BSU Continuous Improvement Report-2020 Renewal Application

BSU Continuous Improvement Report

Insight School of Indiana 2855 N. Franklin Road Indianapolis, Indiana, 46219 United States of America

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BSU Continuous Improvement Report

ENROLLMENT DIAGNOSTIC

Guidelines for Building an Enrollment Diagnostic

Using the Enrollment Diagnostic:

- a. Download the Enrollment Diagnostic.
- b. Develop your institution's enrollment using the Enrollment Diagnostic Template.
- c. Upload your completed Enrollment Diagnostic in the attachment area below.
- d. You may enter an optional narrative about your Enrollment Diagnostic below. If you do not have an optional narrative, enter N/A.

Total student enrollment has steadily increased year over year since the launch of the first school year (2016-2018). In the second year (2017-2018) Insight School of Indiana achieved an enrollment increase of 15.5% (103 students). The third year of operation (2018-2019) grew by an additional 3.52%. Student attendance data shows a slight decrease from the 2016-2017 to the 2017-2018 school year. The largest impact is seen in both 10th and 11th grade students with an 8% decrease, while 7th, 8th and 12th grade demonstrated the least amount of decline at =<6%. Overall the percentage of students eligible for special education has not greatly fluctuated over the past 3 years in many of the eligibility categories. Those that have experienced the most growth or decline include; Autism Spectrum Disorder (+.98%), Cognitive Disability (+.79%), Deaf of Hard or Hearing (+.13%), Emotional Disability (-.80%) and Specific Learning Disability (-2.74%). Insight School of Indiana's English Language Learner population has declined from the first school year by 60% (10 identified students to 4). Overall the Insight School of Indiana Team recognizes that the growth in the student population directly influenced the changes in the enrollment and demographic data. Attachments:

ATTACHMENTS

Attachment Name



Enrollment and Demographic Overview

EXECUTIVE SUMMARY

School and Community Overview

1. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Hoosier Academies Network of Schools operates two separate Indiana school corporations (districts): Hoosier Academy Indianapolis, Corporation 9805 and Insight School of Indiana, Corporation 9120. Hoosier Academy Indianapolis serves students in grades kindergarten through eighth and the Insight School of Indiana serves students in grades seven through twelve. The Insight School of Indiana is designed for students in grades 7-12 who are struggling for various reasons in their education. A struggling student may be one who is or may be at-risk of falling behind or not on track to graduate, need a flexible learning environment due to a family or studentcentered circumstance, feels unsafe at school, or needs an individualized learning approach. Insight School of Indiana offers school choice across the state of Indiana in 92 counties with a 100% virtual education model. Insight School of Indiana was authorized to serve 1000 students, however over the past three years the school has operated with a Hoosier Board of Directors imposed enrollment cap of 800. Over the course of the term of the charter, the student population has grown an average of 9.5%. SY2018-2019 had the largest student population of 793 students. The average percentage of Free and Reduced Lunch population over the 3 years is 68%. Key administrative positions at Insight School of Indiana includes; the Head of Schools, Academic Administrator (Principal), Director of Special Education/Special Programs Manager, Grants Coordinator, Testing Coordinator, Professional Lead Teacher, Student Support Administrator and Operations Manager. By extension, the administrative team actively engages, collaborates and receives support from the following K12 Regional Team Members not limited to; Director of Compliance and Operations, Operations Manager, Data Manager, Special Programs Manager, Academic Director, Instructional Specialist, Marketing Manager, Enrollment Manager, Student Support Manager and Deputy Regional Vice President. Insight School of Indiana is also supported by K12 Instructional Coaches who provide leadership, coaching, professional development to the teaching staff to ensure effective instruction and high levels of student achievement. The leading challenge that the Insight School of Indiana encounters is the mobility rate. The past three years retention rates are as follows; SY2016-2017 59.5%, SY2017-2018 48.7% and SY2018-2019 50.7%, an average of 53%. There are several factors that have impacted the overall student retention. During SY2017-2018, the administrative leadership team collectively decided to enhance the academic programming by requiring the student population to engage in more synchronous learning opportunities along with more purposeful scheduled time participating in adaptive reading/ math tools. The academic rigor for some students/families proved to be too much. Of the 50% of parents that identified a reason for withdrawal during SY2018-2019, 20% recognized that their 'student was not motivated to complete work in the environment', 10% stated the 'time requirement for their student being online' and 8% acknowledged the 'number of required live synchronous instruction'. The secondary factor impacting the student retention identified by the families was the 'lack of socialization'. A unique feature to Insight School of Indiana has been the implementation of the FAST (Family Academic Support Team) model. The past three years, the Advisors have been assigned as a homeroom teacher as a part of a wraparound tiered level of support. Their role has focused on serving as a consistent point of contact for students whom have been referred by a teacher, counselor, support staff member or administrator due to academic, engagement or attendance concerns. The FAST model has been simplified SY2019-2020 to the Student Support Team. The model had developed further to proactively support ALL students, regardless of the referral process. This year every student will be assigned to a Student Support Team Advisor, whom will act as that student and family's single point of contact for the school year. The tiered levels of support remain along with additional opportunities for referral. The single point of contact model is a response to Insight School of Indiana's commitment to building a strong community and

culture through our relationships with our students and families. In addition to the single point of contact, the Family Engagement Coordinator, a member of the Student Support Team, fosters community by organizing opportunities for socialization and engagement across the state of Indiana. The Insight School of Indiana team recognizes the importance of face to face gatherings for our students, families and team members along with the potential of positive outcomes in the classroom by offering these events.

2. State the charter school's mission and describe the educational needs the school's founders were seeking to address in your community. Describe why this initiative is important to the community the school serves.

The vision beginning SY2018-2019 and moving forward is; To graduate successful and productive career-minded students who are prepared for the workforce, and the mission is; To provide educational and social support to all students regardless of circumstances. We believe that partnerships with parents, families, and the greater community contribute to student success as we strive to prepare our students for life beyond the classroom. The updated vision and mission are in part a response to the state of Indiana's Department of Education's focus on connecting education and workforce development. College and career readiness has evolved far from a post-secondary college focus with a supportive career interest inventory or career fair. According to a 2015 report from the National Skills Coalition, a group that advocates for training workers to meet employer needs, 58 percent of Indiana's labor market is made up of jobs that require more than a high school diploma, but less than a four-year-degree. The Insight School of Indiana supports our population of students that may be credit deficient, at risk of falling behind or not meeting the standard graduation requirements by offering graduation path options that meets the students' needs and interests. We aim to provide students with more opportunities for career exploration and to learn and demonstrate employ-ability skills in order to obtain employment in high-demand areas. The success of our students does not stop at obtaining credit in courses or achieving growth and proficiency. How we prepare and set them up for achieving success and productivity after graduation is the ultimate indication if we as a team are meeting our vision and mission.

School Design

1. Provide a brief summary of the school's key design elements and specific examples of how the school implements the key design elements. Key design elements support the implementation of the school's mission and make the school unique and distinct from any other school. Key design elements should all relate to the mission statement or the intentions set out in the school's original (or amended) charter.

The Insight School of Indiana is a tuition-free, public charter school authorized by Ball State University, serving students in grades 7-12. As part of the Indiana public school system, Insight is tuition-free, giving parents and families the choice to access the engaging curriculum and tools provided by K12, Inc., the nation's leading provider of K-12 proprietary curriculum and online education programs. The school's key design elements include utilizing a holistic approach by combining individualized learning, social and emotional learning and 21st century technology to reach opportunity youth who may require additional support to succeed. Individualized learning starts with meeting students' academic needs when they enroll at the school by analyzing their graduation path completion, determining the courses needed whether traditional semester paced courses or courses aimed to assist in recovering credit. Insight School of Indiana's credit recovery courses are offered a rolling schedule. As students complete a CR class, they begin a new one, as applicable. This provides students who are behind the ability to recover credits at a faster pace, thus providing the opportunity to get back on track with their graduation path. The dynamic assessment plan is an extension of the individualized learning element, to support our students in achieving academic growth and success. NWEA is the norm referenced assessment implemented to inform the teachers and administrators of each individual student's academic levels based on national norms. In addition to NWEA, Mindplay, Ascend and IXL adaptive assessment tools support student growth. Insight School of Indiana teachers develop their targeted instructional

sessions with the data from the combination of data points from NWEA, Mindplay, Ascend and IXL. Students are assigned work time within Mindplay, Ascend and IXL dependent on their academic levels. The assessment plan assists in customizing each student's individualized education, by ensuring that instructional time is targeted to meet their needs. Social emotional learning and systems of support are essential building blocks to prepare our students to be productive citizens post-graduation. The Student Support Team (formerly known as Family Academic Support Team) leads the charge in the tiered system of support, assisting students with time management skills, study skills, and other support as identified to help keep students on track. The Advisors under the Student Support Team deliver the researched based 7 Mindsets program, to improve academic performance, increase engagement and improve student culture. As an enhancement to the Student Support Program this SY2019-2020, each student will be assigned to an advisor as a single point of contact. This ensures ALL students are receiving individualized support from their time of enrollment - forward. Newer to the school design, the Career Technical Education program was rolled out to Insight School of Indiana students during SY2018-2019. Since its first year of implementation, we now offer 8 different pathways; Accounting, Entrepreneurship, Business Management, Hospitality and Tourism, Marketing Management, Marketing Sports and Entertainment, Health Careers Specialties and Computer Science in 3 concentrated clusters; Business and Marketing, Health Sciences/ Health Occupations and Information Technology. An increase of 3 CTE Teachers, along with 2 Graduation Coaches to SY2019-2020 demonstrates the focus of Insight School of Indiana and its stakeholder's commitment to graduate successful and productive career-minded students who are prepared for the workforce. Insight School of Indiana's Teachers, Administrators and Support Team Members continue to reflect upon our practices and approach to improve the school's design, in order to prepare students for life beyond the classroom through individualized learning, social emotional systems of support and career readiness education.

2. Does the school engage in a systematic, inclusive and comprehensive process to review, revise and communicate the school's mission and design? Please describe this process, and when it last occurred, or is planned.

The mission and vision statements were recently revised, which included a process that involved multiple stakeholders. On August 1, 2018, during professional development, the staff was charged with the task to provide suggestions that would enhance and more clearly define the Insight School student population and specific needs, narrowing the initial vision, "Success for every student in Indiana." As the revision process continued, both the revised mission and vision were reviewed by teachers, parents, administrators, our authorizer, and our Hoosier Academies Board of Directors. Stakeholders were asked to provide thoughts and feedback throughout the process. We have updated the mission in the Parent and Student Handbooks that are distributed to students and families. Monthly Insight School of Indiana newsletters highlight the mission, along with the improvements to the program design, i.e. career readiness education and the career pathways offered. The school website has also been updated to include the vision and mission and can be found under the Who We Are Tab. With the revision of the vision and mission statement, the administrative team is ensuring that our key stakeholders are aware of the school's purpose. Teachers are displaying the vision and mission statement in their classrooms, it is displayed in digital newsletters that are sent to students and families, and it has been incorporated into the monthly board meetings as a mission moment where the school highlights a student who is an example of student success regardless of circumstances.

3. Describe any changes to the school's mission or substantial revisions to the educational program as described in the current charter that the school proposes to make for the next charter term. Discuss any associated challenges or risks.

Since the opening of the Insight School of Indiana in 2016, the original mission statement for Insight School of Indiana was too broad and generic to realistically identify and imply the uniqueness of the student population. In revising the mission statement it was necessary to look at the risk characteristics such as students who are credit deficient and two or more years behind in academic achievement; students who have significant gaps in school attendance; the high percentage of students who meet criteria for Free/Reduced Lunch; student mobility rate, those who are identified under McKinney Vento; including students who may perceive this to be their last chance to receive an education. The most substantial revision over the terms of the current charter, though allowable in the charter, was the increase to the enrollment cap from 800 – 1000 students. In response to the closure of the high school grades served at Hoosier – Indianapolis, the stakeholders of Insight School of Indiana decided that increasing the cap would allow for the transition of the HA-Indy students along with offering students in need across the state of Indiana a virtual program choice. As mentioned earlier, the building and expanding of the Career Readiness/ Career Technical Education Program will be a major focus, in addition to the other identified key elements. Creating and maintaining a network of colleagues around the state in efforts to increase work-based learning experiences, along with exploring certification opportunities will be a priority during the next term of the charter. The continued challenge for Insight School of Indiana will be to increase student achievement and to increase consistent engagement and attendance, which has historically impeded student success. The administration strongly believes and wants input from all stakeholders and continues to find creative ways to engage our families through surveys, teacher communication, identified supports/resources through the Student Support Team and face to face opportunities.

Goals and Plans

1. State and provide an overview of the charter school's future goals. Summarize the plans for accomplishing these goals (e.g. academic benchmarks, organizational changes, facility improvements, financial stability). Insight School of Indiana's goals for SY2019-2020 are concentrated in the following areas: Academic Achievement, Increasing Student Retention and Improving Stakeholder Relations. Academic achievement will be measured by students achieving one year's growth as demonstrated by the NWEA assessment End of Year Report. The assessment data analyzed from multiple sources (NWEA, Mindplay, Ascend, IXL and content level tests and exit tickets) will drive personalized instruction to meet students where they are at, through targeted instructional sessions. Teachers and Administrators will consistently review the Mastery of Standards Tracker, with all school leaders to ensure fidelity, evaluate results and identify additional actions. The Data Driven Instructional plan will be a continuous plan, modified to accommodate students throughout the year. We know that the correlation to student growth and success partially has contributed to the length of time spent as an Insight School of Indiana student. Throughout the summary, an ongoing identified challenge is the overall student retention. Factors that impact retention include student engagement within the classroom, connection to the school community and its members, and socialization opportunities. The Insight School of Indiana team aims to target these by implementing the following but not limited to activities: small group targeted instruction for all students in core content courses, increased differentiation as identified through the Instructional Coaching rubric and support from the Instructional Coaches, the Advisor Single Point of Contact model through the Student Support Team, and through establishing face to face socialization opportunities throughout the state of Indiana. In efforts to improve stakeholder relations, all school leaders will review the following Pulse Check Survey metrics; Teacher Pulse Check, Family Pulse Check, Special Program Pulse Check, and create action steps to improve outcomes in future surveys. The Administrative team will improve monthly communications to staff and students through Insight School of Indiana newsletters to build a positive school culture aligned to the mission and vision. Building meaningful relationships from all levels of our stakeholders is the utmost crucial goal to the success of Insight School of Indiana. The communication and

collaboration from our Board of Directors, K12 Team, Administrators, Teachers, Support Staff Members, Students and Families will pave the path to a healthy culture and school community.

2. Summarize plans for addressing any past academic, organizational, or financial deficits.

Although the State Accountability Report Card released for the SY2017-2018 demonstrated growth per the letter grade from an F to a C, there continues to be a deficit in the area of the Performance and Multiple Measures Domains. Insight School of Indiana did not have the performance domains roll into the overall accountability grade, due to its classification as a new school (3 yrs. or less). Post the third year of operation, Insight School of Indiana will receive weighted points in the performance domains. The data informs us that the proficiency in both ELA and Math are the areas of academic improvement. Aligned to our goal of Academic achievement by students achieving one year's growth, the Insight School of Indiana team has adjusted and enhanced to the assessment plan, instructional plan and evaluation model. The State Accountability Report Card data for the SY2018-2019 has been released and the leadership team is in the process of reviewing and unpacking the data. The leadership team will present their findings to the entire staff at future professional learning opportunities. An additional area highlighted in the report, CCR and Graduation, are two indicators that have influenced the programmatic changes in the past year and years to come. The change from the credit recovery course block scheduling to the opportunity for students to recover more credits as they earn credit not limited by a schedule, will target improvement in the CCR indicator. The Graduation indicator continues to be addressed by the growth in the Career Readiness/Career Technical Education program offerings. More options for students to satisfy the graduation requirements will increase the Graduation Cohort rates. As a result, the school had an increase of 25% for the SY2018-2019. The improved Student Support Model will support all students throughout all phases of the tiered system of support including increasing engagement and improving student culture. Organizational changes mentioned in the last application included the closure of Hoosier Academy - Virtual, and the retention of Insight School of Indiana teachers who met or exceeded expectations in both instructional and professional practice, as measured by the evaluation process. Administrative changes for SY2019-2020 include the following roles - Head of School and Student Support Administrator. With the change in leadership, the Head of School will complete a comprehensive assessment of the school's community and culture through the feedback collected from the Teacher and Administrative team focus groups. The assessment will identify the areas of strength and opportunity, which will drive the creation of a school culture plan for SY2019-2020. Fiscally, our school is identified as a deficit school based on the -\$2,076,338 deficit as reflected by the school's financial report. The increase from the last applications reported -\$895,816 was impacted by the closure of Hoosier Academy – Virtual and the increase in administrative cost in the form of additional staff. Since Insight School of Indiana is managed by K12, any deficits are fiscally offset resulting in a zero deficit. Insight School of Indiana continues to develop explicit processes for all components of the organizational structure for our Network of schools. We are committed to continuous improvement of systems and structures to assist our school's efficiency and performance.

3. (OPTIONAL) Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Attachment Executive Summary

Please list any comments for this section below with attachments, if applicable.

ATTACHMENTS

Attachment Name

Academic Excellence Framework Overivew SY20

CTE - Pathways

Family Engagement Team Description

ISIN - Vision and Mission

Student Support Program SY19

Student Support Program SY20

STUDENT PERFORMANCE DIAGNOSTIC

Continuous Improvement Practices

1. Describe the school's assessment system and how it is used to improve instructional decision-making, support student learning and implement professional development.

NWEA was incorporated this school year as the norm-referenced assessment to provide insight into academic levels based on national norms. Students participate initially in NWEA assessment at the beginning of the school year or at the time of enrollment. Students are assessed three times a year to determine academic progress with the goal of adequate growth for every student. Every student is expected to achieve one year of growth in core content. In addition, teachers construct pre-tests as a local measure of a student's academic need within their specific content area. Mindplay, Ascend, and IXL provide an additional assessment data point for growth. Students are required to complete the diagnostic screener at the beginning of each school year or as a newly enrolled student. Students are assigned work and time requirements weekly depending on their assessed academic level. The diagnostic assessments are required three times a year for FAY students with new students completing them as they enroll. This provides teachers multiple data points to inform instruction throughout the school year. NWEA assessments are used to inform teachers' professional development needs, along with recommendations based on outcomes of the teacher evaluation process. Administrators and Professional Lead Teachers incorporate growth opportunities into weekly Professional Development sessions based on areas of need identified in the NWEA Measures of Academic Progress continuum.

2. Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.

Data is used consistently to evaluate the effectiveness of the academic program by using the following measures: Pre and Post tests are used to measure specific content area growth with an emphasis on IDOE standards of learning and foundational skills; Academic Trackers are a consistent weekly measure of growth that assess progress in core and elective curriculum; and biweekly instructional mapping review in conjunction with the Mastery of Standards Tracker (MOST) inform individualized data driven instruction meetings. Mindplay, Ascend, and IXL allow teachers to track their students' progress daily, weekly, and monthly to indicate growth in basic ELA and math skills. Attendance and engagement progress are monitored and maintained by our Student Support Team and is an integral part in providing data that informs our academic program to further support student learning. Teachers use the comprehensive data outlined above to inform instruction for all students. Data Driven Instructional meetings occur with teachers in bi-weekly data meetings led by Professional Lead Teachers and Administrative Team. Time is spent individually reviewing data and reflecting on instructional practices. Departments meet to discuss the data as a team bi-weekly and develop strategies to further support student learning. Administration uses comprehensive data from these academic areas to inform areas of strength and need, acting upon this data to provide feedback to the school, departments, and individuals with the intent to achieve one year's growth for students.

3. Describe how the school leadership implements a continuous improvement process that provides clear direction for improving student learning.

Department leads provide data to their academic administrator to assess overall department needs, defining priority areas of improvement. The academic administrative team conducts weekly meetings to review data and highlight areas of concern and progress. Professional Lead Teachers and Instructional Coaches support teachers with individualized professional development instruction and activities that support student learning. The Professional Development schedule supports the professional growth of our teachers by providing instruction on topics such as; multi-tiered support systems, trauma-informed care, testing security, and other identified areas necessary to address the needs of our unique student population. The school leadership team

participates in bi-weekly School Success Cycle meetings with the K12 regional team, with a focus on the school's Academic Excellence Framework. This allows time for needs-based analysis of data, reflection of school practices and structures, and a continuum of action steps to improve student learning.

4. Describe how leadership and staff supervision and evaluation processes have resulted in improved professional practice and student success.

Supervision and evaluation processes create accountability for both administrators and teachers. The evaluation process has been refined with teacher and administrative input resulting in professional practices that align with IDOE evaluation expectations. High quality rubrics are used in the evaluation of teachers, counselors, Professional Lead Teachers, advisors and administrators. Conferences, walk throughs, department and data meetings encourage transparent communication centered on improved performance and strategies that improve student learning. The collaborative and transparent approach to grow students and professionals has resulted in a positive work environment in which teachers have the confidence to identify their concerns with the academic administrator. During the school year, teachers, support staff, and leadership are evaluated following the evaluation process timeline presented to the IDOE. Teachers, including special education teachers and interventionists, are evaluated using the National Institute for Excellence in Teaching (NIET) evaluation rubric. The NIET evaluation process provides for a positive, supportive, and collaborative approach to growing students and professionals. In addition to the open communication between teachers and their NIET evaluators, all teachers in grades 7 through 12 are supported by Professional Leader Teachers, Administration, and Instructional Coaches. Insight School of Indiana participates in the K12 Instructional Coaching Program, which is centered around a strengths-based improvement model, focusing on strengths and potential rather than deficits. K12 Instructional Coaches are non-evaluative peers who provide teachers with ongoing professional development through observation and support. K12 Instructional coaches encourage teachers to reflect on their professional practice while providing support and resources based on their current professional needs. Insight School of Indiana teachers are supported by K12 National Instructional Coaches in 3 different ways: Bi-Weekly, One on One Observations/ GROW sessions- Individualized support based upon the needs and goals of each teacher. During this time, coaches do not simply provide knowledge regarding best practices, they assist each teacher in applying those best practices within their own classes. Additionally, they focus on student data with the teacher, and work together to adjust instruction based upon the needs of their students, in order to support growth in student outcomes. PLC's- Grade band/content specific with a focus on current instructional best practices and how to implement them. Collaboration with teachers in other K12 managed schools also takes place during this time. In-Person and Virtual Professional Development- K12 Instructional Coaches work directly with Insight School of Indiana leadership to review student data and determine professional development that is timely and supportive of current instructional needs. With support from K12 Instructional Coaches, teachers focus on: Using data to drive instruction Evidence of mastery Differentiation Setting instructional outcomes Setting and working toward teacher professional goals that support the school's goalsThe summative data for all teachers for SY2018-2019, identified the following areas in which Insight School of Indiana teachers demonstrated the most growth; Questioning, Student Assessment, Differentiated Instruction and High Expectations for Students. The performance management process for K12 employed Administrators consists of initial goal setting, regular discussion and feedback on progress against the goals/objectives, and the Year-End Review. The purpose of the Year-End Review is to highlight an employee's achievements during the year, assess performance of goals and competencies, and discuss development areas. The performance management process consists of initial goal setting, regular discussion and feedback on progress against the goals/objectives, and the Year-End Review. As a result of the changes to the evaluation process, targeted instructional coaching, and overall consistent implementation of

all practices across the school environment, student growth was demonstrated by benchmark data in intervention programs and higher course pass rates (SY1617: 51%; SY1718: 66.8%; SY1819: 68.5%). Student success is enhanced through the development of teachers as they work with Instructional Coaches. The collaborative measures used to provide teachers instructional strategies and dialogue regarding best practices in a secure way supports our students' academic achievement.

Needs of Learners

1. Describe the systems in place to monitor the progress of individual students and facilitate communication between interventionists, classroom teachers and parents regarding the needs of individual students.

Interventionists work closely with their content specific general education teachers to share progress monitoring data of students identified through the MTSS process and receiving intervention services. Instructional and noninstructional staff are separated into PLC groups that meet every Monday with each group studying or digging into a different focus. MTSS rotates between the PLC groups to allow the coordinator to attend each session. During each MTSS PLC, teachers and support staff will meet to discuss student data and to determine which students need research-based intervention support and whether students receiving intervention support need those supports increased or faded. Parents of students determined in need of intervention services receive communications from the MTSS coordinator upon initial identification and from the interventionist(s) with regular progress updates and/or concerns. Students identified as eligible for Special Education services are assigned a Teacher of Record. Special Education teachers utilize assessment data and Indiana Academic Standards to identify IEP goals during the annual case conference. Progress on each IEP goal is monitored quarterly with progress reports provided to the parent. In addition to the individualized goals, the Special Education teachers utilize data obtained from benchmark assessments to further determine student grouping for services and assigned synchronous resource services. The Special Education teachers are committed to and incorporate the school's goal of one year's growth for all students ensuring their assigned students and parents are aware of and informed of the required weekly participation in Mind Play and Ascend, where they have provided scheduled, required sessions. Any responses identified in the seven parent pulse checks regarding specific special education concerns, are directed to the appropriate Teacher of Record for resolution, when appropriate. The end of the year Special Education Parent Satisfaction survey results over the past three years support consistent communication between parents of Special Education students and their special education teacher. The Special Education teachers provide the general education teachers copies of IEP at a glance for each Special Education student in their respective classes. As each Special Education teacher is assigned a specific grade level, communication with the general education teachers is consistent and inclusive of a team dynamic. To accommodate continuum of service, Special Education teachers also provide inclusion services throughout the day. In addition to daily interaction with the general education teachers, Special Education teachers participate in scheduled data meetings, staff meetings, professional development activities, and department meetings. The 504 Coordinator ensures that yearly 504 conferences are held with the parents to ensure any necessary updates are made to the individual student 504 plans. The 504 Coordinator is the point of contact for the parents and general education teachers when questions or concerns arise regarding the student or current 504 plan. The 504 Coordinator provides each assigned general education teacher a copy of the 504 plan and communicates any issues or changes that occur.

2. Explain how the school supports for diverse learners.

Insight School of Indiana utilizes SIOP (Sheltered Instruction Observation Protocol) within the general education classroom to support ELL students as identified by HLS, WIDA Screener, and/or WIDA ACCESS. Students are provided classroom and state assessment accommodations

according to their ILP (through the IILP system) which is shared with families and teachers. Staff members working with ELL students receive annual SIOP/ELL training during staff professional development and sent the PowerPoint used during the training (see attached). Instructional staff are offered free ELL professional development opportunities (in person and virtual workshops and courses) through the school's participation in the WVEC consortium. Insight School of Indiana provides a continuum of services for students, grades 7-12, identified as eligible for special education services according to Special Education Rules, Title 511, Article 7, Rules 32-47. Services from the assigned special education teacher are provided in a small group resource room, 1:1 setting, inclusion setting in the general education classroom, separate class, or consultative venue. Accommodations for both state assessments and daily instructional basis are provided to the general education teachers utilizing IEP at a Glance. Student teacher ratios are approximately 25:1, with an additional special education teacher assigned to students who are on an alternate functional life skills curriculum, with a 15:1 student teacher ratio. For students who are in need of accommodations that are not eligible for Special Education, a 504 process is in place to review any pertinent information, which includes medical data, to determine if there is a need for accommodations supported with a 504 plan, so the student is able to access the curriculum and state assessments. Much like the IEP at a glance, information regarding the needs of identified 504 students is provided in a brief to general education teachers involved with the student.

Areas of Notable Achievement and Areas for Improvement

1. Which area(s) are above and below the expected levels of performance?

The below data does not reflect the SY2018-2019. As noted in the Executive Summary, the State Accountability Report Card data for the SY2018-2019 has been released and the leadership team is in the process of reviewing and unpacking the data. The leadership team will present their findings to the entire staff at future professional learning opportunities. Using data reported in Compass, Insight School of Indiana demonstrated several areas of Notable Achievement (above expected level of performance), as well as areas below expected levels of performance, which correlate with multiple data sources. Areas above expected level of performance: oGraduation rates 4-year cohortsoDiploma types increaseoGraduation Waivers declineoELA ISTEP+ Areas below expected level of performance: oMath ISTEP+oELA ISTEP + Grade 10oMath ISTEP+ Grade 10oDropout RateGraduation DataGraduates16-1717-18# of 4-year Graduates21 (17.2%)35 (22.4%)Dropouts40 (32.8%)88 (56.4%)Waivers12 (57.1%)13 (37.1%)Diploma Types: General3 (14.3%)5 (14.3%)Core 4018 (85.7%)29 (82.9%)Honors01 (2.9%)HSE10ISTEP +ELA16-1717-18Pass38 (25.3%)53 (39.8%)DNP112 (74.7%)80 (60.2%) MATH16-1717-18Pass(4.6%)22 (16.4%)DNP144 (95.4%)112 (83.6%)ISTEP+ Grade 10ELA16-1717-1818-19Pass26 (22.4%)60 (34.3%)42 (28.6%) MATH16-1717-1818-19Pass1.8%)10 (5.8%)5 (3.4%)*Source: Compass.doe.in.gov

2. Describe the area(s) that show a positive and negative trend in performance.

Insight School of Indiana exhibited positive trends in graduation rates, diploma types, ISTEP waivers, and ELA ISTEP+ performance. Graduation rates for 4-year cohorts rose by 5.2% from SY2016-2017 to SY2017-2018. In addition, students increased the number of Core 40 diplomas earned as opposed to general diplomas. This data demonstrates improved performance in graduating seniors. The attainment of an Academic Honors diploma in 2017-18 reinforces the increased performance levels of Insight School of Indiana students. The decline in the percentage of ISTEP waivers by 20% is a positive trend to ensure students are meeting the participation and performance levels identified by the state. Although the number of students receiving a waiver increased by 1, this still suggests a strengthening of academic rigor based on student population. English and Language Arts ISTEP+ performance improved in number (15) and percentage (14.5%) from SY2016-2017 to SY2017-2018. The improvement does not meet the state performance level of 64.1% in SY2017-2018 but it begins to close the gap by 15.6 %.

Negative trends for Insight School of Indiana include ISTEP+ Grade 10 in ELA and Math; ISTEP+ in Math, and dropout rates. Math performance, while rising slightly for both ISTEP+ and ISTEP+ Grade 10 in the SY2017-2018 school year, it is not enough to identify as an achievement. Similarly, ELA performance in ISTEP+ Grade 10 had a slight rise in SY2017-2018 but dipped by 5.7% in SY2018-2019, while the state continued to trend positive in from year to year. Dropout percentages improved by 23.6%. However, the number of students with dropout status increased from 40 to 88 due to a significant increase in enrollment in SY2017-2018.

3. Between which subgroups is the achievement gap closing and between which is the gap widening? Please support with data.

Since SY2016-2017 was the first year for Insight School of Indiana, no growth data was available, therefore in the review of SY2016-2017 and SY2017-2018 IDOE compass data, two subgroups had sufficient N size to obtain reportable data; Special Education and qualifying Free/Reduced Lunch. The N size for the EL population was <10, therefore no data was available. Special Education 2017 Gain/Loss 2018 Gain/Loss Students tested ELA23 13 Median Growth 42.0% +9.5 34.0%+1.0Students tested Math 25 14 Median Growth 12.0% -2.0 23.0%+4.0 Free/Reduced Lunch2017 2018 Students tested ELA86 89 Median Growth 31.0% -1.5 31.0% -2.0Students tested Math87 92 Median Growth 13.0% -1.0 19.5% +0.5 General Education2017 2018 ELA Median Growth32.5% 33.0% Math Median Growth14.0% 19.0% In SY 2016-2017, the Special Education subgroup exceeded the ELA growth of the general education by 9.5% points, however, lagging in median compared general education growth in Math by 2.0 % points. In 2018, the Special Education subgroup exceed the median general education growth in both ELA and Math. The FRL group declined in ELA growth compared to the general education population between SY2016-2017 and SY2017-2018. However, showed growth in math from SY 2016-2017 to 2017-2018. This was the first year for Insight School of Indiana students to participate in IAM assessment, therefore no growth comparison data was available.

4. Which subgroup(s) show a trend toward increasing performance, and which toward decreasing performance? Please support with data.

Since SY2016-2017 was the first year for Insight School of Indiana, no prior year performance data was available, therefore in the review of SY2016-2017 and SY2017-2018 IDOE compass data, two subgroups had sufficient N size to obtain reportable data; Special Education and qualifying Free/ Reduced Lunch. The N size for the EL population was <10, therefore no data was available. Special Education 2017 Gain/Loss 2018 Gain/Loss Students tested ELA23 13 Performance pass rate 8.7%-20.5 7.7% -38.7% Students tested Math25 14 Performance pass rate 0.0%-5.6% 0.0% -18.2% Free/Reduced Lunch 2017 2018 Students tested ELA 86 89 Performance pass rate 26.7% -2.5% 39.9% +6.5Students tested Math 87 92 Performance pass rate 5.7%+0.1% 18.5% +0.3% General Education 2017 2018 ELA Performance pass rate29.2% 46.4% Math Performance pass rate 5.6% 18.2% In both SY2016-2017 and SY2017-2018 the performance rate on ISTEP for Special Education students declined as general education performance increased. A variable to consider for the drastic decrease would be the smaller n size in SY2017-2018 than in SY2016-2017. Overall, the special education students performed better in ELA than in math, which is consistent with both the general and Free and Reduced Lunch populations. Students in the Free and Reduced Lunch subgroup performed statistically the same in Math during SY2016-2017 and SY2017-2018. However, demonstrated a performance increase in ELA from SY2016-2017 to SY2017-2018 performing higher than general education students by 6.5% points. In comparison of all groups, the overall performance in ELA is higher than Math.

5. Discuss areas of academic concern, and changes made to address any deficiencies.

Math is a consistent area of concern for Insight School of Indiana. Teachers have adjusted their focus to develop new strategies with support from K12 Instructional Coaches as they identify areas

of need in data driven instructional meetings with administration. As a result, Insight School of Indiana has adopted the I Do, We Do, You Do instructional framework. Professional Lead Teachers provide professional development opportunities alongside the administrative team to fully incorporate high quality instruction in the area of math. Adjustments to hiring practices, including but not limited to; participation of the department chair, and candidate's demonstration of technology proficiencies, have been added to the process to help administrators identify quality candidates. As, a result, the math department is now fully staffed. High quality evaluative rubrics and a consistent, rigorous onboarding process support new teachers to reach their full potential in online schooling. Professional Lead Teachers and the administrative team support new teachers in Professional Learning Communities throughout the year. In previous years, only ELA and Math teachers were provided support by the K12 Instructional Coaches. In order to ensure that all teachers have instructional support, K12 Instructional Coaches work with core content teachers. In addition, elective teachers are supported by Professional Lead Teachers. These pairings allow for consistent dialogue surrounding data and best practices of instructional strategies for all Insight School of Indiana teachers. Credit deficiency of Insight School of Indiana's students has historically been a detriment to on-time graduation. The previous credit recovery model was held within a 9week block and data showed an approximate 30% success rate. Opportunities to recover credits include summer school and an enhanced credit recovery program that allows students to achieve credits consecutively throughout the semester. The addition of Graduation Coaches, in conjunction with counselors and homeroom teachers to identify student deficiencies allows for a productive way for students to earn missing credits at their own pace with oversight in a way that supports struggling students and helps them to build a relationship with faculty members.

6. If academic performance has resulted in a rating of 'Falls Far Below' on any Quality indicator in the BSU Academic Framework during the charter term, please provide the school's assessment of those results and describe what has been done, and is planned to improve academic performance.

Based on data for Insight School of Indiana as of August 2016, the Summary of Quality Indicators for Insight School of Indiana that fell in the far below rating include the following: Student Progress over Time (Growth):1.1.a, the expected growth based on the school's median student growth percentile in ELA; 1.1.b, the students expected growth based on the school's median student growth percentile in math; and 1.1.d, the lowest-performing students making expected growth based on the median student growth percentile of the lowest quartile of students in Math. Student Achievement (Proficiency):1.2.a students in grades 3-8 achieving proficiency on state assessments in math and 1.2.b students in grades 3-8 proficiency on state assessments in math also fell in the far below range. State Accountability: 1.3.a. school meets acceptable standards according to the A-F accountability label. College and Career Readiness: Students graduating from high schoolThe information from the BSU Academic framework supported 2016-2017 data points which included the approximate 85% participation rate in state mandated testing, review of both school and individual student state assessment results, the 16% chronic absenteeism rate, and the low graduation rate of 17.2%. The SY2017-2018 leadership team developed and implemented a plan for intervention and school-wide expectations based on these SY201-62017 data points. Expectations for students included attending all live instruction and completing two hours of activity in each ELA and Math instructional support program. A waiver process was developed to adjust for students with varying circumstances that may inhibit their ability to meet this expectation. All classes are required. This initiative is supported via the new Engagement Legislation in Indiana. We are the first in the state in the country to have this support from congress. This allows us to positively support, grow, and assist our students. Additionally, students were grouped according to skill level for additional targeted small group instruction based on their individual academic needs. The teacher evaluation process was revised, with all teachers evaluated on the same professional, instruction-based rubric. At the start of each year, each teacher attends a goal-setting conference with their supervising manager. Throughout the year, the teachers receive support from

instructional coaches (either K12 coaches or Hoosier's Professional Lead teachers on a bi-weekly basis. Our Teacher evaluation process was revised to incorporate a rigorous rubric with norming exercises and analysis of reports to ensureThe timeline for state assessments was revised to include recurring robocalls, personal phone calls, emails and home visits. Command center administrators were given clearly defined, specific areas of responsibilities. Transportation resources were added to the process. All students are required to participate in our formative and state mandated testing. 98.56% participation in the state assessments resulted in an increase of 15 percentage points. The result of these action steps was student growth as measured by Mindplay, Ascend, and State Assessment data reflecting an overall grade of C for Insight School of Indiana in SY2017-2018.

Attachment Student Performance Diagnostic

Please list any comments for this section below with attachments, if applicable.

ATTACHMENTS

Attachment Name

Bi-Weekly Data Reflection - Guide for Teachers

Compass Data

Graduation Coach - Role and Responsibilities

Insight BSU Academic Performance Framework

SY17-18 Insight Accountability Report Card

SY18-19 and SY19-20 Ascend Assessment Data

SY18-19 and SY19-20 Mindplay Assessment Data

SY18-19 Hoosier MTSS Manual

SY18-19 Insight Assessment Calendar

SY18-19 Insight Instructional Coaching Report

SY19-20 Evaluation Process

SY19-20 Evaluation Rubric

SY19-20 Evaluation Updates Presentation

SY19-20 HANS Evaluation Process

SY19-20 Hoosier MTSS Manual

SY19-20 Insight 9-12 Instructional Schedule

SY19-20 Insight Assessment Calendar

SY19-20 Professional Development Calendar

STAKEHOLDER DIAGNOSTIC

Recommended surveys to complete this diagnostic: Climate and Culture Surveys for Students and Parents, with option of customized questions

1. Which area(s) indicate the overall highest and lowest levels of satisfaction?

During the 2018-2019 school year, Climate and Culture was measured multiple times throughout the year utilizing Students First Check In Surveys (parent - 7 surveys per year) and Teacher Pulse Check Surveys (4 surveys per year). In addition to the pulse check surveys, specific Special Education Parent Satisfaction and Special Education Teacher Satisfaction surveys are distributed on a yearly basis for feedback. The end of year Students First Check In Survey demonstrates an increase in all school satisfaction by 5% (SY2017-2018 66% - SY2018-2019 71%). In the 7th survey for SY2018-2019, parents identified the following factors as a reason associated with the intent to re-register the following year; Learning from Home, Student's Achievement, Course Offerings, Curriculum and Special Education Services. Areas of interest noted by parents include but are not limited to; Assessments or Testing, School or State Policies, Academic Support and System Navigation. The end of year Teacher Pulse Check Surveys show that overall satisfaction decreased by 1% (SY2017-2018 40% - SY2018-2019 39%). 58% of the team members invited to participate in the survey completed the 4th and final survey for SY2018-2019. Year over year results from these surveys demonstrate at the conclusion of year three there has been a decline in each category of questioning. Comparing the SY2017-2018 results to the SY2018-2019 results indicate the top overall strengths being; Morale +12%, Confidence +23%, Leaders +4% and Recommend a Teaching Position +3%. The areas that have seen a decline and need refinement include; Retention –10% and Pride –6. SY2016-2017 Special Education Parent Survey indicated that 79% of the parent responses identified Special Education services as the primary reason for their decision to return to Insight School of Indiana for SY2018-2019. During SY2017- 2018, 71% of the SE parent responses indicated the primary reason for returning to Insight School of Indiana was related to Special Education services. 73% of the parent respondents indicated satisfaction with special education services and support, which was an increase of 7% points from the prior school year. Overall results for the 2019 SE teacher satisfaction survey were rated in the strongly agree range for clear communication; feedback on work and performance; help in developing performance strengths; recognizing contributions; and help in understanding how work contributes to the school's overall success.

2. Which of the above reported findings are consistent with findings from other sources (e.g. surveys, observations, anecdotal, third party reviews), please explain.

The reported findings from the Special Education Parent and Special Education Teacher Satisfaction surveys, correlates with the K12 Special Education audit reports and the growth data previously reported. The compliance areas of Operational (compliance of local Special Education department against K12 standards), File Compliance (compliance of local Special Education files), and Academic Compliance (% of goals and present levels of performance reported and tracked throughout the IEP cycle) are measured then averaged to obtain the final Special Education Audit Score. The level of performance on the K12 audit report requires a collaborative relationship, as well as consistent implementation of established expectations, between school leadership, Special Education Teachers, Parents and Students, impacting student performance and growth, communication, and satisfaction.

3. What are the implications and/or challenges related to any negative stakeholder perceptions? In any of the areas in which lower satisfaction was reported, in any of the surveys implemented,

the performance and retention of the students is the biggest risk factor. When teachers are not satisfied in any way with the school leadership, support being provided, or an experienced lack of communication between the team, the students can potentially be impacted within the classroom.

Negative perceptions of the parents/families could lead to less referrals which may result in lower enrollment.

4. How will survey findings inform school improvement plans? What actionable steps will be taken based on survey results?

The Insight School of Indiana leadership team reviews each set of survey results as they are released to gain a deeper understanding of the highlighted areas in which the program can be improved upon. The summary of results will be shared with the respective teams, in efforts to reflect on current practices and to create action steps that can be immediately implemented to yield increased satisfaction. Based on the outcomes from the last Teacher Pulse Check Survey, the following steps and activities have been implemented to continue to reinforce and develop the identified strengths and refine identified areas in need of improvement; increased opportunities to be a collaborative participant in programmatic changes, increase in clear and consistent communication from the school leadership team to include but is not limited to training opportunities and refine procedures and practices to be user friendly. To increase student/parent/ family satisfaction, the Insight School of Indiana team will continue to improve in the areas of; utilizing survey information to follow up on any know areas of concern, increased communication with families from their student's teacher and advisor via email or by phone, increased communication regarding school events, policies, required notifications and other 'nice to knows' through the monthly newsletter, increased opportunities to support technology and system navigation through Onboarding and the Learning Coach University program (Live interactive session that provide learning coaches with support sessions with motivation as an underlying theme).

Attachment Stakeholder Diagnostic

Please list any comments for this section below with attachments, if applicable.

ATTACHMENTS

Attachment Name

K12 SE Audit Results YoY Comparison

SY18-19 Insight Students First Check In Report

SY18-19 Insight Teacher Pulse Check Survey Report

SY18-19 SE Parent and Teacher Survey Information

SY18-19 TPC Sample Survey Responses

ORGANIZATIONAL AND FINANCIAL DIAGNOSTIC

Organizational

1. Provide a reflection of the school's governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, board member roles, member recruitment, committee structure, and/or amendments to bylaws.

The Hoosier Academy Board of Directors recently appointed a new board president in June 2019. With a new president, the school's governance and organizational performance continues to grow and develop to ensure proper alignment is met for the organization and school. The Hoosier Academy Board of Directors currently has five active members whose areas of expertise include marketing; education; operations and finance. An anticipated change to the board member role this year will be to utilize their skill set in a more purposeful way with the implementation of committees. Committees will allow for board members to provide more knowledgeable insight to ensure the needs of all stakeholders are being met. Board recruitment will continue to be an area of growth as it states in the by-laws that the board of directors shall consist of a minimum of five directors and a maximum of nine directors.

- 2. Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP), educational management organization (EMO), or charter management organization (CMO).
 - Yes
 - O No

2a. (OPTIONAL) If Yes, please describe evidence illustrating an effective working relationship with an ESP, and describe the ESP's roles and responsibilities in relation to the school's management and governing board; describe how the governing board holds the operator accountable for specific academic, operational or financial outcomes from the agreed upon contract.

The Hoosier Academy Board contracted with K12 Educational Service provider during the original term of the charter and intends to continue to contract with the same education service provider. K12 is the Governing Authority who is responsible of the overall governance of Insight School of Indiana. K12 actively and consistently engages with members of the Hoosier Academy Board and attends monthly board meetings. In addition to monthly board meetings, the board is working with an outside consultant to develop and implement an evaluation tool of the educational service provider. The evaluation tool will focus on Recital F and exhibit A of the educational service provider agreement. The results from the evaluation will be completed during the 2019-2020 school year and will allow for collaboration with the board and K12 leadership. The board has contracted with Lynn Black Education Solutions, LLC, to develop and implement an evaluation tool for its educational service provider, K12. The process for the development of an evaluation instrument for Hoosier Academy was driven by data resources and formal meetings between the Hoosier Board and K12, Inc. leadership. The conversation began in July 2019 during a special meeting of the board, and the draft evaluation tool became available in August 2019. Mr. Black worked alongside board member Maurice Boler and Nadina McFann, Board Executive Administrator, to establish a timeline as well as to ensure that the EMO evaluation questionnaire captured the effectiveness of the services and resources provided by K12. The final questionnaire consisted of 26 questions that K12 school leadership and the board completed independently. The questions focused on the following topics: Academics Marketing and Enrollment Communication Systems/Operations Financials The board and K12 leadership have scheduled a work session with Lynn Black on January 11th to evaluate present school performance and to improve the immediate and long-term performance of the Insight School. Here are CTE Senior Results showcasing student performance and an example of a Powerpoint presentation that was provided at the end of the work session to showcase the work completed

and follow-up items. Moving forward, the board now has a tool to perform an annual review of its educational service provider, K12. The tool also allows for other key stakeholders, such as students, families, and staff to provide their feedback, and will assist the school in identifying long term goals.

2b. (OPTIONAL) If Yes, please describe any anticipated changes to service contract or provider over the next charter term, including, but not limited to, intentions to terminate your contractual relationship with your management organization. If terminating, describe in detail the plans for carrying out the primary operational and educational activities for which the service provider had been responsible.

The contract term ends in June 2020. The Hoosier Academy Board and K12 are engaged in collaborative discussion of the current agreement and proposed amendments presented by the Board of Directors. As stated in the June 14, 2019 Insight School of Indiana one-year condition letter, the Hoosier Academy Board has restructured its Educational, Administrative and Technology Service Agreement with K122 Classroom, LCC, and has submitted the fully executed restructured agreement to the Office of Charter Schools. The Board held two half-day Special Meetings of the Board to review the agreement and to discuss and to identify possible restructure needs or opportunities. Following those meetings and based on the direction of the Board, legal counsel for the Board prepared proposed modifications to the Agreement which were circulated and further discussed and reviewed with the Board. The more substantive changes provided in the Amended Agreement include the following: a. The Board Liaison position has been restructured and changed to the Board Executive Administrator position. This position is a Hoosier employee position reporting directly to the Board. The Board Executive Administrator position has been specifically added to the agreement and provides that the Head of Schools and K12 local administrative team are contractually obligated to coordinate and communicate with the Board Executive Administrator on all matters of the Hoosier school corporation operations, including compliance with the Amended Agreement, compliance with the Charter Agreement, and charter school operations and staffing (Section 6.4). Conforming changes have been made in the Amended Agreement to provide additional specific authority for the Board Executive Administrator. b. Added provisions to allow a means to negotiate a change of employee status from one entity to the other (Section 6.1.2), and made conforming changes throughout Section 6.c.A requirement for regular reporting to the Board the status of all grants solicited or received has been added (Section 2.5.1 and Section 5.6.1).d.Provision for implementing improvements as may be identified in the annual evaluation of K12 performance have been added (Section 2.7).e.Changes are made to provide for the coordination of all communications with the Office of Charter Schools (Section2. 11). f.Added provisions for review and confirming on-going alignment of curriculum to Indiana Academic Standards (Section 3.1).g.Added or enhanced provisions for document retention and availability requirements (Section 3.3).h.Clarified provisions to retain minimum level of working capital requirements (Section 5.4 and Section 5.5.3).i.Added provision for monthly review of the number of students assigned to each teacher to confirm compliance with agreed upon student to teacher ratio (Section 6.5).j.Eliminated termination penalty (Section 7.3).

3. Describe the current condition of the school's facility, and its capacity to serve students. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement? Insight School of Indiana is a virtual school; however, the administrative and operational support staff report daily to the Hoosier Indianapolis learning center located at 5650 Caito Dr, Indianapolis, IN 46226. The administrative office moved in-between SY2018-2019 and SY2019-2020, partially in efforts to be able to quickly respond to the needs of the leadership/teacher team, students and parents/families at the Hoosier Indianapolis Learning Center. The Hoosier Academy Board works with legal counsel, K12 finance, and K12 leadership to understand the needs for the facilities as well as to set the terms and agreements of the lease. Through discussions, active board

involvement, and through the executed agreements, the board oversees the terms of the lease agreement.

4. If any organizational deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

The Hoosier Academy Board received a conditional one-year renewal letter from the authorizer, which outlined conditions that must be met during SY2019-2020. A response with actionable steps was submitted to the Executive Director on August 27,2019.

5. (OPTIONAL) Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable.

Insight School of Indiana is a virtual school model and all instruction, clubs, and informational sessions are conducted virtually. Mandated state testing requires the parent to transport their child(ren) to testing sites selected with in a 50 mile radius of their permanent residence. Parents/families that identify that they may need transportation to testing sites can request assistance.

Financial

1. In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9).

School allocations are dependent on the General Education Funding per pupil per diem and restricted funding sources. Currently, Insight School of Indiana has an enrollment of 937 students. The 2018-2019 total allocation for Insight from both restricted and general funds was \$5.85 million. based on the 811 student enrollment as of September 2018. Current, anticipated 2019-20 total funding is \$6.609 million. With the enrollment cap of 1000 each year, our funding has remained consistent and stable. This stable funding allocation allows the school to maintain consistent staffing and programming. Out of the total operational funding, the largest allocation is for personnel with all positions being back-filled when resignations occur in order to appropriately support academics. The Insight School of Indiana has maintained consistent overhead costs, with non- operational funding remaining static. As a Title I school, Insight has utilized Title I funds towards Interventionists' salaries to help support the academic needs of students. Funding allows employment of two full-time Interventionists for the 2019-2020 school year. Those provide a multitiered system of support (MTSS) for identified students. Insight also provides teacher-led English/ Language Arts and Math lab classes for high school students to receive remediation, if they did not pass state assessments (ISTEP/ILEARN). Advisors are assigned as homeroom teachers and meet with students weekly. They provide open office hours, where students can seek help and ask questions about courses. Advisors monitor student progress and send regular communications to students about test reminders, study strategies, and time management skills. Federal IDEA funding has been allocated to fund administrative support positions which include School Psychologist, Related Services Coordinator, and Case Conference Coordinator. These positions are vital for the identification, service delivery, and support of the special education population. State funding, generated by December 1st special education student count, is directed to Special Education instructional staff.

2. If any financial deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

A fiscal audit was performed by the Donavon Accounting Firm and findings were found. The corrective actions have been addressed and responses submitted. Please see attached Audit Findings. Our Finding: The School was unable to locate receipt books for the period under review

prior to November 30, 2016. Only master receipts, which are used to accumulate individual receipts into a total deposit amount, were available. For 3 of the 25 receipts tested, the receipt did not include a date that would allow us to determine if the funds were deposited in a timely manner. For 5 of the 25 receipts tested, the receipt did not show the form of payment (cash, check, etc.) Per review and discussion with school personnel, it was determined that the School was not in compliance with either of the minimum internal control requirements as set forth by IC 5-11-1-27. Corrective Action: Additional processes have been instituted to ensure that cash receipts are available and able to be matched to master receipts. Cash receipts will now include the master receipt number to better allow for matching. Master receipts will now include cash receipt numbers. Deposits will be made the next business day following receipt of funds. Developing procedure and training plan to ensure that IC 5-11-1-27, Part (g) is met and in place for FY 2018. There were no audit findings for 2018-2019.

Attachment Organizational and Financial Diagnostic

Please list any comments for this section below with attachments, if applicable.

ATTACHMENTS

Attachment Name

Alla	Cililetti Nattie
	Audit Finding and Response to Corrective Action S18
PDF	Audit Report Full
PDF	BSU Condition 6 CTE Senior Pass Rate
PDF	EMO Questionnaire
PDF	EMO Timeline Development and Implementation
PDF	EMO Work Session PowerPoint
\blacksquare	Financial Performance Framework Dashboard
PDF	Hoosier Academy Fiscal Policies and Procedures
	Hoosier Insight_MAY_Financial_Forcase_5-14-19
PDF	Insight Form 9 - Financial Report
PDF	Insight School of Indiana - Charter Agreement 2016-2019
PDF	K12 - FY20 Pricelist
\blacksquare	Six Month Rep
PDF	Work Session Preparation

FINANCIAL DASHBOARD

Guidelines for Completing the Financial Dashboard

Using the Financial Dashboard:

- a. Download the Financial Dashboard.
- b. Complete your institution's financial framework indicators using the Financial Dashboard.
- c. Upload your completed Financial Dashboard in the attachment area below.
- d. You may enter an optional narrative about your Financial Dashboard below. If you do not have an optional narrative, enter N/A.

Our total budget for Insight is \$5,847,152.85 based upon the restricted, basic, and complex funding sources. This funding is based on the 955 students enrolled at Insight. The Annual Principal, Interest, and Lease Payments paid are \$3,095.00. The debt to asset ratio is one. Our current assets are worth \$797,799.33 and our current liabilities are \$474,234,53. Attachments: Enrollment ^Enrollment Diagnostic ^Fiscal Dashboard ^Forecast Budget for the Insight for the 2018-19 School Year ^Form 9 Certification for Insight ^Fund Raising Policy ^Price List for Our Classes K12 ^

ATTACHMENTS



Fiscal Dashboard

Fiscal Policy

Forecast Budget for Insight for the 2018-19 School Year

Form 9 Certification for Insight

Price List for our Classes K12

Attachment Summary

Attach	ment Name	Description	Associated Item(s)
PDF	Academic Excellence Framework Overivew SY20		•
	Audit Finding and Response to Corrective Action S18	Audit Finding and Response to Corrective Action - Conducted by Ball State	•
PDF	Audit Report Full	Audit Report Full	•
PDF	Bi-Weekly Data Reflection - Guide for Teachers		•
PDF	BSU Condition 6 CTE Senior Pass Rate		•
PDF	Compass Data		•
PDF	CTE - Pathways		•
PDF	EMO Questionnaire		•
PDF	EMO Timeline Development and Implementation		•
PDF	EMO Work Session PowerPoint		•
PDF	Enrollment and Demographic Overview		•
PDF	Family Engagement Team Description		•
	Financial Performance Framework Dashboard		•
	Fiscal Dashboard	Fiscal Dashboard	•
	Fiscal Policy	Fiscal Policy adopted August 2018	•
	Forecast Budget for Insight for the 2018-19 School Year	Budget for Insight for the 2018-19 School Year	•
PDF	Form 9 Certification for Insight	Form 9 Certification for Insight - Report is an online report from our former accounting agency Book Keeping Plus.	•
PDF	Graduation Coach - Role and Responsibilities		•
PDF	Hoosier Academy Fiscal Policies and Procedures		•
	Hoosier Insight_MAY_Financial_Forcase_5-14-19		•
PDF	Insight BSU Academic Performance Framework		•
PDF	Insight Form 9 - Financial Report		•
PDF	Insight School of Indiana - Charter Agreement 2016-2019		•
PDF	ISIN - Vision and Mission		•
PDF	K12 - FY20 Pricelist		•
PDF	K12 SE Audit Results YoY Comparison		•
PDF	Price List for our Classes K12	K12 Price List for Classes	•
	Six Month Rep		•
PDF	Student Support Program SY19		•
PDF	Student Support Program SY20		•

ENROLLMENT AND DEMOGRAPHIC OVERVIEW

A. Provide the enrollment and demographic information for the current school year.

2019-20 ENROLLMENT & DEMOGRAPHIC INFORMATION								
	#	%						
Total Enrollment	Enrollment 872							
# of Students on Waiting List								
Gender								
Male	391	44.84%						
Female	481	55.16%						
Ethnicity/Race								
White	524	60.09%						
Black	119	13.65%						
Hispanic	57	6.54%						
Asian	4	0.46%						
Native American	5	0.57%						
Other	163	18.69%						
Special Populations								
Students with IEPs	166	19.04%						
English Language Learners	24	2.75%						
Homeless Students	1	0.11%						
Eligible for Free and Reduced Lunch	524	60.09%						

B. Provide enrollment information for length of current charter contract (ADM count). This can be copied and pasted from the IDOE COMPASS website (https://compass.doe.in.gov/dashboard/overview.aspx)

	2014-15	2015-16	2016-17	2017-18	2018-19
Total Student Enrollment			663	766	793

C. Provide the student attendance information for the length of the charter contract. This can be copied and pasted from the IDOE COMPASS website

(https://compass.doe.in.gov/dashboard/overview.aspx)

			Year 1	Year 2	Year 3
Grade	2014-15	2015-16	2016-17	2017-18	2018-19
K					
1					
2					
3					
4					
5					
6					
7			97%	92.8%	*
8			95.5%	92.1%	*
9			95.4%	88.5%	*
10			94.6%	86.7%	*
11			93.1%	85.5%	*
12			92.8%	86.4%	*
12+/Adult			N/A	82.3%	*
All Grades			94.4%	87.7%	*

^{*}Data not available – IDOE Compass

D. Provide the number and percentage of students eligible for special education by eligibility category for the length of the current charter contract based on each school year's December 1 count..

					Ye	Year 1		ar 2	Year 3		
	2014-15		2015-16		201	2016-17		2017-18		2018-19	
	#	%	#	%	#	%	#	%	#	%	
Autism Spectrum Disorder					11	1.66	11	1.43	21	2.64	
Blind of Low Vision					1	.15	0	0	0	0	
Cognitive Disability					9	1.35	6	.78	17	2.14	
Deaf of Hard of Hearing					0	0	1	.13	1	.13	
Deaf-Blind					0	0	0	0	0	0	
Development Delay (early childhood)					0	0	0	0	0	0	
Emotional Disability					27	4.07	22	2.87	26	3.27	
Language or Speech Impairment					14	2.11	15	1.96	12	1.51	
Multiple Disabilities					0	0	0	0	0	0	
Orthopedic Impairment					3	.45	3	.38	1	.13	
Specific Learning Disability					65	9.80	64	8.24	56	7.06	
Traumatic Brain Injury					1	.15	0	0	0	0	
Other Health Impairments					26	3.92	20	2.57	26	3.27	

E. Provide the number and percentage of ELL students for length of the current charter contract. This can be copied and pasted from the IDOE COMPASS website (https://compass.doe.in.gov/dashboard/overview.aspx)

ELL STUDENT POPULATION CHART									
				Year 1 Year 2					ar 3
2014-15		2015-16		2016-17		2017-18		2018-19	
#	%	#	%	#	%	#	%	#	%
				10	1.5	3	.4	4	.5

F. Provide the number and percentage of homeless students for length of current charter contract.

HOMELESS STUDENT POPULATION										
				Yea	ar 1	Yea	ar 2	Yea	ar 3	
2014-15		2015-16		2016-17		2017-18		2018-19		
#	%	#	%	#	%	#	%	#	%	
				7	1.05	11	1.43	8	1.0	

G. Provide the number and percentage of High Ability students for length of current charter contract.

HIGH ABILITY STUDENTS									
				Yea	ar 1	Yea	ar 2	Yea	ar 3
2014-15		2015-16		2016-17		2017-18		2018-19	
#	%	#	%	#	%	#	%	#	%
				7	1.05	7	.91	7	.88



POCKET ACADEMIC EXCELLENCE FRAMEWORK

All students will achieve 1 year's academic growth

INSTRUCTION

- Small group, targeted instruction. Limit "general" sessions
- Instructional Maps aligned to essential standards that inform targeted instruction plan
- RTI/MTSS plan for students who have demonstrated that Tier 1 instruction has not been effective, including referral and monitoring processes
- Special Programs considered in instructional model
- Credit Recovery Plan (HS)

ASSESSMENT

- Select a norm-referenced growth measure tool (NWEA, STAR360)
- Administer BOY, MOY, EOY to all students grades 2-11 with a 95% participation goal
- Accommodations for eligible students are implemented for each assessment
- Administer formative assessments (interim or benchmark) up to two times a year in between the norm-referenced growth measure administrations for all students in Math, ELA and state tested subjects

CULTURE AND STAFFING

- Student engagement plan
- Family communication plan for key events (testing, F2F events, etc.)
- Onboarding Plan (beginning and mid-year)

DATA DRIVEN INSTRUCTION

- Determine school and individual goals, and focus data meetings around them
- Set data meeting schedules and protocols for every level (HOS>AA>teachers)
- Set action items and follow up

OBSERVATION AND FEEDBACK

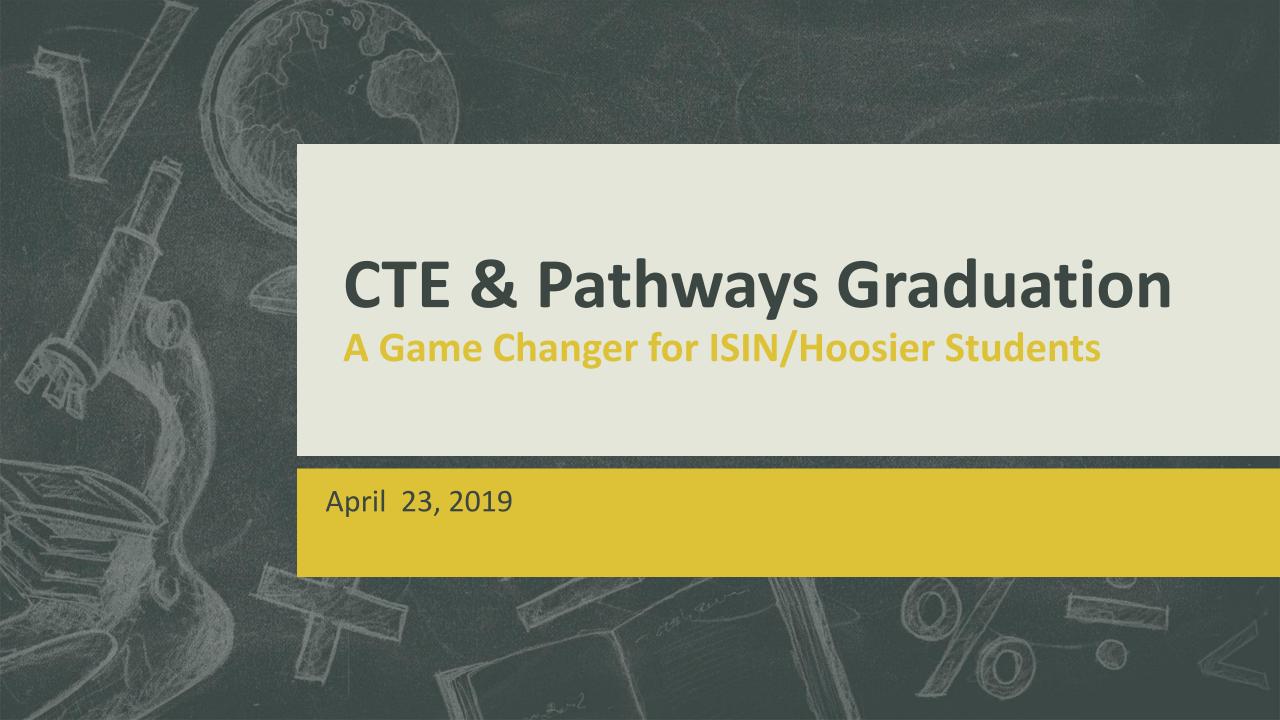
- Block out time for informal and formal observations
- Use Instructional Coaches as a resource.
- Ensure evaluation processes and schedules align with state and/or authorizer expectations

PROFESSIONAL DEVELOPMENT

- Be intentional about school-wide PD.
- Don't make it a "one and done." Follow up.
- Have a new teacher training plan
- Encourage individual PD for teachers around their goals
- PD and training are not the same thing







WHY Pathways Graduation?

- State law & DOE-mandated with cohort 2023; available for 2019-2022 cohorts
- Allows students to customize their graduation requirements to align with their postsecondary and life goals.
- Eliminates student frustration and demoralization in taking a test repeatedly with little hope of passing.
- By 2020, 65 percent of all jobs in the economy will require postsecondary education and training beyond high school. (Georgetown University Public Policy Recovery)
- Fits our mission/vision: To graduate successful and productive career-minded students who are prepared for workforce.
- Bottom Line: we want to send our graduates into the world with real credentials and real skills, not just a diploma.

Pathways to Graduation - Steps 72





HIGH SCHOOL DIPLOMA CREDITS (Choose One)

- Core 40
- General
- Honors or Technical (if earned at another school)





EMPLOYABILITY SKILLS (Choose One)

- Work-Based
- Service-Based
- Project-Based

3



POSTSECONDARY READINESS (Choose One)

- Industry Certification
- ASVAB
- ACT/SAT
- Dual Credit Courses
- Six Credits of Concentrator Courses: Business, IT, Healthcare, Hospitality and more

Key Components for Employability Experience (Student choose one)

Service-Based:

- Integrated with academic experience
- Reflects a large issue
- Collaboration of students, school and community

Work-Based:

- Agreement and plan developed by mentor and student
- Authentic work
- Structured learning experiences
- Culminating assessment and skills

Project-based

- Confronts challenging problem
- Authentic
- Student's voice and choice
- Reflection, critique and revision
- Public product (must be shared and matter to others besides the student)

What is CTE?

- Career Technical Education programs are changing, evolving and innovating to better serve the country's needs. Formerly called vocational education, and got a "bad rap."
- CTE is preparing students of all ages to help drive America's success and vitality
- Further, it is creating an educational environment that integrates core academics with realworld relevance
- CTE is leading this change, transforming expectations and making a difference for students, for secondary and postsecondary schools, for businesses and industry—for America.
- Encompasses
 - 12.5 million high school students
 - Includes high schools, career centers, community and technical colleges, four-year universities and more
- Educates students for a range of career options

Avoiding Dropout

- Our country loses 1.2 million students to high school dropout, an average of one every 26 seconds.
- Yet the social costs are even more sobering. High school dropouts cost society approximately \$8 billion annually in welfare, social services, criminal justice, and lost tax revenue.
- High school completion has grown in importance in the past half century
- Nearly one in every three students who start high school in the ninth grade fails to complete the 12th grade within four years.
- Literally millions of young people are out of school and alarmingly ill prepared to compete in the 21st century workforce and economy
- CTE courses are added to student schedules, the risk of drop-out decreases.



Career Technical Education (CTE) is a proven strategy that expands options for learners, empowers them to choose a meaningful and sustainable career, and prepares them with real-world skills for success in college and careers. Through hands-on learning, engagement with industry experts and rigorous academic and career-focused coursework, CTE is learning that works for Indiana's students – and its economy.

CTE Works for Learners in Indiana

CTE Enrollment¹

High School Graduation

165,205

High School

28,386

Postsecondary

87%

Indiana Average²

96%

CTE Concentrators³

Outcomes for Learners in Indiana4

97%

high school CTE graduates enrolling in college, enlisting in the military or working within six months

58%

postsecondary CTE students staying enrolled and/or transferring

28%

postsecondary CTE students earning a credential, certificate or degree

100%

postsecondary CTE graduates placed in careers or further training within six months

Final Course and Pathway Selection



Timeline: Past, Present and Future – Phase In

Past

- Business
- Entrepreneurship
- Accounting
- Marketing
- Planning for Careers & College
- Computer Literacy/
 Computer Fundamentals

Now: Spring 2019

- Pilot Pathway Graduation for 11 students
- Selected by counselors based on ISTEP status and previous coursework
- Offering Capstone Course
- Students will create portfolios and have employability experiences

Fall 2019 - Spring 2022

- New Pathways added: Health Science, Hospitality and Human Services, and IT.All Course names changed to mirror IDOE names
- Additional Pathways to be added as resources are available.
- Pathways is encouraged but remains optional for these cohorts

Spring 2023 & Beyond

- Requirements change
- Pathways are mandatory for all students
- Course concentrators are changed from 6 intro/foundation credits to two advanced courses.

Proposed potential CTE Pathways at Insight/Hoosier for Fall 2019 (Actual will depend on student interest and staffing).

Cluster: Health Science

Health Science: Biomedical

Health Science: Biotechnology

Health Science: Dietetics and Nutrition

Health Science: Health Science Specialist

Health Science: Nursing

Health Science: Pharmacy

Cluster: Hospitality/Human Services

Culinary Arts

Hospitality Mgmt

Human/Social Services

Cluster: Computer Science

Information Technology: Computer Science

Cluster: Business and Marketing (Already available)

- Accounting and Finance
- Business Management
- Entrepreneurship
- Marketing Management
- Marketing Mgmt Sport and Entertainment Marketing

Proposed Courses that count on pathways 2019 – 2022

(Again, actual offerings dependent on staffing and student interest).

Existing:

- Exploring College and Career
- Digital Applications (formerly Computer Literacy & Computer Fundamentals)
- Intro to Business
- Intro to Marketing
- Intro to Entrepreneurship
- Accounting

New:

- Interpersonal Relationships
- Nutrition & Wellness
- Introduction to Health Science Careers
- PLTW (Project Lead the Way) Principles of Biomedical Science
- Capstone Employability Experience

More to come in 2020!

Your Role – How can you help?

- 1. Be a culture changer show students and other parents enthusiasm and support for CTE/Pathways Graduation. Make Employability and Post-Secondary Readiness a positive change for our students.
- 2. Build community support wherever you go -- Talk it up in the community with your family and friends. If you know any businesses or organizations that would be willing to host a student, for a job shadow, internship or other opportunity, pass along their contact information to Connie, Amelia, or Elizabeth (Lamey).
- 3. Be a mentor at your place of work or non-profit organization. No experience or training needed. In order to provide students with an authentic experience, it is not recommended that students employability experience be conducted with own families.



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FAST Process - Start of School or New Cohort

Timeline to Follow if No Response/Continued Non-engagement and/or Truancy

	Tier 1		Tier 2		Tier 3		Tier 4				
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7	Day 8	Day 9	Day 10	Day 15
Teachers				Daily a	fter class: Send	email template	to all student w	ho missed class			
Advisors/ Counselor		Contact students daily via phone, email, text. Contact all numbers including family/friends.		Make referral to FAST							
FASL's & FEC					Setup conference with student/LC. Start BOT plan.	I	lents daily via ph numbers includir			If only engagement issue, work w/ FCL on engagement conference. Hold Conference	If no progress conduct Best of Interest Conference
FCL			Sends 3 day warning email		Sends 5 day warning email			Sends 8 day warning email; Adds to SPED list		Checks with SPED Director Re: MD Conference; Sends certified notification of expulsion letter. Set up Best Interest Expulsion Conference for 5 business days from today Contacts CPS, probation and the BMV.	Holds MD Meeting for SPED & then dependent on the MD, proceed/not proceed with expulsion. Hold Expulsion. Gen. Ed. Meeting Hold Best of Interest Expulsion Conference.

FCL Communications

Date	Number of 3 Day Warning Emails Sent		Number of 5 Day Warning Emails Sent	
8/17/18	93 ISIN	0 Indy	0 ISIN	0 Indy
8/20/18	82 ISIN	1 Indy	20 ISIN	0 Indy
8/21/18	40 ISIN	0 Indy	80 ISIN	0 Indy

Open FAST Referrals (As of 8/24/18)

Number/School:	Assigned to:
8 ISIN Referrals	FCL/Social Worker
3 Indy Referrals	Tier 2 – FASL
7 ISIN Referrals	Tier 2 - FASL

Pulse Check Surveys

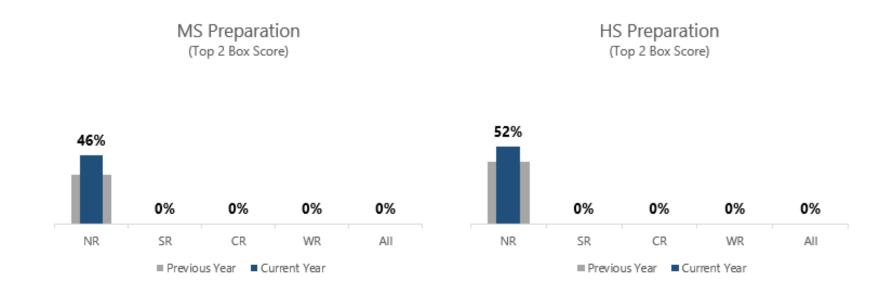
2 Surveys Sent Out on 7/30/18 & 8/20/18

Survey 1 = 239 Responses; 66 Requested Follow-ups

Survey 2 = 208 Responses; 43 Requested Follow-ups

Positives:

- ISIN improved preparation satisfaction by 11% from the previous School Year at this time of the year.
- Indy improved overall satisfaction by 6% from the previous School Year at this time of the year.



HOOSIER ACADEMY, INC.

Resolution No. 2018-25

Resolution to Adopt Insight School of Indiana Vision and Mission Statements

November 20, 2018

WHEREAS, the Board of Directors of Hoosier Academy, Inc. ("Corporation") deems it to be prudent and in the interest of the Corporation to update the Vision and Mission Statements for the Insight School of Indiana ("ISIN") to guide the school and employees in fulfilling their duties and responsibilities; and

WHEREAS, the Head of Schools and school administration have worked to develop Vision and Mission Statements that reflect the values and objectives of ISIN; and

WHEREAS, the Board of Directors has reviewed and considered the ISIN Vision and Mission Statements in the form attached hereto as <u>Exhibit A</u> and deems it in the interest of the Corporation to adopt the Vision and Mission Statements as presented.

IT IS THEREFORE RESOLVED that the attached Vision and Mission Statements are approved and adopted by the Corporation for the Insight School of Indiana.

voice voie:	
Ayes:	No:
Date:	
Certification of Board Secretary:	

Voice Votes

EXHIBIT A

INSIGHT SCHOOL OF INDIANA VISION AND MISSION STATEMENTS

INSIGHT VISION:

To graduate successful and productive career-minded students who are prepared for the workforce.

INSIGHT MISSION:

To provide educational and social support to all students regardless of circumstances. We believe that partnerships with parents, families, and the greater community contribute to student success as we strive to prepare our students for life beyond the classroom.



A Guide for Serving in an Advisor's Role.

- Kris Phillips, FEA

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New Students



Task	Template to Use	Deadline to Complete
STEP 1: Make initial connection call	"Student Connection Call" Template	10 days from the student's start date
STEP 2: Check & follow up to ensure student has logged in.	N/A	5 days from student's start date
Step 3: Encourage student to complete ORN course (welcome to online learning)	N/A	5 days from student's start date



Tools:

Use the "Proficiency checklist" to help the student/LC with onboarding.

Hybrid - To Do:

• Email Kris with the name, ID, and grade of student to be added to the Attendance Tracker. She will add student to the Google Doc for taking attendance on building days.

NOTES:

- FEC places new ISIN students in Advisor HR's. FEC notifies Jimmie & Ann to place new Hybrid students in HR's. Counselors handle coursing.
- FEC places new students in ORN courses and Orientation sessions.
- FASL's are monitoring ORN course completion and following up as well.

Proficiency Checklist for New Students



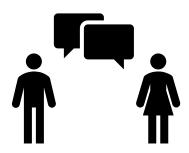


Yes	No	Onboarding Checklist	Additional Info
		Does the family have working dependable internet?	Ensure it is a valid carrier
		Does the family have a plan B? A place to go if their internet fails?	Ensure they can tell you the plan.
		Does the family have All Equipment Needed to attend class?	Computer, microphone
		Can the student and family log into BBC?	Need OLS link
		Can the student use the microphone?	Student understand that the student must use the microphone in class
		Can the student draw on the whiteboard?	
		Can the student write on the whiteboard?	
		Can the student use the chat?	
		Rules of chat have been reviewed	Chat is a privilege, Teachers will take this away it you are off task or if you write anything that is inappropriate. The Principal will enforce consequences if there are violations.
		Does the student and family know where to find class announcements and assignments?	OLS Schedule. Can they walk through the steps to get there?
		Does the family and student know who to contact when there are tech issues? Do they know that they must get a ticket number to give to HR teacher/advisor (email or call) for the date and times affected?	Contact K12 Support: ttp://help.k12.com or call support at 866-512-2273. Be sure to get a ticket number to give to your Advisor for the date and classes that were missed.
		Does the student and family understand what constitutes an excused Absence?	Understand all Public School Rules apply to Virtual/Hybrid School Only IDOE approved excused absences are accepted. A picture of Doctors notes must be emailed to the HR teacher/advisor in order for the absence to be excused.
		Attendance Rules reviewed?	All classes are required except after school help time (office hours)
		Student can log into Mindplay & Ascend	User name for all programs are the same
		Does the student and family know that the student must spend 30 min daily or 2 ½ hours weekly working on MP?	Explained and understood that the student has to finish and click on the submit button to receive credit for the time the student has spent in Mindplay.
		Does the student and family know that the student must spend 30 min daily or 2 ½ hours weekly working on AM?	Ascend time is logged from the time the student logs in to the time the student logs out
		Does the Learning coach know that 6 hours of attendance must be logged daily?	Students should attend all classes and should have 6 hours of attendance a day. Attendance includes time at home working on K12, Mindplay, Ascend, or reading book for classes or working on a project.
		Knows to view recordings for excused absences. This is the make up work and must be done. Can the student access recordings?	Go to: OLS Schedule, Click on the Class Connect and click on recording 4

Ongoing Students



Task	Template to Use	Deadline to Complete
Complete Enduring Connection Call	"Enduring Connection Call" Template	Starts 30 days after your initial connection call.
		Then 1x per month. (every 30 days)
No Email		



Can face-to-face interactions count as an enduring connection call?

Yes. As long as it is a one-on-one meaningful conversation, where you are building a relationship. You must still document using the Enduring Connection Call Template.

