is the director of special projects, which includes site development and acquisitions ranging from ground-up construction to remodels and lease negotiations for all states, and all facility related compliance items. Mr. Schnelker is a graduate of Purdue University and holds a bachelor's degree in organizational leadership and supervision with a business management focus. He has been with The Leona Group since 2001, also working in the capacities of human resources and budget management.

Gwen Hovey • Director of Food Service

Gwen Hovey began her Leona Group career as a food service manager for Cesar Chavez Academy in 2014 and joined the corporate team in 2016. In this role, Ms. Hovey oversees each school's food service program, ensuring efficient, effective and compliant programs for all Midwest schools.

Gwen graduated from Michigan State University in 2011 with a Bachelor of Science in psychology and a Bachelor of Arts in theatre.

Kerry Gillane • Director of Risk Management

Kerry Gillane is Leona's director of risk management and is responsible for identifying exposures, examining and selecting risk management techniques, implementation and monitoring. Ms. Gillane brings to the organization over 30 years' experience determining insurance needs and market availability, interpreting insurance coverage and ensuring policies cover exposures. Kerry has experience handling all lines of insurance claims including auto, workers' compensation, property damage and general liability, as well as loss control and safety inspections.

SECTION 3: BUDGET & FINANCIAL PLAN

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.

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=0B52L7EkCIQGUZGJIU0NLQUw0MGc>
 -
- Wildwood - <https://drive.google.com/open?id=0B52L7EkCIQGUVTvBY3RGbk52SzA>

Michigan and Indiana Academies

[https://docs.google.com/spreadsheets/d/1p4Z9Ep619RnD - RymEcizXeSwJer6nxwqOyrsGVWmxo/edit#gid=461970254](https://docs.google.com/spreadsheets/d/1p4Z9Ep619RnD-RymEcizXeSwJer6nxwqOyrsGVWmxo/edit#gid=461970254)

Arizona Academies

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

Cesar 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 M-STEP 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.

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. There were several reasons for the failure of the Academy, including 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.

School Wide Instructional Learning 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

- 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
Voyageur	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. Chlebek 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 walkthroughs 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.

ATTACHMENT 1 – BOARD RESUMES

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

JoAnn P. Thompson

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

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

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

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 Aeon 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 46220

- *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 21century, 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/ Aeon Bible College, Indianapolis, IN

Ian Scott

5429 Fallwood Dr. Apt 102., Indianapolis IN, 46220 • 317-602-0009

ianseanchris@gmail.com

Education

Purdue School of Engineering & Technology-IUPUI
Bachelor of Science in Computer Graphics Technology

Indiana Wesleyan University
Masters in Business Administration

Indiana Wesleyan University
Transition into Teaching Program | 2018-Present

Technical Experience

-
- Adobe Creative Suite
- Photography
- Video Editing
- Social Media
- Motion Graphics
- Visual Branding
- Graphic Recreation

Work Experience

Elementary Teacher; Tindley Renaissance Academy 2016-Present

- Establish and cultivate a fun and safe classroom culture
- Plan, Prepare and Present instructional activities developed from lesson plans
- Assign and grade all classwork, homework and tests
- Communicate with families on students academic and behavioral performance

Freelance Graphic Designer/Photographer 2015-Present

- Provides design support in accordance with client's brief
- Manages production schedule and report to producer on progress
- Conceptualizes and coordinates photo shoot themes and dates
- Photographs and prepares polished photos for distribution using Adobe software

Graphic Design Manager; St. Luke's United Methodist Church 2015-2016

- Monitors brand compliance & makes recommendations to Director for updates.
- Works closely with departments to keep staff updated & trained in visual identity standards.
- Provide visual support to video production & photography as needed.
- Works closely with Director in designing & implementing social media presence.

Branding Manager; Micha B Celebrity Hairstylist 2014-2017

- Establishes and manages client branding across web and print platforms
- Develops strategic marketing plans
- Consults w/client & assesses needs to determine project direction

References

Torian Berry | 954.880.4320 • John Girton | 615.578.8000

ATTACHMENT 2 -3

CURRICULUM-LEARNING STANDARDS

Indianapolis Innovative Academy's
Best Practice Framework for Core Content Areas

English Language Arts Introduction to Best Practices

What is Best Practice? This is a term that is used frequently in education, but do we really understand or agree exactly what it is? For our purposes we have developed the following working definition:

A best practice classroom is one that uses current research, follows district and state standards and is student-centered, active, experiential, authentic, democratic, collaborative, rigorous and challenging.

Therefore, the Curriculum Committee recommended a theoretical framework that is student centered and includes the cognitive and social aspects of learning. This is Tier I of the RTI model.

- Student-centered learning is experiential, holistic, authentic and challenging. This includes rich hands-on experiences, authentic literature, student choice, and student responsibility for learning.
- Cognitive principles are developmental, constructivist, expressive and reflective. This includes higher-order thinking, inquiry, and time for students to express their learning in a variety of ways.
- Social principles are collaborative and democratic. Classrooms need to be interactive in a variety of ways.
- Social principles are collaborative and democratic. Classrooms need to be interactive and model real life community.

Within this framework, teachers will use the Gradual Release of Responsibility Model. Teachers will model for students, giving them time for practice with guidance and feedback. This will be followed by independent practice where strategies taught will be applied to real reading and writing.

This document is organized in the following categories:

- Qualities of Best Practice-characteristics of quality reading and writing instruction.
- Structures of Best Practice-implementing and organizing literacy instruction
- Recommendations for implementation

It is important to note that this document represents our vision for what literacy instruction should look like in our K-8 classrooms. However, we recognize this framework will take multiple years, extensive professional development and funding to reach the

vision. The team also envisions the teachers, support staff, and administration as key members in moving this vision forward.

Mathematics Introduction to Best Practices

"In this changing world, those who understand mathematics will have significantly enhanced opportunities for shaping their futures. Mathematical competence opens doors to productive futures. All students should have the opportunity and the support necessary to learn significant mathematics with depth and understanding. "(NCTM 2000, p.50)

Therefore, we have established a theoretical framework that is student centered, and includes the cognitive and social aspects of learning. This document should be considered a Tier 1 level of delivery when considering the Response to Intervention Model.

- Student-centered learning is experimental, holistic, authentic, and challenging. This includes rich hands-on experiences, non-fiction writing, student choice, and student responsibility for learning.
- Cognitive principles are developmental, constructivist, expressive and reflective. This includes higher-order thinking, inquiry, and time for students to express their learning in a variety of ways.
- Social principles are collaborative and democratic. Classrooms need to be interactive and model real life community.

Collaborative teaching model is the model that allows students the opportunity to critically solve problems. The intent is to head towards giving less direction to the students, allowing them to identify tasks to be completed and processes to follow. Teachers will model for students, giving them time to practice with guidance and feedback. This will be followed by independent practice where strategies taught will be applied to problem solving activities. Although the same six qualities apply cross all grades, you should not infer that each strand has equal weight or emphasis in every grade level. The four structures of best practices outlined are guidelines to be used to successfully implement a best practice classroom.

This document is organized in the following categories:

- **Qualities of Best Practice-Characteristics of quality mathematics instruction:** Making connections, using reasoning and explaining the process, problem solving, creating representations, communicating ideas, and assessment.
- **Structures of Best Practice-Implementing and organizing mathematics instruction:** Reflective assessment, grouping, tools, and environment.
- **Recommendations for implementation:** The steps and processes that need to be followed to implement Phase 1 and Phase 2.

Mathematics is the science of patterns. It is the job of a best practice educator to pave the pathway in the students' discovery of these patterns and relationships. Our vision is a collaboration of expert mathematicians who use abstract, symbolic notations to describe the patterns they formulate. This mathematical community is an integral component in giving the students the advantage in problem solving. Teachers will provide the students an opportunity to learn from their failures and grow from their successes in a safe environment. This is accomplished through scaffolding, a gradual decrease of teacher support as students become more competent, modeling, and a demonstration of the skill or process. Students will be assessed using both formative and summative assessments which will be the platform for quality instruction including guided practice, small group instruction, and application tasks. Teachers will be required to think outside of the box in preparing students for the world beyond their front door. This document describes the process and compilation of best practice research.

Students learn better when they are able to make connections. In math, students should make connections to build on prior knowledge and expand their understanding.

Students should practice making connections between new information learned and previous lessons, both from the current grade and the previous grade. Before teaching a new concept, teachers help students activate prior knowledge to show them how mathematical ideas build upon each other.

- Tree Map/KWL (What I know, what I want to know, what I learned)
- Real World (authentic) Ideas
- Circle Maps/Brainstorming

When students apply mathematical concepts to real world and student relevant situations it deepens their understanding and creates more meaning. Teachers need to select meaningful authentic problems appropriate for the students' knowledge base. For example, when teaching about area, you could ask the class to estimate how many feet of carpet it would take to carpet your classroom.

- A link on how teachers can use real world ideas:
- <http://www.youtube.com/watch?v=jRMVjHjYB6w>

A single subject approach leaves students with a disconnected view of the knowledge and how to use that to solve real world problems. Student should be able to see how mathematics plays a role in other curriculum areas such as science, social studies, and art. Mathematics should be used frequently across the curriculum and the teachers need to incorporate cross-curricular lessons.

- Students can graph science results or books/genres read
- Students can use coordinate grids to find places on a map including places in a school.

Students need to connect their learning to the purpose of the lesson to make it relevant. In other words, why am I learning this?

- Post the big ideas in the room
- Post the expectations in the room

If problem solving is the focus of mathematics, reasoning is the logical thinking that helps us decide if and why our answer makes sense (Van De Wall, 2003). Not just memorizing an algorithm, but being able to explain and justify an answer shows that a student truly understands a concept. There needs to be a focus on the application of the math process to the world around us. While problem solving, teachers need to model their thought process to help students understand how to use reasoning in mathematical situations. It is critical that teachers demonstrate to students how to use appropriate vocabulary while communicating their reasoning process. Vocabulary should be an integral part of the math classroom.

- Word Walls
- Math Journaling and Prompts:
- http://www.ilovemath.org/index.php?option=com_docman&task=cat_view&gid=23 -click on Journal Prompts
- <http://myteacherpages.com/webpages/jgiffin/journal.cfm> -click on 101 questions for math journals

Books can be used to introduce a concept, as a source for problems, to reinforce concepts, and to provide real world context. Literature based on topic:

- http://childrenspicturebooks.info/articales/picture_books_for_math.htm

Students need to be able to understand how to use properties and formulas to justify steps in the problem solving process. Teachers need to model the use of these regularly in their lessons.

- Comparing answers when using the order of operations properly as opposed to not using it at all
- Use the actual term, associative property, when explaining the grouping in the following problem: $6+(4+9)=19$ and also $(6+4)+9=19$

Students can articulate the connection between various approaches of relating the same answer. This can also be executed by presenting a problem and allowing students to take a project approach for selecting their method of answering.

- 7×3 can be shown as $7+7+7$ or students could draw an array or three circles with seven dots in each.

Students should understand that there is more than one way to solve a problem and to be able to determine which method is better suited for the problem.

- For multiplication the students could use the lattice, partial products, and the traditional method
- An example of the Lattice Method of Multiplication:
- <http://www.youtube.com/watch?v=FnNvCuZ6SMw>
- A link to the Partial Product method:
- <http://www.youtube.com/watch?v=LHgFZ4LqPvc&feature=relmfu>

Students and teachers should be able to use various forms of technology to enhance understanding and reasoning. To assist students in explaining their reasoning, some technology pieces that could be used include: calculators, computers, interactive whiteboards, video conferencing, and virtual manipulatives.

- Use the split screen or dual page on the interactive white board to show two different representations or methods for solving one problem
- Virtual Manipulatives:
- <http://nlvm.usu.edu/en/nav/vlibrary.html>

Students “build new mathematical knowledge through problem solving” (NCTM2000).

Teachers should be choosing meaningful problems or tasks where the solution is not obvious.

The student should be developing metacognition (the process of thinking about your own thinking). The student should be exposed and have the chance to use a variety of strategies, and be able to choose which strategy works best for them. Students should be given authentic, meaningful, real world problems. These problems won't always have obvious solutions or steps because the goal is to have students become patient, resourceful, problem solvers that persevere.

- Scholastic Authentic Math Problems:
- <http://www.scholastic.com/teachers/collection/authentic-math-unit-plans>

Knowing students learn in a variety of ways, students need to be taught and given the chance to use different strategies depending on both the problem and the individual learner. Students need to be instructed at their appropriate rate and level.

- Everyday Math Multiple Strategies:
- <http://math.nyu.edu/~braams/links/emarith.html>
- Eureka Math Strategies

Students need to be taught to use their prior knowledge to approach a new problem. Working to build independent learners, we need to present problems without the answer to let the students discover the solutions on their own. This can be done individually or in groups and may need to be structured to direct their attention.

- Activating prior knowledge:
- <http://www.achievementstrategies.org/curriculum/C6d/Links/Teachingreadinginmathandscience6.pdf>

While students work through problems, they need scaffolding to provide clear directions, clarify the purpose and keep students on task. The amount of scaffolding should gradually decrease throughout the years to allow students to problem solve more independently.

- Scaffolding: <http://fcit.usf.edu/mathvids/strategies/si.html>

Symbols, charts, graphs, and diagrams are powerful methods for expressing mathematical ideas and relationships. Symbolism in mathematics, along with visual aids, such as charts and graphs, should be understood by students as methods of communication mathematical ideas with other people. Symbols, graphs, charts, as well as physical manipulatives are also powerful learning tools. Moving from one representation to another is an important approach to add understanding. (Van De Wall). The use of tangible items that gives students a tool for understanding that goes beyond paper and pencil. This allows students to see it, touch it, and move it to appeal to many different types of learners.

- Manipulatives:
- <http://www.youtube.com/watch?v=2Zss6mdkkRU>

Bringing purposeful movement into the classroom will engage students by connecting physical movement to a concept.

- Math Dancing: http://www.youtube.com/watch?v=5_u0lbtCc

The use of pictures, diagrams, and graphs should be used interchangeably to represent mathematical ideas. Illustrations deepen understanding and are a valuable tool in the problem solving process. A variety of math representations:

- <http://www.mathwire.com/seasonsonal/fall05.html#measurement>

The use of pictures, diagrams, and graphs should be used interchangeably to represent mathematical ideas. Illustrations deepen understanding and are a valuable tool in the problem solving process. These can be utilized to aid in the organization of data which will help patterns be more easily recognized. The structures of these items need to be adjusted to fit the needs of the students.

- Different ways to graph weather:
- http://www.nsa.gov/academia/files/collected_learning/elementary/data_analysis/bar_graphing_with_weather.pdf

Teachers need to help students use these tools, such as Thinking Maps, to organize their thoughts. They should assist students in selecting the best graphic organizer for the given problem.

- Graphic Organizer of three ways to solve a problem:
- <http://www.youtube.com/watch?v=VW-XpG6u3Dk>

These are auditory tools used to help students retain information in a nontraditional manner. Including students in the creation adds additional value for the students.

- Counting by 2's, 5's, 10's song: <http://www.youtube.com/watch?v=GTYxflyPgg>

Teachers will incorporate technology in their daily instruction. For example, but not limited to: Calculators, Interactive whiteboards, computers, videos, virtual manipulatives, online resources, wireless whiteboards, interactive tablets, I-Pods, SMART Math Tools, and student response systems. Most classrooms are equipped with an Interactive whiteboard, teachers should be able to embrace the features available to enhance student learning. Teachers can use this technology to present videos, pre-recorded lessons, display scanned student work, use digital manipulatives, and easily use color for emphasis. The Interactive whiteboard is an engaging tool that allows for more interaction than a chalkboard/white board with activities like Koosh ball toss, click to reveal, shape creation and moving, dice rolling and dual screen writing. Communication in the mathematics classroom is the key. Students

should be able to talk about, write about, describe, and explain their mathematical thinking if they have a true, deep understanding of the given concepts. To promote higher level thinking, writing should include more than the mathematical steps. It should also encompass the student's explanation, thought process, and reasoning while solving problems.

- Math Journals

Students need to be provided the opportunity to discuss and/or debate, explain, and justify their thought process and approach to solving problems. In some cases pictorial representations may be the best means for students to convey their thoughts. This could be drawing picture to model the situation, creating graphs, or using pictures to represent items within the problems.

- Math Journals
- Classroom or groups discussions

These should be clearly conveyed in a student friendly language to provide a focus for their learning while still preserving the integrity of the information. Content vocabulary should be used for the objectives and throughout the class. Objectives should be presented to the students and posted where they can be referenced at the start, during and end of the unit.

- Math vocabulary posted
- Objectives posted
- Ticket out-students have to state math objective to leave the class

Color can be used in multiple approaches and has been shown in research to enhance learning. Colors can be used to highlight key information, show relationships and patterns, and separate information. Teaching students to use highlighters or colored pens during note taking is a useful skill.

- Highlight information in lessons and student notes
- Work or tests can be on colored paper
- Graphs and charts can be colored

Students need to feel comfortable sharing ideas, asking questions, and answering questions without fear of embarrassment. This is an essential tool for communication mathematical ideas in the classroom.

- Smart board:
- <http://www.youtube.com?v=W5ChFuOqAHY>,
<http://www.youtube.com?v=y-X3TyqURjM&feature=related>
- smart board resource <http://exchange.smarttech.com/#tab=0>
- Mobi: <http://www.youtube.com/watch?v=wZR-P9e6058>

- Document cameras:
- <http://www.youtube.com/watch?v=DKFQkzZm2ug&feature=related>

Assessments are “vehicles for gathering information about students’ achievement” (Marzano 2000, p. 12). This information comes from two types assessments: formative and summative. The purpose of formative assessment is to drive instruction by frequently checking for student understanding and progress throughout a unit. This allows the teacher to give adequate and timely feedback to students. On the other hand, the purpose of summative assessment is to measure student achievement. Teachers utilize the results to modify instruction for the following school year. The distinct difference between these two vehicles is formative assessment guides immediate instruction while summative assessment allow for improvement from year to year.

Visualize a best practice math classroom. What does it look like, sound like, and feel like? Leona Group mathematics classrooms will have a non-threatening environment full of inquiry, alive with technology, and rich with writing. Our students will be actively involved in discussing, manipulating, and solving problems that connect to their world. Teachers will guide students to utilize the strategies and skills necessary to be competitive in the 21st century. The best practice teacher will also coach the students in making connections, learning through discovery, and “making mental manipulation(s) of abstract concepts” (moyer, 2001, p. 176). Assessments will be made formatively and summatively to monitor the student’s true knowledge. A best practice classroom uses a variety of grouping methods to reach students. Please recognize that each method on its own is structurally sound, but none should be used exclusively. Students can be grouped depending on the intent. Homogenous groups allow the teacher to differentiate asks or activities to meet the needs of the students. This form of grouping lets you present the same content in a manner that students will be able to understand and master. Heterogeneous groups promote students’ learning from each other. The students can be given a task and divide the work within the group based on each individual’s strengths. Grouping is a conscious and intentional process when effectively implemented. Teachers provide whole group instruction to present information and review or expand on content. This is an integral part of relaying information to the students, but be mindful of the lengths of instruction. Chunking material into manageable pieces for the students is very important. While presenting to the whole group, be aware that you should engage all students in the lesson. Some instruction is provided to students on a one-on-one basis. This is most often used to re-tech information that had previously been presented or to extend a student’s learning opportunity. In addition, students need time in the mathematics classroom to work independently to evaluate their own understanding with the opportunity to ask questions. The students would benefit from individual work time incorporated into whole group instruction time. Classroom teachers have a variety of tools to use in educating their students. Some tools are

used daily, while others are used less frequently to provide the best education. "Proficient students are sufficiently familiar with tools appropriate for their grade or course to make sound decisions about when each of these tools are helpful, recognizing both the insight to be gained and their limitations" (CCSS,2011,p. 17). While these innovative tools engage students, do not disregard the importance of students working with paper and pencil. Technology is a critical component in the mathematics classroom. Teachers and students are encouraged to use the interactive whiteboard, including the SMART Math Tools, to make lessons more interactive and hands on. Document cameras can be used to show student examples and model how to use manipulatives. MOBI's can be used to support student centered, active learning and allow teachers mobility and flexibility to deliver engaging lessons from anywhere in the room. Computers and tablets can also be used to enrich classroom instruction. Classroom Performance System (CPS) provide the opportunity to acquire instant feedback for student understanding. To be competitive in the 21st century, our students are expected to use standard and graphing calculators. It is essential for students to understand and have the ability to use the various functions correctly. It is the teacher's role to provide instruction on the proper usage of the calculator. To help students make abstract concepts concrete, a variety of manipulatives can be used. Manipulatives have both visual and tactile appeal that engage the students and allow them to develop images that can be used to further understanding. The practice of writing enhances the brain's intake, processing, retaining, and retrieving of information (Zemelman, 2005). Using a math journal for written expression is encouraged. Through writing, students can increase their comfort with and success in understanding complex material, unfamiliar concepts, and subject-specific vocabulary. Writing boosts long-term memory, illuminates patterns, and gives the student time for reflection. Teachers use a non-fiction writing rubric to evaluate student writing (Appendix A). Compasses, protractors, reflective mirrors, rulers, and other similar tools help students understand mathematical concepts and should be used appropriately. Teachers will provide instruction for the proper use of these resources.

The use of literature in mathematics is a part of a cross curricular education. It helps to develop mathematical language and make math concepts relevant to real life. An enriched environment provides clear objectives and is stimulating and full of energy. It feeds curiosity, is alive with resources, and is reflective of real life. A well run classroom begins with the physical layout, including the arrangement of desks and the storage of materials and supplies. The desks should be arranged in a manner that is conducive to small group work and promotes student discussion. Supplies and manipulatives should be easily accessible to students with a clear expectation of procedures regarding usage of the materials and resources. It is the teacher's responsibility to value and teach each student in his or her class by making learning interesting, meaningful and relevant. At the beginning of each lesson, the learning objective should be stated in a way that makes sense to students

and helps them see the relevancy. A teacher should challenge students and allow them to learn from each other as well as from the teacher. Students should feel comfortable discussing the content and contributing to their learning. It is also important to build in the opportunity for each student to experience success. Learners of every level should feel valued. The structure of the class should allow for instruction and practice. Time should be allocated in each school day to address and clarify student misconceptions regarding assignments. There should also be time built in at the end of each lesson for reflection to close the lesson and promote the retention of content.

Formative and summative assessments have different goals. Any assessment could take either form depending on how it is used. Formative assessments are intended to drive daily instruction. Therefore, they should be used multiple times each week. These assessments are analyzed immediately, allowing teachers to gain deeper and more practical information about students' learning. Teachers use this knowledge to determine the content of future lessons, which provides opportunities for scaffolding and differentiation. Finally, the results of formative assessments give students specific feedback regarding their mathematical knowledge and understanding. Summative assessments are created at the district level by developing questions aligned with the Common Core Standards. The results of these assessments are discussed and instructional strategies used by colleagues. These strategies are incorporated into all classrooms to improve student achievement.

Examples of Formative Assessment

- Weekly quizzes
- Teacher observations of students
- Homework and daily assignments
- Teacher questioning and student response
- Warm-up or bell work
- Student feedback-hands up, thumbs up/down, participation
- Mini quizzes/Ticket-out-the-door
- Student self-assessment

Examples of Summative Assessment

- State assessments
- District common assessments
- Unit or chapter tests

Science Introduction to Best Practices

National and state standards in science not only encourage teachers to engage students with inquiry-based science, but to also emphasize the values, attributes and especially intellectual curiosity. In order for students to be able to build deep knowledge of science, they must do more than merely cover the subject matter; they must immerse themselves in doing science using systematic inquiry. (Zemelman, et al, 2005)

"Not all [students] will choose to become scientists but the science standards ask teachers to foster in all students the awareness of science as a dynamic creative interplay of questions and evidence, data and ideas, predictions and explanations" (Zemelman, et al, 2005)

"Science is an enterprise that can be harnessed to improve quality of life on a global scale. Science may provide a foundation for the development of language, logic and problem solving skills in the classroom. A democracy demands that its citizens make personal community based and national decisions that involve scientific information. For some students, science will become a lifelong vocation or avocation." (Michaels, Shouse and Schweingruber, 2008).

In a best practice science classroom, students will have regular opportunities to:

- Engage in higher order thinking as part of a relevant and rigorous science curriculum
- Use evidence to support and communicate their understanding
- Become increasingly self-directed in their learning, leading to more student-led choices
- Build real-world connections using hands-on activities and apply that knowledge to new situations
- Encourage curiosity and questioning about the natural forces of the world to stimulate scientific inquiry in a variety of ways
- Create cooperative and collaborative communities
- Explore topics in depth, using research and deep study to internalize inquiry (Schmoker, 2011)
- Engage in cross-curricular experiences
- Use scientific literacy to articulate and communicate scientific concepts (Marlene Their, 2002)
- Incorporate STEM (Science, Technology, Engineering and Math) into the science classroom (RESA, 2011) and (NSTA, 2011)
- Students and teachers will use a variety of technology methods in order to enhance 21st Century Skills in Science

- Challenge misconceptions that students may have in order to correct and clarify scientific concepts (Learning Science and the Science of Learning, NSTA, Bybee, 2002)

Science teachers need to differentiate teaching for all students on a daily basis. The following protocols have been identified by the Science Best Practice Committee (2011) to support Best Practice in science classrooms.

- Science teachers, with the assistance of support staff, should provide opportunities to have tests read to students with identified reading challenges. Teachers can use Audacity software to allow identified students to listen to tests
- Test taking procedures should be consistent throughout the district
- Pretests should be administered prior to the teaching of the unit
- As teachers are instructing and reviewing the unit, they should not use questions from common assessments verbatim
- Common assessments will be given by all teachers and will be used to track student progress and to drive instruction
- Pacing guides are to be followed as closely as possible to ensure understanding of the content expectations and increase student achievement from year to year.

In order to promote inquiry science an identified approach needs to be established. The following strategies are student-specific interventions that are used by best practice science educators in classrooms. Whole group instruction refers to the practice of teaching the same material simultaneously to an entire class. Whole class instruction generally implies that the same or similar assignments will be delivered to all students and an expectation exists that all students will be evaluated using the same assessment technique.

<http://www.danbury.k12.ct.us/currweb/glossary/xyz.html> p.1, 2005.

Teachers will generate interest and curiosity related to science concepts. They will clearly state objectives/content expectations. They will present and model essential questions and big ideas. They will clarify any misconceptions and build connections to real world situations and applications. During whole group instruction, teachers will utilize multiple strategies including whole group discussions, science demonstrations, guided and dependent note taking and the use of interactive websites.

Examples of whole group strategies include:

- Teachers will include real life examples in the unit being studied such as current events from video streaming or weekly reader magazines like National Geographic, Time for Kids, Science World, Natural Inquirer, Khan Academy and interactive websites (Phet <http://phet.colorado.edu/en/simulations/category/new>, 2011).

This will enable students to make connections to what is being studied by using interactive models

- Teachers will state and post learning objectives in the classroom so students can connect previous and future learning
- Units will begin with whole group discussions where essential questions will be asked and generated. The students will begin to build a curiosity for the unit and come up with ideas and predictions in relation to what is being studied.
- Guided note taking is expected as students will be keeping science journals to write their thoughts, predictions and explanations of their findings.
- Thinking maps will access prior knowledge, organize new information and demonstrate understanding.
- Video conferencing will be utilized when appropriate to create discussions and participate in hands on activities with other classrooms within or outside of the district. This may also be used to communicate with different scientists to answer essential questions.

Small group instruction refers to the practice of teaching to small groups of students by the teacher or peers. It will allow students to be actively involved in a variety of learning opportunities matched to their personal strengths. Small group instruction will be used to help meet the needs of all students through differentiation. Students will be grouped according to their learning needs. Student grouping should be based upon their instructional level and regrouped based upon observation and assessment, accuracy and comprehension. The teacher will support students by monitoring comprehension, constructing meaning and accelerating learning.

Some samples of small group instruction activities include:

- Students will work in small groups with hands-on activities
- Selected activities will give the students opportunities to rest, explore and investigate the learning objectives
- Discussion within the small groups will promote thinking and problem solving by leading students to compare alternative ideas and solutions (Daniels, 2005)
- Students should be challenged to support their arguments and motivated to seek answers via text, research, etc.
- Labs should be formatted as small group, student-designed inquiry
- *Think pair share* and cooperative learning groups will be used in the classroom
- *Small group presentations* and debates will be facilitated

Checking for understanding is "an important step in the teaching and learning process. Research suggests that an important part of the learning process in all content areas is

identifying and confronting misconceptions that can interfere with learning.”(Fisher and Frey, 2007)

During independent learning, the teacher will assess, decide and teach/demonstrate one concept that a student can apply to their knowledge base. During this time teachers can employ the methods of reinforcing, re-teaching or rephrasing to meet the unique needs of each student.

Some examples of methods that teachers may use to check for understanding include:

- Teachers will keep checklists to guide observations
- Teachers can use student self-evaluation forms, portfolios and journals to check for understanding.
- Teachers will use performance-based assessments such as building a circuit from scratch, diagramming the water cycle, life cycles of plants and insects, labeling parts and functions of living and non-living things to deepen understanding.
- Teachers must address students’ existing beliefs and knowledge and directly confront misconceptions and naïve theories (Zemelman et.al. p.152)
- Teachers will use formative assessments using Classroom Performance System (CPS) and ticket out the door along with summative assessments such as formal tests, quizzes and practical examinations.

Informational text will be used to help expose students to a wide range of scientific literature, information and data. This will encourage students to build scientific vocabulary and construct meaning of scientific concepts.