Pulse Check Survey Results – Follow Up



Task	Template to Use	Deadline to Complete
Respond to any Pulse Check Survey Results requiring responses	"Students First: Pulse Check Follow Up" Template	Results are received on a Friday. Responses are due the following Wednesday, COB.

FAST Referrals



WHO: Advisors/HR Teachers make FAST Referrals.

FAST Referral Forms:

Found on intranet under "Forms".

https://k12inc.sharepoint.com/sites/FAST/Lists/FASTTracker%20App/NewForm.aspx?Source=https%3A%2 F%2Fk12inc%2Esharepoint%2Ecom%2Fsites%2FFAST%2FLists%2FFASTTracker%2520App%2FHoosier%2Easpx&RootFolder=

FAST Tracker:

https://k12inc.sharepoint.com/sites/FAST/Lists/FASTTracker%20App/Hoosier.aspx

Example of Completed FAST Referral

All supporting details should be documented in TVS Notes as a running note prior to completing a FAST Referral.

	New	1
School Abby	Hoosier-Ind 🗸	Select School
Region	Northern Region	
StudentiD	2323232 Lookup	Enter Student ID
FamilyID		\
Student First Name *	Jane	
Student Last Name	Doe	Enter Name
Student Grade	4	•
Special Programs	Title 1 Chapter 1 Speech Services Special Education or Individual Education Plan STI (State Test Intervention) SES (Supplemental Educational Services) Response To Intervention Individual Literacy Plan English as Second Language ALP - Enrichable	Check any that apply
	ALP - Advanced/Gifted 504 Plan	
HR Teacher	Johnson, Brandon (Hoosier Teacher) x Assign to school email account	Enter your name
Lead Teacher *	Phillips, Kristina (K12) ×	Enter Phillips, Kristina (K12)
Is this a Students First/Pulse Check-related referral	V	
Is Student Truant *	No 😺	Mark if Truant
Teacher Comments	Student has been sent the Missed Class Email template on 8/9/18, 8/13/18, and 8/14/18. A voice call was left for the parent on 8/14/18. This student is attending some class connect sessions, but the parent has not logged any attendance. There has been zero response from the parent in attempts to contact.	
FASL Reason 1	No/Low Attendance to Required CC	Select a reason
FASL Reason 2	Training/Requested Support	1
FASL Reason 3	V	
FRC Reason 1		Select a reason
FRC Reason 2	V	30.000 0 1003011
FRC Reason 3		
FEC Reason	V	
WithdrawnDate		1
Save	Submit	Submit when finished

Good Example:

4 SY 18-19 Compliance Running Note-from referring teacher

Print

Date: 8/29/2018 8:33 AM GMT-04:00 Teacher Name Author:

About: Student Name

Template: Students First: Teacher Compliance Running Note -

FAST referral

Student has not logged in to a live class since starting at Hoosier on 8.20. I have been emailing LC and called on 8/28 to attempt to help the family problem solve why they cannot access live classes. Ultimately I referred them to K12's tech support via email on 8/27 and 8/28. I also suggested they call K12 yesterday morning (8/28) during our phone call in order to get Student to her live classes. LC appears to have not made the call and ignores requests for a help desk ticket number.

- Missed BBC Email sent: 8/27 Reading, 8/27 Math Class, 8/28 Reading, 8/28 Math, 8/29 Reading, 8/29 Math
- Student has not logged on to Study Dog this week (Week of 8/27) when emailed on this topic, LC sited trying to get into BBC all day as the reason for not completing the assigned work
- Student referred to FAST on 8/29 due to 6 missed live classes & not completing programs for the week.
- LC is scheduled to come in to the center at drop off on 8/30 to get assistance from Ann Semon and learn how to log in to live classes.

Truancy FAST Referrals



Task	Template to Use	Deadline to Complete
Monitor attendance daily. Follow up with student via phone/email/text/robodial on unexcused absences Document communications.	"Students First: Teacher Compliance Running Note" Template	Daily



loois

- 3-5-8 Day Notification Lists (linked on intranet in Functions then FAST)
- Daily Attendance Report (instructions and link on intranet in Functions then FAST) shows total days accumulated in the pivot table.

To Do:

- Advisors/HR Teachers attempt contact with student for each absence. All must be documented in TVS Notes using the running note template.
- If a student reaches 5 days truant, a FAST referral should be made for truancy.

NOTES:

 Advisors/HR Teachers will get daily emails from the FCL with links to the list of 3 day email notifications sent to students.

Engagement FAST Referrals



Task	Template to Use	Deadline to Complete
Monitor engagement through observation, data, and teacher feedback.	"Students First: Teacher Compliance Running Note" Template	Daily

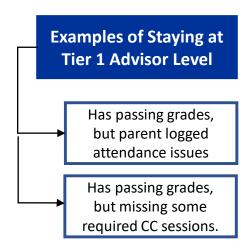


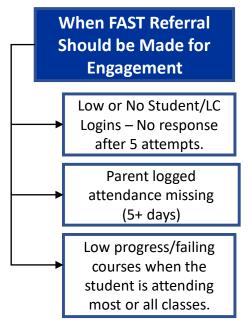
Tools/Guiding Questions:

- Mindplay/Ascend Math Reports Completing 2 ½ hours required each week? (ALL)
- OLS/LMS Student logging in and completing work? Parent logging attendance? Student passing grades? (ALL)
- Class/CC Sessions Student regularly MIA, not participating? (Teacher feedback)
- Academic Tracker to check for failing grades/low progress (<40%) 2x per week (7-12)
 (NOTE: Students with 0% grades would probably be truant)
- Total View Action Compare logins with Academic Tracker (7-12)

To Do:

 Educate and work with student/LC on study strategies, time management skills, attendance policies, etc. as needed. Much of the Tier 1 support can prevent a situation from escalating to a Tier II referral.





STUDENT SUPPORT

September 2019

Enhancements to the Advisor Model

- Family Academic Support Team (FAST) would change to **Student Support Services**.
- Job Titles within the Student Support Services Department would change from/to:
 Family Engagement Administrator (FEA)
 Student Support Administrator
 Family Academic Support Liaison (FASL)
 Family Resource Coordinator (FRC)
 Student Support Advisor
 Student Resource Coordinator
 Family Engagement Coordinator (FEC)
 Family Engagement Specialist
 Family Compliance Liaison (FCL)
 Family Attendance Specialist
- Advisors support students throughout all phases of the process, including developing a Student Support Plan.
- New SharePoint Referral reasons would be updated in the system to include reasons such as Absenteeism, Academic, Behavioral, Engagement, Learning Coach Support, Social Emotional Learning, Other.
- Referrals are made by Advisors in collaboration with other staff members, but reviewed by a committee, integrating it with the MTSS process.
- Weekly Student Support Committee Meetings to review referrals made.

Programmatic Improvements

Role	Truancy	Engagement			
Family Engagement Specialist	 New Student Orientations – Use Slide Decks Provided by K12 & Add Local Slides Invite new students to Orientation at Enrollment – coordinate with Enrollment Team. Discuss Attendance Policy & Consequences Conduct Live Orientations & Connect students to complete ORN – Welcome to Online Learning Course Connect referred LC's to Mentors/LC University. Coordinate events to connect families and create learning communities around the state. Send out monthly communications to connect families to policies, resources, and helpful tips 				
Student Support Advisor	 Personal call students at 3 days of absences Robocall students at 5 of absences. Make referrals to Support Services Team. 	 New Student Connection Call. Onboard new students – ensure ORN is completed. Make Strong Start calls. Build relationships – Contact at least once every 30 days. Teach 7 Mindsets weekly. Follow up on data and Daily Alert Reports. Make referrals and collaborate with Support Services Team. Implement BOT's with students as referred. Follow Engagement Guide. Recommend Final Engagement Conferences. 			
Family Attendance Specialist	 Send Email Notifications for 3, 5, 8 days of Absences. Send Support Services Team list of notifications. Notify of SpEd, 504, or EL students needing MD Conferences at 8 days of absences. Absenteeism Prevention: Hold "Attendance Matters" CC session for students referred by Support Services Team. Call LC's of students with 8 days of absences. Send 10 day certified letters for Truancy WD Conferences. Send robocall. Hold Truancy WD Conferences to Registrar and Student Support Administrator. 	 Hold Final Engagement Conference with Advisor and Administrator. Send Final Engagement Conference outcome recommendation to Student Support Administrator for approval. After approval of WD, Email/call LC with outcome. Send Engagement WD to Registrar. 			
Teachers	 Follow up on missing assignments, atternation 	cate, and connect with student via class, text, phone, F2F, etc. & document.			

Student Support Team - Example of Roles & Responsibilities

Advisor

- Build relationships
- Single point of contact
- Monitor progress and attendance
- Provide early intervention
- Make referrals when appropriate
- Collaborate with teachers and support staff

Teachers

- Instruction- build relationships in targeted, small group sessions
- Connect with students through text, phone, CC sessions, email, etc.
- Communicate course information
- Communicate grades, missing work, missing CC sessions
- Collaborate with advisor and student support staff

Students

Student Support Team

Student Support Administrator, Student Attendance Specialist, Student Resource Coordinator, Community Engagement Coordinator

Part of referral team and helps creates intervention plan Collaborate with advisor and/or teacher to provide early intervention and resources

Referral Team

Student Support Administrator
Academic Administrators
RtI/MTSS Coordinator
Counselor & Student Resource Coordinator
Special Programs Manager
504 Coordinator

SELF-REFLECTION
IS A DATA SUPERSTAR!
(Your name here)
Based on your instructional map, what were your standards of focus this week?
Which students did not master the standards?
What action steps will you take to provide remediation to these students?
TARGETED GROUP PLANNING
Which standard(s) should be the focus for small groups in the next two weeks?
Which students need remediated?
What resources or strategies could the team use to support student learning?

Compass Data

Graduation Data:

Graduates	16-17	17-18
# of 4-year Graduates	21 (17.2%)	35 (22.4%)
Dropouts	40 (32.8%)	88 (56.4%)
Waivers	12 (57.1%)	13 (37.1%)
Diploma Types:		
General	3 (14.3%)	5 (14.3%)
Core 40	18 (85.7%)	29 (82.9%)
Honors	0	1 (2.9%)
HSE	1	0

ISTEP+

ELA	16-17	17-18
Pass	38 (25.3%)	53 (39.8%)
DNP	112 (74.7%)	80 (60.2%)
MATH	16-17	17-18
Pass	(4.6%)	22 (16.4%)
DNP	144 (95.4%)	112 (83.6%)

ISTEP + Grade 10

ELA	16-17	17-18	18-19
Pass	26 (22.4%)	60 (34.3%)	42 (28.6%)
MATH	16-17	17-18	18-19
Pass	1.8%)	10 (5.8%)	5 (3.4%)

Source: compass.doe.in.gov

Special Education	2017	Gain/Loss compared to Gen Ed	2018	Gain/Loss compared to Gen Ed
Students tested ELA	23		13	
Median Growth	42.0%	+9.5	34.0%	+1.0
Students tested Math	25		14	
Median Growth	12.0%	-2.0	23.0%	+4.0
Free/Reduced Lunch	2017		2018	
Students tested ELA	86		89	
Median Growth	31.0%	-1.5	31.0%	-2.0
Students tested Math	87		92	
Median Growth	13.0%	-1.0	19.5%	+0.5
General Education	2017		2018	
ELA Median Growth	32.5%		33.0%	
Math Median Growth	14.0%		19.0%	

Special Education	2017	Gain/Loss compared to Gen Ed	2018	Gain/Loss compared to Gen Ed
Students tested ELA	23		13	
Performance pass rate	8.7%	-20.5	7.7%	-38.7%
Students tested Math	25		14	
Performance pass rate	0.0%	-5.6%	0.0%	-18.2%
Free/Reduced Lunch	2017		2018	
Students tested ELA	86		89	
Performance pass rate	26.7%	-2.5%	39.9%	+6.5
Students tested Math	87		92	
Performance pass rate	5.7%	+0.1%	18.5%	+0.3%
General Education	2017		2018	
ELA Performance pass rate	29.2%		46.4%	
Math Performance pass rate	5.6%		18.2%	

Hoosier Academy Network of Schools

Graduation Coach Job Description

Vision

To graduate successful and productive career-minded students who are prepared for the workforce.

Mission

To provide educational and social support to all students regardless of circumstances. We believe that partnerships with parents, families, and the greater community contribute to student success as we strive to prepare our students for life beyond the classroom.

Core Values

Hoosier Academies Network of Schools is committed to...

Students First
Educating, Supporting, and Empowering our Teachers, Staff, and Families
Safe Environment
Strong Community Relationships
Accountability

Purpose:

Graduating students is everyone's responsibility. Achieving school completion must be a diversified effort targeting the individual challenges that are unique to each member of a school's at-risk population. Graduation has a greater chance of occurring among the at-risk population when coordinated by an individual focused on supporting their challenges and removing barriers—a graduation coach. A graduation coach helps to support the culture of the community and works to establish connections with community members who have the ability to affect student success. The coach establishes strong relationships with at-risk students and helps them develop educational and career goals; they provide an opportunity for students to visualize a successful future. Graduation coaches support student self-efficacy

Reports:

The High School Graduation Coach is directly responsible to the principal or designee. The purpose of this position is to improve graduation rates for all population subgroups within the school.

Full Time Position with Benefits

Salary commensurate with experience

Essential Functions, Duties, and Responsibilities:

- 1.) Identify at-risk students:
 - Utilize the components of a profile of characteristics of potential dropouts developed by the Indiana Department of Education (IDOE) to identify high school students with a high probability of not graduating,

- Conduct an analysis that focuses on data for individual students and subgroups using the formative and K12 assessment data and metrics, and
- Employ School Improvement Data to guide, identify students, and assist with graduation.

2.) Develop School-Wide Support and Interventions:

- Work with students to develop a graduation and achievement plan to include the best program to meet academic and post-secondary goals;
- Coordinate a transition program for 9th graders to successfully adapt to the rigor of high school;
- Work with faculty and administrators to develop a grade recovery program and to differentiate instruction to meet the needs of identified at-risk students;
- Help identify at-risk students; assess school and student needs; and develop and coordinate appropriate interventions
- Attend and redeliver as appropriate all required High School Graduation Coach training provided by the Indiana Department of Education, and/or other collaborative partners.

3.) Generate School Support and be a part of the Graduation Career and College Readiness (CCR) Team:

- Collaborate with a school's existing leadership team
- Actively participate in our Graduation (CCR) Team (Members include but are not limited to: administrators, teachers, advisors, counselors, and the CTE Coordinator), our TACPAC team that includes parents, Data Teams with staff, and Staff Teams

4.) Provide Direct Service and Case Management:

- Develop and implement individual, small group, and whole school intervention and prevention strategies to increase the likelihood that students will stay in school and graduate;
- Work with students and faculty to assist in the development of an education and career plan (e.g., Career and Technical Pathways for graduation) to include the best program of study to meet academic, graduation, and post-secondary goals.
- Assist, arrange, and monitor internships, apprenticeships, project and service-based learning to help fulfill Indiana Department of Education (IDOE) graduation requirements.
- Maintain a data base of students and their pathways.
- Coach and provide assistance to help students maintain employment
- Prepare students for interviewing.

5.) Develop Transition Programs and Vertical Teams with Elementary and High Schools:

- Collaborate with feeder middle school(s) to identify elementary school students at-risk of high school failure;
- Conduct and or participate in vertical team meetings among elementary, middle, and high school faculty and staff.
- Develop action steps to improve individual student and subgroup transition success rates.

- Collaborate with teachers, counselors, and/or advisors to assure the development of transition programs for 8th graders to help students successfully adapt to the high school experience and the rigor of high school.
- 6.) Develop Relationships with Parents/Guardians, Community Organizations, and Other Resources:
 - Connect individual students and their parents/guardians with community organizations and programs, such as Communities in Schools, Family Connections, Georgia College 411, as well as area technical colleges;
 - Develop or work with local mentoring programs, business and/or community partners to connect individual students with mentors: and
 - Provide support and outreach to parents/guardians of students identified as being at risk of not graduating.

7.) Assessment and Reporting:

- Track the progress of individual students and school subgroups as they progress toward graduation;
- Conduct and analyze on-going formative and summative evaluation data of program effectiveness;
- Provide and submit reports to the Department of Education and Communities in Schools as scheduled and requested.

State Testing

- Assist Site Leads in preparation for state standardized testing (phone calls, materials pick-up, materials drop off, etc.).
- Travel to assigned location (s) to administer state standardized testing.
- Administer make-up tests as needed to support Hoosier Academies in reaching the goal of 95% participation.

Qualifications:

- 1.) Hold or be eligible for any Indiana State Teaching license, and/or hold a Bachelor's degree in psychology, education, social work or related field.
- 2.) At least three years of experience working with students at any level.
- 3.) Successful experience working with at-risk students.
- 4.) Working knowledge of appropriate strategies for reducing behaviors that put students at risk of not graduating from high school. Works calmly in challenging situations
- 5.) Ability to analyze, develop, implement, and track intervention plans and strategies.
- 6.) Ability to work well with students, parents, staff, and the community. Maintains accessibility to students, families, and other stakeholders
- 7.) Ability to manage and analyze/disaggregate student test data. Collects, analyzes, and uses data

- 8.) Strong computer knowledge of various software programs for entering, retrieving, presenting, and reporting data including Microsoft office suite.
- 9.) Strong communication skills, both verbal and written.
- 10) Maintains confidentiality
- 11) Advocates and assists at-risk students Demonstrates persistence
- 12) Supervises students effectively
- 13) Demonstrates knowledge of alternative education opportunities and community resources
- 14) Demonstrates knowledge of school/system policies
- 15) Demonstrates a willingness to participate in the school community (e.g., attends staff meetings, communicates with counselors, and attends applicable extracurricular events)

Additional Requirements:

The Coach must be able to perform tasks involving sitting, standing, and walking for prolonged periods of time. Vision, hearing, written, and verbal communications are essential functions in performing required tasks, duties and responsibilities.

Professional Development

Travel to and participate in weekly staff meetings and professional development sessions.

Other

- Follow the PTO Policy and Procedures.
- Be willing to participate in various Task Forces and Committees.
- Fulfill any other duties as assigned.

SECTION 1. ACADEMIC QUALITY

Overview of Academic Quality Components

The Academic Quality Framework consists of six components. Within each component, there are defined **Quality Indicators** (QI) and **Informative Indicators** (IN), and associated targets. **Quality Indicators** will be the primary factors used for renewal and monitoring purposes. **Informative Indicators** provide a deeper examination of a school's programming, and enhanced context to the **Quality Indicators**. **Informative Indicators** may be used in corrective action monitoring plans.



	2016-17 Rating	
	QI 1.1.a. Are students making expected growth based on the school's median student growth percentile (SGP) in ELA? (Grades 4-8 only)	Falls Far Below
Student Progress Over	QI 1.1.b. Are students making expected growth based on the school's median student growth percentile (SGP) in Math? (Grades 4-8 only)	Falls Far Below
Time (Growth)	QI 1.1.c. Are the lowest-performing students in the school making expected growth based on the median student growth percentile (SGP) of the lowest quartile of students in ELA? (Grades 4-8 only)	Needs Improvement
	QI 1.1.d. Are the lowest-performing students in the school making expected growth based on the median student growth percentile (SGP) of the lowest quartile of students in Math? (Grades 4-8 only)	Falls Far Below
	Falls Far Below	
	assessments in ELA? QI 1.2.b. Are students in grades 3-8 achieving proficiency on state assessments in Math?	Falls Far Below
Student	QI 1.2.g. Are students performing well on state assessments in ELA in comparison to other schools in the district, as measured by ISTEP?	Not Applicable
Achievement (Proficiency)	QI 1.2.h. Are students performing well on state assessments in Math in comparison to other schools in the district, as measured by ISTEP?	Not Applicable
	QI 1.2.i. Are students in grades 3-8, who have been enrolled at the school for at least 3 years, achieving proficiency on state assessments in both math and ELA?	Not Applicable
	QI 1.2.j. Are students achieving proficiency on IREAD-3 assessment? (Grade 3 only, Spring Test)	Not Applicable
State Accountability	QI 1.3.a. Is the school meeting acceptable standards according to the A-F Accountability Label?	Falls Far Below



College &	QI 1.4.f. Are students graduating from high school?	Falls Far Below
Career		
Readiness		

1.1 STUDENT PROGRESS OVER TIME (GROWTH)

QI 1.1.a. Are students making expected growth based on the school's median student growth percentile (MGP) in ELA? (Grades 4-8 only)						
Exceeds Standard:						
ine median SGP	of the school is at leas	St 66.				
Meets Standard:						
☐ The median SGP	of the school is at leas	st 50 and less than 66).			
Needs Improvemen	nt:					
☐ The median SGP	of the school is at leas	st 35 and less than 50).			
Falls Far Below Standard:						
☐ The median SGP of the school is less than or equal to 34.						
2016-17						
33						

percentile (MGP) in Math? (Grades 4-8 only)
Exceeds Standard: ☐ The median SGP of the school is at least 66.
Meets Standard:☐ The median SGP of the school is at least 50 and less than 66.
Needs Improvement: ☐ The median SGP of the school is at least 35 and less than 50.
Falls Far Below Standard: ☐ The median SGP of the school is less than or equal to 34.

2016-17					
14					

QI 1.1.c. Are the lowest-performing students in the school making expected growth based on the median student growth percentile (MGP) of the lowest quartile of students in ELA? (Grades 4-8 only)

_			_				
Hv.	COL	വ	cl	ta	nd	ara	

☐ The median SGP of the lowest 25 percent of students in the school is at least 66.

Meets Standard:

☐ The median SGP of the lowest 25 percent of students in the school is at least 50 and less than 66.

Needs Improvement:

☐ The median SGP of the lowest 25 percent of students in the school is at least 35 and less than 50.

Falls Far Below Standard:

☐ The median SGP of the lowest 25 percent of students in the school is less than or equal to 34.

2016-17	Year 2	Year 3	Year 4	Year 5
44				



	west-performing st t growth percentile		0 1	
Exceeds Standard:				
☐ The median SGP	of the lowest 25 perce	ent of students in the	school is at least 66.	
Meets Standard:				
☐ The median SGP	of the lowest 25 perc	ent of students in the	school is at least 50	and less than 66.
Needs Improvement ☐ The median SGP	nt: of the lowest 25 perc	ent of students in the	school is at least 35	and less than 50.
Falls Far Below Sta ☐ The median SGP	ndard: of the lowest 25 perc	ent of students in the	school is less than o	r equal to 34.
2016-17	Year 2	Year 3	Year 4	Year 5
18.5				
	ool's top performing odel and reported thi			-
Exceeds Standard:				
	of the top performing	students in the school	ol is at least 66.	
Meets Standard: ☐ The median SGP	of the top performing	g students in the scho	ol is at least 50 and l	ess than 66.
Needs Improvement ☐ The median SGP	nt: of the top performing	g students in the scho	ol is at least 35 and l	ess than 50.
Falls Far Below Standard: ☐ The median SGP of the top performing students in the school is less than or equal to 34.				al to 34.
2016-17	Year 2	Year 3	Year 4	Year 5
35				
IN 1.1.f. Are the school's top performing 75% makes expected annual growth in Math, as measured by Indiana's Growth Model and reported through Student Growth Percentiles (MGP)?				
Exceeds Standard:				
☐ The median SGP	of the top performing	students in the school	ol is at least 66.	
Meets Standard:	C-1 - C - 1	. 1 1	1: .1 .50 11	.1. 66
	of the top performing	g students in the scho	of is at least 50 and i	ess than 66.
Needs Improvement ☐ The median SGP	ı <i>t:</i> of the top performinş	g students in the scho	ol is at least 35 and le	ess than 50.
Falls Far Below Standard:				
☐ The median SGP	of the top performing	g students in the scho	ol is less than or equ	al to 34.
2016-17	Year 2	Year 3	Year 4	Year 5
11.5				



IN 1.1.g. Are student	ts achieving or exceed	ding target growth in	Reading as measured	1 by NWEA?	
Exceeds Standard:		_			
☐ More than 90% of	students are achieving	or exceeding target gro	wth in Reading as meas	sured by NWEA	
Meets Standard:					
	d less than 90% of stude	ents are achieving or ex	ceeding target growth	in Reading as	
measured by NWEA					
Needs Improvemen					
☐ More than 40% and measured by NWEA	d less than 60% of stud	ents are achieving or ex	sceeding target growth	in Reading as	
Falls Far Below Stand	dard:				
☐ Less than 40% of st	tudents are achieving or	r exceeding target grow	th in Reading as measu	ired by NWEA	
Year 1	Year 2	Year 3	Year 4	Year 5	
Not Applicable					
IN 1.1.h. Are studen	ts achieving or excee	ding target growth in	Math as measured by	y NWEA?	
Exceeds Standard:					
☐ More than 90% of students are achieving or exceeding target growth in Math as measured by NWEA					
Meets Standard:					
☐ More than 60% and less than 90% of students are achieving or exceeding target growth in Math as measured					
by NWEA					
Needs Improvement:					
☐ More than 40% and	d less than 60% of stud	ents are achieving or ex	ceeding target growth	in Math as measured	
by NWEA		· ·	0 0 0		
Falls Far Below Stand	dard:				
l .	tudents are achieving o	r exceeding target grow	th in Math as measure	d by NWEA	
Year 1	Year 2	Year 3	Year 4	Year 5	

1.2 STUDENT ACHIEVEMENT (PROFICIENCY)

QI 1.2.a. Are students in grades 3-8 achieving proficiency on state assessments in ELA?				
Exceeds Standard: ☐ At least 90 percent	of students met profici	ency on ISTEP ELA.		
Meets Standard: ☐ At least 80 percent	and less than 90 perce	nt of students met prof	iciency on ISTEP ELA.	
Needs Improvemen ☐ At least 70 percent Falls Far Below Stand	and less than 80 perce	nt of students met prof	iciency on ISTEP ELA.	
☐ Less than 70 percen	nt of students met profi	ciency on ISTEP ELA.		
2016-17	Year 2	Year 3	Year 4	Year 5
25.3				

Not Applicable



QI 1.2.b. Are students in grades 3-8 achieving proficiency on state assessments in Math? Exceeds Standard: ☐ At least 90 percent of students met proficiency on ISTEP Math. Meets Standard: ☐ At least 80 percent and less than 90 percent of students met proficiency on ISTEP Math. **Needs Improvement:** ☐ At least 70 percent and less than 80 percent of students met proficiency on ISTEP Math. Falls Far Below Standard: ☐ Less than 70 percent of students met proficiency in math and ELA. 2016-17 Year 2 Year 3 Year 4 Year 5 4.6 IN 1.2.c. Is the school achieving educational equity in regards to student proficiency on ISTEP ELA? Applies only to schools with 60% or more of all students passing Exceeds Standard: ☐ School has no more than 5% difference in the percent of students passing standardized tests amongst any racial and/or socioeconomic groups Meets Standard: ☐ School has no more than 10% difference in the percent of students passing standardized tests amongst any racial and/or socioeconomic groups **Needs Improvement:** ☐ School has no more than 15% difference in the percent of students passing standardized tests amongst any racial and/or socioeconomic groups Falls Far Below Standard: $\ \square$ School has more than 15% difference in the percent of students passing standardized tests amongst racial and/or socioeconomic groups Year 2 Year 3 Year 4 Year 5 Year 1 **Narrative Analysis:** IN 1.2.d. Is the school achieving educational equity in regards to student proficiency on ISTEP Math? Applies only to schools with 60% or more of all students passing Exceeds Standard: ☐ School has no more than 5% difference in the percent of students passing standardized tests amongst racial and/or socioeconomic groups. Meets Standard: ☐ School has no more than 10% difference in the percent of students passing standardized tests amongst racial and/or socioeconomic groups. **Needs Improvement:** \square School has no more than 15% difference in the percent of students passing standardized tests amongst racial and socioeconomic groups. Falls Far Below Standard: ☐ School has more than 15% difference in the percent of students passing standardized tests amongst racial and/or socioeconomic groups. Year 1 Year 2 Year 3 Year 4 Year 5



Narrative Analysis	:			
IN 1.2.e. Are Special	Education students i	n grades 3-8 achievir	ng proficiency on state	assessments in
ELA?		8	8	
Exceeds Standard:				
	of students met profic	iency on ISTEP ELA.		
Meets Standard:				
	and less than 90 perce	nt of students met prof	ficiency on ISTEP ELA.	
Needs Improvemen			To to tompo pro	
	and less than 80 perce	nt of students met prof	iciency on ISTEP ELA.	
Falls Far Below Stand		isioner on ICTED ELA		
	nt of students met prof		Voca 1	Year 5
2016-17	Yeur 2	Year 3	Year 4	Year 5
8.7				
	Education students in	n grades 3-8 achievin	g proficiency on state	assessments in
Math?				
Exceeds Standard:		COULD W 1		
	of students met profic	iency on ISTEP Math.		
Meets Standard:	and less than 90 nerce	nt of students met prof	iciency on ISTEP Math.	
Needs Improvement		ne or students met prof	referrey on 151 Et Mach.	
		nt of students met prof	iciency on ISTEP Math.	
Falls Far Below Stand		in or outdomes into pro-	ioreney on real 21 maon.	
	nt of students met prof	iciency on ISTEP Math.		
2016-17	Year 2	Year 3	Year 4	Year 5
0				
OI 1.2.g. Are stude	nts performing well	on state assessmen	its in ELA in compari	ison to other
	rict, as measured by			
Exceeds Standard:				
☐ School's average p	ercent proficient on EL	A exceeds the average p	performance of students	in the home district
by at least 15 percent	age points.			
Meets Standard:				
			average performance of	f students in the
	than 15 percentage poir	nts.		
Needs Improvemen		A :- ll +l		a tarah a hasar 1997 tarah
by less than 15 percer		A is below the average	performance of students	s in the nome district
Falls Far Relow Stand	<u> </u>			

☐ School's average point by 15 percentage point	•	A is below the average p	performance of studen	ts in the home district	
Year 1	Year 2	Year 3	Year 4	Year 5	
Not Applicable					

QI 1.2.h. Are students performing well on state assessments in Math in comparison to other schools in the district, as measured by ISTEP?

Exceeds Standard:



☐ School's average podistrict by at least 15		th exceeds the average	performance of student	ts in the home
Meets Standard:	<u> </u>			
	ercent proficient on Ma	th meets or exceeds the	average performance o	of students in the
	han 15 percentage poir		a, crage periormance	
Needs Improvemen				
_		th is holow the arrange	norformance of studen	ta in the home
district by less than 15		th is below the average	perior mance of studen	ts in the nome
Falls Far Below Stand		.1 . 11	C 1	1
		th is below the average	performance of studen	ts in the home
district by 15 percenta				
Year 1	Year 2	Year 3	Year 4	Year 5
		Not Applicable		
OI 1 2 i Ara ctudo	nte in gradae 2.0 wl	no have been enrolle	ad at the school for	at loagt 2 woons
				at least 5 years,
		ents in <u>both</u> ELA an	a matn?	
	schools without three years	s of data in tested grades		
Exceeds Standard:				
	of students met profici	ency on ISTEP ELA and	math.	
Meets Standard:				
☐ At least 80 percent	and less than 90 perce	nt of students met profi	ciency on ISTEP ELA ar	nd math.
Needs Improvemen	nt:			
-		nt of students met profi	ciency on ISTEP ELA ar	nd math.
Falls Far Below Stand	•	or students met pron	ereney en le l'El EEr al	
		ciency on ISTEP ELA ar	nd math	
			1	V
Year 1	Year 2	Year 3	Year 4	Year 5
	% of All Test Take	rs who were Enrolle	d 3 or more years	
OI 1 2 i Are studen	its achieving profici	ency on IREAD-3 ass	sessment? (Grade 3	only Spring Test)
	its demeving proner	ency on them 5 dos	sessment: (drade s	omy, opring rest,
Exceeds Standard:	1 .	LIDEAD	· · · · · · ·	
	non-exempt students p	assed IREAD assessmer	it on first attempt.	
Meets Standard:				
☐ Between 75% and	90% of non-exempt stu	dents passed IREAD as	sessment on first attem	ıpt.
Needs Improvemen	nt:			
_		dents passed IREAD as	sessment on first attem	int.
Falls Far Below Stand	-	delite pueseu IIIII de		.pu
		J IDCAD	. C	
		d IREAD assessment or		
Year 1	Year 2	Year 3	Year 4	Year 5
		2016-17		
IN 1 2 lz Ara student	ta domonatratina ara	do lovol proficionav ir	roading by the and	of the wear as
		de-level proficiency ir	i reading by the end t	of the year, as
-	, or another approved	i ineasure?		
Exceeds Standard:				
☐ More than 80% of	students are at or above	e the norm grade RIT so	core.	
Meets Standard:				
D M 11 F 00/	d less than 80% of stud	ents are at or above the	norm grade RIT score.	



Needs Improvemen	ıt:					
☐ More than 40% and less than 50% of students are at or above the norm grade RIT score.						
	Falls Far Below Standard: ☐ Less than 40% of students are performing at or above the norm grade RIT score.					
Year 1 Year 2 Year 3 Year 4 Year 5						
Not Applicable						

IN 1.2.l. Are students demonstrating grade-level proficiency in math by the end of the year, as measured by NWEA, or another approved measure?

Exceeds Standard:

☐ More than 80% of students are at or above the norm grade RIT score.

Meets Standard:

☐ More than 50% and less than 80% of students are at or above the norm grade RIT score.

Needs Improvement:

☐ More than 40% and less than 50% of students are at or above the norm grade RIT score.

Falls Far Below Standard:

☐ Less than 40% of students are performing at or above the norm grade RIT score.

Year 3

Not Applicable

Year 4

Year 5

1.3 STATE ACCOUNTABILITY

Year 2

Year 1

QI 1.3.a. Is the sch	QI 1.3.a. Is the school meeting acceptable standards according to the A-F Accountability Label?					
Exceeds Standard: ☐ School received an "A" according to the state grading system.						
Meets Standard: ☐ School received a "B" according to the state grading system.						
Needs Improvement ☐ School received a '	nt: "C" according to the stat	te grading system.				
Falls Far Below Standard: ☐ School received a "D" or "F" according to the state grading system.						
2016-17	Year 2	Year 3	Year 4	Year 5		
F						

1.4 COLLEGE AND CAREER READINESS

IN 1.4.a. Are student NWEA reading scores in grades 8, 10 and 11 indicative of college readiness in Reading? As measured by student Spring Normative Percentile Ranks. Targets: 8th: 70; 10th: 73; 11th: 77

Exceeds Standard:

☐ At least 90 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Reading

Meets Standard:

☐ At least 70 percent and less than 90 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Reading



Needs Improvemen				
		nt of students meet or e	exceed the NWEA Norm	ative Percentile
<u> </u>	ge readiness in Reading			
Falls Far Below Stand		C . 1	1.1 NIVATINA NI	ו תוני ת
		of students meet or exce	eed the NWEA Normati	ve Percentile Rank
targets for college rea			***	***
Year 1	Year 2	Year 3	Year 4	Year 5
		Not Appliable		
777.4.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.			441 11 11 6 11	1
	_	es in grades 8, 10 and		_
	by student Spring Norn	native Percentile Ranks.	Targets: 8 th : 44; 10 th : 5	8; 11 th : 68)
Exceeds Standard:				
☐ At least 90 percent readiness in English	of students meet or ex	ceed the NWEA Normat	ive Percentile Rank tar	gets for college
Meets Standard:				
☐ At least 70 percent	and less than 90 perce	nt of students meet or ϵ	exceed the NWEA Norm	ative Percentile
Rank targets for colleg	ge readiness in English			
Needs Improvemen	t:			
		nt of students meet or e	exceed the NWEA Norm	ative Percentile
Rank targets for colleg				
Falls Far Below Stand				
_	_	of students meet or exce	eed the NWEA Normati	ve Percentile Rank
targets for college rea	diness in English			
Year 1	Year 2	Year 3	Year 4	Year 5
		Not Appliable		
IN 1.4.c. Are student	NWEA reading score	es in grades 8, 10 and	11 indicative of colle	ge readiness in
	_	tive Percentile Ranks. T		_
Exceeds Standard:				<u> </u>
	of students meet or ex	ceed the NWEA Normat	ive Percentile Rank tar	gets for college
readiness in Math.				0
Meets Standard:				
☐ At least 70 percent	and less than 90 meet	or exceed the NWEA No	ormative Percentile Rar	nk targets for college
readiness in Math.				
Needs Improvemen	t:			
		or exceed the NWEA No	ormative Percentile Rar	nk targets for college
readiness in Math.				
Falls Far Below Stand	dard:			
☐ Less than 50 perce	nt of students meet or e	exceed the NWEA Norm	ative Percentile Rank t	argets for college
readiness in Math.				
Year 1	Year 2	Year 3	Year 4	Year 5
		Not Appliable		
IN 1.4.d. Are student	ts participating in AC	T or SAT?		
Exceeds Standard:				
	of students participate	d in the ACT or SAT.		



☐ At least 70 percent and less than 90 percent of students participated in the ACT or SAT.

Needs Improvement: ☐ At least 50 percent and less than 70 percent of students participated in the ACT or SAT. Falls Far Below Standard: ☐ Less than 50 percent of students participated in the ACT or SAT. Year 2 Year 3 Year 4 Year 1 Year 5 Not Appliable IN 1.4.e. Does students' performance on the ACT or SAT reflect college readiness? Applies only to schools where at least 70% of students take the ACT or SAT Exceeds Standard: ☐ At least 60 percent of students score a composite ACT score of 21 or combined SAT score of 1550. Meets Standard: ☐ At least 40 percent and less than 60 percent of students score a composite ACT score of 21 or combined SAT score of 1550. **Needs Improvement:** ☐ At least 20 percent and less than 40 percent of students score a composite ACT score of 21 or combined SAT score of 1550. Falls Far Below Standard: ☐ Less than 20 percent of students score a composite ACT score of 21 or combined SAT score of 1550. Year 1 Year 2 Year 3 Year 4 Year 5 QI 1.4.f. Are students graduating from high school? Exceeds Standard: ☐ At least 95 percent of students graduated from high school in four years, **or** an approved alternative school increased its 4-year to 5-year graduation rate by 15% or more Meets Standard: ☐ At least 90 percent and less than 95 percent of students graduated from high school in four years, **or** an approved alternative school increased its 4-year to 5-year graduation rate by between 10-15% **Needs Improvement:** ☐ At least 85 percent and less than 90 percent of students graduated from high school in the current school year, or an approved alternative school increased its 4-year to 5-year graduation rate by between 5-10% Falls Far Below Standard: ☐ Less than 85 percent of students graduated from high school in the current school year, **or** an approved alternative school increased its 4-year to 5-year graduation rate by less than 5%

Year 1	Year 2	Year 3	Year 4	Year 5
4YR/5YR	4YR/5YR	4YR/5YR	4YR/5YR	4YR/5YR
17.2	THYSTK	TIN/ SIN	THYSTK	THYSTK

IN 1.4.g Diploma Quality: Are students earning a diploma that reflects college/career readiness?

Exceeds Standard:

☐ At least 95 percent of graduates earned a Honors, Core 40 or General Diploma with an Industry Certification.

Meets Standard:

☐ At least 90 percent and less than 95 percent of graduates earned a Honors, Core 40 or General Diploma with an Industry Certification.

Needs Improvement:



☐ At least 85 percent	and less than 90 perce	nt of graduates earned a	a Honors, Core 40 or G	eneral Diploma with
an Industry Certificati	ion.	-		-
Falls Fan Dalam Chan	J J			
Falls Far Below Stand		- II C 40 C-		I., J.,
	nt of graduates earned	a Honors, Core 40 or Ge	enerai Dipioma with an	industry
Certification.				
Year 1	Year 2	Year 3	Year 4	Year 5
85.7				
IN 1.4.h. Are high so	chool graduates enrol	led in degree-grantin	g post-secondary ins	titutions in the fall
	n? 2013 State Averag		8 F	
Exceeds Standard:		- 77 70		
	of high school graduate	es were enrolled in post	t-secondary institution	s in the fall following
graduation.	or man como or ar unun	os word our onou in post	s secondary moreum	o
Meets Standard:				
	and less than 75 perce	nt of high school gradua	ates were enrolled in p	ost-secondary
institutions in the fall		8 8	P	, , , , , , , , , , , , , , , , , , ,
Needs Improvemen				
_		nt of high school gradua	ates were enrolled in p	ost-secondary
institutions in the fall		8 8	F	,
Falls Far Below Stand				
☐ Less than 55 perce	nt of high school gradu	ates were enrolled in po	ost-secondary institution	ons in the fall
following graduation.		•	·	
Year 1	Year 2	Year 3	Year 4	Year 5
	<u> </u>			
The following College	Success indicators a	re intended for INTE	RNAL school improve	amant nurnosas only
		those students who e	-	
				O
University. Data for s	tudents enrolling in p	orivate schools or out	of state is unavailable	e.
IN 1.4.i. Are a school	l's prior-year graduat	es prepared for post-	secondary coursewo	rk, as measured by
remediation rates?	2013 State Average w	as 23% of students re	quired remediation.	
Exceeds Standard:				
☐ Less than 20% of g	raduates enrolled in In	diana public colleges/u	niversities require rem	ediation upon
enrollment.				

Meets Standard:

 $\hfill\square$ Between 20% and 30% of graduates enrolled in Indiana public colleges/universities require remediation upon enrollment.

Needs Improvement:

 \square Between 30% and 40% of graduates enrolled in Indiana public colleges/universities require remediation upon enrollment.

Falls Far Below Standard:

 \square More than 40% of graduates enrolled in Indiana public colleges/universities require remediation upon enrollment.

Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.4.j. Among students who enrolled in Indiana public colleges/universities, are a school's prior-year graduates earning a sufficient number of credits during Freshman year to remain on track to graduate on time from a 2 or 4-year program? *2013 State Average was 21.50*



Exceeds Standard: ☐ At least 90% of school's prior-year graduates earned 20 or more credits during Freshman year. Meets Standard: ☐ At least 70% and less than 90% of school's prior-year graduates earned 20 credits or more during Freshman **Needs Improvement:** ☐ At least 50% and less than 70% of school's prior-year graduates earned 20 credits or more during Freshman Falls Far Below Standard: ☐ Less than 50% of school's prior-year graduates earned 20 credits or more during Freshman year. Year 1 Year 2 Year 3 Year 4 Year 5 IN 1.4.k. Among students who enrolled in Indiana public colleges/universities, are a school's prioryear graduates earning a Freshman year GPA of 2.7 or higher? 2013 State Average was 2.6 Exceeds Standard: ☐ At least 90% of school's prior-year graduates earn a GPA of 2.7 or above during Freshman year. Meets Standard: ☐ At least 70% and less than 90% of school's prior-year graduates earn a GPA of 2.7 or above during Freshman year. **Needs Improvement:** ☐ At least 50% and less than 70% of school's prior-year graduates earn a GPA of 2.7 or above during Freshman year. Falls Far Below Standard: ☐ Less than 50% of school's prior-year graduates earn a GPA of 2.7 or above during Freshman year. Year 2 Year 1 Year 3 Year 4 Year 5 IN 1.4.l. Among students who enrolled in Indiana public colleges/universities, are a school's previous graduates persisting to their sophomore year in college? State average in 2012 was 76%. Exceeds Standard: ☐ At least 90% of school's prior-year graduates are persisting to their sophomore year in college Meets Standard: ☐ At least 70% and less than 90% of school's prior-year graduates are persisting to their sophomore year in college **Needs Improvement:** ☐ At least 50% and less than 70% of school's prior-year graduates are persisting to their sophomore year in Falls Far Below Standard:

☐ Less than 50% of school's prior-year graduates are persisting to their sophomore year in college

Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.4.m. Optional: School Defined College Readiness Measures Examples might include:

- % of students receiving scholarships/non-loan school financing
- % of students who complete their FAFSA on-time
- % of students who earn dual-credits
- % of students who submit two or more post-secondary applications



Exceeds Standard: ☐ School surpassed i	its college-readiness goa	als.		
Meets Standard: ☐ School met its colle	ege-readiness goals.			
Needs Improvemen ☐ School met at least	nt: t 50 percent of its colleg	ge-readiness goals.		
Falls Far Below Stan ☐ School met less that	dard: an 50 percent of its colle	ege-readiness goals.		
☐ Not Applicable				
Year 1	Year 2	Year 3	Year 4	Year 5

IN 1.5.a. Does the school have a strong attendance rate?						
Exceeds Standard: ☐ School's attendance rate is at or above 97%						
Meets Standard: ☐ School's attendance rate is less than 97% and above 95%						
_	Needs Improvement: ☐ School's attendance rate is less than 95% and above 90%					
Falls Far Below Standard: □ School's attendance rate is below 90%						
2016-17	Year 2	Year 3	Year 4	Year 5		
94.4						

	hool have low chron ts missing 10% or more			
Exceeds Standard: ☐ Less than 5% of stu	ıdents are considered (chronically absent		
Meets Standard: ☐ Between 5% and 7	% of students are cons	idered chronically abser	nt	
Needs Improvemen ☐ Between 7% and 1		sidered chronically abs	ent	
Falls Far Below Stand ☐ More than 10% of	<i>lard:</i> students are considere	d chronically absent		
2016-17	Year 2	Year 3	Year 4	Year 5
16				

IN 1.5.c. Does the school have Defined as % of student populat	low chronic disciplinary problems? ion that has been suspended.
Exceeds Standard: ☐ Less than 5% of students have	been suspended
Meets Standard: ☐ Between 5% and 7% of studen	ts have been suspended



Needs Improvemen ☐ Between 7% and 10		een suspended		
Falls Far Below Stand ☐ More than 10% of s		pended		
2016-17	Year 2	Year 3	Year 4	Year 5

IN 1.5.d. Optional: Is	the school achieving	school-defined stude	ent support goals?	
Examples might incl	ude:			
• % of students 6	enrolled in 21st Century Sc	holars		
	itilizing tutoring or enrich	1 0		
% of students of	lemonstrating gains in so	cial-emotional skills, base	d on research-based prog	rams/assessments
Exceeds Standard:				
☐ School surpassed if	ts student-support goal	S.		
Meets Standard:				
☐ School met its stud	ent-support goals.			
Needs Improvemen	t:			
	50 percent of its stude	nt-support goals.		
Falls Far Below Stand		11 0		
	n 50 percent of its stud	ent-sunnort goals		
	in 50 percent of its stud	ent support goals.		
☐ Not Applicable				
Year 1	Year 2	Year 3	Year 4	Year 5

1.6 MISSION-SPECIFIC GOALS

The framework allows for the inclusion of school-specific measures of academic outcomes that are agreed upon by individual schools and BSU-OCS. These measures should be applied only if the goals are *valid*, *reliable*, *measurable*, *and quantifiable* and are not otherwise captured in the Performance Framework. This is optional, rather than mandatory, on a school-by-school basis. Schools with unique missions not captured by traditional measures (e.g., dual language, performing arts) should develop mission-specific goals.

IN 1.6 .a. Optional: I	s the school meeting	mission-specific acad	emic goals?	
Exceeds Standard: ☐ School surpassed i	ts mission-specific goal	ls.		
Meets Standard: ☐ School met its miss	sion-specific goals.			
Needs Improvemen ☐ School met at least	nt: 50 percent of its missi	on-specific goals.		
Falls Far Below Stand ☐ School met less that	dard: an 50 percent of its mis	sion-specific goals.		
□ Not Applicable				
Year 1	Year 2	Year 3	Year 4	Year 5





Indiana Department of Education Student Centered Accountability 2017- 2018

Insight School of Indiana (9120) Insight School of Indiana (2528)

	Grades	Points	Weight	Weighted
Performance Domain	Grades 03-08	22.6	0	0
Performance Domain	Grade 10	18.2	.0	0
Growth Domain	Grades 04-08	79.5	0.206	16.38
Growth Domain	Grades 10-12	69.1	0.794	54.87
Multiple Measures	Grade 12	8.6	0	0
92	33		Overall Points:	71.3
			Overall Grade:	С

	Enrollment	Enrollment Percent
Grades 03-08	151	20.63 %
Grades 09-12	581	79.37 %

Performance Domain (511 IAC 6.2-10-4)							
	Grades 03-08				Grade 10		
	Pass Rate	Participation	Points	Pass Rate	Participation	Points	
English/Lang. Arts	35.1 % (33 / 94)	94.2 % (129 / 137)	33.1	36.1 % (43 / 119)	90.3 % (168 / 186)	32.6	
Mathematics	12.8 % (12 / 94)	94.2 % (130 / 138)	12.1	4.3 % (5 / 117)	89.4 % (168 / 188)	3.8	

	Points	Weight	Weighted Points
E/LA (Grades 3-8)	33.1	0.50	16.55
Math (Grades 3-8)	12.1	0.50	6.05
Performar	ce Points (Grades 03-08)	22.6
E/LA (Grade 10)	32.6	0.50	16.3
Math (Grade 10)	3.8	0.50	1.9
Perfo	rmance Poi	nts (Grade 10)	18.2

2	(Grades 04-08		353	Grades 09-12			
	Top 75% Growth	Bottom 25% Growth	Points	Top 75% Growth	Bottom 25% Growth	Points	10th to 12th Imp.	Points
English/Lang. Arts	73.2	102.5	87.9	74.3	76.9	75.6	1.5	77.1
Mathematics	59.2	82.9	71.1	50.0	71.2	60.6	0.5	61.1

	Points	Weight	Weighted Points
E/LA (Grades 4-8)	87.9	0.50	43.95
Math (Grades 4-8)	71.1	0.50	35.55
Gro	wth Points (Grades 04-08)	79.5
E/LA (Grades 9-12)	77.1	0.50	38.55
E/LA (Grades 9-12) Math (Grades 9-12)	77.1 61.1	0.50 0.50	38.55 30.55

Multiple Measures [Multiple Measures Domain (511 IAC 6.2-10-6)							
CCR Indicator Graduation Indicator								
CCR Achievement Rate	State CCR Factor (25% Goal)	Points	4 Year Graduation Rate Points	5 Year Graduation Rate Imp. Points	Points			
0.0 %	4.00	0.0	17.2	N/A	17.2			

	Points	Weight	Weighted Points
CCR	0.0	0.50	0
Graduation	17.2	0.50	8.6
	Total Multiple Measures Points		

	Insight - Ascend Data							
Grade	Starting MLE 2018-2019	Starting MLE 2019- 2020	Ending MLE 2018- 2019	Ending MLE 2019- 2020	Growth 2018- 2019	Growth 2019-2020		
7	4.7	4.5	5.5	*	0.8	*		
8	4.9	4.8	5.6	*	0.7	*		
9	5.6	4.9	6.3	*	0.8	*		
10	5.8	5.8	6.5	*	0.7	*		
11	6.4	6	7.2	*	0.8	*		
12	6.3	6.2	7.1	*	0.8	*		

MLE – Math Level Equivalency

^{*}Data to be available at the end of SY20

SY 18-19

Mindplay

Mindplay

	MindPlay - Insight BOY 2018-2019					
Grade	Critical	Approaching	Meeting	Exceeding		
7	28%	21%	50%	4%		
8	34%	27%	30%	8%		
9	34%	25%	30%	11%		
10	46%	26%	21%	8%		
11	56%	24%	15%	5%		
12	71%	23%	6%	0%		

	MindPlay - Insight EOY 2018-2019					
Grade	Critical	Approaching	Meeting	Exceeding		
7	26%	11%	29%	34%		
8	22%	30%	19%	28%		
9	25%	20%	32%	24%		
10	44%	16%	16%	24%		
11	44%	18%	26%	12%		
12	38%	55%	7%	0%		

SY 19-20

Mindplay

NWEA

MindPlay - Inisight BOY 2019-2020					
Grade	Critical	Approaching	Meeting	Exceeding	
7	17%	33%	38%	13%	
8	33%	34%	27%	6%	

	NWEA	- Insight BOY 201	9-2020	
Grade	Critical	Approaching	Meeting	Exceeding
7	53%	24%	12%	12%
8	67%	17%	10%	9%
9	62%	14%	11%	13%
10	50%	20%	15%	15%
11	58%	14%	14%	14%
12	42%	18%	21%	20%

The purpose of this manual is to provide Hoosier Academies guidance on successful implementation practices and strategies to establish an academically sound and sustainable system.

Hoosier Academies Network of Schools MTSS Manual



2018/2019 Revised 6-6-2018

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Appendices *Located on Hoosier Academy Intranet under RTI/MTSS tab

https://sites.google.com/a/hoosieracademies.net/hoosieracademies/rti-mtss

- Appendix A: General Education Referral Form
- Appendix B: Tier I Interventions: ELA and Math Roadmaps
- Appendix C: Parent/Student Compact Tier II and Tier III
- Appendix D: MTSS Dismissal/Fade Support Letter
- Appendix E: MTSS vs. Special Education Connection
- Appendix F: Individual Student Problem Tier Worksheet
- Appendix G: RTI-Based SLD Determination Worksheet
- Appendix H: FAST and MTSS/RTI: The Behavior Connection

Data Driven Instruction and Tiered System of Supports Key Definitions

Data Meetings

Teacher and leadership led by grade and/or content to analyze data and determine action that will translate into instructional changes and increased student learning

Data Driven Instruction (DDI) Framework

Data Driven Instruction is an instructional model, based on using formative and summative assessments to guide and inform instruction. It is a precise and systematic approach to improving student learning throughout the year.

Instructional Leaders

Head of School, Academic Administrator, Lead/Lead Master Teacher, Instructional Coach and/or Department Chair; facilitate teacher-leader data analysis meetings; maintain focus

Intervention

Intentionally becoming involved in an academic situation in order to improve it or prevent it from getting worse. The intervention process begins with identifying a problem and then using data in a team approach to develop a plan. The plan is then implemented and evaluated.

Intensity

Interventions can become more intense by changing: (a) group size, (b) amount of time, and (c) curriculum/instruction used

Observation and Feedback

Instructionally coaching teachers to improve student learning by observing instruction and then providing feedback in bite-sized action steps that will allow a teacher to systematically grow

Professional Development

Introductory: what (assessments) and how (analysis and action)

Ongoing: aligned with data-driven calendar: flexible to adapt to student learning needs

Rigor

Creating instructional opportunities in which each student is provided with rich learning experiences that promote high level thinking

Re-Assess

Every 6-8 weeks; standards that appear on the first interim assessment appear again on subsequent interim assessment

Asynchronous delivery of instruction

Providing supplemental educational support – i.e. videos, resources, recording of sessions, etc.

Synchronous delivery of instruction

Live instruction

Tiered System of Supports (MTSS)

Systemic process of meeting the educational needs of all students through professional accountability to ensure:

- Delivery of scientific, research based core curriculum and instruction
- Ongoing monitoring of student data to assess the effectiveness of instruction
- Determination and delivery of targeted and intensive individualized student supports
- Shared responsibility all staff (general education teachers, special education teachers, Title
 I-interventionists, administration and Instructional strategist)

Tier I

Research-based core classroom curriculum and instruction for all learners that focus on the essential elements of a subject

Tier II

Small group or individual instruction that provides strategic, targeted extensions in addition to the core curriculum and instruction present at Tier 1; for students who are identified by a Universal Screener or other data that identifies a potential of experiencing difficulty with content instruction in Tier 1. Prescriptive, strategic, targeted

Tier III

Often individual instruction that provides intense intervention to target specific, individual student needs. It goes beyond the instructional and differentiated practices typical of those within Tier 1 or Tier 2.

Tiered Instruction

An approach to organizing instruction and students used to efficiently differentiate instruction for all students. It incorporates increasing intensities of instruction and support using specific, research-based interventions matched to student need.

<u>Distinctions in Multi-Tiered System of Supports</u>

MTSS Is ...

A systemic process that aligns all school improvement goals

Intent on ensuring all students meet or exceed proficiency standards

An instructional model designed to benefit all students through greater continuity of services Focused on effective instruction to enhance the academic learning of all students

MTSS Is Not ...

A special education initiative

Intent on decreasing or increasing special education numbers

A product or kit to add on to the daily routine

Focused on documentation of evidence to remove a student from general education

MTSS greatly increases the likelihood of improved student achievement by identifying struggling students at the earliest grade levels and providing them with additional instructional time and intensity during the school day. It also provides more advanced curriculum and additional instructional time and intensity to those who are proficient and need extended learning. With *MTSS*, students are monitored often to ensure they are progressing, and when they are not, they receive additional learning opportunities.

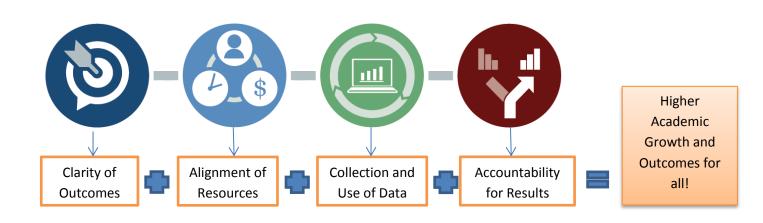
Ways to Intensify/Change an Intervention

- Ensure that instruction targets skill deficit
- Increased time engaged in instruction
- Extended length of tasks
- More examples and wider range of examples
- Breaking down tasks into smaller steps
- Multiple opportunities to participate and respond (written, verbal)
- Repeated opportunities for practice and review
- Drill, repetition, practice, and review made engaging
- Immediate correction and feedback
- Eliciting group and individual verbal responses from all students
- Use, then fade prompts

Distinctions in MTSS and Traditional Approaches

Traditional Approach	Multi-Tiered System of Supports
Students who are unsuccessful with the core curriculum are referred to and often placed in special programs that include instruction in pull-out classrooms.	When students are unsuccessful in the core curriculum or have demonstrated proficiency, their teachers review the student data and adjust instructional practices including intensity and duration to meet the students' goals.
Teachers primarily use the same instructional methods for all students.	Teachers modify, support, and extend instructional practices based on individual student goals/needs.
Student growth and needs are determined sporadically and/or over extended periods of time (e.g., end-of-semester exams).	Student growth and goals are measured weekly or biweekly through formative assessments and progress monitoring.
Data review and instructional decisions are made in isolation by individual teachers.	Data analysis and instructional decisions are made through discussions in school teams.
Special education teachers hold the main responsibility for students who are not succeeding in the core curriculum.	All teachers are responsible for meeting the goals of all students with program specific teachers (e.g., special education, Title I, ELL, special area, high ability, and instructional coaches) being integrated with classroom teachers to implement the tiers of instructional support.

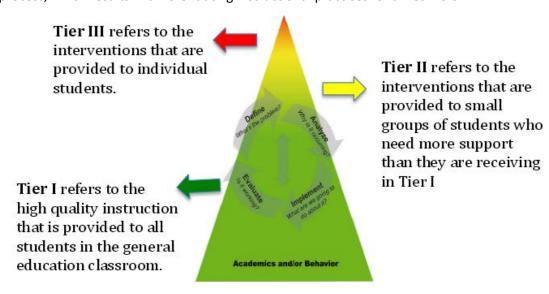
Foundation of MTSS



Maximizing Student Instruction

A. Three-Tier Instructional Model*

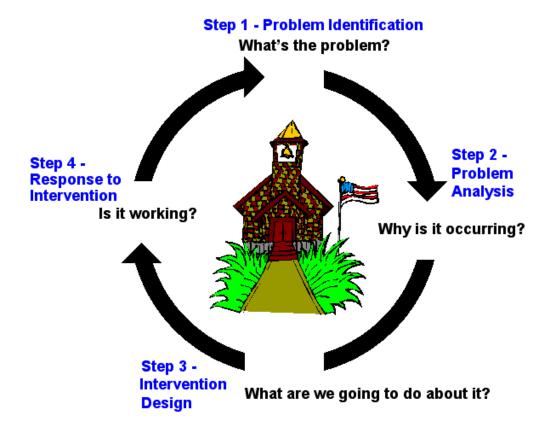
The MTSS framework consists of three levels or tiers that are fluid and overlapping. The tiers provide various levels of support to students in terms of duration and intensiveness. The more instructional support needed the higher up on the model the student moves. Teachers using MTSS utilize research-based instructional practices, targeted interventions, and curricular enhancements to support students in accomplishing their individual learning goals and include innovative scheduling and resource allocations. Fluidity between the instructional tiers is critical to students' receiving the supports they need. Every student is given an opportunity to meet or exceed proficiency standards by teachers utilizing data in an effective and collaborative decision-making process, which results in differentiating instructional practices for all learners.



MTSS Process – How it Works

The MTSS Process has three purposes:

- 1. To review grade-level behavior and academic data in order to evaluate the effectiveness of core programs.
- 2. To screen and identify students needing additional academic and/or behavior support, prior to failing.
- 3. To apply a 4 step process: Identify the problem (academic or behavior), determine why the "problem" is occurring, design a plan, implement and modify interventions based on success for these students. Depending on each student's "response to intervention," a formal referral for special education evaluation may result.



Goals of a MTSS System include:

- For the school and staff to provide effective teaching that fits the needs of each student.
- For the school and staff to make sure the classroom environment is the best possible for every student.
- To help all students meet grade level standards.
- To use student data to identify students who may be struggling.
- To "add to" general education instruction, not "replace" with something different.
- To provide interventions ("help") as a natural, ongoing part of education that doesn't wait until the student is struggling.
- Raising academic system by building all teacher capacity in implementing universal design supports and differentiated instruction in Tier I

Tier Instruction

Tier 1: Core Classroom Instruction

Tier 1 Instruction refers to research-based core classroom curriculum and instruction for all learners that focus on the essential elements of a subject. Designed to meet the needs of the vast majority of students, Tier 1 provides the foundation for instruction upon which all interventions are formulated. Pre-assessment data drive differentiated instructional decisions based on evidence of proficiency or evidence of difficulty. Pre-assessment data are used to find additional students who need advanced instruction.

Tier 2: Targeted Instruction

Students who are identified by a Universal Screener or other data that identifies a potential of experiencing difficulty with content instruction in Tier 1 are considered in need of additional support in Tier 2. Tier 2 Instruction provides strategic, targeted extensions in addition to the core curriculum and instruction present at Tier 1. Data from consistent progress monitoring is used to guide the intensity, duration, and frequency of instruction and vary based on individual learning goals. For students performing below grade level, Tier 2 is intended to remediate deficiencies and provide the support needed to be successful in Tier 1.

Tier 3: Intensive Instruction

Tier 3 Instruction provides intense intervention to target specific, individual student needs. It goes beyond the instructional and differentiated practices typical of those within Tier 1 or Tier 2. For students with the most significant needs, this requires explicit, intensive, and specifically designed lessons in addition to Tier I and in place of Tier 2 Instruction. This intensive level of instruction utilizes a combination of research and evidence-based practices, a rigorous curriculum, a positive learning environment, and frequent assessments to ensure the needs of all students are met.

*If a student has not made adequate progress after an appropriate period of time and has been provided with appropriate instruction request for an educational evaluation may be initiated.

Descriptions of Tier 1 Elements

Feature		Definition	
Materials	 Research-based core curricula and differentiated instructional materials (including English language development, ELD, curricula for English language learning students) 		
	Above-grade-level materials used within advanced core		
Instructional Organization	• Core, Universal Instruction and Supports Academic and behavior instruction and supports designed and differentiated for <u>all</u> students in <u>all</u> settings.		
	for application of skills, re-teachallenge activities, and/or En	mined by benchmark and progress monitoring data ching, additional practice, compacting and/or glish language development instruction.	
Instructional Responsibility	 Highly qualified classroom teacher with the training and background required to implement research-based practices for all learners, including students with needs above or below grade-level curriculum and those with limited English proficiency 		
	• An ELL teacher (as needed and required by DOE statute) with specialized training to provide ELD instruction and who coordinates with classroom teachers to implement the tiers of instructional support		
Assessment	• Universal Screen: Pre and post assessment is needed in order to plan instruction		
	Grade Level	Universal Screener	
	K-3	Mindplay/Ascend	
	K-8	Mindplay/Ascend	
	9-12	Mindplay/Ascend	
	• Interim assessment data, progress monitoring data, diagnostic assessment data, including assessments of above or below grade-level standards inform instruction		
	Grade Level	Interim Assessment Given	
	K-2	Mindplay/Ascend	
	3-8	Mindplay/Ascend	
	9-12	Mindplay/Ascend	
	Summative and formative assessments are needed to determine studer mastery and is one of the components for determining student grades		
	 Students with an Individualize 504 plan receive accommodate 	zed Education Program (IEP), English Learner Plan or ions according to their plans	

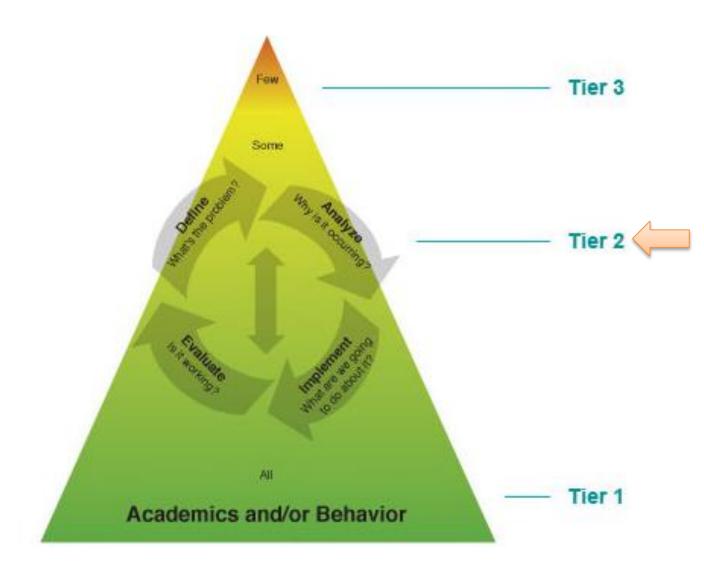
	 Consistent communication with parents regarding student progress and academic needs through report cards and parent teacher conferences.
Scheduling	Tier 1 Instruction occurs daily in the general education classroom

Communication to Stakeholders

•MTSS program is reviewed and staff receive ongoing Professional Development throughout the school year •bi-weekly data meetings occur to review student data, follow up, and initiate next steps program data is reported monthly Teachers •monthly check in with Academic Administrators Admin •MTSS letter and compact is communicated within 10 days of student identification in Tier 2 or 3 to parent/student to review and sign in acknowledgement of requirements • Diagnostic results are reported 3 times per year and progress monitoring may be reported bi-weekly or Parent monthly depending on how often PM occurs Student •MTSS program data is reported to School Board Academic Committee throughout the school year. School Board •MTSS program data is reported monthly and upon request by K12 Regional Staff K12

Tier 2: Targeted Instruction

Tier 2 instruction is scaffolded to provide additional research-based instruction beyond the core curriculum. The duration, intensity, and frequency of instruction are increased during this tier based on progress monitoring data. For students with learning difficulties or other special instructional needs such as English Language Learners (ELLs), Tier 2 is intended to remediate deficiencies and provide the support needed to be successful in Tier 1.



Descriptions of Tier 2 Elements

Feature	Definition				
Materials	• Research-based and state aligned instructional materials aligned to Tier 1 core curriculum (e.g., for ELL students, ELD instructional materials designed to remediate language and content deficiencies).				
	Grade	Content Area Addressed	Supplemental Program Name		
	K-8	Reading, ELA and Math	Mindplay/Ascend		
	High School	ELA and Math	Mindplay/Ascend		
	• Selected to ma	tch student need based on prog	ress monitoring and other data		
	Above grade le	vel materials used within advanc	ced core		
Instructional Organization	Individual or sma		oports ervention and supplemental supports <u>in</u> d behavior instruction and supports.		
	• Differentiated i and progress mo		nd intensity and is determined using benchmark		
	• Frequent oppo	rtunities for students to apply th	neir learning		
Scaffolded critical and creative thinking					
	 For ELL students, the focus of ELD instruction is a continuation and intensification remediate language and content deficiencies 				
Instructional Responsibility	Highly qualified teacher, in partnership with content and program area specialist, or other appropriate certified personnel				
	•	_	ability students grouped together in one class be in partnership with content expert		
	 Additional opportunities for support provided by trained personnel and supervised by licensed staff 				
Assessment	Diagnostic asse targeted instruct	0 0. 0	nonitoring to determine growth and make		
	Grade	Frequency			
	K-8	Weekly (Mindplay/A	Ascend)		
	High School	Weekly (Mindplay/A			
Parent	• Initial steps: tea	acher/interventionist contacts p	arent in 10 days after initial identification by		
Communication	sending MTSS Tie	er 2 letter and compact to reviev	v and sign in agreement to requirements.		
	~		e conference, in person meeting,		
	communicated in	the native language when nece	essary, when a student experiences academic		

difficulty and requires a Tier II intervention that is not provided to all students in the general education classroom.

Scheduling

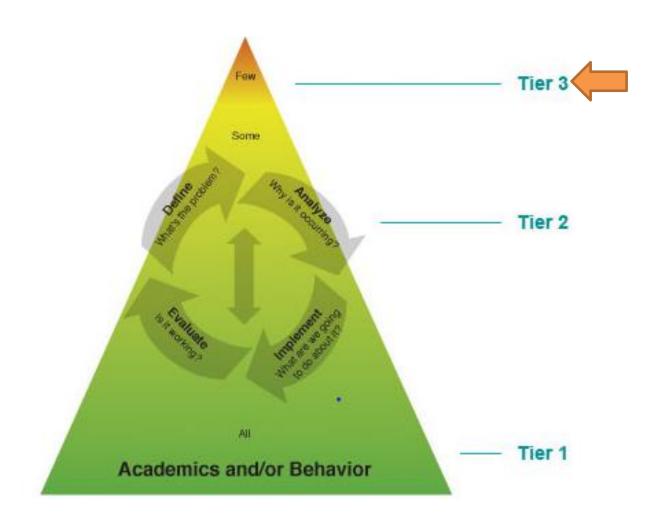
Students who need reinforcement of skills or additional extension instruction, in addition to Tier 1 receive additional support according to the research-based program implementation

Phases K-8	Days per week	Duration	Intervention K-8	Monitoring	Who
Tier II Phase I	3 days of intervention	Minimum 30 minutes total each day	direct instruction lesson on skill	6 Weeks	Interventionist
Tier II Phase II	4 days of intervention	Minimum 30 minutes total each day	direct instruction lesson on skill	6 Weeks	Interventionist
Tier II Phase III	5 days of intervention	Minimum 30 minutes total each day	direct instruction lesson on skill	6 weeks	Interventionist

High School	Days per week	Duration	Intervention	Monitoring	Who
Tier II Math/English Phase 1	3 days of intervention	Minimum 30 minutes total each day	30-45 minutes direct instruction lesson on skill area of need	6 weeks	Interventionist
Tier II Phase 2	4 days of intervention	Minimum 30 minutes total each day	30-45 minute direct instruction lesson on skill area of need (smaller group 3 or less)	6 weeks	Interventionist

Tier 3: Intensive Instruction

Tier 3 Instruction involves research-based, intensive, targeted interventions for students with needs that are not adequately addressed in Tiers 1 and 2. For students with the greatest learning challenges, this requires explicit, intensive and specifically designed lessons. For high ability students, this could require intensive instruction and/or highly individualized challenges. Frequent progress monitoring provides data that drives customized strategies to assure that the needs of these students are met.



Description of Tier 3 Elements

Feature	Definition					
Materials	Research-based instructional materials selected to meet individualized needs or needs of students with significantly low or high ability as defined by contrasting ageappropriate expectations to student level of performance					
	Grade	Content Area Addressed	Supplemental Program Name			
	K-8	Reading, ELA and Math	Mindplay/Ascend			
	High School	ELA and Math	Mindplay/Ascend			
	Students significantly below grade level may need an intensive intervention program aligned to Tier I curriculum					
Instructional Organization	 Intensive, Individualized Interventions and Supports The most intense (increased time, narrowed focus, reduced group size) instruction/intervention based on individual student need provided in addition to and aligned with Tier 1 and 2 academic and behavior instruction and supports. This intensive level of instruction utilizes a combination of research and evidence-based practices, a rigorous curriculum, a positive learning environment, and frequent assessments to ensure the needs of all students are met. Lessons will be prepared and aligned to skill/subject area in need by Interventionist using resources such as Learn Zillion, Reading A to Z, and SAS Curriculum Pathways Explicit, intense, and scaffolded instruction For secondary students, a specific course may be included during which intensive intervention is provided Incorporation of multisensory approaches as appropriate Classes specifically designed for students identified as having high intellectual abilities in a general or specific academic domain, or whole grade advancement for individuals					
Instructional	Highly qualified and specially trained teacher					
Responsibility Assessment	vides data to address intense need					
Assessment	Grade	Frequency	vides data to address iliterise fieed			
	K-8	Weekly (Mindplay/A	scend)			
	High School	Weekly (Mindplay/A	· · · · · · · · · · · · · · · · · · ·			
Parent	When a student experiences academic difficulty and requires an intervention that is					
Communication	not provided to all students in the general education classroom, written notification to					

inform the parent(s)/guardian is required. Teacher/interventionist will contact parent in 10 days to be made aware of Tier 3 requirements by a MTSS letter and compact.

• If a student has not made adequate progress after an appropriate period of time and has been provided with appropriate instruction as described in IDEA: Parent Notification Pertaining to Intervention/Extension Instruction, a request for an educational evaluation may be initiated by MTSS Coordinator

Scheduling

• In addition to Tier 1, students receive an additional per area of need for minimum 30 minutes, 4-5 times per week (or time according to research-based program implementation or state specific requirement, services may vary depending on virtual and hybrid setting).

Phases K-8	Days per week	Duration	Intervention	Monitoring	Who
Tier III	4	30-45 minutes	1 to 1	4 Weeks	Interventionist

High School Virtual Tier III Math/English Intervention Requirements

High School	Days per week	Duration	Intervention	Monitoring	Who
Tier III	5	30-45 minutes	1 to 1	4 weeks	Interventionist

Tier I Core Instruction and Tier II: Decision Making Process

Universal Screener is given to all students in the beginning of the school year to determine student mastery of outlined goals, skill levels, mastery of intended content, and/or need for additional practice on foundational concepts If a student is ready and If a student exceeds grade level If a student does not meet meets grade-level instruction instruction based on Universal grade-level expectations on based on Universal Screener Screener data Universal Screener data (lowest data, they remain in Tier I 20%) Differentiated instruction of Differentiated instruction of A student receives an advanced strategies, content, processes, and core or extension activities, which strategies, content, processes, skills occurs in general education and skills occurs; based on is more complex and delivered at Tier I setting for 6-8 weeks or individual student need an accelerated pace; this may other agreed upon time include above-grade-level standards. An interim assessment is given An interim assessment is An interim assessment is given every 6-8 weeks to measure given every 6-8 weeks to every 6-8 weeks to measure student learning. measure student learning. student learning. If data indicates If data If data indicate a If data indicates If data If data indicate a a student still indicate a student does a student does indicate a student exceeds student meets does not meet meet gradenot meet gradestudent the advanced the advanced grade-level level level does meet expectations, Tier expectations, expectations, 2 Instruction is expectations, expectations, grade-level Tier 2 Instruction Tier1 Tier 1 Tier 2 Instruction expectation required. is required. Instruction is Instruction is is required. s, Tier 1 Student is Student is referred to the appropriate. Instruction appropriate. Student is referred to the referred to the is **Tiered Team** Supports

appropriate

using the general

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referral form

Tiered Team

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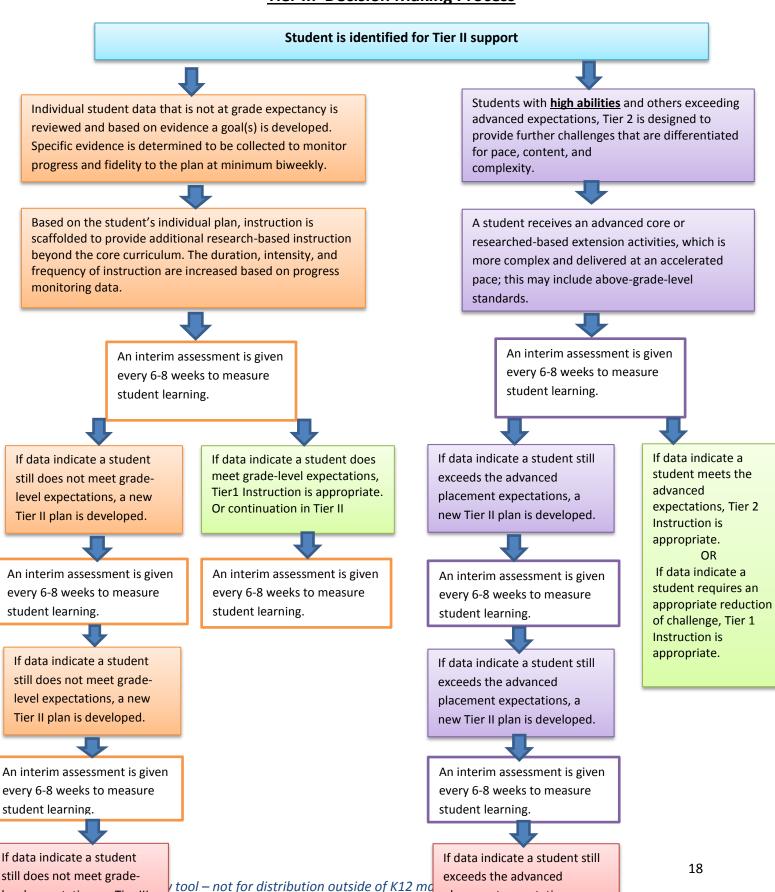
continue in Tier

1 until they are

necessary or no longer effective.

no longer

Tier II: Decision Making Process



placement expectations, a

Tier III plan is developed.

level expectations, a Tier III

plan is developed.

Tier III: Decision Making Process

Tier 3 Instruction involves research-based, intensive, targeted interventions for 4 to 6 weeks for students with needs that are not adequately addressed in Tiers 1 and 2. Progress monitoring data is collected weekly.



An interim assessment is given at 4 – 6 weeks to measure student learning.



If data indicates a student still **does not meet** grade-level expectations a related disability is suspected, a referral for educational evaluation will be appropriate.

High Ability

Tier 3 Instruction continues for students with advanced core aligned to grade-level standards. Tier 3 is designed to provide intensive instruction and/or highly individualized challenges.

If data indicates a student **does meet** grade-level expectations, the student can be served in Tier III or moved to Tier II if appropriate, and progress monitored regularly to ensure Tier III services are not needed for the student to remain at grade level.