Some examples of informational science reading include:

- Text features will be discussed and explained so students will be able to find and interpret information
- Non-fiction leveled reading science text will be used in small guided reading groups to help promote and incorporate science into different content areas
- Reading non-fiction texts will prepare the younger students for science textbooks in the future. The textbooks will serve to prepare the students to read scientific articles.
- Teachers will model how to read science text by showing students how to annotate, reread and refer to graphics. This will encourage student understanding, assist students in forming arguments and help them to make connections. (Shanahan and Shanahan p.53, 2008)
- Reading non-fiction books will develop vocabulary among all students
- Students will be encouraged to read about current events in science

According to Pikulski and Templeton (2004), "Perhaps the greatest tools we can give students for succeeding, not only in their education but more generally in life, is a large, rich vocabulary and the skills for using those words."

Teachers shall introduce scientific vocabulary relating to real world situations. This will encourage students to define science concepts in their own words to help make the terms more meaningful.

Some examples of vocabulary activities for grades Kindergarten through 8th grade include:

- Flash cards
- Games (i.e., Jeopardy, Team Quizlets)
- Writing Vocabulary
- Word Walls
- Journaling using Vocabulary Words
- Define & Sketch Assignments
- Use of "instructional" read-aloud events
- Providing direct instruction in the meanings of clusters of words and individual words
- Systematically teaching students the meaning of prefixes, suffixes and root words
- Linking spelling instruction to reading and vocabulary instruction
- Teaching the effective, efficient, realistic use of dictionaries, thesauri and other reference works
- Provide illustrations that explain meaning for scientific terms and concepts
- Teaching, modeling and encouraging the application of a word-learning strategy
- Encouraging wide reading experiences to include science topics

"Learners communicate and justify their proposed explanations to classmates and teachers by presenting their reasoning and evidence through oral and written expression" (Zemelman et.al. 2005). One goal for science instruction is for students to generate their own questions and lead discussions with their peers. "Discussion promotes thinking and problem solving, by leading students to compare alternative ideas and solutions" (p. 153). For this to happen, students must be guided to the aspects of peer-to-peer discussion such as respect differing opinions and being open to new ideas. During these discussions, the students will include scientific theories and factual information. Students should be able to logically present evidence to support their findings.

Ways to encourage and incorporate speaking and listening in the classroom are:

- Students will write reports or essays based on their finding to explain and support their understanding and present it to the class

- Students will share out their finding in both small group and whole group settings.
- Students will follow classroom expectations and practice their active listening skills when classmates are presenting.
- Students will use videoconferencing to speak to and listen to science professionals.
- Student will participate in debates and presentations.
- Examples of presentation media available to students include:
- Podcasts
- Screencasting
- Flip Camera, Smart Board, MOBI's, PowerPoint, Google Suites and iPads to create presentations

Members of the Biological Science curriculum Study (BSCS) discuss the five essential features of inquiry: engaging the learner, teaching the learner to use evidence to respond to scientific questions, teaching the learner to formulate explanations from evidence, connecting explanation to scientific knowledge and communicating and justifying explanations (Bybee, 2006).

In order to promote inquiry science:

Teachers [will] require student led investigations an activities to promote higher-level thinking and cooperative learning. Learners [will] attempt to answer these question through many types of hands on investigations. Students [will] analyze and interpret data synthesize their ideas, make inferences and predictions, build models and actively create, modify and discard some explanations or answers. (Zemelman, et. Al., 2005)

Students need to support scientific conclusions with data collected in inquiry science

Teachers [will] help students learn how to ask and answer scientifically oriented questions. Learners [will] attempt to answer these questions through many types of hands on investigations. Students [will] analyze and interpret data, synthesize their ideas, make inferences and predictions, build models and actively create, modify and discard some explanations or answers. (Zemelman, et.al. 2005)

Examples of methods to implement scientific inquiry in the classroom include:

- Students should work together by asking questions, investigating natural phenomena, solving problems and making sense of data by formulating conclusions (Hammerman, 2006)
- The Five Essentials: Engage the learner, teach the learner, use evidence to respond to questions, formulate explanation from evidence, connect an explanation with scientific knowledge and justify explanations (Bybee, 2006)

- Students will begin each year by reviewing science process skills such as observation, classification, making inferences, prediction, measurement, using numbers, creating models, defining operationally, identifying variables, formulating hypotheses, recording and interpreting data and drawing conclusions
- By communicating results of their investigations, student [can] take pride in their accomplishments, link science to other subjects, discuss implications, develop confidence in their learning and ask new questions (Hammerman, 2006)

Some examples of inquiry investigations are open-ended labs, student led investigations, data analysis, model building and hands on investigations will focus on scientific concepts such as:

- Force and Motion
- Liquids, Gases and Solids
- Plant and Animal Life Cycles
- Magnetic Observations
- Terrestrial Environments
- Animal Classification
- Changing Environments and Landforms
- Ecosystems
- Electricity and Electrical Circuits
- Weather
- Properties of Matter
- Measurement
- Water Quality
- Water Cycle

According to Zemelman and Hyde (Zemelman, et.al. 2005) "the craft of writing is most effectively taught through a brief mini lesson, focused on skills appropriate to particular writing tasks." Timely practice of skills will be encouraged through the immediate use of knowledge in the science classroom.

"Learners will extend their new understanding and ability and then apply what they have learned to new situations" (Zemelman, et.al. 2005). Students will have opportunities to respond before, during and after each lesson. Teachers will encourage verbal, written and illustrated representations of their understanding of the scientific concepts. Response will be encouraged during whole group, small group and individualized instruction. "Learners communicate and justify their proposed explanations to classmates and teachers by presenting their reasoning and evidence" (Zemelman, et.al. 2005).

Examples of student scientific responses in the classroom are:

- At the beginning of each unit teachers will lead a classroom discussion to access prior knowledge and generate questions which students want answered. During this time, predictions about the outcomes of the unit may be made
- Hands-on activities will be directed in small groups where students will work together to formulate a conclusion
- Students will show their understanding of the topic through verbal, written or illustrative representations
- Students will be encouraged to report findings in many different ways utilizing technology such as Smart Boards, MOBI's, iPads, PowerPoint Presentations and video clips from sources such as YouTube
- Utilize text response by implementing technology in the classroom such as MOBI's, iPads, PowerPoint and Google Suite applications

"Literacy is the spine that holds everything together in all subject areas" (Phillip and Wong, 2010). It is the key to learning all content areas.

"Students will be exposed to purposeful scientific reading and writing" (Schmoker, 2011). Teachers should provide a variety of literature containing specific scientific content for students. This will teach them to form valid conclusions and participate in meaningful conversations (Zmach, 2006).

Teachers will introduce real life examples into the unit being studied using materials such as current event lessons from video streaming or science magazines.

Examples of scientific literacy in the classroom include:

- Teachers will model for students the process of keeping a scientific journal. These journals may be used to collect data on many different investigations such as the weather, the growth of a plant, the results of an experiment and conclusions based on observations throughout each unit.
- Writing activities such as science poems, non-fiction book reports, role-playing and lab analysis will be utilized in other content areas.
- Reading non-fiction science books, magazines and journals will help promote understanding of vocabulary and concepts taught.

Assessments need to reach higher levels of Bloom's Taxonomy, evaluating students' ability to apply reasoning skills and make connections within the knowledge base. In order for growth and understanding of the subject matter to occur the expectations for science learning must be customized to measure student skills and mastery of core content, rather than on memorization of facts. This notion is echoed by the NSTA, stating "All assessments are aligned with 21st century curriculum and instruction and appropriately measure

students' progress towards skills acquisition in addition to mastery to core content" (NSTA p.2, 2010)

Assessment will start with students learning and understanding scientific vocabulary. They will then be expected to develop questions and make connections to the current subject matter. The assessment will conclude with students being able to infer, analyze and synthesize information. The students will be provided with information and opportunities to practice each skill level to increase proficiency.

Examples of assessments used in grades K-8 classrooms include:

- State and Standardized Assessments
- Summative Assessments
- District Common Assessments
- Classroom Assessments
- Projects
- Presentations
- Unit Tests

Formative Assessments

- Quizzes
- Binder Tests
- Homework/Daily Work
- Daily Science Bell Work
- Ticket out the Door, Exit Slips
- Students Self-Assessment Forms
- Student and Teacher Surveys
- Teacher observation/checklists
- Teacher questioning and student response
- Journal Reviews
- Student feedback such as thumbs up/down, participation
- Writing prompts
- Technology such as MOBI response and CPS units can be used to facilitate assessments.
- Practice Tests
- Projects
- Presentations

"The use of technology will allow more students to be actively thinking about information, making choices and executing skills. "Technology provides the tools to investigative inquiry

and analysis in the classroom. The products of technology enable students to extend powers of observation and to engage in scientific investigation much like the scientist does "(Hammerman, 2006).

"Technology should be used as a tool to support student performance in authentic tasks, students are in the position of defining their goals making design decisions and evaluating their progress. The learning environment will be positively affected by the use of technology-based instructional strategies" (Hammerman, 2006)

Social Studies Introduction

A Best Practice classroom is one that uses current research, follows district and state standards, and is student-centered, active, experimental, authentic, democratic, collaborative, rigorous and challenging.

In a best practice social studies classroom, students will have regular opportunities to:

- Investigate in-depth topics
- Exercise choice and responsibility when selecting independent topics for inquiry
- Explore open-ended questions that challenge students' thinking
- Be active participants in the classroom and in the wider community
- Involve students in both independent inquiry and cooperative learning
- Analyze multiple historical artifacts, including primary and secondary sources

The National Council of Social Studies recognizes Expectation of Excellence as the following:

Instruction emphasizes depth of development, of important ideas within appropriate breadth of topic coverage and focuses on teaching these important ideas for understanding appreciation and life application...The most effective teachers, select for emphasis, the most useful landmark locations, the most representative case studies for the most inspiring models, the truly precedent-setting events and the concepts and principles that their students must know and be able to apply in lives outside of school.

(NCSS, 1994, p.163)

The goal of this document is to provide teachers with an instrument that guides instruction and enriches student learning. It will provide examples of quality instruction in Social Studies classrooms. This document should be considered to be a Tier 1 level of instructional delivery when referencing the Response to Intervention (RTI) Model.

EIGHT BIG IDEAS

1. Whole Group Instruction refers to the practice of teaching the same materials to the entire class. It generally implies the same or similar assignments will be given to all students. The expectation is that students will do the common formative and summative assessments.

Teachers will use a variety of strategies to implement **Whole Group Instruction** in order to introduce, revisit or expand concepts. This will be done using a variety of strategies such as mini-lessons, anchor charts, guided note-taking and interactive notebooks. Teachers will embed technology while doing whole group instruction. Examples include slideshow presentations, interactive whiteboard lessons/activities and video streaming.

Mini-lessons- short instructional pieces (10-15 minutes) focusing on a particular skill strategy or topic; the content of these lessons will be applied during independent and small group activities.

Anchor Charts – an anchor chart is a co-created visual representation of the group's thinking. These charts may include expected behaviors, definitions, or examples of strategies and skills and students' understanding. These may be in the form of Thinking Maps, lists, sticky note collections, etc., and are a visible resource for all students as well as a permanent record of students' learning.

Interactive notebooks- Interactive notebooks are used for class notes as well as for other activities where the student will be asked to express his/her own ideas and process the information presented in class. The purpose is to enable students to be creative, independent thinkers and writers.

Guided note-taking – discussion of what was read and which important points should be

2. Small Group Instruction refers to the practice of teaching to small groups of students by the teacher or peers. It will allow students to be actively involved in a variety of learning opportunities matched to their personal strengths. Small groups give student the opportunity to collaborate and engage in more in depth study.

included in students' notes.

Teachers provide opportunities for students to work in small flexible groups. These groups are used to meet the specific needs of students. Students can be grouped based on level, student interest and/or student needs. Teachers would utilize small groups for simulations, pre-teaching activities re-teaching activities, and cooperative learning. Teachers may structure cooperative learning groups in multiple ways including, but not limited to pair-share groups, jigsaws, three-minute review, etc.

Pair-Share groups- students are given questions and time to think about the topic: Each student is paired with another student and they are given time to discuss the topic before reporting back to the class.

Jigsaw groups- students are placed in smaller groups and asked to develop expertise on a particular topic. All groups then report back and teach peers about their given topic.

Three-Minute Review-teachers stop anytime during an interactive lesson and give pairs of teams three minutes to review what has been said, ask clarifying questions or answer questions.

Buddy Reading-teachers pair student according to reading ability in order to increase comprehension of the assigned text.

Pre-Teaching – involves the teacher providing a glimpse into upcoming lessons.

Cooperative Grouping – requires students working together to complete a task.

Re-teaching to ensure students achieve mastery of content.

3. Reading is thinking and getting meaning from print. The main goal of reading instruction must be comprehension. "Reading is a meaning-making process: an active, constructive, creative, higher-order thinking activity that involves distinctive cognitive strategies before, during and after reading." (Zemelman, et.al. 44) In social studies, reading involves analysis, synthesis and comparison.

When **reading** in Social Studies, students will participate in both guided reading and read aloud of leveled text, current events and interpretations of maps, charts and graphs. They will also utilize strategies such as Thinking Maps, partner reads and responding before during and after guided and independent reading.

Using primary sources, such as autobiographies, diaries and historical speeches or letters, students may have an opportunity to make inferences and draw conclusions about historical figures or cultures. Students can defend or debate those values against their own for that time period. Students can also analyze conflicts, compare and contrast similarities and differences of the times.

Using secondary sources, such as biographies, newspaper articles, current events, textbooks and alternative views of history, students may gain a deeper understanding of a historical topic from multiple perspectives.

- **Guided Reading** – The teacher provides support for small groups of reading as they learn to use various reading strategies (e.g. context clues, letter and sound relationships, word structure and so forth).
- **Thinking Maps** – set of graphic organizing techniques used in classrooms. There are eight types of diagrams that correspond with eight different thinking processes. They are used to provide a common visual language to information structure, often put to use when students take notes.

- **Partner Reads-** allow students an opportunity to discuss and debate ideas and discover varying points of views. Students will also have the opportunity to take and defend a position.

4. Communication allows students the opportunity to share ideas through a variety of verbal, nonverbal and written methods. Communication will be used to engage students as they develop big ideas and concepts, centered on social studies curriculum.

In order to provide students with an opportunity to communicate their ideas, teachers will assign projects such as wax museums, presentations, think-pair-share, and role playing. Written communications will also be expressed through the use of response journals, reports, RAFT (Roll, Audience, Format and Topic) writing and essays.

Wax Museums- This strategy can be used throughout the year in various ways. As an example, during Black History Month student could be assigned various notable African Americans in history to research and create a presentation based on the figure's life and role in history. The intent of the wax museum is for the student to "become" that person in history.

RAFT Writing –

Role- Students will be assigned a specific role. (Example: Colonist)

Audience - in RAFT writing there must be a target audience to which the students are writing. (Example: Family still living in England)

Format – The teacher will assign the format of the writing assignment. (Example: Letter)

Topic- RAFT writing can be used with any topic in Social Studies. (Example: Colonial Times)

- [Http://olc.spsd.sk.ca/de/pd/instr/strats/raft/](http://olc.spsd.sk.ca/de/pd/instr/strats/raft/)

DSIT- Draw what you Saw, Ink what you Think- reflection activities that uses nonlinguistic representation to review content with a written description component.

Quick write - A strategy used to develop writing fluency, to build reflection into learning task and to assess student thinking in an informal manner. The strategy to ask learner to respond to open-ended questions or prompts posed by the teacher before, during or after reading activities.

Enrichment Projects – these projects will be based on grade level content. Some examples are:

- Illustrated timeline

- Scrapbooks
- Journals
- Farcebook (farce of Facebook)
- ABC books

Think pair share- students are given questions and time to think about the set topic. Each student is then paired with another student and they are given time to discuss the topic before reporting to the class.

5. Assessment is the process of obtaining information that is then used to make educational decisions about students, to give feedback about their progress, strengths and weaknesses and to judge instructional effectiveness. Social Studies evaluation must reflect the importance of students 'thinking and prepare students to be responsible citizens, rather than rewarding memorization of random facts. Ideally, scores from assessments are used to determine the next steps to improve student learning.

Social Studies teachers used assessments as a tool to guide instruction and curriculum. Teachers used the formative assessment process beginning with identifying clear targets, effective questioning, descriptive actionable feedback, student self-assessment and students as peer assessors.

Common Formative Assessments

Definition for common formative assessment- "An assessment typically created collaboratively by a team of teachers responsible for the same grade level or course. Common formative assessment are frequently administered throughout the year to identify (1) individual students who need additional time and support for learning; (2) the teaching strategies most effective in helping students acquire the intended knowledge and skills; (3) program concerns-areas in which students generally are having difficulty achieving the intended standard and; (4) improvement goals for individual teachers and the team." (Dufour, et.al., p 214, 2006)

Teachers will use a variety of formative assessment tools to gather evidence including listed examples below.

- **DSIT** – Draw what you Saw Ink what you Think- student reflection activity that uses non-linguistic representation to review content with a written description component. This activity allows students to consider a written description a visual cue.
- **Quick Writes** – student-timed writing activity to review and summarize content: encouraging students to develop writing stamina and fluency over time.
- **Thumbs up, thumbs down** – Teachers ask students a question where they respond with a thumbs up if they agree and thumbs down if they disagree.

- **Chalk talks** – Students are separated into groups. Each group is given a large piece of paper with a big idea or question. Students are expected to silently answer the question on the paper. Each student has a different color writing utensil to write their response, leaving others to respond, add to the question or pose their own question.
- **Peer feedback** – Allow students to provide their peers with constructive criticism on a task by addressing the students' strengths and providing suggestions of opportunities for improvement.
- **Ticket out the door** – is written during the last few minutes of the class period and handed to the teacher on the way out of the classroom. The teacher can quickly skim through the summaries to determine what, if anything needs to be re-taught the following day. This can also be done using other writing forms including drawings and diagrams.

<http://teachingstrategies.pbworks.com/w/page/19940839/Ticket%20Out%20the%20Door>

- **Simulations** – Guided reenactments where students become part of the story as a character instead of a listener and observer.

<http://www.creativeteachingsite.com/edusims.html>

- **Jigsaw** – Each student is assigned a section of reading and is responsible for becoming an “expert” on their section. The student then meets with other classmates where everyone shares out on their section, allowing students to learn about the entire piece without reading every section themselves.

<http://www.youtube.com/watch?v=aMP6b9E9ISc>

http://www.educationworld.com/a_curr/curr324.shtml

- **Formative assessment**

<http://www.amle.org/Publications/WebExclusive/Assessment/tabid/1120/Default.aspx>

- **Rubrics**

<http://edtech.kennesaw.edu/intech/rubrics.htm>

Common Summative Assessments are given periodically to determine after instruction is provided, what students know and do not know. Summative assessment in the classroom level is an accountability measure that is generally used as part of the grading process. Examples of common summative assessments include:

- State assessments

- District benchmark or interim assessments
- End-of-unit or chapter tests
- End-of-term or semester exams

6. Decision –making involves the exploration of open questions that challenge students' thinking. Students need opportunities to exercise choice and responsibility by choosing their own topics for inquiry. Making a decision generally entails making a prediction and weighing that prediction against other possible alternatives.

Teachers will give students opportunities to exercise choice and responsibility in their Social Studies class. They will give students multiple alternative options to demonstrate learning, such as persuasive writing, working in centers and performing a culminating activity. Teachers will use menus for project decisions with rubrics for assessment. Students will be given choice in selecting writing/debate topics. Grouping decisions can be flexible, while making student choice a priority. At times, students will be offered structured choices regarding assignments

- **Center Work** – Students spend quality, independent practice time reading and using a variety of maps. They also practice using globes, grids and the tools of geography. At the end of a unit students could choose a particular event or topic to display their knowledge.
- **Projects/menu activities** – these projects are grade level content based. Some examples include:
 - o Illustrated timeline
 - o Scrapbooks
 - o Journals
 - o Farcebook (farce of facebook)
 - o ABC books
- **DSIT- Draw what you Saw Ink what you Think** – student reflection activity that used non-linguistic representation to review content with a written description component. This activity allows students to consider a written description of a visual cue.
- **Flexible grouping** – Grouping students in ways that maximizes individual capabilities by pairing them up with students at the same ability and skill level.

<http://www.eduplace.com/science/profdev/articles/valentino.html>

<http://kms.sdcoe.net/differ/21-DSY/56-DSY.html> (teacher led groups and student led groups)

- **Debate** – provide an opportunity for two or more students to present an argument with the goal of persuading one another. Students will learn to

distinguish between important and vital facts versus the unimportant and analyze this information in a short period of time. Debate topics can be taken from curriculum, current events and social studies Big Ideas.

http://www.educationworld.com/a_lesson/lesson/lesson304.shtml

http://triviumpursuit.com/speech_debate/what_is_debate.htm

7. Real World Application in social studies should include civic involvement and responsibility in our society. To make concepts real, social studies must involve active participation in the classroom and the wider community.

Real-world involvement is crucial for imparting the values of civic involvement and responsibility. Students may analyze current events, utilize her order thinking and develop service-learning projects to emphasize these values. Teachers through the use of current events via simulations, maps, graphs and debates, will apply concepts for authentic instruction. In order to make concepts more real, teachers work with students to make the connections between classroom instruction and real world events by determining how past events affect current life. Teachers may use strategies such as:

Field Trips or Virtual Field Trips-

Teachers arrange a field trip or virtual field trip opportunities for students to gain real world experiences. In order to make concepts more real, teachers have the students respond how a past event affects current life, promoting connections between classroom instruction and real world events. Teachers, through the use of current events utilizing simulations, maps, graphs and debates, will apply concepts for authentic instruction.

Real-world involvement is crucial for imparting the values of civic involvements and responsibility. Students may analyze current events, utilize higher order thinking and develop service-learning projects to learn these values. Teachers may use strategies such as:

- **Providing students' access to current events** -allows students to have the opportunity to read discuss, debate, draw their own conclusions, make connections and inferences through multiple venues.

<http://www.lessonplanspage.com/SSCurrentEventsBlogK12.htm>

- **Debate** -provide an opportunity for two or more students to present an argument with the goal of persuading one another. Students will learn to distinguish between important and vital facts versus the unimportant and

analyze this information in a short period of time. Debate topics can be taken from curriculum, current events and social studies Big Ideas.

- **Simulation** – Guided reenactments where students take an active role of that as a participant instead of a listener and observer.

<http://www.creativeteachingsite.com/edusims.html>

- **Current event**- Exposing students to current events via newspapers or digital media, to increase awareness and interest in current events by allowing them to make connections to the curriculum and relevance of the information.
- **Maps, Charts, Graphs** – Analyzing data in graphs and charts along with maps, to help students interpret information in forms other than text. This will allow students to categorize real world application in a manner that will allow them to quantify data and use standardized test questions that require map, graph and chart interpretation.
- **StrataLogica** – Herff Jones Nystrom maps, globes, atlases and charts now come alive in an environment where teachers and students can actively engage in a multi-layered world, easily share content and collaborate with each other. StrataLogica is web-based and designed for computers, projectors and interactive whiteboards.

8. Problem solving strategies are those that may be used to apply knowledge and experience to new situations and challenges. In social studies, problem solving involves analysis and evaluation of multiple solutions. Students should interpret available information for its effectiveness in constructing a resolution.

Teachers will give students opportunities to solve problems in their Social Studies classes. Problem solving skills are crucial in decision-making activities. Teachers can use simulation activities, debates and alternative ending activities (e.g., what if the South won the Civil War? What if the Agricultural Revolution had not happened?) to demonstrate individual student's problem solving skills.

After covering a historical event (e.g. end of war or passing a law), teachers and students can construct a list of pros and cons of the event and offer alternate solutions, if the even would have taken place in the present time.

- **Debate** – provide an opportunity for two or more students to present an argument with the goal of persuading one another. Students will learn to distinguish between important and vital facts versus the unimportant and analyze this information in a short period of time. Debate topics can be taken from curriculum, current events and social studies Big Ideas.
- **Simulation** – Guided reenactments where students take an active role of that as a participant instead of a listener and observer.

- **Thinking Maps** – set of graphic organizing techniques used in classrooms. There are eight types of diagrams that correspond with eight different thinking processes. They are used to provide a common visual language to information structure. They are often put to use when students take notes.

<http://www.thinkingmaps.com>

English Language Arts						
3rd Grade	Reading - Literature		3.RN	Reading - Nonfiction		
	3-RL			Q1	Q2	Q3 Q4
3-RL.1	Read and comprehend a variety of literature within a range of complexity appropriate for grades 2-3. By the end of grade 3,	3-RL.1	Read and comprehend a variety of nonfiction within a range of complexity appropriate for grades 2-3. By the end of grade 3, students interact with texts	P	P	P P
3-RL.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	3-RL.2.1	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers	P	P	P P
3-RL.2.2	Retail folktales, fables, and tall tales from diverse cultures; identify the themes in these works	3-RL.2.2	Determine the main idea of a text; recount the key details and explain how they support the main idea	P	P	P P
3-RL.2.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot	3-RL.2.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in processes or procedures in a text, using words such as		I	P P
3-RL.3.1	Use terms such as chapter, scene, and stanza to refer to the parts of stories, plays, and poems; describe how each successive part builds	3-RL.3.1	Apply knowledge of text features to locate information and gain meaning from a text (e.g., maps, illustrations, charts, font/format)	P	P	P P
3-RL.3.2	Distinguish personal point of view from that of the narrator or those of the characters	3-RL.3.2	Identify how a nonfiction text can be structured to indicate a problem and solution or to put events in chronological order	P	P	P P
	<i>Not applicable to literature</i>	3-RL.3.3	Distinguish one's own perspective from that of the author of the text		I	P P
3-RL.4.1	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood,	3-RL.4.1	Distinguish between fact and opinion; explain how an author uses reasons and facts to support specific points in a text		I	P P
3-RL.4.2	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters	3-RL.4.2	Compare and contrast the most important points and key details presented in two texts on the same topic		I	P P
3-RF	Reading - Foundational Skills					
3-RF.1	Apply foundational reading skills to build reading fluency and comprehension			P	P	P P
3-RF.4.2	Understand the six major syllable patterns (CVC, CVr, VV, VCe, Cte) to aid in decoding unknown words			I	I	P P
3-RF.4.4	Read grade-appropriate words that have blends (e.g., walk, play) and common spelling patterns (e.g., qu-, doubling the consonant and adding -ing, such as cut/cutting, changing the ending of a word from -y to -ies to make a plural)			P	P	P P
3-RF.4.5	Know and use more difficult word families when reading unfamiliar words (e.g., -ight)			I	I	I P
3-RF.4.6	Read multi-syllabic words composed of roots and related prefixes and suffixes; read irregular contractions (e.g., will not = won't) and possessives (e.g., children's, Dennis's)			I	I	P P
3-RF.5	Orally read grade-level appropriate or higher texts smoothly and accurately, with expression that connotes comprehension at the independent level			I	I	I P
3-RV	Reading - Vocabulary					
3-RV.1	Build and use accurately conversational, general academic, and content-specific words and phrases			P	P	P P
3-RV.2.1	Apply context clues (e.g., word, phrase, and sentence clues) and text features (e.g., maps, illustrations, charts) to determine the meanings of unknown words			I	P	P P
3-RV.2.2	Identify relationships among words, including synonyms, antonyms, homographs, and multiple-meaning words (e.g., puzzle, fire)			I	I	P P
3-RV.2.4	Use a known word as a clue to the meaning of an unknown word with the same root, and identify when an affix is added to a known root word			I	P	P P
3-RV.2.5	Consult reference materials, both print and digital (e.g., dictionary), to determine or clarify the meanings of words and phrases			I	I	I P
3-RV.3.1	Determine how the author uses words and phrases to provide meaning to works of literature, distinguishing literal from nonliteral language, including figurative language (e.g., similes)			P	P	P P