<u>Tier II and III Instructional Strategies –</u>

Explicit and Systematic Lessons: Many students in Tier 2 and 3 of *MTSS* will benefit from lessons that are explicitly and systematically taught (for remediation or enrichment). Academic failure can often be attributed to the erroneous assumption that all students know how to complete a task without explicit lessons. More than any other factor, explicit instruction is essential to student achievement. Research supports that skills, processes, strategies, and content must be explicitly and systematically taught. They must be modeled and practiced in multiple settings with a variety of materials. A gradual withdrawal of teacher support must follow until the student achieves the desired level of automaticity and is independent. Effective teachers understand the following sequential components of explicit instruction:

Direct Explanation

Teacher names and defines the skill, process, content, or strategy to be learned. This definition includes explaining why the skill or strategy is important and when it is used.

• Teacher Modeling

Teacher overtly demonstrates a skill, process, content, or strategy that a student will learn. Through modeling, instruction becomes less vague and more concrete for students. Explicit instruction provides a greater likelihood that students will demonstrate mastery.

• Guided Practice

Teacher provides students with support and guidance as they practice the skill or strategy independently or in small groups. Prompts, specific corrective feedback and praise related to the new skill, process, content, or strategy are provided. Teacher support gradually fades as the student takes responsibility for using the skill, process, or strategy independently.

• Independent Practice

Students are provided with multiple opportunities to apply the newly acquired skill, process, content, or strategy on their own. Through independent practice, students' continue to review and practice the skills, processes, strategies, and content learned.

• Progress Monitoring

Teacher monitors and evaluates student mastery of the new skill, process, content, or strategy. Future instruction is designed to target skills, process, content, and strategies that require additional review and practice.

• Family and Community

One of the most important ways to maximize student instruction is the role of family and community. The hallmarks of effective home/school collaboration include open communication and involvement of the family in all stages of the learning process. This includes involving the family early on when a student is struggling; providing assistance for how parents can help their children at home; and meaningfully involving families at school. For parents who do not speak English, all meetings need to be interpreted and all written communications be translated.

MTSS Team Function:

- Review grade level and core program data
- Use a planned agenda format to:
 - Review progress-monitoring data and recommend interventions/enrichment for students.
 - > Determine referrals to MTSS support. One of six different decisions may be made for each student being reviewed*:
 - 1. The group intervention has been successful and the student has reached benchmark so the resources should begin to be faded.
 - 2. The group intervention has been successful but the student has not yet reached benchmark, so a new goal should be set.
 - 3. The intervention appears to be working for the student and should be continued as is.
 - 4. The group intervention is not working for the student and should be revised or refined.
 - 5. The group intervention is not working for the student, and the plan has been modified three times; therefore, a more individualized plan is needed.
 - 6. For students on an individualized plan, follow the "Individualizing, Intensifying Intervention" procedures.

^{*}Refer to Tier I, II and III Decision Making Process charts

MTSS Team Responsibilities

- 1. Focus on classroom/core and targeted skills/intervention groups
- 2. Assist classroom teachers to
 - Review grade level data and core program
 - > Identify students needing strategic support or enrichment
 - Identify students needing intensive support or enrichment
- 3. Schedule diagnostic assessments for strategic and intensive students in collaboration with grade level teams and teachers
- 4. Recommend allocation of intervention resources (e.g., time in addition to the core) for the lowest and highest populations (20%) of virtual or hybrid students depending on the setting
- Use diagnostic information to place students in existing academic interventions or extension supports
- 6. Provide suggestions for adjusting instruction in core academics and behavior
- 7. Suggest adjustments for the behavior or academic interventions if the student is not making adequate progress.
- 8. Continue to monitor students who have moved to Tier II and Tier III supports
- 9. If parent requests an evaluation, the *MTSS* Team must present this information to the Special Education Lead immediately.

Team	Possible Members
MTSS Team	Administrator
	General Education Teacher
	Special Education Teacher
	Interventionists/Title I Teacher
	Lead Teachers
	School Psychologist

^{*}Four members (minimum) should be present at all decision making meetings

MTSS Meeting Guidelines

General Meeting Guidelines

Team Member Attendance: MTSS Members and Teachers as appropriate

When: Bi-weekly

Purpose: To sort students into profiles, select appropriate interventions, schedule intervention groups, and schedule progress monitoring.

Materials to Bring: Interventionist Review sheet, New MTSS referrals

Meeting Agenda

- 1. Review goals of MTSS team and meeting
- 2. Determine meeting roles (listed above)
- 3. Evaluate new student referrals
- 4. Review Interventionists caseloads
- 5. Communicate with team, teachers, and interventionist with important information
- 6. Distribute meeting minutes

Minutes

A form must be completed to collect MTSS meeting minutes.

View MTSS Minute Form here: http://tinyurl.com/zayaqy9

All student intervention records will be maintained and housed in a secure location that the MTSS Team will be able to easily access.

MTSS Team Decision Making Steps and Guiding Questions for Tier I, II and III

Decision Making Steps	Decision Making Questions	Guiding Questions
Problem Identification	What is the problem?	What is the expected outcome? What is the evidence that the problem exists? What is the context of the problem?
Problem Analysis	Why is the problem happening?	When and where does the problem occur? Is the problem a result of curricula, instruction, data, environment or behavior? Is the problem a result of limited content knowledge and/or lack of appropriate professional development? What are possible solutions to the problem?
Plan Development & Implementation	What is the plan of action?	Based on problem analysis, what is the goal of the plan? Based on problem analysis, what will be done differently? What evidence supports the plan? What evidence will be collected to monitor progress and fidelity to the plan? What resources are needed?
Plan Evaluation	Did the plan work?	Based on data, has adequate progress been made? Was the goal in the plan met? Is there a need to continue or modify the plan?

K-12 Evaluation of Student Referral Process

Student will be first evaluated by the reason for referral (new student universal screener, skill deficit, parent request).

If the student is referred because of a universal screener, then the committee automatically accepts. Student will be placed into Tier 2 phase 1 and assigned to the interventionist according to the course content of need.

If the student is referred because of a skill deficit, the committee evaluates the data provided by the referring teacher from Tier 1 interventions. If the general education teacher has been providing a variety of documented interventions and the student is not making adequate progress, the student will be accepted and moved into Tier 2 interventions. If the teacher has been providing a variety of documented interventions and the student is showing progress, the student will not be accepted into Tier 2 intervention and will continue in Tier 1 interventions. If the general education teacher has not been providing adequate Tier 1 interventions or does not include documentation of intervention evidence, the student will not be accepted into Tier 2 interventions.

If the student is referred because of a parent request, the committee will evaluate the documentation of course grade, pretests, any applicable interim assessments, and behavior data to determine if the student would benefit from Tier 2 interventions. If the data indicates a skill deficit, the student will be accepted into Tier 2 interventions and an intervention will be assigned. If the student does not indicate a skill deficit based on the provided data, the student will continue in Tier 1 and will not be accepted into Tier 2.

Referral form for a teacher/parent request is Appendix A: MTSS Referral Form located on Hoosier Academies Network of School's Intranet.

MTSS Referral https://tinyurl.com/mupmu4q

K-12 Review of Interventionist Caseload Process

MTSS team will review Interventionists caseloads bi-weekly. After reviewing Interventionist's caseload of students, data will be collected and analyzed for student movement between Tiers/Phases. If movement is required, this will be communicated to the Interventionist to be implemented immediately, following the fade or increase support processes.

Example of Interventionist Caseload Data:

Elementary http://tinyurl.com/z3fx43x
Middle School http://tinyurl.com/glqy533
High School http://tinyurl.com/z6ne8w6

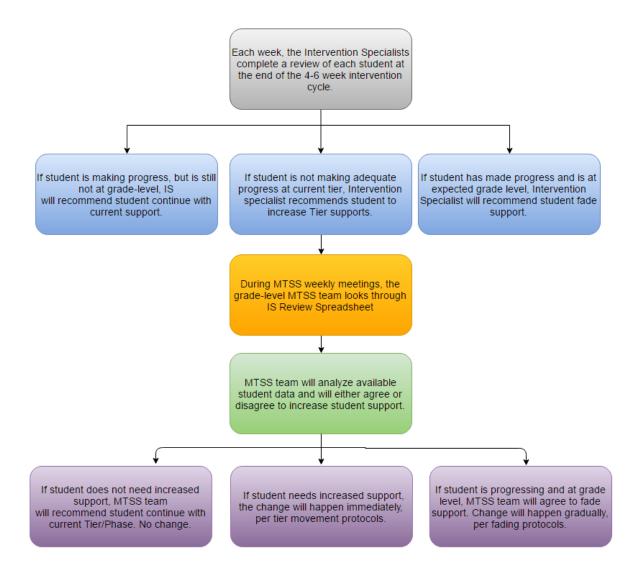
Example of Interventionist Review Sheet: http://tinyurl.com/zqwukev

Increasing Tier Support

K-12

Each week, the Interventionists complete a review of each student at the end of the 4-6 week intervention cycle. If student is not making adequate progress at current tier, Interventionist recommends student to increase Tier supports. This recommendation is made on the Interventionist Review Spreadsheet.

During MTSS meetings, the grade-level MTSS team looks through Interventionist Review Spreadsheet, and depending on supporting data available for student, will either agree or disagree to increase student support. If student needs increased support, the change will happen immediately. Please see the following flowchart for how students are moved with increased Tier support.



Fading Tier Support

K-6

- 1. Tier III → Tier II, phase 3
 - a. 4 days a week 1:1s to 4 days a week small group
 - b. Interventionist will decrease 1:1s to half time and half time small group (half time means 2 times a week 1:1s and 2 times a week small group)
 - c. Monitor data bi-weekly and if student is continuously progressing then they can continue to fade to tier 2 phase 3. If student has questionable progress, student continues with half time fade listed above. If student is showing a decrease in progress, student returns to Tier 3.
- 2. Tier II, phase $3 \rightarrow$ Tier II, Phase 2
 - a. 5 days a week small group > 4 days a week small group
 - b. Within Tier 2, if positive data supports, student can fade to Tier 2 phase 2. If negative data, student remains in Tier 2, phase 3.
- 3. Tier II, phase $2 \rightarrow$ Tier II, phase 1
 - a. 4 days a week small group > 3 days a week small group
 - b. Within Tier 2, if positive data supports, student can fade to Tier 2 phase 1. If negative data, student remains in Tier 2, phase 2.
- 4. Tier II phase 1 → Tier I
 - a. Student can stop attending Intervention small groups, and solely attend Homeroom.
 - **b.** Monitor data bi-weekly and if student is continuously progressing then they can stay in tier 1. If student is showing questionable progress or a decrease in progress, student returns to Tier 2, phase 1 (3 days of small group with interventionist).

9-12

- 1. Tier III → Tier II
 - a. Every four to six weeks, students are evaluated with determination based upon student progress in instructional specialist program. Adequate progress within program will progress student down to Tier II Phase 3
 - b. Student will transition to lab class only, removing individual session.
- 2. Tier II → Tier I
 - a. At each semester, students receiving services will be evaluated to determine adequate progress.
 - b. If adequate progress is met, intervention services will begin to fade. Student will be removed at end of semester from Tier II class and awarded credit.

Written Identification Entrance and Exit Process for MTSS

K-8

Referring Students:

Universal screeners, such as Mindplay/Ascend are given to all students to determine student mastery. If students do not meet grade-level expectations, are not showing progress, and performs at 20% or less on the universal screener, they may be referred to the MTSS Team.

Students who are receiving tier 1 instruction and are not making adequate progress may be referred to the MTSS team.

Students may also be referred to the MTSS team via parent referral. The parent will contact the homeroom teacher and the homeroom teacher will analyze student data. The homeroom teacher will submit the MTSS referral form, if data support supports the referral.

*The MTSS team will evaluate all referrals on student progress, attendance, and behavior. They will make the decision on movement of tiers.

Exiting students:

<u>Academic Growth</u>: Interventionists collect and review data on a weekly basis for 6 weeks. If student reaches grade-level expectations and consistently meets grade-level expectations in area of concern, Intervention Specialist will recommend fading support to Tier 1. The MTSS team will review Interventionist's recommendations and supporting data to make a decision regarding student's participation in Tier 2 support.

Attendance Concerns: When a student's attendance reaches eight consecutive unexcused missed sessions, it is considered an implied opt-out of services. The parent can elect to continue or opt the student out of services at that time. If student is removed from services because of absences, student's homeroom or content teacher is notified to determine next steps. Attendance policy included in manual on page 31 of this manual.

Referring Students:

Universal screeners, such as Mindplay/Ascend, are given to all students to determine student mastery. If students do not meet grade-level expectations, are not showing progress, and performs at 20% or less on the universal screener, they may be referred to the MTSS Team.

Students who are receiving tier 1 instruction and are not making adequate progress may be referred to the MTSS team.

Students may also be referred to the MTSS team via parent referral. The parent will contact the content teacher and the content teacher will analyze student data. The content teacher will submit the MTSS referral form, if data support supports the referral.

*The MTSS team will evaluate all referrals on student progress, attendance, and behavior. They will make the decision on movement of tiers.

Exiting students:

<u>Academic Growth</u>: Interventionists collect and review data on a weekly basis for an academic quarter. If student reaches grade-level expectations and consistently meets grade-level expectations, Interventionists will recommend fading support to Tier 1. The MTSS team will review Interventionists recommendations and supporting data to make a decision regarding student's participation in Tier 2 support.

<u>Credit/No Credit</u>: If, at the end of a semester, a student does not receive credit for the Tier II class the student will be removed from the course.

K-12 Accountability and Attendance Policy

Person Responsible:

The Teacher/Interventionist who is responsible for the student's Tier 2 or 3 intervention at that time. Definitions

- Excused absence: Either student or learning coach makes Interventionist aware of absence ahead of scheduled meeting/session. In case of emergency, learning coach may excuse absence after scheduled meeting time, to the discretion of the Interventionist.
- Unexcused absence: Any absence that is not explained before or shortly after missing a session.

Actions to Take:

1-3 missed consecutive sessions (unexcused absences):

- 1. Contact the family via email if missed 1. If missed 2-3 contact via email and phone call.
- 2. Document the reason for low participation in Intervention Sheet. This information will be included in bi-weekly data submitted to MTSS team.



4-5 missed consecutive sessions (unexcused absences):

- 1. Contact the family via a phone call. All numbers listed must be attempted. MTSS expectations should be reviewed.
- 2. Document the reason for low participation in the Intervention Sheet.



6-7 missed consecutive sessions (unexcused absences):

- Contact with the family via a phone call. All numbers listed must be attempted. Expectations of MTSS will be reviewed utilizing documentation that the parent signed.
- Send email to the LC, reminding that 80%+ weekly participation in all required interventions is needed, or student will be dismissed from MTSS program.
- 3. Document the reason for low participation in the Intervention Sheet and initiate FAST support/referral.



8 missed consecutive sessions (unexcused absences):

• When a student's attendance reaches eight consecutive unexcused missed sessions, it is considered a dismissal of intervention services. Student is removed from services because of absences, formal dismissal letter is sent to student/parent/LC and student's homeroom or content teacher is notified to determine next steps. If reply asks to remain on services, student must attend 4 sessions in row to remain on caseload, if no reply within 2 school days, student remains removed from Interventionist Caseload

K-12 Accountability and Attendance Policy contd.

Sporadic Attendance:

- If student does not attend at least 70% of his/her required sessions within a two week time-span, and these absences are unexcused, the Interventionist will send a warning email. Student must attend the next four sessions and maintain 70% attendance over the next two weeks.
 - If the attendance rate is not maintained for the next two weeks and throughout the remainder of time together, it is assumed the student does not wish to remain on the caseload.

Participation Policy

If student does not participate in exit ticket/Mindplay & Ascend/data collection, he/she will be marked as an unexcused absence for that intervention session. Absence policy will then apply.

High School Accountability and Attendance Policy Contd.

Students will earn points each week based on Attendance to class connect sessions and completion of Exit Tickets.

Attendance/Participation: A student must attend the live Class Connect sessions, arriving within 5 minutes of start time and remaining present through dismissal. Arriving later than 5 minutes of start time or leaving before dismissal will result in a deduction of points or total absence for the session. Interventionist will be using exit tickets to collect data on student learning and mastery. It is vital that each time an exit ticket is given that the student completes the task to the best of his/her ability. Students will be awarded points toward their correlating course grade by participating in this exit ticket based on completion, not performance.

*Attendance/Participation to Intervention Live Class Connects is worth a certain amount of points each week depending on ELA/Math teacher's point system. Ultimately, students will be awarded points toward the attendance policy portion of their course grade which is worth 20%.

High School MTSS Components

Returning Student Placement in Tier II Class for Algebra I, English I, and English II only

• Students should be pre-identified so bottom 20% is identified and can be placed in the Tier II Math or Tier II English Intervention courses. Students will continue to be tracked to then place the bottom 20% of students in the intervention course for the next semester.

Tier II High School Class Placement for New and Returning Students

Returning Student Placement

Pre-identified by May for the upcoming academic year

Students will be ranked by at-risk indicators and those students with the highest risk score will be placed in an intervention class for the next academic year.

New Student Placement

Students enrolling at the start of the school year will be given a universal screening tool within 3 weeks after the first day of school.

Based on the universal screener data, those students performing in the lowest 20% will be placed automatically in a Tier II class for that content area of need: Math or ELA

								Semester Semes		
Onboarding	Wk 1 8/6	Wk 2 8/13	Wk 3 8/20	Wk 4 8/27	Wk 5	Wk 6 9/10	Wk 7	Wk 8	Wk 9	Q1 - Block 1 Ends
	6-Aug	13-Aug	20-Aug	27-Aug	3-Sep	10-Sep	17-Sep	24-Sep	8-Oct	Oct. 12
В	hboarding & Diagnostic BOY Mindplay and Ascend Analysis & Grouping Instruction and Formative Assessment - exit ticket assessment & data collection						Instruction	and Formative As	sessment - exit ticl collection	

									Semest	er 2
Wk 20	Wk 21	Wk 22	Wk 23	Wk 24	Wk 25	Wk 26	Wk 27	Block 4 Wk 29	Wk 30	
7-Jan	14-Jan	21-Jan	28-Jan	4-Feb	11-Feb	18-Feb	25-Feb	4-Mar	11-Mar	
Diagnostic MOY Mindplay/A scend	Analysis & Grouping	Instruction	and Formative	e Assessment data collection		sessment &		Instruction and Formative Assessi		

ISTEP + GR Retest Part 1 & II -10 2/11- 5/8

ISTEP GR 10 First Admin. Part I 2/25 to M

Diagnotic Benchmarks (BOY, MOY, EOY)
Daily Exit Tickets - aligned to critical Indiana Standards/aligned to mapping/pacing guide
Five Star Mind Play Reading and Ascend Math for all students not on a Waiver 1.5 hours weekly
Five Star Mind Play Reading and Ascend Math for Identification of Tier 2 & 3 and for intervention instruction and progress monitoring

Wk 10	Wk 11		Wk 12	Wk 13	Wk 14	Wk 15	Wk 16	Wk 17	Wk 18	Semester 1 - Block 2 ends Wk 19
22-Oct	29-Oct		5-Nov	12-Nov	19-Nov	26-Nov	3-Dec	10-Dec	17-Dec	Dec. 21st
ket assessmer	nt & data			& data collecti	e Assessment on - Interven CA	- exit ticket tions Prior to				
	ISTEP + ECAs 11/12 - 12/11									

ISTEP + GR 10 11/12 - 12/11

Q3 - Block 3 ends Wk 28		Wk 32	Wk 33	Wk 34	Wk 35	Wk 36	Wk 37	Wk 38	Wk 39	Wk 40
12-Mar	- 18-Mar	1-Apr	8-Apr	15-Apr	22-Apr	29-Apr	6-May	6-May	13-May	20-May
- exit ticket a	issessment & c	data collection	1		Instruction and Formative Assessment - exit ticket assessment & data collection - / Interventions Prior to ECA					

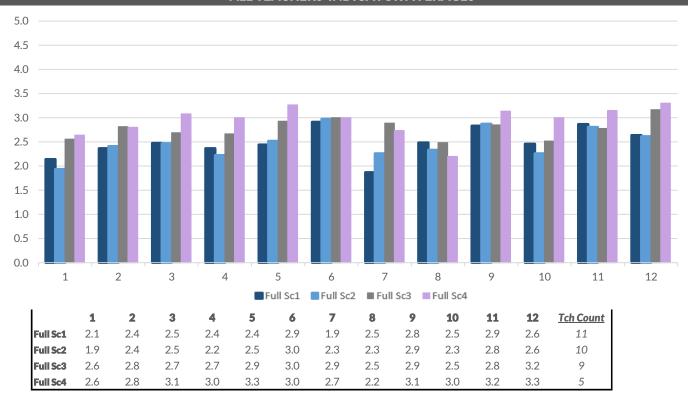
			Diagnostic MOY Mindplay/A scend	Analysis & Grouping		ISTEP + ECAs 5/15 - 5/24
arch 22nd	ILEARN 4/22 - 5/17					
				ILEARN Bio	ology 4/22 - !	5/24
	ISTEP GR 10 Part II 4/8 - 5/17					

	Semester
	2 - Block 4
	ends Last
Wk 41	Day of
27.14	May 31st
27-May	

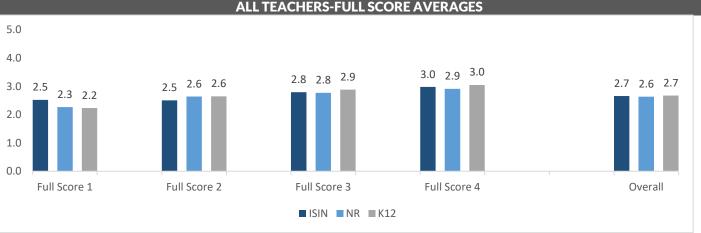
INSTRUCTIONAL COACHING REPORT

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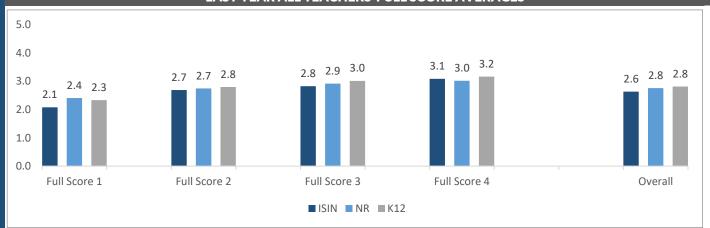
ALL TEACHERS-INDICATOR AVERAGES

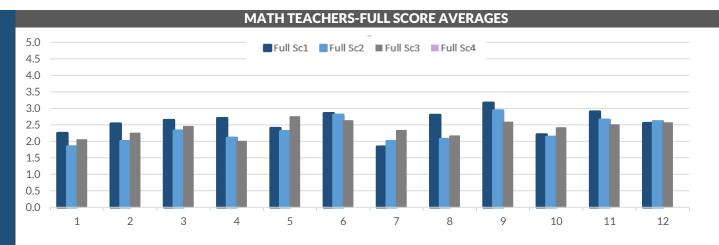


- 1 Academic Feedback
- 2 Engaging Students
- 3 Questioning
- 4 Thinking
- 5 Assessment
- 6 Teacher Content Knowledge
- 7 Teacher Knowledge of Students
- 8 Standards and Objectives
- 9 Presenting Instructional Content
- 10 Expectations
- 11 Lesson Structure and Pacing
- 12 Measuring Acad Learning Time



LAST YEAR ALL TEACHERS-FULL SCORE AVERAGES



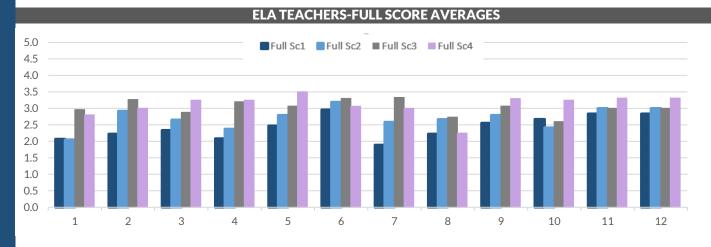


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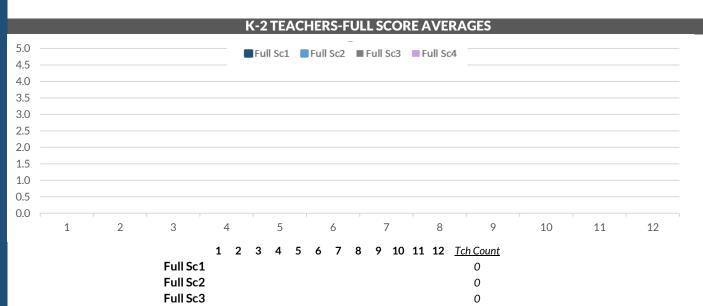


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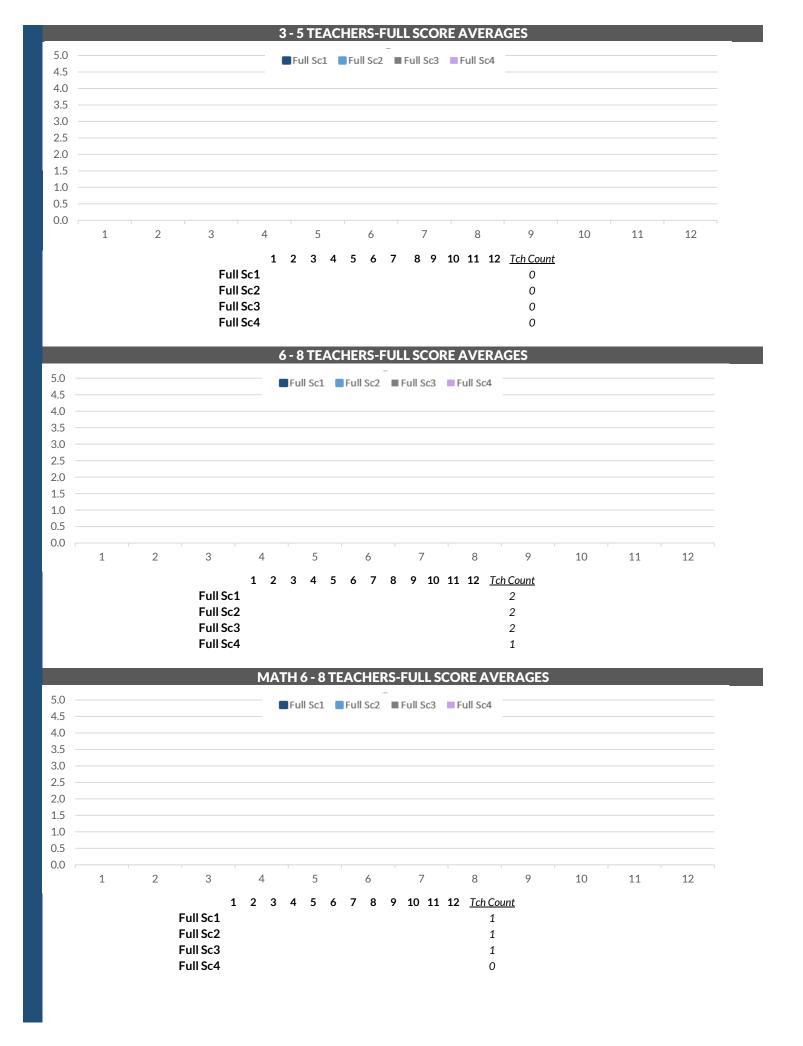
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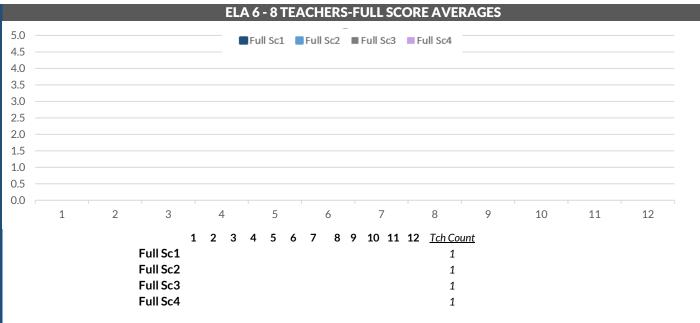
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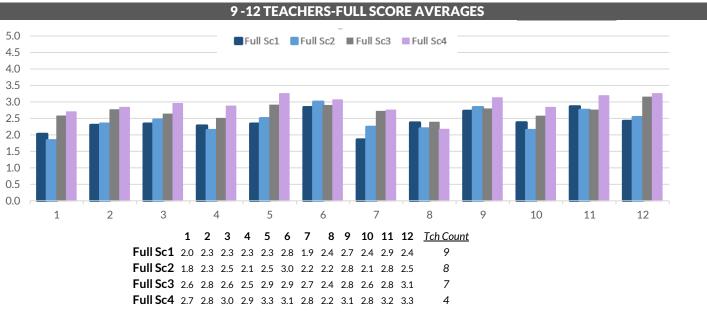


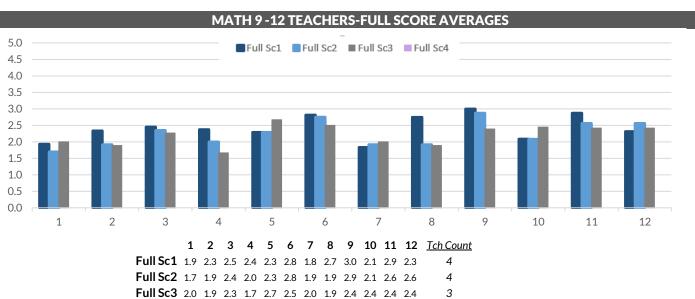
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Full Sc4



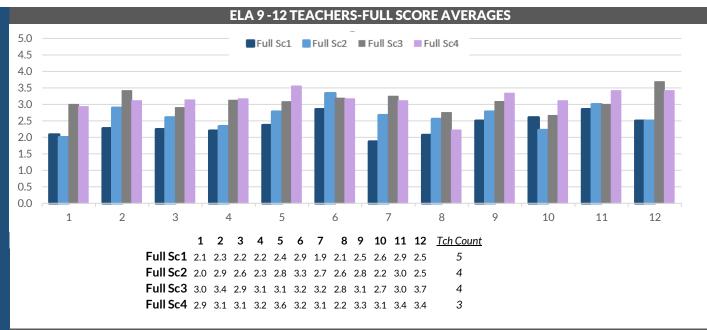


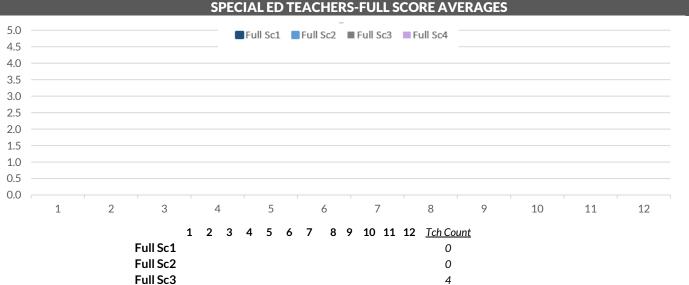




1

Full Sc4





Full Sc4

AVERAGE OF FULL SCORES FOR ALL TEACHERS 1 Academic Feedback	Full Score 1	Full Score 2	Full Score 3	Full Score 4	Avg Score	Growt
1.1 Quality	2.4	2.3	2.7		2.5	0.4
1.2 Guided Practice	2.5	2.1	3.0	3.0	2.3	0.5
1.3 The Teacher Monitoring	2.4	2.1	2.8	3.2	2.5	0.8
1.4 1.4 Differentiated Instruction	2.2	2.0	2.9	2.6	2.4	0.4
1.5 Student Peer Feedback	1.6	1.1	1.4	1.6	1.4	0.0
2 Engaging Students						
2.1 Adapting Instructional Content	2.3	2.7	2.9	2.4	2.4	0.1
2.2 Learning Experiences	2.1	2.2	2.7	2.8	2.3	0.7
2.3 Reinforces and Rewards Effort	2.7	2.3	2.9	3.2	2.6	0.5
3 Questioning						
3.1 Quality	2.5	2.7	2.2	2.8	2.2	0.3
3.4 Sequenced	2.6	2.7	2.9	3.6	2.7	1.0
3.5 Active Responses	2.5	2.4	2.8	3.2	2.4	0.7
3.6 Wait Time	2.8	2.8	3.1	3.6	2.6	0.8
3.8 Student Inquiry	1.9	1.8	2.4	2.2	1.9	0.3
4 Thinking						
4.1 Teaching Thinking	2.3	2.2	2.7	3.0	2.2	0.7
4.2 Student Opportunities	2.5	2.2	2.7	3.0	2.4	0.5
5 Assessment						_
5.1 State Content Standards	2.7	2.6	2.9	3.4	2.8	0.7
5.2 Student Current Progress	2.4	2.6	2.9	3.4	2.7	1.0
5.3 Additional Attempts	2.8	2.8	2.9	3.6	2.8	0.8
5.5 Multiple Performance Measures	2.3	2.6	3.1	3.2	2.7	0.9
5.7 Written Tasks	2.1	2.1	2.9	3.0	2.1	0.9
5.8 Performance Checks	2.4	2.6	2.9	3.0	2.5	0.6
6 Teacher Content Knowledge						
6.1 Content Knowledge	3.3	3.0	3.0	3.2	2.5	-0.1
6.2 Subject Specific Instructional Strategies	3.2	2.7	2.8	2.6	2.5	-0.6
6.3 Key Concepts and Ideas	2.9	3.1	3.1	3.0	2.5	0.1
6.4 Content Depth	2.3	3.1	3.1	3.2	2.7	0.9
7 Teacher Knowledge of Students						
7.1 Learning Difficulties	2.0	2.3	2.9	2.6	2.3	0.6
7.2 Interests and Cultural Heritage	1.8	2.1	3.2	2.2	2.2	0.4
7.3 Differentiated Instruction	1.7	2.3	2.6	3.4	2.2	1.7
8 Standards and Objectives						
8.1 Learning Objectives and State Content Standard		2.6	2.7	2.0	2.4	-0.5
8.3 Student's Previous Knowledge	2.6	2.8	2.7	2.4	2.6	-0.2
8.5 Evidence of Mastery	2.3	1.7	2.1	2.2	2.0	-0.1
9 Presenting Instructional Content						
9.1 Modeling Performance Expectations	2.7	2.6	2.9	2.8	2.3	0.1
9.2 Visuals	2.6	3.1	3.0	2.8	2.3	0.2
9.4 New Concepts and Ideas	2.9	2.9	2.6	2.8	2.6	-0.1
9.5 Concise Communication	2.9	2.9	2.8	3.4	2.9	0.5
9.6 Logical Sequencing and Segmenting	3.0	2.9	3.0	3.6	3.1	0.6
9.7 Essential Information	2.8	2.9	2.9	3.4	2.7	0.6
10 Expectations						
10.1 High Expectations	2.6	2.8	3.1	3.8	2.3	1.2
10.2 Mistakes	2.6	2.0	2.2	2.4	1.9	-0.2
10.3 Student Initiative	2.1	2.0	2.2	2.8	2.2	0.7
11 Lesson Structure and Pacing						
11.1 Start Time	2.8	2.8	2.8	2.8	2.6	0.0
11.2 Lesson Structure	2.9	2.9	2.9	3.0	2.8	0.1
11.3 Pacing	2.7	2.6	2.7	3.2	2.4	0.5
11.4 Routines & Transitions	3.0	3.0	2.8	3.6	2.7	0.6
12 Measuring Academic Learning Time						
12.1 Time	2.5	2.4	3.4	3.6	2.8	1.1
12.2 Relevance	3.3	3.1	3.6	3.6	3.4	0.3
12.2 Relevance 12.3 Rigor 12.4 Success	2.8	3.1 1.8	3.6 2.1	3.6 2.4	3.1 2.0	0.8 0.5

AVERAGE OF ALL OBSERVATIONS	K12	SCHL	K-2	3-5	K-5	MS	MS	HS	HS	MS/	SPCL
1 Academic Feedback	Avg	Avg	Avg	Avg	Avg	ELA	MTH	ELA	MTH	HS	ED
1.1 Quality	2.5	2.5						2.8	2.1	2.6	
1.2 Guided Practice	2.7	2.3						2.6	2.0	2.6	
1.3 The Teacher Monitoring	2.8	2.5						2.9	1.9	2.6	
1.4 1.4 Differentiated Instruction	2.2	2.4						3.0	1.7	2.5	
1.5 Student Peer Feedback	1.7	1.4						1.5	1.3	1.4	
2 Engaging Students											
2.1 Adapting Instructional Content	2.6	2.4						2.9	2.0	2.4	
2.2 Learning Experiences	2.5	2.3						2.2	2.0	2.3	
2.3 Reinforces and Rewards Effort	2.8	2.6						3.2	2.0	2.7	
3 Questioning											
3.1 Quality	2.6	2.2						2.5	1.9	2.5	
3.4 Sequenced	2.9	2.7						3.2	2.2	2.9	
3.5 Active Responses	2.8	2.4						3.2	1.7	2.7	
3.6 Wait Time	2.9	2.6						3.0	2.0	2.9	
3.8 Student Inquiry	2.0	1.9						2.2	1.6	2.0	
4 Thinking											
4.1 Teaching Thinking	2.5	2.2						2.7	1.3	2.6	
4.2 Student Opportunities	2.4	2.4						3.1	1.7	2.6	
5 Assessment											
5.1 State Content Standards	2.8	2.8						2.8	2.7	2.8	
5.2 Student Current Progress	2.6	2.7						2.9	2.4	2.7	
5.3 Additional Attempts	2.6	2.8						2.9	2.4	2.9	
5.5 Multiple Performance Measures	2.6	2.7						3.0	2.2	2.7	
5.7 Written Tasks	2.5	2.1						2.5	1.6	2.3	
5.8 Performance Checks	2.7	2.5						2.7	2.0	2.6	
6 Teacher Content Knowledge											
6.1 Content Knowledge	3.1	2.5						3.2	1.9	3.1	
6.2 Subject Specific Instructional Strategies	2.9	2.5						3.0	1.9	2.9	
6.3 Key Concepts and Ideas	2.8	2.5						3.1	1.9	3.0	
6.4 Content Depth	2.7	2.7						3.1	2.4	2.9	
7 Teacher Knowledge of Students	K12	School	K-2	3-5	K-5	MS ELA	MS MTH	HS ELA	HS MTH	MS/HS	SPCL ED
7.1 Learning Difficulties	2.5	2.3						2.6	2.0	2.5	
7.2 Interests and Cultural Heritage	2.2	2.2						2.5	1.7	2.2	
7.3 Differentiated Instruction	2.1	2.2						2.5	1.9	2.2	
8 Standards and Objectives											
8.1 Learning Objectives & State Content Standards	2.6	2.4						2.7	2.0	2.6	
8.3 Student's Previous Knowledge	2.7	2.6						2.7	2.4	2.6	
8.5 Evidence of Mastery	2.3	2.0						1.9	1.9	2.0	
9 Presenting Instructional Content											
9.1 Modeling Performance Expectations	2.7	2.3						2.7	1.9	2.7	
9.2 Visuals	2.6	2.3						2.7	1.8	2.9	
9.4 New Concepts and Ideas	2.7	2.6						2.6	2.3	2.8	
9.5 Concise Communication	2.8	2.9						3.0	2.7	2.9	
9.6 Logical Sequencing and Segmenting	2.9	3.1						3.2	2.8	3.1	
9.7 Essential Information	2.8	2.7						3.1	2.1	2.9	
10 Expectations											
10.1 High Expectations	2.6	2.3						3.3	1.4	3.0	
10.2 Mistakes	2.5	1.9						2.3	1.5	2.3	
10.3 Student Initiative	2.6	2.2						2.3	2.1	2.2	
11 Lesson Structure and Pacing		-									
11.1 Start Time	3.1	2.6						2.7	2.3	2.8	
11.2 Lesson Structure	2.8	2.8						3.1	2.4	2.9	
11.3 Pacing	2.8	2.4						3.0	1.8	2.6	
11.4 Routines & Transitions	3.1	2.7						3.3	2.4	3.0	
12 Measuring Academic Learning Time		2.5							0.5		
12.1 Time	2.9	2.8						3.1	2.5	2.9	
10 0 D. L											
12.2 Relevance	3.0	3.4						3.5	2.9	3.4	
12.3 Rigor	2.7	3.1						3.3	2.5	3.2	
	2.7 2.5	3.1 2.0		3.4-4.2)	5.0		ed, Tchr I	3.3 2.1	2.5 1.5	3.2 2.0	

Student Performance Connectors to Teacher Evaluation 19-20

	Professional Practice 55%: NIET Rubric 70%Professionalism 30%	Individual Growth 15%: NWEA or Pre/Post	Student Growth 6%: Mindplay/ IXL/Ascend	Individual Performance 19%: Pass/Progress Rates	School Letter Grade 5%
		Test and include as applicable:			
7-8	X	ILearn*	MP/Ascend	X	X
9-12	X	X	IXL/Ascend	X	X
Interventionists	X	X	MP/IXL/Ascend	X	X
Special Ed	X	X	MP/Ascend	X	X

ILearn*:

- State requirement for grades 7-8 math and ELA (ILEARN).

Pre/Post Test:

- MS/HS/Special Education/Intervention teachers identify a class/course to measure during BOY conference.
- Teachers administer course pre/post-tests report data during appropriate conferences.

Pass/Progress Rates:

- Teachers choose course for metrics. Progress captured weekly via academic tracker, mastery of standards tracker, and teacher gradebook.

Mindplay and Ascend Growth:

- Measure based on grade level or grade band growth for Mindplay; include FAY students' growth.
- 4: 1.25+ year's growth
- 3: 1.0-1.25 year's growth
- 2: 0.75-1.0 year's growth
- 1: 0.0-0.74 year's growth

IXL Growth:

-Measure based on grade level and teacher's expected growth within class content. Data shared at EOY conference with evaluator. Updates shared via bi-weekly data meetings.

FAY (Full Academic Year) STUDENTS

Students enrolled the first 20 days of the school year and complete the school year will be included in the metrics.

SPECIAL ED CONSIDERATIONS

Teachers will select a representative course/grade level for different areas of metrics.

Compliance considered in domain 3 of NIET rubric.

COC CONSIDERATIONS

Progress monitoring of goals = performance. Calculation includes the number of students meeting their goals.

Professional Practice: 55%

Instruction, Environment, Planning (70%)	1
Professionalism (30%)	1
Overall Professional Practice Score	1

Indvidual Growth Model: 15% 1-4 scale

Student Growth	Highly Effective 4	Effective 3	Needs Improvement 2	Ineffective 1	Enter Values Below
(NWEA or Pre-/Post-Test)	85%-100	70%-84%	55%-69%	0-54%	1

Math/ELA Supplemental Program Growth: 6% 1-4 scale

	Highly Effective 4	Effective 3	Needs Improvement 2	Ineffective 1	Enter Values Below
Student Growth (Mindplay/Ascend/IXL)	85%-100	70%-84%	55%-69%	0-54%	1

Individual Performance: 19% 1-4 scale

Pass/Progress Rates	Grades	Highly Effective 4	Effective 3	Needs Improvement 2	Ineffective 1	Enter Values Below
9-12 will choose class		85%-100	70-84%	55%-69%	0-54%	1

School Letter Grade: 5% 1-4 scale

School Letter Grade	Highly Effective 4	Effective 3	Needs Improvement 2	Ineffective 1	Enter Values Below
	A-B	С	D	F	1

Overall Annual Evaluation Score

Highly Effective Effective Needs Improvement Ineffective

3.5 - 4.0 2.5 - 3.49 1.75 - 2.49 1.0 - 1.74

Teacher Evaluation

2019-2020 Updates

Observation Timeline and Procedures

- BOY Conference Completed by August 23, 2019.
 - Identify goals for year using Reinforcement/Refinement areas from last evaluation. Can be done via e-mail, phone, or face to face.
- Walk-through a minimum of 10 minutes and unannounced.
- First walk-through by administrator completed by September 20, 2019. At least 1 walk-through completed prior to Unannounced Observation.
- Unannounced, long observation completed between September 23-November 22, 2019, followed by a post conference.
- Second walk through will occur after the Unannounced Observation and prior to the second Announced, long Observation.

Observation Timeline and Procedures

- Evaluator will contact the teacher to determine the scheduled date, time, and class for announced observation.
- A Pre and post conference will be held for the Announced observation.
- Announced, long observation will take place between February 4-May 15, 2019.
- EOY conferences will occur no later than June 5, 2019.
- Peer observations will take place at least twice during the year (1 per semester) Window for completion TBD

Additional Information

- Grade 9-12 Teachers will choose the course/class to which they will be tied for Pass rates in the evaluation rubric at BOY conference.
- Unannounced and announced observations will be equally weighted.
- The school grade which is released by IDOE during the current school year will be used. (Previous year performance)
- NWEA growth will focus on FAY (full academic year) students.
- 1 professionalism survey completed prior to EOY meeting

Professional Practice: 55%					
Instruction, Environment, Planning (70%)	1				
Professionalism (30%)	1				
Overall Professional Practice Score	1				
Indvidual Growth Model: 15% 1	-4 scale				
Student Growth	Highly Effective 4	Effective 3	Needs Improvement 2	Ineffective 1	Enter Values Below
(NWEA or Pre-/Post-Test)	85%-100	70%-84%	55%-69%	0-54%	1
Math/ELA Supplemental Progra	m Growth: 6%	6 1-4 scale			
Student Growth	Highly Effective 4	Effective 3	Needs Improvement 2	Ineffective 1	Enter Values Below
(Mindplay/Ascend/IXL)	85%-100	70%-84%	55%-69%	0-54%	1
Individual Performance: 19% 1-					
Pass/Progress Rates	Highly Effective 4	Effective 3	Needs Improvement 2	Ineffective 1	Enter Values Below
Grades 9-12 will choose class	85%-100	70-84%	55%-69%	0-54%	1
School Letter Grade: 5% 1-4 sca	le				
School Letter Grade	Highly Effective 4	Effective 3	Needs Improvement 2	Ineffective 1	Enter Values Below
	A-B	С	D	F	1
Overall Annual Evaluation Score					1
	Highly Effective	Effective	Needs Improvement	Ineffective	
	3.5 - 4.0	2.5 - 3.49	1.75 - 2.49	1.0 - 1.74	



Staff Performance Evaluation Plan Submission Coversheet SY 2019-20

CONTEXT: Indiana Code (IC) 20-28-11.5-8(d) requires each school corporation to submit its entire staff performance evaluation plan to the department (IDOE) and requires the IDOE to publish the plans on its website. This coversheet is meant to provide a reference for IDOE staff and key stakeholders to view the statutory- and regulatory-required components of staff performance evaluation plans for each school corporation.

Furthermore, in accordance with IC 20-28-11.5-8(d), a school corporation must submit its staff performance evaluation plan to the department for approval in order to qualify for any grant funding related to this chapter. Thus, it is essential that the reference page numbers included below clearly demonstrate fulfillment of the statutory (IC 20-28-11.5) and regulatory (511 IAC 10-6) requirements.

INSTRUCTIONS:

Completion

In the chart below, please type the reference the page numbers in your staff performance evaluation document which clearly display compliance with the requirements. If the plan contains multiple documents with duplicate page numbers, please refer to the documents by A, B, C, D, etc. with the page number following. For example: A-23, B-5, etc. Please note, your plan may include many other sections not listed below.

Submission

Once completed, please attach this coversheet to the staff performance evaluation plan document you will submit. The whole document needs to be combined into one continuous PDF for submission. **The 2019 submission due date is 9/13/2019.**

School Corporation Name:	Hoosier Academies Network of Schools – Insight School of Indiana and Hoosier Academy - Indianapolis
School Corporation Number:	9120-2528; 9805-2527

Annual Evaluations			_	
Requirement	Requirement Statutory / Regulatory Authority Examples		Reference Page Number(s)	
☑ Annual performance evaluations for each	IC 20-28-11.5-4(c)(1)	Plan and metrics to evaluate <i>all</i> certificated employees, including teachers,	6,7,8,9	
certificated employee		administrators, counselors, principals and superintendents		
Objective Measures of Student Achievemen	t and Growth			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)	
☑ Objective measures of student achievement and growth significantly inform <i>all</i> certificated employees' evaluations	IC 20-28-11.5-4(c)(2)	Please indicate page numbers referencing the inclusion of objective measures of student achievement and growth in all certificated employee evaluations including but not limited to teachers, administrators, and superintendent	10,11,12,13	
☑ Student performance results from statewide assessments inform evaluations of employees whose responsibilities include teaching tested subjects	IC 20-28-11.5-4(c)(2)(A) 511 IAC 10-6-4(b)(1)	 Please note that per 511 IAC 10-6-4(b)(1), Individual Growth Measure (IGM) must be the primary measure for E/LA and math teachers in grades 4-8. For more information regarding IGM, click here. 	10,11	
☑ Methods of assessing student growth in evaluations of employees who do not teach tested subjects	IC 20-28-11.5-4(c)(2)(B) 511 IAC 10-6-4(b)(2) 511 IAC 10-6-4(b)(3)	Examples include: Student Learning Objectives (SLOs), SMART goals Corporation- or classroom-level student learning measures for non-tested grades and subjects Other student learning measures for non-teaching staff School-wide learning measures (e.g., A-F accountability grade)	6,7,8,9,10,11, 12	
Rigorous Measures of Effectiveness				
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)	
☐ Rigorous measures of effectiveness, including observations and other performance indicators	IC 20-28-11.5-4(c)(3)	 Observation rubrics - for <i>all</i> certificated staff - with detailed descriptions of each level of performance for each domain and/or indicator Other measures used for evaluations (<i>e.g.</i>, surveys) 	14-65	

Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ A summative rating as one of the following: highly effective, effective, improvement necessary, or ineffective	IC 20-28-11.5-4(c)(4) 511 IAC 10-6-2(c)	 Definition of performance categories Summative scoring process that yields placement into each performance category 	10,11,13
 ☒ A definition of negative impact for certificated staff with statewide assessments ☒ A definition of negative impact for certificated staff without statewide assessments ☒ A final summative rating modification if and when a teacher negatively affects student growth 	IC 20-28-11.5-4(c)(6) 511 IAC 10-6-4(c)	 Definition of negative impact on student growth for grades and subjects measured and not measured by statewide assessments Description of the process for modifying a final summative rating for negative growth For more information regarding Negative Impact, click here. 	5,6
☑ All evaluation components, including but not limited to student performance data and observation results, factored into the final summative rating	IC 20-28-11.5-4(c)(4)	 Summative scoring process that yields placement into each performance category Process for scoring student learning measures Weighting (broken down by percentage) of all evaluation components 	13
Evaluation Feedback			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☑ An explanation of evaluator's recommendations for improvement and the time in which improvement is expected	IC 20-28-11.5-4(c)(5) 511 IAC 10-6-5	 Process and timeline for delivering feedback on evaluations Process for linking evaluation results with professional development 	7,8,9
Evaluation Plan Discussion			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☑ Evaluation Plan must be in writing and explained prior to evaluations are conducted.	IC 20-28-11.5-4(e)(1) IC 20-28-11.5-4(e)(2)	 Process for ensuring the evaluation plan is in writing and will be explained to the governing body in a public meeting before the evaluations are conducted Before explaining the plan to the governing body, the superintendent of the school corporation shall discuss the plan with teachers or the teachers' representative, if there is one 	5

Evaluators			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☑ Only individuals who have received training and support in evaluation skills may evaluate certificated employees	IC 20-28-11.5-1 IC 20-28-11.5-5(b) IC 20-28-11.5-8(a)(1)(D)	 Description of ongoing evaluator training Description of who will serve as evaluators Process for determining evaluators 	7
☐ Teachers acting as evaluators (optional) clearly demonstrate a record of effective teaching over several years, are approved by the principal as qualified to evaluate under the evaluation plan, and conduct staff evaluations as a significant part of their responsibilities	IC 20-28-11.5-1(2) IC 20-28-11.5-1(3) 511 IAC 10-6-3	Description of who will serve as evaluators Process for determining evaluators	7
⊠ All evaluators receive training and support in evaluation skills	IC 20-28-11.5-5(b) 511 IAC 10-6-3	Description of ongoing evaluator training	7
Feedback and Remediation Plans			
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☑ All evaluated employees receive completed evaluation and documented feedback within seven business days from the completion of the evaluation.	IC 20-28-11.5-6(a)	System for delivering summative evaluation results to employees	11
☐ Remediation plans assigned to teachers rated as ineffective or improvement necessary	IC 20-28-11.5-6(b)	Remediation plan creation and timeframe Process for linking evaluation results with professional development	9
☐ Remediation plans include the use of employee's license renewal credits	IC 20-28-11.5-6(b)	Description of how employee license renewal credits and/or Professional Growth Points will be incorporated into remediation	9
	IC 20-28-11.5-6(c)	Process for teachers rated as ineffective to request conference with superintendent	9
Instruction Delivered by Teachers Rated Ine	ffective		
Requirement	Statutory / Regulatory Authority	Examples of Relevant Information	Reference Page Number(s)
☐ The procedures established for avoiding situations in which a student would be instructed for two consecutive years by two consecutive teachers rated as ineffective	IC 20-28-11.5-7(c)	Process for ensuring students do not receive instruction from ineffective teachers two years in a row	6
☐ The procedures established to communicate to parents when student assignment to consecutive teachers rated as ineffective is unavoidable	IC 20-28-11.5-7(d)	Description of how parents will be informed of the situation	6

1.0 Intent and

Philosophy/Belief Mission:

Statements To r

To provide educational and social support to all students regardless of circumstances. We believe that partnerships with parents, families, and the greater community contribute to student success as we strive to prepare our students for life beyond the classroom.

Vision:

To grow successful college and career-minded students who are prepared for the workforce.

Core Values:

Students First

Educating, Supporting, and Empowering our Teachers, Staff, and Families

Safe Environment

Strong Community Relationships

Accountability

ALL FOR SUCCESS

Our core value of "Educating, Supporting, and Empowering our Teachers, Staff, and Families" reflects the importance of having an effective teacher evaluation process in place at Hoosier Academies that is implemented with fidelity. All core values support our vision and mission as we strive for student success.

2.0 Strategic Communication Plan

2.1Communication Structures

- Presentation reviewing and notification of updates within evaluation process completed during back to school faculty professional development.
- Evaluation Process/Plan posted on staff intranet
- Faculty staff input requested at end of school year to provide updated information to inform evaluation practices.
- Evaluators review and respond appropriately with changes as needed.
- Communication Plan: Timeline identified and shared via email first month of each semester.
- Rubric updated Teachers notified and trained on the necessary components during professional development prior to start of school year.

2.2 Process for Stakeholder Feedback

- A survey will be sent to staff to elicit feedback annually.
- Department Lead meetings will review feedback and AA/Principal will initiate discussion of items with administration
- The school board approves changes to the evaluation process after its initial approval.

3.0 Legislative Components

- A checklist of Legislative Components will be posted on the school intranet website for employees to view, so that stakeholders have access to the Legislative Components of Evaluation.
- Legislative components and requirements will be included within evaluation plan and communicated to staff.

• It is important to note that one such legislative component is negative impact on student learning. See below:

Negative Impact on Student Learning

IC 20-28-11.4-4 (c) (4) and (6) requires that the following provision be included in each school district's teacher evaluation plan: A provision that a teacher who negatively affects student achievement and growth cannot receive a rating of highly effective or effective.

Negative Impact on Student Learning will be determined by the following:

Teachers receiving Growth Measure Data from IDOE (Classroom Teachers Grades 4-8 E/LA and Mathematics):

Negative Impact is characterized by a significant decrease in student achievement and a significantly low level of student growth. If there is a determination of Negative Impact, and the teacher's combined rubric and student achievement and growth summative level is Effective or Highly Effective, the summative level will be reduced to no higher than Improvement Necessary. If a teacher scores a 1 (ineffective) on a primary measure, then the teacher shall be determined to have a negative impact on student learning.

Negative impact on student learning shall be defined as follows:

- 1. For classes measured by statewide assessments, the IDOE shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact growth and achievement.
- 2. For classes that are not measured by statewide assessments, negative impact on student growth shall be defined locally, where data shows a significant number of students across a teacher's classes fails to demonstrate student learning or mastery of standards established by the state.

Teachers deemed to have a negative impact on student learning as identified above will receive additional support with instructional coaches and/or Professional Lead Teachers during the upcoming school year. Teachers will be notified of the required support and will identify a plan for improvement with their administrator's input.

Counselors will be notified of students that have been instructed by a teacher rated as ineffective. This information will be used to strategically place students in classes with teachers that did not receive ineffective ratings the following school year.

Families will be notified immediately via email upon the school's knowledge that a student is unavoidably placed with a teacher rated as ineffective if they were in a teacher's class that was rated as ineffective the prior year.

4.0 Process for Classroom Observations/Walk-Throughs

4.1 High Quality Rubric

- National Institute for Excellence in Teaching (NIET-Appendix A) Rubric, a research-based rubric. Evidence of the categories may look different in a virtual environment.
- NIET's data management allows evaluator to entering and analyzing teacher observation data. Self-evaluation ratings may be requested and entered into the system; evaluators and teachers may search observations from past

- school years. NIET provides updates on the school's progress in completing the required number of observations/evaluations/professional summaries.
- Categories for observation include three domains: Instruction, Planning, and Environment; drilling down into the
 following subcategories: academic feedback, engaging students, questioning, thinking, assessment, teacher content
 knowledge, teacher knowledge of students, standards and objectives, presenting instructional content, expectations,
 lesson structure and pacing.
- Rubric contains examples of exemplary (5), proficient (3), and unsatisfactory (1).
- All staff are advised of their specific rubric on an annual basis. (Rubrics available upon request.)
- New staff will be trained on the rubric as they are hired. Ongoing training during Professional Learning Communities during the first semester after hire.
- Professional development will provide support in the areas of need based on results identified by NIET's data management system (EEPASS).

4.2 Evaluators

- The evaluation team will consist of administrators and/or any related teacher leader role that is assigned by the head of school.
- Evaluators participate in ongoing training annually after completion of the initial training at the start of their identification as an evaluator.
- Administrative team members will evaluate the staff that report directly to them, unless otherwise specified by the head of school. Some teachers may be evaluated by an administrator other than their direct supervisor due to volume of evaluations on their team, but they will be notified of this at the start of the school year.
- Norming meetings will be conducted twice annually with the evaluation team. Data collected from the NIET portal (EEPASS) will inform the consistency of our scoring on rubrics.
- Peer evaluations will be done at least twice a year. Teachers will submit feedback to the teacher they observed.

4.3 Observation Timeline and Procedures TIMELINE:

Responsible Party	Activity	Timeline (no later than) *= window		
Evaluator/Faculty	BOY Conference	8.23.19 (exceptions made case by case)		
Faculty Member	Goals formalized and submitted to evaluator	9.6.19		
Evaluator/PLTs	First Walk Through	9.23.19 or prior to Unannounced Long Obs		
Evaluator Unannounced Long Observation		*9.23.19 to 11.22.19		
Evaluator/Faculty	Post Conference	Within seven business days after observation		
Evaluator/PLTs	Second Walk Through	*2.4.20 or prior to Announced Long Obs		
Evaluator/Faculty	Pre-Conference	Within one week prior to ALO		
Evaluator/Faculty	Announced Long Observation	*2.4.20 to 5.14.20		
Evaluator/Faculty Post Conference		Within seven business days after observation		
Evaluator/Faculty	EOY Conference	6.5.20		

PROCEDURES: The complete evaluation process will consist of conferences, goal formalization, walk throughs and long observations. Evaluators will be assigned faculty members that they work with on a regular basis and will follow the timeline and procedures.

Walk-throughs:

- 10-15 minutes,
- unannounced,
- feedback emailed.
- live or recorded. If recorded, evaluator specifies date and time of recording within feedback.

1st long observation:

- full class time,
- unannounced,
- 6-week time frame identified,
- live or recorded
- feedback provided in the EEPASS portal,
- post conference, evaluator and faculty member, to discuss and reflect with focus on reinforcement and refinement goals.
- Faculty member provided opportunity to self-evaluate in EEPASS portal

2nd long observation:

- full class time,
- announced,
- 6-week time frame identified,
- Pre-conference within one week of lesson
- feedback provided in the EEPASS portal,
- post conference, evaluator and faculty member, discuss and reflect with focus on reinforcement and refinement goals.
- Faculty member provided opportunity to self-evaluate in EEPASS portal

Professionalism Survey

- EEPASS portal utilized
- Score shared with Faculty member

End of Year Conference

- Completed prior to or on faculty member's last school year workday.
- Metric based on rubric shared with teacher.
- Reflection on goals

4.4 Evidence

- Faculty members will submit evidence directly to their evaluator.
- Administrators can request evidence on an as-needed basis.
- Guidelines for evidence will be posted on the Intranet teacher evaluation site.

4.5 Pre and Post Conferences

- Pre-conference prior to second long observation
- Post conferences occur as needed and after both long observations.
- Reflective and preparatory conversations will be aligned with the focus on reinforcement and refinement goals.

4.6 Evaluator Training

- Evaluator training and certification provided by NIET
- Training completed prior to long observations
- Norming for evaluators occurs after certification and prior to first long observations.

4.7 Fidelity of Implementation Action Steps:

- The administrative team will utilize EEPASS to monitor evaluation process for consistency and to analyze statistics and ratings within observations.
- Updates and timeline reminders will be provided to assigned evaluators quarterly.

4.8 Meaningful Dialogue and Feedback

- Evaluators will complete NIET training to better engage in meaningful dialogue during post conference.
- Designated time during data and staff meetings allows for reflection on best practices.
- Evaluators will facilitate reflection on data driven instruction and incorporate discussion of professional strengths and challenges.
- Faculty members will be engaged in dialogue about their professional practices providing purposeful feedback and action steps for improvement.
- Administrators and professional lead teachers will drive professional development topics based on needs of staff identified through evaluation.
- Teachers rated as ineffective will determine a growth plan with their administrator with a focus on improvement and inclusion of professional growth activities qualifying toward their license Professional growth points.
- Teachers may request a private meeting with the Head of School by notifying the Human Resources Coordinator or an administrator, including the HOS, directly.

5.0 Weights and Measures

	Professional	Individual	Student Growth	Individual	School
	Practice 55%:	Growth 15%:	6%:	Performance	Letter
	NIET Rubric	NWEA or	Mindplay/	19%:	Grade
	70%Professionalism	Pre/Post Test	IXL/Ascend	Pass/Progress	5%
	30%	and include as		Rates	
		applicable:			
K-1	X	Dibels	MP/Ascend	X	X
2-3	X	Dibels	MP/Ascend	X	X
4-6	X	ILearn*	MP/Ascend	X	X
7-8	X	ILearn*	MP/Ascend	X	X
9-12	X	X	IXL/Ascend	X	X
Interventionists	X	X	MP/IXL/Ascend	X	X
Special Ed	X	X	MP/Ascend	X	X

Non-Instructional Staff:

Professional Lead Teachers	Rubric – Appendix B
Advisors	Rubric – Appendix C
Student Support Team	Rubric – Appendix D
Counselors	Rubric – Appendix E
MTSS Coordinator	Rubric – Appendix F
Administration	K12 Goals and Competencies
Head of School	K12 Goals and Competencies

Dibels:

- All K-3 students will be measured. FAY students will account for evaluation metrics.
- Teachers in grades K-3 will administer Dibels to measure growth from BOY to EOY as measured by the composite score.

ILearn*:

- State requirement for grades 4-8 math and ELA (ILEARN).

Pre/Post Test:

- MS/HS/Special Education/Intervention teachers identify a class/course to measure during BOY conference.
- Teachers administer course pre/post-tests report data during appropriate conferences.

Pass/Progress Rates:

- Teachers choose course for metrics. Progress captured weekly via academic tracker, mastery of standards tracker, and teacher gradebook.

Mindplay and Ascend Growth:

- Measure based on grade level or grade band growth for Mindplay; include FAY students' growth.

4: 1.25+ year's growth

3: 1.0-1.25 year's growth

2: 0.75-1.0 year's growth

1: 0.0-0.74 year's growth

IXL Growth:

-Measure based on grade level and teacher's expected growth within class content. Data shared at EOY conference with evaluator. Updates shared via bi-weekly data meetings.

FAY (Full Academic Year) STUDENTS

Students enrolled the first 20 days of the school year and complete the school year will be included in the metrics.

SPECIAL ED CONSIDERATIONS

Teachers will select a representative course/grade level for different areas of metrics.

Compliance considered in domain 3 of NIET rubric.

COC CONSIDERATIONS

Progress monitoring of goals = performance. Calculation includes the number of students meeting their goals.

6.	Clear
Ti	nelines/Protocols

	Responsible	A ativity.	Timeline (no leter then) *- window		
	Party	Activity	Timeline (no later than) *= window		
	Evaluator/Faculty	BOY Conference	8.23.19 (exceptions made case by case)		
	Faculty Member	Goals formalized and submitted to evaluator	9.6.19		
	Evaluator/PLTs	First Walk Through	9.23.19 or prior to Unannounced Long Obs		
	Evaluator	Unannounced Long Observation	*9.23.19 to 11.22.19		
	Evaluator/Faculty	Post Conference	Within seven business days after observation		
	Evaluator/PLTs	Second Walk Through	*2.4.20 or prior to Announced Long Obs		
	Evaluator/Faculty	Pre-Conference	Within one week prior to ALO		
	Evaluator/Faculty	Announced Long Observation	*2.4.20 to 5.14.20		
Evaluator/Faculty Post Conference		Post Conference	Within seven business days after observation		
	Evaluator/Faculty	EOY Conference	6.5.20		

7.0 System for Measuring Student Learning

7.1 Multiple Measures

- Academic Tracker provided by LMS, specific to each course and teacher
- Mastery of Standards Tracker providing data specific to student learning based on Indiana Standards
- Data Meetings focused on Data Driven Instruction
- Remediation and Reteaching based on DDI method

7.2 Criteria for Selection and Development of Measures

- Availability of programs through provider
- Authorizer input regarding validity of programs
- Historical data, local and national, regarding use and success of programs
- Vetted with needs of stakeholders

7.3 Process for Selection and Development of Measures

- Teacher input from annual evaluation survey.
- Administrative review of programs bi-annually.
- Department Lead discussion regarding assessment tool and measurement fidelity

8.0 System for Collecting, Reporting and Storing Data

8.1 Infrastructure

- The EEPASS portal within the NIET system is used to collect and monitor observation data and teacher evidence.
- Instructional Coaches and Professional Lead Teachers conduct teacher conferences and collect data for teacher reflection and to inform instruction.

8.2 Data Validation

- Multiple data points used to determine validity of measured data included in evaluation, including NWEA, teacher CFU's, mastery assessments, curriculum assessments, exit tickets, etc.
- Professional Development discussions surrounding data ensures validity through data meetings that highlight concerns and strengths of data measuring programs

8.3 Data Report

- Bi-weekly and weekly data reports, instructional mapping documentation, academic trackers, and mastery of standards trackers ensure that data is secured in a timely manner.
- Administration team meets weekly to discuss academic data and includes evaluation measures as applicable.

8.4 Assessment Security and Procedures

- Teacher evaluations are accessible by the evaluation team.
- Faculty members do not have access to evaluations other than their own.
- NIET's EEPASS portal protects the privacy of teacher information included in the portal
- Faculty members attend one-on-one conferences with the evaluator. If others are invited it is with the consent of the faculty member evaluated. (This is rare.)

9.0 Converting Measure Scores to	Teacher: Administrator:		Feacher Evaluation: 2 Academies Network of			E
Summative Teacher Ratings	Professional Practice: 55%					
	Instruction, Environment, Planning (70%)	1				
	Professionalism (30%)	1				
	Overall Professional Practice Score	1				
	Indvidual Growth Model: 15%	1-4 scale				
	Student Growth	Highly Effective 4	Effective 3	Needs Improvement 2	Ineffective 1	Enter Values Below
	(NWEA or Pre-/Post-Test)	85%-100	70%-84%	55%-69%	0-54%	1
	Math/ELA Supplemental Progra	am Growth: 69	″ % 1-4 scale			
	Student Growth	Highly Effective 4 85%-100	Effective 3 70%-84%	Needs Improvement 2 55%-69%	Ineffective 1 0-54%	Enter Values Below
	(Mindplay/Ascend/IXL)					
	Individual Performance: 19% 1	_				
	Pass/Progress Rates	Highly Effective 4	Effective 3	Needs Improvement 2	Ineffective 1	Enter Values Below
	Grades 9-12 will choose class	85%-100	70-84%	55%-69%	0-54%	1
	School Letter Grade: 5% 1-4 sca	ale				
	School Letter Grade	Highly Effective 4	Effective 3	Needs Improvement 2	Ineffective 1	Enter Values Below
	School Letter Grade	A-B	С	D	F	1
	Overall Annual Evaluation Sco	ore				1
		Highly Effective	Effective	Needs Improvement	Ineffective	
		3.5 - 4.0	2.5 - 3.49	1.75 - 2.49	1.0 - 1.74	
10.0 Oversight Process	 Department leads and teachers are process and metrics. However, they Department leads, PLT or IC bring will contact Head of School. Administration discusses concerns affects current evaluation year. Oversight of the complete evaluation participate in four meetings to discussed. 	y may bring concert g concerns to School and makes approp on process was address the evaluation	rns at any time of Administrate adjustment the during process and me	or. If concerns warrant ors at end of year or in the summer of 2019. Fetrics. This was volunt	additional revienmediately if co Faculty memberary and faculty	ew, administrators ncern is credible and s were invited to members were
	invited to share their concerns prior of the school year to address furthe		•			
11.0 Professional	•	er concerns, as need	ded.			
	of the school year to address furtheTeachers participated in review of	er concerns, as need rubric indicator de	ded.			
	 of the school year to address furthe Teachers participated in review of Instructional coaching occurs mont 	er concerns, as need rubric indicator de thly.	ded.			
11.0 Professional Development	 of the school year to address furthe Teachers participated in review of Instructional coaching occurs mont Teachers complete peer observation 	er concerns, as need rubric indicator de thly. ons twice a year.	ded.			
	 of the school year to address furthe Teachers participated in review of Instructional coaching occurs mont 	er concerns, as need rubric indicator de thly. ons twice a year. attendance.	ded. scriptors durin	g professional develop		

NIET TAP Teaching Standards Rubric

Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
	(Exemplary)	(Proficient)	(Unsatisfactory)
Standards	All learning objectives and state content standards are	Most learning objectives and state content standards	Few learning objectives and state content standards
and	explicitly communicated.	are communicated.	are communicated.
Objectives	Sub-objectives are aligned and logically sequenced to	Sub-objectives are mostly aligned to the lesson's major	Sub-objectives are inconsistently aligned to the
	the lesson's major objective.	objective.	lesson's major objective.
	Learning objectives are: (a) consistently connected to	Learning objectives are connected to what students	Learning objectives are rarely connected to what
	what students have previously learned, (b) know from	have previously learned.	students have previously learned.
	life experiences, and (c) integrated with other	• Expectations for student performance are clear.	Expectations for student performance are vague.
	disciplines.	State standards are displayed.	State standards are displayed.
	Expectations for student performance are clear,	There is evidence that most students demonstrate	There is evidence that few students demonstrate
	demanding, and high.	mastery of the objective.	mastery of the objective.
	State standards are displayed and referenced		
	throughout the lesson.		
	There is evidence that most students demonstrate		
	mastery of the objective.		
Motivating	The teacher consistently organizes the content so that	The teacher sometimes organizes the content so that it	The teacher rarely organizes the content so that it is
Students	it is personally meaningful and relevant to students.	is personally meaningful and relevant to students.	personally meaningful and relevant to students.
	The teacher consistently develops learning	The teacher sometimes develops learning experiences	The teacher rarely develops learning experiences
	experiences where inquiry, curiosity and exploration	where inquiry, curiosity and exploration are valued.	where inquiry, curiosity and exploration are valued.
	are valued.	The teacher sometimes reinforces and rewards effort.	The teacher rarely reinforces and rewards effort.
	The teacher regularly reinforces and rewards effort.		
Presenting	Presentation of content always includes:	Presentation of content most of the time includes:	Presentation of content rarely includes:
Instructional	visuals that establish: the purpose of the lesson,	visuals that establish the purpose of the lesson, preview	visuals that establish the purpose of the lesson,

Content		preview the organization of the lesson, and include		the organization of the lesson, and include internal		preview the organization of the lesson, and include
		internal summaries of the lesson.		summaries of the lesson.		internal summaries of the lesson.
	•	examples, illustrations, analogies, and labels for new	•	examples, illustrations, analogies, and labels for new	•	examples, illustrations, analogies, and labels for new
		concepts and ideas.		concepts and ideas.		concepts and ideas.
	•	modeling by the teacher to demonstrate his or her	•	modeling by the teacher to demonstrate his or her	•	modeling by the teacher to demonstrate his or her
		performance expectations.		performance expectations.		performance expectations.
	•	concise communication.	•	concise communication.	•	concise communication.
	•	logical sequencing and segmenting.	•	logical sequencing and segmenting.	•	logical sequencing and segmenting.
	•	all essential information.	•	all essential information.	•	all essential information.
	•	no irrelevant, confusing, or non-essential information.	•	no irrelevant, confusing, or non-essential information.	•	no irrelevant, confusing, or non-essential
						information.
Lesson	•	The lesson start promptly.	•	The lesson start promptly.	•	The lesson does not started promptly.
Structure and	•	The lesson's structure is coherent, with a beginning,	•	The lesson's structure is coherent, with a beginning,	•	The lesson has a structure, but may be missing
Pacing		middle, end, and time for reflection.		middle, and end.		closure or introductory elements.
	•	Pacing is brisk, and provides many opportunities for	•	Pacing is appropriate, and sometimes provides	•	Pacing is appropriate for less than half of the
		individual students who progress at different learning		opportunities for students who progress at different		students, and rarely provides opportunities for
		rates.		learning rates.		students who progress at different learning rates.
	•	Routines for distributing materials are seamless.	•	Routines for distributing materials are efficient.	•	Routines for distributing materials are inefficient.
	•	No instructional time is lost during transitions.	•	Little instructional time is lost during transitions.	•	Considerable time is lost during transitions.

Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

Significantly Below Expectations (1)

Instruction

At Expectations (3)

Significantly Above Expectations (5)

	(Exemplary)	(Proficient)	(Unsatisfactory)
Activities	Activities and materials include all of the following:	Activities and materials include most of the following:	Activities and materials include few of the following:
and Materials	support the lesson objectives.	support the lesson objectives.	
and waterials			
	are challenging.	are challenging.	are challenging.
	sustain students' attention.	sustain students' attention.	sustain students' attention.
	 elicit a variety of thinking. 	 elicit a variety of thinking. 	elicit a variety of thinking.
	provide time for reflection.	provide time for reflection.	provide time for reflection.
	are relevant to students' lives.	are relevant to students' lives.	are relevant to students' lives.
	 provide opportunities for student to student 	 provide opportunities for student to student 	provide opportunities for student to student
	interaction.	interaction.	interaction.
	 induce student curiosity and suspense. 	 induce student curiosity and suspense. 	induce student curiosity and suspense.
	 provide students with choices. 	 provide students with choices. 	provide students with choices.
	 incorporate multimedia and technology. 	 incorporate multimedia and technology. 	 incorporate multimedia and technology.
	incorporate resources beyond the school	incorporate resources beyond the school	incorporate resources beyond the school
	curriculum texts (e.g., teacher made materials,	curriculum texts (e.g., teacher made materials,	curriculum texts (e.g., teacher made materials,
	manipulatives, resources from museums, cultural	manipulatives, resources from museums, cultural	manipulatives, resources from museums, etc).
	centers, etc).	centers, etc).	
	In addition, sometimes activities are game-like, involve		
	simulations, require creating products, and demand		
	self-direction and self-monitoring.		
Questioning	Teacher questions are varied and high quality providing a	Teacher questions are varied and high quality providing for	Teacher questions are inconsistent in quality and include
	balanced mix of question types:	some, but not all, question types:	few question types:
	 knowledge and comprehension, 	 knowledge and comprehension, 	 knowledge and comprehension,
	 application and analysis, and 	 application and analysis, and 	o application and analysis, and
	o creation and evaluation.	 creation and evaluation. 	o creation and evaluation.
l	l	I	l l

- Questions are consistently purposeful and coherent.
- A high frequency of questions is asked.
- Questions are consistently sequenced with attention to the instructional goals.
- Questions regularly require active responses (e.g., whole class signaling, choral responses, written and shared responses, or group and individual answers).
- Wait time (3-5 seconds) is consistently provided.
- The teacher calls on volunteers and non-volunteers,
 and a balance of students based on ability and sex.
- Students generate questions that lead to further inquiry and self-directed learning.

- Questions are usually purposeful and coherent.
- A moderate frequency of questions asked.
- Questions are sometimes sequenced with attention to the instructional goals.
- Questions sometimes require active responses (e.g., whole class signaling, choral responses, or group and individual answers).
- Wait time is sometimes provided.
- The teacher calls on volunteers and non-volunteers,
 and a balance of students based on ability and sex.

- Questions are random and lack coherence.
- A low frequency of questions is asked.
- Questions are rarely sequenced with attention to the instructional goals.
- Questions rarely require active responses (e.g., whole class signaling, choral responses, or group and individual answers).
- Wait time is inconsistently provided.
- The teacher mostly calls on volunteers and high ability students.

Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
	(Exemplary)	(Proficient)	(Unsatisfactory)
Academic	Oral and written feedback is consistently academically	Oral and written feedback is mostly academically	The quality and timeliness of feedback is
Feedback	focused, frequent, and high quality.	focused, frequent, and mostly high quality.	inconsistent.
	Feedback is frequently given during guided practice	Feedback is sometimes given during guided practice	Feedback is rarely given during guided practice and
	and homework review.	and homework review.	homework review.
	The teacher circulates to prompt student thinking,	The teacher circulates during instructional activities to	The teacher circulates during instructional activities,
	assess each student's progress, and provide individual	support engagement, and monitor student work.	but monitors mostly behavior.
	feedback.	Feedback from students is sometimes used to monitor	Feedback from students is rarely used to monitor or
	Feedback from students is regularly used to monitor	and adjust instruction.	adjust instruction.
	and adjust instruction.		
	Teacher engages students in giving specific and high		
	quality feedback to one another.		
Grouping	The instructional grouping arrangements (either whole	The instructional grouping arrangements (either whole	The instructional grouping arrangements (either
Students	class, small groups, pairs, individual; hetero-or	class, small groups, pairs, individual; hetero-or	whole class, small groups, pairs, individual; hetero-
	homogenous ability) consistently maximize student	homogenous ability) adequately enhance student	or homogenous ability) inhibit student
	understanding and learning efficiency.	understanding and learning efficiency.	understanding and learning efficiency.
	All students in groups know their roles,	Most students in groups know their roles,	Few students in groups know their roles,
	responsibilities, and group work expectations.	responsibilities, and group work expectations.	responsibilities, and group work expectations.
	All students participating in groups are held	Most students participating in groups are held	Few students participating in groups are held
	accountable for group work and individual work.	accountable for group work and individual work.	accountable for group work and individual work.
	Instructional group composition is varied (e.g., race,	• Instructional group composition is varied (e.g., race,	Instructional group composition remains unchanged
	gender, ability, and age) to best accomplish the goals	gender, ability, and age) to most of the time,	irrespective of the learning, and instructional goals
	of the lesson.	accomplish the goals of the lesson.	of a lesson.
	Instructional groups facilitate opportunities for		
	students to set goals, reflect on, and evaluate their		

		learning.				
Teacher	•	Teacher displays extensive content knowledge of all	•	Teacher displays accurate content knowledge of all the	•	Teacher displays under-developed content
Content		the subjects she or he teaches.		subjects he or she teaches.		knowledge in several subject areas.
Knowledge	•	Teacher regularly implements a variety of subject-	•	Teacher sometimes implements subject-specific	•	Teacher rarely implements subject-specific
		specific instructional strategies to enhance student		instructional strategies to enhance student content		instructional strategies to enhance student content
		content knowledge. ²		knowledge.		knowledge.
	•	The teacher regularly highlights key concepts and	•	The teacher sometimes highlights key concepts and	•	Teacher does not understand key concepts and
		ideas, and uses them as bases to connect other		ideas, and uses them as bases to connect other		ideas in the discipline, and therefore presents
		powerful ideas.		powerful ideas.		content in an unconnected way.
	•	Limited content is taught in sufficient depth to allow				
		for the development of understanding.				
Teacher	•	Teacher practices display understanding of each	•	Teacher practices display understanding of some	•	Teacher practices demonstrate minimal knowledge
Knowledge of		student's anticipated learning difficulties.		student anticipated learning difficulties.		of students anticipated learning difficulties.
Students	•	Teacher practices regularly incorporate student	•	Teacher practices sometimes incorporate student	•	Teacher practices rarely incorporate student
		interests and cultural heritage.		interests and cultural heritage.		interests or cultural heritage.
	•	Teacher regularly provides differentiated instructional	•	Teacher sometimes provides differentiated	•	Teacher practices demonstrate little differentiation
		methods and content to ensure children have the		instructional methods and content to ensure children		of instructional methods or content.
		opportunity to master what is being taught.		have the opportunity to master what is being taught.		

Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

Instruction

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
	(Exemplary)	(Proficient)	(Unsatisfactory)
Thinking	The teacher thoroughly teaches two or more types of	The teacher thoroughly teaches one type of thinking:	The teacher implements no learning experiences that
	thinking:	analytical thinking where students analyze, compare	thoroughly teach any type of thinking.
	 analytical thinking where students analyze, 	and contrast, and evaluate and explain information.	
	compare and contrast, and evaluate and explain	 practical thinking where students use, apply, and 	The teacher provides no opportunities where students:
	information.	implement what they learn in real-life scenarios.	generate a variety of ideas and alternatives.
	 practical thinking where students use, apply, and 	creative thinking where students create, design,	analyze problems from multiple perspectives and
	implement what they learn in real-life scenarios.	imagine and suppose.	viewpoints.
	creative thinking where students create, design,	research-based thinking where students explore and	
	imagine and suppose.	review a variety of ideas, models, and solutions to	
	research-based thinking where students explore	problems.	
	and review a variety of ideas, models, and	The teacher provides opportunities where students:	
	solutions to problems.	 generate a variety of ideas and alternatives. 	
	The teacher provides opportunities where students:	analyze problems from multiple perspectives and	
	 generate a variety of ideas and alternatives. 	viewpoints.	
	analyze problems from multiple perspectives and		
	viewpoints.		
	monitor their thinking to insure that they		
	understand what they are learning, are attending		
	to critical information, and are aware of the		
	learning strategies that they are using and why.		
roblem	The teacher implements activities that teach and reinforce	The teacher implements activities that teach two or more of	The teacher implements no activities that teach the
olving	three or more of the following problem solving types.	the following problem solving types.	following problem solving types.
	Abstraction	Abstraction	Abstraction

Categorization	Categorization	Categorization
Drawing Conclusions/Justifying Solutions	Drawing Conclusions/Justifying Solution	Drawing Conclusions/Justifying Solution
Predicting Outcomes	Predicting Outcomes	Predicting Outcomes
Observing and Experimenting	Observing and Experimenting	Observing and Experimenting
Improving Solutions	Improving Solutions	Improving Solutions
Identifying Relevant/Irrelevant Information	Identifying Relevant/Irrelevant Information	Identifying Relevant/Irrelevant Information
Generating Ideas	Generating Ideas	Generating Ideas
Creating and Designing	Creating and Designing	Creating and Designing

Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

Planning

	Significantly Above Expectations (5)	At Expectations (3)	Significantly Below Expectations (1)
	(Exemplary)	(Proficient)	(Unsatisfactory)
Instructional	Instructional plans include:	Instructional plans include:	Instructional plans include:
Plans	measurable and explicit goals aligned to state content	goals aligned to state content standards.	few goals aligned to state content standards.
	standards.	activities, materials, and assessments that:	activities, materials, and assessments that:
	activities, materials, and assessments that:	o are aligned to state standards.	 are rarely aligned to state standards.
	 are aligned to state standards. 	o are sequenced from basic to complex.	o are rarely logically sequenced.
	o are sequenced from basic to complex.	o build on prior student knowledge.	o rarely build on prior student knowledge
	o build on prior student knowledge, are relevant to	o provide appropriate time for student work, and	o inconsistently provide time for student work,
	students' lives, and integrate other disciplines.	lesson and unit closure.	and lesson and unit closure
	 provide appropriate time for student work, 	evidence that plan is appropriate for the age,	little evidence that the plan is appropriate for the
	student reflection, and lesson and unit closure.	knowledge, and interests of most learners.	age, knowledge, or interests of the learners.
	evidence that plan is appropriate for the age,	evidence that the plan provides some opportunities to	little evidence that the plan provides some
	knowledge, and interests of all learners.	accommodate individual student needs.	opportunities to accommodate individual student
	evidence that the plan provides regular opportunities		needs.
	to accommodate individual student needs.		
Student	Assignments require students to:	Assignments require students to:	Assignments require students to:
Work	 organize, interpret, analyze, synthesize, and 	interpret information rather than reproduce it.	mostly reproduce information.
	evaluate information rather than reproduce it.	draw conclusions and support them through	rarely draw conclusions and support them
	 draw conclusions, make generalizations, and 	writing.	through writing.
	produce arguments that are supported through	connect what they are learning to prior learning	rarely connect what they are learning to prior
	extended writing.	and some life experiences.	learning or life experiences.
	connect what they are learning to experiences,		
	observations, feelings, or situations significant in		
	their daily lives both inside and outside of school.		

Assessment	Assessment Plans:	Assessment Plans:	Assessment Plans:		
	are aligned with state content standards.	are aligned with state content standards.	are rarely aligned with state content standards.		
	have clear measurement criteria.	have measurement criteria.	have ambiguous measurement criteria.		
	measure student performance in more than three	measure student performance in more than two ways	measure student performance in less than two ways		
	ways (e.g., in the form of a project, experiment,	(e.g., in the form of a project, experiment, presentation,	(e.g., in the form of a project, experiment,		
	presentation, essay, short answer, or multiple choice	essay, short answer, or multiple choice test).	presentation, essay, short answer, or multiple		
	test.	require written tasks.	choice test).		
	require extended written tasks.	include performance checks throughout the school	include performance checks, although the purpose		
	are portfolio-based with clear illustrations of student	year.	of these checks is not clear.		
	progress toward state content standards.				
	include descriptions of how assessment results will be				
	used to inform future instruction.				

[.] Performance definitions are provided at levels 5, 3, and 1. Raters can score performance at levels 2 or 4 based on their professional judgment.

Environment

		Significantly Above Expectations (5)		At Expectations (3)		Significantly Below Expectations (1)
		(Exemplary)		(Proficient)		(Unsatisfactory)
Expectations	•	Teacher sets high and demanding academic expectations	•	Teacher sets high and demanding academic	•	Teacher expectations are not sufficiently
		for every student.		expectations for every student.		high for every student.
	•	Teacher encourages students to learn from mistakes.	•	Teacher encourages students to learn from mistakes.	•	Teacher creates an environment where
	•	Teacher creates learning opportunities where all	•	Teacher creates learning opportunities where most		mistakes and failure are not viewed as
		students can experience success.		students can experience success.		learning experiences.
	•	Students take initiative and follow through with their	•	Students complete their work according to teacher	•	Students demonstrate little or no pride in
		own work.		expectations.		the quality of their work.
	•	Teacher optimizes instructional time, teaches more				
		material, and demands better performance from every				
		student.				
Managing	•	Students are consistently well-behaved, and on task.	•	Students are mostly well-behaved, and on task, some	•	Students are not well-behaved and are often
Student	•	Teacher and students establish clear rules for learning		minor learning disruptions may occur.		off-task.
Behavior		and behavior.	•	Teacher establishes rules for learning and behavior.	•	Teacher establishes few rules for learning
	•	The teacher uses several techniques such as social	•	The teacher uses some techniques such as social		and behavior.
		approval, contingent activities, and consequences to		approval, contingent activities, and consequences to	•	The teacher uses few techniques to maintain
		maintain appropriate student behavior.		maintain appropriate student behavior.		appropriate student behavior.
	•	The teacher overlooks inconsequential behavior.	•	The teacher overlooks some inconsequential	•	The teacher cannot distinguish between
	•	The teacher deals with students who have caused		behavior, but other times addresses it stopping the		inconsequential behavior and inappropriate
		disruptions rather than the entire class.		lesson.		behavior.
	•	The teacher attends to disruptions quickly and firmly.	•	The teacher deals with students who have caused	•	Disruptions frequently interrupt instruction.
				disruptions, yet sometimes he or she addresses the		
				entire class.		
Environment	Th	e classroom	The	e classroom	The	e classroom

	•	welcomes all members and guests	•	welcomes most members and guests.	•	is somewhat cold and uninviting.
	•	is organized and understandable to all students.	•	is organized and understandable to most students.	•	is not well organized and understandable to
	•	supplies, equipment, and resources are easily and readily	•	supplies, equipment, and resources are accessible.		students.
		accessible.	•	displays student work.	•	supplies, equipment, and resources are
	•	displays student work that frequently changes.	•	is arranged to promote individual and group learning.		difficult to access.
	•	is arranged to promote individual and group learning.			•	does not display student work.
					•	is not arranged to promote group learning.
Respectful	•	Teacher-student interactions demonstrate caring and	•	Teacher-student interactions are generally friendly,	•	Teacher-student interactions are sometimes
Culture		respect for one another.		but may reflect occasional inconsistencies,		authoritarian, negative, or inappropriate.
	•	Students exhibit caring and respect for one another.		favoritism, or disregard for students' cultures.	•	Students exhibit disrespect for the teacher.
	•	Teacher seeks out, and is receptive to the interests and	•	Students exhibit respect for the teacher, and are	•	Student interaction is characterized by
		opinions of all students.		generally polite to each other.		conflict, sarcasm, or put-downs.
	•	Positive relationships and interdependence characterize	•	Teacher is sometimes receptive to the interests and	•	Teacher is not receptive to interests and
		the classroom.		opinions of students.		opinions of students.

Appendix B – Professional Lead Teacher Rubric

PERFORMANCE REVIEW FORM - PLT Hoosier Academies							27
Employee Name:							
Employee Title:							
Supervisor Name:					_		
	Insight	Virtual	Hybrid	Grade Levels			
PLT for which schools:					_		
	Date						
Performance Review Period:							
Pre Conference Goal Setting Date:							
Date of Review:							
Date of Post Conference Review:							
Directions:							
Employee completes parts I independently. Upon completion of parts 1 and							
2, employee emails performance review to supervisor.	Part I						
Employee meets with Supervisor to complete Part II; Goals in a preconference	Part II						
Supervisor integrates feedback into part I, assesses employee against goals							
in part II, and completes part III overall summary and next steps in a post conference.	Doub III						
	Part III						
Supervisor emails employee review form and schedules a post conference meeting to review and finalize performance process by ?? of each year. The							
final evaluation, along with comments and signatures, is placed in the							
Google Shared Teacher Evaluation Folder.	Final Step						
Part I: Job-specific Expectations/Competencies – based on job description							
						ı	
Datings	1=	2 = Needs	3 =	4 =			
Ratings Interpersonal Skills – social and communicative skills necessary to foster	Unsatisfactory	Improvement	Proficient	Exemplary	1		
positive working relationships with teachers, supervisors, and coaches to					1		
achieve the intended professional development goals and objectives.							
	1 =	2 = Needs	3 =	4 =			

Ratings	1 =	2 = Needs	3 =	4 =
	Unsatisfactory	Improvement	Proficient	Exemplary
Content Knowledge – thorough understanding of subject area content for				

which one holds licensure and/or provides content area professional development as well as the ability to relate content knowledge to specific pedagogy in order to achieve the intended professional development goals.

	1 =	2 = Needs	3 =	4 =
Ratings	Unsatisfactory	Improvement	Proficient	Exemplary
Pedagogical Knowledge – comprehensive grasp of effective and evidencebased				

pedagogy as well as an ability to implement promising instructional practices that integrate literacy and/or numeracy in the content areas, embed

assessment strategies, and utilize innovative practices that increase accessfor-

all (e.g., differentiation, PYD, CRP, technology integration).

	1 =	2 = Needs	3 =	4 =
Ratings	Unsatisfactory	Improvement	Proficient	Exemplary
Knowledge of Curricular and Instructional Resources – knowledgeable				

about content in the DYS Instructional Guides, Empower Your Future curriculum guides, and other approved electives and programs of studies for

supporting teachers to effectively access curriculum materials and resources to

improve the quality of teaching and learning. and

evidencebased

Resourceful – knowledgeable about coaching resources and is a willing collaborator in how such resources may be applied to advance the shared vision of coaching and professional development goals. Resources provided through professional development and job-embedded coaching contributes to

the cohesiveness of the overall professional development team.

	1 =	2 = Needs	3 =	4 =
Ratings	Unsatisfactory	Improvement	Proficient	Exemplary
Coaching Tool-Kit – utilizes a variety of coaching strategies to support				
teachers in refining and enhancing their classroom practice through				

approaches that are aligned with the Standards and Indicators of Effective Teaching. Strategies include, but are not limited to; creating and modifying IPDP goals, facilitating workshops/mini-training, lesson demonstration/modeling, providing ongoing evidence-based observational feedback, and engaging teachers in complex dialogue about their practice.

	1 =	2 = Needs	3 =	4 =
Ratings	Unsatisfactory	Improvement	Proficient	Exemplary
Entrepreneurial Leadership Skills – approaches situations from a solutions oriented				

mindset using innovative and efficient problem-solving methods. Articulates a clear vision for developing each teacher. Approaches job responsibilities conscientiously and exemplifies sound judgment. Also, thinks

outside the box and strategically, utilizing specific planning tools and resources

(e.g., workplans, concept papers, planning maps, annotated agendas, etc).

Ratings	1 =	2 = Needs	3 =	4 =
	Unsatisfactory	Improvement	Proficient	Exemplary
Writing – able to write clearly, succinctly, and for multiple purposes, particularly				

business and grant writing. Writing includes, but not limited to, coaching reports, self-reflective essays, learning team feedback, mini-narrative writing,

rapid memos, and regular email messages.

	1 =	2 = Needs	3 =	4 =
Ratings	Unsatisfactory	Improvement	Proficient	Exemplary
Management/Data Collection – coaching action steps are directly connected				

to coaching needs identified on the Collaborative Coaching Log as well as through other coaching data management systems and communicated to the $\,$

appropriate parties in a timely manner (e.g., teachers, teaching coordinators,

Totals - Calculate Automatically	0	0	0	0
Total Possible				
Total All Columns	0			
Final Percentage Rating	#DIV/0!	•		
Final Number Rating		(Hand enter from table in columns G/H)		

Percentage Equates to the following Rating				
100-90	5			
89-80	4			
79-70	3			
69-60	2			
59-60	1			

Hoosier Academies Network of Schools Part 2

Goal Setting Plan

Beginning of Year Goal Setting

Professional Lead Teacher:

Annual Focus	Date Record dates when discussed	Comments During Conference These are the identified supports, resources, and professional development needed.
Goal 1: Professionalism Goal Statement: I will engage in professional developments outside Hoosier Academies two times a semester to continue growth as a Professional Lead Teacher. Evidence: Documentation of professional developments attended to be reviewed at semester.		
Goal 2: Mentoring Skills Goal Statement: I will use reflective dialogue and follow-up skills when mentoring teachers on instructional practices and data analysis as measured by journal entries. Evidence: Class connects of mentoring sessions, journal, observation, discussions		

Evaluator Signature Date PLT Signature Date

The signatures above verify that the PLT and evaluator have discussed and agreed upon this Professional Growth Plan.

Part 3: (completed by the supervisor at Post Conference)
Overall Summary:
Next Steps (Optional)
Professional Development Goal: Describe the recommended coaching, training or development activities that would improve
performance, promote further learning, job growth, and enhance career development.
Supervisor's Final Comments and Recommendations:
oupervisor of man commence and recommendations.
Employee's Comments: The employee may make any comments here regarding the above review and work priorities for the next
performance review period.
periorinance review periods

Final Rating	
	Check if applicable
Employee is not on an improvement plan	NA
Employee requires an improvement plan	NA
Employee's Signature Date:	
Supervisor's Signature Date:	

Print, Sign, Scan - Place in Google Admin>Teacher Evaluation Folder

Student Support Team Evaluation Form

1 = Does not meet

Name: 2 = Sometimes meets

Date of Evaluation: 3 = Meets

4 = Exceeds

SST Program Elements	Score
Checks attendance daily and follows up with students who have attendance and/or engagement issues.	
Checks other pertinent data daily (Mindplay/Ascend, OLS/LMS, etc.) and identifies/follows up on	
engagement issues with students.	
Marks excused absences in TVA with documentation, following the attendance policies in the Student	
Handbook. Absences are marked within 1 day of email notification providing documentaton.	
Strong Start Connection Calls completed by deadline set by FEA.	
Enduring connection calls completed every 30 days for assigned HR students.	
Assigned HR students are contacted at least once a week through a variety of methods including email,	
phone, and/or class connect.	
Holds open office hours weekly to offer support to HR students. Attends sessions on time.	
Holds class connect session with Homeroom students weekly to teach the 7 Mindset skills. Holds	
students accountable and attends sessions on time.	

Completes detailed FAST referrals for disengaged students as outlined in the FAST process.	
Pulse Check Survey Response follow ups completed by deadline set by FEA.	
Communication	Score
Documentation Timeliness: Daily Activity Log is completed by the end of the day. Templates/TVS is	
documented the same day the communication is made.	
TVS Documentation Quality: TVS notes/templates are precise, detailed, entered with the correct	
subject line and include appropriate attachments.	
Follow Up: Follow-up on required communications – responds to sensitive emails with deadlines from	
supervisor.	
Response to communication - External and Internal: Responds to regular day to day email responses	
to FEA, team members, teachers, parents, etc. within 1 business day.	
Professionalism	Score
Overall Organization & Time Management	
FAST Member maintains a professional attitude.	
Meeting Attendance, Punctuality & Participation: FAST Member is punctual and present at required	
meetings/trainings. FAST Member notifies FEA of any absences ahead of time and makes necessary	
arrangements to obtain missed information.	
FAST/Team Weekly Meeting Follow Up: Weekly tasks and responsibilities are completed in a thorough	
and time sensitive manner	

Stepping Up, Out & Beyond: Committees, Volunteer Efforts, Initiatives, etc. Willing to assist with	
activities that go beyond his/her job description.	
	OVERALL AVERAGE
	#DIV/0!

Hoosier Academy School Counselor Effectiveness Rubric

and Class Connect sessions virtually as well as in person

DOMAIN 1: ACADEMIC ACHIEVEMENT School counselors utilize data, knowledge of current trends, and standards to impact and support academic achievement and to engage all students in critical thinking. Counselors distribute information to promote academic achievement regularly through K

	Indicator	Task examples of the	Highly Effective (4)	Effective (3)	Improvement	Ineffective (1)
		Indicator:			Necessary (2)	
	The school counselor	*Teacher	The school counselor	The school counselor	The school counselor	The school counselor
	utilizes data to monitor	recommendations	demonstrates mastery of	effectively utilizes data to	somewhat utilizes data to	demonstrates no use of data
	student achievement and	*Regular teacher and	utilizing data to monitor	monitor student	monitor student	to monitor student
	works collaboratively with	parent communication	student achievement and	achievement and mostly	achievement and mostly	achievement and has little or
	stakeholders to enhance	*Class performance	works collaboratively with	works collaboratively with	works collaboratively with	no collaboration with
	student success.	(grades, TVS) *Transcripts	stakeholders to enhance	stakeholders to enhance	stakeholders to enhance	stakeholders to enhance student success.
1.1		*Records analysis (current	student success.	student success.	student success.	
		and new)				
		*Scantron and Study Island				

	The school counselor	*Professional development	The school counselor	The school counselor	The school counselor	The school counselor
	demonstrates knowledge	*K12 training	consistently engages in	regularly engages in	engages in minimal	engages in no professional
	of current trends in	*DOE training and	professional development	professional development	amount of professional	development.
	student development and	resources	(e.g., attends relevant	as needed (e.g., attends	development as required	
	academic achievement.	*Online resources,	conferences, webinars,	relevant conferences,	or needed.	
		webinars (Counselor Talk,	courses, in-services, reads	webinars, courses, in-		
1.2		College Week Live,	professional journals, etc.)	services, reads		
		Collegeboard, etc)	and incorporates new	professional journals, etc.)		
			knowledge in her/his daily	and incorporates new		
			work.	knowledge in her/his daily		
				work.		

DOMAIN 1: ACADEMIC ACHIEVEMENT Continued

Indicator	DOMAIN 1: ACADEMIC ACHIEVEMENT Continued							
	Indicator	Task examples of the Indicator:	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)		
	The school counselor	*4 year planning	The school counselor	The school counselor regularly	The school counselor	The school counselor does		
	supports all students in	*Group and individual	consistently encourages all	encourages most students	demonstrates a minimal	not encourage students in		
	making decisions, setting	guidance sessions	students using a decision-making	using a decision-making	amount of encouragement to	using a decision-		
	goals and taking	*Reference material,	problem solving model and in developing effective coping skills		students in using a decision-	making/problem solving		
	appropriate action to	strategies and seminars	for dealing with problems. The		making/problem solving model and in developing effective	effective coping skills for		
	achieve goals.	*Records analysis (current	counselor assists all students in	problems. The counselor	coping skills for dealing with	dealing with problems, nor		
1.3		and new)	identifying short-term and long-	assists most students in	problems. The counselor	identification of short-term		
			term goals and in developing appropriate action plans.	identifying short-term and long-		and long-term goals or in		
				term goals and in developing appropriate action plans.	identifying short-term and long- term goals and in developing	developing appropriate		
						action plans.		

I		The school counselor	*Student/ parent communication	The counselor consistently	The counselor demonstrates	The school counselor	The counselor demonstrates
		supports all students in	and education	guides <i>all</i> students in	regular guidance to most	demonstrates minimal guidance	no guidance to students in
		developmentally	*Records/ performance analysis	establishing challenging	students in establishing	to some students in establishing	establishing academic goals
			*Promotion of high academic	academic goals and	challenging academic goals and	challenging academic goals and	and understanding
		appropriate academic	challenges, SAT, ACT, AP		understanding assessment	understanding assessment	
				understanding assessment			assessment results, nor
		preparation essential for a	*PAR-ing and participating in case	results. The counselor assists	results. The counselor assists	results. The counselor assists	assists in applying aptitudes
			conferences		most students in applying	some students in applying	
		wide variety of post-		all students in applying			and interests to goal setting
	1.4	secondary options.	*Guidance web site updates		knowledge of aptitudes and	knowledge of aptitudes and	
	1.4		*Utilization of College/ Careers	knowledge of aptitudes and	interests to goal setting and	interests to goal setting and	and identification of
				interests to goal setting and			
			course		identification of postsecondary	identification of postsecondary	postsecondary options.
				identification of postsecondary	options.	options consistent with students'	
				options.		interests and abilities.	
						interests and abilities.	
۱							

DOMAIN 2: STUDENT ASSISTANCE SERVICES School counselors assist students in developing attitudes, knowledge, and interpersonal skills necessar

lifelong learning through effective programming and collaboration.

	Indicator	Task examples of the	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
		Indicator:				
	The school counselor	*Topical presentations and	The school counselor	The school counselor	The school counselor	The school counselor
	assists all students in	information sessions to	consistently encourages	demonstrates some evidence	demonstrates a minimum	shows no evidence of
	acquiring the attitudes,	promote Life Skills,	all students to acquire the	of encouraging students to	level of encouragement to	encouraging students to
	knowledge and	Volunteerism, and general	attitudes, knowledge or	acquire the attitudes,	students to acquire the	acquire the attitudes,
	interpersonal skills to help	interpersonal skills	interpersonal skills so that	knowledge or interpersonal	attitudes, knowledge or	knowledge or
				skills so that they can	interpersonal skills so that	
	them understand and	*Individual conferences to	they can understand and	understand and respect self	they can understand and	interpersonal skills so that
2.1	respect self and others.	promote interpersonal	respect self and others.	and others. Effectively	respect self and others and	they can understand and
		skills	Effectively models	models appropriate	models appropriate	respect self and others
			appropriate behaviors.	behaviors.	behaviors. Mostly models	and rarely models
					appropriate behavior.	appropriate behaviors.
	The school counselor	*Topical presentations and	The selection of the se	The school counselor shows	The common language of	The assumption of the second
	The school counselor	ropical presentations and			The counselor shows minumum	The counselor shows no
	facilitates all students'	information sessions	consistently explains the	some evidence of providing	evidence of providing students	evidence of the following:

	understanding of safety		students' right to a safe and	students info regarding their	info regarding their right to a	providing students info regarding
	understanding of safety	*Individual and group	secure school environment;	right to a safe and secure school	safe and secure school	their right to a safe and secure
	and survival skills and	conferences	helps all students to differentiate	environment; helps most	environment; helps some	school environment; helping
	implements prevention	*Consistent and prompt	situations that require peer	students to differentiate	students to differentiate	students to differentiate
	programming to support	communication with each	support; provides adult	situations that require peer	situations that require peer	situations that require peer
2.2	students' healthy physical,	student and parent	assistance and professional help;	support; provides adult	support; provides adult	support, providing adult
			assists all students to identify	assistance and professional help;	assistance and professional help;	assistance and professional help,
	social, emotional, and	*Guidance website	resources; and implements	assists most students to identify	assists some students to identify	assisting students to identify
	academic development	updates	prevention programming for	resources; and implements	resources; and implements	resources, implementing
			students.	prevention programming for	prevention programming for	prevention programming.
				students.	students.	

DOMAIN 2: STUDENT ASSISTANCE SERVICES Continued

Indicator	DOMAIN 2: STUDENT ASSISTANCE SERVICES Continued						
	Indicator	Task examples of the Indicator:	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)	
	The school counselor	*Individual and group	The school counselor	The school counselor	The school counselor	The school counselor does	
	provides individual	conferences	consistently addresses the	somewhat addresses the	addresses the diverse	not show evidence of	
	counseling, group	*Consistent and prompt	diverse needs of students	diverse needs of students	needs of students at a	addressing the diverse	
	counseling, classroom	communication with each	by providing regular	by providing some	minimum level; limited	needs of students. No	
	guidance, consultation,	student and parent	individual counseling,	evidence of individual	evidence of individual	evidence of providing	
	crisis intervention, and	*Crisis and disciplinary	group counseling,	counseling, group	counseling, group	individual counseling,	
2.3	referrals.	intervention	classroom guidance,	counseling, classroom	counseling, classroom	group counseling,	
		*CPS reporting	consultation, crisis	guidance, consultation,	guidance, consultation,	classroom guidance,	
			intervention, and referrals	crisis intervention, and	crisis intervention, and	consultation, crisis	
			as appropriate.	referrals as appropriate.	referrals as appropriate.	intervention, and	
						referrals.	
	The school counselor	*Individual and group	The school counselor	The school counselor	The school counselor	The school counselor	
	provides services to all	conferences to all students	consistently provides	mostly provides services	provides services to	limits services to some	
	students, fostering a clear	*Consistent and prompt	services to <i>all</i> students,	to most students,	students at the a	students, possibly	
	understanding of	communication with each	fostering a clear	demonstrating a mostly	minimum level,	demonstrating an unclear	

	diversity, ethnicity, and	student and parent	understanding and	clear understanding and	demonstrating some	understanding and
	culture.	*Case conference	appreciation of diversity,	appreciation of diversity,	uncertainty or	possible <i>lack</i> of tolerance
2.4		participation	ethnicity, and culture.	ethnicity, and culture.	inconsistency regarding	for diversity, ethnicity,
					student diversity,	and culture.
					ethnicity, and culture.	

DOMAIN 3: CAREER DEVELOPMENT School counselors facilitate a comprehensive career program that develops an understanding of the relationshi between school and work and supports students in the application of strategies.

	La dia atau	Task examples of the	Highly Effective (4)		Improvement	In off a division (4)
	Indicator	Indicator:	Highly Effective (4)	Effective (3)	Necessary (2)	Ineffective (1)
	The school counselor	* Individual and group	The school counselor	The school counselor	The school counselor	The school counselor
	facilitates a	informational sessions.	consistently facilitates age-	frequently facilitates age-	demonstrates a minimum	shows no evidence of age-
	comprehensive career	*Promotion and	appropriate career	appropriate career	amount of age-	appropriate career
	program that is age-	placement into College and	development, aligned	development, aligned	appropriate career	development and no
	appropriate and aligned	Career Success course	with local, state, and	with local, state, and	development, aligned	evidence of utilizing
	with local, state, and	*College Week Live events	national standards,	national standards,	with local, state, and	outside resources to
3.1	national standards.	*College Exploration	utilizing outside resources	utilizing outside resources	national standards.	expand career knowledge
		events and opportunities	(i.e. family, community,	(i.e. family, community,	Outside resources are	and experiences.
		*Guidance web site	work force), to expand	work force), to expand	occasionally used to	
		updates	career knowledge and	career knowledge and	expand career knowledge	
			experiences.	experiences.	and experiences.	

	The school counselor	*Individual and group	The school counselor helps all	The school counselor helps most	The school counselor helps	The school counselor
	facilitates all students'	informational sessions.	students understand the	students understand the	some students understand	shows no evidence of
	understanding of the	*Promotion and	relationship between	relationship between	the relationship between	helping students
	understanding of the		educational achievement and	educational achievement and		neiping students
	relationship between	placement into College and	career success. Data includes	career success. Data includes	educational achievement and	understand the
	academics, personal	Career Success course	assessments, awareness of	assessments, awareness of	career success. The	relationship between
	qualities, education and	*College Week Live events	interests, abilities, aptitude, and	interests, abilities, aptitude, and	counselor occasionally	educational achievement
3.2	training, and the world of	*College Exploration	values. The counselor consistently uses this knowledge		demonstrates knowledge to meet students' needs and	and career success. Using
	work.	events and opportunities	to meet students' needs and	students' needs and assist in	assist in some career	knowledge to meet
		*Guidance web site	assist in career development.	career development.	development.	students' needs and
		updates				assistance in career
						development is not
						evident.

Indicator	DOMAIN 3: CAREER DEVELOPMENT Continued					
	Indicator	Task examples of the Indicator:	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	The school counselor	* Individual and group	The counselor consistently	The counselor often helps	The counselor shows	The counselor shows no
	supports all students in	informational sessions.	helps students apply decision-	most students apply decision-	minimum evidence of helping	evidence of helping students
	the application of	*Promotion and	making skills to career	making skills to career	students to apply decision-	to apply decision-making
	strategies to achieve	placement into College and	awareness, career planning,	awareness, career planning,	making skills to career	skills to career awareness,
	future success and	Career Success course	course selection and career	course selection and career	, , ,	career planning, course
	satisfaction.	*College Week Live events	transitions. All students are encouraged to use multiple	transitions. Most students are often encouraged to use	course selection and career transitions. Students are	selection or career transitions. Students are not
3.3		*College Exploration	research and informational	multiple research and	occasionally encouraged to	encouraged to use research
		events and opportunities	resources to obtain career	informational resources to	use research and	and informational resources
			information.	obtain career information.	informational resources to obtain career information.	to obtain career information.
	The school counselor	* Individual and group	The school counselor	The school counselor	The school counselor shows	The school counselor
	collaboratively analyzes	informational sessions.	consistently collaborates	mostly collaborates to	minimum evidence of	shows no evidence of
	data, utilizes research-	*Promotion and	to analyze data and	analyze data and develop	collaborating to analyze data,	collaborating to analyze

ogramming to
ogramming to
ogramming to
ents in
ne attitudes,
, and skills
or lifelong
d career
f

dicator

DOMAIN 4: PROFESSIONAL LEADERSHIP School counselors adhere to ethical standards, grow professionally, advocate for student success, provide sy

support, and deliver a comprehensive school counseling program. This includes promoting leadership regularly through Kmail, Class Connect session

		Task examples of the			Improvement	
	Indicator	Indicator:	Highly Effective (4)	Effective (3)	Necessary (2)	Ineffective (1)
	The school counselor	*Belong to professional	The counselor's	The counselor's	Professional goals are	Professional goals are not
	establishes professional	organization (ACSA/ISCA)	professional goals are	professional goals are	somewhat developed but	apparent. The school
	goals and pursues	*Complete K12/HA trainings	clearly evidenced in	somewhat evidenced in	with little evidence, and	counselor infrequently or
	opportunities to grow	*Attend DOE trainings	personal, professional,	personal, professional,	the school counselor	indiscriminately pursues
	professionally.	*Attend other prof. trainings	and program	and program	sometimes pursues	opportunities to acquire
		*Research student success topics.	development. (S)he is a	development. (S)he is a	applicable opportunities	new knowledge and skills
4.1		*Belong to CounselorTalk	member of one or more	member of one or more	to acquire knowledge and	and rarely participates in
		listserve	professional organizations	professional organizations	enhance skills and	the professional
			or networks.	or networks.	participates in the	community.
					professional community.	
	The school counselor	*Direct and participate in	The school counselor	The school counselor	The school counselor	The school counselor

	takes a leadership role as	staff mtgs	provides consistent and	provides regular and	provides little or only	provides ineffective or not
	an advocate within the	*Active role in case	effective leadership in the	mostly effective	occasional evidence of	apparent leadership in the
	counseling department,	conferences	school counseling	leadership in the school	leadership in the school	school counseling program,
	the school setting, and	*Assist in testing	program, the school, and	counseling program, the	counseling program, the	the school, and the
	the community.	*Help develop programming	the community in a way	school, and the	school, and the	community. Unclear role as advocate for students,
4.2		and policy	that directly benefits all	community in a way that		families, educational
		*Technical assistance	students, families,	directly benefits many	directly benefits students,	personnel, and/or
		*Participate in community	educational personnel,	students, families,	families, educational	community stakeholders
		events	and/or community	educational personnel,	personnel, and/or	
		*Administrative duties	stakeholders.	and/or community	community stakeholders	
		*Newsletter			·	
				stakeholders.		

DOMAIN 4: PROFESSIONAL LEADERSHIP Continued

	Indicator	Task examples:	Highly Effective (4)	Effective (3)	Improvement Necessary (2)	Ineffective (1)
	The school counselor	*4 year planning	The school counselor	The school counselor	The school counselor	The school counselor
	collaborates with	*Regular positive	demonstrates fully effective	demonstrates mostly effective	demonstrates somewhat	demonstrates poor or
			communication skills and	communication skills and	effective communication	inconsistent communication
	teachers, parents, and the	communication with staff,	collaboration with teachers,	collaboration with teachers,	skills and collaboration with	skills and collaboration with
	community to advocate	students and families	families, and community	families, and community	teachers, families, and	teachers, families, and
	for the success of all	*Virtual and face to face	stakeholders. The school	stakeholders. The counselor	teachers, rannines, and	teachers, runnines, and
	students and increase	conferences	counselor clearly demonstrates a	generally demonstrates a	community stakeholders. A	community stakeholders.
4.3	awareness of students'	*Admin liason	direct impact of these	positive impact of these	moderate impact is viewed.	Counselor viewed in a
			collaborative activities on	collaborative activities on	Occasional concerns may be	consistently negative manner
	needs.	*Phone calls and email	students and is viewed as a	students and is viewed as a	raised about methods.	by students, parents, or staff.
			positive role model.	positive role model.		
	The school counselor	*Daily activities exemplify	The counselor consistently	The counselor mostly	The counselor inconsistently	The school counselor
	adheres to ethical	proper standards of the	demonstrates professional	demonstrates professional	demonstrates professional	typically holds to the
	standards of the	profession and school in a	conduct and integrity; seeks	conduct and integrity; seeks	conduct and integrity;	ethical code of the
	counseling profession,	manner which	appropriate interventions for		'' ''	American School
		demonstrates	student consultation, and/or		consultation, and/or supervision;	Counselor Association but
			supervision; abides by	supervision; abides by		

	confidentiality, and	trustworthiness and			abides by ethical/ legal codes	may fall short of the
4.4	follows the laws, policies,	dependability	ethical/ legal codes and seeks	ethical/ legal codes and seeks	and consultation and supervision	highest ethical standards.
	and procedures, which		consultation and supervision as needed.	consultation and supervision as needed.		The counselor's
	govern school programs.					consistency in law, policy
						and procedure may be in
						question.
	The school counselor	*4 year planning	The school counselor takes a	The school counselor takes a	The school counselor	The school counselor
	plans, organizes and	*Weekly Monday meetings	lead role in developing a	support role in developing a	takes somewhat of a role	takes little to no role in
	delivers an effective	*Regular positive	comprehensive guidance	comprehensive guidance	in developing a guidance	developing a guidance
			program that addresses the	program that addresses the		
	comprehensive school	communication with staff,	academic, career, and	academic, career, and	program that addresses	program that addresses
	counseling program	students and families	personal/social development	personal/social development	the academic, career, and	the academic, career, and
	(within the resources of	*Virtual and face to face	of all students. The school	of all students. The school	personal/social	personal/social
4.5	the school and	conferences	counselor clearly demonstrates	counselor somewhat	development of most	development of students
	corporation).	*Phone calls and email	student outcome data that are	demonstrates student	students, supporting at	and has little to no data
		*Web site	directly attributable to the	outcome data that are directly	least some of this with	support or data supports
		*Info seminars	school counseling program.	attributable to the school	student outcome data.	the limited impact
				counseling program.		

SUMMARY and RATING*

Indicator	Min. Score	Max. Score	Score
Academic Achievement	4	16	0
Student Assistance Services	4	16	0
Career Development	4	16	0
Professional Leadership	5	20	0
TOTAL	17	68	0

KEY

63 - 68	Highly Effective
43 - 62	Effective
23 - 42	Improvement Necessary
17 - 22	Ineffective

Strengths

Specific Growth Areas

Employee Signature:			
Date	z·		

Administrator Signature:	
Date:	
Additional Information pertinent for rev	view/ attached documentation:

^{*}The ratings have been discussed between the evaluator and the school counselor. Signing this document attests that the school counselor has read the document, not that he/ she is in agreement with the document.

Appendix F – MTSS Coordinator

Domain 1: Response to Intervention: Planning and Preparation

Competencies	Highly Effective	Effective	Improvement Necessary	Ineffective
1a: Demonstrating	RTI Coordinator	RTI Coordinator	RTI Coordinator	RTI Coordinator
knowledge of	demonstrates extensive	demonstrates thorough	demonstrates basic	demonstrates little or no
assessment, research,	knowledge of assessment,	knowledge of assessment,	knowledge of assessment,	knowledge of assessment,
statistics, and evaluation	research, statistics, and	research, statistics, and	research, statistics, and	research, statistics, and
methods	evaluation methods.	evaluation methods.	evaluation methods.	evaluation methods.
1b: Demonstrating	RTI Coordinator	RTI Coordinator	RTI Coordinator	RTI Coordinator
knowledge of the process	demonstrates extensive	demonstrates thorough	demonstrates basic	demonstrates little or no
of school improvement	knowledge of the process	knowledge of the process	knowledge of the process	knowledge of the process
	of school improvement	of school improvement.	of school improvement.	of school improvement.
1c: Demonstrating	RTI Coordinator	RTI Coordinator	RTI Coordinator	RTI Coordinator
knowledge of	demonstrates extensive	demonstrates thorough	demonstrates basic	demonstrates little or no
collaboration and	knowledge of	knowledge of	knowledge of	knowledge of
consultation models	collaboration and	collaboration and	collaboration and	collaboration and
	consultation models.	consultation models.	consultation models.	consultation models.
1d: Demonstrating	RTI Coordinator's	RTI Coordinator displays	RTI Coordinator displays	RTI Coordinator
knowledge of state and	knowledge of	awareness of	some awareness of	demonstrates little or no
federal regulations	governmental regulations	governmental regulations	governmental regulations	knowledge of
related to Response to	related to RTI is extensive.	related to RTI.	related to RTI, but it is	governmental regulations

Intervention			incomplete.	related to RTI.
1e: Developing a plan to	RTI Coordinator's	RTI Coordinator's plan to	RTI Coordinator has a	RTI Coordinator has no
evaluate the	implementation	evaluate RTI	rudimentary plan to	plan to evaluate RTI
implementation of	evaluation plan is highly	implementation is	evaluate RTI	implementation or resists
Response to Intervention	sophisticated, with	organized around clear	implementation.	suggestions that such an
across the district.	imaginative sources of	goals and the collection of		evaluation is important.
	evidence and a clear path	evidence to indicate the		
	towards improving	degree to which the goals		
	implementation on an	have been met.		
	ongoing basis.			



RTI Coordinator:	
Date:	

Domain 2: Response to Intervention, Environment

Competencies	Highly Effective	Effective	Improvement Necessary	Ineffective
2a: Establishing rapport	Staff members seek out	RTI Coordinator's	RTI Coordinator's	RTI Coordinator's
with staff members	the RTI Coordinator	interactions with staff	interactions area a mix of	interactions with staff
	reflecting a high degree of	members are positive and	positive and negative; the	members are negative or
	comfort and trust in the	respectful.	RTI Coordinator's efforts	inappropriate.
	relationship.		at developing rapport are	
			partially successful.	
2b: Facilitating	Procedures for meetings	Procedures for meetings	Procedures for meetings	Procedures for meetings
productive meetings	are consistently	are maintained	are implemented	are not set; agenda
	implemented in an	consistently.	inconsistently.	and/or meeting notices
	exemplary manner.			are not provided,
				interactions during the
				meeting are not
				respectful, and no action
				plan is created.

Domain 3: Response to Intervention, Delivery of Services

Competencies	Highly Effective	Effective	Improvement Necessary	Ineffective
3a: Utilizing data to	RTI Coordinator consults	RTI Coordinator	RTI Coordinator utilizes	RTI Coordinator fails to
make decisions	frequently with colleagues	frequently utilizes data to	data on a sporadic basis,	use data when making
	aiding them in utilizing	make decisions, tailoring	making partially	decisions, or uses it in an
	data to make decisions,	data analysis to specific	successful attempts to	inappropriate manner.
	contributing insights and	questions.	conduct data analysis	
	tailoring data analysis to		based on specific	
	their questions.		questions.	



RTI Coordinator:	
Date:	

Competencies	Highly Effective	Effective	Improvement Necessary	Ineffective
3b: Facilitating the	RTI Coordinator's reports	RTI Coordinator's	RTI Coordinator partially	RTI Coordinator fails to
development of effective	facilitation of the	facilitation of the	facilitates the	facilitate the development
prevention and	development of effective	development of effective	development of the	of effective prevention
intervention programs	prevention and	prevention and	effective prevention and	and intervention
	intervention programs	intervention programs	intervention programs.	programs. Does not
	reflect a strong	reflect clear	Minimally collaborates	collaborate with others to
	understanding of student	understanding of student	with others to address	address student needs.
	needs and ability to	needs and are a result of	student needs.	
	collaborate effectively	collaboration with key		
	with key stakeholders.	stakeholders.		
3c: Evaluation	RTI Coordinator develops	RTI Coordinator's plans	RTI Coordinator's plans	RTI Coordinator fails to
prevention and	and implements	for evaluating prevention	for evaluating prevention	evaluate prevention and
intervention programs	comprehensive plans for	and intervention	and intervention	intervention programs
	evaluating prevention and	programs are suitable for	programs are partially	and does not have a plan
	intervention programs,	them and are completed	suitable for them and	to do so.
	finding ways to creatively	on an ongoing basis.	sporadically completed.	
	triangulate data to assess			
	for their ability to meet			

	student needs.			
3d: Maintaining contact	RTI Coordinator maintains	RTI Coordinator maintains	RTI Coordinator maintains	RTI Coordinator declines
with other Response to	ongoing contact with	ongoing contact with	occasional contact with	contact with other RTI
Intervention Coachers	other RTI coaches and	other RTI coaches	other RTI coaches.	coaches.
	initiates contacts when			
	needed.			



RTI Coordinator:	
Date:	

Competencies	Highly Effective	Effective	Improvement Necessary	Ineffective
3e: Demonstrating	RTI Coordinator is	RTI Coordinator makes	RTI Coordinator makes	RTI Coordinator adheres
flexibility and	continually seeking ways	revisions to the RTI	modest changes to the	to the RTI implementation
responsiveness	to improve RTI	implementation plan	RTI implementation plan	plan in spite of evidence
	implementation and	when it is needed.	when confronted with	of its inadequacy.
	makes changes as needed		evidence of the need for	
	in response to student,		change.	
	parent, teacher, or			
	administrator input.			

Domain 4: Response to Intervention, Professional Responsibilities

Competencies	Highly Effective	Effective	Improvement Necessary	Ineffective
4a: Reflecting on	RTI Coordinator's	RTI Coordinator's	RTI Coordinator's	RTI Coordinator does not
professional practice	reflection is highly	reflection provides an	reflection on practice is	reflect on professional
	accurate and perceptive,	accurate and objective	moderately accurate and	practice or the reflections
	citing examples of specific	description of practice,	objective without citing	are inaccurate or self-
	areas of strength and	citing specific areas of	specific examples, and	serving.
	those that need	strength and those that	with only global	
	improvement. The RTI	need improvement. The	suggestions as to how to	

Coordinator draws on an	RTI Coordinator makes	make improvements.	1
extensive repertoire to	some specific suggestions		
suggest alternative	about addressing areas		
strategies and next steps.	that need improving.		



RTI Coordinator:	
Date:	

Competencies	Highly Effective	Effective	Improvement Necessary	Ineffective
4b: Participating in the	RTI Coordinator makes a	RTI Coordinator	RTI Coordinator's	RTI Coordinator does not
school community-	substantial contribution	participates actively in	relationships with	participate in professional
emphasis on positive and	to school and district	school and district events	colleagues are cordial,	development activities
supportive interactions	events and projects, and	and projects, and	and RTI Coordinator	even when such activities
	assumes a leadership role	productive relationships	participates in school and	are clearly needed for the
	with colleagues.	with colleagues.	district events and	ongoing development of
			projects when specifically	skills.
			requested.	
4c: Engaging in	RTI Coordinator actively	RTI Coordinator seeks out	RTI Coordinator's	RTI Coordinator does not
professional	pursues professional	opportunities for	participation in	participate in professional
development	development	professional development	professional development	development activities,
	opportunities and	based on an individual	activities is limited to	even when such activities
	disseminates the gained	assessment of need.	those that are convenient	are clearly needed for the
	knowledge to others		or are required.	ongoing development of
	within the district.			skills.
4d: Showing	RTI Coordinator can be	RTI Coordinator displays	RTI coordinator is honest	RTI Coordinator displays
professionalism,	counted on to hold the	high standards of honesty,	in interactions with	dishonest in interactions
including integrity,	highest standards of	integrity, and ethical	colleagues, students, and	with colleagues, students,

advocacy, and ethics	honesty, integrity, ethics,	behavior in interactions	the public, plays a	and the public, and
	and student advocacy,	with colleagues, students	moderate advocacy role	violates principles of
	taking a leadership role	and the public, and	for students and does not	confidentiality.
	with colleagues.	advocates for students	violate confidentiality.	
		when needed.		

	RTI Coordinator:	
	Date:	
Evaluator Comments:		
Rating:		
My supervisor has discussed the alwritten statement explaining my p	oove content with me. If I disagree with any of the information osition. I have read and received a copy of the evaluation.	n contained above, I understand that I may submit a
Employee Signature		Date
Supervisor Signature		Date

The purpose of this manual is to provide Hoosier Academies guidance on successful implementation practices and strategies to establish an academically sound and sustainable system.

Hoosier Academy Network of Schools MTSS Academic Manual



2019-2020 Draft

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Data Driven Instruction and Tiered System of Supports Key Definitions

Data Meetings

Teacher and leadership led by grade and/or content to analyze data and determine action that will translate into instructional changes and increased student learning

Data Driven Instruction (DDI) Framework

Data Driven Instruction is an instructional model, based on using formative and summative assessments to guide and inform instruction. It is a precise and systematic approach to improving student learning throughout the year.

Instructional Leaders

Head of School, Academic Administrator, Lead/Lead Master Teacher, Instructional Coach and/or Department Chair; facilitate teacher-leader data analysis meetings; maintain focus

Intervention

Intentionally becoming involved in an academic situation in order to improve it or prevent it from getting worse. The intervention process begins with identifying a problem and then using data in a team approach to develop a plan. The plan is then implemented and evaluated.

Intensity

Interventions can become more intense by changing: (a) group size, (b) amount of time, and (c) curriculum/instruction used

Observation and Feedback

Instructionally coaching teachers to improve student learning by observing instruction and then providing feedback in bite-sized action steps that will allow a teacher to systematically grow

Professional Development

Introductory: what (assessments) and how (analysis and action)

Ongoing: aligned with data-driven calendar: flexible to adapt to student learning needs

Rigor

Creating instructional opportunities in which each student is provided with rich learning experiences that promote high level thinking

Re-Assess

Every 6-8 weeks; standards that appear on the first interim assessment appear again on subsequent interim assessment

Asynchronous delivery of instruction

Providing supplemental educational support – i.e. videos, resources, recording of sessions, etc.

Synchronous delivery of instruction

Live instruction

Tiered System of Supports (MTSS)

Systemic process of meeting the educational needs of all students through professional accountability to ensure:

- Delivery of scientific, research-based core curriculum and instruction
- Ongoing monitoring of student data to assess the effectiveness of instruction
- Determination and delivery of targeted and intensive individualized student supports
- Shared responsibility all staff (general education teachers, special education teachers, Title I-interventionists, administration and Instructional strategist)

Tier I

Research-based core classroom curriculum and instruction for all learners that focus on the essential elements of a subject

Tier II

Small group or individual instruction that provides strategic, targeted extensions in addition to the core curriculum and instruction present at Tier 1; for students who are identified by a Universal Screener or other data that identifies a potential of experiencing difficulty with content instruction in Tier 1. Prescriptive, strategic, targeted

Tier III

Often individual instruction that provides intense intervention to target specific, individual student needs. It goes beyond the instructional and differentiated practices typical of those within Tier 1 or Tier 2.

Tiered Instruction

An approach to organizing instruction and students used to efficiently differentiate instruction for all students. It incorporates increasing intensities of instruction and support using specific, research-based interventions matched to student need.

Distinctions in Multi-Tiered System of Supports

MTSS Is ...

- A systemic process that aligns all school improvement goals
- Intent on ensuring all students meet or exceed proficiency standards
- An instructional model designed to benefit all students through greater continuity of services
- Focused on effective instruction to enhance the academic learning of all students

MTSS Is Not ...

- A special education initiative
- Intent on decreasing or increasing special education numbers
- A product or kit to add on to the daily routine
- Focused on documentation of evidence to remove a student from general education

MTSS greatly increases the likelihood of improved student achievement by identifying struggling students at the earliest grade levels and providing them with additional instructional time and intensity during the school day. It also provides more advanced curriculum and additional instructional time and intensity to those who are proficient and need extended learning. With MTSS, students are monitored often to ensure they are progressing, and when they are not, they receive additional learning opportunities.

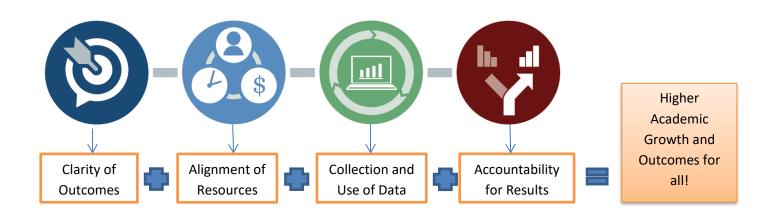
Ways to Intensify/Change an Intervention

- Ensure that instruction targets skill deficit
- Increased time engaged in instruction
- Extended length of tasks
- More examples and wider range of examples
- Breaking down tasks into smaller steps
- Multiple opportunities to participate and respond (written, verbal)
- Repeated opportunities for practice and review
- Drill, repetition, practice, and review made engaging
- Immediate correction and feedback
- Eliciting group and individual verbal responses from all students
- Use, then fade prompts

Distinctions in MTSS and Traditional Approaches

Traditional Approach	Multi-Tiered System of Supports
Students who are unsuccessful with the core curriculum are referred to and often placed in special programs that include instruction in pull-out classrooms.	When students are unsuccessful in the core curriculum or have demonstrated proficiency, their teachers review the student data and adjust instructional practices including intensity and duration to meet the students' goals.
Teachers primarily use the same instructional methods for all students.	Teachers modify, support, and extend instructional practices based on individual student goals/needs.
Student growth and needs are determined sporadically and/or over extended periods of time (e.g., end-of-semester exams).	Student growth and goals are measured weekly or biweekly through formative assessments and progress monitoring.
Data review and instructional decisions are made in isolation by individual teachers.	Data analysis and instructional decisions are made through discussions in school teams.
Special education teachers take the main responsibility for students who are not succeeding in the core curriculum.	All teachers are responsible for meeting the goals of all students with program specific teachers (e.g., special education, Title I, ELL, and high ability) being integrated with classroom teachers to implement the tiers of instructional support.

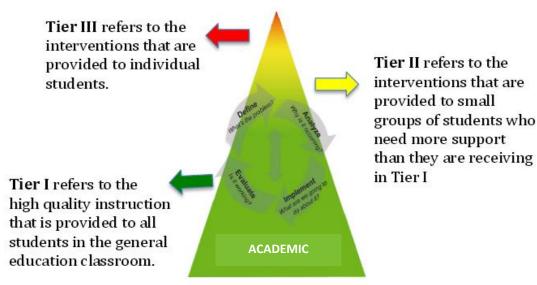
Foundation of MTSS



Maximizing Student Instruction

A. Three-Tier Instructional Model*

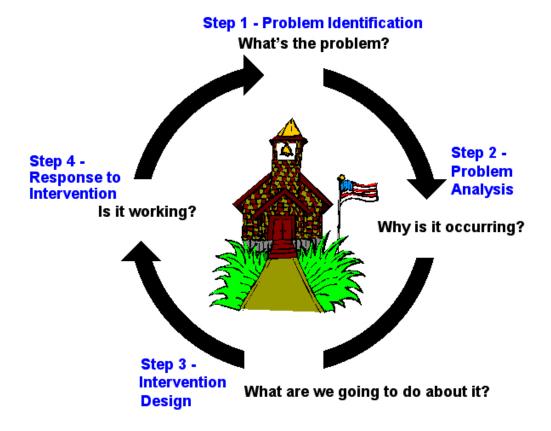
The MTSS framework consists of three levels or tiers that are fluid and overlapping. The tiers provide various levels of support to students in terms of duration and intensiveness. The more instructional support needed the higher up on the model the student moves. Teachers using MTSS utilize research-based instructional practices, targeted interventions, and curricular enhancements to support students in accomplishing their individual learning goals and include innovative scheduling and resource allocations. Fluidity between the instructional tiers is critical to students' receiving the supports they need. Every student is given an opportunity to meet or exceed proficiency standards by teachers utilizing data in an effective and collaborative decision-making process, which results in differentiating instructional practices for all learners.



MTSS Process – How it Works

The MTSS ACADEMIC Process has three purposes:

- 1. To review grade-level academic data in order to evaluate the effectiveness of core programs.
- 2. To screen and identify students needing additional academic support, prior to failing.
- 3. To apply a 4-step process: Identify the academic problem, determine why the "problem" is occurring, design a plan, implement and modify interventions based on success for these students. Depending on each student's "response to intervention," a formal referral for special education evaluation may result.



Goals of a MTSS System include:

- For the school and staff to provide effective teaching that fits the needs of each student.
- For the school and staff to make sure the classroom environment is the best possible for every student.
- To help all students meet grade level standards.
- To use student data to identify students who may be struggling.
- To "add to" general education instruction, not "replace" with something different.
- To provide interventions ("help") as a natural, ongoing part of education that doesn't wait until the student is struggling.
- Raising academic system by building all teacher capacity in implementing universal design supports and differentiated instruction in Tier I

Tier Instruction

Tier I: General Education Classroom Instruction

Tier 1 Instruction refers to research-based general education classroom curriculum and instruction for all learners that focus on the essential elements of a subject. Designed to meet the needs of the vast majority of students, Tier 1 provides the foundation for instruction upon which all interventions are formulated. Assessment data (classroom/school assessments (i.e., NWEA, Dibels, etc.) and state assessments) drive instructional decisions based on evidence of proficiency or evidence of difficulty. Assessment data is used to find students who may need targeted or intensive instruction.

Tier II: Targeted Instruction

Students who are identified by assessment data to be below basic (less than 25th percentile) are considered in need of additional support in Tier II. Tier 2 Instruction provides strategic, targeted extensions in addition to the general education curriculum and instruction present at Tier 1. Data from consistent progress monitoring and research-based instruction is used to determine whether or not student is making growth at his/her specific phase. For students performing below grade level, Tier 2 is intended to remediate deficiencies and provide the support needed to be successful in Tier 1.

Tier 3: Intensive Instruction

Tier III Instruction provides intense intervention to target specific, individual student needs. It goes beyond the instructional and differentiated practices typical of those within Tier 1 or Tier 2. For students with the most significant needs, this requires explicit, intensive, and specifically designed lessons in addition to Tier I and in place of Tier 2 Instruction. This intensive level of instruction utilizes a combination of research and evidence-based practices, a rigorous curriculum, a positive learning environment, and frequent assessments to ensure the needs of all students are met.

*If a student has not made expected progress after a predetermined period of time and has been provided with appropriate instruction, a request for an educational evaluation may be initiated.

Descriptions of Tier I Elements

Feature	Definition	
Materials	 Research-based general education curricula and differentiated instructional materials (including English language development, ELD, curricula for English language learning students) 	
	Above-grade-level materials used within advanced core	
Instructional Organization	• Core, Universal Instruction and Supports Academic instruction and supports designed and differentiated for <u>all</u> students in <u>all</u> settings.	
	 Differentiated groups determined by benchmark and progress monitoring data for application of skills, re-teaching, additional practice, compacting and/or challenge activities, and/or English language development instruction. 	
Instructional Responsibility	 Highly qualified classroom teacher with the training and background required to implement research-based practices for all learners, including students with needs above or below grade-level curriculum and those with limited English proficiency 	
Assessment	Universal Screeners and progress monitoring programs are needed in order to plan instruction	
	Grade Level Universal Screeners	
	K-3 NWEA/Mindplay/Ascend/Dibels	
	3-8 NWEA/Mindplay/Ascend	
	9-12 NWEA/IXL/Ascend	
	Summative and formative assessments are needed to determine student mastery and is one of the components for determining student grades	
	 Students with an Individualized Education Program (IEP), English Learner Plan (ILP), 504- plan, or High Ability Identification receive accommodations according to their plans/service models. 	
Parent Communication	 Consistent communication with parents regarding student progress and academic needs through report cards and parent-teacher conferences. 	
Scheduling	Tier I Instruction occurs daily in the general education classroom	

Communication to Stakeholders

Teachers/

- •MTSS program is reviewed and staff receive ongoing Professional Development throughout the school year
- •Twice a month data meetings review student data, follow up, and initiate next steps
- Program data is reported monthly
- Monthly check in with principals

Parent/ Student

- •MTSS letter and compact is emailed within 10 days of student identification in Tier II or III to parent/student to review and electronically sign in acknowledgement
- Diagnostic results (NWEA, Dibels, etc.) are reported 3 times per year by homeroom teacher
- Progress monitoring may be reported bi-weekly or monthly depending frequency

School Board

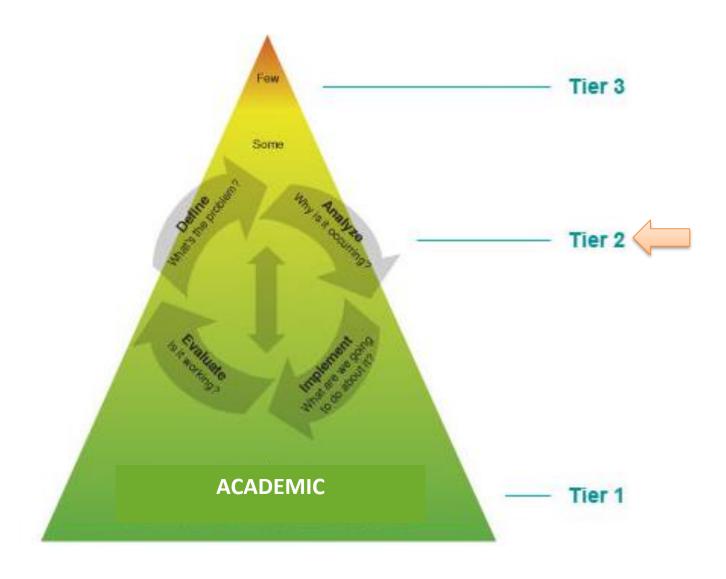
•MTSS program data is reported to School Board throughout the school year as requested

State of Indiana and/or K12

- •MTSS program and student data is reported upon request by:
- •IDOE
- •Title I
- •K12 Special/Federal Programs

Tier II: Targeted Instruction

Tier 2 instruction is scaffolded to provide additional research-based instruction beyond the core curriculum. The duration, intensity, and frequency of instruction are increased during this tier based on progress monitoring data. For students with learning difficulties or other special instructional needs such as English Language Learners (ELLs), Tier 2 is intended to remediate deficiencies and provide the support needed to be successful in Tier 1.



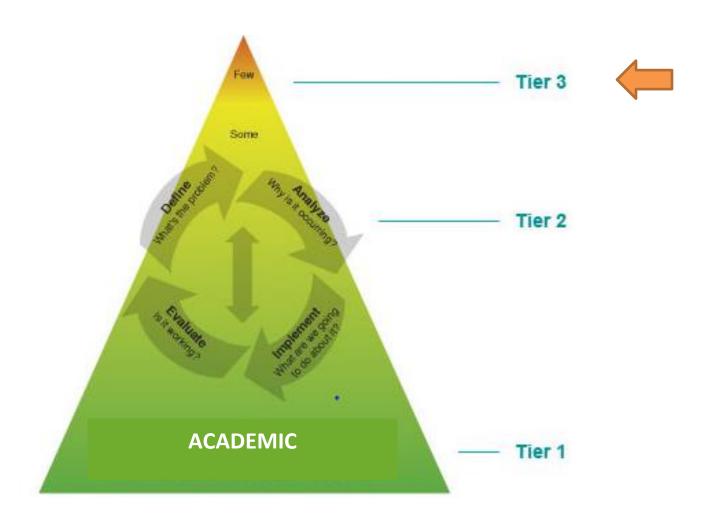
Descriptions of Tier II Elements

Feature	Definition	າ					
Materials			_	ctional materials al	-		
	Grade		ent Area Address	_	plemental Prog		
	K-8	Readi	ng, ELA and Matl		dplay/Ascend		
	High School	ELA a	nd Math	IXL/	Ascend		
	• Selected	to match stude	ent need based o	n progress monito	ring and other o	data	
Instructional Organization	 Targeted, Supplemental Interventions and Supports Individual or small group targeted instruction/intervention and supplemental supports in addition to and aligned with Tier 1 academic instruction and supports. Differentiated instruction increases in depth and intensity and is determined using progress monitoring data Frequent opportunities for students to apply their learning Scaffolded critical and creative thinking For EL students, the focus of instruction is a continuation and intensification of Tier 1 to remediate language and content deficiencies 						
Instructional Responsibility	 Licensed teacher (interventionist), in partnership with content area specialist, or other appropriate certified personnel Additional opportunities for support provided by trained personnel and supervised by licensed staff 						
Assessment	Diagnostic assessment and on-going progress monitoring to determine growth and make targeted instructional decisions				make targeted		
	Grade		Frequency	ndnlay/Assand)			
		K-8 Weekly (Mindplay/Ascend) High School Weekly (IXL/Ascend)					
Parent	When a s	tudent evnerie	nces academic d	ifficulty and requir	es an intervent	ion that is not	nrovided to all
Communication	students required requirem • Tier 2 up	in the general Teacher/inter ents by a MTSS dates on stude	education classro ventionist will co S letter and ackno	oom, written notifi ntact parent within owledgement link. occur via email, ph	cation to inforr n 10 days to be	n the parent(s made aware o)/guardian is of Tier 2
Scheduling				ls or additional ext			n to Tier 1
				he research-based			
	Phases	Days per	Duration	Intervention K	-8	Monitoring	Who
	K-8	week					
	Tier II	3 days of	Minimum 30	30-45 minutes d instruction lesso		6 Weeks	Interventionist
	Phase I	intervention	minutes total each day	area of need	n on skill		
	Tier II	4 days of	Minimum 30	30-45 minutes d	irect	6 Weeks	Interventionist
	Phase II	intervention	minutes total	instruction lesso		o rreens	meer verreionise
			each day	area of need			
	Tier II	5 days of	Minimum 30	30-45 minutes d	irect	6 weeks	Interventionist
	Phase III	intervention	minutes total	instruction lesso	n on skill		
			each day	area of need			

High School	Days per week	Duration	Intervention	Monitoring	Who
Tier II Phase I	3 days of intervention	Minimum 30 minutes total each day	30-45 minutes direct instruction lesson on skill area of need	6 weeks	Interventionist
Tier II Phase II	4 days of intervention	Minimum 30 minutes total each day	30-45 minutes direct instruction lesson on skill area of need	6 weeks	Interventionist

Tier III: Intensive Instruction

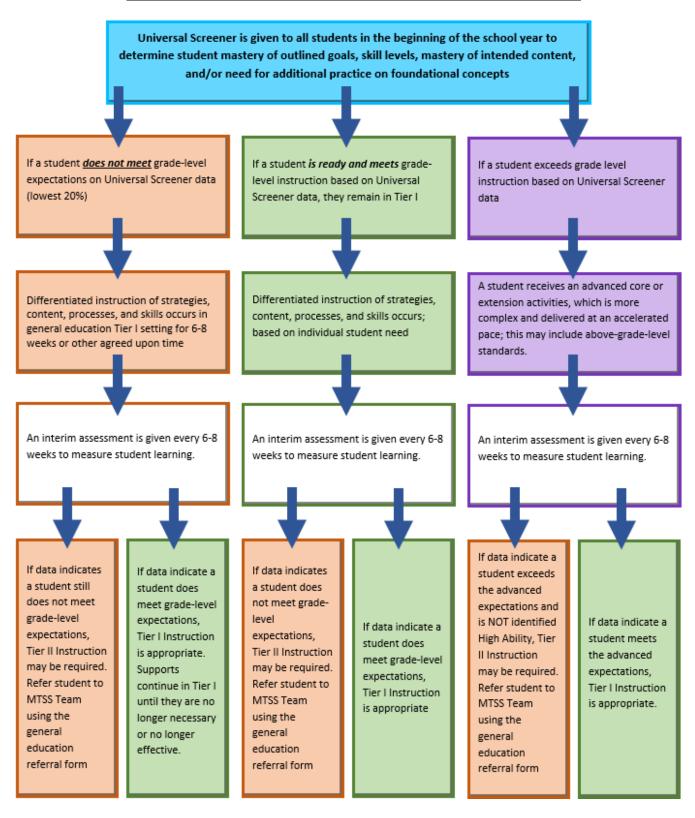
Tier 3 Instruction involves research-based, intensive, targeted interventions for students with needs that are not adequately addressed in Tiers I and III. For students with the greatest learning challenges, this requires explicit, intensive and specifically designed lessons. Frequent progress monitoring provides data that drives customized strategies to assure that the needs of these students are met.



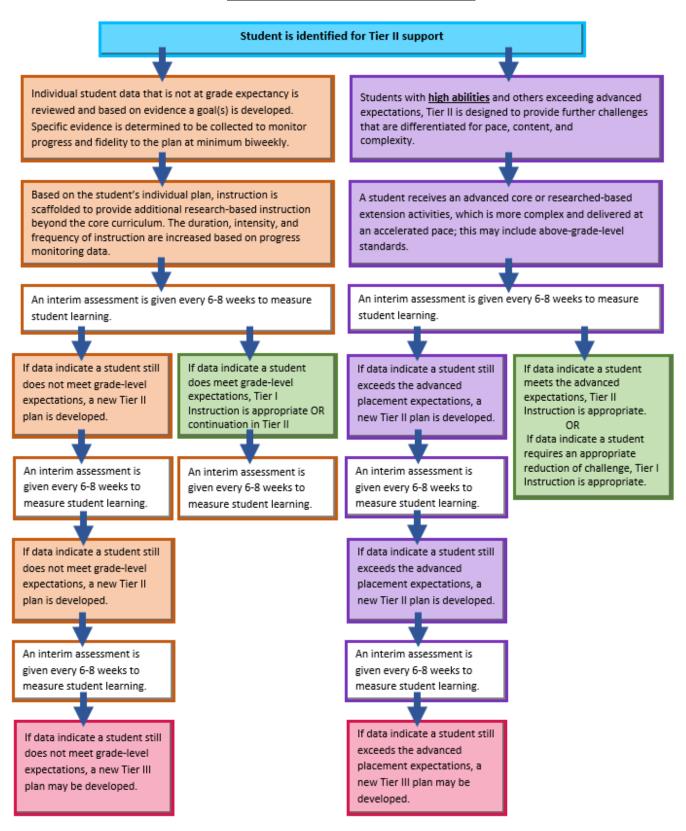
Description of Tier III Elements

Feature			Definition		
Materials	with signific	ased instructional materia cantly low ability as define el of performance			
	Grade	Content Area Add	essed	Supplemental Pr	rogram Name
	K-8	Reading, ELA and N	⁄lath	Mindplay/Ascen	d
	High School	ELA and Math		IXL/Ascend	
	Students sign to Tier I cur	gnificantly below grade le riculum	vel may need an i	ntensive interven	tion program aligned
Instructional Organization	The most in instruction, aligned with instruction curriculum, of all stude Intervention • Explicit, intervence For secondary	ndividualized Intervention tense (increased time, nationse (increased time, nationse) and 2 academic in utilizes a combination of a positive learning environts are met. Lessons will be nist using resources. The service of the subject of the subje	rrowed focus, rec lividual student n struction and sup esearch and evid nment, and frequ se prepared and a uction	eed provided in a ports. This intens ence-based pract ent assessments ligned to skill/sul	addition to and sive level of cices, a rigorous to ensure the needs oject area in need by
Instructional Responsibility	Licensed te	acher (interventionist)			
Assessment		ongoing progress monito		data to address	intense need
	Grade K-8	Freque		d)	
	High School	·	(Mindplay/Ascen (IXL/Ascend)	u)	
Parent Communication	 When a stu provided to the parent(to be made If a student been provided pertaining to the student t	dent experiences academ of all students in the general s)/guardian is required. To aware of Tier 3 requirem has not made expected p ded with appropriate instration in the contraction i	ic difficulty and real education classifies the classifies of the	room, written no onist will contact tter and acknowl edetermined per ed in IDEA: Paren	tification to inform parent within 10 days edgement link. iod of time and has t Notification
Scheduling • In addition to Tier 1, students receive an additional per area of need minutes, 4-5 times per week (or time according to research-based p or state specific requirement, services may vary depending on virtua					
0	•	·	•		•
· · · · · ·	or state spe	cific requirement, services s per Duration	•		•
U	or state spe	cific requirement, services s per Duration	s may vary depen	ding on virtual a	nd hybrid setting).
	Phases Days K-8 wee Tier III 4	s per Duration k 30-45 minutes	Intervention 1 to 1	Monitoring 4 Weeks	nd hybrid setting). Who
	Phases Days K-8 wee Tier III 4 High School Viri	s per Duration k 30-45 minutes tual Tier III Math/English ys per Duration	Intervention 1 to 1	Monitoring 4 Weeks	nd hybrid setting). Who

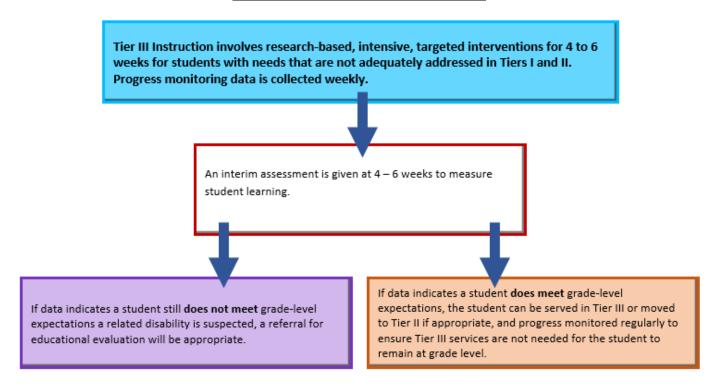
Tier I Core Instruction and Tier II: Decision Making Process



Tier II: Decision Making Process



Tier III: Decision Making Process



Tier II and III Instructional Strategies

Explicit and Systematic Lessons: Many students in Tier 2 and 3 of *MTSS* will benefit from lessons that are explicitly and systematically taught (for remediation or enrichment). Academic failure can often be attributed to the erroneous assumption that all students know how to complete a task without explicit lessons. More than any other factor, explicit instruction is essential to student achievement. Research supports that skills, processes, strategies, and content must be explicitly and systematically taught. They must be modeled and practiced in multiple settings with a variety of materials. A gradual withdrawal of teacher support must follow until the student achieves the desired level of automaticity and is independent. Effective teachers understand the following sequential components of explicit instruction:

Direct Explanation

Teacher names and defines the skill, process, content, or strategy to be learned. This definition includes explaining why the skill or strategy is important and when it is used.

• Teacher Modeling

Teacher overtly demonstrates a skill, process, content, or strategy that a student will learn. Through modeling, instruction becomes less vague and more concrete for students. Explicit instruction provides a greater likelihood that students will demonstrate mastery.

• Guided Practice

Teacher provides students with support and guidance as they practice the skill or strategy independently or in small groups. Prompts, specific corrective feedback and praise related to the new skill, process, content, or strategy are provided. Teacher support gradually fades as the student takes responsibility for using the skill, process, or strategy independently.

• Independent Practice

Students are provided with multiple opportunities to apply the newly acquired skill, process, content, or strategy on their own. Through independent practice, students continue to review and practice the skills, processes, strategies, and content learned.

• Progress Monitoring

Teacher monitors and evaluates student mastery of the new skill, process, content, or strategy. Future instruction is designed to target skills, process, content, and strategies that require additional review and practice.

• Family and Community

One of the most important ways to maximize student instruction is the role of family and community. The hallmarks of effective home/school collaboration include open communication and involvement of the family in all stages of the learning process. This includes involving the family early on when a student is struggling; providing assistance for how parents can help their children at home; and meaningfully involving families at school. For parents who do not speak English, all meetings need to be interpreted and all written communications be translated.

MTSS Team Function:

- Review grade level and core program data
- Use a planned agenda format to:
 - Review progress-monitoring data and recommend interventions/enrichment for students.
 - > Determine referrals to MTSS support. One of six different decisions may be made for each student being reviewed*:
 - 1. The group intervention has been successful, and the student has reached benchmark so the resources should begin to be faded.
 - 2. The group intervention has been successful, but the student has not yet reached benchmark, so a new goal should be set.
 - 3. The intervention appears to be working for the student and should be continued as is.
 - 4. The group intervention is not working for the student and should be revised or refined.
 - 5. The group intervention is not working for the student, and the plan has been modified three times; therefore, a more individualized plan is needed.
 - 6. For students on an individualized plan, follow the "Individualizing, Intensifying Intervention" procedures.

^{*}Refer to Tier I, II and III Decision Making Process charts

MTSS Team Responsibilities

- 1. Focus on classroom/core and targeted skills/intervention groups
- 2. Assist classroom teachers to
 - Review grade level data and core program
 - > Identify students needing strategic support or enrichment
 - Identify students needing intensive support or enrichment
- 3. Schedule diagnostic assessments for strategic and intensive students in collaboration with grade level teams and teachers
- 4. Recommend allocation of intervention resources (e.g., time in addition to the core) for the lowest and highest populations (20%) of virtual or hybrid students depending on the setting
- Use diagnostic information to place students in existing academic interventions or extension supports
- 6. Provide suggestions for adjusting instruction in core academics and behavior
- Suggest adjustments for the behavior or academic interventions if the student is not making adequate progress.
- 8. Continue to monitor students who have moved to Tier II and Tier III supports
- 9. If parent requests an evaluation, the *MTSS* Team must present this information to the Special Education Lead immediately.

Team	Possible Members
MTSS Team	Administrator
	General Education Teacher
	Interventionists/Title I Teacher
	Lead Teachers
	School Psychologist

^{*}Preferably 6-8 members (4 members minimum) should be present at all decision-making meetings

MTSS Meeting Guidelines

General Meeting Guidelines

Team Member Attendance: MTSS Members and Teachers as appropriate

When: Bi-weekly

Purpose: To sort students into profiles, select appropriate interventions, schedule intervention groups, and schedule progress monitoring.

Materials to Bring: Interventionist Review sheet, New MTSS referrals

Meeting Agenda

- 1. Review goals of MTSS team and meeting
- 2. Determine meeting roles (listed above)
- 3. Evaluate new student referrals
- 4. Review Interventionists caseloads
- 5. Communicate with team, teachers, and interventionist with important information
- 6. Distribute meeting minutes

Minutes

A form must be completed to collect MTSS meeting minutes.

View MTSS Minute Form here: https://tinyurl.com/y3rovxpb

All student intervention records will be maintained and housed in a secure location that the MTSS Team will be able to easily access.