3.RV.3.2	Determine the meanings of general academic and content-specific words and phrases in a nonfiction text relevant to a third grade topic or subject area	P	P	P	P	P
3.RV.3.3	Recognize the meanings of idioms in context	I	I	I	I	P
3.W	Writing					
3.W.1	Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to write in response to literature and nonfiction texts	I	I	I	I	P
3.W.2.1	Write legibly in print or cursive, leaving space between letters in a word, words, in a sentence, and words and the edges of the paper	P	P	P	P	P
3.W.3.1	Write persuasive compositions in a variety of forms	I	I	I	P	P
3.W.3.2	Write informative compositions on a variety of topics	I	P	R	R	R
3.W.3.3	Write narrative compositions in a variety of forms	P	R	R	R	R
3.W.4a	Apply the writing process to generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing; and edit writing for format and conventions	P	P	P	P	P
3.W.4b	Use available technology to publish legible documents	P	P	P	P	P
3.W.5	Conduct short research on a topic	P	P	P	P	R
3.W.6.1	Demonstrate command of English grammar and usage, focusing on:	P	P	P	P	P
3.W.6.1a	Nouns/Pronouns – Writing sentences using abstract nouns (e.g., hope, thought)	I	I	I	P	P
3.W.6.1b	Verbs – Writing sentences that use regular and irregular verbs and simple verb tenses to convey various times, sequences, states, and conditions	I	I	I	P	P
3.W.6.1c	Adjectives/ Adverbs – Writing sentences that include comparative and superlative adjectives and adverbs, choosing between them depending on what is to be modified, and explaining their functions in the sentence	I	I	I	P	P
3.W.6.1e	Usage – Writing correctly complete simple, compound, and complex declarative, interrogative, imperative, and exclamatory sentences, using coordinating and subordinating conjunctions (e.g., and, for, but, or)	I	I	I	P	P
3.W.6.2	Demonstrate command of capitalization, punctuation, and spelling, focusing on:	I	I	I	I	P
3.W.6.2a	Capitalization – Capitalizing appropriate words in titles, historical periods, company names, product names, and special events	I	P	R	R	R
3.W.6.2b	Punctuation – Correctly using apostrophes to form contractions and singular and plural possessives; Using quotation marks to mark direct speech; Using commas in locations and addresses, to mark direct speech, and for coordinating adjectives (e.g., a small, red bicycle)	I	I	I	I	P
3.W.6.2c	Spelling – Using conventional spelling for high-frequency and other studied words and for adding affixes to base words; Using spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts, homophones/ homographs) when writing	P	P	P	P	P
3.SL	Speaking and Listening					
3.SL.1	Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes	P	P	P	P	P
3.SL.2.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics and texts, building on others' ideas and expressing personal ideas clearly	P	P	P	P	P
3.SL.2.2	Explore ideas under discussion by drawing on readings and other information	P	P	P	P	P
3.SL.2.3	Demonstrate knowledge and use of agreed-upon rules for discussions and identify and serve in roles for small group discussions or projects	P	P	P	P	P
3.SL.2.4	Ask questions to check understanding of information presented, stay on topic, and link comments to the remarks of others	P	P	P	P	P
3.SL.2.5	Explain personal ideas and understanding in reference to the discussion	P	P	P	P	P
3.SL.3.1	Retell, paraphrase, and explain the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively (e.g., charts and graphs), and orally	P	P	P	P	P
3.SL.3.2	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail	I	I	I	I	P
3.SL.4.1	Using appropriate language, report on a topic or text, or provide a narrative that organizes ideas chronologically or around major points of information, with appropriate facts and relevant, descriptive details, speaking at an understandable pace, in a clear, concise manner	I	I	I	I	P

3.SL.4.2	Create oral presentations that maintain a clear focus, using various media when appropriate to emphasize or enhance certain facts or details	I	I	P	P
3.ML	Media Literacy				
3.ML.1	Recognize the role of the media in informing, persuading, entertaining, or transmitting culture	P	P	P	P
3.ML.2.1	Distinguish among the purposes of various media messages, including for information, entertainment, persuasion, interpretation of events, or transmission of culture	P	P	P	P
	New Standards:	25	5	13	8
	Review Standards:	0	24	26	38

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3rd Grade	Mathematics	Q1	Q2	Q3	Q4
3.NS	Number Sense				
3.NS.1	Read and write whole numbers up to 10,000. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000	P	P		
3.NS.2	Compare two whole numbers up to 10,000 using $>$, $=$, and $<$ symbols		P		
3.NS.3	Understand a fraction, $1/b$, as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction, a/b , as the quantity formed by a parts of size $1/b$			P	P
3.NS.4	Represent a fraction, $1/b$, on a number line by defining the interval from 0 to 1 as the whole, and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line			P	P
3.NS.5	Represent a fraction, a/b , on a number line by marking off lengths $1/b$ from 0. Recognize that the resulting interval has size a/b , and that its endpoint locates the number a/b on the number line			P	P
3.NS.6	Understand two fractions as equivalent (equal) if they are the same size, based on the same whole or the same point on a number line				P
3.NS.7	Recognize and generate simple equivalent fractions (e.g., $1/2 = 2/4$, $4/6 = 2/3$). Explain why the fractions are equivalent (e.g., by using a visual fraction model)				P
3.NS.8	Compare two fractions with the same numerator or the same denominator by reasoning about their size based on the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions (e.g., by using a visual fraction model)				P
3.NS.9	Use place value understanding to round 2- and 3-digit whole numbers to the nearest 10 or 100	P	P		
3.C	Computation				
3.C.1	Add and subtract whole numbers fluently within 1000	P	P	P	P
3.C.2	Represent the concept of multiplication of whole numbers with the following models: equal-sized groups, arrays, area models, and equal "jumps" on a number line. Understand the properties of 0 and 1 in multiplication	P			
3.C.3	Represent the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Understand the properties of 0 and 1 in division		P		

3.C.4	Interpret whole-number quotients of whole numbers (e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each)		P		
3.C.5	Multiply and divide within 100 using strategies, such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$), or properties of operations	P	P		
3.C.6	Demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10	P	P	P	P
3.AT	Algebraic Thinking				
3.AT.1	Solve real-world problems involving addition and subtraction of whole numbers within 1000 (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem)	P			
3.AT.2	Solve real-world problems involving whole number multiplication and division within 100 in situations involving equal groups, arrays, and measurement quantities (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem)	P	P		
3.AT.3	Solve two-step real-world problems using the four operations of addition, subtraction, multiplication and division (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem)	P	P	P	P
3.AT.4	Interpret a multiplication equation as equal groups (e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each). Represent verbal statements of equal groups as multiplication equations	P			
3.AT.5	Determine the unknown whole number in a multiplication or division equation relating three whole numbers	P	P		
3.AT.6	Create, extend, and give an appropriate rule for number patterns using multiplication within 100	P			
3.G	Geometry				
3.G.1	Identify and describe the following: cube, sphere, prism, pyramid, cone, and cylinder		I	P	
3.G.2	Understand that shapes (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize and draw rhombuses, rectangles, and squares as examples of quadrilaterals. Recognize and draw examples of quadrilaterals that do not belong to any of these subcategories		I	P	

3.G.3	Identify, describe and draw points, lines and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes		I	P	
3.G.4	Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole ($\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$)		I	P	
3.G	Measurement				
3.M.1	Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step real-world problems involving masses or volumes that are given in the same units (e.g., by using drawings, such as a beaker with a measurement scale, to represent the problem)	I	P		
3.M.2	Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit	I	P		
3.M.3	Tell and write time to the nearest minute from analog clocks, using a.m. and p.m., and measure time intervals in minutes. Solve real-world problems involving addition and subtraction of time intervals in minutes	I	P		
3.M.4	Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol in the form of dollars and cents (e.g., \$4.59). Solve real-world problems to determine whether there is enough money to make a purchase	I	P		
3.M.5	Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters	I	P		
3.M.6	Multiply side lengths to find areas of rectangles with whole-number side lengths to solve real-world problems and other mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning	I	P		
3.M.7	Find perimeters of polygons given the side lengths or by finding an unknown side length	I	P		
3.DA	Data Analysis				
3.DA.1	Create scaled picture graphs, scaled bar graphs, and frequency tables to represent a data set—including data collected through observations, surveys, and experiments—with several categories. Solve one- and two-step “how many more” and “how many less” problems regarding the data and make predictions based on the data		I	P	P

3.DA.2	Generate measurement data by measuring lengths with rulers to the nearest quarter of an inch. Display the data by making a line plot, where the horizontal scale is marked off in appropriate units, such as whole numbers, halves, or quarters		I	P	P
		12	10	9	3
		0	8	2	5
		New Standards:			
		Review Standards:			

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3rd Grade	Science	Q1	Q2	Q3	Q4
3.PS	Physical Science				
3.PS.1	Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object	P			
3.PS.2	Identify types of simple machines and their uses. Investigate and build simple machines to understand how they are used	P			
3.PS.3	Generate sound energy using a variety of materials and techniques, and recognize that it passes through solids, liquids, and gases (i.e. air)	P			
3.PS.4	Investigate and recognize properties of sound that include pitch, loudness (amplitude), and vibration as determined by the physical properties of the object making the sound	P			
3.ESS	Earth and Space Science				
3.ESS.1	Obtain and combine information to determine seasonal weather patterns across the different regions of the United States		I	P	
3.ESS.2	Develop solutions that could be implemented to reduce the impact of weather related hazards		I	P	
3.ESS.3	Observe the detailed characteristics of rocks and minerals. Identify and classify rocks as being composed of different combinations of minerals		I	P	
3.ESS.4	Determine how fossils are formed, discovered, layered over time, and used to provide evidence of the organisms and the environments in which they lived long ago		I	P	
3.LS	Life Science				
3.LS.1	Analyze evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms	I	P		
3.LS.2	Plan and conduct an investigation to determine the basic needs of plants to grow, develop, and reproduce	I	P		
3.LS.3	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction	I	P		
3.LS.4	Construct an argument that some animals form groups that help members survive	I	P		
3.E	Engineering				
3.E.1	Identify a simple problem with the design of an object that reflects a need or a want. Include criteria for success and constraints on materials, time, or cost	I	I	I	P
3.E.2	Construct and compare multiple plausible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem	I	I	I	P
3.E.3	Construct and perform fair investigations in which variables are controlled and failure points are	I	I	I	P
	New Standards:	4	4	4	3
	Review Standards:	0	0	0	0

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3rd Grade	Social Studies	Q1	Q2	Q3	Q4
3.1	History				
3.1.1	Identify and describe Native American Woodland Indians who lived in the region when European settlers		P		
3.1.2	Explain why and how the local community was established and identify its founders and early settlers		P		
3.1.3	Describe the role of the local community and other communities in the development of the state's regions		P		
3.1.4	Give examples of people, events and developments that brought important changes to your community		P		
3.1.5	Create simple timelines that identify important events in various regions of the state		P		
3.1.6	Use a variety of resources to gather information about your region's communities; identify factors that		P		
3.1.7	Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical		P		
3.1.8	Describe how your community has changed over time and how it has stayed the same		P		
3.1.9	Define immigration and explain how immigration enriches community		P		
3.2	Civics and Government				
3.2.1	Discuss the reasons governments are needed and identify specific goods and services that governments			P	
3.2.2	Identify and know the significance of fundamental democratic principles and ideals			P	
3.2.3	Identify and explain the duties of and selection process for local and state government officials who make,			P	
3.2.4	Explain that the United States has three levels of government (local, state and national) and that each level			P	
3.2.5	Explain the importance of being a responsible citizen of your community, the state and the nation. Identify			P	
3.2.6	Explain the role citizens have in making decisions and rules within the community, state and nation such as			P	
3.2.7	Use information from a variety of resources to demonstrate an understanding of local, state and regional			P	
3.3	Geography				
3.3.1	Use labels and symbols to locate and identify physical and political features on maps and/or globes	P			
3.3.2	Label a map of the Midwest, identifying states, major rivers, lakes and the Great Lakes	P			
3.3.3	Locate Indiana and other Midwestern states on maps using simple grid systems	P			
3.3.4	Identify the northern, southern, eastern and western hemispheres; cardinal and intermediate directions;	P			
3.3.5	Explain that regions are areas that have similar physical and cultural characteristics*. Identify Indiana and	P			
3.3.6	Compare and contrast the physical characteristics of Indiana to neighboring states using words,	P			
3.3.7	Compare the cultural characteristics of their community within communities in other parts of the world	P			
3.3.8	Identify the major climate regions of the United States and explain their characteristics	P			
3.3.9	Describe how climate and the physical characteristics of a region affect the vegetation and animal life living	P			
3.3.10	Construct maps and graphs that show aspects of human/environmental interaction in the local	P			
3.3.11	Describe how Native Americans and early settlers of Indiana adapted to and modified their environment to	P			
3.3.12	Use a variety of resources to demonstrate an understanding of regional environmental issues and examine	P			
3.3.13	Identify and describe how human systems and physical systems have impacted the local environment	P			
3.4	Economics				

3.4.1	Give examples from the local community that illustrate the scarcity of productive resources. Explain how					P
3.4.2	Give examples of goods and services provided by local business and industry					P
3.4.3	Give examples of trade in the local community and explain how trade benefits both parties					P
3.4.4	Define interdependence and give examples of how people in the local community depend on each other					P
3.4.5	List the characteristics of money and explain how money makes trade and the purchase of goods easier					P
3.4.6	Explain that buyers and sellers interact to determine the prices of goods and services in markets					P
3.4.7	Illustrate how people compare benefits and costs when making choices and decisions as consumers and					P
3.4.8	Gather data from a variety of resources about changes that have had an economic impact on your					P
3.4.9	Identify different ways people save their income and explain advantages and disadvantages of each					P
	New Standards:	13	9	7	9	
	Review Standards:	0	0	0	0	

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ATTACHMENT 4

SCHOOL CALENDAR AND SCHEDULE

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

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

27-29 Thanksgiving Holiday - no school

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

Indianapolis Innovative Academy Sample Daily Schedule

Breakfast 8:00-8:20 am	8:30- 9:45 am	9:45-11:15 am	11:15-11:45 am	11:45-12:00 pm	12:00-1:30 pm	1:30-2:00 pm	2:00-2:45 pm	2:45-3:30 pm	STEM-AG Themes
K	Calendar/Math	ELA/writing	Lunch	Recess	Math & Reading Intervention	STEM-AG: Theme focus	Social Studies/Social Studies	Specials*	-Agriculture and the Environment -Plants and Animals for Food, Fiber & Energy -Food, Health, and Lifestyle -Science, Technology, Engineering & Math -Culture, Society, Economy & Geography
1 st Grade	Calendar/Math	ELA/writing	Lunch	Recess	Math & Reading Intervention	STEM-AG: Theme focus	Social Studies/Social Studies	Specials*	
2 nd Grade	Math	ELA/writing	Lunch	Recess	Math & Reading Intervention	STEM-AG: Theme focus	Social Studies/Social Studies	Specials*	
Breakfast 8:00-8:20 am	8:30- 9:30 am	9:30-11:00 am	11:00-11:45 am	11:45-12:30 pm	12:30-12:55 pm	12:55-1:10 pm	1:10-2:10 pm	2:10-2:45 pm	2:45-3:30 pm
3 rd Grade	Math	ELA/writing	Specials*	Science	Lunch	Recess	Math & Reading Intervention	Social Studies	STEM-AG: Theme focus
4 th Grade	Math	ELA/writing	Specials*	Science	Lunch	Recess	Math & Reading Intervention	Social Studies	STEM-AG: Theme focus
5 th Grade	Math	ELA/writing	Specials*	Science	Lunch	Recess	Math & Reading Intervention	Social Studies	STEM-AG: Theme focus

*Specials will include but are not limited to: Physical Education - Music - Engineering Lab - Horticulture

ATTACHMENT 5 – ADMISSION POLICY

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

**CODE OF CONDUCT
STUDENT DISCIPLINE**

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 DisciplineFirst 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	<u>DEFINITION</u>	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 dockers-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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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 purposes. 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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
	<ul style="list-style-type: none"> • 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	<p>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:</p> <ul style="list-style-type: none"> • 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	<p>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:</p> <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> 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/Tuancy/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: <ul style="list-style-type: none"> 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	<u>DEFINITION</u>	FIRST OFFENSE	SECOND OFFENSE	THIRD OFFENSE
Transportation	<p>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:</p> <ul style="list-style-type: none"> • 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. <p>See below, Transportation Discipline.</p>	<p>Level 1 1-10 Day OSS and/or expulsion and/or police involvement and/or loss of transportation privilege</p>	<p>Level 1 or 2 1-10 Day OSS and/or expulsion and/or police involvement and/or loss of transportation privilege</p>	<p>Level 3 or 4 1-10 Day OSS and/or expulsion and/or police involvement and/or loss of transportation privilege</p>
Trespassing	<p>Being in a School building or on School grounds without permission or authorization, or refusing to comply with a request to leave School premises.</p>	<p>Level 1 1-10 Day OSS and/or expulsion and/or police involvement</p>	<p>Level 2 1-10 Day OSS and/or expulsion and/or police involvement</p>	<p>Level 3 or 4 1-10 Day OSS and/or expulsion and/or police involvement</p>
Truancy	<p>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</p>	<p>Level 2 disciplinary action.</p>	<p>Level 3 disciplinary action.</p>	<p>Level 4 disciplinary action and 1 year discretionary expulsion.</p>
Verbal altercation	<p>Engaging in minor verbal altercations. Insulting, taunting, or challenging another person under circumstances in which such conduct could provoke a violent or disruptive response.</p>	<p>Level 1 1-10 Day OSS and/or expulsion and/or police involvement</p>	<p>Level 2 1-10 Day OSS and/or expulsion and/or police involvement</p>	<p>Level 3 or 4 1-10 Day OSS and/or expulsion and/or police involvement</p>
Violating Classroom Rules	<p>Not following the classroom rules as determined by the classroom teacher.</p>	<p>Level 1 disciplinary action.</p>	<p>Level 2 disciplinary action.</p>	<p>Level 3 or 4 disciplinary action.</p>

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 team 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 the 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.