MTSS Team Decision Making Steps and Guiding Questions for Tier I, II and III

Decision Making Steps	Decision Making Questions	Guiding Questions
Problem Identification	What is the problem?	What is the expected outcome?
		What is the evidence that the problem exists?
		What is the context of the problem?
Problem Analysis	Why is the problem happening?	When and where does the problem occur?
		Is the problem a result of curricula, instruction, data, environment or behavior?
		Is the problem a result of limited content knowledge and/or lack of appropriate professional development?
		What are possible solutions to the problem?
Plan Development & Implementation	What is the plan of action?	Based on problem analysis, what is the goal of the plan?
		Based on problem analysis, what will be done differently?
		What evidence supports the plan?
		What evidence will be collected to monitor progress and fidelity to the plan?
		What resources are needed?
Plan Evaluation	Did the plan work?	Based on data, has adequate progress been made?
		Was the goal in the plan met?
		Is there a need to continue or modify the plan?

K-12 Evaluation of Student Referral Process

Student will be first evaluated by the reason for referral (new student universal screener, skill deficit, parent request).

If the student is referred because of a universal screener, then the committee automatically accepts. Student will be placed into Tier 2 phase 1 and assigned to the interventionist according to the course content of need.

If the student is referred because of a skill deficit, the committee evaluates the data provided by the referring teacher from Tier 1 interventions. If the general education teacher has been providing a variety of documented interventions and the student is not making adequate progress, the student will be accepted and moved into Tier 2 interventions. If the teacher has been providing a variety of documented interventions and the student is showing progress, the student will not be accepted into Tier 2 intervention and will continue in Tier 1 interventions. If the general education teacher has not been providing adequate Tier 1 interventions or does not include documentation of intervention evidence, the student will not be accepted into Tier 2 interventions.

If the student is referred because of a parent request, the committee will evaluate the documentation of course grade, pretests, and any applicable interim assessments to determine if the student would benefit from Tier 2 interventions. If the data indicates a skill deficit, the student will be accepted into Tier 2 interventions and an intervention will be assigned. If the student does not indicate a skill deficit based on the provided data, the student will continue in Tier 1 and will not be accepted into Tier 2.

Referral form for a teacher/parent request is Appendix A: MTSS Referral Form located on Hoosier Academies Network of School's Intranet.

MTSS Referral: https://tinyurl.com/yxnk5fxq

K-12 Review of Interventionist Caseload Process

MTSS team will review Interventionists caseloads bi-weekly. After reviewing Interventionist's caseload of students, data will be collected and analyzed for student movement between Tiers/Phases. If movement is required, this will be communicated to the Interventionist to be implemented immediately, following the fade or increase support processes.

Example of Interventionist Caseload Data:

Elementary http://tinyurl.com/z3fx43x
Middle School http://tinyurl.com/z6ne8w6
High School http://tinyurl.com/z6ne8w6

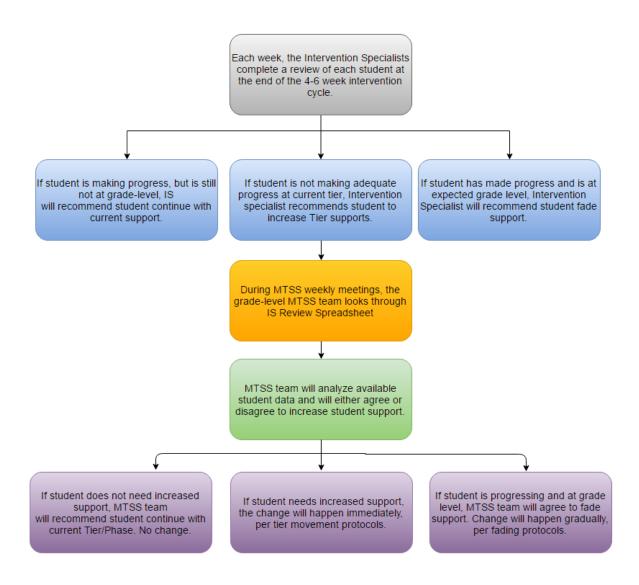
Example of Interventionist Review Sheet: http://tinyurl.com/zqwukev

Increasing Tier Support

K-12

Each week, the Interventionists complete a review of each student at the end of the 4-6 week intervention cycle. If student is not making adequate progress at current tier, Interventionist recommends student to increase Tier supports. This recommendation is made on the Interventionist Review Spreadsheet.

During MTSS meetings, the grade-level MTSS team looks through Interventionist Review Spreadsheet, and depending on supporting data available for student, will either agree or disagree to increase student support. If student needs increased support, the change will happen immediately. Please see the following flowchart for how students are moved with increased Tier support.



Fading Tier Support

K-6

- 1. Tier 3 → Tier 2, Phase III
 - a. 4 days a week 1:1s to 4 days a week small group
 - b. Interventionist will decrease 1:1s to 2 times a week 1:1s and 2 times a week small group
 - c. Monitor data bi-weekly and if student is continuously progressing then they can continue to fade to Tier 2, Phase III. If student has questionable progress, student continues with half time fade listed above. If student is showing a decrease in progress, student returns to Tier 3.
- 2. Tier 2, Phase III → Tier 2, Phase II
 - a. 5 days a week small group > 4 days a week small group
 - b. Within Tier 2, if positive data supports, student can fade to Tier 2, Phase II. If negative data, student remains in Tier 2, Phase III.
- 3. Tier 2, Phase II → Tier 2, Phase I
 - a. 4 days a week small group > 3 days a week small group
 - b. Within Tier 2, if positive data supports, student can fade to Tier 2, Phase I. If negative data, student remains in Tier 2, Phase II.
- 4. Tier 2, Phase I → Tier I
 - a. Student can stop attending Intervention small groups, and solely attend Homeroom.
 - **b.** Monitor data bi-weekly and if student is continuously progressing then they can stay in Tier 1. If student is showing questionable progress or a decrease in progress, student returns to Tier 2, Phase I (3 days of small group with interventionist).

9-12

- 1. Tier 3 \rightarrow Tier 2
 - a. Every four to six weeks, students are evaluated with determination based upon student progress in instructional specialist program. Adequate progress within program will progress student down to Tier 2, Phase III
 - b. Student will transition to lab class only, removing individual session.
- 2. Tier 2 \rightarrow Tier 1
 - a. At each semester, students receiving services will be evaluated to determine adequate progress.
 - b. If adequate progress is met, intervention services will begin to fade. Student will be removed at end of semester from Tier II class and awarded credit.

Written Identification Entrance and Exit Process for MTSS

K-8

Referring Students:

Universal screeners, such as Mindplay/Ascend are given to all students to determine student mastery. If students do not meet grade-level expectations, are not showing progress, and performs at 20% or less on the universal screener, they may be referred to the MTSS Team.

Students who are receiving Tier 1 instruction and are not making adequate progress may be referred to the MTSS team.

Students may also be referred to the MTSS team via parent referral. The parent will contact the homeroom teacher and the homeroom teacher will analyze student data. The homeroom teacher will submit the MTSS referral form, if data support supports the referral.

*The MTSS team will evaluate all referrals on student progress, attendance, and behavior. They will make the decision on movement of tiers.

Exiting students:

<u>Academic Growth</u>: Interventionists collect and review data on a weekly basis for 6 weeks. If student reaches grade-level expectations and consistently meets grade-level expectations in area of concern, Intervention Specialist will recommend fading support to Tier 1. The MTSS team will review Interventionist's recommendations and supporting data to make a decision regarding student's participation in Tier 2 support.

<u>Attendance Concerns</u>: When a student's attendance reaches eight consecutive unexcused missed sessions, it is considered an implied opt-out of services. The parent can elect to continue or opt the student out of services at that time. If student is removed from services because of absences, student's homeroom or content teacher is notified to determine next steps. Attendance policy included in manual on page 31 of this manual.

9 - 12

Referring Students:

Universal screeners, such as NWEA, IXL, Mindplay, and Ascend, are given to all students to determine student mastery. If students do not meet grade-level expectations, are not showing progress, and performs at 20% or less on the universal screener, they may be referred to the MTSS Team.

Students who are receiving Tier 1 instruction and are not making adequate progress may be referred to the MTSS team.

Students may also be referred to the MTSS team via parent referral. The parent will contact the content teacher and the content teacher will analyze student data. The content teacher will submit the MTSS referral form, if data support supports the referral.

*The MTSS team will evaluate all referrals on student progress and attendance. They will make the decision on movement of tiers.

Exiting students:

<u>Academic Growth</u>: Interventionists collect and review data on a weekly basis for an academic quarter. If student reaches grade-level expectations and consistently meets grade-level expectations, Interventionists will recommend fading support to Tier 1. The MTSS team will review Interventionists recommendations and supporting data to make a decision regarding student's participation in Tier 2 support.

<u>Credit/No Credit</u>: If, at the end of a semester, a student does not receive credit for the Tier 2 class the student will be removed from the course.

K-12 Accountability and Attendance Policy

Person Responsible:

The Teacher/Interventionist who is responsible for the student's Tier 2 or 3 intervention at that time. <u>Definitions</u>

- Excused absence: Either student or learning coach makes Interventionist aware of absence ahead of scheduled meeting/session. In case of emergency, learning coach may excuse absence after scheduled meeting time, to the discretion of the Interventionist.
- **Unexcused absence:** Any absence that is not explained before or shortly after missing a session.
- * Intervention sessions are REQUIRED. Waivers/exemptions are NOT allowed.

Actions to Take (unexcused absences):

1-3 missed consecutive sessions

1. Contact the family via email if missed 1. If missed 2-3 contact via email and phone call.

2.Document the reason for low participation in Intervention Sheet. This information will be included in bi-weekly data submitted to MTSS team.

4-5 missed consecutive sessions

- 1.Contact the family via a phone call. All numbers listed must be attempted. MTSS expectations should be reviewed.
- 2.Document the reason for low participation in the Intervention Sheet.

6-7 missed consecutive sessions

- 1.Contact with the family via a phone call. All numbers listed must be attempted. Expectations of MTSS will be reviewed utilizing documentation that the parent signed.
- 2.Send email to the LC, reminding that 80%+ weekly participation in all required interventions is needed, or student will be dismissed from MTSS program.

8 missed consecutive sessions

•When a student's attendance reaches eight consecutive unexcused missed sessions, it is considered a dismissal of intervention services. Student is removed from services because of absences, formal dismissal letter is sent to student/parent/LC and student's homeroom or content teacher is notified to determine next steps. If reply asks to remain on services, student must attend 4 sessions in row to remain on caseload, if no reply within 2 school days, student remains removed from Interventionist Caseload

K-12 Accountability and Attendance Policy contd.

Sporadic Attendance:

- If student does not attend at least 70% of his/her required sessions within a two-week timespan, and these absences are unexcused, the Interventionist will send a warning email.
 Student must attend the next four sessions and maintain 70% attendance over the next two weeks.
 - If the attendance rate is not maintained for the next two weeks and throughout the remainder of time together, it is assumed the student does not wish to remain on the caseload.

Participation Policy

If student does not participate in exit ticket **AND** data collection, he/she will be marked as an unexcused absence for that intervention session. Absence policy will then apply.

High School Accountability and Attendance Policy Contd.

Students will earn points each week based on Attendance to class connect sessions and completion of Exit Tickets.

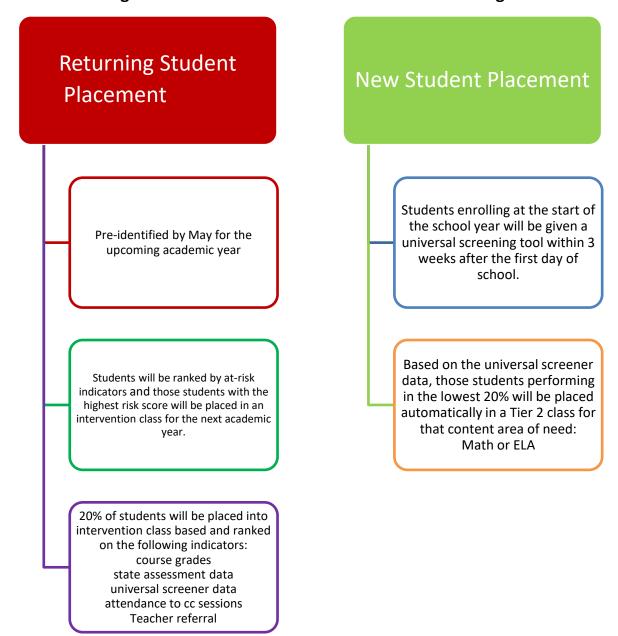
Attendance/Participation: A student must attend the live Class Connect sessions, arriving within 5 minutes of start time and remaining present through dismissal. Arriving later than 5 minutes of start time or leaving before dismissal will result in a deduction of points or total absence for the session. Interventionist will be using exit tickets to collect data on student learning and mastery. It is vital that each time an exit ticket is given that the student completes the task to the best of his/her ability. Students will be awarded points toward their correlating course grade by participating in this exit ticket based on completion, not performance.

High School MTSS Components

Returning Student Placement in Tier 2 Class for Algebra I, English I, and English II only

• Students should be pre-identified so bottom 20% is identified and can be placed in the Tier 2 Math or Tier 2 English Intervention courses. Students will continue to be tracked to then place the bottom 20% of students in the intervention course for the next semester.

Tier 2 High School Class Placement for New and Returning Students



ISIN Schedule – SY 2019-2020 Semester 1

Monday	Monday	Tues-Fri	Tues/Thurs	Wed/ Fri
Schedule		Schedule	- '	
8:00-	All School	8am-	Counselors	Advisors
8:30 8:30- 10:30	Prep Staff/Data Meetings Professiona I Developme	9am 9am- 10:25 am	1 st English 10 A (W) Eng 11 A (O) Eng 12 A (P) Alg 1 A (B-9 th), Alg I B (O) Geom A (S), Alg II A (G) Interpersonal Relationships (L) Principles of Business Marketing A (Intro Entrep I) (J) Capstone Portfolio	5 th Speech (B), Eng 10A (Kellow), Eng 9 Kennon, US History A (B), World History A (H) Bio A (H), ICP A (J) Alg 1 A (B-10th), Math Lab (Gehlhausen) Health (W)
10:30 – 12:00	nt Special Education	10:30 am- 11:55 am	2 nd Eng Lab (Kellow), English 10 (W), Eng 11 (B) US History A (B), Government (N), World History A (H) Biology A (H), Earth Science A (D) Intro to Computer Science (B), Preparing College Careers (H) Cap Stone- Employability Health (W)	6 th Creative Writing (Kennon), Eng, 11 (B) Earth Science A (D), ICP A (I US History A (N), World History A (H) Alg II A (G) Principles of Marketing A (Intro to Marketing I) (J) Special ED RR; W-10*, F-12th
12- 12:30	Lunch	11:55- 12:25	Lunch	Lunch
12:30- 1:10	Small Group ELA	12:30pm - 1:10pm	40 minutes - Targeted small group instruction ELA Special Ed Math	40 minutes - Targeted small group instruction Math Special Ed Eng
1:25- 2:05	Small Group Math	1:15- pm 2:40pm	3 rd English 9 Kennon, Eng 10 (W) Eng 11 (O) Eng 12A(P) Alg I B (O), Geom A (S), Analytical Alg II A (G) Math Lab (Gehihausen) ICP A (I), Economics (B), PE A (W) Interpersonal Relationships (L), Digital Apps (B)	7th English 9 Kellow, Eng 10 A (WI) Eng 11 (O), Eng 12 (P) Alg 1 A (B-9 th), Alg 1 A (officer 10-12) Geom B (S), Alg II B (Gehlhausen), Biology A (H) Earth Science A (D) Economics (B), Digital Apps (B) Principles of Marketing A (Intro to Marketing I) (J)
2:20- 3:00	Small Group Science	2:45 pm -4:10 pm	4 th Eng Lab (Bauman) Government (N), World History A (H) Biology A (H), Earth Science A (D) Preparing College Careers (H), Digital Apps (B) PE A (W) Special ED RR; T-9*, TH- 11th	8 th Eng 9 Kennon, Eng 10 A, (Kellow) Eng 11(O), Eng 12 (P) US History A (N) ICP A (I) Alg 1 A (B-9th), Alg I B (officer) Geom A (S), Math Lab (Gehlhausen) Principles of Business Marketing A (Intro Entrep I) (J) Nutrition and Wellness (H)
3:15- 3:55	Small Gr Social Stud	4:00- 4:30	Office Hours	Office Hours
4-4:30	Office Hours			

Tues-Fri Schedule	Tues/Thurs		
8am- 9am	Counselors		
9am-	1st English 10 A (W)		
10:25 am	9:00 – 9:30: Below Basic		
	9:30 – 10:00 Basic		
	10:00-10:25 Advanced/Proficient (T/TH)		

12:30pm	40 minutes - Targeted small group instruction ELA (Below Basic)
- 1:10pm	(Basic)

12:30-	Small
1:10	Group ELA
	(Proficient)



Hoosier Academies Network of Schools

Assessment	Window Open	Window Close
ISTEP+ Grade 10 Summer Retest	July 22, 2019	August 16, 2019
NWEA – Beginning of Year	August 1, 2019	November 30, 2019
Ascend – Beginning of Year	August 1, 2019	
MindPlay – Beginning of Year	August 1, 2019	November 1, 2020
PSAT Primary Day	October 16, 2019	
PSAT Alternate Day	October 30, 2019	
MindPlay – Middle of Year	November 1, 2019	February 1, 2020
ISTEP+ Grade 10 Winter Retest	November 4, 2019	December 6, 2019
NWEA – Middle of Year	December 1, 2019	February 28,2020
ILEARN Biology End-of-Course Assessment ¹	December 2, 2019	December 19, 2019
WIDA ACCESS and WIDA Alternate ACCESS	January 13, 2020	February 28, 2020
NAEP 2020	January 27, 2020	March 6, 2020
MindPlay – End of Year	February 1,2020	May 31, 2020
ISTEP+ Grade 10 Spring Retest	February 3, 2020	February 28, 2020
ILEARN Biology End-of-Course Assessment ²	February 10, 2020	February 27, 2020
ISTEP+ Grade 10 First Time Administration (Part 1)	February 24, 2020	March 20, 2020
NWEA – End of Year	March 1, 2020	June 15, 2020
IREAD-3 Spring	March 16, 2020	April 3, 2020
ISTEP+ Grade 10 First Time Administration (Part 2)	April 6, 2020	May 1, 2020
IAM	April 6, 2020	May 15, 2020
ILEARN (Grades 3-8)	April 20, 2020	May 15, 2020
ILEARN Biology and Optional U.S. Government End-of-Course Assessment ³	April 20, 2020	May 22, 2020
IREAD-3 Summer	May 26, 2020	July 17, 2020

Date	Staff/Data	Topic	Code Word
12-Aug	Staff	Instruction-Based Goals	GOAL
19-Aug	Data	MTSS and Small Group Instruction Planning	TARGET
26-Aug	Staff	AFLAC and PLCs: Getting Started	LEARN
9-Sep	Data	EL Training and SOLO: Day 1	TRAIN
16-Sep	Staff	PLC Day	STAFF
23-Sep	Data	MOST and Test Security	DATA
30-Sep	Staff	Round Robins	FEEDBACK
7-Oct	Data	Bullying Prevention*	
21-Oct	Staff	PLC Day	
28-Oct	Data	Testing Training	
4-Nov	Staff	Round Robins	
11-Nov	Data	PLC Day	
18-Nov	Staff	Round Robins	
25-Nov	None	None	
2-Dec	Staff	Peer Observations: Skills Based	
9-Dec	Data	Finalizing Grades and PLC Day	
16-Dec	Staff	PLC Day: Sharing Out	
6-Jan	Data	PLCs: Getting Started, Semester 2	
13-Jan	Staff	Bloodborne Pathogens* and SOLO Day 2	
27-Jan	Data	PLC Day	
3-Feb	Staff	Testing Training	
10-Feb	Data	PLC Day	
24-Feb	Staff	Mapping Plan: The rest of the year	
2-Mar	Data	PLC Day	
9-Mar	Staff	Round Robins	
16-Mar	Data	PLC Day	
23-Mar	Staff	Peer Observations: Content Based	1
30-Mar	Data	PLC Day	
13-Apr	Staff	Testing Training	
20-Apr	Data	PLC Day: Sharing Out	
11-May	Staff	Mapping Plan for 2020-2021	
18-May	Data	Mapping Plan for 2020-2021	
25-May	Staff	Finalizing Grades	

	Possible PLC GroupsAll staff will	Round Robin Groups
*DOE Mandated	participate	
	Tier 1 Interventions	K-2
	Formative Assessment and Progress	
	Monitoring	3-5
	Real World Learning/Project-Based	
	Learning	Math
	CTE Connections	ELA
	Writing Across the Curriculum	Science/Health
	Engaging Students in Reading	Social Studies
	Student-Directed Learning	CTE/Electives
	Higher-Level Thinking	Special Education
	Cooperative Learning	Counselors
	Conferencing and Family	
	Communications	SST
	7 Mindsets and Kids of Hope	
	Tech Tools for the Classroom	
	Teacher Wellness	
	Content-Specific Strategies (i.e. Dan	
	Meyer math; Reading	
	Apprenticeship, etc)	
	Culturally-Responsive Instruction	
	culturally responsive instruction	
	New Teacher Academy	
	Orton-Gillingham	
	Orton-Gillingham	
	<u> </u>	
	 	
	 	

			- 11	12 Op	ecial Educ	ation	i ilo / taait						
School Name	ISIN						Date(s):		8	/19/2019			
Region:	NR						(-)						
Reviewer(s): Stephanie Ras				ar			130	# of active &	approve	d specia	l educatio	n student	s in TVE
			Tara Richards	on					•	•			
							13	# of special	educatio	n files rev	viewed		
							10%	% of files rev	riewed				
Special Education O	perational	Compliance S	ore: If 5 day remediated	This score re	presents the current compli-	ance status of	your special education dep	artment against K1	2 standards.	15 is a perfe	ect score.		
			audit, previous compliance score										
Current Operation Compliance Score		15.00	N/A	Previo	us School Year Operational Compliance Score:	15.00							
			1.071										
Special Education Fi	le Complia	nce Score		This score re	presents the current compli	ance status of	your enecial education file	e 15 is a norfact sc	ore				
Special Education 1	ie Compila	ince score.	If 5 day remediated	Tills score re	presents the current compli	ance status of	your special education life:	s. 15 is a peliect sc	.ore.				
			score, previous compliance score										
Current File Comp				Previous School Year File Compliance									
	Score:	14.43	N/A		Score:	14.74							
Special Education A	ademic Co	ompliance Sco	re:	This score ren	resents the % of goals and	present levels	of performance (PLOPS) to	nat are correctly rep	orted and tra	cked through	out the IFP ac	ademic cycle	e Evaluation to
					o Goals to Progress Report			,,,,,,					
			If 5 day remediated score, previous compliance score										
Current Aca				Previ	ous School Year Academic								
Compliance	Score:	14.5	N/A		Compliance Score:	13.44							
Average SE File Aud	it Score:			This score is a	an average of the Operation	al Compliance,	Academic Compliance an	d File compliance so	cores and is	the score rep	orted for RYG	and PMO.	
			If 5 day remediated score, previous compliance score										
Current Average	SE File	14.64	22	Pre	evious School Year Average	14.39							

Con	npliance Items Scores
14.25 - 15	Exceeds Expectations
13.5 - 14.24	Meets Expectations
10-13.49	Meets Some Expectations
9.99	Needs Development/Coaching



Students First Check In Survey Results 5/16/2019

All 👤

School: ISIN

Region: NR
Survey: 7

Gradeband: All

Spec Ed: All

Navigation
Satisfaction
Preparation
Daily Routine (New!)
Perception of Success (New!)
ReRegistration
Contact Request





Survey 7 Running Satisfaction - 2 Weeks After School Enroll Date

Running Satisfaction



Satisfaction Top 2 Box Scores - All Surveys Year over Year

	1	2	3	4	5	6	7	
All School	54%	59%	62%	65%	67%	65%	71%	SY1819
All School	58%	61%	59%	58%	63%	61%	66%	SY1718
New	49%	54%	62%	58%	73%	67%	76%	SY1819
1404	55%	59%	54%	52%	53%	56%	66%	SY1718
Returning	59%	69%	62%	71%	59%	62%	62%	SY1819
Returning	67%	66%	69%	67%	72%	70%	65%	SY1718
HS	53%	61%	63%	70%	69%	63%	72%	SY1819
110	59%	62%	57%	59%	68%	60%	64%	SY1718
MS	54%	52%	59%	41%	60%	75%	65%	SY1819
MO	55%	59%	67%	57%	50%	64%	69%	SY1718
К5								SY1819
113								SY1718

Note:

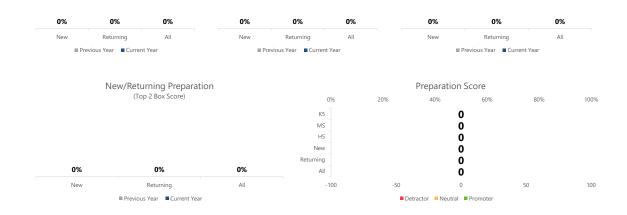
Surveys 1 & 2 both display Year-to-Date results, for both current year and prior year. This enables like point-in-time comparisons. Survey 2 will not display for prior year until Survey 2 is adminstered in the present year.



K5 Preparation
(Top 2 Box Score)

MS Preparation
(Top 2 Box Score)

HS Preparation
(Top 2 Box Score)



Survey 7 Running Preparation - 2 Weeks After School Enroll Date





Preparation Top 2 Box Scores - All Surveys Year over Year

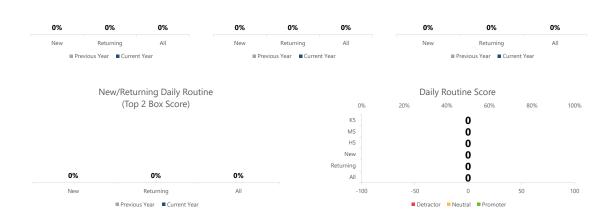
	1	2	No Preparation Questions After Survey 2	
All School	38%	57%		SY1819
All School	36%	51%		SY1718
New	23%	49%		SY1819
11011	30%	48%		SY1718
Returning	54%	74%		SY1819
recurring	51%	59%		SY1718
HS	38%	61%		SY1819
113	37%	52%		SY1718
MS	36%	45%		SY1819
	32%	50%	·	SY1718
К5				SY1819
113			<u> </u>	SY1718

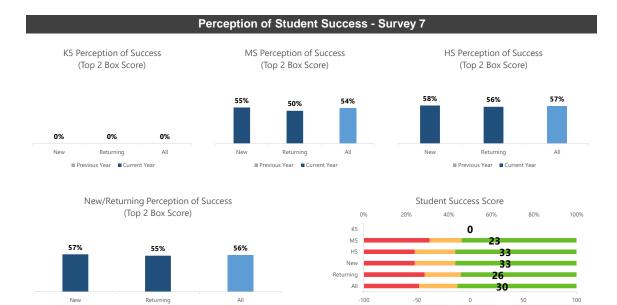
Note:

Surveys 1 & 2 both display Year-to-Date results, for both current year and prior year. This enables like point-in-time comparisons. Survey 2 will not display for prior year until Survey 2 is adminstered in the present year.

Daily Routine - Survey 7

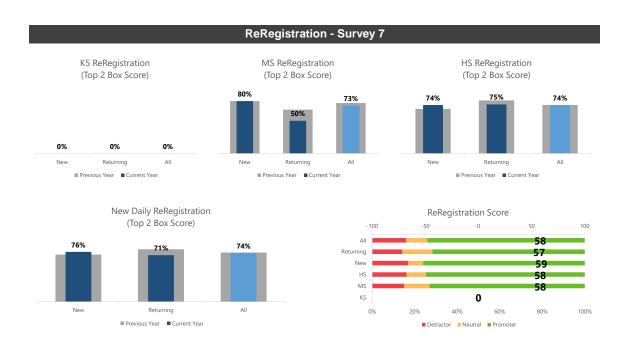
K5 Daily Routine (Top 2 Box Score) MS Daily Routine (Top 2 Box Score) HS Daily Routine (Top 2 Box Score)

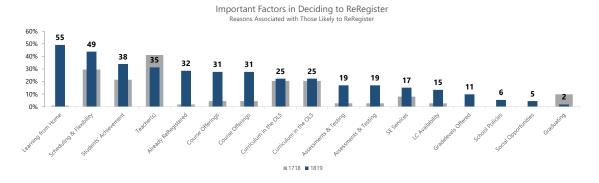




■ Detractor ■ Neutral ■ Promoter

■ Previous Year ■ Current Year









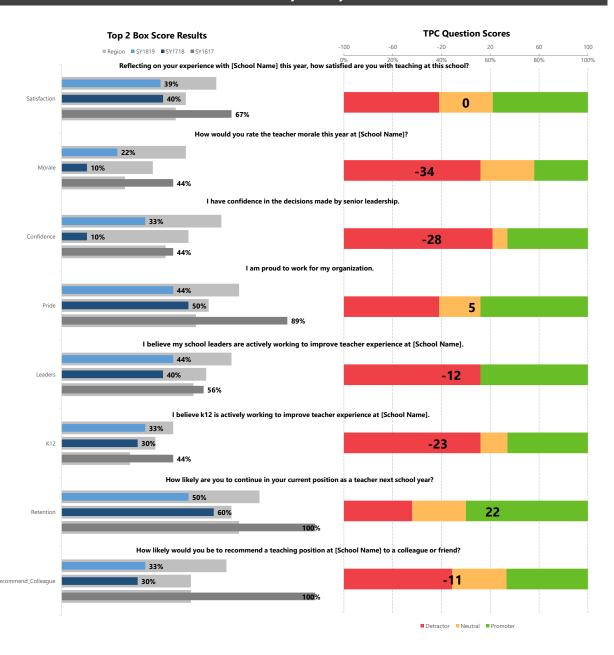
Teacher Pulse Check Survey Results

6/25/2019

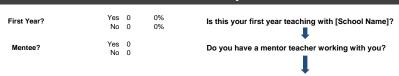
Navigation
Survey Summary
Mentee Questions
New Teacher Qs
Survey Over Survey

School: ISIN Gradeband: All Status: All Region: NR Survey: 4 Spec Ed: All Survey: 4 Spec Ed: All Survey: All Survey: 4 Spec Ed: All Survey: All Survey: 4 Spec Ed: All Survey: All Survey:

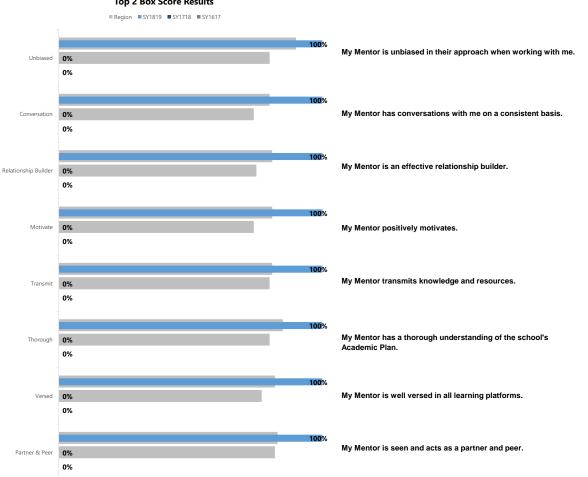
Summary - Survey 4



Mentee Questions - Survey 4



Top 2 Box Score Results



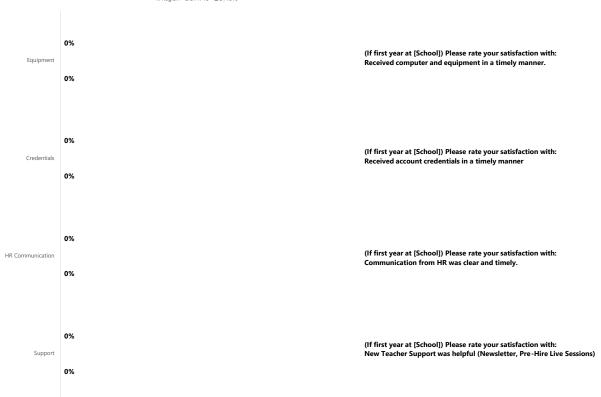
New Teacher Questions - None on Survey 4

Is this your first year teaching with [School Name]?

No 0 0% All Scores are Top-2 Box 6 or 7 out of 7 Scale

Top 2 Box Score Results

■ Region ■ SY1718 ■ SY1819



Only Sat and Morale Survey Over Survey Scores Available

Displays selected survey results, and the delta from the prior survey

Prior Survey Response Rate Total Responded 3 52% 14

Selected Survey 4
Response Rate 58%
Total Responded 18

	Sı	ırvey 4	Survey 3	SoS
	Satisfaction	39%	29%	△ 10%
	Morale	22%	0%	22%
	Training	0%	50%	~ -50%
	Materials	0%	57%	▼ -57%
	Expectations	0%	36%	V -36%
	Student/LC Pr	0%	29%	V- 29%
	Onboarding	0%	93%	- 93%
	NonAcademic	0%	71%	▼-71%
ø	Unbiased	100%	0%	4 ####
6	Conversation	100%	0%	####
Mentor Questions	Rltnship Builde	100%	0%	4 ####
e e	Motivate	100%	0%	4 ####
g	Transmit	100%	0%	4 ####
\$	Thorough	100%	0%	####
<u> </u>	Versed	100%	0%	
2	Partner & Pee	100%	0%	####
5. 5	Equipment	0%	0%	= 0%
New sache iestic	Credentials	0%	0%	 0%
New Teacher Question s	HR Comm	0%	0%	- 0%
⊢õ	Support	0%	0%	-0 %

2018 SE Parent Satisfaction Comparison

School	Sample	Satisfaction w/ Special Ed Services/Support	Δ from 2017	Likelihood to Recommend	Δ from 2017
Insight School of Indiana (ISIN)	30	73%	个7%	69%	↑10%

- 16. Please tell us why you ARE or ARE NOT satisfied with Insight School of Indiana's special education services. (Parent responses identified in Survey verbatims)
- >Ms E gives him extra help in anything he needs.
- >The resource room has been a great help in her math.
- >Sabrina's resource teacher is very supportive and always willing to help. she reaches out to Sabrina and follows her progress to give encouragement when needed.
- >I love the fact that they really took their time with me/us so we fully understand what is expected from us.
- >His resource teacher Mrs. L has been a great resource for both my son and I. She works to problem solve and support us both.
- >Willing to help Tamara as needed, to help her improve her needs and skills.
- >This program is wonderful for regular students. I have recommended this program over and over again. But, for special needs students this program is still a major challenge.
- >They work with us on all fronts. If there is any change in grades or attendance, they are very worried and contact.
- >I don't think they help enough

2019 SE Teacher Survey Questions

My manager communicates well with me, giving me clear feedback on my work and performance.

My manager helps me further develop my performance strengths.

My manager recognizes me for my contributions on the job.

My manager helps me understand how my work contributes to Insight School of Indiana's success.

*75% of the respondents strongly agreed with the questions.

SY2018-2019 Sample Open Ended Survey Responses

Teacher Pulse Check

"Everyone has been so helpful. I am grateful for this opportunity to be a part of this awesome team."

"Although it is my first year at Insight, I have been with Hoosier Academy as a virtual teacher for the past 8 years. I am enjoying my new position as academic advisor!"

"I feel morale is low due to the bad attitude of a few. As an experienced teacher at Insight, I feel there are a few teachers that just don't get it. They have not balanced between getting through the curriculum and mastery of the curriculum. Not everyone can work with the type of kids we have at Insight."

"I believe this has been the most organized year that I have experienced in the 5 years I have been at Hoosiers. I love my Special Education team. We work great together and seeing growth. I know there are some negative teachers within the building but not from our team. I am hoping our growth mindset will catch on."

"Communication between admin and staff- more of it"

"Ensure that only members on the staff who have the best interests for the students and school are invited back for the 2019-2020. I think that would greatly increase staff/teacher morale."



Correct Action Findings of FY 18 on the Fiscal Audit According to SBOA through Ball State

Based on the finding	gs, Hoosier Academie	es will be addressing the	e comments made	in the official f	inancia
audit report by:					

1 st Finding:
i rinding.

- The School was unable to locate receipt books for the period under review prior to November 30, 2016. Only master receipts, which are used to accumulate individual receipts into a total deposit amount, were available.
- For 3 of the 25 receipts tested, the receipt did not include a date that would allow us to determine if the funds were deposited in a timely manner.
- For 5 of the 25 receipts tested, the receipt did not show the form of payment (cash, check, etc.)

Response to Findings:

- 1. Additional processes have been instituted to ensure that cash receipts are available and able to be matched to master receipts.
 - o Cash receipts will now include the master receipt number to better allow for matching
- Master receipts will now include cash receipt numbers
 Deposits will be made the next business day following receipt of funds

 Per review and discussion with school personnel, it was determined that the School was not in compliance with either of the minimum internal control requirements as set forth by IC 5-11-1-27.

Response to Findings:

1. Developing procedure and training plan to ensure that IC 5-11-1-27, Part (g) is met and in place for FY 2018.

FINANCIAL STATEMENTS
Together with Independent Auditors' Report



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Independent Auditors' Report

The Board of Directors Hoosier Academy, Inc.

Report on the Financial Statements

We have audited the accompanying financial statements of Hoosier Academy, Inc., which comprise the statements of financial position as of June 30, 2017 and 2016, and the related statements of activities and change in net assets, functional expenses, and cash flows for the years then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditors consider internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Basis for Qualified Opinion

As presented in Note 2 to the financial statements, in 2013, the Indiana Legislature passed amendments to the Indiana Charter Schools Act that resulted in the suspension of funding in the amount of \$4,996,296. Hoosier Academy, Inc. believes this was not the intent of the legislation and has appealed this result with the state government for the unremitted funding shortfall with the expectation that it will ultimately be successful in restoring the unremitted income, and has reflected this income as a receivable in its full amount of \$4,996,296 on its statements of financial position as of June 30, 2017 and 2016. Accounting principles generally accepted in the United States of America require a potential gain that is contingent upon a future event be recognized when the amount is realized. If Hoosier Academy, Inc. were to recognize this gain contingency when realized, a write down of receivables in the amount of \$4,996,296 would be required as of June 30, 2017 and 2016. Accordingly, unrestricted net assets as of June 30, 2017 and 2016 would be reduced by this amount.

Qualified Opinion

In our opinion, except for the effects of the matter described in the Basis for Qualified Opinion paragraph, the financial statements referred to above present fairly, in all material respects, the financial position of Hoosier Academy, Inc. as of June 30, 2017 and 2016 and the changes in its net assets, functional expenses, and cash flows for the years then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance), and is not a required part of the financial statements. Likewise, the Schedules of Financial Position by School on pages 16 and 17 and the Schedules of Activities and Change in Net Assets by School on pages 18 and 19 are presented for purposes of additional analysis and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated December 12, 2017 on our consideration of Hoosier Academy, Inc.'s internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Hoosier Academy, Inc.'s internal control over financial reporting and compliance.

DONOVAN

Indianapolis, Indiana December 12, 2017

STATEMENTS OF FINANCIAL POSITION

June 30, 2017 and 2016

ASSETS	<u>2017</u>	<u>2016</u>
CURRENT ASSETS		
Cash	\$ 1,381,143	\$ 947,249
Accounts receivable:		
State education support	4,996,296	4,996,296
Grants	336,009	286,859
K12 Classroom, LLC	39,985	22,436
Prepaid expenses	48,564	47,501
Total current assets	6,801,997	6,300,341
PROPERTY AND EQUIPMENT		
Leasehold improvements	777,312	777,312
Furniture and equipment	1,345,285	1,286,034
Less: accumulated depreciation	(1,665,980)	(1,510,705)
Property and equipment, net	456,617	552,641
TOTAL ASSETS	\$ 7,258,614	\$ 6,852,982
LIABILITIES AND NET ASSETS		
CURRENT LIABILITIES		
Accounts payable and accrued expenses:		
K-12 Classroom, LLC	\$ 5,249,895	\$ 4,864,572
Other	1,971,295	1,971,268
Refundable advance	37,424	17,142
Total current liabilities	7,258,614	6,852,982
NET ASSETS, UNRESTRICTED		
TOTAL LIABILITIES AND NET ASSETS	\$ 7,258,614	\$ 6,852,982

STATEMENTS OF ACTIVITIES AND CHANGE IN NET ASSETS

	<u>2017</u>	<u>2016</u>
REVENUE AND SUPPORT		
State education support	\$ 24,819,205	\$ 22,869,344
Grant revenue	1,700,034	1,347,787
Interest income	2,127	4,091
Other	35,796	27,836
Total revenue and support	26,557,162	24,249,058
EXPENSES		
Program services	23,358,949	19,739,493
Management and general	3,198,213	4,509,565
Total expenses	26,557,162	24,249,058
CHANGE IN NET ASSETS	-	-
NET ASSETS, BEGINNING OF YEAR		
NET ASSETS, END OF YEAR	\$ -	\$ -

STATEMENTS OF FUNCTIONAL EXPENSES

	2017			2016				
	Program <u>Services</u>	Management and General	<u>Total</u>	Program <u>Services</u>	Management and General	<u>Total</u>		
FUNCTIONAL EXPENSES								
Salaries and wages	\$ 6,593,538	\$ 397,707	\$ 6,991,245	\$ 5,222,581	\$ 584,653	\$ 5,807,234		
Employee benefits	1,611,538	66,052	1,677,590	1,466,159	135,455	1,601,614		
Staff development and recruitment	234,184	-	234,184	124,338	-	124,338		
Professional services	3,209,089	648,547	3,857,636	2,596,432	425,328	3,021,760		
Management services	-	1,074,989	1,074,989	-	2,297,129	2,297,129		
Food costs	8,860	-	8,860	11,646	-	11,646		
Authorizer oversight fee	-	546,674	546,674	-	538,000	538,000		
Equipment rental and maintenance	2,024,243	-	2,024,243	1,372,997	-	1,372,997		
Classroom and office supplies and fees	9,189,212	76,677	9,265,889	8,162,077	166,978	8,329,055		
Occupancy	241,831	-	241,831	506,831	-	506,831		
Depreciation	155,275	-	155,275	136,260	-	136,260		
Other	91,179	387,567	478,746	140,172	362,022	502,194		
Total functional expenses	\$ 23,358,949	\$ 3,198,213	\$ 26,557,162	\$ 19,739,493	\$ 4,509,565	\$ 24,249,058		

STATEMENTS OF CASH FLOWS

	<u>2017</u>			<u>2016</u>	
OPERATING ACTIVITIES					
Change in net assets	\$	-	\$	-	
Adjustments to reconcile change in net assets					
to net cash provided by (used in) operating activities:					
Depreciation		155,275		136,260	
Changes in certain assets and liabilities:					
Accounts receivable		(66,699)		590,520	
Prepaid expenses		(1,063)		45,400	
Accounts payable and accrued expenses		385,350	((1,306,697)	
Refundable advance		20,282		11,434	
Net cash provided by (used in) operating activities		493,145		(523,083)	
INVESTING ACTIVITIES					
Purchases of property and equipment		(59,251)		(115,347)	
NET CHANGE IN CASH		433,894		(638,430)	
CASH, BEGINNING OF YEAR		947,249		1,585,679	
CASH, END OF YEAR	\$	1,381,143	\$	947,249	

NOTES TO THE FINANCIAL STATEMENTS

For the Years Ended June 30, 2017 and 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

<u>General</u> – Hoosier Academy, Inc. ("Hoosier Academy") is a public benefit not-for-profit organization incorporated under the laws of the State of Indiana, and is the organizer and governing body of three charter schools located in Indianapolis, Indiana:

- *Hoosier Academies Indianapolis* is a blended learning program serving students in grades K-12. Enrollment during the 2016-2017 school year was approximately 230 students.
- *Hoosier Academies Virtual School* is a fully virtual or online program serving students in grades K-12. Enrollment during the 2016-2017 school year was approximately 3,150 students.
- *Insight School of Indiana* started in the 2016-2017 school year and is a fully virtual or online program serving students in grades 7-12 who have struggled in their education. Enrollment during the 2016-2017 school year was approximately 700 students.

Each of the schools is a public charter school established under Indiana Code 20-24 and is sponsored by Ball State University. Hoosier Academy, Inc. has entered into a service agreement with K12 Classroom, LLC to provide administrative and technology services.

<u>Accounting Estimates</u> – The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Actual results could differ from those estimates.

<u>Revenue Recognition</u> – Revenues generally come from resources provided under the Indiana Charter Schools Act. Under the Act, Hoosier Academy receives an amount per student similar to the funding received by other public schools in Indiana. Funding from the State of Indiana is based on enrollment and paid in monthly installments in July through June coinciding with the academic school year. Revenue is recognized in the year in which educational services are rendered.

A portion of Hoosier Academy's revenue is the product of cost reimbursement grants. Accordingly, Hoosier Academy recognizes revenue under these grants in the amount of costs and expenses at the time they are incurred.

<u>Accounts Receivable</u> – Accounts receivable relate primarily to activities funded under federal programs and legislation enacted by the State of Indiana. Hoosier Academy believes it is operating in compliance with regulatory requirements and as such no allowance for doubtful accounts is deemed necessary. See Note 2 for additional information.

<u>Cash and Cash Equivalents</u> – Cash and cash equivalents consist of cash held in bank accounts and short-term, highly liquid investments with original maturities of three months or less.

NOTES TO THE FINANCIAL STATEMENTS

For the Years Ended June 30, 2017 and 2016

NOTE 1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, Continued

<u>Property and Equipment</u> – Purchases of assets and expenditures that materially increase value or extend useful lives are capitalized and are included in the accounts at cost. Routine maintenance and repairs, minor replacement costs, and equipment purchases with a unit cost of less than \$1,000 are charged to expense as incurred.

Depreciation is provided over the estimated useful lives of the respective assets using the straight-line method. The estimated useful lives generally are as follows:

Leasehold improvements

Furniture and equipment

12 to 15 years
2 to 5 years

<u>Taxes on Income</u> – Hoosier Academy, Inc. has received a determination from the U.S. Treasury Department stating that it qualifies under the provisions of Section 501(c)(3) of the Internal Revenue Code as a tax-exempt organization; however, the organization would be subject to tax on income unrelated to its tax-exempt purpose. For the years ended June 30, 2017 and 2016, no accounting for federal and state income taxes was required to be included in the accompanying financial statements.

Professional accounting standards require Hoosier Academy to recognize a tax liability only if it is more likely than not the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax liability that is greater than 50% likely of being realized on examination. For tax positions not meeting the more-likely-than-not test, no tax liability is recorded. Hoosier Academy has examined this issue and has determined that there are no material contingent tax liabilities or questionable tax positions. The tax years ended after 2013 are open to audit for both federal and state purposes.

<u>Subsequent Events</u> – Hoosier Academy evaluated subsequent events through December 12, 2017, the date these financial statements were available to be issued. Events and transactions occurring through that date have been evaluated to determine whether recognition or disclosure in the financial statements would be required.

NOTE 2 - ACCOUNTS RECEIVABLE

The School's accounts receivable balance consists primarily of amounts due from the State of Indiana for the operating periods in which State funding has not been received. As of June 30, 2013, the State forgave the remaining balance of the School's operating loan made through the Common School Fund. As the loan was provided to finance the School's operations when revenue was not received, the School has established an allowance against the accounts receivable balance in the amount forgiven.

NOTES TO THE FINANCIAL STATEMENTS

For the Years Ended June 30, 2017 and 2016

NOTE 2 - ACCOUNTS RECEIVABLE, Continued

Accounts receivable from the State of Indiana for education support reflect the following amounts as of June 30, 2017 and 2016:

Tuition support	\$ 8,993,977
Special education grant	1,190,101
Prime time grant	10,804
Honors grant	1,350
	10,196,232
Less: allowance for Common School loan forgiveness	(5,199,936)
	\$ 4,996,296

Hoosier Academy's accounts receivable balance for education support consists of amounts due from the State of Indiana for tuition support relating to (a) the first six months of the School's initial school year and (b) enrollment growth occurring in subsequent school years.

Pursuant to IC §20-49-7, the State Board of Education was authorized to advance funds to charter schools via the State's Common School Fund thereby allowing charter schools to finance operations for periods when adequate tuition support was not received. These cash advances were made to charter schools through executed loan agreements with repayment terms that were defined in the statute.

In April 2013, the Indiana General Assembly repealed IC §20-49-7 with the passing of House Bill 1001 and established an appropriation to forgive charter schools for cash advances previously made through the Common School Fund. Hoosier Academy applied for and was forgiven from repaying the balance of its indebtedness plus accrued interest of \$5,199,936 as of June 30, 2013. The receivable for education support has been reduced by the amount of the loan forgiven.

Members of the Indiana General Assembly and the executive branch have been informed that a number of charter schools remain with an accounts receivable balance and those charter schools believe that the State remains obligated for amounts not reimbursed through the provisions of House Bill 1001. Legislative and administrative efforts are being made to resolve any outstanding obligations of the State.

NOTE 3 - LEASES

Hoosier Academy leases its school facility under an operating lease with Patriots Place, LLC, and another building for administrative purposes from Franklin Road Realty, LLC. The leases provide for monthly lease payments through August 2018 and June 2018, respectively. Hoosier Academy also leases certain items of office equipment under an operating lease, which provides for monthly payments through August 2020. Rent expense for the years ended June 30, 2017 and 2016 under these operating leases was \$241,831 and \$506,831, respectively. The expense for the year ended June 30, 2017 was reduced by \$233,373 due to the deficit credits received by K12 Classroom, LLC (Note 4).

NOTES TO THE FINANCIAL STATEMENTS

For the Years Ended June 30, 2017 and 2016

NOTE 3 - LEASES, Continued

Future minimum lease obligations for noncancelable operating leases with initial lease terms in excess of one year are as follows for the years ending June 30:

2018	\$ 408,645
2019	39,171
2020	10,704
2021	1,784

NOTE 4 - COMMITMENTS

Hoosier Academy operates its schools under charters granted by Ball State University. As the sponsoring organization, Ball State University exercises certain oversight responsibilities. Under the charters, Hoosier Academy has agreed to pay to Ball State University an annual administrative fee equal to 3% of state tuition support received. Payments under the charter agreements were \$546,674 and \$538,000 for the years ended June 30, 2017 and 2016, respectively. The charters remain in effect for Hoosier Academies Indianapolis, Hoosier Academies Virtual School, and Insight School of Indiana until June 30, 2021, June 30, 2018, and June 30, 2019, respectively, and are renewable thereafter by mutual consent.

Hoosier Academy has contracted with K12 Classroom, LLC to provide administrative and technology services. Under the terms of the agreement, Hoosier Academy has agreed to pay an amount equal to 22% of revenues, as defined, for such services. Such fees for the years ended June 30, 2017 and 2016 were \$5,821,968 and \$5,493,418, respectively. Hoosier Academy also purchases certain other curriculum materials and supplies for which it is billed as goods and services are received. Such purchases aggregated \$12,817,670 and \$13,470,980 for the years ended June 30, 2017 and 2016, respectively. This agreement remains in effect until June 30, 2021.

K12 Classroom, LLC has agreed to issue credits against the amounts billed for services and products provided, if needed, to ensure that Hoosier Academy does not end a fiscal year with a financial deficit.

NOTES TO THE FINANCIAL STATEMENTS

For the Years Ended June 30, 2017 and 2016

NOTE 4 - COMMITMENTS, Continued

For the years ended June 30, 2017 and 2016, service fees were reduced as follows:

		Administrative		
		and		Other
		Technology		Service
		Fees		Fees
Year Ended June 30, 2017	-			
Charges per contract	\$	5,821,968	\$	12,817,670
Credit issued by K12 Classroom LLC		(3,073,042)		(990,349)
	-	<u> </u>		
Net charges	\$	2,748,926	\$ _	11,827,321
Year Ended June 30, 2016				
Charges per contract	\$	5,493,418	\$	13,470,980
Credit issued by K12 Classroom LLC	_	(1,817,800)	_	(3,330,342)
Net charges	\$	3,675,618	\$_	10,140,638

The deficit credits provided by K12 Classroom, LLC are subject to repayment if Hoosier Academy experiences a surplus in subsequent fiscal years. The amount of the repayment is based on a percentage of the surplus experienced during such fiscal year ranging from 25% to 75% dependent upon the amount of the surplus. Any unpaid credits remaining upon termination of the agreement are not subject to repayment. Hoosier Academy is not able to estimate the amount of the repayment, if any, expected to be made in future years.

NOTE 5 - RETIREMENT PLANS

Hoosier Academy provides retirement benefits covering substantially all full-time employees. Retirement benefits for teaching personnel are provided by the Indiana State Teachers' Retirement Fund ("TRF"), which is a cost-sharing multiple-employer defined benefit retirement plan governed by the State of Indiana and administered by the Indiana Public Retirement System ("INPRS") Board. Contribution requirements of plan members are determined annually by the INPRS Board. For the years ended June 30, 2017 and 2016, Hoosier Academy contributed 7.5% of compensation for eligible teaching personnel to TRF. Should Hoosier Academy elect to withdraw from TRF, it could be subject to a withdrawal fee. Hoosier Academy's contributions represent an insignificant percentage of the total contributions received by TRF. As of June 30, 2016 (the latest year reported), TRF was more than 80% funded.

In lieu of TRF, employees can opt to participate in a Section 403(b) plan sponsored by Hoosier Academy. Under this plan, Hoosier Academy contributes 7.5% of compensation, as defined. Additional contributions may be made at the discretion of the Board of Directors. No discretionary contributions were made in 2017 or 2016. Retirement plan expense under both plans was \$449,645 and \$361,088 for the years ended June 30, 2017 and 2016, respectively.

HOOSIER ACADEMY, INC. NOTES TO THE FINANCIAL STATEMENTS

For the Years Ended June 30, 2017 and 2016

NOTE 6 - RISKS AND UNCERTAINTIES

Hoosier Academy provides educational instruction services to families residing in Marion and surrounding counties in Indiana, and to students throughout the State of Indiana through its virtual curriculum, and is subject to the risks of economic and competitive forces at work within this geographic area.

The majority of revenues relate to legislation enacted by the State of Indiana and grants awarded under federal programs. Changes in state or federal legislation could significantly affect Hoosier Academy. Additionally, Hoosier Academy is subject to monitoring and audit by state and federal agencies. Those examinations could result in additional liability to be imposed.

Financial instruments that potentially subject Hoosier Academy to concentrations of credit risk consist principally of receivables from the State of Indiana. At June 30, 2017, substantially all of the receivable balance was due from the State of Indiana. In addition, deposits are maintained at PNC Bank and are insured up to the FDIC insurance limit.

NOTE 7 - FUNCTIONAL EXPENSE REPORTING

The costs of providing the educational activities have been summarized on a functional basis in the statements of activities and change in net assets. Accordingly, certain expenses have been allocated between program and management services.

HOOSIER ACADEMY, INC. SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS For the Year Ended June 30, 2017

	D 1 1	Pass-Through		Total
Endowal Country Agamest/Daga Through Entity/	Federal CFDA	Entity		Federal
Federal Grantor Agency/Pass-Through Entity/		Identifying		Awards
Cluster Title/Program Title/Project Title	Number	Number		Expended
U.S. DEPARTMENT OF EDUCATION				
Pass-through Indiana Department of Education				
Title I, Part A Cluster				
Grants to Local Educational Agencies	84.010		\$	618,955
Special Education Cluster				
Special Education - Grants to States	84.027	14217-538-PN01		500,375
		14216-538-PN01		
		14217-523-PN01		
		14216-523-PN01		
	0.4.0.6			1.62.041
Improving Teacher Quality State Grants	84.367		_	163,941
Total federal awards expended			\$	1,283,271
1			· =	, -, -

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS For the Year Ended June 30, 2017

NOTE 1 - BASIS OF PRESENTATION

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal award activity of Hoosier Academy, Inc. under programs of the federal government for the year ended June 30, 2017. The information in this schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of Hoosier Academy, Inc., it is not intended to and does not present the financial position, changes in net assets or cash flows of Hoosier Academy, Inc.

NOTE 2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement.

SCHEDULE OF FINANCIAL POSITION BY SCHOOL

June 30, 2017

	Hoosier Academies <u>Indianapolis</u>		Hoosier		Insight School of		limin atin a		
			Academies Virtual School		enoor or Indiana		liminating <u>Entries</u>	<u>Total</u>	
	ASSETS						<u> </u>		
CURRENT ASSETS									
Cash	\$	31,872	\$ 1,203,072	\$	146,199	\$	-	\$ 1,381,143	
Accounts receivable:									
State education support		163,940	4,832,356		-		-	4,996,296	
Grants		34,190	271,174		30,645		-	336,009	
K12 Classroom, LLC		5,734	-		34,251		-	39,985	
Intercompany		-	219,777		-		(219,777)	-	
Prepaid expenses		43,078	4,410		1,076			48,564	
Total current assets		278,814	6,530,789		212,171		(219,777)	6,801,997	
PROPERTY AND EQUIPMENT									
Leasehold improvements		777,312	-		_		_	777,312	
Furniture and equipment		956,508	359,726		29,051		_	1,345,285	
Less: accumulated depreciation	((1,320,597)	(339,382)		(6,001)			(1,665,980)	
Property and equipment, net		413,223	20,344		23,050		<u>-</u>	456,617	
TOTAL ASSETS	\$	692,037	\$ 6,551,133	\$	235,221	\$	(219,777)	\$ 7,258,614	
	LIA	BILITIES A	AND NET ASSE	ГS					
CURRENT LIABILITIES									
Accounts payable and accrued expenses:									
K12 Classroom, LLC	\$	229,348	\$ 5,020,547	\$	-	\$	-	\$ 5,249,895	
Intercompany		219,777	_		-		(219,777)	-	
Other		237,290	1,498,784		235,221		-	1,971,295	
Refundable advance		5,622	31,802					37,424	
Total current liabilities		692,037	6,551,133		235,221		(219,777)	7,258,614	
NET ASSETS, Unrestricted									
TOTAL LIABILITIES AND NET ASSETS	\$	692,037	\$ 6,551,133	\$	235,221	\$	(219,777)	\$ 7,258,614	

SCHEDULE OF FINANCIAL POSITION BY SCHOOL

June 30, 2016

	Hoosier Academies <u>Indianapolis</u>	Hoosier Academies Virtual School	<u>Total</u>
ASSETS			
CURRENT ASSETS			
Cash	\$ 132,707	\$ 814,542	\$ 947,249
Accounts receivable:			
State education support	163,940	4,832,356	4,996,296
Grants	21,888	264,971	286,859
K12 Classroom, LLC	14,843	7,593	22,436
Prepaid expenses	42,117	5,384	47,501
Total current assets	375,495	5,924,846	6,300,341
PROPERTY AND EQUIPMENT			
Leasehold improvements	777,312	-	777,312
Furniture and equipment	952,135	333,899	1,286,034
Less: accumulated depreciation	(1,225,106)	(285,599)	(1,510,705)
Property and equipment, net	504,341	48,300	552,641
TOTAL ASSETS	\$ 879,836	\$ 5,973,146	\$ 6,852,982
LIABILITIES AND NI	ET ASSETS		
CURRENT LIABILITIES			
Accounts payable and accrued expenses:			
K12 Classroom, LLC	\$ 522,981	\$ 4,341,591	\$ 4,864,572
Other	352,176	1,619,092	1,971,268
Refundable advance	4,679	12,463	17,142
Total current liabilities	879,836	5,973,146	6,852,982
NET ASSETS, Unrestricted			
TOTAL LIABILITIES AND NET ASSETS	\$ 879,836	\$ 5,973,146	\$ 6,852,982

SCHEDULE OF ACTIVITIES AND CHANGE IN NET ASSETS BY SCHOOL

For the Year Ended June 30, 2017

	Hoosier	Hoosier	Insight	
	Academies	Academies	School of	Total
	<u>Indianapolis</u>	Virtual School	<u>Indiana</u>	<u>Total</u>
REVENUE AND SUPPORT				
State education support	\$ 1,439,274	\$ 18,972,296	\$ 4,407,635	\$ 24,819,205
Grant revenue	284,715	1,373,453	41,866	1,700,034
Interest income	232	1,895	-	2,127
Other	33,129	2,667		35,796
Total revenue and support	1,757,350	20,350,311	4,449,501	26,557,162
EXPENSES				
Program services	1,563,768	17,640,557	4,154,624	23,358,949
Management and general	193,582	2,709,754	294,877	3,198,213
Total expenses	1,757,350	20,350,311	4,449,501	26,557,162
CHANGE IN NET ASSETS	-	-	-	-
NET ASSETS, BEGINNING OF YEAR				
NET ASSETS, END OF YEAR	\$ -	\$ -	\$ -	\$ -

SCHEDULE OF ACTIVITIES AND CHANGE IN NET ASSETS BY SCHOOL

For the Year Ended June 30, 2016

	Hoosier Academies	Hoosier Academies	
	<u>Indianapolis</u>	Virtual School	<u>Total</u>
REVENUE AND SUPPORT			
State education support	\$ 1,530,611	\$ 21,338,733	\$ 22,869,344
Grant revenue	229,382	1,118,405	1,347,787
Interest income	681	3,410	4,091
Other	22,938	4,898	27,836
Total revenue and support	1,783,612	22,465,446	24,249,058
EXPENSES			
Program services	1,778,116	17,961,377	19,739,493
Management and general	5,496	4,504,069	4,509,565
Total expenses	1,783,612	22,465,446	24,249,058
CHANGE IN NET ASSETS	-	-	-
NET ASSETS, BEGINNING OF YEAR			
NET ASSETS, END OF YEAR	\$ -	\$ -	\$ -



INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

The Board of Directors Hoosier Academy, Inc.

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Hoosier Academy, Inc., which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and change in net assets, functional expenses, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated December 12, 2017.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered Hoosier Academy, Inc.'s internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Hoosier Academy, Inc.'s internal control. Accordingly, we do not express an opinion on the effectiveness of Hoosier Academy, Inc.'s internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A material weakness is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A significant deficiency is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether Hoosier Academy, Inc.'s financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Hoosier Academy, Inc.'s internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Hoosier Academy, Inc.'s internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

DONOVAN

Indianapolis, Indiana December 12, 2017



INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH THE UNIFORM GUIDANCE

The Board of Directors Hoosier Academy, Inc.

Report on Compliance for Each Major Federal Program

We have audited Hoosier Academy, Inc.'s compliance with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Compliance Supplement that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2017. The School's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of Hoosier Academy, Inc.'s major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about Hoosier Academy, Inc.'s compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of Hoosier Academy, Inc.'s compliance.

Opinion on Each Major Federal Program

In our opinion, Hoosier Academy, Inc. complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017.

Report on Internal Control over Compliance

Management of Hoosier Academy, Inc. is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered Hoosier Academy, Inc.'s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program as a basis for designing auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of Hoosier Academy, Inc.'s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A material weakness in internal control over compliance is a deficiency, or combination of deficiencies in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

DONOVAN

Indianapolis, Indiana December 12, 2017

HOOSIER ACADEMY, INC. SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2017

I. Summary of Auditors' Results

Financial Statements

Type of auditors' report issued: Qualified Opinion

Internal control over financial reporting:

Material weakness identified?

• Significant deficiency identified? None Reported

Noncompliance material to financial statements noted?

Federal Awards

Internal control over major programs:

• Material weakness identified?

• Significant deficiency identified? None Reported

Type of auditors' report issued on compliance for major programs: Unmodified

Any audit findings disclosed that are required to be reported

in accordance with 2 CFR 200.516(a)?

Identification of major programs:

<u>CFDA Number</u> <u>Name of Federal Program or Cluster</u>

Title I Part A Cluster

84.010 Grants to Local Educational Agencies

Dollar threshold use to distinguish

between Type A and Type B programs: \$750,000

Auditee qualified as low-risk auditee?

II. Financial Statement Findings

No matters are reportable.

III. Federal Award Findings and Questioned Costs

No matters are reportable.

HOOSIER ACADEMY, INC. OTHER REPORT

For the Year Ended June 30, 2017

The reports presented herein were prepared in addition to another official report prepared for Hoosier Academy, Inc. as listed below:

Supplemental Audit Report of Hoosier Academy, Inc.

The Supplemental Audit Report contains the results of compliance testing required by the Indiana State Board of Accounts under its *Guidelines for the Audits of Charter Schools Performed by Private Examiners* pertaining to matters addressed in its *Accounting and Uniform Compliance Guidelines Manual for Indiana Charter Schools*.

GOAL: The Board will ensure that 80% of CTE Seniors will earn a passing grade in their 1st Semester CTE Pathway Courses

79/94; 84% Seniors passed all of their CTE Courses assigned 1st semester
Overall 168/187; 90% of CTE Courses earned a passing grade

Student ID	Student Grade I	Course Name	Final Grade	Pass All
2255823	12	OTH080 Summit Nutrition and Wellness	В	Υ
2255823	12	OTH090 Summit Life Skills	В	ľ
2097374	12	OTH050 Achieving Your Career and College Goals	С	Υ
1728554	12	OTH090 Summit Life Skills	Α	Υ
2081089	12	BUS060 Introduction to Marketing I	А	Υ
2081089	12	BUS045 Entrepreneurship 1	Α	ľ
2328636	12	TCH010 Computer Literacy	С	Υ
1469964	12	BUS060 Introduction to Marketing I	D+	Υ
1948444	12	BUS060 Introduction to Marketing I	C-	Υ
2182992	12	OTH050 Achieving Your Career and College Goals	F	N
2469473	12	OTH090 Summit Life Skills	B-	Υ
1974084	12	OTH090 Summit Life Skills	А	Υ
1960533	12	BUS060 Introduction to Marketing I	A-	
1960533	12	CS Work Experience	А	
1960533	12	CS Work Sample	B-	Y
1960533	12	TCH010 Computer Literacy	C-	
1960533	12	BUS045 Entrepreneurship 1	А	
2679436	12	BUS060 Introduction to Marketing I	А	Υ
2679436	12	OTH050 Achieving Your Career and College Goals	B-	I
2063299	12	TCH010 Computer Literacy	D+	Υ
2035967	12	BUS045 Entrepreneurship 1	А	Υ
998804	12	OTH080 Summit Nutrition and Wellness	A-	Y
998804	12	OTH090 Summit Life Skills	А	
1821698	12	BUS045 Entrepreneurship 1	B+	Υ
1737824	12	CS Work Experience	А	
1737824	12	CS Work Sample	В	

1737824	12	OTH050 Achieving Your Career and College Goals	B-	Y
1737824	12	TCH010 Computer Literacy	D+	
1737824	12	OTH080 Summit Nutrition and Wellness	С	
2666941	12	TCH010 Computer Literacy	F	N
1852910	12	TCH010 Computer Literacy	C-	Υ
2335250	12	BUS060 Introduction to Marketing I	Α	
2335250	12	CS Work Experience	Α	Y
2335250	12	CS Work Sample	B-	
2335250	12	BUS045 Entrepreneurship 1	Α	
1927729	12	CS Work Experience	Α	Υ
1927729	12	TCH010 Computer Literacy	D+	
1937645	12	TCH010 Computer Literacy	F	N
1660341	12	BUS060 Introduction to Marketing I	Α	
1660341	12	CS Work Experience	Α	
1660341	12	CS Work Sample	В	Y
1660341	12	BUS045 Entrepreneurship 1	A-	
2019919	12	BUS060 Introduction to Marketing I	Α	
2019919	12	OTH010 Summit Skills for Health	D+	Y
2019919	12	BUS045 Entrepreneurship 1	Α	
2296161	12	BUS045 Entrepreneurship 1	Α	Y
2183316	12	BUS060 Introduction to Marketing I	Α	
2183316	12	CS Work Experience	I	N
2183316	12	CS Work Sample	D	10
2183316	12	BUS045 Entrepreneurship 1	Α	
2080652	12	CS Work Sample	C-	
2080652	12	OTH080 Summit Nutrition and Wellness	В	Y
2080652	12	OTH090 Summit Life Skills	С	
1776053	12	BUS060 Introduction to Marketing I	С	
1776053	12	CS Work Experience	Α	Y
1776053	12	CS Work Sample	A-	
1776053	12	BUS045 Entrepreneurship 1	С	\neg
2217184	12	OTH037-DYN Hospitality and Tourism	F	
2217184	12	OTH010 Summit Skills for Health	D-	N
2217184	12	OTH090 Summit Life Skills	В	

2329135	12	OTH050 Achieving Your Career and College Goals	А	Y
2262592	12	CS Work Sample	B-	Υ
2357257	12	BUS060 Introduction to Marketing I	А	
2357257	12	CS Work Experience	А	Y
2357257	12	CS Work Sample	B-	
2540373	12	OTH050 Achieving Your Career and College Goals	B+	Υ
2540373	12	OTH080 Summit Nutrition and Wellness	А	Y
1554942	12	CS Work Experience	Α	
1554942	12	CS Work Sample	C-	Y
1554942	12	TCH010 Computer Literacy	D	Y
1554942	12	BUS045 Entrepreneurship 1	B-	
2549319	12	TCH010 Computer Literacy	С	Υ
1657907	12	CS Work Experience	А	Υ
1657907	12	CS Work Sample	А	Y
1495442	12	BUS060 Introduction to Marketing I	А	
1495442	12	CS Work Experience	А	
1495442	12	CS Work Sample	В	Y
1495442	12	TCH010 Computer Literacy	D-	
1857500	12	TCH010 Computer Literacy	D	
1857500	12	OTH090 Summit Life Skills	А	Y
1857500	12	BUS045 Entrepreneurship 1	А	
2425427	12	CS Work Sample	C-	Y
2425427	12	BUS045 Entrepreneurship 1	Α	T T
2474614	12	BUS060 Introduction to Marketing I	А	Y
2092730	12	BUS060 Introduction to Marketing I	С	Y
2092730	12	OTH080 Summit Nutrition and Wellness	В	ĭ
1955097	12	CS Work Sample	B-	Y
1955097	12	CS Work Experience	Α	T T
1923236	12	OTH050 Achieving Your Career and College Goals	С	V
1923236	12	BUS045 Entrepreneurship 1	А	Y
1940947	12	CS Work Sample	А	Υ
1940947	12	CS Work Experience	А	
2489270	12	OTH080 Summit Nutrition and Wellness	В	Y
2489270	12	OTH090 Summit Life Skills	Α	

2317428	12	BUS060 Introduction to Marketing I	С	Y
2317428	12	TCH010 Computer Literacy	D+	Y
2224693	12	CS Work Experience	I	
2224693	12	CS Work Sample	А	N
2224693	12	OTH010 Summit Skills for Health	В	IN
2224693	12	BUS045 Entrepreneurship 1	А	
1843759	12	BUS060 Introduction to Marketing I	C+	
1843759	12	CS Work Experience	А	Y
1843759	12	CS Work Sample	С	
2093420	12	CS Work Experience	А	Υ
2093420	12	CS Work Sample	C+	Y
1843759	12	TCH010 Computer Literacy	D	Υ
2113307	12	BUS060 Introduction to Marketing I	A-	
2113307	12	CS Work Experience	А	
2113307	12	CS Work Sample	B-	Y
2113307	12	BUS045 Entrepreneurship 1	B+	
1603478	12	OTH090 Summit Life Skills	A-	
1603478	12	BUS045 Entrepreneurship 1	А	Y
2340305	12	BUS045 Entrepreneurship 1	А	Υ
1370060	12	CS Work Sample	Α	Υ
1370060	12	CS Work Experience	Α	Y
2290083	12	CS Work Experience	Α	
2290083	12	CS Work Sample	В	Y
2290083	12	OTH090 Summit Life Skills	А	
2145697	12	OTH090 Summit Life Skills	В	Y
2145697	12	BUS045 Entrepreneurship 1	Α	ĭ
2109606	12	TCH010 Computer Literacy	F	N
1551962	12	CS Work Sample	Α	Υ
1551962	12	CS Work Experience	Α	ĭ
1876776	12	BUS060 Introduction to Marketing I	А	
1876776	12	BUS045 Entrepreneurship 1	А	Y
2048904	12	BUS060 Introduction to Marketing I	F	N
2048904	12	BUS045 Entrepreneurship 1	F	
2209516	12	CS Work Sample	C-	Y

2537522	12	TCH010 Computer Literacy	F	N
1952061	12	CS Work Sample	B-	Y
1952061	12	CS Work Experience	А	
2274358	12	OTH080 Summit Nutrition and Wellness	А	Υ
1361789	12	OTH050 Achieving Your Career and College Goals	B-	V
1361789	12	OTH080 Summit Nutrition and Wellness	D	Y
2364726	12	BUS060 Introduction to Marketing I	F	N
1860906	12	BUS060 Introduction to Marketing I	А	Υ
1860906	12	BUS045 Entrepreneurship 1	А	Y
2188983	12	BUS060 Introduction to Marketing I	А	Υ
1622654	12	OTH010 Summit Skills for Health	А	Υ
2109710	12	BUS045 Entrepreneurship 1	А	Υ
2118833	12	BUS060 Introduction to Marketing I	D	Υ
2047545	12	CS Work Experience	А	Υ
2047545	12	BUS045 Entrepreneurship 1	А	Y
1621976	12	BUS060 Introduction to Marketing I	F	
1621976	12	OTH050 Achieving Your Career and College Goals	F	N
1621976	12	BUS045 Entrepreneurship 1	F	
1957067	12	BUS060 Introduction to Marketing I	А	У
1957067	12	OTH050 Achieving Your Career and College Goals	А	Ť
731261	12	CS Work Sample	Α	Υ
1924501	12	CS Work Sample	B+	Υ
1924501	12	CS Work Experience	А	Ť
1897920	12	BUS060 Introduction to Marketing I	B+	Υ
1897920	12	BUS045 Entrepreneurship 1	D-	T T
1377465	12	BUS060 Introduction to Marketing I	D	
1377465	12	TCH010 Computer Literacy	F	N
1377465	12	BUS045 Entrepreneurship 1	D	
1932578	12	CS Work Experience	F	N
1932578	12	CS Work Sample	F	IV
2511568	12	OTH080 Summit Nutrition and Wellness	B-	Υ
2342544	12	CS Work Sample	A-	У
23452544	12	CS Work Experience	А	Y
2546797	12	BUS060 Introduction to Marketing I	D	v

2546797	12	OTH090 Summit Life Skills	D	ī
1342240	12	CS Work Sample	Α	V
1342240	12	BUS045 Entrepreneurship 1	Α	Y
1642874	12	BUS060 Introduction to Marketing I	С	Υ
1642874	12	OTH080 Summit Nutrition and Wellness	D	T T
1690954	12	CS Work Experience	1	
1690954	12	CS Work Sample	С	N
1690954	12	BUS045 Entrepreneurship 1	А	
2236147	12	BUS060 Introduction to Marketing I	С	
2236147	12	CS Work Experience	Α	
2236147	12	CS Work Sample	В	T T
2236147	12	BUS045 Entrepreneurship 1	C-	
1813961	12	TCH010 Computer Literacy	A-	Υ
1813961	12	OTH090 Summit Life Skills	B+	ĭ
1373992	12	CS Work Sample	F	N
1929790	12	OTH090 Summit Life Skills	B+	Y
1939292	12	BUS060 Introduction to Marketing I	C-	Υ Υ
1939292	12	OTH010 Summit Skills for Health	C-	ĭ
2237509	12	CS Work Experience	Α	Y
2237509	12	CS Work Sample	D	
2012022	12	BUS060 Introduction to Marketing I	Α	Υ
2112532	12	BUS060 Introduction to Marketing I	В	
2112532	12	TCH010 Computer Literacy	С	r
1931940	12	BUS060 Introduction to Marketing I	А	Y
1931940	12	BUS045 Entrepreneurship 1	Α	ı

Educational Management Organization (EMO) Evaluation Questionnaire

The following 26 questions and their responses will assist the School Board in identifying immediate and long-term goals for the Insight school. Each question has a performance measure developed specific to each question. As the leadership team responds to each question it may be applicable to include performance data related to that question. When such evidence is required, please refer to the additional information in the comment section. If a separate attachment is added, please reference the category and question that the attachment is responding to and noted. Example; Academics/Question 1.

A primary goal in the completion of this evaluation form is to be completed as a team. The expectation is that one report and all applicable evidence is emailed to Lynn Black (lynnblack@lynnblackeducationsolutions.com) by Tuesday, November 19th. The evaluation forms will be emailed to the Head of School and the School Board by Nadina McFann on Tuesday, November 5th. The School Board is following the same process and the same deadline date. Lynn Black will then compare and contrast the responses from the Board and the School Leadership team and present at a future School Board work session.

At the School Board work session the Board and Insight/Hoosier/K12 leadership team will identy goals to prioritize for the remainder of the year and into the future. A follow-up review based on the performance of these goals will occur with additional teacher and parent input.

Educational Management Organization (EMO) Evaluation Review

The following questions are organized into five areas of review: Academics, Communication, Marketing and Enrollment, Systems/Operations and Financials. A four-point scale is used specific for each question in the following manner:

Score of Four (4) – Available evidence demonstrates that criteria being evaluated within an area of review far exceeds normal expectations for proficiency.

Score of Three (3) – Available evidence demonstrates that criteria being evaluated within an area of review meets normal expectations for proficiency. A score of three represents a desired score for each area of review.

Score of Two (2) – Available evidence demonstrates that criteria being evaluated within an area of review is moving toward proficiency but has yet to demonstrate normal expectations of proficiency.

Score of One (1) – Available evidence demonstrates that criteria being evaluated within an area of review does not meet proficiency. When evidence is missing or incomplete, a score of one (1) is the default score.

Following the administration of the questionnaire an average score for each category is determined as well as an overall average score.

ACADEMICS

- 1. Is the percentage of students demonstrating academic proficiency 80% or higher on the 2018 19 ILEARN achievement tests?
- 2. Does the NWEA average school growth equal to or greater than a year of annual growth?
- 3. Is the number of eligible graduating seniors 90% or greater?
- 4. Is the school meeting participation levels in state mandated tests?
- 5. What percentage of special needs students are presently meeting their annual IEP goals?

MARKETING & ENROLLMENT

- 1. Does the marketing strategy differentiate between Hoosier hybrid and the Insight school?
- 2. Are marketing strategies presented to the Board prior to the enrollment period?
- 3. Does the EMO regularly evaluate enrollment information with the School Board to ensure appropriate staffing levels needed to support student instruction?
- 4. Does the school have an Onboarding process for students?
- 5. Does the school have an Onboarding process for parents/learning coaches?

COMMUNICATION

- 1. When sensitive issues occur is there a communication chain that includes the School Board?
- 2. Does the EMO corporate leadership attend School Board meetings?
- 3. Are the job descriptions and responsibilities of the EMO leadership well defined for parents?
- 4. Does the Head of Schools communicate regularly with all stakeholder groups?

SYSTEMS/OPERATIONS

- 1. Does the school's SIS possess the capacity to track students failing one or more courses?
- 2. Does the school's SIS possess the capacity to track students performing at a GPA equal or less than 2.0 (i.e., on a four-point scale)?
- 3. When students enroll do they complete a required orientation or onboarding process?
- 4. As part of the enrollment process, does the school have a system for assessing grade level or academic readiness?
- 5. As part of the enrollment process, does the school have a system for assessing a student's technological readiness?
- 6. Does the school have a system for recruiting, hiring and training online teachers?
- 7. Does the school have a system for evaluating the quality of online programming?
- 8. Does the school possess a system for ensuring student privacy, both internally and externally?
- 9. Does the school monitor real-time student engagement when online?

FINANCIALS

- 1. Does the EMO collaborate with the School Board in the development of the annual budget?
- 2. Are the financials reviewed and presented to the School Board at every Board meeting?
- 3. Are financial enrollment targets presented to the Board prior to the submission to the Department of Education?

ACADEMICS

1. Is the percentage of students demonstrating academic proficiency 80% or higher or higher on the 2018 – 19 achievement tests?

4 - Outstanding

The percentage of students demonstrating academic proficiency is greater than 90%.

3 - Competence

The percentage of students demonstrating academic proficiency is equal to or greater than 80%.

2 - Emerging Competence

The percentage of students demonstrating academic proficiency is less than 80% but greater than 50%.

1 - Needs Improvement

The percentage of students demonstrating academic proficiency is less than 50%.

Comments/Evidence to support response:

2. Does the NWEA average school growth equal to or greater than a year of annual growth?

4 - Outstanding

Average school growth is equal to or beyond a year and a half of annual growth.

3 - Competence

Average school growth is equal to or greater than a year of annual growth.

2 – Emerging

Average school growth is less than a year of annual growth.

1 - Needs Improvement

No annual school growth was observed.

Comments/Evidence to support response:

3. Is the number of eligible graduating seniors 90% or greater?

4 - Outstanding

The school's percentage of eligible graduating seniors is greater than 95%.

3 - Competence

The school's percentage of eligible graduating seniors is equal to or greater than 90%.

2 - Emerging Competence

The school's percentage of eligible graduating seniors is less than 90 but greater than 50%.

1 - Needs Improvement

The school's percentage of eligible graduating seniors is less than 50%.

Comments/Evidence to support response:

4. Is the school meeting participation levels in state mandated tests?

4 - Outstanding

The school's participation level in ISTEP/ILEARN is greater than 97%.

3 - Competence

The school's participation level in ISTEP/ILEARN is equal to or greater than 95%.

2 - Emerging Competence

The school's participation level in ISTEP/ILEARN is less than 90% but greater than 50%.

1 - Needs Improvement

The school's participation level in ISTEP/ILEARN is less than 50%.

Comments/Evidence to support response:

5. What percentage of special needs students are presently meeting their annual IEP goals?

4 - Outstanding

The percentage of students presently meeting their annual IEP goals is greater than 90%.

3 - Competence

The percentage of students presently meeting their annual IEP goals is equal to or greater than 80%.

2 - Emerging Competence

The percentage of students presently meeting their annual IEP goals is less than 80% but greater than 50%.

1 - Needs Improvement

The percentage of students presently meeting their annual IEP goals is less than 50%.

Comments/Evidence to support response:

STUDENT INFORMATION SYSTEM (SIS) AND OPERATIONS

1. Does the school's SIS possess the capacity to track students failing one or more courses?

4 - Outstanding

The school's SIS has the capacity to identify, track and produce a report of students failing one or more courses with 100% accuracy.

3 - Competence

The school's SIS has the capacity to identify and produce a report of students failing one or more courses with 100% accuracy.

2 - Emerging Competence

The school's SIS has the capacity to identify individual students failing one or more courses but unable to track and produce a report of students.

1 - Needs Improvement

The school's SIS does not have the capacity to identify students failing one or more courses.

Comments/Evidence to support response:

2. Does the school's SIS possess the capacity to track students performing at a GPA equal or less than 2.0 (i.e., on a four-point scale)?

4 - Outstanding

The school's SIS currently tracks students performing at a GPA equal to or less than a 2.0 (i.e., on a four point scale).

3 - Competence

The school's SIS has the capacity to track students performing at a GPA equal to or less than a 2.0 (i.e., on a four point scale).

2 – Emerging Competence

The school's SIS has some capacity to track students performing at a GPA equal to or less than a 2.0 (i.e., on a four point scale) but has yet to act on this.

1 – Needs Improvement

The school's SIS has limited or no capacity to track students performing at a GPA equal to or less than a 2.0 (i.e., on a 4.0 scale).

Comments/Evidence to support response:

3. When students enroll do they complete a required orientation or onboarding process?

4 – Outstanding

Students are required to complete an orientation or onboarding process that includes online training, technology capacity review & direct contact with school personnel close to the communities where they reside.

3 - Competence

Students are required to complete an orientation or onboarding process that includes online training, technology capacity review & direct contact with school personnel.

2 - Emerging Competence

Students are not required to complete an orientation or onboarding process and the process is loosely organized.

1 – Needs Improvement

There is no orientation or onboarding process for students and limited contact with school personnel.

Comments/Evidence to support response:

4. As part of the enrollment process, does the school have a system for assessing grade level or academic readiness?

4 - Outstanding

The school has in place a system and a specific individual who determines academic readiness, the grade level and course schedule for each student.

3 - Competence

The school has in place a system to determine academic readiness and the grade level for each student.

2 - Emerging

The school only has the ability to either determine academic readiness or the grade level of each student.

1 - Needs Improvement

The school has no defined system for assessing grade level or academic readiness.

Comments/Evidence to support response:

5. As part of the enrollment process, does the school have a system for assessing a student's technological readiness?

4 - Outstanding

The school presently assesses the technological readiness of every student and remediates students whose skills are limited.

3 - Competence

The school presently assesses the technological readiness of every student.

2 - Emerging

The school has the ability to assess the technological readiness of their students but is not a common practice.

1 - Needs Improvement

The school has no process in place to assess the technological readiness of every student.

Comments/Evidence to support response:

6. Does the school have a system for recruiting, hiring and training online teachers?

4 - Outstanding

The school utilizes an internal and external system for recruiting, hiring and training online teachers and partners with a teachers college to identify perspective teachers.

3 – Competence

The school utilizes an internal system for recruiting, hiring and training online teachers.

2 - Emerging

The school has a partial system in place but not all inclusive in recruiting, hiring and training online teachers.

1 - Needs Improvement

The school has no system in place to recruit, hire and/or train online teachers.

Comments/Evidence to support response:

7. Does the school have a system for evaluating the quality of online programming?

4 - Outstanding

The school has an established evaluation process in place for the school and also conducts an internal annual evaluation review.

3 – Competence

The school utilizes a system for evaluation the quality of online programming.

2 – Emerging

The school has a partial system in place for evaluating the quality of online programming.

1 - Needs Improvement

The school has no defined system for evaluating the quality of online programming.

Comments/Evidence to support response:

8. Does the school possess a system for ensuring student privacy, both internally and externally?

4 - Outstanding

The school utilizes multiple systems to ensure student privacy, both internally and externally, and these systems are well known by school stakeholders.

3 - Competence

The school possesses a defined system to ensure student privacy, both internally and externally.

2 - Emerging

The school's system to ensure student privacy is under developed, either internally and/or externally.

1 – Needs Improvement

The school has no defined system to ensure student privacy.

Comments/Evidence to support response:

9. Does the school monitor real-time student engagement when online?

4 – Outstanding

The school can identify in real-time that students are online doing specific coursework and/or participating in synchronous or asynchronous class instruction.

3 – Competence

The school can determine that students are online and participating in synchronous instruction.

2 – Emerging

The school can monitor that students are logged in and view progress

1 – Needs Improvement

The school does not have any way of measuring engagement of real-time online learning.

Comments/Evidence to support response:

MARKETING & ENROLLMENT

1. Does the marketing strategy differentiate between Hoosier hybrid and the Insight school?

4 - Outstanding

The school's have a specific marketing plan and message that is specific to the hybrid school and the virtual school model with the difference of programming part of each marketing plan.

3 - Competence

Each school's program is deliberately defined and marketed following the first point of contact within the organization.

2 - Emerging

The marketing plan takes in to account the difference of the school models/programs and continues to improve their messaging.

1 – Needs Improvement

The marketing of the schools is not differentiated and presents one school over the other in its' communications.

Comments/Evidence to support response:

2. Are marketing strategies presented to the Board prior to the enrollment period?

4 - Outstanding

The marketing strategies are presented to the School Board in advance of determining the target enrollment numbers to seek input from the Board.

3 - Competence

The marketing strategies are presented to the School Board following the determination of the target enrollment number.

2 – Emerging

The marketing strategies are presented to the School Board but after the fact well into the enrollment period.

1 - Needs Improvement

No marketing strategies are presented to the School Board.

Comments/Evidence to support response:

3. Does the EMO regularly evaluate enrollment information with the School Board to ensure appropriate staffing levels needed to support student instruction?

4 - Outstanding

The education management organization (EMO) reviews enrollment and staffing information prior to and at each monthly Board meeting.

3 - Competence

The education management organization (EMO) reviews enrollment and staffing information on a quarterly basis prior to and at each monthly Board meeting.

2 - Emerging

The education management organization (EMO) reviews enrollment and staffing information following the state enrollment count date.

1 - Needs Improvement

The education management organization (EMO) does not review enrollment information with the Board or present a relationship to staffing.

Comments/Evidence to support response:

4. Does the school have an Onboarding process for students?

4 - Outstanding

The school has an Onboarding process that includes a local public presentation, a demonstration of the expectations for student engagement and organization in a virtual environment and a description of the technology requirements for a student in a virtual environment. All these conditions are a requirement prior to enrollment that also includes a responsible adult that supports the student.

3 - Competence

The school has an Onboarding process that includes a virtual presentation that include the expectations for student engagement and organization in a virtual environment and a description of the technology requirements for a student in a virtual environment. All these conditions are an expectation of participation prior to enrollment.

2 - Emerging

The school has a basic process that presents general information on being a student in a virtual school but is not deliberate with few if any presented expectations.

1 – Needs Improvement

There is no Onboarding process for students with only a purpose of enrolling students.

Comments/Evidence to support response:

5. Does the school have an Onboarding process for parents/learning coaches?

4 – Outstanding

The school has an Onboarding process that includes a local public presentation, a demonstration of the expectations for parent/learning coach student supervision and understands the technology requirements for a student in a virtual environment. All of these conditions are a requirement prior to the enrollment of the student that specifically identifies the responsible adult to support the student.

3 – Competence

The school has an Onboarding process that includes a virtual presentation, specific expectations for parent/learning coach student supervision and can provide the technology requirements for a student in a virtual environment. These conditions are an expectation prior to the enrollment of the student that includes identifying a responsible adult to support the student.

2 - Emerging

The school has a process that includes information on being a parent/learning coach of a virtual school student that may include some general expectations.

1 - Needs Improvement

There is no Onboarding process specifically focused on the parent/learning coach.

Comments/Evidence to support response:

COMMUNICATION

1. When sensitive issues occur is there a communication chain that includes the School Board?

4 – Outstanding

Communication protocols have been established between the Head of School and the Regional Vice President and the School Board related to sensitive issues such as personnel issues, financials and organizational changes, etc. These protocols are reflected in Board policy.

3 - Competence

Communication protocols have been established between the Head of School and the Board President related to sensitive issues such as personnel issues, financials and organizational changes, etc.

2 - Emerging

Communication protocols are not established but a recognition to develop.

1 – Needs Improvement

No communication protocols have been established between the EMO and the School Board.

Comments/Evidence to support response:

2. Does the education management organization (EMO) regional/national corporate leadership attend School Board meetings?

4 - Outstanding

The EMO regional/national corporate leadership attends 90% of the monthly School Board meetings.

3 - Competence

The EMO regional/national corporate leadership attends 70% of the monthly School Board meetings.

2 - Emerging

The EMO regional/national corporate leadership attends greater than 50% and less than 70% of the monthly School Board meetings.

1 – Needs Improvement

The EMO regional/national corporate leadership attends less than 50% of the monthly School Board meetings.

3. Are the job descriptions and responsibilities of the EMO leadership well defined for parents?

4 – Outstanding

All EMO leadership members have job descriptions that include responsibilities within the organization with contact information presented to parents that define who to go to what person with questions/concerns. This information is included in Onboarding materials and posted on the website.

3 – Competence

All EMO leadership members have job descriptions that include responsibilities within the organization with contact information presented to parents. This information is either included in Onboarding materials or posted on the website.

2 – Emerging

All EMO leadership members have job descriptions but without specific responsibilities within the organization with some but not all contact information. This general information may be included in Onboarding materials or posted on the website.

1 - Needs Improvement

There is no job descriptions or specific responsibilities for EMO leadership included in Onboarding materials or posted on the website.

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Comments	/ Evidence	to support	TESDUTISE.

4. Does the Head of School communicate regularly with all stakeholder groups?

4 - Outstanding

The Head of School has a formal and consistent method of communicating to all stakeholder groups (administrative team, teachers/staff, parents and students) on designated dates/days via social media postings, synchronous and asynchronous information sessions, email notifications and public presentations.

3 - Competence

The Head of School regularly communicates both formally and informally to all stakeholder groups (administrative team, teachers and staff, parents and students). This may include social media postings, synchronous and asynchronous information sessions, email notifications and/or public presentations.

2 - Emerging

The Head of School communicates informally to some stakeholder groups (administrative team, teachers and staff, parents and students). This may include social media postings, email notifications and/or public presentations.

1 – Needs Improvement

The Head of School does not communicate regularly communicates to all stakeholder groups (Administrative team, teachers and staff, parents and students) and primarily focuses on internal organization communications.

Comments/Evidence to support response:

FINANCIALS

1. Does the Education Management Organization (EMO) collaborate with the School Board in the development of the annual budget?

4 - Outstanding

The EMO corporate, regional and local financial team meets with the School Board Chair and/or its financial representative to review projected enrollment, staffing and operation costs prior to establishing the fiscal year budget for the new school year.

3 - Competence

The EMO financial team (regional and local) meets with the School Board Chair and/or financial representative to review projected enrollment, staffing and operation costs prior to establishing the fiscal year budget for the new school year.

2 - Emerging

The EMO local financial team meets with the School Board Chair and/or financial representative to review projected enrollment, staffing and operation costs prior to establishing the fiscal year budget for the new school year.

1 – Needs Improvement

There is no communication from the EMO to collaborate with the School Board Chair and/or financial representative in establishing the new school year budget.

Comments/Evidence to support response:

2. Are financial enrollment targets presented to the Board prior to the submission to the Department of Education (DOE)?

4 – Outstanding

The enrollment targets are presented to the Board by the EMO Chief Financial Officer, Chief Marketing Officer, Regional Vice President and local finance director prior to submission to the DOE that includes a face to face meeting on the budgetary impact to staffing, programs and operations.

3 - Competence

The enrollment targets are presented to the Board by the Regional Vice President, regional marketing director, local finance director and Head of School prior to submission to the DOE that includes a virtual discussion on the budgetary impact to staffing, programs and operations.

2 - Emerging

The enrollment targets are presented to the Board by the regional marketing director, the local finance director and Head of School after submitting the enrollment projection to the DOE.

1 – Needs Improvement

The enrollment targets are not presented to the School Board prior to the submission to the DOE and the Board has no influence in the impact of the enrollment targets.

Comments/Evidence to support response:

3. If there is the need for a reduction of teachers and/or staff, is the necessity for the reduction presented to the Board?

4 - Outstanding

The school's curriculum is completely aligned to state standards (100%) and includes additional localized standards.

3 - Competence

The school's curriculum is completely aligned to state standards (100%).

2 - Emerging

The school's curriculum is partially aligned to state standards (i.e., greater than 50%)

1 - Needs Improvement

Comments/Evidence to support response:

Insight School EMO Evaluation Meeting Notes and Next Steps October 14, 2019

On Monday, October 14, Nadina McFann and Maurice Boler met with Lynn Black to review the questions and the next steps in administering the evaluation of K12, Inc. During this hour and a half meeting Dr. Janice Silver, the new Head of School for Hoosier Academy was a part of this discussion for a brief time. The fact that Dr. Silver stopped in at this meeting was a positive sign of the partnership anticipated through this process.

The key discussion questions and procedures that needed responded to were:

- The questions from the evaluation form were reviewed and discussed. During this discussion
 Maurice suggested that of the 38 questions made a proposal to identify the more critical
 questions that the Office of Charter Schools is most interested in at this time. Lynn Black was
 charged to identify and reformat the prioritized questions that the OCS will want to concentrate
 on. These questions are attached.
- 2. For the Board Who responds to the questions and what is the process for completion?

Best case scenario would be for the School Board, following a Board meeting, to meet in an Executive Session to review and respond to the EMO evaluation questions collectively. Legal counsel will determine for the Board if an Executive Session is applicable in the evaluation of the Education Management Organization (EMO). In addition to the Board being present during this review, Nadina McFann should be present to provide applicable information relating to the questions. By responding as a group rather than each Board member attempting to respond to the questions having limited knowledge, this process emphasizes Carver's Board Governance practice of the Board acting as "One Voice."

3. For the K12, Inc. Leadership Team – Who responds to the questions and what is their process for completion?

The recognized challenge that the Board has been presented is that the new Head of Schools just started her position officially, October 14th and the new hybrid school principal begins her position on Monday, October 21st. Through the discussion it was determined that the Head of School will receive the Evaluation questions two weeks (November 5th) prior to the November 19th School Board meeting. Dr. Silver will determine the members of her local, regional and/or national leadership team that can support her in responding to these questions.

4. There is an urgency to develop short- and long-term performance goals that demonstrate that the School Board and the new Hoosier Academy leadership team are committed to improvement. Once these goals and performance expectations are identified they need to be communicated to the teachers, students and parents who are also have some accountability for the performance of the Insight school. Given this, an updated timeline of events was presented:

Tuesday, October 22

Maurice Boler presents this information at the School Board meeting that include the critical dates in receiving, reviewing and completing the Evaluation form.

Tuesday, November 5

Lynn Black will send the Evaluation questions electronically to Nadina McFann, School Board Executive Administrator and Michelle Study-Campbell, School Board President for distribution to the Board. The primary purpose of sending out the questions to the Board is for each member to review prior to the formal discussion and completion of the Evaluation form in an Executive Session or on another date. Dr. Silver will be responsible for responding to the questions from the Education Management Organization perspective. These responses will be generated with the support of appropriate Hoosier Academy team members and, if applicable, regional or national input.

*Tuesday, November 19

The School Board meets in an Executive Session to review and complete the EMO Evaluation form. *(If this is not allowable by statute, Maurice Boler will need to identify a future date to complete the form.)

Tuesday, November 26

The completed Evaluation Forms will be emailed to Lynn Black. The responses from the School Board and Hoosier Academy leadership will be compared, contrasted and presented at a future work session. At this work session short and long term prioritized performance goals will be determined.

DATE FOR WORK SESSION	?

Ideally, this meeting will occur before the year ends that allows for one full semester of evaluation of the school performance based on the newly identified goals.

Representation at the work session should include ALL Board members, Hoosier Academy Leadership Team and applicable regional and corporate leaders.

INSIGHT SCHOOL OF INDIANA LEADERSHIP TEAM & HOOSIER ACADEMY SCHOOL BOARD WORK SESSION

JANUARY 11TH, 2020

FACILITATED BY
LYNN BLACK EDUCATION SOLUTIONS, LLC

OVERVIEW OF THE DAY

- TO COME TOGETHER, PROFESSIONALLY AND PERSONALLY, AS THE LEADERSHIP OF THE INSIGHT SCHOOL AND HOOSIER ACADEMY
- TO CREATE AN ATMOSPHERE FOR CRITICAL AND CONSTRUCTIVE DISCUSSIONS
- TO REVIEW THE PRESENT (AND PAST) PERFORMANCE OF THE SCHOOL TO FOCUS ON FUTURE SUCCESS
- TO ESTABLISH GOALS (AND STRATEGIES) FOR SCHOOL IMPROVEMENT
- TO DEVELOP REPORTING EXPECTATIONS FOR THE SCHOOL THAT ENGAGES AND INFORMS THE SCHOOL BOARD



Tell us WHO you are and your current roleWHY you are here

And WHAT your expectations are for the day

MOVING FROM PERCEPTIONS TO REALITY

- THE STATE OF OUR STATE RELATED TO VIRTUAL EDUCATION IS CONTROVERSIAL
 - VIRTUAL (AND BLENDED) SCHOOLS ARE EXTREMLY COMPLEX
 - STUDENT ENGAGEMENT AND KEEPING YOUR STUDENTS IS A CHALLENGE
 - SCHOOL (ACADEMIC) PERFORMANCE HAS BEEN POOR IN VIRTUAL SETTINGS
 - THE METRICS TO EVALUATE VIRTUAL SCHOOLS IS THE SAME AS TRADITIONAL BRICK AND MORTAR SCHOOLS

BUT

THIS DAY CAN MITIGATE ALL THE FACTORS THAT WORK AGAINST VIRTUAL SCHOOLS AND CREATE AN ACTION PLAN THAT CAN PRESENT OPPORTUNITIES FOR SUCCESS

THE PROCESS FOR THE REMAINDER OF THE DAY WE WILL:

- IDENTIFY AND DISCUSS AREAS OF "COMMON" IMPROVEMENT
- AS WE HAVE THESE DISCUSSIONS, IDENTIFY ADDITIONAL AREAS THAT HAVE ALREADY BEEN IDENTIFIED FOR IMPROVEMENT BY SCHOOL LEADERSHIP AND ADD ADDITIONAL GOALS NOT CITED IN THE QUESTIONNAIRE

THREE AREAS CITED FOR NEEDS IMPROVEMENT

ACADEMICS

- Percentage of Academic Proficiency 80% or higher on the 2018 19 ILEARN achievement tests
- Number of eligible graduating seniors is 90% or greater

SYSTEMS/OPERATIONS

*Evaluation for Quality Online programming *(Emerging & Needs Improvement)

MARKETING/ENROLLMENT

Marketing strategy between the Hoosier Academy and the Insight School

FIVE AREAS CITED FOR OUTSTANDING AND/OR COMPETENCE PERFORMANCE

ACADEMICS

• School meeting participation levels in state mandated testing (Identified as Competence, which is noteworthy.)

SYSTEMS/OPERATIONS

Complete a required orientation or onboarding process (Identified as Competence)

MARKETING/ENROLLMENT

- Onboarding process for students (Identified as Competence)
- Onboarding process for parents/learning coaches (Identified as Competence)

COMMUNICATION

- Communication chain for sensitive issues that includes the School Board (Identified as Competence)
- EMO corporate leadership attend School Board meetings (Identified as Outstanding)

FINANCIALS

- The EMO collaborates with the School Board in the development of the annual budget (Identified as Competence)
- Financial review and presentation to the School Board at every Board meeting (Identified as Competence)

ADDITIONAL RECOMMENDATIONS

- The school will be participating in an AdvancEd review later in January. Ideally, the areas for needed improvement through this process should align with similar areas identified by the AdvancEd visitation team. Once those areas of improvement are presented, school leadership should present to the School Board those targets compared to the targets established during the work session.
- From this point forward, a performance review relating to the short and (if applicable) long term goals for needed improvement should be presented at each School Board meeting. It would be reasonable for each member of the Board to be assigned to one of the five specific areas from the questionnaire. For an example, if a Board member has a financial background, they could be responsible for monitoring the Financial reporting and updates. If a person has more of a marketing background, they could be assigned to Marketing updates. The same can be applied for Academics, Systems and Communications.
- The newly identified goals should be presented to the Insight teachers as soon as possible. The teachers can assist in the development of the strategies to improve the areas cited for needed improvement. If additional corporate goals are established, they should be aligned with the local goals already established as well as any future professional development.
- Once the identified goals and their strategies have been defined, these should be presented to the parents and students in an effort to emphasize their role in improving the academics of the school. Students and parents can and should be held accountable in partnership with the school.

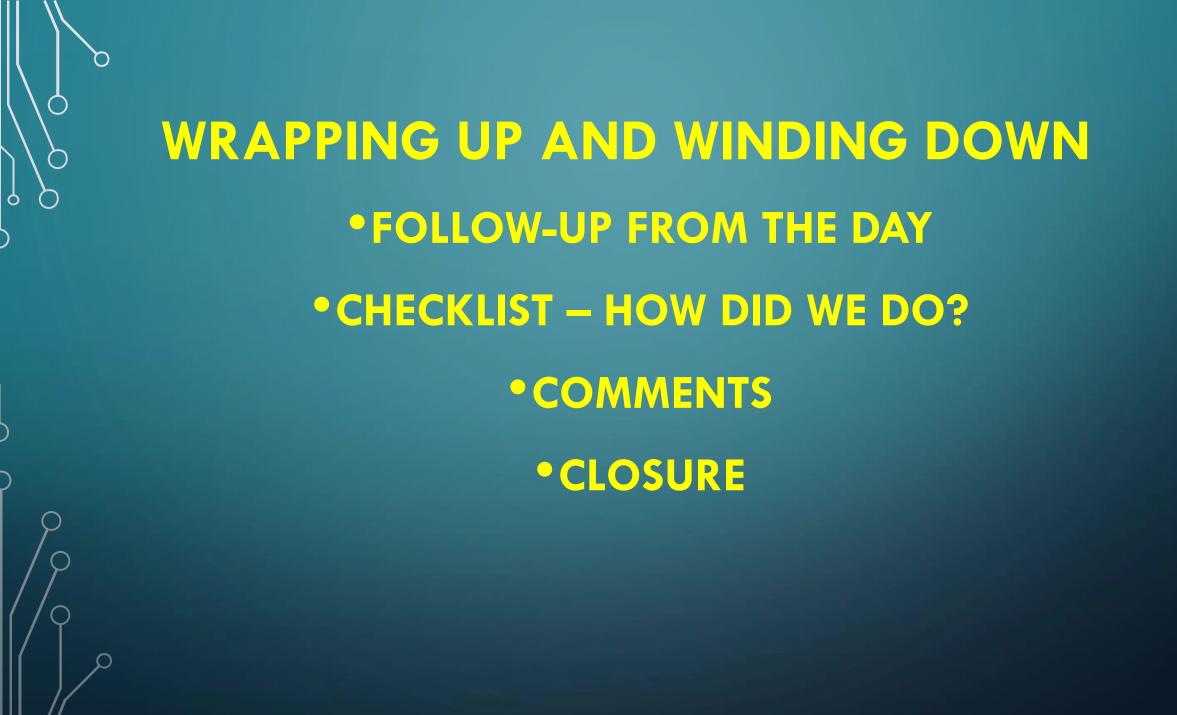
ADDITIONAL RECOMMENDATIONS

• It should be the expectation that in the areas where performance has been identified as either Outstanding or Competent, this level of performance will continue as reported or improved.

• Although the School Board was not the primary target for evaluation, at this point in time it is critical that the Board become even more engaged. Regardless of any charter school organization, a school will only be successful if it operates with a working partnership between the Board and School leadership.

• I also recommend the expansion of the School Board to a seven-member Board. This will protect the Board and the organization from any sudden loss of a Board member due to family, work or personal reasons. On a related note, there should be both a local and corporate onboarding for new Board members.

• Lastly, for this or any school's success, I highly recommend a goal of retaining quality leadership within the organization. This includes the Board, School principals, teacher leaders and, most importantly, the Head of School.



FINANCIAL PERFORMANCE FRAMEWORK BALL STATE UNIVERSITY

Meets
Does Not Meet
Falls Far Below

1. I	1. NEAR TERM INDICATORS				
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	1.68		
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	1.04		
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	\$0.00		
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	0.96		
1.e.	Default		0		
2. 5	SUSTAINABILITY INDICATORS				
2.a.	Total Margin	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues			
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	1		
2.c.	Cash Flow	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)			
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	8.196639742		

Current Assets	\$797,799.33	
Current Liabilities	\$474,234.53	
Cash	\$493,914.16	
Unrestricted Cash	\$493,914.16	
Total Expenses	\$5,847,152.85	
Depreciation Expenses	\$9,683.64	
Enrollment Projection in Charter		
School Board-Approved Budget	1000	
Actual Enrollment	955	
Default	0	
Net Income	\$0.00	
Total Revenue	\$5,847,152.85	
Aggregated Total Margin	\$0.00	
Total 3 Year Net Income	\$0.00	
Total 3 Year Revenues	\$15,558,146.85	
Total Liabilities	\$474,234.53	
Total Assets	\$474,234.53	
Year 1 Total Cash	\$146,199.00	FY17 - Audited
Year 2 Total Cash	\$397,710.00	FY18 - Audited
Year 3 Total Cash	\$493,914.00	FY19 - Unaudited
Depreciation	\$25,368.60	
Interest	0	
Interest Expense	0	

\$3,095.00

Annual Principal, Interest, and

Lease Payments

Hoosier Academy Network of Schools Fiscal Policies and Procedures

Adopted: _____, 2018

INTRODUCTION

The Board of Directors ("Board") of Hoosier Academy, Inc. ("Hoosier Academy" or "Charter School") has the responsibility of administrating the financial affairs of the Charter School. Faithful performance of this duty requires establishing a comprehensive fiscal plan and policies from the budgeting process through the annual audit (hereafter referred to as the "Fiscal Policy"). The Fiscal Policy must be organized to provide a uniform classification of receipts and disbursements and to establish effective internal controls and audit trails for post-audit purposes. Additionally, the Fiscal Policy must conform to legal requirements as established by legislation and administered by the controlling agencies. At the heart of the Fiscal Policy are internal controls, which are the methods and procedures used to provide reasonable assurance to:

- 1. Safeguard assets;
- 2. Ensure validity of financial reports and records;
- 3. Promote adherence to policies, procedures, regulations and laws;
- 4. Promote effectiveness and efficiency of operations;
- 5. Ensure financial systems are secure and backed up as needed.

In establishing internal controls at all stages of Hoosier Academy's fiscal plan, the following control principles will be implemented when applicable:

- 1. <u>Segregation of Duties</u>: Duties are divided so that no one person has complete control over a key function or activity;
- 2. <u>Authorization and Approval</u>: Proposed transactions are authorized when they are consistent with policies, procedures, regulations and laws;
- 3. <u>Custodial and Security Arrangements</u>: Responsibility for custody of assets is separated from the related record keeping;
- 4. **Review and Reconciliation:** Records are examined and reconciled to determine that transactions were properly processed and approved; and
- 5. <u>Physical Controls</u>: Equipment, inventories and other assets are secured physically, counted periodically and compared with amounts shown on control records.

This Fiscal Policy outlines the internal controls to be followed by Hoosier Academy, the Board and K12 Classroom, LLC ("K12").

INTERNAL CONTROL PRACTICES

Accounting, Budgetary Control and Financial Closing

Review and Reconciliation:

• Hoosier Academy shall use the accrual method of accounting and shall keep its books in accordance with Generally Accepted Accounting Principles ("GAAP").

- To account for the financial activities of the Charter School and to comply with the Indiana State Board of Accounts ("SBOA") requirements, Hoosier Academy shall use fund accounting as described in Part 3 of the Accounting and Uniform Compliance Guidelines Manual for Charter Schools issued by the SBOA ("Accounting Compliance Manual").
- The K12 Finance Group ("K12 Finance"), with the assistance of the Hoosier Academy Head of School ("HOS"), shall prepare a budget annually based on estimates of revenues and expenditures. The budget draft shall be presented to the Board on or before May 15th preceding the start of the applicable school year covered by such proposed budget. On or before October 31st of each school year, K12 Finance shall submit any proposed modifications of the annual budget for that school year which takes into account the actual student enrollment for such school year and other changes in key assumptions. The Board shall review and act upon each such approved proposed budget and any such proposed modifications within forty-five (45) days following of the submission thereof by K12 Finance.
- The K12 Managed School Accounting Group ("K12 MSA"), shall prepare and forward a monthly financial reporting package to the HOS by the 7th business day after the end of each month. The financial reporting package will include, at a minimum, the monthly bank account reconciliation with supporting detail, unaudited financial statements, any journal entries made with supporting detail and the general ledger transaction detail (revenue and expenditures) by fund. K12 Finance then compiles a report comparing the actual revenue and expenditures with the budget ("Budget-to-Actual Report"). The most recent Budget-to-Actual Report shall be provided to the Board at each monthly Board Meeting. Budget-to-Actual Reports shall contain written explanations of any overages greater than five percent (5%).

Segregation of Duties

 The HOS is required to approve the monthly financial reporting package within 30 days of receipt.

Banking

Authorization and Approval:

- Bank Signatory Authority: The HOS, the Operations Manager, the Board Chairman and the Board Treasurer shall be the only signatories/agents for all Hoosier Academy bank accounts.
- Two signatures from authorized bank signatories are required for any expenditure greater than \$10,000.
- The cash balance of any Hoosier Academy bank account shall never be reduced below zero.
- Checks outstanding and unpaid for a period of one year shall be investigated and declared; void, included as receipts and removed from the outstanding check listing or remitted to the state under applicable escheatment laws.
- The HOS or Operations Manager must approve any adjustments to cash, such as the write-off of old outstanding checks.

Segregation of Duties:

- Bank Reconciliations
 - The HOS shall review the monthly bank statements and reconciliations included in the monthly financial package by the 30th of each month. If the HOS has questions about or desires to see more detail on any of the transactions, the HOS will request further information from K12 MSA.
 - K12 MSA will follow up on any questions the HOS may have and shall perform the monthly bank reconciliation in compliance with Section 3-13 of the Accounting Compliance Manual. The bank reconciliation must include the beginning cash balance, a listing of all cleared checks/payments and deposits/credits, a listing of all un-cleared checks/payments and deposits/credits and the ending cash balance.

Review and Reconciliation:

- Bank Reconciliations
 - The HOS and Board Treasurer shall review and approve the bank reconciliations prepared by K12 MSA. As part of the review, the HOS and Board Treasurer shall note that check sequence was maintained from the prior month.
 - After the HOS and Board Treasurer review and approve the bank reconciliations, the bank reconciliations shall be submitted to the Board for review and acceptance for audit.

Custodial and Security Arrangements:

- K12 MSA and the Operations Manager will maintain blank check stock. The ability to
 create and sign a check is separated as follows: Anyone with software access to create a
 check cannot sign the check (e.g. they are not an authorized signer on the bank account)
 and all authorized bank signatories do not have software access to create a check.
- A copy of all check registers will be kept by the Operations Manager. The Board Treasurer shall sign the check register and AP Voucher register that is included in the monthly financial package. This is a SBOA requirement.
- All voided checks shall be maintained at the school with a copy emailed to K12 MSA. For
 each voided check, the signature section shall be marked out or removed and the reason
 the check was voided shall be noted on the check.
- Hoosier Academy shall not maintain any petty cash.

Credit Card Use

Authorization, Approval and Purpose

- The Board must approve the application for any school credit card. The Board may authorize the payment of an annual fee if the Board determines it is in the best interest of Hoosier Academy to have a credit card with an annual fee.
- Any credit card issued in Hoosier Academy's name shall only be used to pay for Hoosier Academy expenses. Any use of credit cards must be approved by the HOS or Operations Manager.
- Credit cards shall not be used to bypass the accounting system.

Segregation of Duties

- The HOS or Operations Manager shall be responsible for applying for any credit card authorized by the Board.
- The HOS and Operations Manager shall be the designated employees for any credit card approved by the Board and issued to Hoosier Academy as required by Section 10-5 of the Accounting Compliance Manual. As the designated employees, the HOS and Operations Manager shall maintain an accounting system or log which includes the names of individuals requesting usage of a credit card, their position, estimated amounts to be charged, fund and account numbers to be charged and the date the card is issued and returned.
- The credit card must be returned to the HOS or Operations Manager after each use.

Review and Reconciliation

- Payment shall not be made based on a statement or credit card slip only. Procedures for payments shall be no different than for any other claim. Supporting documents such as paid bills and receipts must be available.
- The procedures for reporting credit card expenses shall be the same as the procedures outlined in the Expenditures section of this Fiscal Policy below.
- The monthly credit card statements shall be submitted by the HOS or Operations Manager to the Board for review.
- Any interest or penalty incurred due to late filing or furnishing of documentation by an officer or employee shall be the responsibility of that officer or employee.

Revenue

Authorization and Approval:

• The issuance of debt must be authorized by the Board.

Segregation of Duties:

- Direct Deposits: deposits related to state student funding and federal grants shall automatically be deposited into the Hoosier Academy bank account. The Operations Manager will send a copy of all supporting documentation for direct deposits to K12 MSA for posting.
- Other Deposits: The Operations Assistant shall open all mail and keep a Receipt Book of all checks and cash received for Hoosier Academy. The ledger shall be sent to K12 MSA to reconcile with the actual deposits made per the bank reconciliation. Any deposits in the form of cash or check will be deposited into the Hoosier Academy bank account by the Operations Manager, Operations Assistant or the HOS, who must all be bonded. The Operations Assistant will send a copy of all backup documentation for these deposits to K12 MSA for posting.
- K12 MSA provides excel file (one tab per month) with deposit data. Operations manager completes the Receipt field. This is used for a SBOA form EDICT.

Custodial and Security Arrangements:

- All cash and checks shall be kept in a fireproof safe until deposited. Pursuant to Indiana Code § 5-13-6-1, deposits shall be made no later than the business day following the receipt of funds and in the same form in which the funds were received.
- Any compensation, premium, bonus or product earned as a result of the purchase of goods or services by the school becomes the property of the school.

Review and Reconciliation:

- The Operations Assistant shall issue a receipt immediately upon the receipt of cash or checks.
- K12 MSA shall reconcile the revenue accounts monthly to ensure that all deposits were properly recorded. The deposit ticket or attached documentation must provide a detailed listing of the deposit, which includes, at a minimum, check numbers and the corresponding names of the payors.
- K12 MSA shall maintain a listing of open accounts receivable, which shall be reviewed and reconciled monthly. Any delinquent receivables should be reviewed and investigated. Any write-offs must be approved by the Board.
- The HOS will approve the revenue as part of the monthly financial closing process.

Expenditures

Authorization and Approval:

- Subject to the provisions of these expenditure policies, the HOS and the Operations Manager are authorized by the Board to approve and make expenditures on behalf of Hoosier Academy for the following purposes: insurance coverage required to comply with agreements entered into by Hoosier Academy; payroll expenses and payroll taxes; other required taxes; and for payment required to comply with any agreement approved by the Board, including the Ball State University Charter Sponsor ("Charter Sponsor") fees and management/technology fees.
- The Board has authorized the HOS, in conjunction with the Operations Manager, to approve and make expenditures for all Hoosier Academy operational needs up to \$10,000.00 as long as said expenditures fall within the parameters of the Board-approved budget. Any expenditure that (1) is greater than \$10,000.00 or (2) does not meet the requirements will require Board approval in advance of payment.
- Checks payable to K12 may not be signed solely by any K12 employee, but must also be signed by the Board Chairman or the Board Treasurer.
- All purchase requisitions under \$10,000 shall be approved by either the HOS or the Operations Manager. All purchase requisitions over \$10,000 shall be approved by the HOS and the Operations Manager.
- All technology expenditures must be approved by the IT personnel assigned to Hoosier Academy.
- For expenditures greater than \$10,000.00, the HOS or the Operations Manager shall obtain three (3) quotes for review and selection by the Board. For expenditures greater

- than \$25,000.00, the HOS or the Operations Manager shall obtain three (3) competitive bids or requests for proposals for review and selection by the Board.
- All service contracts must be supported by a current written contract.
- Loans to Hoosier Academy employees, K12 employees or Board Members are prohibited. Exception retirement plan loans.
- Pursuant to Section 10-3 of the Accounting Compliance Manual, compensation and other
 payments for goods and services shall not be paid in advance of receipt of goods and
 services.
- All invoices must be paid in a timely manner and within thirty (30) days when possible. Hoosier Academy may not pay finance fees for late payment.
- For a payment to be processed, there must be a fully-itemized invoice, the invoice must be approved by the appropriate individual as listed in the *Segregation of Duties* section below and the invoice must be matched to a purchase requisition, if required.
- Gift Cards may be used if the following criteria are observed in accordance with Volume 200, Page 8 of *The School Administrator and Uniform Compliance Guidelines* (December 2012):
 - The Board must authorize gift card purchases through a resolution which has been approved in the minutes;
 - The purposes for which gift cards may be issued must be specifically stated in the resolution;
 - Purchase and issuance of gift cards shall be handled by an official or employee designated by the HOS;
 - The designated responsible official or employee shall maintain an accounting system or log which includes the name of the business from which the gift cards were purchased, their amounts, fund and account number to be charged, date the card was issued, person gift card was issued to, proof that the gift card was received by the person it was issued to, etc.
 - o Gift cards shall not be used to bypass the accounting system.
 - o Procedures for payments shall be no different than for any other claim.
- Hoosier Academy Gift Card Procedure. In addition to the above-stated SBOA requirements, the following procedures shall be followed when Hoosier Academy employees use gift cards:
 - Even after receiving Board approval, a purchase order must be completed and approved by the HOS or the Operations Manager for all gift card purchases.
 - Gift cards must be kept in a fireproof safe until signed out by the HOS or the Operations Manager. All gift cards will be tracked via a log as described above. The Operations Manager shall keep the original log and send a copy of the log to K12 MSA.
 - If gift cards are to be distributed to Hoosier Academy teachers or staff members, each gift card number must be attached to the teacher's or staff member's name.
 The Operations Manager shall forward this information to payroll so that it can be included as income to the respective teacher or staff member.

o If gift cards are to be distributed to parents or students from a teacher (e.g., for assistance with gas expense for travel to testing facilities), the teacher may be assigned a group of gift cards to distribute to eligible students or parents. The teacher shall keep a log documenting which gift card was distributed to which student or parent. The log shall be sent to the Operations Manager.

Segregation of Duties:

K12 MSA creates all checks and records payment for Hoosier Academy. However, K12
 MSA does not have signing authority for Hoosier Academy checks. Checks shall only be
 issued for approved expenses as outlined in the *Authorization and Approval* section
 above. Invoices presented for payment without the appropriate approval shall be
 returned.

Payroll and Benefits

- Payroll and benefits are administered by Insperity, a professional employee organization, with the assistance of the HOS and the Operations Manager. Payroll is run twice a month.
- Requests for Time Off ("RTO") must be submitted by each employee for vacation, sick time, personal days and other leaves with or without pay. RTOs are received by the Department Heads who compare the request to the leave time report generated by Insperity at the end of each pay period. Each Department Head shall verify that the leave time accruals are in agreement with each employee's contract.
- Insperity shall maintain a master salary spreadsheet. At the end of each pay period, Insperity shall generate a spreadsheet that captures all changes in payroll information for that pay period, such as new hires, terminations, salary changes, bonuses and employee hours as input by the Operations Manager.
- New hires, resignations and terminations are updated monthly and submitted to the Board for acceptance.
- The HOS, Operations Manager and the Board liaison have full access to payroll reports for Hoosier Academy. Only the HOS or an individual designated by the HOS may approval payroll. If approved, any of these individuals may click on the "Approve Payroll" button to approve payroll for the then-current pay period. The designee will only approve payroll in the absence of and by direction of the HOS. Once the "Approve Payroll" button is clicked, Insperity will process the payroll checks and direct deposits for the Hoosier Academy employees.
- K12 MSA will access payroll information from Insperity to include the payroll information in the financial records of Hoosier Academy.
- o K12 MSA shall reconcile the payroll register to the general ledger monthly.

• Expense Reports

 Staff shall prepare expense reports and submit them to Department Heads for review. Each Department Head shall then review the expense reports to ensure the expenses follow the Board-approved Travel and Expense Policy, in accordance with federal or state requirements, if applicable, and for complete supporting documentation of the expenses. Once reviewed and approved by the Department

- Head, copies of the expense report(s), related invoices and all supporting documentation are sent to the Operations Assistant and the Operations Manager, who shall review for compliance.
- The expense reports of the Operations Manager shall be reviewed by the Regional Operations Manager or the HOS. The expense reports of the HOS shall be reviewed by the Regional Vice President.
- If the Operations Manager is not available to approve the invoices, the HOS may approve in his or her absence.
- K12 MSA creates the check file for the corresponding approved expense reports.
 The Operations Manager prints, signs and mails the checks.

• K12 Invoices

- Management and Technology Fees
 - The HOS, the Finance Manager and the Board Finance Committee Member shall review all management and technology fee invoices prior to payment to ensure the invoices comply with the Board-approved Amended and Restated Educational, Administrative, and Technology Services Agreement between Hoosier Academy and K12 ("Management Agreement"). As of the date of this Policy, the management fees equal fifteen percent (15%) of the sum of federal and state student revenue and grants received by Hoosier Academy. The technology fees equal seven percent (7%) of the sum of federal and state student revenue and grants received by Hoosier Academy.
 - Student computer invoices, On-Line School ("OLS") invoices and materials invoices shall be reviewed against student records and shall be approved by the Finance Manager. In addition, the Board Finance Committee Member and the HOS must approve all student invoices prior to forwarding to K12 MSA for check processing.
 - Pursuant to the Management Agreement, K12 is specifically authorized to initiate payment to K12, out of the Charter School funds managed by K12, the fees set forth in Exhibit A of the Management Agreement provided that: (I) the fees have been budgeted and approved by the Board; (ii) K12 has provided documentation for the fees setting forth in reasonable detail a description of the fee, the method of computation and any other information requested by the Board; (iii) the Board approves the payment; and (iv) all current Non-K12 Charter School Expenses (as defined in the Management Agreement) are first paid.

Oversight Fees

- Oversight invoices payable to the Charter Sponsor shall be sent to the HOS and the Operations Assistant. The HOS shall review the oversight invoices to ensure they comply with the Charter Agreement. As of the date of this Policy, oversight fees equal three percent (3%) of the sum of the basic tuition collected by Hoosier Academy.
- Once approved by the HOS, the oversight invoices are forwarded to K12 MSA for processing a check to be sent to the Charter Sponsor.

Internet Service Provider ("ISP") Payments

- The Operations Assistant shall process ISP payments twice a year: (1) in February for September through January services and (2) in July for February through June services.
- After downloading student and family information, the Operations Assistant shall complete a payment report based on approved enrollment dates, withdrawal dates and grade level. Payments shall be pro-rated if students have not been enrolled during the entire service period. Students shall be reimbursed at the current approved rate.
- The HOS shall review and approve the payment report which includes parent / guardian information and the student's name. This is created by the Operations Assistant before any payment is made. Payment for the processing invoice will be made by the school.

Other Expenses

- Grant Purchases and Other One-Time Purchases
 - Purchase requisitions ("PR's) shall be completed for all grant purchases and other one-time purchases. All PR's shall show the amount of the purchase, grant name, item purchased, accounting code and purchase order or quote, if applicable. The HOS and Operations Manager must determine that all expenditures are in accordance with grant requirements and with federal and state requirements, as applicable, before approving grant expenditures. Approvals must be secured prior to purchase. Quotes and other supporting documentation shall be attached to the PR. Items requiring PR's include, but are not limited to, the following: Technology purchases such as computers, printers and software; Fixed Assets, Furniture and Equipment such as file cabinets; Memberships; and Training or Professional Development expenditures.
 - The Regional Technology Manager and either the HOS or the Operations Manager shall approve all technology purchases.
 - The Operations Manager and the Special Education Coordinator shall approve all special education provider payments.
 - Checks shall never be made payable to "Cash".
- General Operating Expenses
 - The HOS or the Operations Manager shall approve all invoices for normal monthly operating expenses, such as utilities, rent and telephone services, before submitting the invoices to K12 MSA for check processing.

Review and Reconciliation:

• In the event of overpayment to a vendor, a refund shall be collected.

Capital Assets and Inventory

General Principals

- Hoosier Academy shall have complete inventory of all capital assets owned which reflects their acquisition value. Such inventory must be recorded on the applicable Capital Assets Ledger.
- Criteria for Capital Asset Capitalization:
 - The asset has a useful life of one (1) year or longer; and
 - The cost of the asset is greater than \$1,000.00.
- Valuation
 - Pursuant to Section 15-1 of the *Accounting Compliance Manual*, the inventory shall reflect the capital assets' acquisition value.
 - Donated capital assets shall be valued at the donor's estimated fair market value at the time of gifting.
- Depreciation
 - Capital assets shall be depreciated using straight-line depreciation. Estimated life for capital assets shall follow IRS guidelines.
- Pursuant to Section 15-1 of the Accounting Compliance Manual, Capital assets include the following:
 - Land;
 - o Buildings;
 - o Improvements other than buildings; and
 - Equipment and construction work in progress.
- The following information shall be maintained for all capital assets:
 - Description;
 - Asset classification;
 - Location:
 - Purchase price;
 - Vendor;
 - Date purchased or leased;
 - o Accumulated depreciation; and
 - Method and reason of disposal, if applicable.
- Capital assets may not be used in a manner unrelated to the functions and purposes of Hoosier Academy.
- Capital Asset Disposal
 - The Board shall approve the retirement of any capital assets with a fair market value greater than or equal to \$5,000.00. When equipment has been purchased with Federal or State grant funds, grant rules and regulations must be followed.
 - The HOS or the Operations Manager shall approve the retirement of any capital assets with a fair market value less than \$5,000.00.
 - Examples of reasons for retirement include:
 - The asset is damaged beyond repair;
 - The asset is damaged and the cost to repair it exceeds the current fair market value; and

- The asset is not able to support current technology needs.
- When possible, the capital asset shall be stripped of useful components and stored as ready service spares for other assets.
- The inventory shall be updated to include the reason for retirement and date of write-off.

Physical Controls:

- An annual inventory of capital assets shall be performed during June of each year by the
 Operations Manager and K12 IT. The inventory must be for all capital assets, and for all
 computers that do not meet the \$1,000.00 capitalization threshold. The inventory is
 performed to determine that all capital assets are present, in usable condition, located in
 the assigned area and properly recorded.
- All capital assets shall be tagged with a Hoosier Academy capital asset tag.
- All capital assets and inventory are secured in a safe location.

Review and Reconciliation:

- The Operations Manager shall maintain a capital asset listing. The capital asset listing shall be updated monthly to include new purchases, retirements or transfers of assets.
 The Operations Manager shall also reconcile the capital asset listing to the accounting records as part of the month-end financial reporting process.
- If an asset relates to a grant, the capital asset tag must indicate the specific grant funds used to purchase the asset.

Segregation of Duties:

- Once the annual physical inventory is conducted by the K12 Regional Technology Manager, the Operations Manager should review and approve the results. As part of the reconciliation, the Operations Manager should compare the physical inventory to both the accounting books and the fixed asset schedule.
- The HOS shall be contacted immediately if there is a concern that assets may be missing.

Fundraising

Authorization and Approval

- All fundraising must be pre-approved by the HOS.
- Fundraising activities and procedures are governed by the Fundraising Policy approved by the Board on January 30, 2018, pursuant to Resolution No. 2018-01.

Custodial and Security Arrangements

- Monies collected relating to fundraising activities must be receipted, accounted for, and directed without delay to the Operations Manager.
- Fundraising monies shall be recorded and tracked in a separate account specific to the group organizing the fundraising.

Segregation of Duties

- Distribution of monies from fundraising accounts shall be by request of the fundraising sponsor and must be approved by the HOS.
- The organizer or sponsor of a fundraiser will provide donors with written acknowledgement of cash contributions in the form approved by the Operations Manager. Acknowledgements shall include the amount of the cash contribution and a statement that no goods or services were provided by the Charter School in exchange for the contribution (if that was the case). A copy of the acknowledgement must be forwarded to the Operations Manager for record retention purposes.

State Reporting and Annual Audit

Review and Reconciliation:

- The Board shall identify an independent audit firm with governmental accounting and/or charter school audit experience and will arrange for an independent audit of the Charter School's financial condition on an annual basis. The Board Treasurer will be involved in the audit exit meetings. The final audit report will be reviewed by the Board and shared with the Charter Sponsor and all government agencies required by law.
- State reporting requirements will be completed by K12 MSA and shall be approved by the HOS and K12 Finance.

Annual Review of Fiscal Policies and Procedures

Review and Reconciliation:

- The Board, the HOS, the Operations Manager and K12 Finance shall monitor changes in authoritative guidance and regulations and make changes to Hoosier Academy's Fiscal Policies and Procedures as necessary.
- The Board shall review and, if necessary, update the Fiscal Policies and Procedures annually at the August Board Meeting.

SUPPORTING FUNCTIONS

Information Technology

- Disaster Recovery
 - Hoosier Academy has and shall maintain a disaster recovery plan that includes procedures for recovering all vital data and system programs in the case of a total loss from a disaster (e.g., fire, tornado, flooding, etc.). The plan includes system replacements, system backups, laptop and desktop images and data restoration.
- Back Up Processing
 - Financial Documents and records stored at the school on their server is covered under the Schools IT Back-Up and Recovery Plan.
 - All data stored on network resources shall be backed up daily using a leading software package and portable hard drives. Copies of the backed-up data shall be stored off-site weekly to ensure data integrity. Hoosiers financial records are

maintained in the cloud at Sage/InTacct. Sage will provide an SSAE-16 (SOC-1) compliance certificate at least annually.

Physical Security

 All computer systems shall be located in a secure data room. Access to the data room is limited to the HOS, the Regional Technology Manager and the Operations Manager. All computer terminals and laptops are equipped with current virus protection.

Logical Security

- Each user is required to maintain their own local password on their school-issued laptop.
- The Regional Manager maintains server passwords.

Change Controls

 K12 MSA uses InTacct as the accounting software for Hoosier Academy financial reporting. The only authorized modifications to the source code of InTacct are vendor-issued updates.

Input Controls

 All information is properly authorized before it is entered into the system to ensure the accuracy of the information and to ensure the information is only input one time. Whenever possible, electronic controls are used to validate information. Transaction dates are system-generated dates which cannot be modified by users.

Document Retention

- Hoosier Academy shall preserve, keep, maintain or file all the official records of Hoosier
 Academy required by all applicable federal and state legal requirements.
- Pursuant to the reproduction of records statutes (Indiana Code § 5-15-1 et. seq.), a public
 record is defined as all documentation of the informational, communicative or decisionmaking processes of a political subdivision in connection with the transaction of public
 business or governmental functions, which documentation is created, received, retained,
 maintained or filed by the political subdivision as evidence of its activities or because of
 the information value of the data in the documentation, and which is generated on paper
 or paper substitutes; photographic of chemically based media or machine readable
 media; or any other materials, regardless of form or characteristics.
- Hoosier Academy shall follow the retention guidelines as may be issued under federal or state law including those contained in the *Indiana Public Schools General Retention* Schedule published by the Indiana Commission on Public Records, dated July 11, 2012 and as may be amended.
- Each employee's acts are a matter of record. Regardless of the capacity served by an employee, upon completion of his or her service, all records and forms are to be surrendered to his successor.
- Supporting documentation such as receipts, canceled checks, tickets, invoices, bills, contracts and other public records must be available for audit to provide supporting information for the validity and accountability of monies disbursed. Payments without

- supporting documentation may be the personal obligation of the responsible official or employee.
- All financial transactions pertaining to the Charter School must be recorded in the records of Hoosier Academy.
- All documents and entries to records shall be done in a timely manner to ensure that
 accurate financial information is available to allow Hoosier Academy to make informed
 management decisions and to help ensure compliance with Indiana Code § 5-15.1-1, et.
 seq.
- Permanent documents that Hoosier Academy should retain indefinitely include but are not limited to the following: records of incorporation, bylaws, amendments and corporate charter, 501(c)(3) approval letter, minutes of Board meetings, annual reports, tax returns, financial audit reports and student records.
- Financial records, including but not limited to balance sheets, detailed ledgers, banking records, vendor payments and payroll records should be retained for a period of 7 years or the retention period required by federal or state requirements, whichever is longer.
- If appropriate for destruction pursuant to federal or state document retention requirements, any document with confidential student, employee or financial information shall be destroyed by shredding the document or by using a Certified Document Destruction vendor.

HOOSIER INSIGHT	5/14/2019
FY18 - Invoicing	
Total Invoices Paid during Previous School Year (FY18)	\$9,543.79
FY18 Invoices Paid in (FY19):	\$0.00
These invoices were paid after 7/1/18 but contained services provided during	
FY18	
FY18 Invoices - unpaid	\$0.00
Total RS Cost for FY18	\$9,543.79
FY19 - Invoicing	440,000,00
Current FY19 Paid Invoices Total:	\$19,306.29
Current FY19 Unpaid Invoices Total:	\$1,228.66
Estimated Remaining EV10 Cost Projections (active corvice view)	\$3,692.79
Estimated Remaining FY19 Cost Projection: (active service view) This prediction is based upon assigned direct service hours that are scheduled to take	\$3,032.73
place within the current school year which have not yet been invoiced.	
, ,	
This prediction does not take into account indirect service hours or mileage costs.	
Cost Projection FY19 - BETA (assumed full school year view)	\$5,246.07
This Prediction assumes that all reoccurring services will continue until the end of the school year.	
This prediction does not take into account indirect service hours or mileage costs.	
Total of items under review in the cost prediction:	
Assigned to RS coordinator to review and ensure items are reviewed.	\$0.00
Current Running Cost for FY18	Predictive View 1
	CPR: Active Services - with all
	active services having IEP end dates
FY18 Paid Invoices + Estimated Cost Projection	\$22,999.08
FY18 remaining unpaid invoices	\$0.00
FY18 invoices paid in FY19 (after 7/1/18)	\$0.00
Total FY18	\$22,999.08

Notes: Increase in student services has led to higher costs this year.

DISCLAIMER:

These cost predictions assume that all services on current IEP's will be delivered in their entirety. This does not accordeclined services or no shows.

MAY

Predictive View 2 - extended view

CPR: Full Academic Year - with all active service end dates being the last day of school

\$24,552.36

\$0.00

\$0.00

\$24,552.36

unt for cancellations,

INDIANA DEPARTMENT OF EDUCATION OFFICE OF SCHOOL FINANCE FORM 9 FINANCIAL REPORT

January 1 to June 30, 2019

Corporation/Charter School Name;	Insight School of Indiana
Corporation/Charter School Number: 912	0 Telephone Number: 317-547-1400
Prepared By: Yulia Jones	Email: viones@k12.com
	at the Form 9 Financial Report submitted herewith is based in/charter school and represents accurately those records.
7/31/2019	Elizabeth Poth
Date	Signature of Superintendent/Director
4-3	Alm Marsk
Date	Signature of President of Governing Body
7/2/2	am.
+131/2019	
Date	Signature of Treasure
	Gary Mayer
7	Printed Name of Treasurer
	sqone@iquest.net
	Email Address of Treasurer

DUE ON OR BEFORE 7/31/2019

CHARTER SCHOOL AGREEMENT (Virtual)

issued by

BALL STATE UNIVERSITY

to

Hoosier Academy, Inc.

for the

Establishment and Operation

of a

PUBLIC CHARTER SCHOOL

named

Insight School of Indiana

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CHARTER

This Charter School Agreement ("Charter") is entered into as of the 1st day of July, 2016, between Ball State University (the "University"), as authorizer, and Hoosier Academy, Inc., an Indiana non-profit corporation (the "Organizer") for the establishment and operation of a public charter school under Indiana Code ("IC") Title 20, Article 24. In addition to those terms specifically defined elsewhere in this Charter, the following terms shall have the meanings set forth below whenever the initial letter of the word or words in such term is capitalized:

Article I. Definitions

- 1.01 Statutory terms defined in the Charter Schools Law shall have the same meaning in this Agreement.
- 1.02 "Accountability Framework" means the detailed process the University will use to measure the success of each charter school authorized by the University over the term of the charter school's charter and any renewal term(s) thereof. The Accountability Framework delineates the methods the University will employ in holding the Organizer accountable for educational achievement, financial status, and for organizational compliance with all other terms and conditions of this Charter and all Applicable Law.
- 1.03 "Accountability Plan" means the plan developed by the Organizer and approved by the University and updated on an annual basis in accordance with the Accountability Framework. It consists of an update of the academic, non-academic and organizational goals of the Charter School from those contained in the Proposal or adopted by the Organization in the immediately preceding year, as well as the Organizer's reasonably specific plan to achieve those goals.
- 1.04 "Applicable Law" means all federal, state and local laws and regulations and all provisions of the United States Constitution and the Constitution of the state of Indiana now or in the future applicable to Indiana charter schools.
- 1.05 "Charter" means this charter contract, including all Schedules and other documents incorporated by reference herein.
- 1.06 "Charter School" or "School" means the public charter school to be known as Insight School of Indiana which the Organizer is authorized to establish and operate subject to the terms and conditions of this Charter.
- 1.07 "Charter Schools Law" means Indiana Code ("IC") Title 20, Article 24, as it may be amended, restated, or recodified from time to time.
- 1.08 "Department of Education" means the Indiana Department of Education established by IC 20-1-19-3.

- 1.09 "Educational Service Provider" or "ESP" means a service provider that manages or operates the Charter School or provides administrative, managerial or instructional staff or services to the Organizer for the Charter School.
- 1.10 "ISTEP" means Indiana Statewide Testing for Educational Progress tests established under IC 20-32-5-1 et seq.
- 1.11 "Master Calendar" means the Master Calendar of Reporting Requirements developed and administered by the University's Office of Charter Schools setting forth a reporting timeline for certain financial, administrative, facility, and educational information relating to the School.
- 1.12 "Office of Charter Schools" or "OCS" means the Office of Charter Schools at Ball State University, which has been delegated the responsibility to serve as the initial point of contact for public charter school organizers for Ball State University.
- 1.13 "Proposal" or "Proposal to Charter" means the proposal submitted by the Organizer to the University, and any and all amendments thereto, as finally approved by the OCS on January 15, 2016.
- 1.14 "Start-Up Protocol" means all of the actions that must be taken before instruction is provided to any student, as published by OCS on its web site from time to time.
- 1.15 "University Board" means the Board of Trustees of Ball State University.
- 1.16 "University Charter Schools Hearing Panel" means the body appointed by the University to conduct a hearing in a case involving the non-renewal or revocation of a Charter in accordance with the provisions of Section 18.04.
- 1.17 "University Charter School Policy(ies)" means the policies adopted, and as amended, by the University concerning its authorization of charter schools. This includes without limitation the Guidelines and Policies for Virtual Charter Schools, dated August 21, 2006 and as amended from time to time, attached hereto and incorporated herein as Schedule 1.

Article II. Grant of Charter; Legal Status

- 2.01 <u>Grant</u>. The University, having reviewed and approved the Proposal submitted by the Organizer, grants this Charter to the Organizer to establish and operate the Charter School on the terms and conditions stated herein, and shall serve as the authorizer of said Charter School.
- 2.02 Oversight by University. The University shall exercise all oversight responsibilities as set forth in this Charter and under Applicable Law. Except as otherwise provided in this Charter, the Executive Director of OCS shall be responsible for implementing and managing the University's responsibilities under this Charter and Applicable Law.
- 2.03 <u>Legal Status</u>. The Charter School shall be an Indiana public school as defined in IC 20-18-2-15 and a charter school as that term is defined in IC 20-24-1-4 and shall be subject

to all applicable federal and state laws, in addition to any and all policies adopted by the University or OCS as to charter schools authorized by the University. This Charter confers upon the Charter School the rights, franchises, privileges, and obligations of a charter school in the state of Indiana in accordance with the Charter Schools Law and the terms and conditions of this Charter.

2.04 Tax Exempt Status. The Organizer is a non-profit corporation organized under the laws of the state of Indiana, and has obtained, or has applied for, a determination by the Internal Revenue Service ("IRS") that it is an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. If, ten (10) days before the scheduled opening of the Charter School, the Organizer has not obtained a determination that it is exempt from taxation under Section 501(c)(3) of the Internal Revenue Code, the Organizer shall update OCS in writing as to the status of the application and, subsequently, shall promptly provide to the University copies of any correspondence received from the Internal Revenue Service or submitted by the Organizer to the Internal Revenue Service as to the Organizer's tax exemption application, and, until approval is granted, the Organizer shall give OCS an update on or before the anniversary of the opening of the Charter School. If the Organizer is ultimately denied tax-exempt status, or the Organizer's tax-exempt status is questioned, modified, or revoked by the Internal Revenue Service or the not-for-profit status of the Organizer is questioned, modified, or revoked by the State of Indiana, the Organizer shall promptly inform OCS.

Article III. School Opening

- 3.01 Commencement of Operations. The Charter School shall begin school operations by August 1, 2016 and shall have students in attendance at the Charter School by the day after Labor Day in the same year. Compliance with this Section 3.01 is a condition precedent to the effectiveness and enforceability of this Charter. The University may declare this Charter void if the Organizer does not fully comply with this provision by the dates specified herein.
- 3.02 <u>Preconditions to Opening</u>. Notwithstanding any other provision of this Article III, if requested by the Executive Director of OCS, the Organizer shall provide to OCS any and all documents that OCS may not have in its possession but which OCS would then require of an organization newly opening a charter school authorized by the University, and the Executive Director may require a delay in the opening of the charter school until such documents have been submitted and approved by OCS.

Article IV. Mission; Organizational Structure and Governance Plan

- 4.01 <u>Mission</u>. The Charter School shall be operated in a manner consistent with its mission and purpose, as set forth in Schedule 2; further, it shall be operated in a manner consistent with the Guidelines and Policies for Virtual Charter Schools, as set forth in Schedule 1.
- 4.02 <u>Board of Directors to Operate</u>. The Board of Directors and the officers of the Organizer, the members and officers of any other governing body designated by the Organizer to operate the Charter School, and the chief administrator of the Charter School shall be jointly responsible for the proper operation of the Charter School and shall each be

- accountable to the University for compliance by the Organizer and the Charter School with the Charter, University Charter School Policies and all Applicable Law.
- Criminal Background Checks on Board Members. The Organizer shall comply with 4.03 Applicable Law and University Charter School Policies with regard to criminal background checks for existing and prospective members of its Board of Directors and any other governing body of the Charter School. At a minimum, the Organizer shall perform an Expanded Criminal History Check, as that term is defined in IC 20-26-2-2, for each member of the Organizer's Board within 90 days after the effective date of this Charter, after obtaining any necessary consents, and shall provide the results of such checks to the Office of Charter Schools. At least fourteen (14) days prior to adding any new board member, the Organizer shall conduct an Expanded Criminal History Check of such person after obtaining any necessary consents. Any person who has been convicted of any offense described in IC 20-26-5-11, a crime substantially the same as a crime listed in IC 20-26-5-11, or any theft, misappropriation of funds, embezzlement, misrepresentation, or fraud or other charge identified in OCS policies shall be prohibited from serving as a member of the Organizer's board of directors unless such prohibition is expressly waived in writing by the Executive Director of OCS.
- 4.04 Articles of Incorporation; Bylaws. The Organizer's constitution, charter, articles, or similar governance document must contain a clause providing for distribution of the Organizer's funds and assets in accordance with Section 18.06 upon dissolution of the Organizer. This provision of the Governance Document shall not be deleted or modified by the Organizer. Neither the Articles of Incorporation nor Bylaws of the Organizer nor any other governance document of the Organizer shall contain any provision for distribution of assets which is contrary to Section 18.06. A certified copy of the Organizer's Articles of Incorporation is attached as Schedule 2, and a certified copy of the Bylaws of the Organizer are attached as Schedule 4. If the Organizer operates under a name different than its legal name, the Organizer shall file a Certificate of Assumed Name with the Indiana Secretary of State and shall present proof of such filing with OCS, and it shall also be attached at Schedule 3.
- Conflict of Interest Policy. In accordance with the Pre-Opening Requirements, the Organizer shall adopt a Conflict of Interest policy that complies with the University's Policy Regarding Conflict of Interest and, upon adoption and approval of such policy by the Organizer's board, the policy shall be attached to this Charter as Schedule 5. Before acting in any situation involving a conflict of interest, the Organizer shall inform OCS in writing of the conflict of interest and, after taking board action on the item as to which there is a conflict of interest, shall notify OCS in writing. In the event that the transaction involving a conflict of interest is a loan, a sale of real property, a lease of real property, or another transaction reasonably likely to involve the payment by the Organizer of at least \$10,000.00, the Organizer's Board of Directors must before taking action document to OCS that the Board performed reasonable due diligence to confirm that the terms of the proposed loan, sale, lease, or other transaction are fair and reasonable. In addition, in no event shall any person be appointed or serve as a member of the Board of Directors of the Organizer if the individual's mother, mother-in-law, father, father-in-law, son, son-in-

law, daughter, daughter-in-law, sister, sister-in-law, brother, brother-in-law, spouse, or same-sex partner:

- (a) Is employed by the Charter School;
- (b) Works at or is assigned to the Charter School; or
- (c) Has an ownership, policymaking, managerial, administrative non-clerical, or other significant role with the Charter School's ESP.
- 4.06 <u>Management Structure</u>. The management structure of the Charter School shall be as described in Schedule 6. Administrative personnel responsible for serving as liaisons for the Organizer and/or the Charter School with the public and the University, whether employed by Organizer or by an ESP, shall maintain offices in the state of Indiana, and said offices shall be located in the Charter School or within a one (1) mile radius of the Charter School.

4.07 Education Service Provider.

- (a) The Organizer may enter into a management agreement with an Education Management Organization or Education Service Provider ("ESP") to subcontract administrative, managerial or educational services only if the Organizer first complies with all applicable University Charter School Policies and this Charter. The Organizer must provide evidence satisfactory to the University that the Organizer has performed sufficient due diligence to establish that the ESP has the appropriate financial resources, educational services, and managerial experience to provide the contracted services and to support a finding that the ESP agreement will be in the best financial and educational interests of the Charter School.
- (b) The Organizer must submit to the Executive Director of the OCS copies of any proposed agreement with an ESP or amendment or restatement to an agreement with an ESP for review and approval by the University prior to execution, as specified in University Charter School Policies, and it shall not enter into any such agreement that is disapproved by the University.
- (c) Any management agreement with an ESP must comply with the University's Policy as to Contracts with Education Service Providers and, in addition, contain language, in form satisfactory to the University, requiring the ESP to indemnify and hold the University, its trustees, officers, employees, agents and representatives harmless from all claims, demands, or liability, including attorney fees, and related expenses, on account of injury, loss or damages, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever and not caused by the sole negligence of the University, which arise out of or are in any manner connected with acts or omissions of the ESP in connection with the Charter School's operations or which are incurred as a result of the reliance by the University or any of its trustees, officers, employees, agents or representatives upon information supplied directly or indirectly by the ESP.

- (d) Any contract between the Organizer or the Charter School and an ESP must require the ESP to agree, to and comply, with the terms and conditions set forth in this Charter. The provisions of this Charter shall supersede any contrary or competing provisions contained in the contract between the Organizer or the Charter School and the ESP. Further, the contract between the Organizer or the Charter School and the ESP shall include a paragraph incorporating by reference this Charter and specifically stating that the terms of this Charter supersede any contrary provisions in that agreement.
- (e) If the Organizer desires to enter into or amend or restate a loan agreement or a lease agreement with the ESP retained by the Organizer or any organization controlling, controlled by, under common control with, or other affiliated with the Organizer (including any contractual arrangement by which the third party serves as the exclusive or primary lender or property owner for schools who contract with the ESP) (any such entity, an "ESP Affiliate"), before entering into such agreement, the Organizer shall perform reasonable due diligence to confirm that the financial and other terms of the agreement are reasonable and shall document such efforts to the Director of OCS.
- (f) Once the Organizer has submitted and obtained approval for an ESP agreement and any other agreement with the ESP or an ESP Affiliate, a copy of such fully executed agreement(s) shall be attached to this Charter at Schedule 7.

Article V. Education Program and Student Evaluation.

- 5.01 <u>Curriculum and Instructional Methods</u>. The Charter School shall implement and follow the curriculum and instructional methods identified in Schedule 8.
- 5.02 Methods of Pupil Assessment. The Charter School shall evaluate pupils' work based on the assessment strategies required by Indiana law and those additional measures, if any, identified in Schedule 9 or by utilizing assessment methods required by the OCS from time to time.
- 5.03 <u>Promotion and Graduation Policies</u>. The Charter School shall develop as part of the policies and procedures as to promotion and graduation, and, once approved by OCS, such policies and procedures shall be attached to this Charter as Schedule 10.
- Admission Policies and Criteria. The Organizer shall not establish admission policies or limit student admissions in any manner not expressly permitted by IC 20-24-5-1 et seq. (which, as of the date hereof, permits preference to be given to (i) a student who attended the Charter School in the previous year and (ii) the siblings of a student who attends the Charter School). Subject to the provisions of this Section 5.04, the Organizer shall implement the admission policies set forth in Schedule 11. Except as specified in the immediately following sentence, in no event may the Organizer by policy or by practice discriminate on the basis of race, disability, gender, religion, national origin, ancestry, or color. Notwithstanding the foregoing, to the extent stated in the Application, the Organizer may operate the Charter School as a single-gender school in accordance with IC 20-24-5-4(b), provided that the Organizer in doing so complies with regulations

promulgated under Title IX by the U.S. Department of Education as to single-gender classes or schools (for additional information, see

http://www2.ed.gov/about/offices/list/ocr/t9-guidelines-ss.html). If the Organizer receives applications for enrollment greater than the number of available positions for a particular grade (based on the number of slots allocated to such grade by the Organizer as provided in Section 5.08), the Organizer, after applying the preferences permitted under IC 20-24-5-5, shall conduct a lottery in which every applicant is given an equal chance of admission. Such lottery shall be conducted at an advertised public meeting by an independent third party, upon at least ten (10) days' prior written notice to the Executive Director of the OCS. The lottery shall not be conducted until the advertised application process has been open to the public for at least three (3) weeks. The Executive Director of the OCS or the Executive Director's designated representative may attend the meeting at which the drawing is conducted. A waiting list shall also be created at this public drawing. Applications received after the drawing shall be added to the end of the waiting list in the order received. Under no circumstances may a child or parent be given any money or tangible personal property by reason of enrolling in the Charter School other than school supplies and services provided to all students on such grades of the Charter School.

- 5.05 Tuition and Out of State Students. The Charter School may not charge tuition to any student; provided, however, the Charter School may charge reasonable fees, to the extent permitted by law, for textbooks, instructional materials, summer school programs, beforeschool and after-school programs, preschool programs, and student activities. No portion of a kindergarten program, whether full-day or half-day, shall be deemed a "preschool" program for purposes of charging tuition under this Section 5.05 if the student's age and birthday meet the eligibility requirements for enrollment in kindergarten under Indiana law. Additionally, except for a foreign exchange student who is not a United States citizen, the Charter School shall not enroll a student who is not a resident of Indiana.
- 5.06 School Calendar and School Day Schedule. The Organizer shall operate the School for at least 180 school days per school year and for 35 hours per week. Notwithstanding the foregoing, subject to this Section, the Organizer may reduce the number of days of attendance by up to five (5) school days if school days are cancelled by reason of weather conditions or other emergency conditions, and the Organizer may have early dismissals to an extent reasonable. In any case, the total number of days or hours of instruction for the school year shall not be reduced below the minimum days or hours of instruction required by law for Indiana non-charter public schools.
- 5.07 <u>Student Records</u>. The Organizer shall maintain all student records using a system that is reasonably acceptable to both the University and the Organizer and under a policy that is developed and submitted to and approved by OCS. Once approved, such policy shall be attached to this Charter as Schedule 12. The Organizer shall assign student identification numbers in connection with administration of the ISTEP test and in connection with meeting other applicable Indiana data reporting requirements. The Organizer shall follow procedures established by the Indiana Department of Education for the issuance and keeping of student identification numbers.

- 5.08 Enrollment and Grade Range of Pupils. The Charter School shall enroll students only in grades 7 through 12 and shall not enroll more than 1000 students in the aggregate. Any deviation from these limits must be approved in advance by the Executive Director of OCS. Any yearly increase in student enrollment shall be subject to the Charter School making sufficient progress toward academic, financial, and organizational performance standards as set forth in the BSU Academic, Financial and Organizational Performance Frameworks. Under no circumstances shall the total number of students per year exceed the number set forth in the Renewal Application dated October 1, 2015. Within these limits, the Organizer may enroll or choose not to enroll students in any grade and may allocate such number of students as the Organizer see fit, but in no event may the Organizer enroll students beyond the specified number of students or enroll students beyond the grades specified in this Section 5.08 without first obtaining approval from OCS of an amendment to changes these limits.
- 5.09 <u>Desegregation Order</u>. The Charter School shall implement and follow any applicable desegregation order.
- 5.10 Non-Religious and Non-Sectarian School. The Charter School shall be operated in a manner that is nonsectarian and nonreligious. The Organizer and the Charter School shall comply with all state and federal laws and constitutional provisions applicable to public schools concerning church-state issues. Nothing in this Section 5.10 shall be deemed to diminish or enlarge the civil and political rights, privileges and capacities of any person on account of his or her religious belief. In addition, in the event that the Charter School leases or otherwise regularly uses in connection with the operation of the Charter School a facility of a religious organization, the Charter School shall comply with all elements of the OCS's Policy on Leasing from a Religious Organization.
- 5.11 <u>Supplemental Programs</u>. The Charter School shall offer the supplemental programs described in Schedule 13.
- 5.12 <u>Special Populations</u>. The Charter School shall offer the plans and programs described in Schedule 14 as to Special Populations and At-Risk Students.
- 5.13 Parent and Community Involvement. The Organizer and the Charter School shall follow the methods of promoting parent and community involvement described in Schedule 15. Furthermore, in order to facilitate community involvement with the Charter School, the Organizer shall list the dates, times, and locations of any upcoming meetings of the board of the Organizer on the Organizer's web site, if any, and shall notify parents of the dates, time, and location of such meetings in advance using the same methods of communications generally used by the Charter School to communicate with parents of students. Also, the Organizer shall make available on its web site, if any, the minutes of the three (3) most recent meetings of the board for which minutes have been approved and shall contain a notice that minutes of prior meetings are available upon request.
- 5.14 <u>Third Grade Reading Plan</u>. In accordance with the timeline specified by OCS, the Organizer shall create and submit to OCS a Third Grade Reading Plan that meets all applicable Legal Requirements and the Ball State Office of Charter Schools Elementary

School Reading Policy. Once developed and approved by OCS, such policy shall be attached to this Charter as Schedule 16.