ATTACHMENT 7 – PARTNERS



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

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 Science, Technology, Engineering, Math 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

Arizona: 7878 N. 16th St. • Suite 150 • Phoenix, AZ 85020 • Tel: 602.953.2933 • Fax: 602.953.0831
Florida: 11401 NW 56th Dr. • Coral Springs, FL 33076 • Tel: 954.341.4127 • Fax: 954.341.4962
Michigan: 4660 S. Hagadorn Rd. • Suite 500 • East Lansing, MI 48823 • Tel: 517.333.9030 • Fax: 517.333.4559

www.leonagroup.com



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

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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.

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July 9, 2018

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

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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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ATTACHMENT 8 – SCHOOL LEADER RESUME

Attachment 8

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

ATTACHMENT 9 - PROFESSIONAL BIOGRAPHIES

Attachment 9 – Management Team Professional Biographies, School Leader Search & Job Descriptions

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 for The Leona Group's Midwest operations. Ms. Rodgers has been with The Leona Group since 2003, holding the progressive positions of teacher, instructional coach, school leader and chief of staff. In her current position, Georgia is directly responsible for ensuring strong leadership and execution of The Leona Group's vision

and mission in the Midwest. Ms. Rodgers manages effective coordination and communication among Leona-managed schools, corporate office, core leadership teams and other high priority stakeholders.

Ms. Rodgers holds a Bachelor of Arts and Master of Arts in curriculum and instruction from University of Detroit Mercy.

Melinda Benkovsky • Midwest Director of Finance

Melinda Benkovsky is the director of finance for all Leona Group schools in Michigan, Indiana and Ohio. Melinda joined The Leona Group in 2004, and has held progressive positions of budget assistant, budget manager, and director. In her current role, Melinda works closely with department heads and school leaders to oversee school operations. She also works closely with Leona's staff accountant and various audit firms to ensure clean and thorough audit reports for each academy.

Melinda 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.

Ms. Benkovsky graduated from Spring Arbor University in May 2004 with a Bachelor of Arts in Accounting.

Jim Salliotte • Midwest Technology Manager

Jim Salliotte has been with The Leona Group since 1999 and leads the technology department in the Midwest. Mr. Salliotte has worked previously as a teacher at Woodward Academy, an office manager at Northridge Academy and has over 20 years of experience in network troubleshooting and design. He earned his bachelor's degree from Spring Arbor University. The Midwest technology team works with the schools to ensure they have working technology and the ability to better perform their job of educating children for the 21st century and supports the day-to-day repair of computers, smart boards, printers and servers through a ticketing system. He also makes recommendations for e-Rate or general budget purchases, obtains quotes for new equipment, assists with asset tags, and installation and configuration of recently obtained equipment.

Mr. Salliotte assists with the technology portion of the school budgets. He also directs the overall design and implementation of the network including servers, firewalls, and content filters. Moreover, the technology team maintains Active Directory, G-mail and the Google Apps for Education Suite. Mr. Salliotte and the technology team ensures test-readiness for several platforms including, but not limited to, M-Step, I-Step, FocalPointK12, WIDA, and

many more.

Jean Chlebek • Director of Academic Achievement

Jean Chlebek is The Leona Group director of academic achievement for Michigan schools. Ms. Chlebek brings to this leadership role vast experience in the fields of science, mathematics and technology. Prior to joining the executive team in 2015, Jean has held the positions of fifth grade classroom teacher, middle school science and mathematics teacher, Wayne RESA K-8 High Priority Schools Initiative mathematics coach and an instructional coach for the Academy for Business & Technology Elementary campus.

Ms. Chlebek is a graduate of Eastern Michigan University with a Bachelor of Science in elementary education and a Master of Arts in K-12 administration. Jean is a career educator with a true passion for education reform and student academic success.

Wendy Willis • Director of Human Resources

Wendy 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 any HR issues such as employee relations, legal compliance, hiring, discipline and termination, etc. She obtained her bachelor's degree in Criminal Justice at Michigan State University and her master's degree in Administration and Human Resources from Central Michigan University. She is a member of the Society for Human Resource Management (SHRM) and has her Professional Human Resources (PHR) certification. She has nearly 30 years of experience in human resource management.

Michelle Thomas • General Counsel

Michelle Thomas, general counsel, has an impressive background and comes from a family of educators. She has B.S from the University of Michigan, M.B.A from Eastern Michigan University and a J.D. from Wayne State Law School. She is committed and passionate about her work and making a difference.

Mingcoria Minter • Director of Special Education

Mingcoria Minter started with The Leona Group 18 years ago. As director of exceptional student services her primary responsibilities include working collectively with all stakeholders to ensure the compliance with state and federal requirements. She provides direct onsite support to building administrators and special education personnel to assure quality programs and services are delivered for a positive result in student achievement. In addition she creates and executes targeted professional development for administration, teachers and ancillary support staff. Prior to joining the corporate team Ms. Minter was a school social

worker and an assistant school leader. She obtained her master's degree in social work and her Central Office Certification and Education Specialist credentials from Wayne State University.

Kris Geeraerts • Director of Grants

Kris Geeraerts is the director of grants for The Leona Group. Ms. Geeraerts has been with The Leona Group since 1997 in the roles of administrative assistant, executive assistant, grants specialist and most recently in the role of budget manager for 12 years. Kris brings an abundance of grants knowledge and experience to the department and works alongside the academic support team to provide grants support to all schools in Michigan, Ohio and Indiana.

Fran Gardulescu • Coordinator of University Partnerships

Fran Gardulescu serves as the coordinator of university partnerships in the academic support department. While a member of the academic support team, Fran works closely with HR, the whole corporate team, and the Midwest schools to develop and enhance relationships and form new partnerships with Midwest colleges and universities, which aid in the recruitment of quality student teachers and graduates in Leona Group schools.

Fran has been with The Leona Group since 2000 and has served in a variety of roles, including staff development specialist, teacher mentor coordinator, curriculum coordinator and school leader.

Fran earned her bachelor's degree in Education from the University of Pittsburgh, and completed post-graduate coursework at the University of Pittsburgh and at Eastern Michigan University.

Joe Wrone • Communications & Marketing

The marketing team has won two Silver Addy awards and has contributed to a longstanding trend of increasing enrollment and strong branding efforts by working to spread the word about high quality education options.

In addition to traditional advertising, marketing and design services, the team provides media relations and PR support; internal communications; website content management and optimization; social media integration; special event / graduation planning; corporate and school branding; crisis communications; charter school awareness and much more. On an ongoing basis, the team aids in enrollment and annual re-enrollment campaigns and enrollment tracking.

Adam Schnelker • Special Projects

Adam Schnelker is the director of special projects, which includes site development and acquisitions ranging from ground-up construction to remodels and lease negotiations for all states, and all facility related compliance items. Mr. Schnelker is a graduate of Purdue University and holds a bachelor's degree in organizational leadership and supervision with a business management focus. He has been with The Leona Group since 2001, also working in the capacities of human resources and budget management.

Gwen Hovey • Director of Food Service

Gwen Hovey began her Leona Group career as a food service manager for Cesar Chavez Academy in 2014 and joined the corporate team in 2016. In this role, Ms. Hovey oversees each school's food service program, ensuring efficient, effective and compliant programs for all Midwest schools.

Gwen graduated from Michigan State University in 2011 with a Bachelor of Science in psychology and a Bachelor of Arts in theatre.

Kerry Gillane • Director of Risk Management

Kerry Gillane is Leona's director of risk management and is responsible for identifying exposures, examining and selecting risk management techniques, implementation and monitoring. Ms. Gillane brings to the organization over 30 years experience determining insurance needs and market availability, interpreting insurance coverage and ensuring policies cover exposures. Kerry has experience handling all lines of insurance claims including auto, workers' compensation, property damage and general liability, as well as loss control and safety inspections.

School Leader Search Process

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

- 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 as soon as possible months after the charter application has been approved.

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 Descriptions

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 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.

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.

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 11 – ORGANIZATIONAL CHART

INDIANAPOLIS INNOVATION ACADEMY

ATTACHMENT 11 – ORGANIZATIONAL CHART

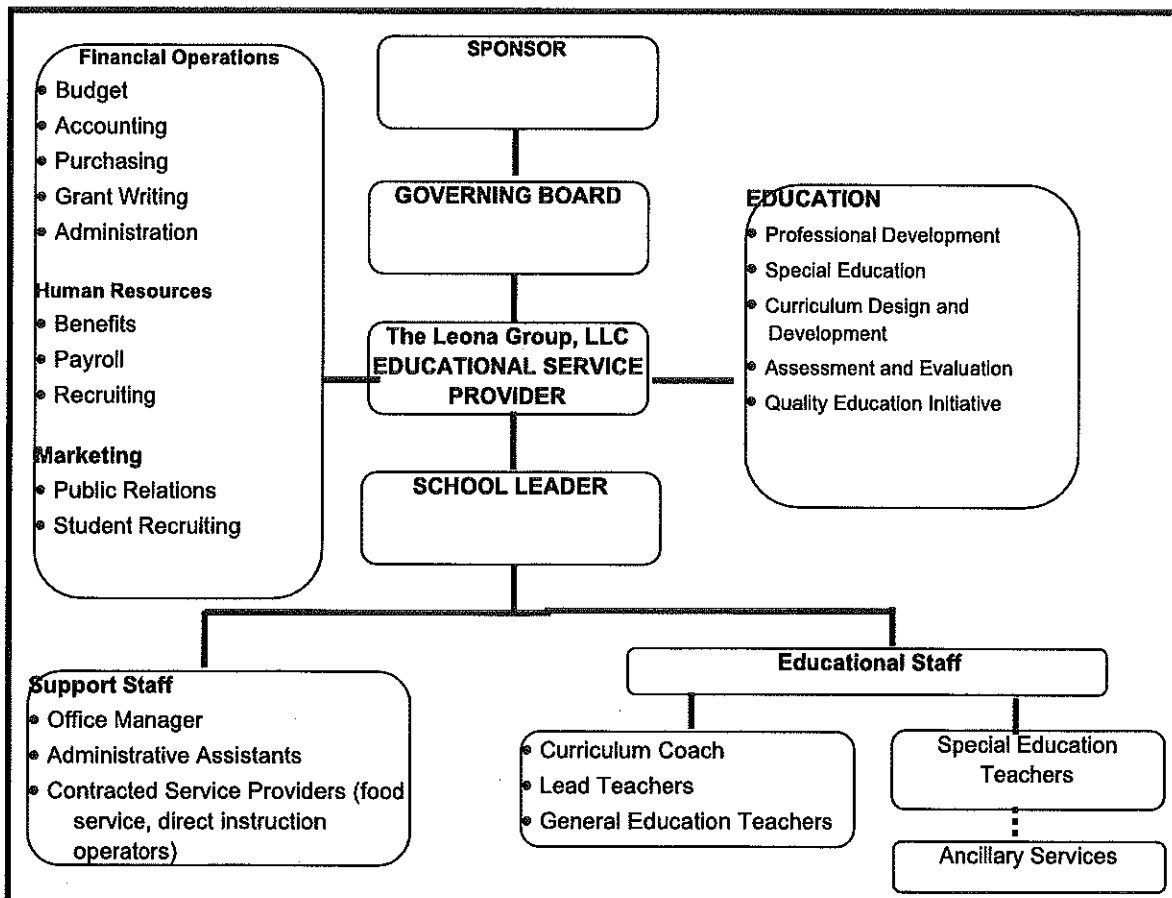
The Indianapolis Innovation Academy will not be a network of academies. We anticipate the organization chart illustrated below to remain throughout the life of the academy.

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 – LEGAL STATUS

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.

ATTACHMENT 13 - STATEMENT OF ASSURANCES

Statement of Assurances

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

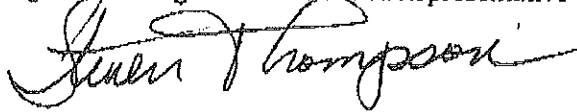
- ☒ 1. A resolution or motion has been adopted by the charter school Organizer's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Organizer's designated representative to act in connection with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

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

Signature

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

Signature of Organizer Authorized Representative



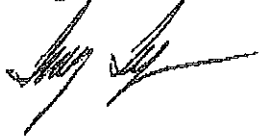
Date

8/15/18

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

<p>✓ 10. Organizer will at all times maintain all necessary and appropriate insurance coverage.</p> <p>✓ 11. Organizer will maintain compliance with all applicable BSU policies, including the BSU Policy Regarding Organizer Governance.</p> <p>✓ 12. Organizer is required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation.</p> <p>✓ 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.</p> <p>✓ 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.</p> <p>✓ 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.</p>	
Signature	
I, the undersigned, do hereby agree to the assurances contained above.	
Signature of Organizer Authorized Representative	Date
	8/15/2018

Intert

W. J. G. G. G.

Statement of Assurances

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

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

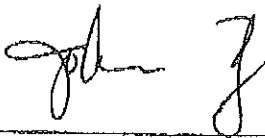
10. Organizer will at all times maintain all necessary and appropriate insurance coverage.
11. Organizer will maintain compliance with all applicable BSU policies, including the BSU Policy Regarding Organizer Governance.
12. Organizer is required to keep and maintain all equipment purchased with grant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

Signature

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

Signature of Organizer Authorized Representative

Date



8-15-2018

Statement of Assurances

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

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

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

Signature

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

Signature of Organizer Authorized Representative

Dr. Lyone Boston

Date

8/15/18

ATTACHMENT 14

BOARD MEMBER INFORMATION

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

Signature

8/19/2018

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@tysonlawfirmnpc.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

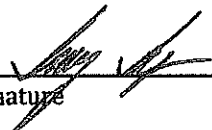
service provider or school management organization.