Article VI. Staff Responsibilities and Personnel Plan

- 6.01 <u>Staff Responsibilities</u>. The responsibilities of the staff of the Charter School shall be as set forth in Schedule 17.
- 6.02 Criminal History Checks. The Organizer and the Charter School shall comply with Applicable Law, this Charter, and University Charter School Policies concerning criminal history checks for teachers, school administrator(s), other staff and volunteers. The Organizer shall adopt and implement a policy consistent with IC 20-26-5-10 to obtain criminal history checks at the times and to the full extent provided by law for all current and prospective employees in the Charter School who are likely to have direct, ongoing contact with children in the scope of their employment. In addition, for any contract, including, without limitation, a contract with an ESP, in which it is contemplated that an outside vendor's employees or agents will have direct, ongoing contact with students at the Charter School, the Charter School or Organizer shall include a provision requiring that the vendor perform a criminal background check consistent with the requirements of IC 20-26-5-10 as to any employees or agents who will have contact with students of the Charter School and prohibiting any such person from serving the Charter School if the individual has been convicted of any of the crimes listed in IC 20-26-5-11 or any crime equivalent to any of such crimes. The Organizer's policy regarding criminal history background checks shall be provided upon request by OCS. Once adopted and approved, the policy shall be attached to this Charter as Schedule 18.
- 6.03 <u>Personnel Plan</u>. The Charter School shall implement and comply with the personnel plan set forth in Schedule 19, including methods for selection, retention, and compensation of employees.
- 6.04 <u>Teacher and Administrator Evaluation Plan</u>. In accordance with the timeline specified by OCS, the Organizer shall develop and submit for approval of OCS plans for evaluating teacher and administrative staff and any incentive systems the Organizer plans to use in connection with such systems. Once approved, such policy shall be attached to this Charter as Schedule 20.
- 6.05 <u>Licensing</u>. At least 90% of the full-time teachers at the Charter School shall either (i) hold a license to teach in an Indiana public school under IC 20-28-5 or (ii) be in the process of obtaining such a license under the transition to teaching program set forth in IC 20-28-4-5. A Charter School teacher in the transition to teaching program must complete the transition to teaching program no later than three (3) years after beginning to teach at the Charter School. An individual who does not hold a license to teach under IC 20-28-5 may teach full or part-time at the Charter School if either (i) the individual is in the process of obtaining a license to teach in a charter school in Indiana pursuant to IC 20-28-5-16 or (ii) the individual holds at least a bachelor's degree with a grade point average of at least 3.0 on a 4.0 scale from an accredited postsecondary institution in the content area or a related area in which the individual teaches, provided that the aggregate number of unlicensed teachers does not exceed the maximum level set forth above. All

non-teaching personnel providing services for which certification or licensure is required shall have the appropriate license or certification as required under Indiana law. The Charter School shall not employ a teacher or administrator whose certification or license is suspended or revoked. The Charter School shall maintain copies of all licenses and certificates of its employees on file in the Charter School's administrative offices. The Organizer's personnel plan for employees in the Charter School shall be consistent with all federal and state requirements for quality teachers and teachers' aides.

- 6.06 <u>Teacher and Staff Compensation and Benefits</u>. The Charter School shall implement programs for providing teachers and other staff with compensation, health insurance, retirement benefits, liability insurance, and other benefits as set forth in Schedule 21.
- 6.07 <u>Collective Bargaining Agreements</u>. The employees of the Charter School may organize and bargain collectively under IC 20-29. The Organizer shall comply with all provisions of IC 20-29 affecting school employers. Collective bargaining agreements, if any, with employees of the Charter School shall be the responsibility of the Organizer. Any such collective bargaining agreement entered into by the Organizer shall prohibit strikes pursuant to IC 20-29-9.
- 6.08 <u>Professional Development</u>. The Charter School shall follow the general professional development methods described in Schedule 22.

Article VII. Physical Plant

7.01 <u>Physical Plant</u>. The address and description of the physical plant of the Charter School shall be 2588 N Franklin Road, Indianapolis, IN 46219.

7.02 Documents Related to Property.

- (a) A copy of the Organizer's lease or deed for the premises in which the Charter School shall operate and which confirms the Charter School's right to occupy and use the physical plant for school purposes shall be provided to the Executive Director of the OCS upon execution of the relevant document(s), as well as copies of any loan documents executed by the Organizer in order to borrow money to acquire, improve and/or renovate the premises where the Charter School is or will be located. If the physical plant is leased, then in the event the lease is amended, the Organizer shall provide a copy of the lease amendment to the Executive Director of the OCS upon its execution. The relevant documents shall be attached to this Charter as Schedule 23 and any amendment to any such lease or loan documents shall be an amendment to this Charter.
- (b) This Charter shall not in any way be construed to make the University a party to any such lease or loan nor in any way make the University the guarantor of the Organizer or the Charter School nor otherwise make the University liable in any way for performance with respect to such lease or loan in any circumstances, including but not limited to circumstances wherein this Charter is revoked or otherwise terminated prior to the end of the term of such lease or the repayment of such loan.

- 7.03 <u>Personal Residence</u>. The Charter School shall not be located in a private residence. The Organizer shall ensure that the operation of the Charter School does not violate any applicable zoning ordinances.
- 7.04 <u>Certificates of Occupancy</u>. The Organizer shall at all times during the term of this Charter:
 - (a) Ensure that the Charter School's physical plant complies with all building, fire, zoning, and health and safety standards applicable to schools;
 - (b) Possess the necessary occupancy and safety certificates for the Charter School's physical plant; and
 - (c) Provide current copies of such certificates to the Executive Director of the OCS.
- 7.05 Pre-Opening Requirements. This Charter is issued subject to full compliance with this Article VII pertaining to the physical plant and the school safety plan prior to the date specified in Section 3.01 of this Charter for students to be in attendance at the Charter School. The Charter shall be void and unenforceable if such compliance does not occur prior to such date. The Organizer shall not conduct classes until it has complied with this Section 7.05.
- 7.06 <u>Application of Prevailing Wage Laws</u>. As required by IC 20-24-7-7, in the event that the Charter School uses public funds for the construction, renovation, reconstruction, or alteration of a public building, bidding and wage determination laws shall apply.
- 7.07 <u>Duty to Inform OCS</u>. The Organizer shall notify the Executive Director of the OCS immediately of any material change (and in no event more than three (3) days following such change) in the availability or condition of the physical plant, such as through flood, fire, or other unanticipated circumstance. The Organizer shall notify the Executive Director of the OCS not more than five (5) days following any allegation that the Organizer, the Charter School, or the lessor has breached any lease or loan agreement concerning the physical plant. The Organizer shall notify the Executive Director of the OCS immediately if it receives notice of termination of such lease from the lessor.

Article VIII. Finance

8.01 <u>Financial Obligations</u>. The Organizer shall be solely responsible for any and all debts, loans and obligations incurred by the Charter School or by the Organizer in connection with the operation of the Charter School. Any contract, mortgage, loan or other instrument of indebtedness entered into by the Organizer or the Charter School and a third party shall not in any way constitute an obligation, whether general, special, or moral, of the state of Indiana, the University Board of Trustees, or the University. Neither the full faith and credit nor the taxing power of the state of Indiana or any agency of the state of Indiana, nor the full faith and credit of the University Board of Trustees or the University, shall ever be pledged for the payment of any Organizer or Charter School contract, mortgage, loan or other instrument of indebtedness. This provision shall survive the termination of this Charter.

- 8.02 <u>Budget and Financial Plan</u>. An updated financial plan for the initial school year shall be provided upon request from OCS, and thereafter on an annual basis as set forth in the Master Calendar.
- 8.03 Other Funding. The Organizer may apply for and accept for the Charter School independent financial grants or funds from public or private sources other than the Indiana Department of Education. No solicitation shall indicate that a contribution to the Organizer or Charter School is for the benefit of the University
- 8.04 Fiscal Agent. The Organizer is the fiscal agent for the Charter School.
 - (a) The Organizer shall have exclusive control of funds received by the Charter School and financial matters of the Charter School.
 - (b) The Organizer shall maintain separate accountings of all funds received and disbursed by the Charter School and shall follow all laws and regulations concerning separate maintenance of federal funds.
 - (c) The Organizer shall adopt and implement the unified accounting system prescribed by the State Board of Education and the State Board of Accounts and shall comply with audits of the State Board of Accounts as required by state law and applicable regulations.
 - (d) No later than the date established by the Department of Education for determining average daily membership, the Organizer shall submit student and enrollment information to the Department of Education, with a copy to the Executive Director of the OCS, in accordance with the provisions of the Charter Schools Law for calculation of tuition support and other state funding as well as the Charter School's proportionate share of state and federal.
- 8.05 <u>Separate Accounts</u>. The Organizer shall maintain separate accountings of all funds received and disbursed by or on behalf of the Charter School and shall follow all applicable law regarding concerning maintenance of federal funds.
- 8.06 Report of Financial Controls. By no later than January 1 of the year in which the Charter School commences operations, the Organizer shall submit to OCS a statement prepared by an independent, certified public accountant to the effect that the Organizer has adopted proper internal financial and accounting controls relating to (i) preparing financial statements in accordance with Generally Accepted Accounting Principles and, if applicable, any separate requirements of the Indiana State Board of Accounts, (ii) payroll procedures, (iii) procedures for creating and reviewing quarterly financial statements, (iv) procedures for accounting for contributions and grants, and (v) appropriate internal financial control procedures. If, by that date, the Organizer submits a report noting that any of the aforementioned controls is inadequate or incomplete or expressing any doubt that any of the controls are being followed, the Organizer shall have forty-five (45) days to present to OCS a follow-up letter from the same auditor expressing satisfaction that all of the noted deficiencies have been satisfactorily addressed and specifying the nature of

- the steps taken to address those deficiencies. OCS may require any additional documentation to satisfy itself that the deficiencies have been addressed.
- 8.07 Financial Statements and Audits. The Organizer shall, semi-annually within thirty-one (31) days after the last day of each semi-annual period, provide to the Executive Director of the OCS copies of the Charter School's current financial statements, in form and content satisfactory to the University (including a balance sheet, profit and loss statement, cash flow statement and source and use of funds statement). For the semi-annual period in which the Charter School's fiscal year ends, these financial statements shall, in every instance, include the Charter School's fiscal year end statements, which shall be provided to the Executive Director of the OCS within ten (10) days after the financial statements are completed. In all years for which the Indiana State Board of Accounts conducts an audit of the Charter School, the Organizer shall provide copies of the State Board of Accounts' audit report to the Executive Director of the OCS within ten (10) days of receipt of the report by the Organizer or by the Charter School. Copies of any responses to such audit made by the Organizer or the Charter School shall be provided to the Executive Director of the OCS at the same time they are submitted to the State Board of Accounts. In addition, every year, the Organizer shall prepare and submit financial statements which have been audited by an independent certified public accountant ("CPA") for the school fiscal year (July 1 to June 30). The Organizer shall submit two (2) copies of the audited financial statements and the CPA's management letters to the Executive Director of the OCS within ten (10) days of receipt by the Organizer, but no later than December 31st following the end of the fiscal year. The Organizer shall provide to the Executive Director of the OCS a copy of any responses to the CPA's management letters at the same time the responses are provided to the CPA, but no later than thirty (30) days after the Organizer's receipt of the audit for such year. The Executive Director of the OCS shall forward copies of the financial statements, State Board of Accounts' audit report, and responses to such audit or, as applicable, copies of the audited financial statements, the CPA's management letters and responses thereto, to the University's Internal Auditor, as and to the extent requested by the Internal Auditor.
- 8.08 <u>Distribution of Assets Upon Termination</u>. Upon the termination of the Charter and/or dissolution of the Organizer, the funds and assets of the Organizer and the Charter School shall be distributed according to Section 18.06.
- 8.09 <u>Budgets and Accounting Reports; Timing</u>. The Organizer shall adopt a July 1 through June 30 budget and accounting year (the "Accounting Year"). The Organizer shall gather, calculate, and submit budgets and accounting information requested hereunder based upon the Accounting Year. If applicable law requires the Organizer to implement a different Accounting Year, the Organizer shall comply with such requirements for both accounting and budgetary reporting purposes.

Article IX. Transportation Plan

9.01 <u>Transportation Plan</u>. The Charter School shall implement and utilize the transportation plan set forth in Schedule 24.

Article X. Discipline and Safety Program

- 10.01 <u>Disciplinary Plan</u>. The Charter School shall maintain a safe and disciplined learning environment for students and teachers and shall implement and utilize the discipline program set forth in Schedule 25. In no event shall the Charter School expel or involuntarily transfer a student from the Charter School except in compliance with applicable law, including, without limitation, IC 20-33-8-19, IC 20-33-8-21, and IC 20-33-8-22.
- 10.02 <u>School Safety Plan</u>. The Charter School shall develop a school safety plan and shall provide a copy of such plan to OCS and obtain approval of such plan from the Indiana Department of Education prior to opening or as soon thereafter as reasonably practicable. Such a safety plan shall, at a minimum, call for the minimum number of emergency preparedness drills required by Indiana law and, once approved, shall be attached hereto as Schedule 26.
- 10.03 <u>Medication Policy</u>. The Charter School shall develop and submit to OCS a policy as to administration of medication to students. Once approved, the policy shall be attached to this Charter as Schedule 27.
- 10.04 <u>Student Health Screenings</u>. The Charter School shall adopt and submit to OCS a policy as to student health screenings, which shall incorporate the requirements applicable to schools generally as to vision and hearing screenings and immunization requirements. Once approved, the policy shall be attached to this Charter as Schedule 28.

Article XI. Additional Compliance of the Organizer and Charter School

- 11.01 <u>Compliance with Applicable Law</u>. The Organizer and Charter School shall comply with all Applicable Law, which may change from time to time and which may include the laws in this Article XI and are listed herein by way of example and not by way of limitation.
- 11.02 <u>Non-discrimination</u>. The Organizer and the Charter School are subject to all federal and state laws and constitutional provisions that prohibit discrimination on the basis of age, disability, race, color, gender, national origin, religion, and ancestry.
- 11.03 Special Education Students. The Organizer acknowledges that it is required to comply with any applicable law, including, without limitation, The Individuals with Disabilities Education Act, 551 IAC 7 ("Article 7"), the Americans with Disabilities act of 1990, and Section 504 of the Rehabilitation Act of 1973, that relate to the provision of services to special education students attending the Charter School. In accordance with the timeline specified by OCS, the Organizer shall develop and submit to OCS for approval all

- policies required to be adopted under applicable special education law. Once submitted and approved, such policies shall be attached to this Charter as Schedule 29.
- 11.04 <u>ELL Students</u>. The Organizer shall provide instruction at the Charter School for students eligible for English Language Learner instruction as required by law and without discrimination against such students.
- 11.05 <u>Certain Federal Laws</u>. The Organizer and the Charter School shall comply with the following federal laws, together with the regulations promulgated with respect thereto as applicable:
 - (a) Title VI of the Civil Rights Act of 1964;
 - (b) Title IX of the Education Amendments of 1972;
 - (c) Title VII of the Civil Rights Act of 1964;
 - (d) The Family and Medical Leave Act of 1993;
 - (e) The Age Discrimination Act of 1975 and the Age Discrimination in Employment Act of 1967;
 - (f) The Individuals with Disabilities Education Act;
 - (g) The Americans with Disabilities Act of 1990;
 - (h) Section 504 of the Rehabilitation Act of 1973; and
 - (i) The Family Educational Rights and Privacy Act.
- 11.06 <u>Certain State Education Laws</u>. The Organizer and the Charter School shall comply with those state laws specifically made applicable to charter schools under the Charter Schools Law at IC 20-24-8-5 and shall comply with other state laws except to the extent exempted pursuant to the Charter Schools Law at IC 20-24-8-4.
- 11.07 Access to Charter School Records. The records of the Charter School relating to the school's operation and to this Charter are subject to inspection and copying to the same extent that records of a public school are subject to inspection and copying under the Indiana Access to Public Records Law (IC 5-14-3-1 et seq). The records provided by the Charter School to the Department of Education and/or to the University that relate to compliance with this Charter or applicable state or federal laws are also subject to inspection and copying under the Indiana Access to Public Records Law.
- 11.08 Open Meetings. The Charter School is subject to the requirements of the Indiana Open Door Law governing public meetings (IC 5-14-1.5-1 et seq.).
- 11.09 <u>Annual Performance Reports</u>. The Organizer shall publish an annual performance report that provides the information required under IC 20-20-8-7 in the same manner that a school corporation publishes an annual report under IC 20-20-8 and, if the Organizer or

the Charter School maintain a web site for the Charter School, both that report and the section of the Accountability Report prepared by OCS and relating to the Charter School shall be made available in a reasonably conspicuous manner on the Charter's School's web site. The Organizer shall notify the parents of students of the Charter School of the availability of the reports using the same method of communication used by the Charter School for other regular communications with the parents.

11.10 Monitoring and Oversight. The Organizer and the Board acknowledge that the University's employees and authorized agents have the right to visit, examine, and inspect the Charter School and its records during or after school hours, on a scheduled or unscheduled basis. All records of the Charter School shall be made available to the University for inspection and copying upon its request in the offices of the Organizer located in the state of Indiana. In addition, the Organizer and the Charter School shall cooperate to make available to OCS all student level data that OCS may request in connection with OCS's regular evaluations of the Organizer and the Charter School, it being understood that OCS shall be required to maintain the confidentiality of such data in accordance with applicable law. Copies of Organizer and Charter School records shall be maintained for a period of at least three (3) years after the expiration, non-renewal, or revocation of the Charter, during which period, the Organizer shall make such records available upon no later than the second business day following such request. Upon the closing of the Charter School, the Organizer shall find a permanent location (e.g., a school corporation or another carter school) to maintain students' education records. In the event that the Charter School closes, the Organizer shall inform students and parents of the location of the educational records and notice of the means by which such records may be accessed.

Article XII. University Administrative Fee

- 12.01 <u>University Administrative Fee Amount</u>. The Organizer shall pay an administrative fee to the University in an amount equal to three percent (3%) of the total amount the Organizer receives during the calendar year under IC Title 20, Article 43, which includes only local and state funds. This administrative fee shall be due and payable to the University in the Office of Charter Schools within ten (10) days from the date of the University's invoice for such fee.
- 12.02 <u>Refund by School of Amounts Paid to School</u>. If the Organizer and/or Charter School submit data reflecting student counts for funding purposes that are later determined through audit procedures or otherwise to be incorrect, the Organizer agrees that adjustments to the payments based on such data will be made. If the Charter School and/or the Organizer owe funds to any entity as the result of such adjustments, the Charter School and/or the Organizer shall be solely responsible for reimbursement. The University shall not be responsible for any such reimbursement.

Article XIII. Accountability

13.01 <u>Accountability Plan</u>. The Charter School must comply with applicable provisions of the Accountability for School Performance and Improvement Law (IC 20-31). As a part of

that process, the Organizer must annually develop an Accountability Plan acceptable to the Executive Director of the OCS within the timeframe required by the Master Calendar.

- (a) The Accountability Plan shall serve as the Charter School's three (3) year strategic and continuous school improvement and achievement plan as required by the applicable provisions of the Indiana Accountability for School Performance and Improvement statute (IC 20-31), and shall contain the elements of such a plan as required by that statute and shall have as its focus the plan of the Organizer of the Charter School to achieve the performance targets set forth in the University's Accountability Framework.
- (b) The Accountability Plan, as modified from year to year and approved by the University, is here incorporated by reference and made a part of this Charter.
- (c) A copy of the Accountability Framework will be provided to the Organizer and will be available for review at all times in the OCS.
- (d) The Accountability Framework, as modified by the University from time to time, is here incorporated by reference and made a part of this Charter.
- 13.02 <u>Attempt to Achieve School Goals</u>. The Organizer and the Charter School shall be held accountable for achieving the educational mission and goals of the Charter School.
- 13.03 Failure to Adopt Plan. If the Charter School fails to develop an acceptable Accountability Plan in a timely manner, and/or fails to attain its educational goals and meet the requirements of its Accountability Plan, the University may require the Organizer to formulate a performance improvement plan or revoke the Charter in accordance with Article XVIII.
- 13.04 Accountability Framework. The Organizer will use the Accountability Framework to measure and monitor the performance of the Charter School using the standards set forth therein and using the scoring methods set forth therein, including, without limitation, the performance of the Charter School as to the following: (a) assessment measures, (b) attendance rates, (c) graduation rates (if appropriate), (d) college and career ready indicators, (e) numbers of academic honors and technical honors diplomas (if applicable), (f) academic growth, (g) financial performance and stability, and (h) governing performance and stewardship.

Article XIV. Oversight

- 14.01 Method for Monitoring Compliance with Applicable Law and Achievement of Educational Goals. Organizer shall, and shall require that the Charter School and any ESP or other subcontractor of the Organizer or the Charter School, to cooperate with the University in any periodic reviews and audits performed by the University or its agents or contractors.
- 14.02 <u>Access by University</u>. The Organizer and the Charter School shall permit access by any authorized representative, agent or contractor of the University to the Charter School

premises at any time, with or without advance notice from the University, for the purpose of observing, reviewing or inspecting the Charter School for compliance with Applicable Law and the provisions of this Charter. Because the University has the responsibility of accrediting the Charter School, the Organizer and the Charter School upon request shall also take all reasonable steps to allow the University access to any and all data in the possession of the Organizer, the Charter School, the ESP, the Indiana Department of Education, and any other party holding data as to the performance of students at the Charter School.

- 14.03 <u>Audit of Charter School Operations</u>. The Organizer shall, and shall require that the Charter School and any ESP or other subcontractor of the Organizer or the Charter School shall, cooperate with the University in an annual audit of the Charter School's program operations to be conducted by the Office of Charter Schools.
- 14.04 Other Reporting Requirements. The Charter School shall report the following to the Executive Director of the OCS upon reasonable request and/or in accordance with schedules established by the Executive Director of the OCS:
 - (a) Attendance records;
 - (b) Student performance data;
 - (c) Financial information, including any financial reports concerning the Charter School requested by an authorized representative of the University at any time, and financial statements meeting the requirements of Section 8.07;
 - (d) Any information necessary to comply with state and federal government requirements; and
 - (e) Any other information specified in the Master Calendar, Schedule 1 or the Accountability Framework.
- 14.05 <u>Litigation</u>. The Organizer and the Charter School shall notify the Executive Director of the OCS and the University's Vice President for Business Affairs within five (5) days of being named as a party in any court proceeding or as the subject of any administrative enforcement proceeding (e.g. proceedings of the Equal Employment Opportunity Commission, the Indiana Civil Rights Commission, or other state or federal or local agencies) arising from the operation of the Charter School.
- 14.06 <u>Copies of Reports</u>. The Organizer shall contemporaneously provide to the Executive Director of the OCS copies of any reports and other information provided by the Organizer and/or the Charter School to the Department of Education or to any other state or federal agency. The Organizer shall promptly provide to the Executive Director of the OCS any responses from such agencies pertaining to the documents filed by the Organizer or the Charter School.

Article XV. Insurance, Liability and Indemnification

15.01 Insurance.

- (a) The Organizer shall maintain at all times during the term of this Charter (and shall provide proof thereof in accordance with the Master Calendar) the following insurance coverage for the Charter School, with deductibles and coverage minimums:
 - (i) Property Insurance: Real and personal property insurance covering all of the Charter School's real and personal property, whether owned or leased, at replacement value, and business interruption insurance for a period of not less than six (6) months. If the real property in which the Charter School operates is leased, OCS will accept insurance in the name of the property owner or the Charter School.
 - (ii) Commercial general liability insurance with limits not less than One Million and 00/100 Dollars (\$1,000,000.00) per occurrence and Two Million and 00/100 Dollars (\$2,000,000.00) annual aggregate for bodily injury, personal injury, and property damage, including coverage for all premises and operations, products and completed operations for a minimum of two (2) years following completion, independent contractors, separation of insureds, defense and contractual liability. The policy shall include sexual abuse and molestation and shall provide for medical payments of not less than Five Thousand and 00/100 Dollars (\$5,000.00) per occurrence. Such insurance shall include endorsements for (1) employee benefit plan administration, (2) specializes professional liability for nurses and athletic trainers, if the school has them, and (3) coverage for groups conducting school sponsored activities, such as parent teacher organizations, booster clubs, and student groups.
 - (iii) Automobile liability insurance (whether owned, non-owned or hired) with the following limits:
 - 1) Not less than One Million and 00/100 Dollars (\$1,000,000.00) per occurrence for bodily injury and property damage.
 - 2) Medical Payments of not less than Five Thousand and 00/100 Dollars (\$5,000.00) per person per occurrence.
 - 3) Uninsured and underinsured motorist coverage with a limit of not less than One Million and 00/100 Dollars (\$1,000,000.00) per occurrence.
 - 4) Property damage coverage with a limit of not less than Fifty Thousand and 00/100 Dollars (\$50,000.00) per occurrence.
 - (iv) Workers' compensation insurance, as required by law (See Indiana Code

- Title 22, Article 3). The worker's compensation coverage must be maintained by whichever entity, the Organizer or the ESP, employs the School's staff (which, in some cases, may be both the Organizer and the ESP). If the Organizer does not employ any of the personnel of the Charter School and does not maintain workers' compensation insurance, the service agreement between the ESP and the Organizer must provide that the Organizer will be indemnified by the ESP against any liability for workers' compensation claims by any such personnel.
- (v) Liability insurance covering the school and its directors and officers from liability claims for wrongful acts, errors, and omissions with regard to the conduct of their duties related to the operation of the school with limits of not less than One Million and 00/100 Dollars (\$1,000,000.00) per occurrence and Two Million and 00/100 Dollars (\$2,000,000.00) aggregate.
- (vi) Umbrella (excess liability) insurance with a limit of not less than Four Million and 00/100 Dollars (\$4,000,000.00) to provide additional coverage for general, automobile, employers and educators' legal liability.
- (vii) Employee dishonesty insurance or an employee dishonesty bond with a limit of not less than Two Hundred Fifty Thousand and 00/100 Dollars (\$250,000.00).
- (b) All liability insurance required by this Charter shall name the University as an additional insured on a primary, non-contributory basis. The Organizer must submit a copy of an endorsement reflecting this addition prior to opening and not less than annually thereafter.
- (c) The insurance must be obtained from a licensed mutual, stock, or other responsible company licensed to do business in the state of Indiana, rated A- or better from A.M. Best and otherwise acceptable to the University.
- (d) The Organizer shall have a provision included in all insurance policies requiring notice to the Executive Director of the OCS and the University's Vice President for Business Affairs in advance of termination or non-renewal of the policy. In addition, the Organizer shall provide copies of (or certificates of insurance for) all insurance policies required by this Charter to the Executive Director of the OCS and the Office of the University's Vice President for Business Affairs.
- (e) When changing insurance policies or carriers, the Organizer must provide copies of (or proposed certificates of insurance for) the proposed policies to the Executive Director of the OCS and the Office of the University's Vice President for Business Affairs at least thirty (30) days prior to the proposed change. The Organizer shall not cancel or modify its existing coverage without the prior approval of the Executive Director of the OCS and the University's Vice President for Business Affairs.

- (f) The Charter School may expend funds for payment of the cost of participation in an accident or medical insurance program to provide protection for pupils while attending school or participating in a school program or activity.
- (g) Other insurance policies and higher minimums may be required by the University depending upon academic offerings and program requirements.
- (h) No funds, assets, insurance or self-insurance of the University or the University Board shall be held to answer for the payment of any claim, judgment, charge, cost or obligation of the Organizer or the Charter School.
- Indemnification of University. The Organizer agrees to indemnify and hold the University and its trustees, officers, employees, counsel, agents and representatives harmless from all claims, demands, or liability, including attorneys fees, and related expenses, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever not caused by the sole negligence of the University, which arise out of or are in any manner connected with the Charter School's operations or which are incurred a result of the reliance of the University upon information supplied by the Organizer or the Charter School, or which arise out of the failure of the Organizer or the Charter School to perform its obligations under this Charter, including, without limitation, the following:
 - (a) The negligence, recklessness, intentional wrongful conduct or misconduct of the Organizer or the Charter School and those acting on behalf of those entities as officers, directors, employees, agents, representatives, contractors, subcontractors, or lessors;
 - (b) An act by the Organizer and those acting on behalf of the Organizer as officers, employees, agents, representatives, contractors, sub-contractors and lessors that would serve as the basis for revocation of this Charter Agreement pursuant to Article XII;
 - (c) Any failure by the Organizer, the board of directors of the Organizer, or the Charter School and those acting on behalf of those entities as officers, employees, agents, representatives, contractors, or sub-contractors to pay employees, suppliers, lenders, creditors, contractors, or sub-contractors;
 - (d) The hiring, supervision, or discipline of officers, employees, agents, representatives, contractors, or sub-contractors to pay employees, suppliers, lenders, creditors, contractors, or sub-contractors;
 - (e) The obligations of the Organizer, the Board of Directors of the Organizer, or the Charter School and those acting on behalf of those entities as officers, employees, agents, representatives, contractors, or sub-contractors to pay employees, suppliers, lenders, creditors, contractors, or sub-contractors;

- (f) The infringement of patent or other proprietary rights by the Organizer, the board of directors of the Organizer, the Charter School, or those acting on behalf of those entities as officers, employees, agents, representatives, contractors, or subcontractors to pay employees, suppliers, lenders, creditors, contractors, or subcontractors; and
- (g) The oversight responsibilities of the University.
- 15.03 Exceptions to Indemnification. Notwithstanding Section 15.02, the Organizer shall not be required to indemnify the University against any claim or loss arising from an act or omission of the Organizer or Charter School made in compliance with specific written directions from OCS to the Organizer or Charter School. This Section shall not be deemed a relinquishment or waiver of any kind by the University of governmental immunity provided under Indiana law.
- 15.04 Notice of Potential Indemnification Claim. The Organizer, the Charter School, and the University shall make a good faith effort to advise each other of any actual or potential claims subject to the indemnification provisions in this Article XV, but failure to do so shall not invalidate the indemnification provision. The Organizer, the Charter School, or the University will not settle or compromise any claim or suit subject to this indemnification provision without notice to the others.
- 15.05 <u>Survival</u>. The Organizer agrees that the insurance described in this Article, and the duty to indemnify and hold harmless contained in this Article, shall continue in force and effect with respect to any claim arising out of the operation of the Charter School until such claim is barred by any applicable statute of limitations, notwithstanding the expiration, non-renewal or termination of this Charter.

Article XVI. Amendment

- 16.01 Amendment by Mutual Agreement. Except as provided in Section 16.02, this Charter may be amended only by mutual agreement of the parties evidenced in writing and signed by the Vice President for Business Affairs or the Associate Vice President for Finance and Assistant Treasurer, in the case of the University, and the Chief Executive Officer or other proposed decision officer of the Organizer, in the case of the Organizer. The Organizer may submit any proposed amendment to the Executive Director of the OCS, and may request a meeting to discuss the reasons for the proposed amendment with the Executive Director of the OCS and/or other officials designated by the University.
- 16.02 Exceptions. The following items may be amended or updated as set forth below:
 - (a) The Accountability Framework or Schedule 1 may be unilaterally amended by the University upon sixty (60) days advance written notice to the Organizer, with immediate effect. Any other amendment to any of the University Charter School Policies may be made unilaterally and may be made on one hundred eighty (180) days prior notice.

- (b) The Accountability Plan and educational and other Charter School goals therein shall be updated annually by the Organizer, subject to approval of the Executive Director of the OCS, as described in Section 13.01. Revised or supplemental enrollment targets or limitations may be incorporated into the Charter by inclusion in the Accountability Plan as approved by the Executive Director of the OCS.
- (c) Changes to the following provisions shall not require formal amendment of the Charter in accordance with Section 16.01, provided that the Organizer gives the Executive Director of the OCS written notice of the change at least thirty (30) days in advance of its effective date and the Executive Director of the OCS does not give the Organizer written notice of the Executive Director's objection(s) to the change prior to such effective date:
 - (i) Section 4.01, Mission;
 - (ii) Section 4.06, Management Structure;
 - (iii) Section 5.01, Curriculum and Instructional Methods;
 - (iv) Section 5.02, Methods of Pupil Assessment;
 - (v) Section 5.11, Supplemental Programs;
 - (vi) Section 5.12, Special Populations;
 - (vii) Section 6.01, Staff Responsibilities, except for changes which impact the Charter School's management structure;
 - (viii) Section 6.03, Personnel Plan, except for changes which impact the Charter School's management structure, as described in Schedule 6;
 - (ix) Section 6.04, Teacher and Administration Evaluation Plan;
 - (x) Section 6.06, Teacher and Staff Compensation and Benefits;
 - (xi) Section 6.08, Professional Development;
 - (xii) Section 9.01, Transportation Plan;
 - (xiii) Section 10.01, Discipline Plan;
 - (xiv) Section 10.02, School Safety Plan;
 - (xv) Section 10.03, Medication Policy; and
 - (xvi) Section 10.04, Student Health Screenings.

16.03 <u>Change in Existing Law</u>. If, after the effective date of this Charter, there is a change in Applicable Law which alters or amends the responsibilities and obligations of either the Organizer or the University, this Charter shall be altered or amended to reflect the change in existing law as of the effective date of such change.

Article XVII. Reporting Requirements

- 17.01 <u>Master Calendar of Reporting Requirements</u>. The Charter Schools Director shall annually provide to the Charter School a calendar that sets forth the schedule for all reports that the Charter School shall submit to the Charter Schools Director as required hereunder and the dates by which such reports shall be submitted (the "Master Calendar").
- 17.02 Monthly Report. The Organizer shall submit to the Charter Schools Director by the fifteenth (15th) day of the following month any of the following that apply and, if none of the following applies, the Organizer shall submit written notification to the Charter Schools Director to that effect:
 - (a) The number of students expelled during the month;
 - (b) documentation of changes in (i) the Organizer's certificate of occupancy for the Charter School's physical plant or (ii) other health and safety-related certifications or permits;
 - (c) applications, filings, or Internal Revenue Service determinations related to seeking and maintaining the Organizer's tax-exempt status;
 - (d) applications, filings or state determinations related to seeking and maintaining the Organizer's not-for-profit corporation status;
 - (e) lists and contact information of any individuals leaving or joining the Board of Directors and, for each person, an affirmative statement that the required background checks have been performed;
 - (f) lists and contact information of any individuals who are resigning from or expecting to hold a leadership position in the operation of the Charter School, including any administrative position;
 - (g) a report of the number of teachers hired, fired, or laid off or who resigned; and
 - (h) any conflict of interest issues that arose under Section 4.05 or the Organizer's Conflict of Interest Policy and, if applicable during such month, the resolution of such issue.
- 17.03 Quarterly Reports. If specifically required by OCS, the Organizer shall submit to the Charter Schools Director within thirty (30) days after each quarter of each Accounting

Year financial statements prepared in accordance with Generally Accepted Accounting Principles.

17.04 Other Reports.

- (a) Projections. The Organizer shall provide the following projections:
 - (i) For years after the Organizer has commenced operations, the projected budget no later than June 1 prior to the upcoming Accounting Year;
 - (ii) For years after the Organizer has commenced operations, the school calendar no later than July 1 prior to the commencement date of the upcoming school year;
 - (iii) the projected student enrollment no later than July 1 prior to the commencement date of the upcoming school year, specifying expected number of students by grade level and school corporation of record; and
 - (iv) by no later than September 1 of each Accounting Year, a document listing the enrollment of the Charter School by grade, a staffing plan, and an updated budget for the Charter School.
- (b) Enrollment Report. Not later than the date established by the Department for determining average daily membership, and after May 31, the Organizer shall submit to the Department, with a copy to the Charter Schools Director, any information required under Indiana Code § 20-24-7-2(a).
- (c) <u>Additional Information</u>. The Organizer shall submit any additional reports (or supplements to any of the reports herein) as set forth in the Accountability Plan or requested by the Charter Schools Director.
- 17.05 <u>Public Inspection</u>. The Charter Schools Director may make any of the reports herein available for public inspection, to the extent permitted under applicable law.

Article XVIII. Term, Renewal, Nonrenewal, Revocation, and Termination

18.01 Term.

- (a) Subject to compliance with any conditions precedent, this Charter shall be effective July 1, 2016 (the "Effective Date").
- (b) The initial term of this Charter shall continue from the Effective Date until June 30, 2019. The Charter may be renewed thereafter as set forth in Section 18.03.
- 18.02 <u>Annual Review</u>. The Charter Schools Director shall review the Organizer's performance no less frequently than annually, with the content and scope of each review to be determined by the Executive Director of OCS. As part of the overall review process, OCS shall review the Organizer's performance in operating the Charter School in

accordance with the University's Performance Framework. Such performance review shall include methods for holding the Organizer accountable for improvement in student performance, financial performance, and governance and compliance performance.

18.03 Extension or Renewal and Non-Renewal.

- (a) At any time during the initial term or any renewal term of this Charter, the Charter may be renewed by agreement of the parties for a fixed period of time of not less than one (1) year, evidenced by written amendment of the Charter in accordance with Section 16.01.
- (b) Any grounds for revocation of the Charter shall also be grounds for non-renewal. In addition, the University may elect not to renew the Charter if it deems it is no longer in the best interests of the University, the students enrolled in the Charter School, and/or the community at large for the University to renew the Charter.
- (c) If the Charter has not been renewed and the Organizer wishes to renew the Charter, the Organizer must initiate the renewal process by filing a written request for renewal with the Executive Director of the OCS no later than October 1 in the last academic year before expiration of the then current term of the Charter. The President of the University shall issue notice of the University's intent to renew or non-renew the Charter by March 1 of the same academic year. The University reserves the right, however, to withdraw its intent to renew the Charter if it becomes aware of any grounds for revocation after issuing its notice of intent to renew.
- (d) If the Organizer wishes to appeal the decision of the University not to renew the Organizer's charter, the Organizer may appeal such decision in accordance with the Charter Schools Reconsideration Procedures, which are available on the web site of the OCS.

18.04 Revocation of Charter.

- (a) <u>Statutory Grounds for Revocation</u>. This Charter may be revoked prior to expiration of the initial term or any renewal term by the University upon a determination that one (1) or more of the following has occurred:
 - (i) Failure of the Charter School to begin school operations and have students in attendance by the dates specified in this Charter;
 - (ii) The Charter school has insufficient enrollment to successfully operate a charter school, or the Charter School has lost more than fifty percent (50%) of its student enrollment from the previous academic year;
 - (iii) Failure of the Organizer to comply with any of the terms and conditions

- established in this Charter;
- (iv) Any of the representations made in this Charter was not true when made;
- (v) Failure of the Charter School to achieve the level of academic, financial, or organizational performance required by the University in the Accountability Framework;
- (vi) Failure of the Organizer to comply with all Applicable Laws;
- (vii) The Charter School was placed into the lowest category or designation created by the Indiana Department of Education under Indiana Code 20-31-8-1 et seq. and has continuously remained in that category or designation for five (5) consecutive years; and/or
- (viii) Failure of the Organizer to follow generally accepted government accounting principles.
- (b) Other Grounds for Revocation. In addition to the statutory grounds for revocation set forth in Section 18.04, the University may revoke this Charter, upon a determination that one or more of the following has occurred:
 - (i) The Organizer fails to operate as a non-profit entity, fails to obtain a determination by the IRS that the Organizer qualifies for tax-exempt status, or at any time during the term of this Charter loses its tax-exempt status with the IRS;
 - (ii) The Organizer or the Charter School is insolvent, has been adjudged bankrupt, or has operated for two or more school fiscal years with a fund balance deficit after reviewing the impact of the Common School Loan;
 - (iii) The Charter School has insufficient enrollment to successfully operate a public charter school;
 - (iv) The Organizer and/or Charter School defaults in any of the terms, conditions, promises or representations contained in or incorporated into this Charter;
 - (v) The Organizer modifies or deletes the provision in the Governance Document required by Section 4.04;
 - (vi) The Organizer, or any of its directors, officers, employees or agents has engaged in grossly negligent, fraudulent or criminal conduct in relation to this Charter;
 - (vii) The OCS believes that the health or safety of students attending the Charter School may be in jeopardy; or
 - (viii) The Organizer, or any of its directors, officers or employees, has provided

false or misleading information or documentation to the University in connection with the Proposal, the issuance of this Charter, or the reporting requirements of the Organizer or the Charter School under this Charter or Applicable Law.

(c) Procedures for Revocation.

- (i) If the Executive Director becomes aware of circumstances that may provide cause for revocation of the Charter as set forth in Section 18.04, the Executive Director shall provide notice of the circumstances and state a date, which shall be not less than fifteen (15) days from the date of such notice, by which time the Organizer must respond in writing (a) showing cause why the Charter should not be revoked or (b) proposing to cure the condition. If the Executive Director is not satisfied with the response of the Organizer, the Executive Director may issue a notice of revocation, which shall include the grounds for revocation, the effective date of the notice of revocation, a statement that the decision may be appealed, and a copy of the Charter Schools Hearing Panel Appeal Procedures, and shall be sent to the Organizer in accordance with the notice procedures set forth in Section 19.02.
- (ii) If the Charter is then under suspension, the effective date of the notice of revocation may be not less than ten (10) business days after the date the notices is deemed given and in all other events shall be not less than twenty (20) business days after the date the notice of revocation is deemed given.
- (iii) Additional grounds for revocation may be added by an amended notice of revocation, provided that the Organizer is given notice of the amended notice of revocation and is given at least five (5) business days to request a hearing or a postponement of at least five (5) business days if a hearing is scheduled.
- (iv) Unless a request for a hearing panel is filed in accordance with the Charter Schools Hearing Panel Appeal Procedures, the revocation of the Carter shall be effective as of the date set forth in the notice of revocation. If a request for a hearing final is filed in accordance with the Charter Schools Hearing Panel Appeal Procedures, the effective date of any revocation shall be determined in accordance with the Charter Schools Hearing Panel Appeal Procedures.
- (d) <u>Suspension of Charter</u>. Notwithstanding any other provision of this Charter, the University may immediately suspend the Charter at any time upon notice pending completion of the procedures for revocation of the Charter if the President of the University determines that probable cause exists to believe that the Organizer or the Charter School:
 - (i) has placed staff or students at risk;

- (ii) is not properly exercising its fiduciary obligations to protect and preserve the Charter School's public funds and property;
- (iii) has lost its right to occupancy of the Charter School's physical facilities, and cannot find another suitable physical facility for the Charter School prior to the expiration or termination of its right to occupy its existing physical facilities;
- (iv) has failed to secure or has lost the necessary fire, health, and safety approvals as required by Indiana law and applicable regulations;
- (v) has failed to obtain or has lost any of the insurance coverage required under the Charter; or
- (vi) has willfully or intentionally violated this Charter or Applicable Law.
- 18.05 <u>Termination of Charter by Organizer</u>. The Organizer may, for any reason, terminate this Charter effective as of the last day of the Charter School's academic year if the Organizer provides written notice of its intent to terminate the Charter to the President of the University at least six (6) calendar months in advance of the close of the applicable academic year. The President of the University may, in his/her sole discretion, waive the six (6) month advance notice requirement for terminating this Charter.

18.06 <u>Revocation, Non-renewal or Other Termination of Charter and/or Dissolution of Organizer.</u>

- (a) If the University revokes this Charter before the end of the term for which it is granted, or does not renew the Charter, or the Charter is otherwise terminated before the end of the term for which it is granted, the provisions of IC 20-24-7-9 concerning distribution of local or state funds that remain to be distributed to the charter school shall apply.
- (b) If the Organizer is dissolved, then, consistent with IC 20-24-3-3, all remaining funds and assets shall be distributed as follows:
 - (i) All remaining funds received from the Department of Education shall be returned to the Department of Education not more than thirty (30) days after dissolution; and
 - (ii) All other remaining assets of the Organizer and the Charter School shall be used for non-profit educational purposes.
- (c) In the event of revocation, non-renewal, or other termination of the Charter and/or dissolution of the Organizer, the Organizer shall be solely responsible for winding down the operations of the Charter School, including payment of any and all debts, loans, liabilities (contingent or otherwise), and obligations incurred at any time by the Organizer in connection with the operation of the Charter School. Under no circumstances shall the University, its Board of Trustees, or any of its

officers, employees, agents or contractors be responsible for any such obligations. Also, the Organizer shall cooperate with OCS to effect an orderly closing of the Charter School in accordance with OCS's Charter School Closing Protocol.

Article XIX. General Provisions

- 19.01 <u>Proposal</u>. The Organizer hereby certifies and warrants that all representations and information contained in the Proposal, including all attachments to the Proposal, were at the time the Proposal was submitted to the University and are as of the date of execution of this Charter current, complete, and accurate to the best of its knowledge and belief.
- 19.02 <u>Notices</u>. Any and all notices permitted or required to be given hereunder shall be in writing and shall be deemed duly given: (i) upon actual delivery, if delivery is by hand or by commercial courier service; or (ii) upon delivery into United States mail if delivery is by postage paid first class mail, return receipt requested. Each such notice shall be sent to the respective party at the address indicated below or to any other address or person as the respective party may designate by notice delivered pursuant hereto:

If to the University:

Vice President for Business Affairs Administration Building Ball State University Muncie, Indiana 47306

and

Executive Director Office of Charter Schools Teachers College Ball State University Muncie, Indiana 47306

If to the Organizer:

Board President c/o Insight School of Indiana 2588 N Franklin Road Indianapolis, IN 46219

19.03 Severability. If any provision in this Charter is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity and enforceability of the remainder of the provision or the remaining provisions of this Charter. If any provision of this Charter shall be or become in violation of any local, state or federal law, such provision shall be modified so as to comply with such law while effecting as nearly as possible the original intent of the parties; or if it cannot reasonably be so modified, then such provision shall be considered null and void, and all other provisions shall remain in full force and effect.

- 19.04 <u>Successors and Assigns</u>. The terms and provisions of this Charter are binding on and shall inure to the benefit of the parties and their respective successors and permitted assigns.
- 19.05 Entire Agreement. This Charter (including the Schedules and Exhibits, the Accountability Framework, the Accountability Plan and any other documents attached hereto or referred to herein, each of which is incorporated herein by reference) sets forth the entire agreement between the University and the Organizer with respect to the subject matter of this Charter. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Charter.
- 19.06 <u>Amendment</u>. This Charter may be amended only by a written instrument executed by a duly authorized individual on behalf of the Organizer and the University.
- 19.07 <u>Assignment and Subcontracting</u>. This Charter is not assignable by either the Organizer or the University. The Organizer may not transfer or subcontract any of its rights or responsibilities under this Charter, without the prior approval of the President of the University and amendment of this Charter. The Organizer shall not delegate its overall responsibility to set policy and approve budgets for the Charter School.
- 19.08 Non-Waiver. Except as provided herein, no term or provision of this Charter shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent or other mutually agreed upon procedures have been reduced to writing and signed by the party claimed to have waived, consented or agreed. No consent by either party to, or waiver of, a breach or default by the other, whether expressed or implied, shall constitute a consent to, waiver of, or excuse for any different or subsequent breach or default.
- 19.09 Governing Law and Jurisdiction. This Charter shall be governed and controlled by the laws of the state of Indiana. Any and all actions brought by either party against the other in connection with or arising out of this Charter shall be brought only in a court of appropriate jurisdiction in Delaware County, Indiana, or in the United States District Court for the Southern District of Indiana. The Organizer hereby submits itself to the jurisdiction of such courts for purposes of any litigation between the parties in connection with or arising out of this Charter and waives any defense it may have based on jurisdiction or venue.
- 19.10 <u>Reference to Statutes</u>. All references to statutes in this Charter shall be construed as including any amendments to such laws which may become effective during the term of this Charter and shall include any successor laws enacted to replace the referenced statute.
- 19.11 <u>Counterparts</u>. This Charter may be executed in any number of counterparts. Each counterpart so executed shall be deemed an original, but all such counterparts shall together constitute one and the same instrument.
- 19.12 <u>Construction</u>. The body of this Charter and the Schedules attached to the Charter are intended to be read together to give full force and effect to each part of the Charter;

- however, in the event of any conflict between or among the body of this Charter and any Schedule(s), the terms and conditions of the body of the Charter shall control.
- 19.13 No Third Party Rights. This Charter is made for the sole benefit of the Organizer and the University. Except as otherwise expressly provided, nothing in this Charter shall create or be deemed to create a relationship between the parties hereto, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.
- 19.14 <u>Non-agency</u>. It is understood that neither the Organizer nor the Charter School is the agent of the University and the University is not the agent of the Organizer or the Charter School.

IN WITNESS WHEREOF, the parties hereto have caused this Charter to be executed by their duly authorized representatives.

Hoosier Academy, Inc.	BALL STATE UNIVERSITY
	By:
John Marske	Randy J. Sollars,
Board President	Director of University Budgets and
	Interim Assistant Treasurer
Date_	
	Date

Schedule 1

Policies and Procedures for Virtual Charter Schools

BALL STATE UNIVERSITY OFFICE OF CHARTER SCHOOLS

POLICIES AND PROCEDURES FOR VIRTUAL CHARTER SCHOOLS

April 2012

- 1. Introduction. These Policies and Procedures for Virtual Charter Schools (the "Policies") are effective as of April 2012. A "Virtual Charter School" is a "Charter School" as defined in Title 20, Article 24 that provides more than 50% of instruction to students through virtual distance learning, online technologies, or computer based instruction. These Policies set forth certain requirements that apply uniquely to any applicants who are seeking authorization from Ball State University to operate a Virtual Charter School (an "Organizer") and any Organizers that as of the effective date of these Policies had already been granted a charter by Ball State University to operate a Virtual Charter School. All such applicants and charter holders also subject to all of the statutes, regulations, and Ball State policies that apply to charter school applicants and charter holders, including, without limitation, the Office's Policy on Contracting with Educational Service Providers ("ESP"), which bars any member of the board of the Organizer from having many specified types of relationships to the proposed ESP. Accordingly, an applicant for a virtual charter school is required to comply with the generally applicable Ball State charter application procedures except to the extent any of the generally applicable policies and procedures are modified by these Policies, and a holder of a charter for a Virtual Charter School is required to comply with all generally applicable policies of the Ball State Office of Charter Schools except to the extent any such policies are modified or expressly superseded by these Policies.
- 2. Proposal for a New Virtual Charter School. In addition to the requirements that any charter application must satisfy, a proposal to establish a Virtual Charter School shall include satisfactory responses to the following specific requirements:
 - a. **Describe Formation of Organizing Group.** Describe how the individuals involved in the organizing group came together.
 - b. **Physical Facilities.** In describing the physical facilities for the Virtual Charter School as required by the Office of Charter School's generally applicable application requirement, describe what activities will be performed there and which personnel will be based there.
 - c. **Enrollment.** Describe the method(s) by which parents wishing to have children enrolled in the Virtual Charter School will be able to do so.
 - d. Solid Governance Structure.
 - i. Describe the method by which parents will be notified of the dates and times of meetings of the board of the Organizer of the Virtual Charter School.
 - ii. Describe the specific method that will be used by the Organizer to make meetings of the Organizer's board available to the public, given the widespread geographic distribution of the school's student body, and the method that the Organizer use to allow members of the public to interact with the board.

iii. Specifically acknowledge the Organizer's understanding that Indiana's Access to Public Records Act, with which all Indiana charter schools are required to comply, does not allow the board of the organizer of the Virtual Charter School to take actions via unanimous written consent or permit a board member to vote when such person is not physically present at the location of the board's meeting.

e. Parental/Guardian/and Others Participation

- i. Provide details about how parents and others not generally located at the Virtual Charter School's physical facilities will participate in the education of the students enrolled in the Virtual Charter School.
- ii. Describe how the Virtual Charter School will ensure that parents and guardians, students, and others involved in the education of enrolled students are sufficiently knowledgeable of the education program components and requirements.
- iii. Describe the types and frequency of communications between the Virtual Charter School and enrolled students and their parents and guardians regarding student participation, achievement, and appropriate behavior.
- iv. Describe the manner in which the Virtual Charter School will conduct parent teacher conferences and the frequency with which parent teacher conferences will be held.
- v. Describe the manner in which the Virtual Charter School will operate community outreach programs and the manner in which community partners will be meaningfully involved in the educational program of the Virtual Charter School.
- f. **Administrative Management**. Indicate where each of the administrators will be housed and describe the planned minimum educational and other background requirements for the administrators.

g. Strong Educational Program

- i. Considering that the Virtual Charter School may enroll students from throughout the state, describe how the educational program will be delivered to students throughout the state. As part of this response, indicate how the Virtual Charter School will ensure that all enrolled students, regardless of where they reside within the State of Indiana, will have access to a high quality instructional program.
- ii. State whether the Virtual Charter School will have a regular daily or weekly schedule and, if not, how a student's daily and weekly activities are to be determined and the manner in which the school will monitor each student's learning schedule, activities, and progress.
- iii. Indicate whether the Virtual Charter School will offer a variety of approaches to address the learning needs of individual students.
- iv. In describing the educational program the Virtual Charter School will utilize, delineate specifically the instructional activities of the educational program to be conducted on-line and the instructional activities of the educational program to be conducted in the school's facilities.

- v. State whether there will be flexibility in the online learning program to allow for adjustments in the length and delivery of lessons.
- vi. If the proposed Virtual Charter School would include elementary school grades, describe the manner in which the Virtual Charter School would teach handwriting and the manner in which such work would be submitted to, and evaluated by, teachers.
- vii. Describe how the Virtual Charter School will define, monitor, and report full-time student attendance and enrollment, student attendance, credit accrual, and course completion.
- viii. Describe how the proposed educational program of the Virtual Charter School is appropriate for the students expected to enroll in each of the grades the school will offer. If the school intends to enroll students in elementary grades, the Organizer must specifically address (a) how the school's educational and non-educational program is appropriate for those students, (b) how the educational and social needs of elementary school students can be met through a virtual school environment, and (c) how the Virtual Charter School will classify those any students working at their own pace students for the purpose of state reporting requirements and transitioning to junior high and high school instruction.
- ix. Describe the Organizer's plan to facilitate direct teacher interaction with students (including a reasonable estimate of the frequency of such interaction, the types of interaction, the required turnaround and response times, and virtual charter office hours). State how much time individual students will spend interacting with teachers during a typical week.
- x. Indicate the level of participation in instructional activities students will be required to meet to receive credit for successfully completing a course and receive a satisfactory grade for that course. The level of participation may include the amount of time students will be engaged in both on-line and other instructional activities in order to receive credit for a course.
- xi. Describe how the level of participation in an instructional activity will impact the grade and/or amount of credit for a course.
- xii. Describe how the Virtual Charter School will ensure that student work is authentic in that students involved in on-line instructional activities or assessments are performing the work without inappropriate assistance.
- h. **Student Discipline.** Given the challenges of handling student truancy and discipline in a virtual environment, describe the manner in which the Virtual Charter School would handle student truancy, absences, suspensions, and expulsions.

i. Qualified and Dedicated Teachers.

i. Describe how the Virtual Charter School plans to ensure that it has knowledgeable and caring teachers who are qualified to implement the school's online education program. Specifically, state whether teachers will be required to specifically train for teaching in a virtual environment and, if so, describe the training.

- ii. Describe how the teachers will coordinate instructional activities with parents and others directly involved in the education of the students enrolled at the Virtual Charter School. Describe where the teachers will be primarily located during instructional activities.
- iii. List the ratio of students to certified teachers the school will have during each of the first five years of operation. Describe how this structure will ensure that there is sufficient and meaningful interaction between the teacher and the student to guide and enable each student to meet performance goals and standards.

j. Serving Students with Special Needs.

- i. Describe how qualified staff will identify students with special needs in a virtual school environment.
- ii. Describe how the school will provide high quality services to all enrolled students with special needs regardless of where the student resides within the State of Indiana.
- iii. Describe how the Virtual Charter School will ensure that parents or guardians will be appropriately involved in Individual Education Plan (IEP) team meetings for students with disabilities.
- iv. List the special needs that enrolled students may have that may be especially challenging to serve in a virtual environment. If there are any, describe how the proposed Virtual Charter School would serve students with those special needs.

k. Testing Procedures.

- i. Describe the protocols and procedures that will be followed in connection with typical examinations performed by the Virtual Charter School solely for internal purposes.
- ii. Describe the protocols and procedures (including arrangements for physical locations) that will be used in connection with assessment tests mandated by federal or state law or policies of the Ball State Office of Charter Schools, such as ISTEP and IREAD. Specifically, describe how the Virtual Charter School will provide a proctored testing facility and the manner in which the Virtual Charter School will make efforts to ensure sufficient attendance at such tests to meet applicable participation thresholds.
- 1. **Student Enrollment.** Describe how the Virtual Charter School would conduct an open lottery in the event that any grade level is over-enrolled, including the manner in which parents of prospective parents would be able to view such lottery.

m. Social Needs.

Describe the means, if any, that the Virtual Charter School will have to facilitate
interaction of students with other students and teachers and the programs the Virtual
Charter School will offer to allow students enrolled at the proposed school to
participate in field trips, study sessions, extra-curricular activities, and other
meetings with fellow students.

ii. Describe how the Virtual Charter School will serve the needs traditionally filled by a school guidance counselor.

n. Appropriate technological support

- i. List the technological equipment and software and other instructional materials that are required to participate in the Virtual Charter School's online educational program.
- ii. Describe the Organizer's policies as to providing hardware, software, and online access.
- iii. Describe how often the Virtual Charter School anticipates updating equipment of students who have been provided equipment by the Organizer and have been enrolled in the Virtual Charter School for several years.
- iv. If the Virtual Charter School provides equipment and/or software, describe whether the student will be required to return any equipment and, if so, the manner in which the Virtual Charter School shall ensure that no information specific to the use of the hardware by that student will be accessible to any subsequent user of that hardware.
- v. Describe how the Virtual Charter School will continue to deliver instruction in the event required equipment or software at any location become unavailable due to technical issues.

o. Data Security and Integrity.

- i. Describe the procedures and protocols the Virtual Charter School will use as to the following:
 - 1. Ensuring that individuals who should not have access to the online educational system cannot obtain access to the system and the procedures and protocols.
 - 2. Ensuring the confidentiality and integrity of data stored electronically by the Organizer.
 - 3. Ensuring the Organizer has records as to students enrolled in the Virtual Charter School completely independent of any records maintained by any ESP retained by the Organizer.
 - 4. Minimizing the amount of downtime of the online virtual learning system.
- ii. For any Organizer that has an existing online learning system that is being used in virtual charter schools or plans to retain an ESP that has such a system, provide the number of breaches of the system's security procedures and protocols during each of the previous three years and percentage of the time that such system was unavailable by reason of an unscheduled service interruption.
- p. **Student Use Policy.** Describe the Acceptable Use Policy the Virtual Charter School will have in effect. Describe how the Virtual Charter School will ensure continued compliance with that policy.
- q. **Demonstration.** As part of the proposal review process, the Organizer that currently has a functional online educational program or plans to contract with an ESP that has one

- must be prepared to make available access to the online system for use by the Office of Charter Schools and its contractors.
- r. **Contract with an ESP.** If the Organizer plans to retain an ESP that will host the online educational system for the Virtual Charter School, the agreement between the Organizer and the ESP must include the following:
 - i. A provision requiring the ESP to notify the Organizer within a reasonable time, and in no event more than seventy-two (72) hours afterwards, if the ESP determines that any of the educational records or other personal information of any student then or previously enrolled at the Virtual Charter School has been accessed by anyone without a legitimate, educational reason to access such educational records or personal information ("Unauthorized Access").
 - ii. A provision specifically requiring the ESP to indemnify, defend, and hold harmless the Organizer and Ball State University for any liability losses, expenses, damages, claims, demands, judgments, fines, charges, liens, liability, causes of action or proceedings of any kind whatsoever arising directly or indirectly from any Unauthorized Access to information or records stored by the ESP.
- 3. **Requirements and Prohibitions for Virtual Charter Schools.** Once an Organizer has been approved to operate a Virtual Charter School by Ball State University, the Organizer must meet these general Requirements and Prohibitions.
 - a. Location. The Organizer shall maintain an administrative office within Indiana where all administrative student records shall be maintained at all times and shall provide the Office of Charter Schools with the addresses of all offices and facilities of the Organizer, the ownership thereof and details and documentation as to any lease arrangements. The administrative office of the Organizer shall be considered as the place of business for service of process for any action brought against the Organizer, the Virtual Charter School, or Virtual Charter School staff members. The Organizer shall not move its principal place of business without the formal approval in advance of Ball State University. Request for such approval will require the Organizer to submit a formal Request for Amendment of a Charter Contract to the Office of Charter Schools in a timely manner. These facilities may not be located in a private residence.
 - b. **Policies that must be adopted.** Not later than sixty (60) days before the Virtual Charter School intends to commence instruction, the Organizer shall submit to the Office of Charter Schools the following policies, in each case consistent with the statements as to these issues included in the Organizer's proposal. The Virtual Charter School shall not be permitted to open until the Office of Charter Schools shall have approved each policy. The policies as to which this rule applies are the following (the "Required School Policies"):
 - i. A policy as to the accessibility and availability of teachers to students and parents.
 - ii. A policy as to the manner in which parents and other adults that supervise students will be trained.
 - iii. A policy as to the cost, delivery, maintenance, support, and return of hardware and software.

- iv. A technology plan, including a permitted use policy.
- v. A policy as to the manner in which state and local student assessments will be conducted.
- **c. Parent or guardian.** Prior to the student's first day in a Virtual Charter School, the Virtual Charter School shall, either in writing or electronically, provide to the parent or guardian of a student the following:¹
 - i. All of the approved Required School Policies.
 - ii. A list and brief description of the courses of instruction the student will receive. The list shall be updated annually for each grade level in which the student is enrolled.
 - iii. A detailed description of the instructional and other activities to be offered, including those to be offered online and those to be offered offline at the Virtual Charter School's physical facilities.
 - iv. A description of the manner in which attendance will be reported and work will be authenticated.
 - v. A list of all formal tests the student will be required to take during the school year and the dates and locations where the tests will be administered.
 - vi. The manner in which the parent(s) or guardian(s) will be notified of the time and place of meetings with school officials during the school year.
 - vii. The address of the Virtual Charter School's physical facilities, the Virtual Charter School's Transportation Plan for transporting students to its physical facilities or to other locations for testing, and the name, telephone number and e-mail address of the school administrator and other school personnel.
 - viii. A list of any extracurricular activities provided by the Virtual Charter School and a general description of how the student may become involved during the school year.
 - ix. The names of the student's teachers, and the manner in which each teacher can be contacted by the student or the parent or guardian.
 - x. A list of all services that will be provided to the student by the Virtual Charter School.
 - xi. Copies of policies and procedures relating to computer security and privacy, truancy, absences, discipline and withdrawal or expulsion of students. This shall include a copy of the Virtual Charter School's discipline plan.
 - xii. Detailed information on:
 - 1. The Virtual Charter School's professional staff, including the number of staff personnel, their education level and experience.

¹ These items, to be provided to the parents of the Virtual Charter School's students, shall also be addressed in the Organizer's proposal to the University wherein it seeks to obtain a Charter. By requiring the Organizer's proposal to address these items, the University intends that the organizer describe in detail in its proposal how it intends to comply with all requirements presented in these Policies.

- 2. The Virtual Charter School's historic performance on the ISTEP and other formal tests and assessments, if available.
- xiii. Information regarding the proper usage of equipment and materials and the process for returning equipment and materials supplied to the students by the Virtual Charter School.
- xiv. A description of the school calendar, including, but not limited to, (a) the time frame that will constitute a school year and a school week, (b) the days on which instruction will occur at the Charter School's physical facility, and (c) holidays and term breaks.
- **d. Health and Physical Education.** Describe the manner in which the Virtual Charter School will meet state requirements concerning immunizations, health screenings, and health services.
- e. Students. For each student enrolled, the Virtual Charter School shall:
 - i. provide all instructional materials;
 - ii. unless the enrolled child's parent declines, provide all equipment, including, but not limited to, a computer, computer monitor and printer (although the Virtual Charter School is permitted to limit the use of such equipment and require that such equipment be returned if the student withdraws or completes the course of instruction offered by the Virtual Charter School);
 - iii. unless the enrolled child's parent declines, provide Internet access; and
 - iv. unless the enrolled child's parent declines, provide or reimburse for all technology and services necessary for the online delivery of the curriculum and instruction.
- **f. Review of Student Progress.** The Charter School shall review each student's education progress at least monthly, and the results of each review shall be communicated to the student and if the student is in grades K through 8, to the student's parent or guardian.
- **g.** Regular reports to the Office of Charter Schools. After commencing operation, the Organizer shall not less than quarterly submit to the Office of Charter Schools the following:
 - i. Confirmation as to the number, if any, of incidents of which the Organizer is aware of Unauthorized Access to educational records or other personal information of any student then or previously enrolled at the Virtual Charter School.

The amount percentage of the time for which the online learning system used by the Organizer was unavailable by reason of unscheduled maintenance or other technical issues.

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Mission and Purpose of Charter School

Schedule 3

Certified copy of Articles of Incorporation

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Certified copy of Bylaws

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Conflict of Interest Policy

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Schedule 7

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K12 Managed Public Schools Price List

2019 - 2020



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Version: 2020.01 **Effective Date:** April 1, 2019 1 of 23



Welcome

Thank you for being a part of the K12 Managed Public School family.

We are pleased to announce that we were fortunate again to keep most of the pricing for our key services (curriculum, materials, teachers) the same as last year.

This year we've simplified the Materials and Course Price List that begins on page 15. The table now only includes middle school and high school courses and pricing that do not match the standard pricing found on page 5-6 of this document as well as materials pricing for high school courses.

Lastly, in the event that you need a course or service not outlined in this document, we'll be happy to work with your team to understand your needs and research alternatives on your behalf.

Thanks again for all you do.

K12 School Services

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Overview

K12 Managed Public Schools pricing is organized by grade and divided into five broad areas:

- Courses / Curriculum
- Course Materials (physical and digital)
- Teachers
- Computer Equipment
- Additional Services

Courses / Curriculum

Curriculum is accessed through the Learning Management System (LMS) provided and maintained by K12. Each course assigned to a student contains an upfront, one-time Curriculum Fee to cover enrolling the student in the course and a monthly Curriculum Fee for each month the student is enrolled in the course.

Materials

Physical Course materials provided by K12 include an upfront, one-time charge and/or monthly charges, depending on the course. Some courses are provisioned with digital materials license fees that are billed as a one-time charge per student per course.

Materials for K-8 courses are charged a one-time fee to reclaim the materials when the student is finished with the course.

Computers

K12 may provide, at the school's discretion, computer equipment for students. Charges for computer equipment vary depending on the configuration selected. They include an upfront charge, a monthly charge, a charge to recover the equipment once the student is finished using it, and a charge if the computer is not returned when requested, or if damaged beyond economic repair

Teachers

Teacher-related charges such as access to the LMS and teaching materials are charged a one-time, non-recurring charge per each school year.

Additional Services

Additional services provided by K12 such as Blackboard Connect are typically billed per student, per year. Please see the section titled *Other K12 Services* for a list of services we provide.

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Elementary School (Grades K – 5)

Unless otherwise noted in the attached Course Price List, all pricing is per student per course.

Upfront per Course \$60.00

Monthly per Course \$20.00

Materials

Upfront per Course \$75.00 Monthly per Course \$8.00

Reclamation per Course \$12.50

Teacher OLS (per teacher)

Account Activated Before December 31st

Usage Fee/School Year \$2,195.00

Account Activated On/After January 1st

Usage Fee/School Year \$1,100.00

Teacher Instructional Coaching

Monthly per Teacher \$200.00

Teacher Materials (Upfront Per Teacher per Grade Level) Billed per course per the

student materials price list

K12 Teacher Services Instructional Fee per Semester Course \$210.00

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Middle School (Grades 6 – 8)

Unless otherwise noted in the attached Course Price List, all courses are priced per student per course as follows:

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Upfront per Year Long Course	\$60.00
Upfront per Semester Course	\$30.00
Monthly per Course	\$20.00

Materials

Upfront per Course	\$75.00
Monthly per Course	\$ 8.00
Reclamation per Course	\$12.50

Teacher OLS (per teacher)

Account Activated Before December 31st

Usage Fee/School Year \$2,195.00

Account Activated On/After January 1st

Usage Fee/School Year \$1,100.00

Teacher Instructional Coaching

Monthly per Teacher \$200.00

Teacher Materials (Upfront Per Teacher per Grade Level) Billed per course per the

student materials price list

K12 Teacher Services Instructional Fee per Semester Course \$210.00

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High School (Grades 9 − 12)

Unless otherwise noted in the attached Course Price List, all high school courses are priced per student per course as follows:

Curriculum Fee (per student per course)

Upfront per Student per Course \$42.00

Monthly per Student per Course \$16.50

Monthly Block per Student per Course \$11.00

Physical Materials Upfront per Student per Course See Itemized Course List

Teacher OLS (per teacher)

Account Activated Before December 31st

Usage Fee/School Year \$2,195.00

Account Activated On/After January 1st

Usage Fee/School Year \$1,100.00

Teacher Instructional Coaching

Monthly per Teacher \$200.00

Teacher Materials (Upfront per Teacher per Course) Billed per course per the

student materials price list

K12 Teacher Services Instructional Fee per Semester Course \$210.00

Summer School See Summer School price list available by March 31, 2020

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Other Curriculum and Material Fees

Career Readiness

An extensive selection of Career Technical Education (CTE) courses are available this year.

Curriculum Fee

Unless otherwise noted in the attached Course Price List, all CTE courses are priced per student per

course as follows:

Upfront per Student per Course \$42.00

Monthly per Student per Course \$16.50

Monthly Block per Student per Course \$11.00

Physical Materials Upfront per Student per Course See Itemized Course List

Destination Career Academy Fee

Destinations Career Academy (DCA) Access Fee (applies only to Destination Career Academies and Destination Career Programs - per student per year). Includes expanded CTE course catalog, membership to SkillsUSA, NCRC Test Prep, and college & career platform.

Annual fee per DCA Student per year \$120.00

Anywhere Learning System (A+)

Anywhere Learning System content is designed for students needing online remediation across multiple grade levels and can be used for credit recovery.

Courses / Curriculum (per Student per Course) \$ 43.50

Social Emotional Learning Curriculum

7 Mindsets Academy is a research-based Social Emotional Character Development program.

Annual fee per 7 Mindsets Student per year \$ 5.00

Big Universe

Digital library

Annual fee per Student per year \$ 2.00

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Transitional Kindergarten

EmbarK12 Plus – Embark Plus is an age-appropriate early learning program designed to prepare young children for kindergarten and offers high-quality blended learning experiences that include interactive offline and online activities. Embark Plus includes 18 thematic units from Embark Comprehensive, plus additional areas of learning organized into 504 modules.

EmbarK12 Comprehensive – EmbarK12 Comprehensive includes 18 thematic units that contain more than 430 modules with a variety of learning activities, multimedia, audio narration, high-quality children's literature, music, and interactivity to engage young learners with developmentally appropriate experiences.

EmbarK12 Online – EmbarK12 Online is a collection of more than 800 dynamic interactive experiences with audio narration and robust multimedia to build skills and concepts needed for success in kindergarten. This developmentally appropriate program is designed for children ages 3 to 6.

Select one of the following per student

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	Upfront	Monthly	Materials
embarK12 Plus (with Guides)	\$37.00	\$4.50	\$364.00
embarK12 Plus (no Guides)	\$37.00	\$4.50	\$222.00
embarK12 Plus (Course-only)	\$37.00	\$4.50	\$0.00
Add any combination of the following per student fo	or OLS trac	king	
Embark Plus Language Arts	\$36.00	\$12.00	\$0.00
Embark Plus Math	\$36.00	\$12.00	\$0.00
Embark Plus Science	\$24.00	\$8.00	\$0.00
Embark Plus Social Studies	\$24.00	\$8.00	\$0.00
Embark Plus Music	\$15.00	\$5.00	\$0.00
Embark Plus Art	\$15.00	\$5.00	\$0.00
Embark Plus Tools Exploration	\$8.00	\$2.50	\$0.00
Embark Plus Free Reading and Journal Writing	\$8.00	\$2.50	\$0.00
Embark Plus Physical Education (Attendance-Only)	\$0.00	\$0.00	\$0.00
Embark Plus Circle Time (Attendance Only)	\$0.00	\$0.00	\$0.00

Early Learning Supplemental Curriculum Options

Select one of the following per student

	Uptront	Monthly	Materials
embarK12 Comprehensive (with Guides)	\$37.00	\$4.50	\$364.00
embarK12 Comprehensive (no Guides)	\$37.00	\$4.50	\$222.00
embarK12 Comprehensive (Course-only)	\$37.00	\$4.50	\$0.00
Embark Online (Attendance Only)	\$52.15	\$0.00	\$0.00

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Computers

Desl	ctop
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Desktop		
	Upfront Fee	\$ 75.00
	Monthly Fee	\$ 32.50
	Reclamation Fee	\$125.00
Laptop		
	Upfront Fee	\$ 75.00
	Monthly Fee	\$ 45.00
	Reclamation Fee	\$125.00
Replacement Fee		\$500.00
Non-Returned Computer Fee		\$500.00

Substitutes: K12 may, at its sole option, substitute a laptop for a desktop depending on availability unless otherwise stated in the Educational Products Services Agreement (EPSA). In the event that a laptop is substituted for a desktop, K12 will bill the laptop price and issue a credit for the difference.

Other K12 Services

Related Services Manager	(one service per school)
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	RSM - per Student/per Year RSM Plus – per Student per Year	\$ \$	4.00 5.00
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Records Request Manager	Per Student	\$	2.00
Assessment Solutions			
	Renaissance STAR360 - ner Student ner Vear	ς	11 00

	Renaissance STAR360 - per Student per Year	\$ 11.00
	USA Test Prep - per School per Course	
	Up to 2,000 students per course	\$400.00
	NWEA per student	\$ 12.50
Blackboard Connect	Blackboard Connect: per Student per Year	\$ 3.00

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State Testing Equipment Rental

Testing Nirvana per Student per Year \$ 4.00

Laptops - Windows based laptop; includes peripherals - delivered

11" student state testing laptops are shipped and invoiced in groups of 5 only. 15" laptops for proctor or accommodation-use may ship individually.

1 month \$ 75.00 Each additional month \$ 15.00

Small Mobile Network (Verizon Jetpack or equivalent) - recommended for up to 10 concurrent users; includes equipment and internet service up to 5 GB per month – delivered

1 month \$110.00 Each additional month \$30.00

Single Band Large Mobile Network (Cradlepoint or equivalent) - recommended for up to 40 concurrent users; includes equipment and internet service up to 5 GB per month – delivered

1 month \$225.00 Each additional month \$50.00

Dual Band Large Mobile Network (Cradlepoint or equivalent)- recommended for up to 40 concurrent users; includes equipment and Internet service up to 10GB per month – delivered

1 month \$275.00 Each additional month \$50.00

Data overage usage, per GB \$ 15.00

Additional Headphones in excess of 1 per laptop (per headphone): \$ 4.00

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Other available support services

Site technical validation
Site Selection and contract negotiation
Site contract management
Remote technical support
Onsite technical support
Intra-state shipping and storage services
Site setup and teardown services

individually determined based on school needs individually determined based on school needs

Damaged Or Lost Equipment - per laptop or Jetpack Damaged or Lost Equipment - per Cradlepoint \$ 500.00 \$1,000.00

Note: Failure to return the rented state testing equipment as scheduled could result in the school being charged the Damaged or Lost Equipment fee.

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Billing & Credits

Curriculum Fees

K12 Inc. or its affiliates will invoice an upfront fee for each course enrollment in the month the course is starts or the date the student is enrolled in the course, whichever is later. This includes course enrollments resulting from new courses, placement changes, transfers and promotions.

In addition to the upfront fee, the school will be billed a monthly fee for each course. Schools will be invoiced monthly for the total number of courses in which a student is enrolled. The monthly fee will be charged for a course through the month that one of the following events occurs: course completion, promotion, withdrawal, placement change or transfer. Schools will not be invoiced for more than ten (10) monthly fees for any one course within a school year. In the event a student is enrolled in a course after the monthly invoice is generated for that month, the subsequent monthly invoice will include the previous months billing and the current month billing for those students.

For incomplete courses that will resume in the following school year, the ten (10) month period will begin in July; a second upfront fee will not be charged for such course continuation.

For students withdrawing or swapping courses within thirty (30) days after a course's OLS/LMS course start date, the school will receive a 50% credit of the upfront fee for each applicable course. The withdrawal date is the date that the school submits the withdrawal to K12 via the withdrawal process.

Materials

Enrolled students will retain materials required for multiple grades/courses until the relevant course(s) are completed.

K12 Inc. or its affiliates will invoice for course materials as they are shipped or in the case of digital materials, as they are provisioned.

All non-consumable materials must be returned upon withdrawal, promotion or at the end-of-school year / semester or the school will be subject to an additional charge to cover the cost of the unreturned materials per terms of the school's service agreement with K12.

Should a student require a replacement component due to damage or loss by the student or family, the school will be invoiced for the component at the applicable rate per the Managed Virtual Academy Component Price List. Schools are not charged for materials that are lost or damaged in shipping.

Credit Policy: No credit will be issued for withdrawing students.

In addition to the upfront and monthly fee, schools will be charged a reclamation fee for each applicable K-8 course. The reclamation fee for course materials will be charged in the month of withdrawal, promotion, or transfer.

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Note: Schools are required to maintain detailed records on all withdrawals, placement changes and promotions to ensure all charges and credits are accurate.

Computers & Related Accessories

K12 Inc. or its affiliates will invoice schools for student computers and related accessories beginning the month the computer is shipped. Computer charges will include a one-time upfront fee and a monthly lease fee. For active students, schools will not be charged more than ten (10) monthly installments of the computer lease fee for any one student within a school year. Schools will be charged the upfront fee for any student ordering a computer for the first time or a replacement computer due to loss or damage. In the event a student in possession of a K12-supplied computer transfers from one K12 school to another and is still eligible under the new school's computer policy to use a K12 supplied computer, the student's new school will be charged an upfront fee in addition to the applicable monthly lease fee(s). For prior-year students who already have a computer, the ten (10)-month installment period will begin in July.

For withdrawing students, K12 Inc. or its affiliates will bill for the month the student withdraws plus one additional month after withdrawal to cover the period of reclamation. For students who have already been billed the 10 monthly installments and withdraw prior to the end of the school year, the school will be invoiced one additional month to cover the period of reclamation. Depending on the month of withdrawal this may result in "11" monthly installments within the fiscal year. For students who withdraw in June, schools will be charged the one additional month of the lease fee with the subsequent school year's August invoice. In the event that a student with a K12-supplied computer transfers to another K12 school and is eligible under the new schools computer policy to use a K12-supplied computer, the additional month charge noted above will not apply.

For prior-year students who withdraw in July of the current school year and for prior-year students who are automatically withdrawn via the K12 Mass Withdrawal process, schools will be charged only one additional month of the lease fee to cover the period of reclamation (no upfront fee will be assessed); these charges will appear with the August invoice. Likewise for new students who enroll and withdraw in July of the current school year, but for whom a computer was shipped, schools will be charged only one month of the lease fee to cover the period of reclamation (no upfront fee will be assessed); these charges will also appear with the August invoice.

Schools may be charged a fee for non-returned computers or for computers returned which are damaged beyond economic repair.

Schools will be charged a \$125 reclamation fee for withdrawing students or returned computers.