☐ 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, Paul T. Brown, 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: 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.)
☒ 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 alleged 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. ☒ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☐ I / we do not anticipate conducting any such business. ☒ Yes 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.
☒ I / we do not know any such persons. ☐ Yes
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☐ N/A ☒ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☐ N/A ☒ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any

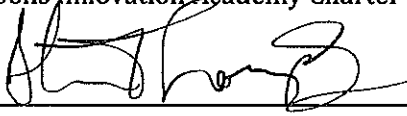
organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☐ Does not apply to me, my spouse or family. ☒ Yes

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

Certification

I, **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: 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.

Dr. Tyrone Bostic

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:
 - Indianapolis Innovation Academy
2. **Full name:** Ian Scott
Home Address: 5429 Fallwood Drive | Apt 102 | Indianapolis, IN 46220
Business Name and Address: Same as above

Telephone No.: 317.602.0009
E-mail address: ianseanchris@gmail.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?
 - I desire to serve on the board so that I may make positive changes in education from the top down. Having served as 3 years as an education provider, I understand some of the effects of decisions being made from on top. Given this position I am now able to provide a full view from both a board member's perspective and an instructor's perspective.

6. What is your understanding of the appropriate role of a public charter school board member?
 - My understanding is that the role of the board members is to, in partnership, make decisions that are for the benefits of the Charter and its Stakeholders.
 - To be aligned and in compliance with expectations set forth by the State
 - Creating the mission and vision 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.
 - No other experience.
8. Describe the specific knowledge and experience that you would bring to the board.
 - The main knowledge I possess is the knowledge of being able to see the effects of the choices created by administration and board members respectively. Before any decision is finalized I have the ability to fully speak to the effect it may have on the children as well as the teachers.

I also have a passion for children and have built a relationship with families and have heard comments and concerns regarding education in general. My rapport with families gives me the ability to speak to the effect changes and decisions from the board would and will effect them.

School Mission and Program

1. What is your understanding of the school's mission and guiding beliefs?
 - The school will exist as a STEM based school that will serve a variety of students
2. What is your understanding of the school's proposed educational program?
 - A curriculum that will accelerate our students to meet above and beyond all expected goals set forth by the state
3. What do you believe to be the characteristics of a successful school?
 - Inclusive Mission, Above Average Leadership, Safe-Environment for students, academic excellences
4. How will you know that the school is succeeding (or not) in its mission?
 - By looking at whether or not the school is meeting the set goals that were set in place

Governance

1. Describe the role that the board will play in the school's operation.
 - The board will keep the school in line with its mission and objectives, it will also maintain positive relationships with all Stakeholders, and it will ensure the quality of its staff fits the goals and expectations of the board
2. How will you know if the school is successful at the end of the first year of operation?
 - I understand the success of the school will be based off a couple things. It will be based off how high the attendance rate is, the number of complaints/concerns against the school are, how long we are able to keep staff members and students respectively, and how are data looks in comparison to other schools in the state of Indiana and what are overall school grade is based on testing.
3. How will you know at the end of four years if the school is successful?
 - I will know the school is successful in four years by seeing what was aforementioned happen repetitively with very little, if any, decline. The school will grow tremendously which would then create a waitlist of students and a waitlist of educators desiring to be a part of the school's mission.
4. What specific steps do you think the charter school board will need to take to ensure that the school is successful?
 - The first step is set a clear goal and communicate it to all parties involved. The other main thing would be to maintain, as a primary goal, the health and education of our teachers. A quality school needs quality teachers and quality teachers must be taken care of and must be heard. If the employees are taken care of then there is very little mess to fix.
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 believe an initial conversation needs to occur about the unethical matters. It needs to be first done in love without another member(s) being attacked. If the school member(s) refuses to listen then it needs to be brought to the entire board. Once it is brought to the entire board then a vote needs to occur on whether: (a) the act(s) are deemed inappropriate and damaging to the interests of the school and (b) whether or not the member(s) need to remain active.

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
 - The only board member(s) that I know are both Bishop Stephen Thompson which is a family member: Uncle, and attorney Troy Tyson by way of communicating the opportunity for board member eligibility.
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
 - We both currently serve under another charter as school employees.
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of some entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
☒ I / we do not know any such persons. ☐ Yes
4. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
☒ I / we do not anticipate conducting any such business. ☐ Yes
5. If the school intends to contract with an education service provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
☐ Not applicable because the school does not intend to contract with an education service provider or school management organization.
☒ I / we do not know any such persons. ☐ Yes
6. If the school intends to contract with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
☒ N/A ☐ I / we have no such interest. ☐ Yes
7. If the school plans to contract with an education service provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
☒ N/A ☐ I / we or my family do not anticipate conducting any such business. ☐ Yes
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any

organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

☒ Does not apply to me, my spouse or family. ☐ Yes

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

Certification

I, IAN Scott, 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.

Ian Scott
Signature

1-29-19
Date

ATTACHMENT 15

ETHICS – CONFLICT OF INTEREST

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: _____

INDIANAPOLIS INNOVATION ACADEMY
ATTACHMENT 15

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

BOARD-MANAGEMENT EVALUATION TOOL

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
<input type="text"/>	Implementation and administration of the Educational Program
<input type="text"/>	Curriculum improvement services
<input type="text"/>	Student environment management and community outreach/marketing services
<input type="text"/>	Computer services
<input type="text"/>	Budget preparation and financial management services
<input type="text"/>	Risk management
<input type="text"/>	Accounts payable
<input type="text"/>	Acquisition of instructional and non-instructional material, equipment and supplies
<input type="text"/>	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
<input type="text"/>	Food service management
<input type="text"/>	Transportation management
<input type="text"/>	Facilities management
<input type="text"/>	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:

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").

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

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.

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.

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.

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 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 (15th) 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 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. 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.

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

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.

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

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.

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:

To XYZ Academy:

To TLG

The Leona Group, L.L.C.
4660 S. Hagadorn, Suite 500
East Lansing, Michigan 48823
Attention: William Coats

Tel: _____
Fax: _____

Tel: 517-333-9030
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 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: _____

Its _____

By: _____

Its _____

State of Indiana
Office of the Secretary of State

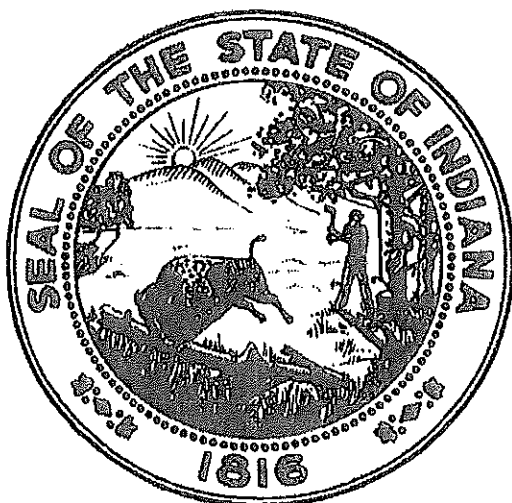
CERTIFICATE OF AUTHORITY

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.

A handwritten signature in cursive script, reading "Todd Rokita".

TODD ROKITA,
SECRETARY OF STATE

State Form 40484 (R/1-03)
Approved By State Board Of Accounts 1999

SECRETARY OF STATE
OFFICE OF THE SECRETARY
301 W. Washington St., Rm. 500
Indianapolis, IN 46204
Telephone: 317 232-6900

Indiana Code 23-18-11.4 et seq

FILING FEE: \$90.00


INSTRUCTIONS: Use 8 1/2" x 11" white paper for attachments.
Present original and one (1) copy to the address in upper right corner of this form.
Please TYPE or PRINT.
Please visit our office on the web at www.sos.in.gov.

MAR 28 2005

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.

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

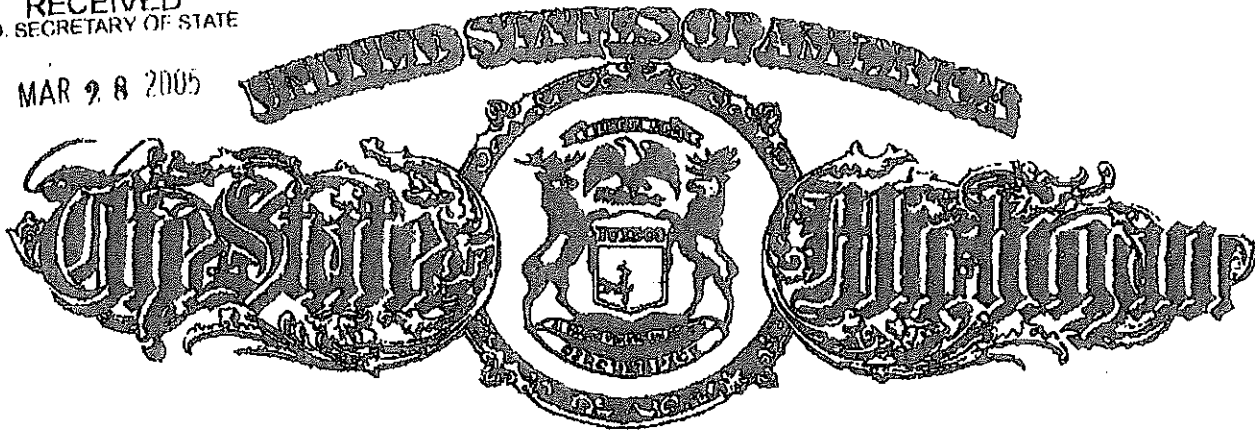
The undersigned manager or member of the above _____ Michigan LLC
(State of ID domicile)
desiring to effectuate the admittance of the LLC to transact business in the State of Indiana, under the name of
The Leona Group, L.L.C.

(If using 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	
<input checked="" type="checkbox"/> The Articles of Organization state that the LLC is to be managed by its members. <input checked="" type="checkbox"/> The Articles of Organization provide for a manager or managers.	
In witness whereof, the undersigned being the _____ Managing Member _____ of said LLC executes this (Manager or member)	
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 28 2005



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



Sent by Facsimile Transmission
834711

*In testimony whereof, I have hereunto set my hand,
in the City of Lansing, this 22nd day of March 2005*

Bureau of Commercial Services

, Director



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) 232-8576
www.sos.in.gov

- 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.

- 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.

Filing Fee: \$ 90.00

Make check or money order
payable to Secretary of State

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 _____ LLC
(State of Domicile)

desiring to effectuate the admittance of the LLC to transact business in the State of Indiana, under the name of

_____ certifies the following facts:

(If using a fictitious business name, please specify the name above)

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 _____ of said LLC executes this
(Manager or member)

Application for Certificate of Authority, and verifies subject to penalties of perjury, that the facts contained herein are true this

25th day of September, 2012

Signature

William Coats

Printed name

William Coats



Indiana Department of Revenue
Certificate of Clearance
for Reinstatement

RECEIVED

AUG 27 11:11

AD-190
State Form #50111
(RS 5-12)

THE LEONA GROUP, L.L.C.
4660 S HAGADORN RD STE 500
EAST LANSING, MI 48823

To: Connie Lawson
Secretary of State
Business Services Division

Indiana Secretary of State
Packet: 2005040800277
Filing Date: 10/01/2012
Effective Date: 10/01/2012

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 Certificate of Reinstatement from the Secretary of State, and requesting a Certificate 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

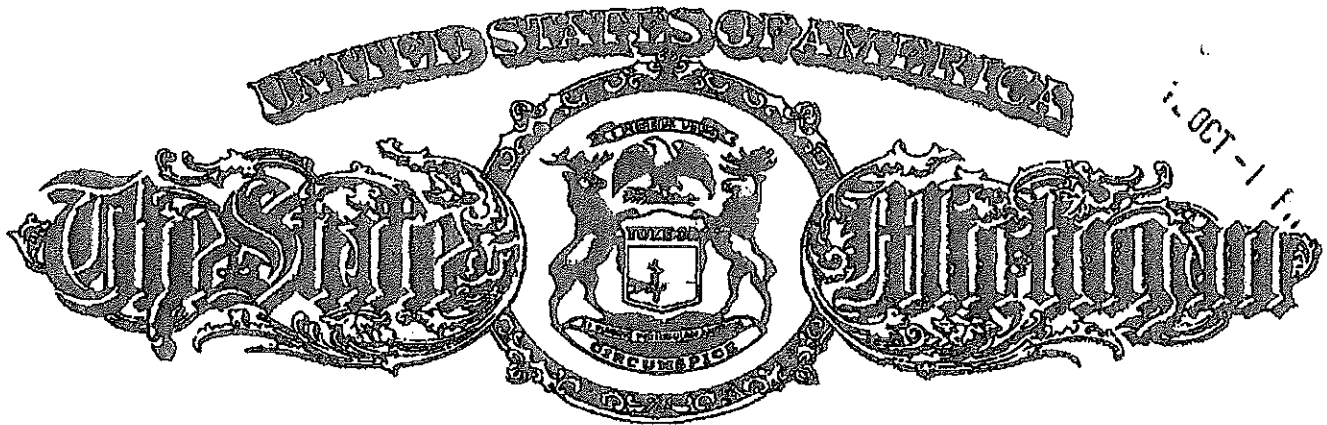
Paul Letter

Paul Letter, 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.



Department of Licensing and Regulatory Affairs
Lansing, Michigan

This is to Certify That

THE LEONA GROUP, L.L.C.

Indiana Secretary of State
Packet: 2005040800277
Filing Date: 10/01/2012
Effective Date: 10/01/2012

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

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

ATTACHMENT 17

EMPLOYEE HANDBOOK

To view The Leona Group Drug and Alcohol Policy and The Leona Group Employee Handbook, go to:

<https://goo.gl/Jwii7d>

ATTACHMENT 18

LEADER EVALUATION FRAMEWORK

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)
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					
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
<i>Artifacts: NWEA reports signifying FAY students performance based on annual growth; IREAD-3 data updated as of 6-20-17 to include Summer administration</i>					
Domain 1: Results Average					0.0
Comments:					
Performance Level Indicators					
Domain 2: Leadership	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Total
Appraisal					0
expectations and demonstrates effective interpersonal skills.					0
seek 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
their 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:					

Domain 3: Programs	Performance Level Indicators				
	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Total
Feedback Works with staff to gather stakeholder input and offer ideas and leadership for Grants Criteria <ul style="list-style-type: none"> * School improvement processes are in place * Awareness of grants allowable expenditures and budgets, * Responsiveness to communications from grants department Establishes school processes and routines that engage teachers in regular					#DIV/0!
Special Education Criteria <ul style="list-style-type: none"> * Implements the SPED program with fidelity (team meeting * 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					#DIV/0!
Food Service Criteria <ul style="list-style-type: none"> * Maintenance of food service account and attempting to keep * Timeliness/Correctness of Claim Submissions and Monthly * Understanding of and effort to maintain program compliance 					#DIV/0!
Domain 3: Programs Average					#DIV/0!

Comments:					
Performance Level Indicators					
Domain 4: Processes	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Total
Feedback Establishes a regular system of two-way communication with parents, Communication & Marketing Criteria * Website & social media * Overall marketing initiative & effort * Responsiveness & communication Provides staff training and support to use the school's data system for collecting, Student Data Systems Criteria * Pupil accounting compliance in PowerSchool * Timely submissions * Understanding compliance requirements					#DIV/0!
Complies with expectations set by authorizers, the state and adheres to board Compliance Criteria * Responds in a timely manner to communications/requests * Compliance documents are provided on time, are accurate & * Knowledge of board policies & procedures					#DIV/0!
Complies with budget and finance expectations and has a reasonable Budget & Finance Criteria * Follows Procedures for A/P, Hiring/Requisition Process, * Communication and Follow Through-Effectively * Understanding of Budget-basic budget concepts (how					#DIV/0!
Domain 4: Process Average					#DIV/0!
Comments:					
Performance Level Indicators					
Domain 5: Systems and Development	Ineffective (1)	Minimally Effective (2)	Effective (3)	Highly Effective (4)	Total
Feedback Monitors, evaluates, and improves school routines and processes to better align					

[illegible]

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.

[illegible]

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			
Planning and Preparation					
Performance Descriptor	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 accesses 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:					
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:					
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 disabilities.	Serves as a resource and model to encourage collaboration when including students in general education classrooms.	
Supervisor Comments:					
Performance Descriptor	Does not use best practices 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 polite, 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.
	Supervisor Comments:				
Culture of Learning	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 their 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.
	Supervisor Comments:				
Classroom Procedures	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.
	Supervisor Comments:				
Managing Behavior	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 knowledge but fails to consistently use	Demonstrates knowledge of, and implements, strategies to reinforce positive student behavior; uses a student's or a class's behavior support plan(s) appropriately and	Consistently monitors student behavior and intervenes in a positive manner before behaviors escalate. Response to student misbehavior is sensitive to
	Instruction				
Use of Assessment	Performance Descriptor	Does not use assessment to assist instruction. Does not monitor student progress or ensure that students are aware of assessment criteria 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.
	Supervisor Comments:				

Instructional Delivery	Performance Descriptor	Has limited knowledge of roles and responsibility 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 instructional plan. Students are able to identify and articulate the instructional purpose and how it is applicable to the real world.
	Supervisor Comments:				
	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 variety 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.
Oral and Written Language	Supervisor Comments:				
	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. Vocabulary is not always appropriate to students' ages.	Spoken and written language 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 specifically asked or directed.	Participates in school projects and activities with enthusiasm.	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:				
	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, understands, and can explain the guidelines of the law and the responsibilities of each as they relate to these everyday experiences as a para.	... and is a model for other team members.
Rules, Regulations and Compliance	Supervisor Comments:				

Reflection and Development	Performance Descriptor	Reflects on their own professional practice and participates in professional development activities. 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.
Compliance	Supervisor Comments:			
	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.
	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		Employee Signature		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 PERFORMANCE RATING:			
EMPLOYEE SIGNATURE				DATE:	
SUPERVISOR SIGNATURE:				DATE:	

ATTACHMENT 19 – FACILITIES MOU

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

ATTACHMENT 20 – ANNUAL REPORTS

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

START-UP TIMELINE

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 Schnellker, 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

[illegible]

Facilities -

Fire Inspection

City approval

ADA Compliant

Internal wiring for phones, data, intercoms -

Signage -

Wendy Willis - EMO HR Director

Arrange interviews

Identify Staff Needs

[illegible][illegible]

Marketing

School Leader with EMO Marketing Dept.

A large grid of 100 squares, arranged in 10 rows and 10 columns. The bottom row of the grid is shaded gray.

[illegible]

Governance

EMO Management with Board Members

ATTACHMENT 22

INSURANCE TYPES



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-Alt-16-1B	CONTACT NAME: PHONE: (A/C, No. Ext): E-MAIL: ADDRESS:	FAX (A/C, No.):														
INSURED Leona Master, L.L.C. (AOS) 7878 N. 16th St., Ste. 150 Phoenix, AZ 85020	INSURER(S) AFFORDING COVERAGE <table border="1"><thead><tr><th>INSURER</th><th>NAIC #</th></tr></thead><tbody><tr><td>INSURER A : Philadelphia Indemnity Insurance Company</td><td>18058</td></tr><tr><td>INSURER B : Twin City Fire Insurance Company</td><td>29459</td></tr><tr><td>INSURER C :</td><td></td></tr><tr><td>INSURER D :</td><td></td></tr><tr><td>INSURER E :</td><td></td></tr><tr><td>INSURER F :</td><td></td></tr></tbody></table>		INSURER	NAIC #	INSURER A : Philadelphia Indemnity Insurance Company	18058	INSURER B : Twin City Fire Insurance Company	29459	INSURER C :		INSURER D :		INSURER E :		INSURER F :	
INSURER	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 SUER INSD	WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			PHPK1677581	07/01/2017	07/01/2018	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO OWNED AUTOS ONLY HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS ONLY			PHPK1677581 APD Comp./Coll. Ded.: \$1,000/\$1,000	07/01/2017	07/01/2018	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> EXCESS LIAB <input checked="" type="checkbox"/> RETENTION \$ 10,000			PHUB591092	07/01/2017	07/01/2018	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input checked="" type="checkbox"/> N	N/A	72WEPH6721	09/29/2016	09/29/2017	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Educators Legal Liability			PHPK1677604	07/01/2017	07/01/2018	Each Claim \$ 1,000,000 Aggregate \$ 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**CANCELLATION**

TO WHOM IT MAY CONCERN

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

Page 2 of 2

AGENCY Marsh USA Inc.		NAMED INSURED 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



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	CONTACT NAME: PHONE (A/C No. Ext): E-MAIL ADDRESS:	FAX (A/C No.):
ON101360284-CORP-17-18	INSURER(S) AFFORDING COVERAGE	
INSURED Leona Master, L.L.C. (CORP) 7878 N 16th St., Suite 150 Phoenix, AZ 85020	INSURER A: The Insurance Company of the State of PA	NAIC # 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 SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Foreign General Liability GEN'L AGGREGATE LIMIT APPLIES PER <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:		WS11009888	07/01/2017	07/01/2018	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 50,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY		WS11009888 Foreign Business Auto - Contingent	07/01/2017	07/01/2018	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB EXCESS LIAB DED RETENTIONS					EACH OCCURRENCE \$ AGGREGATE \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input checked="" type="checkbox"/> N N/A	WS11009888 Foreign Voluntary Comp	07/01/2017	07/01/2018	PER STATUTE OTH-ER E L EACH ACCIDENT \$ 1,000,000 E L DISEASE - EA EMPLOYEE \$ 1,000,000 E L DISEASE - POLICY LIMIT \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)
Evidence of Insurance

CERTIFICATE HOLDER**CANCELLATION**

TO WHOM IT MAY CONCERN	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 <i>Daniel Ward</i>

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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	CONTACT NAME: PHONE: (A/C, No, Ext): E-MAIL: ADDRESS:	FAX: (A/C, No):
CH1013ED284-COH-Cyber-16-17	INSURER(S) AFFORDING COVERAGE	
INSURED Leona Master, L.L.C. (CORP) 7876 N 16th St, Suite 150 Phoenix, AZ 85020	INSURER A: Lloyds - AF Beazley Syndicate	NAIC #
	INSURER B:	
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES

CERTIFICATE NUMBER:

LOS-002350788-01

REVISION NUMBER: 1

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
	COMMERCIAL GENERAL LIABILITY CLAIMS-MADE <input type="checkbox"/> OCCUR <input type="checkbox"/> GEN'L AGGREGATE LIMIT APPLIES PER POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER <input type="checkbox"/>						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 EXCESS LIAB DED <input type="checkbox"/> RETENTION \$ <input type="checkbox"/>						EACH OCCURRENCE \$ AGGREGATE \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input checked="" type="checkbox"/> N <input type="checkbox"/> Y	N/A				PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> 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 2,000,000 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

Daniel Ward

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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 Attn: Phoenix.CertRequest@marsh.com / Fax: 212-948-4364 CN101360264-CONS-All-16-16	CONTACT NAME: PHONE (A/C, No. Ext.): E-MAIL: ADDRESS:	FAX (A/C, No.):
INSURED Leone Master, L.L.C. (AOS) 7876 N. 16th St., Ste. 150 Phoenix, AZ 85020	INSURER(S) AFFORDING COVERAGE INSURER A: Philadelphia Indemnity Insurance Company INSURER B: Twin City Fire Insurance Company INSURER C: INSURER D: INSURER E: INSURER F:	
	NAIC # 18058 20459	

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 SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO. JECT <input type="checkbox"/> LOC OTHER:		PHPK1677581	07/01/2017	07/01/2016	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 300,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000
A	<input checked="" type="checkbox"/> AUTOMOBILE LIABILITY <input checked="" type="checkbox"/> ANY AUTO OWNED AUTOS ONLY HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS ONLY		PHPK1677581 APD Comp/Coll Ded. \$1,000/\$1,000	07/01/2017	07/01/2018	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input checked="" type="checkbox"/> RETENTION \$ 10,000		PHU8591092	07/01/2017	07/01/2018	EACH OCCURRENCE \$ 1,000,000 AGGREGATE \$ 1,000,000
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below.	Y/N <input checked="" type="checkbox"/> N/A	72WEPH6721	09/29/2016	09/29/2017	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Educators Legal Liability		PHPK1677604	07/01/2017	07/01/2018	Each Claim 1,000,000 Aggregate 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

Daniel Ward

AGENCY CUSTOMER ID: CN101360284

LOC #: Phoenix



ADDITIONAL REMARKS SCHEDULE

Page 2 of 2

AGENCY Marsh USA Inc.		NAMED INSURED 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



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: INSURER(S) AFFORDING COVERAGE INSURER A: The Insurance Company of the State of PA INSURER B: INSURER C: INSURER D: INSURER E: INSURER F:	NAIC # 15429
---	--	------------------------

COVERAGES **CERTIFICATE NUMBER:** LOS-082350789-01 **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 <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR <input checked="" type="checkbox"/> Foreign General Liability GEN'L AGGREGATE LIMIT APPLIES PER <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER			WS11009888	07/01/2017	07/01/2018	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 50,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COM/OP AGG \$ 2,000,000
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input checked="" type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			WS11009888 Foreign Business Auto - Contingent	07/01/2017	07/01/2018	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTIONS						EACH OCCURRENCE \$ AGGREGATE \$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input checked="" type="checkbox"/> Y <input type="checkbox"/> N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below			WS11009888 Foreign Voluntary Comp	07/01/2017	07/01/2018	PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 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

Daniel Ward

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CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
08/23/2017

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	CONTACT NAME: PHONE: (A/C, No, Ext): E-MAIL: ADDRESS:	FAX (A/C, No):
CN101360284-COH-Cyber-16-17	INSURER(S) AFFORDING COVERAGE	
INSURED Leona Master, L.L.C. (CORP) 7878 N 16th St, Suite 150 Phoenix, AZ 85020	INSURER A: Lloyds - AF Beazley Syndicate	NAIC#
	INSURER B:	
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES

CERTIFICATE NUMBER:

LOS-002350788-01

REVISION NUMBER: 1

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
	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:						EACH OCCURRENCE DAMAGE TO RENTED PREMISES (Ea occurrence) MED EXP (Any one person) PERSONAL & ADV INJURY GENERAL AGGREGATE PRODUCTS - COM/OP AGG
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) BODILY INJURY (Per person) BODILY INJURY (Per accident) PROPERTY DAMAGE (Per accident)
	UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE DED RETENTIONS						EACH OCCURRENCE AGGREGATE
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input checked="" type="checkbox"/> N	N/A				PER STATUTE 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

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

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

Daniel Ward

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ATTACHMENT 23

BUDGET DETAIL AND COMPENSATION

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								
	INSTRUCTIONAL PROGRAMS- KINDERGARTEN								
11050									
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			

	INSTRUCTIONAL PROGRAMS- ELEMENTARY								
11100									
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	Year 1	Year 2	Year 3	Year 4	Year 5
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	Year 1	Year 2	Year 3	Year 4	Year 5
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	Year 1	Year 2	Year 3	Year 4	Year 5
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	Year 1	Year 2	Year 3	Year 4	Year 5
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

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

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=0B52L7EkCIQGUVkNFdFITcmRmM0E>

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

Reach - <https://drive.google.com/open?id=0B52L7EkCIQGUZGJIU0NLQUw0MGc>

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-gSQUh0/edit#gid=644722377>

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
Havasupai 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

ECUEA ANNUAL PERFORMANCE REPORT AND REPORT CARD

East Chicago Urban Enterprise Acad

2017 Annual Performance Report

East Chicago Urban Enterprise Acad, East Chicago 9555

Indicator	Corporation Results				State
	'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 Mobility	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

Indicator	School Results				State
	'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				State
	'13-'14	'14-'15	'15-'16	'16-'17	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

Search School and Corporation Reports

Where we are and where we are heading.

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



[Overview](#) [Enrollment & Attendance](#) [Student Performance](#) [Accountability](#) [School Personnel](#)

[Historical Report Card](#) [Report Card](#) [AMAO](#) [NCLB](#) [Annual Performance Report](#)

Report Card

Year:

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

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Performance Domain

Mathematics

37.0% of students passed the assessment.
This rate is below the state average.
88.9% of students participated in the assessment.

English/Language Arts

60.0% 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

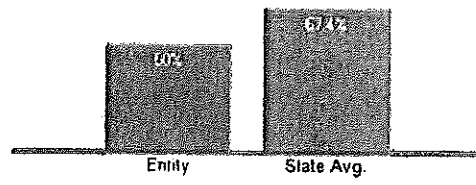
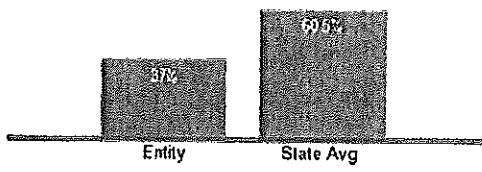
Student Performance

Mathematics

Percent Passing

English/Language Arts

Percent Passing



ATTACHMENT 27

INDIANA FINANCIAL STATEMENT-AUDITS

Attachment 27 –

The following link will direct you to the Indiana Financial Statements for Leona-managed schools.

<https://goo.gl/yQ1bHP>

ATTACHMENT 28

FINANCIAL STATEMENTS

Attachment 28

The Leona Group does not furnish its financial information. We can provide you with information to speak with TLG auditors.

ATTACHMENT 29

EMO LITIGATION

ATTACHMENT 29 - LITIGATION

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.