Substitutes: K12 may, at its sole option, substitute a laptop for a desktop depending on availability unless otherwise stated in the Educational Products Services Agreement (EPSA). In the event that a laptop is substituted for a desktop, K12 will bill the laptop price and issue a credit for the difference.

Credit Policy: No credit will be issued for withdrawing students.

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Teacher-Related Charges

K12 Inc. or its affiliates will invoice an annual OLS/LMS usage fee at the start of the school year for all teacher accounts to the On Line School. In the case of new teacher accounts created after the start of school, there is a charge on the month that the account is created. Should a teacher be replaced during the year, access is transferable and will not result in an incremental charge. For new teachers hired after January 1st who are not replacing teachers, there is a reduced fee for the Teacher LMS account.

K12 Inc. or its affiliates will invoice for materials when materials are shipped. Material invoices will be sent monthly, as appropriate. Teacher materials are owned by the school and can be reassigned among teachers at no additional cost.

Credit Policy: No credit will be issued for shipped teacher materials.

Invoicing Dates

Billing data will be pulled on the 15th of every month covering the 15th of the prior month through the 14th of the current month. For example, for the March invoice the billing data will cover February 15th through March 14th.

Periodically, there will be exceptions to the billing dates to account for holidays and closing schedules such as year-end. Notification will be sent to the schools prior to a date adjustment.

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Materials & Course Price List

The list below is subject to change. Unless otherwise noted below, high school courses are billed according to the high school billing schedule on page 6 of this document. Courses not included in the table below do not include physical materials. Course customizations not listed in the table below are priced the same as the original "master" version.

Please Note that not all courses are available in all states. Please consult your K12 Regional Vice President and/or Regional Support Team for assistance selecting courses.

K12 Curriculum for High School

K12 Catalog Title	K12 Course Code	LMS	LMS	Materials/		
K12 Catalog Title	K12 Course Coue	Upfront	Monthly	Course		
A+ Algebra II A	ATT-389V1-K	\$43.50	\$0.00	N/A		
AP Chemistry Exam Review (Attendance)	ATT-302V1-K	\$0.00	\$0.00	\$42.00		
AP Macroeconomics Exam Review (Attendance)	ATT-303V1-K	\$0.00	\$0.00	\$42.00		
AP Microeconomics Exam Review (Attendance)	ATT-304V1-K	\$0.00	\$0.00	\$42.00		
AP(R) Statistics A-AVT	D-AV-STATa-AP-A08	\$42.00	\$16.50	\$142.00		
AP(R) Statistics B-AVT	D-AV-STATb-AP-A08	\$42.00	\$16.50	\$142.00		
ART010A Summit Fine Art	D-ART-010AV2-K	\$42.00	\$16.50	\$30.00		
ART010B Summit Fine Art	D-ART-010BV2-K	\$42.00	\$16.50	\$30.00		
ART040 Summit Art Appreciation	D-ART-040V1-K	\$42.00	\$16.50	\$0.00		
ART500A-CEN AP® Art History	D-ART-500AV1-CEN	\$42.00	\$16.50	\$109.00		
ART500B-CEN AP® Art History	D-ART-500BV1-CEN	\$42.00	\$16.50	\$109.00		
CAR002 Career Cruising Platform	D-CAR002	\$10.00	\$0.00	\$0.00		
CS LA State History	D-CS-LASTATEHIST	\$42.00	\$16.50	\$24.00		
CS Solo Vocal Music A AR	D-CS-SoloVocalMusicA	\$42.00	\$16.50	\$23.00		
CS Solo Vocal Music B AR	D-CS-SoloVocalMusicB	\$42.00	\$16.50	\$23.00		
ENG010 Journalism	D-ENG-010V2-K	\$42.00	\$16.50	\$47.00		
ENG106A English 9	D-ENG-106AV2-K	\$42.00	\$16.50	\$41.00		
ENG106B English 9	D-ENG-106BAV2-K	\$42.00	\$16.50	\$41.00		
ENG108A Summit English 9	D-ENG-108AV1	\$42.00	\$16.50	\$90.00		
ENG108B Summit English 9	D-ENG-108BV1	\$42.00	\$16.50	\$90.00		
ENG109A Summit English 9 Honors	D-ENG-109AV1	\$42.00	\$16.50	\$99.00		
ENG109B Summit English 9 Honors	D-ENG-109BV1	\$42.00	\$16.50	\$99.00		
ENG206A English 10	D-ENG-206AV2-K	\$42.00	\$16.50	\$40.00		
ENG206B English 10	D-ENG-206BV2-K	\$42.00	\$16.50	\$40.00		
ENG208A Summit English 10	D-ENG-208AV1	08AV1 \$42.00 \$16.50 \$				

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K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	Materials/ Course		
ENG208B Summit English 10	D-ENG-208BV1	\$42.00	\$16.50	\$90.00		
				·		
ENG209A Summit English 10 Honors	D-ENG-209AV1	\$42.00	\$16.50	\$99.00		
ENG209B Summit English 10 Honors	D-ENG-209BV1	\$42.00	\$16.50	\$99.00		
ENG303A Summit American Literature	D-ENG-303AV2-K	\$42.00	\$16.50	\$55.00		
ENG303B Summit American Literature	D-ENG-303BV2-K	\$42.00	\$16.50	\$55.00		
ENG304A Summit American Literature Honors	D-ENG-304AV2-K	\$42.00	\$16.50	\$55.00		
ENG304B Summit American Literature Honors	D-ENG-304BV2-K	\$42.00	\$16.50	\$55.00		
ENG306AG Summit American Literature	D-ENG-306AVG1-K	\$42.00	\$16.50	\$45.00		
ENG306BG Summit American Literature	D-ENG-306BVG1-K	\$42.00	\$16.50	\$45.00		
ENG403B Summit British and World Literature	D-ENG-403BV2-K	\$42.00	\$16.50	\$127.00		
ENG403A Summit British and World Literature	D-ENG-403AV2-K	\$42.00	\$16.50	\$127.00		
ENG404A Summit British and World Literature Honors	D-ENG-404AV2-K	\$42.00	\$16.50	\$127.00		
ENG404B Summit British and World Literature Honors	D-ENG-404AV2-K	\$42.00	\$16.50	\$127.00		
ENG406AG Summit British and World Literature	D-ENG-406AVG1-K	\$42.00	\$16.50	\$135.00		
ENG406BG Summit British and World Literature	D-ENG-406BVG1-K	\$42.00	\$16.50	\$135.00		
ENG500A-CEN AP ® English Language And Composition	D-ENG-500AV1-K	\$42.00	\$16.50	\$41.00		
ENG500B-CEN AP ® English Language And Composition	D-ENG-500BV1-K	\$42.00	\$16.50	\$41.00		
ENG510A AP(R) English Literature and Composition	D-ENG-510AV1-K	\$42.00	\$16.50	\$70.00		
ENG510B AP(R) English Literature and Composition	D-ENG-510BV1-K	\$42.00	\$16.50	\$70.00		
HST103A Summit World History	D-HST-103AV3-K	\$42.00	\$16.50	\$130.00		
HST103B Summit World History	D-HST-103BV3-K	\$42.00	\$16.50	\$130.00		
HST104A Summit Honors World History	D-HST-104AV3-K	\$42.00	\$16.50	\$130.00		
HST104B Summit Honors World History	D-HST-104BV3-K	\$42.00	\$16.50	\$130.00		
HST106A Summit World History	D-HST-106AVG2-K	\$42.00	\$16.50	\$130.00		
HST106B Summit World History	D-HST-106BVG2-K	\$42.00	\$16.50	\$130.00		
HST203A Summit Modern World Studies	D-HST-203AV2-K	\$42.00	\$16.50	\$110.00		
HST203B Summit Modern World Studies	D-HST-203BV2-K	\$42.00	\$16.50	\$110.00		
HST204A Summit Honors Modern World Studies	D-HST-204AV2-K	\$16.50	\$110.00			

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K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	Materials/ Course
HST204B Summit Honors Modern World				
Studies	D-HST-204BV2-K	\$42.00	\$16.50	\$110.00
HST206AG Summit Modern World Studies	D-HST-206AVG1-K	\$16.50	\$110.00	
HST206BG Summit Modern World Studies	D-HST-206BVG1-K	\$42.00	\$16.50	\$110.00
HST230 Oklahoma State History	D-HST-230V1OK-K	\$42.00	\$16.50	\$107.00
HST303A Summit US History	D-HST-303AV2-K	\$42.00	\$16.50	\$125.00
HST303B Summit US History	D-HST-303BV2-K	\$42.00	\$16.50	\$125.00
HST304A Summit Honors US History	D-HST-304AV2-K	\$42.00	\$16.50	\$125.00
HST304B Summit Honors US History	D-HST-304BV2-K	\$42.00	\$16.50	\$125.00
HST306AG Summit US History	D-HST-306AVG2-K	\$42.00	\$16.50	\$125.00
HST306BG Summit US History	D-HST-306BVG2-K	\$42.00	\$16.50	\$125.00
HST313A Summit Modern US History	D-HST-313AV2-K	\$42.00	\$16.50	\$125.00
HST313B Summit Modern US History	D-HST-313BV2-K	\$42.00	\$16.50	\$125.00
HST314A Summit Honors Modern US History	D-HST-314AV2-K	\$42.00	\$16.50	\$125.00
HST314B Summit Honors Modern US History	D-HST-314BV2-K	\$42.00	\$16.50	\$125.00
HST316AG Summit Modern US History	D-HST-316AVG2-K	\$42.00	\$16.50	\$125.00
HST316BG Summit Modern US History	D-HST-316BVG2-K	\$42.00	\$16.50	\$125.00
HST500A AP(R) US History	D-HST-500AV2-A	500AV2-A \$42.00		\$125.00
HST500B AP(R) US History	D-HST-500BV2-A	\$42.00	\$16.50	\$125.00
HST510-CEN AP® US Government and Politics	D-HST-510V1-CEN	\$42.00	\$16.50	\$94.00
HST520-CEN AP Macroeconomics	D-HST-520V1-CEN	\$42.00	\$16.50	\$108.00
HST530-CEN AP Microeconomics	D-HST-530V1-CEN	\$42.00	\$16.50	\$108.00
HST540A-CEN AP Psychology CA	D-HST-540V1-CEN	\$42.00	\$16.50	\$87.00
HST540B-CEN AP Psychology CA	D-HST-540V1CA-CEN	\$42.00	\$16.50	\$87.00
HST540-CEN AP Psychology	D-HST-540V1CA-CEN	\$42.00	\$16.50	\$87.00
MTH107A Summit Developmental Algebra	D-MTH-107AV2-K	\$42.00	\$16.50	\$75.00
MTH107B Summit Developmental Algebra	D-MTH-107BV2-K	\$42.00	\$16.50	\$75.00
MTH113A Summit Pre-Algebra	D-MTH-113AV2-K	\$42.00	\$16.50	\$75.00
MTH113B Summit Pre-Algebra	D-MTH-113BV2-K	\$42.00	\$16.50	\$75.00
MTH116AG Pre-Algebra	D-MTH-116AVG1-K	\$42.00	\$16.50	\$75.00
MTH116BG Pre-Algebra	D-MTH-116BVG1-K	\$42.00	\$16.50	\$75.00
MTH126A Algebra 1	D-MTH-126AV2-K	\$42.00	\$16.50	\$75.00
MTH126B Algebra 2	D-MTH-126BV2-K	\$42.00	\$16.50	\$75.00
MTH128A Summit Algebra 1	D-MTH-128AV1	\$42.00	\$16.50	\$75.00
MTH128B Summit Algebra 1	D-MTH-128BV1	\$42.00 \$16.50		\$75.00
MTH129A Summit Algebra 1 Honors	D-MTH-129AV1	\$42.00	\$16.50	\$75.00
MTH129B Summit Algebra 1 Honors	D-MTH-129BV1	\$42.00	\$16.50	\$75.00

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V12 Catalog Title	K13 Course Code	LMS	LMS	Materials/	
K12 Catalog Title	K12 Course Code	Upfront	Monthly	Course	
MTH146A-AVT Integrated Mathematics I	D-MTH-146AV1-K	\$42.00	\$16.50	\$42.00	
MTH146B-AVT Integrated Mathematics I	D-MTH-146BV1-K	\$42.00	\$16.50	\$42.00	
MTH148A Summit Integrated Mathematics I	D-MTH-148AV1-K	\$42.00	\$16.50	\$42.00	
MTH148B Summit Integrated Mathematics I	D-MTH-148BV1-K	\$42.00	\$16.50	\$42.00	
MTH206A Geometry	D-MTH-206AVG1-K	\$42.00	\$16.50	\$85.00	
MTH206B Geometry	D-MTH-206BVG1-K	\$42.00	\$16.50	\$85.00	
MTH207A Summit Continuing Algebra	D-MTH-207AV2-K	\$42.00	\$16.50	\$75.00	
MTH207B Summit Continuing Algebra	D-MTH-207AV2-K	\$42.00	\$16.50	\$75.00	
MTH208A Summit Geometry	D-MTH-208AV1	\$42.00	\$16.50	\$85.00	
MTH208B Summit Geometry	D-MTH-208BV1	\$42.00	\$16.50	\$85.00	
MTH209A Summit Geometry Honors	D-MTH-209AV1	\$42.00	\$16.50	\$85.00	
MTH209B Summit Geometry Honors	D-MTH-209BV1	\$42.00	\$16.50	\$85.00	
MTH246A-AVT Integrated Mathematics II	D-MTH-246AV1-AVT	\$42.00	\$16.50	\$45.00	
MTH246B-AVT Integrated Mathematics II	D-MTH-246BV1-AVT	\$42.00	\$16.50	\$45.00	
MTH248A Summit Integrated Mathematics	D-MTH-248AV1-K	\$42.00	\$16.50	\$45.00	
MTH248B Summit Integrated Mathematics II	D-MTH-248BV1-K	\$42.00	\$16.50	\$45.00	
MTH306A Algebra 2	D-MTH-306AVG1-K	\$42.00	\$16.50	\$85.00	
MTH306B Algebra 2	D-MTH-306BVG1-K	06BVG1-K \$42.00 \$16.5		\$85.00	
MTH307A Practical Math CR OH	D-MTH-307AV1CROH-K	\$42.00	\$16.50	\$11.00	
MTH307A Summit Practical Math	D-MTH-307AV2-K	\$42.00	\$16.50	\$11.00	
MTH307B Practical Math CR OH	D-MTH-307BV1CROH-K	\$42.00	\$16.50	\$11.00	
MTH307B Practical Math TX	D-MTH-307BV1TX-K	\$42.00	\$16.50	\$11.00	
MTH307B Summit Practical Math	D-MTH-307BV2-K	\$42.00	\$16.50	\$11.00	
MTH308A Summit Algebra 2	D-MTH-308AV1	\$42.00	\$16.50	\$85.00	
MTH308B Summit Algebra 2	D-MTH-308BV1	\$42.00	\$16.50	\$85.00	
MTH309A Summit Algebra 2 Honors	D-MTH-309AV1	\$42.00	\$16.50	\$85.00	
MTH309B Summit Algebra 2 Honors	D-MTH-309BV1	\$42.00	\$16.50	\$85.00	
MTH346A-AVT Integrated Mathematics III	D-MTH-346AV1-AVT	\$42.00	\$16.50	\$54.00	
MTH346B-AVT Integrated Mathematics III	D-MTH-346BV1-AVT	\$42.00	\$16.50	\$54.00	
MTH348A Summit Integrated Mathematics	D-MTH-348AV1-K	\$42.00	\$16.50	\$54.00	
MTH348B Summit Integrated Mathematics	D-MTH-348BV1-K	\$42.00	\$16.50	\$54.00	
MTH500A AP(R) Calculus AB	D-MTH-500AV2-K	\$42.00	\$16.50	\$170.00	
MTH500B AP(R) Calculus AB	D-MTH-500BV2-K	\$42.00	\$16.50	\$170.00	
MTH520A AP(R) Calculus BC	D-MTH-520AV2-K	\$42.00	\$16.50	\$170.00	
MTH520B AP(R) Calculus BC	D-MTH-520BV2-K				
ORN010 Online Learning	D-ORN-010V3-K	\$0.00	\$0.00	No Materials	

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W42 0 1 1 TW	W42.0	LMS	LMS	Materials/	
K12 Catalog Title	K12 Course Code	Upfront	Monthly	Course	
ORN030 Introduction to Online Learning	D-ORN-030V1-K	\$0.00	\$0.00	No Materials	
ORN100 Advisory SM5 Finding Your Path I	D-ORN-100ADVSM5V1-K	\$55.00	\$0.00	No Materials	
ORN100 Finding Your Path I	D-ORN-100V1-K	\$55.00	\$0.00	No Materials	
ORN200 Advisory SM5 Finding Your Path II	D-ORN-200ADVSM5V1-K	\$55.00	\$0.00	No Materials	
ORN200 Finding Your Path II	D-ORN-200V1-K	\$55.00	\$0.00	No Materials	
ORN300 Advisory SM5 Finding Your Path III	D-ORN-300ADVSM5V1-K	\$55.00	\$0.00	No Materials	
ORN300 Finding Your Path III	D-ORN-300V1-K	\$55.00	\$0.00	No Materials	
ORN400 Advisory SM5 Finding Your Path IV	D-ORN-400ADVSM5V1-K	\$55.00	\$0.00	No Materials	
ORN400 Finding Your Path IV	D-ORN-400V1-K	\$55.00	\$0.00	No Materials	
SCI010 Summit Environmental Science	D-SCI-010V3-K	\$42.00	\$16.50	\$153.00	
SCI010 Summit Environmental Science	D-SCI-010V3-K	\$42.00	\$16.50	\$153.00	
SCI102A Integrated Chemistry-Physics IN	D-SCI-102AV1IN-K	\$42.00	\$16.50	\$275.00	
SCI102A Summit Physical Science	D-SCI-102AV2-K	\$42.00	\$16.50	\$275.00	
SCI102AX Summit Physical Science	D-SCI-102AXV2-K	\$42.00	\$16.50	No Materials	
SCI102B Integrated Chemistry-Physics IN	D-SCI-102BV1IN-K	\$42.00	\$16.50	\$275.00	
SCI102B Summit Physical Science	D-SCI-102BV2-K	\$42.00	\$16.50	\$275.00	
SCI102BX Summit Physical Science	D-SCI-102BXV2-K	2BXV2-K \$42.00 \$16.5		No Materials	
SCI106AG Integrated Chemistry-Physics IN	D-SCI-106AVG1IN-K	\$42.00	\$16.50	\$275.00	
SCI106AG Physical Science	D-SCI-106AVG1-K	\$42.00	\$16.50	\$275.00	
SCI106BG Integrated Chemistry-Physics IN	D-SCI-106BVG1IN-K	\$42.00	\$16.50	\$275.00	
SCI106BG Physical Science	D-SCI-106BVG1-K	\$42.00	\$16.50	\$275.00	
SCI113A Summit Earth Science	D-SCI-113AV2-K	\$42.00	\$16.50	\$250.00	
SCI113AX Summit Earth Science	D-SCI-113AXV2-K	\$42.00	\$16.50	No Materials	
SCI113B Summit Earth Science	D-SCI-113BV2-K	\$42.00	\$16.50	\$250.00	
SCI113BX Summit Earth Science	D-SCI-113BXV2-K	\$42.00	\$16.50	No Materials	
SCI114A Summit Honors Earth Science	D-SCI-114AV2-K	\$42.00	\$16.50	\$250.00	
SCI114AX Summit Honors Earth Science	D-SCI-114AXV2-K	\$42.00	\$16.50	No Materials	
SCI114B Summit Honors Earth Science	D-SCI-114BV2-K	\$42.00	\$16.50	\$250.00	
SCI114BX Summit Honors Earth Science	D-SCI-114BXV2-K	\$42.00	\$16.50	No Materials	
SCI116AG Earth Science	D-SCI-116AVG1-K	\$42.00	\$16.50	\$50.00	
SCI116BG Earth Science	D-SCI-116BVG1-K	\$42.00	\$16.50	\$50.00	
SCI203A Summit Biology	D-SCI-203AV2-K	\$42.00	\$16.50	\$295.00	
SCI203B Summit Biology	D-SCI-203BV2-K	\$42.00	\$16.50	\$295.00	
SCI204A Summit Honors Biology	D-SCI-204AV1-K	\$42.00	\$16.50	\$295.00	
SCI204B Summit Honors Biology	D-SCI-204BV1-K	\$42.00	\$16.50	\$295.00	
SCI206A Summit Biology	D-SCI-206AVG2-K	\$42.00	\$16.50	\$57.00	
SCI206B Summit Biology	D-SCI-206BVG2-K			\$57.00	
SCI303A Summit Chemistry	D-SCI-303AV2-K	\$42.00 \$16.50			

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142.0 to 1 = Till		LMS	LMS	Materials/	
K12 Catalog Title	K12 Course Code	Upfront	Monthly	Course	
SCI303B Summit Chemistry	D-SCI-303BV2-K	\$42.00	\$16.50	\$450.00	
SCI304A Summit Honors Chemistry	D-SCI-304AV2-K	\$42.00	\$16.50	\$450.00	
SCI304A Summit Honors Chemistry	D-SCI-304AV2-K	\$42.00	\$16.50	\$450.00	
SCI304B Honors Chemistry NC	D-SCI-304BV1NC-K	\$42.00	\$16.50	\$450.00	
SCI304B Summit Honors Chemistry	D-SCI-304BV2-K	\$42.00	\$16.50	\$450.00	
SCI304B Summit Honors Chemistry	D-SCI-304BV2-K	\$42.00	\$16.50	\$450.00	
SCI306AG Chemistry	D-SCI-306AVG1-K	\$42.00	\$16.50	\$72.00	
SCI306BG Chemistry	D-SCI-306BVG1-K	\$42.00	\$16.50	\$72.00	
SCI403A Summit Physics	D-SCI-403AV2-K	\$42.00	\$16.50	\$275.00	
SCI403B Summit Physics	D-SCI-403BV2-K	\$42.00	\$16.50	\$275.00	
SCI404A Summit Honors Physics	D-SCI-404AV2-K	\$42.00	\$16.50	\$275.00	
SCI404B Summit Honors Physics	D-SCI-404BV2-K	\$42.00	\$16.50	\$275.00	
SCI510A AP(R) Chemistry	D-SCI-510AV2-A	\$42.00	\$16.50	\$0.00*	
SCI510B AP(R) Chemistry	D-SCI-510BV2-A	\$42.00	\$16.50	\$0.00*	
SCI530A-CEN AP(R) Environmental Science	D-SCI-530AV2-CEN	\$42.00	\$16.50	\$90.00	
SCI530B-CEN AP(R) Environmental Science	D-SCI-530BV2-CEN	\$42.00	\$16.50	\$90.00	
WAH100 Washington State History	D-WAH-100V1-K	\$42.00		\$64.00	
WLG100A Spanish I	D-WLG-100AV1-M	\$42.00	\$16.50	\$15.00	
WLG100B Spanish I	D-WLG-100BV1-M	\$42.00	\$16.50	\$15.00	
WLG110A French I	D-WLG-110AV1-M	\$42.00	\$16.50	\$45.00	
WLG110B French I	D-WLG-110BV1-M	\$42.00	\$16.50	\$45.00	
WLG120A German I	D-WLG-120AV1-M	\$42.00	\$16.50	\$50.00	
WLG120B German I	D-WLG-120BV1-M	\$42.00	\$16.50	\$50.00	
WLG130A Latin I	D-WLG-130AV1-M	\$42.00	\$16.50	\$15.00	
WLG130B Latin I	D-WLG-130BV1-M	\$42.00	\$16.50	\$15.00	
WLG140A Chinese I	D-WLG-140AV1-M	\$42.00	\$16.50	\$25.00	
WLG140B Chinese I	D-WLG-140BV1-M	\$42.00	\$16.50	\$25.00	
WLG200A Spanish II	D-WLG-200AV1-M	\$42.00	\$16.50	\$15.00	
WLG200B Spanish II	D-WLG-200BV1-M	\$42.00	\$16.50	\$15.00	
WLG210A French II	D-WLG-210AV1-M	\$42.00	\$16.50	\$45.00	
WLG210B French II	D-WLG-210BV1-M	\$42.00	\$16.50	\$45.00	
WLG220A German II	D-WLG-220AV1-M	\$42.00	\$16.50	\$50.00	
WLG220B German II	D-WLG-220BV1-M	\$42.00	\$16.50	\$50.00	
WLG230A Latin II	D-WLG-230AV1-M	\$42.00	\$16.50	\$15.00	
WLG230B Latin II	D-WLG-230BV1-M	\$42.00	\$16.50	\$15.00	
WLG240A Chinese II	D-WLG-240AV1-M	\$42.00	\$16.50	\$25.00	
WLG240B Chinese II	D-WLG-240BV1-M			\$25.00	
WLG300A Spanish III	D-WLG-300AV1-M	\$42.00	\$16.50	\$15.00	

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K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	Materials/ Course
WLG300B Spanish III	D-WLG-300BV1-M	\$42.00	\$16.50	\$15.00
WLG310A French III	D-WLG-310AV1-M	\$42.00	\$16.50	\$45.00
WLG310B French III	D-WLG-310BV1-M	\$42.00	\$16.50	\$45.00
WLG500A AP(R) Spanish Language and Culture	D-WLG-500AV1-M	\$42.00	\$16.50	\$15.00
WLG500B AP(R) Spanish Language and Culture	D-WLG-500BV1-M	\$42.00	\$16.50	\$15.00
WLG510A AP(R) French Language and Culture	D-WLG-510AV1-M	\$42.00	\$16.50	\$45.00
WLG510B AP(R) French Language and Culture	D-WLG-510BV1-M	\$42.00	\$16.50	\$45.00

^{*}Various courses are material optional based on school discretion.

Special Note for Middle School Courses – In the event that a student is enrolled in a course that is divided into two semesters (e.g. Science 6A-AVT and Science 6B-AVT) and was billed the \$60 upfront fee for the first semester, they will not incur the \$60 upfront fee for the second semester of the same course.

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^{*}Course and Materials are subject to additions or deletions throughout the year based on school requirements and course availability.



K12 Curriculum for Middle School

Unless otherwise noted below, Middle School courses and materials are billed according to the billing schedule found on page 5 of this document. The following courses are identified in the table below because they contain unique pricing (e.g. semester billing or unique materials pricing). Course customizations not listed in the table below are priced the same as the original "master" version. This is not the exhaustive list of Middle School courses available to our schools and is subject to change.

Please Note that not all courses are available in all states. Please consult your K12 Regional Vice President and/or Regional Support Team for assistance selecting courses.

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	Materials/Course
Art 6-AVT	D-AV-ART6s-MS-A08	\$30.00	\$20.00	\$0.00
Beginning Spanish I	WLG-BEG-SPANISH1	\$60.00	\$20.00	No Materials
Beginning Spanish II	WLG-BEG-SPANISH2	\$60.00	\$20.00	No Materials
Intermediate Spanish I	WLG-INT-SPANISH1	\$60.00	\$20.00	No Materials
Intermediate Spanish II	WLG-INT-SPANISH2	\$60.00	\$20.00	No Materials
Beginning French I	WLG-BEG-FRENCH1	\$60.00	\$20.00	No Materials
Intermediate French I	WLG-INT-FRENCH1	\$60.00	\$20.00	No Materials
Intermediate French II	WLG-INT-FRENCH2	\$60.00	\$20.00	No Materials
Intermediate German I	WLG-INT-GERMAN1	\$60.00	\$20.00	No Materials
Beginning Chinese I	WLG-BEG-CHINESE1	\$60.00	\$20.00	No Materials
Intermediate Chinese I	WLG-INT-CHINESE1	\$60.00	\$20.00	No Materials
MTH06A Fundamentals of Geometry and Algebra	D-MTH-06AV1-K	\$30.00	\$20.00	No Materials
MTH06B Fundamentals of Geometry and Algebra	D-MTH-06BV1-K	\$30.00	\$20.00	No Materials
MTH08A Algebra	D-MTH-08AV1-K	\$30.00	\$20.00	No Materials
MTH08B Algebra	D-MTH-08BV1-K	\$30.00	\$20.00	No Materials
CAR005-DYN Middle School Career Explorations 1	D-CAR-005V1-DYN	\$30.00	\$20.00	No Materials
CAR007-DYN Middle School Career Explorations 2	D-CAR-007V1-DYN	\$30.00	\$20.00	No Materials
TCH08 Summit Computer Literacy	D-TCH-08V2-K	\$30.00	\$20.00	No Materials
TCH08 TX Computer Literacy	D-TCH-08V1TX-K	\$30.00	\$20.00	No Materials
WLG MS Chinese IA	D-WLG-CHINESEIA	\$30.00	\$20.00	No Materials
WLG MS Chinese IB	D-WLG-CHINESEIB	\$30.00	\$20.00	No Materials
WLG MS Chinese IIA	D-WLG-CHINESEIIA	\$30.00	\$20.00	No Materials
WLG MS Chinese IIA	D-WLG-CHINESEIIB	\$30.00	\$20.00	No Materials
WLG MS French IA	D-WLG-FRENCHIA	\$30.00	\$20.00	No Materials
WLG MS French IB	D-WLG-FRENCHIB	\$30.00	\$20.00	No Materials
WLG MS French IIA	D-WLG-FRENCHIIA	\$30.00	\$20.00	No Materials

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K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	Materials/Course		
WLG MS French IIB	D-WLG-FRENCHIIB	\$30.00	\$20.00	No Materials		
WLG MS German IA	D-WLG-GERMANIA	\$30.00	\$20.00	No Materials		
WLG MS German IB	D-WLG-GERMANIB	\$30.00	\$20.00	No Materials		
WLG MS German IIA	D-WLG-GERMANIIA	\$30.00	\$20.00	No Materials		
WLG MS German IIB	D-WLG-GERMANIIB	\$30.00	\$20.00	No Materials		
WLG MS Latin IA	D-WLG-LATINIA	\$30.00	\$20.00	No Materials		
WLG MS Latin IB	D-WLG-LATINIB	\$30.00	\$20.00	No Materials		
WLG MS Latin IIA	D-WLG-LATINIIA	\$30.00	\$20.00	No Materials		
WLG MS Latin IIB	D-WLG-LATINIIB	\$30.00	\$20.00	No Materials		
WLG MS Spanish IA	D-WLG-SPANISHIA	\$30.00	\$20.00	No Materials		
WLG MS Spanish IB	D-WLG-SPANISHIB	\$30.00	\$20.00	No Materials		
WLG MS Spanish IIA	D-WLG-SPANISHIIA	\$30.00	\$20.00	No Materials		
WLG MS Spanish IIB	D-WLG-SPANISHIIB	\$30.00	\$20.00	No Materials		

^{*}Various courses are material optional based on school discretion.

Note for Middle School Courses – In the event that a student is enrolled in a course that is divided into two semesters (e.g. Science 6A-AVT and Science 6B-AVT) and was billed the \$60 upfront fee for the first semester, they will not incur the \$60 upfront fee for the second semester of the same course.

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^{*}Course and Materials are subject to additions or deletions throughout the year based on school requirements and course availability

Jan 2019-June 2019

budgeted revenues.

Provide your school's 2UXX-2UXX cash basis annual budget, 6 months cash basis YTD budget, 6 month cash basis YTD actuals, and 6 month YTD variance on this sheet. Justification of YTD variances are to be provided for variances equal to or greater than 5% of total revenues, 5% of total expenses, or if the total variance amount of revenues less expenses is equal to or greater than 5% of

School Name: Hoosier - Insight School of Indiana

Board approved Budget FY19

6 month YTD - 01/19 to 06/19

	Annual	6 Months YTD	6 Month	YTD	6 Months YTD	6 Months YTD
Managed Enrollments	Budget FY19	<u>Budget</u>	Actua	<u>ls</u>	<u>Variance</u>	Variance in %
К5	-			-		
MS	164	164		154	(10	-
HS	603	603	1	607		-
Ending Enrollment (Avg. for Totals)	767	767		761	(6	-
Basic Formula Funding - K-8 and HS	\$ 4,388,073	\$ 2,194,036	\$ 2.51	5,994	\$ 321,958	15%
Special Education Funding - K-8 and HS	\$ 399,700	. , ,	, ,-	4,238	\$ 104,388	
Federal - Title Funds	\$ 399,700			4,238 8,932	\$ 243,476	
Federal - IDEA Funds	\$ 211,660		11.	6,581	\$ 243,476	
Total Funding	\$ 5,110,345	· , , , , , , , , , , , , , , , , , , ,		5,745	\$ 690,573	
Total Funding	\$ 5,110,545	\$ 2,555,172	\$ 3,24	5,745	\$ 690,573	2170
Total Instruction - Teachers	\$ 2,585,535	\$ 1,340,688	\$ 1,52	7,235	\$ 186,547	14%
Total Instruction - Students	\$ 1,656,274	\$ 784,690	\$ 1,04	6,098	\$ 261,408	33%
Total Student and Family Services	\$ 17,418	\$ 8,735	\$ 2	1,288	\$ 12,553	144%
Total School Administration & Governance	\$ 666,215	\$ 331,608	\$ 39	3,037	\$ 61,429	19%
Total Technology	\$ -	\$ -	\$	-	\$ -	0%
Total Facilities / Insurance / Other	\$ 184,903	\$ 89,451	\$ 25	8,087	\$ 168,636	189%
Total School Expenditures This Period	\$ 5,110,344	\$ 2,555,172	\$ 3,24	5,745	\$ 690,573	-5%
Net Margin	\$ 0	\$ -	\$	-	\$. 0%

<u>Comments</u>	
	10
	(4)
	6
Higher Title funds and higher funding rate	
3 Teacher Positons added	
Related to higher SPED %	
Higher Rent, Telephone cost and Insurance after Virtual Close	

		Prior Year Balance	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Balance as of June 30, 2019
	Revenue Accrual Cash Received		398,981.00 -398,981.00	398,981.00 -489,924.42	398,981.00 -489,924.42	398,981.00 -489,924.42	424,122.00 -305,810.68	404,008.00 -306,360.65	575,817.98 -428,644.84	496,318.00 -496,410.18	437,023.00 -437,115.51	437,025.00 -437,115.48	437,024.00 -528,058.93	438,124.03 -437,115.48	5,245,386.01 -5,245,386.01
4110 6840 5200	FY18 Title I Expenses 17-18 Title I Claim Reimbursements Title II Expenses 16-18 Title II Claim Reimbursements IDEA Expenses 16-18 IDEA Claim Reimbursements K12	28,774.43 9,335.98 18,113.27 5,649.21	-28,774.43 -18,113.27	-6,332.94 S	hould be 3028								6,332.94	-5,649.21	28,774.43 -28,774.43 9,335.98 0.00 18,113.27 -18,113.27
		.,.												.,.	
3028 4110	FY19 Formative Assessment Grant 18- Claim Reimbursements Title I Expenses 17-18	19	7,475.79	237.64									6,332.94 -6,332.94 9,042.83		6,332.94 -6,332.94 16,756.26
4106	Title I Claim Reimbursements			7.021.04	-24,263.09	0.500.11	0.421.02	0.500.05	10.054.60	14.026.52	< 025 < 4	5 450 15	10.050.05	50.245.25	-24,263.09
4196	Title I Expenses 18-19 Title I Claim Reimbursements			7,931.86	8,281.71	8,508.11	8,431.82	8,508.27	10,054.69 -2,002.00	14,826.53	6,025.64	5,472.15 2.002.00	18,050.07	50,245.37 -84,350.11	146,336.22 -84,350.11
6840	Title II Expenses 16-18 Title II Claim Reimbursements		181.88		108.01	-108.01			_,			_,	-181.88	,	0.00 0.00
6847	Title II Expenses 17-19 Title II Claim Reimbursements		258.75			108.01	21,966.56		-10,964.06		-366.76		1,000.00	10,002.05	22,004.55 0.00
5200	IDEA Expenses 16-18 IDEA Claim Reimbursements		4,628.52	142.88	597.00	-597.00	-9,538.90					168,008.25 -177,904.52	4,241.78		177,021.43 -187,443.42
5281	IDEA Expenses 17-19 IDEA Claim Reimbursements			18,670.78	21,223.78 -13,479.79	21,211.73	19,722.43	19,862.58	20,091.70	20,370.60 -103,254.00	20,754.72 -40,417.30	-148,506.77 155,149.09	19,994.01	19,861.42	53,256.98 -2,002.00 50,500.00
4197	Title I Sig Expenses 18-19 Title I Sig Claim Reimbursement	s												50,500.00	0.00
3750	Deposit School Performancer Award FY1 St Of Indiana		-105.02		105.02		-23,934.31 -65,881.96		23,934.31 65,881.96		-2,708.23	2,708.23			0.00 0.00 0.00 0.00 0.00
	Balance	61,872.89	-34,342.76	20,650.22	-7,532.38	29,122.84	40,581.91	28,370.85	17,180.33	-68,056.87	-14,003.70	4,220.20	58,479.75	40,609.52	177,152.80 177,152.81 -0.01

School Name: 0

None

Hoosier Academies - Insight Balance Sheet As of June 30, 2019

	INSIGHT 6/30/2019
Assets	
Cash	
10101 - INDY - Business Checking 5518	
10102 - INDY - Money Market 7445	
10103 - IS - Business Checking 0821	493,914
Total Cash	493,914
Current Assets	
10201 - Accounts Receivable	177,153
10203 - Due from Indy	605,480
10204 - K12 Balanced Budget Credit	905,134
10301 - Prepaid K12 Expenses	C
10302 - Prepaid Other	15,166
Total Current Assets	1,702,933
Fixed Assets	
10401 - Leasehold Improvements	
10402 - Furniture and Equipment	29,051
10403 - Accumulated Depreciation	-25,368
Total Fixed Assets	3,682
Total Assets	2,200,530
Liabilities and Equity	
Liabilities	
Accounts Payable	
20501 - Accounts Payable Trade	78,557
20502 - Accounts Payable K12	3,724,087
20503 - Accrued Accounts Payable	C
Total Accounts Payable	3,802,644
Current Liabilities	
20601 - Accrued Salaries	230,949
20602 - Accrued Bonus	52,250
20605 - Accrued ISP	9,534
	-

00000 4 11/40 140 T	400 746
20606 - Accrued K12 M&T	126,740
20607 - Accrued Oversight Fees	(
20608 - Other Accrued Expenses	54,750
20609 - TRF Withholding	(
20610 - 403B Withholding	11
20612 - Fund Balancing Account	(
20801 - Deferred Revenue	(
Total Current Liabilities	474,235
Total Liabilities	4,276,879
Equity	
Retained Earnings	
30901 - Unrestricted Retained Earnings	(
Total Retained Earnings	(
Change in Equity	2,076,338
Total Equity	-2,076,338
Total Liabilities and Equity	2,200,530

0.00

ISIN

Insight of Indiana Budget Model P&L with Drilldown (Summary) As of June 30, 2019 Resonine Bos: As of Date: Fund:

| B-0100-15 General Fard | B-0211-15 IDEA 17.19 | IB-3170-15 Year-Endels Deceive Province | IB-3180-15 Performance Assets | IB-4196-15 Teal | IB-1197-15 Teal | IB-1197-15 Teal | IB-1197 | IB-1187-15 Teal | IB-1197-15 Teal | IB-1197 | IB-1187-15 Teal | IB-1197-15 Teal | IB-1197-Nat Income

1000 Funded Sources
1000 Funded Sources
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1000 Funded Funded Funded Funded Funded Funded
1000 Funded Funded Funded Funded Funded
1000 Funde 395.017.03 42.007.00 0.00 0.00 0.00 1.100.00 1105.55 438.289.55 4.740.198.34 504.087.67 128.892.91 6.332.94 235.097.03 230.278.41 1.820.00 165.55 5.846.852.85 5.846.852.85 4.740.198.34 504.087.87 65.881.96 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 177.021.43 0.00 0.00 0.00 0.00 0.00 0.00 0.00 500.00 500.00 0.00 0.00 0.00 0.00 50,245.37 0.00 0.00 0.00 0.00 0.00 0.00 50,000.00 0.00 0.00 0.00 0.00 0.00 0.00 10,002.05 0.00 0.00 395.017.03 42.007.00 0.00 0.00 110,247.42 19.861.42 1.600.00 165.55 0.00 0.00 0.00 0.00 0.00 53.256.98 0.00 0.00 0.00 23.934.31 0.00 0.00 0.00 0.00 0.00 0.00 0.00 39.076.64 0.00 0.00 0.00 0.00 0.00 0.00 0.00 16,756.26 0.00 0.00 0.00 0.00 0.00 0.00 146,336.22 0.00 0.00 0.00 0.00 0.00 0.00 22,004.55 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 848.912.19 458,409.12 302.992.81 124.781.28 127.392.22 123.438.82 453.283.85 75.104.49 115.240.09 37.874.00 37.874.00 28.322.23 5.502.19 2.791.375.49 Tolkensenson Tradeates
Trade 99,089,84 23,117,92 31,396,08 3,500,00 11,656,78 0,00 43,680,06 7,818,49 12,514,00 42,00 0,00 0,00 0,00 232,794,85 0.00 0.00 0.00 14.927.86 0.00 0.00 797.71 0.00 0.00 0.00 99,082,84 39,580,34 31,396,08 18,427,68 11,686,78 64,091,32 47,681,47 7,818,49 12,514,00 42,00 0,00 215,00 0,00 332,472,98 840,988,08 270,020,80 392,992,81 15,595,52 127,392,22 27,000,00 403,855,14 75,104,49 31,574,00 322,42 26,571,43 4,905,19 2,337,819,97 0.00 0.00 0.00 0.00 10.002.05 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 24.434.27 0.00 0.00 0.00 0.00 0.00 0.00 63.709.35 1.384.970.58 587,173.50 585.869.99 19.806.30 26,987.00 4.210.29 176.049.73 19,517.00 49.628.32 2.195.85 8,168.00 4.210.29 176.049.73 19,517.00 49.628.32 2.195.85 8,168.00 63.768.05 1.384.970.58 587,173.50 585.869.99 19.806.30 26,987.00 2.004.99 2.670.378.41 0.00 56.70 0.00 259.769.19 0.00 0.00 0.00 0.00 259.769.19 1.925.00 2.670.241.72 0.00 5.573.51 0.00 851.35 6.424.86 5.573.51 0.00 851.35 6.424.86 28.790.45 854.00 3.699.67 33.344.12 0.00 0.00 0.00 0.00 28.790.45 854.00 3.699.67 33.344.12 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 0.00 85.309.93 9.766.06 20.000.00 23.014.85 0.00 0.00 0.00 1,748.00 20.803.49 2.223.91 0.00 700.00 85.309.93 9.766.06 20.000.00 23.014.85 0.00 0.00 0.00 1,748.00 20.803.49 2.223.91 0.00 700.00 876.973.24 117.192.73 102.764.30 230.206.42 250.00 311.06 203.15 1,748.00 246.952.12 31.849.81 (1,500.00) 876.973.24 117.192.73 102.754.30 230.206.42 250.00 380.66 203.15 1,748.00 246.952.12 31.849.61 0.00 3.350.92 00.00 00.00 00.00 00.00 00.00 00.00 00.00 00.00 3.350.92 1.610.101.55 39.811.30 39.811.30 409.254.17 409.254.17 0.00 0.00 0.00 39.811.30 39.811.30 0.00 409.254.17 409.254.17 0.00 0.00 0.00 20.404.25 1.372.00 0.00 0.00 86.27 1.110.23 1.418.03 7.802.25 13.039.07 3.433.20 0.00 806.97 0.00 20,404.25 1,372.00 0,00 86,27 1,110.23 1,418.03 7,802.25 47,559.07 3,433.20 806.97 0,00 164.273.37 9.393.88 44,453.37 (313.03) 813.07 7.637.16 6.188.05 14.067.23 78.937.17 35.467.23 9.50) 9.883.64 164 273 37 9 393 88 44,453 37 (313,03) 813,07 7.637.16 6.188.05 14,067.23 119,790.11 35,467.23 (9.50) 9.683,64 595.00 49.472.27 751.838.71 (313.549.13) 19.861.42 0.00

Category	Inv#	Fund	Cost	Aquistion Date Life	Monthly Depr	Accum. Depreciation 06/30/18	Net Book Value 06/30/18	Jul Depr	Aug Depr	Sep Depr	Oct Depr	Nov Depr	Dec Depr	Jan Depr	Feb Depr	Mar Depr	Apr Depr	May Depr	Jun Depr	Accum. Depreciation 06/30/19	Net Book Value 06/30/19
Computers	151620 Virtual Technologies	General Fund	5,116.26	09/02/16 36	142.12	3.126.64	1.989.62	142.12	142.12	142.12	142.12	142.12	142.12	142.12	142.12	142.12	142.12	142.12	142.12	1.705.44	284.18
Computers	153351 Virtual Technologies	General Fund	10.484.52	10/06/16 36	291.24	6.116.04	4.368.48	291.24	291.24	291.24	291.24	291.24	291.24	291.24	291.24	291.24	291.24	291.24	291.24	3.494.88	873.60
Computers	151941 Virtual Technologies	General Fund	2.939.00	11/10/16 36	81.64	1.632.80	1.306.20	81.64	81.64	81.64	81.64	81.64	81.64	81.64	81.64	81.64	81.64	81.64	81.64	979.68	326.52
Computers	155452 Virtual Technologies	General Fund	2,476.89	01/05/17 36	68.80	1.238.40	1.238.49	68.80	68.80	68.80	68.80	68.80	68.80	68.80	68.80	68.80	68.80	68.80	68.80	825.60	412.89
Computers	157364 Virtual Technologies	General Fund	8,034.00	03/07/17 36	223.17	3,570.72	4,463.28	223.17	223.17	223.17	223.17	223.17	223.17	223.17	223.17	223.17	223.17	223.17	223.17	2,678.04	1,785.24
Total Furniture & Equipmen	nt		29,050.67			15,684.60	13,366.07	806.96	806.97	806.97	806.97	806.97	806.97	806.97	806.97	806.97	806.97	806.97	806.97	9,683.63	3,682.44
Grand Total			29,050.67			15,684.60	13,366.07	806.96	806.97	806.97	806.97	806.97	806.97	806.97	806.97	806.97	806.97	806.97	806.97	9,683.63	3,682.44

School Name: 0

Loan Year of Original Amount Interest Year of FY 20xx-xx Balance

<u>Provider Origination of Loan Rate Final Pmt. Payment December, 20xx</u>

Insight does not have any loans

School Name: 0

INSIGHT	July	August	September	October	November	December	January	February	March
Cash In Flow									
Beginning Balance	397,710	663,176	660,300	663,624	661,694	734,477	512,858	333,207	812,049
State Aid	489,924	489,924	489,924	489,924	371,693	306,361	428,645	599,859	437,116
Grants	46,888	6,333	37,743	0	33,473	0	25,936	39,077	43,126
Inter-school (generally payroll)					250,990			369,433	
Other	105	0	0	0	0	0	0	0	0
Total Cash Inflows	536,917	496,257	527,667	489,924	656,156	306,361	454,581	1,008,368	480,241
Cash Outflow									
Payroll	5,080	306,526	332,341	325,435	322,466	334,198	378,931	329,448	349,447
K12 Payments	125,000	125,000	125,000	125,000	200,000	125,000	200,000	125,000	79,928
Inter-School	0	0	0	0	0	0	0	0	0
Other	141,372	67,607	67,002	41,420	60,907	68,782	55,301	75,078	83,739
Total Cash Outflows	271,452	499,133	524,343	491,855	583,373	527,980	634,232	529,526	513,114
Ending Balance	663,176	660,300	663,624	661,694	734,477	512,858	333,207	812,049	779,176

April	May	June
779,176	725,495	584,800
437,115	437,116	437,115
20,753	411	84,850
0	0	256
457,869	437,526	522,222
327,372	334,883	445,006
125,000	0	125,000
0	0	0
59,179	243,338	43,102
511,551	578,221	613,108
725,495	584,800	493,914

Pre-Work Session Suggestions

The purpose of the investment of time by the School Board and the School Leadership team is to evaluate present school performance and the education management organization; and to improve the immediate and long-term performance of the Insight school. I will facilitate the discussions establishing direct lines of communication and accountability for the future success for the school.

Prior to the January 11th meeting date, please do the following:

For the Insight/K12 Leadership Team

- 1. Review your responses to the questionnaire and compare them to the perceptions of performance by the School Board. Identify the responses where the team and/or School Board evaluated the performance in a specific area as Emerging Competence or Needs Improvement.
- 2. After identifying areas of deficiencies, how has the school team already responded to these deficits and, if so, what action has been taken to improve? If additional criteria and/or performance data is being monitored, come prepared to present this information to the Board related to the deficiencies.
- 3. After you have identified deficiencies, identify data resources that present current performance that could lead to establishing immediate (second semester) and long term (Next year and beyond) performance targets. Don't assume that the Board understands the inner operations of the school and its' complexities.
- 4. As you review these areas for improvement, the school and organization may already be considering specific goals that the School Board is unaware of. If applicable to the areas being reviewed and discussed, please provide additional information that not only informs the Board but is documented for the authorizer.

For the School Board

- Review your responses to the questionnaire an compare them to the perceptions of performance by the Insight School Leadership Team. Identify the responses where the Board and/or the Insight team evaluated the performance in a specific area as Emerging Competence or Needs Improvement.
- 2. After identifying areas of deficiencies, think of clarifying questions for the school team and what might be applicable goals for consideration.
- 3. As a Board, consider the interest and/or work experiences of the Board and areas that could be assigned for future monitoring.
- 4. Are there additional areas not yet evaluated that should be considered for future school performance evaluation? If so, be prepared to present these additional areas for consideration.

FINANCIAL PERFORMANCE FRAMEWORK BALL STATE UNIVERSITY

Meets
Does Not Meet
Falls Far Below

1. I	NEAR TERM INDICATORS		
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	0.97
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	0.83
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	\$0.00
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	1.03
1.e.	Default		0
2. \$	SUSTAINABILITY INDICATORS		
2.a.	Total Margin	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	1
2.c.	Cash Flow	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	5.067722132

Current Assets	\$437,810.09	
Current Liabilities	\$451,176.16	
Cash	\$373,559.00	
Unrestricted Cash	\$373,559.00	
Total Expenses	\$5,261,492.00	
Depreciation Expenses	\$8,684.00	
Enrollment Projection in Charter		
School Board-Approved Budget	800	
Actual Enrollment	824	
Default	0	
Net Income	\$0.00	
Total Revenue	\$5,261,492.00	
Aggregated Total Margin	\$0.00	
Total 3 Year Net Income	\$0.00	
Total 3 Year Revenues	\$9,710,994.00	
Total Liabilities	\$451,176.16	
Total Assets	\$451,176.16	
Year 1 Total Cash	\$146,199.00	FY17 - Audited
Year 2 Total Cash	\$373,559.00	FY18 - Unaudited
Year 3 Total Cash	\$373,559.00	FY19 - Estimated
Depreciation	\$15,684.60	
Interest	0	
Interest Expense	0	
_		

\$3,095.00

Annual Principal, Interest, and

Lease Payments

Hoosier Academy Network of Schools Fiscal Policies and Procedures

Adopted: _____, 2018

INTRODUCTION

The Board of Directors ("Board") of Hoosier Academy, Inc. ("Hoosier Academy" or "Charter School") has the responsibility of administrating the financial affairs of the Charter School. Faithful performance of this duty requires establishing a comprehensive fiscal plan and policies from the budgeting process through the annual audit (hereafter referred to as the "Fiscal Policy"). The Fiscal Policy must be organized to provide a uniform classification of receipts and disbursements and to establish effective internal controls and audit trails for post-audit purposes. Additionally, the Fiscal Policy must conform to legal requirements as established by legislation and administered by the controlling agencies. At the heart of the Fiscal Policy are internal controls, which are the methods and procedures used to provide reasonable assurance to:

- 1. Safeguard assets;
- 2. Ensure validity of financial reports and records;
- 3. Promote adherence to policies, procedures, regulations and laws;
- 4. Promote effectiveness and efficiency of operations;
- 5. Ensure financial systems are secure and backed up as needed.

In establishing internal controls at all stages of Hoosier Academy's fiscal plan, the following control principles will be implemented when applicable:

- 1. <u>Segregation of Duties</u>: Duties are divided so that no one person has complete control over a key function or activity;
- 2. <u>Authorization and Approval</u>: Proposed transactions are authorized when they are consistent with policies, procedures, regulations and laws;
- 3. <u>Custodial and Security Arrangements</u>: Responsibility for custody of assets is separated from the related record keeping;
- 4. **Review and Reconciliation:** Records are examined and reconciled to determine that transactions were properly processed and approved; and
- 5. **Physical Controls:** Equipment, inventories and other assets are secured physically, counted periodically and compared with amounts shown on control records.

This Fiscal Policy outlines the internal controls to be followed by Hoosier Academy, the Board and K12 Classroom, LLC ("K12").

INTERNAL CONTROL PRACTICES

Accounting, Budgetary Control and Financial Closing

Review and Reconciliation:

• Hoosier Academy shall use the accrual method of accounting and shall keep its books in accordance with Generally Accepted Accounting Principles ("GAAP").

- To account for the financial activities of the Charter School and to comply with the Indiana State Board of Accounts ("SBOA") requirements, Hoosier Academy shall use fund accounting as described in Part 3 of the Accounting and Uniform Compliance Guidelines Manual for Charter Schools issued by the SBOA ("Accounting Compliance Manual").
- The K12 Finance Group ("K12 Finance"), with the assistance of the Hoosier Academy Head of School ("HOS"), shall prepare a budget annually based on estimates of revenues and expenditures. The budget draft shall be presented to the Board on or before May 15th preceding the start of the applicable school year covered by such proposed budget. On or before October 31st of each school year, K12 Finance shall submit any proposed modifications of the annual budget for that school year which takes into account the actual student enrollment for such school year and other changes in key assumptions. The Board shall review and act upon each such approved proposed budget and any such proposed modifications within forty-five (45) days following of the submission thereof by K12 Finance.
- The K12 Managed School Accounting Group ("K12 MSA"), shall prepare and forward a monthly financial reporting package to the HOS by the 7th business day after the end of each month. The financial reporting package will include, at a minimum, the monthly bank account reconciliation with supporting detail, unaudited financial statements, any journal entries made with supporting detail and the general ledger transaction detail (revenue and expenditures) by fund. K12 Finance then compiles a report comparing the actual revenue and expenditures with the budget ("Budget-to-Actual Report"). The most recent Budget-to-Actual Report shall be provided to the Board at each monthly Board Meeting. Budget-to-Actual Reports shall contain written explanations of any overages greater than five percent (5%).

Segregation of Duties

 The HOS is required to approve the monthly financial reporting package within 30 days of receipt.

Banking

Authorization and Approval:

- Bank Signatory Authority: The HOS, the Operations Manager, the Board Chairman and the Board Treasurer shall be the only signatories/agents for all Hoosier Academy bank accounts.
- Two signatures from authorized bank signatories are required for any expenditure greater than \$10,000.
- The cash balance of any Hoosier Academy bank account shall never be reduced below zero.
- Checks outstanding and unpaid for a period of one year shall be investigated and declared; void, included as receipts and removed from the outstanding check listing or remitted to the state under applicable escheatment laws.
- The HOS or Operations Manager must approve any adjustments to cash, such as the write-off of old outstanding checks.

Segregation of Duties:

- Bank Reconciliations
 - The HOS shall review the monthly bank statements and reconciliations included in the monthly financial package by the 30th of each month. If the HOS has questions about or desires to see more detail on any of the transactions, the HOS will request further information from K12 MSA.
 - K12 MSA will follow up on any questions the HOS may have and shall perform the
 monthly bank reconciliation in compliance with Section 3-13 of the Accounting
 Compliance Manual. The bank reconciliation must include the beginning cash
 balance, a listing of all cleared checks/payments and deposits/credits, a listing of
 all un-cleared checks/payments and deposits/credits and the ending cash balance.

Review and Reconciliation:

- Bank Reconciliations
 - The HOS and Board Treasurer shall review and approve the bank reconciliations prepared by K12 MSA. As part of the review, the HOS and Board Treasurer shall note that check sequence was maintained from the prior month.
 - After the HOS and Board Treasurer review and approve the bank reconciliations, the bank reconciliations shall be submitted to the Board for review and acceptance for audit.

Custodial and Security Arrangements:

- K12 MSA and the Operations Manager will maintain blank check stock. The ability to create and sign a check is separated as follows: Anyone with software access to create a check cannot sign the check (e.g. they are not an authorized signer on the bank account) and all authorized bank signatories do not have software access to create a check.
- A copy of all check registers will be kept by the Operations Manager. The Board Treasurer shall sign the check register and AP Voucher register that is included in the monthly financial package. This is a SBOA requirement.
- All voided checks shall be maintained at the school with a copy emailed to K12 MSA. For
 each voided check, the signature section shall be marked out or removed and the reason
 the check was voided shall be noted on the check.
- Hoosier Academy shall not maintain any petty cash.

Credit Card Use

Authorization, Approval and Purpose

- The Board must approve the application for any school credit card. The Board may authorize the payment of an annual fee if the Board determines it is in the best interest of Hoosier Academy to have a credit card with an annual fee.
- Any credit card issued in Hoosier Academy's name shall only be used to pay for Hoosier Academy expenses. Any use of credit cards must be approved by the HOS or Operations Manager.
- Credit cards shall not be used to bypass the accounting system.

Segregation of Duties

- The HOS or Operations Manager shall be responsible for applying for any credit card authorized by the Board.
- The HOS and Operations Manager shall be the designated employees for any credit card approved by the Board and issued to Hoosier Academy as required by Section 10-5 of the Accounting Compliance Manual. As the designated employees, the HOS and Operations Manager shall maintain an accounting system or log which includes the names of individuals requesting usage of a credit card, their position, estimated amounts to be charged, fund and account numbers to be charged and the date the card is issued and returned.
- The credit card must be returned to the HOS or Operations Manager after each use.

Review and Reconciliation

- Payment shall not be made based on a statement or credit card slip only. Procedures for payments shall be no different than for any other claim. Supporting documents such as paid bills and receipts must be available.
- The procedures for reporting credit card expenses shall be the same as the procedures outlined in the Expenditures section of this Fiscal Policy below.
- The monthly credit card statements shall be submitted by the HOS or Operations Manager to the Board for review.
- Any interest or penalty incurred due to late filing or furnishing of documentation by an officer or employee shall be the responsibility of that officer or employee.

Revenue

Authorization and Approval:

• The issuance of debt must be authorized by the Board.

Segregation of Duties:

- Direct Deposits: deposits related to state student funding and federal grants shall automatically be deposited into the Hoosier Academy bank account. The Operations Manager will send a copy of all supporting documentation for direct deposits to K12 MSA for posting.
- Other Deposits: The Operations Assistant shall open all mail and keep a Receipt Book of all checks and cash received for Hoosier Academy. The ledger shall be sent to K12 MSA to reconcile with the actual deposits made per the bank reconciliation. Any deposits in the form of cash or check will be deposited into the Hoosier Academy bank account by the Operations Manager, Operations Assistant or the HOS, who must all be bonded. The Operations Assistant will send a copy of all backup documentation for these deposits to K12 MSA for posting.
- K12 MSA provides excel file (one tab per month) with deposit data. Operations manager completes the Receipt field. This is used for a SBOA form EDICT.

Custodial and Security Arrangements:

- All cash and checks shall be kept in a fireproof safe until deposited. Pursuant to Indiana Code § 5-13-6-1, deposits shall be made no later than the business day following the receipt of funds and in the same form in which the funds were received.
- Any compensation, premium, bonus or product earned as a result of the purchase of goods or services by the school becomes the property of the school.

Review and Reconciliation:

- The Operations Assistant shall issue a receipt immediately upon the receipt of cash or checks.
- K12 MSA shall reconcile the revenue accounts monthly to ensure that all deposits were properly recorded. The deposit ticket or attached documentation must provide a detailed listing of the deposit, which includes, at a minimum, check numbers and the corresponding names of the payors.
- K12 MSA shall maintain a listing of open accounts receivable, which shall be reviewed and reconciled monthly. Any delinquent receivables should be reviewed and investigated. Any write-offs must be approved by the Board.
- The HOS will approve the revenue as part of the monthly financial closing process.

Expenditures

Authorization and Approval:

- Subject to the provisions of these expenditure policies, the HOS and the Operations
 Manager are authorized by the Board to approve and make expenditures on behalf of
 Hoosier Academy for the following purposes: insurance coverage required to comply with
 agreements entered into by Hoosier Academy; payroll expenses and payroll taxes; other
 required taxes; and for payment required to comply with any agreement approved by the
 Board, including the Ball State University Charter Sponsor ("Charter Sponsor") fees and
 management/technology fees.
- The Board has authorized the HOS, in conjunction with the Operations Manager, to approve and make expenditures for all Hoosier Academy operational needs up to \$10,000.00 as long as said expenditures fall within the parameters of the Board-approved budget. Any expenditure that (1) is greater than \$10,000.00 or (2) does not meet the requirements will require Board approval in advance of payment.
- Checks payable to K12 may not be signed solely by any K12 employee, but must also be signed by the Board Chairman or the Board Treasurer.
- All purchase requisitions under \$10,000 shall be approved by either the HOS or the Operations Manager. All purchase requisitions over \$10,000 shall be approved by the HOS and the Operations Manager.
- All technology expenditures must be approved by the IT personnel assigned to Hoosier Academy.
- For expenditures greater than \$10,000.00, the HOS or the Operations Manager shall obtain three (3) quotes for review and selection by the Board. For expenditures greater

- than \$25,000.00, the HOS or the Operations Manager shall obtain three (3) competitive bids or requests for proposals for review and selection by the Board.
- All service contracts must be supported by a current written contract.
- Loans to Hoosier Academy employees, K12 employees or Board Members are prohibited. Exception retirement plan loans.
- Pursuant to Section 10-3 of the Accounting Compliance Manual, compensation and other
 payments for goods and services shall not be paid in advance of receipt of goods and
 services.
- All invoices must be paid in a timely manner and within thirty (30) days when possible. Hoosier Academy may not pay finance fees for late payment.
- For a payment to be processed, there must be a fully-itemized invoice, the invoice must be approved by the appropriate individual as listed in the *Segregation of Duties* section below and the invoice must be matched to a purchase requisition, if required.
- Gift Cards may be used if the following criteria are observed in accordance with Volume 200, Page 8 of *The School Administrator and Uniform Compliance Guidelines* (December 2012):
 - The Board must authorize gift card purchases through a resolution which has been approved in the minutes;
 - The purposes for which gift cards may be issued must be specifically stated in the resolution;
 - Purchase and issuance of gift cards shall be handled by an official or employee designated by the HOS;
 - The designated responsible official or employee shall maintain an accounting system or log which includes the name of the business from which the gift cards were purchased, their amounts, fund and account number to be charged, date the card was issued, person gift card was issued to, proof that the gift card was received by the person it was issued to, etc.
 - o Gift cards shall not be used to bypass the accounting system.
 - o Procedures for payments shall be no different than for any other claim.
- Hoosier Academy Gift Card Procedure. In addition to the above-stated SBOA requirements, the following procedures shall be followed when Hoosier Academy employees use gift cards:
 - Even after receiving Board approval, a purchase order must be completed and approved by the HOS or the Operations Manager for all gift card purchases.
 - Gift cards must be kept in a fireproof safe until signed out by the HOS or the Operations Manager. All gift cards will be tracked via a log as described above.
 The Operations Manager shall keep the original log and send a copy of the log to K12 MSA.
 - If gift cards are to be distributed to Hoosier Academy teachers or staff members, each gift card number must be attached to the teacher's or staff member's name.
 The Operations Manager shall forward this information to payroll so that it can be included as income to the respective teacher or staff member.

o If gift cards are to be distributed to parents or students from a teacher (e.g., for assistance with gas expense for travel to testing facilities), the teacher may be assigned a group of gift cards to distribute to eligible students or parents. The teacher shall keep a log documenting which gift card was distributed to which student or parent. The log shall be sent to the Operations Manager.

Segregation of Duties:

• K12 MSA creates all checks and records payment for Hoosier Academy. However, K12 MSA does not have signing authority for Hoosier Academy checks. Checks shall only be issued for approved expenses as outlined in the Authorization and Approval section above. Invoices presented for payment without the appropriate approval shall be returned.

Payroll and Benefits

- Payroll and benefits are administered by Insperity, a professional employee organization, with the assistance of the HOS and the Operations Manager. Payroll is run twice a month.
- Requests for Time Off ("RTO") must be submitted by each employee for vacation, sick time, personal days and other leaves with or without pay. RTOs are received by the Department Heads who compare the request to the leave time report generated by Insperity at the end of each pay period. Each Department Head shall verify that the leave time accruals are in agreement with each employee's contract.
- o Insperity shall maintain a master salary spreadsheet. At the end of each pay period, Insperity shall generate a spreadsheet that captures all changes in payroll information for that pay period, such as new hires, terminations, salary changes, bonuses and employee hours as input by the Operations Manager.
- New hires, resignations and terminations are updated monthly and submitted to the Board for acceptance.
- The HOS, Operations Manager and the Board liaison have full access to payroll reports for Hoosier Academy. Only the HOS or an individual designated by the HOS may approval payroll. If approved, any of these individuals may click on the "Approve Payroll" button to approve payroll for the then-current pay period. The designee will only approve payroll in the absence of and by direction of the HOS. Once the "Approve Payroll" button is clicked, Insperity will process the payroll checks and direct deposits for the Hoosier Academy employees.
- K12 MSA will access payroll information from Insperity to include the payroll information in the financial records of Hoosier Academy.
- o K12 MSA shall reconcile the payroll register to the general ledger monthly.

• Expense Reports

 Staff shall prepare expense reports and submit them to Department Heads for review. Each Department Head shall then review the expense reports to ensure the expenses follow the Board-approved Travel and Expense Policy, in accordance with federal or state requirements, if applicable, and for complete supporting documentation of the expenses. Once reviewed and approved by the Department

- Head, copies of the expense report(s), related invoices and all supporting documentation are sent to the Operations Assistant and the Operations Manager, who shall review for compliance.
- The expense reports of the Operations Manager shall be reviewed by the Regional Operations Manager or the HOS. The expense reports of the HOS shall be reviewed by the Regional Vice President.
- If the Operations Manager is not available to approve the invoices, the HOS may approve in his or her absence.
- K12 MSA creates the check file for the corresponding approved expense reports.
 The Operations Manager prints, signs and mails the checks.

• K12 Invoices

- Management and Technology Fees
 - The HOS, the Finance Manager and the Board Finance Committee Member shall review all management and technology fee invoices prior to payment to ensure the invoices comply with the Board-approved Amended and Restated Educational, Administrative, and Technology Services Agreement between Hoosier Academy and K12 ("Management Agreement"). As of the date of this Policy, the management fees equal fifteen percent (15%) of the sum of federal and state student revenue and grants received by Hoosier Academy. The technology fees equal seven percent (7%) of the sum of federal and state student revenue and grants received by Hoosier Academy.
 - Student computer invoices, On-Line School ("OLS") invoices and materials invoices shall be reviewed against student records and shall be approved by the Finance Manager. In addition, the Board Finance Committee Member and the HOS must approve all student invoices prior to forwarding to K12 MSA for check processing.
 - Pursuant to the Management Agreement, K12 is specifically authorized to initiate payment to K12, out of the Charter School funds managed by K12, the fees set forth in Exhibit A of the Management Agreement provided that: (I) the fees have been budgeted and approved by the Board; (ii) K12 has provided documentation for the fees setting forth in reasonable detail a description of the fee, the method of computation and any other information requested by the Board; (iii) the Board approves the payment; and (iv) all current Non-K12 Charter School Expenses (as defined in the Management Agreement) are first paid.

Oversight Fees

- Oversight invoices payable to the Charter Sponsor shall be sent to the HOS and the Operations Assistant. The HOS shall review the oversight invoices to ensure they comply with the Charter Agreement. As of the date of this Policy, oversight fees equal three percent (3%) of the sum of the basic tuition collected by Hoosier Academy.
- Once approved by the HOS, the oversight invoices are forwarded to K12 MSA for processing a check to be sent to the Charter Sponsor.

Internet Service Provider ("ISP") Payments

- The Operations Assistant shall process ISP payments twice a year: (1) in February for September through January services and (2) in July for February through June services.
- After downloading student and family information, the Operations Assistant shall complete a payment report based on approved enrollment dates, withdrawal dates and grade level. Payments shall be pro-rated if students have not been enrolled during the entire service period. Students shall be reimbursed at the current approved rate.
- The HOS shall review and approve the payment report which includes parent / guardian information and the student's name. This is created by the Operations Assistant before any payment is made. Payment for the processing invoice will be made by the school.

Other Expenses

- Grant Purchases and Other One-Time Purchases
 - Purchase requisitions ("PR's) shall be completed for all grant purchases and other one-time purchases. All PR's shall show the amount of the purchase, grant name, item purchased, accounting code and purchase order or quote, if applicable. The HOS and Operations Manager must determine that all expenditures are in accordance with grant requirements and with federal and state requirements, as applicable, before approving grant expenditures. Approvals must be secured prior to purchase. Quotes and other supporting documentation shall be attached to the PR. Items requiring PR's include, but are not limited to, the following: Technology purchases such as computers, printers and software; Fixed Assets, Furniture and Equipment such as file cabinets; Memberships; and Training or Professional Development expenditures.
 - The Regional Technology Manager and either the HOS or the Operations Manager shall approve all technology purchases.
 - The Operations Manager and the Special Education Coordinator shall approve all special education provider payments.
 - Checks shall never be made payable to "Cash".
- General Operating Expenses
 - The HOS or the Operations Manager shall approve all invoices for normal monthly operating expenses, such as utilities, rent and telephone services, before submitting the invoices to K12 MSA for check processing.

Review and Reconciliation:

• In the event of overpayment to a vendor, a refund shall be collected.

Capital Assets and Inventory

General Principals

- Hoosier Academy shall have complete inventory of all capital assets owned which reflects their acquisition value. Such inventory must be recorded on the applicable Capital Assets Ledger.
- Criteria for Capital Asset Capitalization:
 - o The asset has a useful life of one (1) year or longer; and
 - The cost of the asset is greater than \$1,000.00.
- Valuation
 - Pursuant to Section 15-1 of the *Accounting Compliance Manual*, the inventory shall reflect the capital assets' acquisition value.
 - Donated capital assets shall be valued at the donor's estimated fair market value at the time of gifting.
- Depreciation
 - Capital assets shall be depreciated using straight-line depreciation. Estimated life for capital assets shall follow IRS guidelines.
- Pursuant to Section 15-1 of the Accounting Compliance Manual, Capital assets include the following:
 - Land;
 - o Buildings;
 - o Improvements other than buildings; and
 - Equipment and construction work in progress.
- The following information shall be maintained for all capital assets:
 - Description;
 - Asset classification;
 - Location:
 - Purchase price;
 - Vendor;
 - Date purchased or leased;
 - o Accumulated depreciation; and
 - Method and reason of disposal, if applicable.
- Capital assets may not be used in a manner unrelated to the functions and purposes of Hoosier Academy.
- Capital Asset Disposal
 - The Board shall approve the retirement of any capital assets with a fair market value greater than or equal to \$5,000.00. When equipment has been purchased with Federal or State grant funds, grant rules and regulations must be followed.
 - The HOS or the Operations Manager shall approve the retirement of any capital assets with a fair market value less than \$5,000.00.
 - Examples of reasons for retirement include:
 - The asset is damaged beyond repair;
 - The asset is damaged and the cost to repair it exceeds the current fair market value; and

- The asset is not able to support current technology needs.
- When possible, the capital asset shall be stripped of useful components and stored as ready service spares for other assets.
- The inventory shall be updated to include the reason for retirement and date of write-off.

Physical Controls:

- An annual inventory of capital assets shall be performed during June of each year by the
 Operations Manager and K12 IT. The inventory must be for all capital assets, and for all
 computers that do not meet the \$1,000.00 capitalization threshold. The inventory is
 performed to determine that all capital assets are present, in usable condition, located in
 the assigned area and properly recorded.
- All capital assets shall be tagged with a Hoosier Academy capital asset tag.
- All capital assets and inventory are secured in a safe location.

Review and Reconciliation:

- The Operations Manager shall maintain a capital asset listing. The capital asset listing shall be updated monthly to include new purchases, retirements or transfers of assets.
 The Operations Manager shall also reconcile the capital asset listing to the accounting records as part of the month-end financial reporting process.
- If an asset relates to a grant, the capital asset tag must indicate the specific grant funds used to purchase the asset.

Segregation of Duties:

- Once the annual physical inventory is conducted by the K12 Regional Technology Manager, the Operations Manager should review and approve the results. As part of the reconciliation, the Operations Manager should compare the physical inventory to both the accounting books and the fixed asset schedule.
- The HOS shall be contacted immediately if there is a concern that assets may be missing.

Fundraising

Authorization and Approval

- All fundraising must be pre-approved by the HOS.
- Fundraising activities and procedures are governed by the Fundraising Policy approved by the Board on January 30, 2018, pursuant to Resolution No. 2018-01.

Custodial and Security Arrangements

- Monies collected relating to fundraising activities must be receipted, accounted for, and directed without delay to the Operations Manager.
- Fundraising monies shall be recorded and tracked in a separate account specific to the group organizing the fundraising.

Segregation of Duties

- Distribution of monies from fundraising accounts shall be by request of the fundraising sponsor and must be approved by the HOS.
- The organizer or sponsor of a fundraiser will provide donors with written acknowledgement of cash contributions in the form approved by the Operations Manager. Acknowledgements shall include the amount of the cash contribution and a statement that no goods or services were provided by the Charter School in exchange for the contribution (if that was the case). A copy of the acknowledgement must be forwarded to the Operations Manager for record retention purposes.

State Reporting and Annual Audit

Review and Reconciliation:

- The Board shall identify an independent audit firm with governmental accounting and/or charter school audit experience and will arrange for an independent audit of the Charter School's financial condition on an annual basis. The Board Treasurer will be involved in the audit exit meetings. The final audit report will be reviewed by the Board and shared with the Charter Sponsor and all government agencies required by law.
- State reporting requirements will be completed by K12 MSA and shall be approved by the HOS and K12 Finance.

Annual Review of Fiscal Policies and Procedures

Review and Reconciliation:

- The Board, the HOS, the Operations Manager and K12 Finance shall monitor changes in authoritative guidance and regulations and make changes to Hoosier Academy's Fiscal Policies and Procedures as necessary.
- The Board shall review and, if necessary, update the Fiscal Policies and Procedures annually at the August Board Meeting.

SUPPORTING FUNCTIONS

Information Technology

- Disaster Recovery
 - Hoosier Academy has and shall maintain a disaster recovery plan that includes procedures for recovering all vital data and system programs in the case of a total loss from a disaster (e.g., fire, tornado, flooding, etc.). The plan includes system replacements, system backups, laptop and desktop images and data restoration.
- Back Up Processing
 - Financial Documents and records stored at the school on their server is covered under the Schools IT Back-Up and Recovery Plan.
 - All data stored on network resources shall be backed up daily using a leading software package and portable hard drives. Copies of the backed-up data shall be stored off-site weekly to ensure data integrity. Hoosiers financial records are

maintained in the cloud at Sage/InTacct. Sage will provide an SSAE-16 (SOC-1) compliance certificate at least annually.

Physical Security

 All computer systems shall be located in a secure data room. Access to the data room is limited to the HOS, the Regional Technology Manager and the Operations Manager. All computer terminals and laptops are equipped with current virus protection.

Logical Security

- Each user is required to maintain their own local password on their school-issued laptop.
- The Regional Manager maintains server passwords.

Change Controls

 K12 MSA uses InTacct as the accounting software for Hoosier Academy financial reporting. The only authorized modifications to the source code of InTacct are vendor-issued updates.

Input Controls

 All information is properly authorized before it is entered into the system to ensure the accuracy of the information and to ensure the information is only input one time. Whenever possible, electronic controls are used to validate information. Transaction dates are system-generated dates which cannot be modified by users.

Document Retention

- Hoosier Academy shall preserve, keep, maintain or file all the official records of Hoosier
 Academy required by all applicable federal and state legal requirements.
- Pursuant to the reproduction of records statutes (Indiana Code § 5-15-1 et. seq.), a public
 record is defined as all documentation of the informational, communicative or decisionmaking processes of a political subdivision in connection with the transaction of public
 business or governmental functions, which documentation is created, received, retained,
 maintained or filed by the political subdivision as evidence of its activities or because of
 the information value of the data in the documentation, and which is generated on paper
 or paper substitutes; photographic of chemically based media or machine readable
 media; or any other materials, regardless of form or characteristics.
- Hoosier Academy shall follow the retention guidelines as may be issued under federal or state law including those contained in the *Indiana Public Schools General Retention* Schedule published by the Indiana Commission on Public Records, dated July 11, 2012 and as may be amended.
- Each employee's acts are a matter of record. Regardless of the capacity served by an employee, upon completion of his or her service, all records and forms are to be surrendered to his successor.
- Supporting documentation such as receipts, canceled checks, tickets, invoices, bills, contracts and other public records must be available for audit to provide supporting information for the validity and accountability of monies disbursed. Payments without

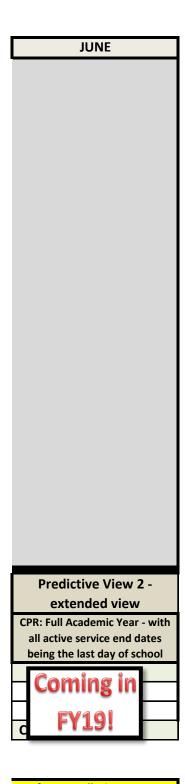
- supporting documentation may be the personal obligation of the responsible official or employee.
- All financial transactions pertaining to the Charter School must be recorded in the records of Hoosier Academy.
- All documents and entries to records shall be done in a timely manner to ensure that
 accurate financial information is available to allow Hoosier Academy to make informed
 management decisions and to help ensure compliance with Indiana Code § 5-15.1-1, et.
 seq.
- Permanent documents that Hoosier Academy should retain indefinitely include but are not limited to the following: records of incorporation, bylaws, amendments and corporate charter, 501(c)(3) approval letter, minutes of Board meetings, annual reports, tax returns, financial audit reports and student records.
- Financial records, including but not limited to balance sheets, detailed ledgers, banking records, vendor payments and payroll records should be retained for a period of 7 years or the retention period required by federal or state requirements, whichever is longer.
- If appropriate for destruction pursuant to federal or state document retention requirements, any document with confidential student, employee or financial information shall be destroyed by shredding the document or by using a Certified Document Destruction vendor.

Insight Indiana	6/22/2018
FY17 - Invoicing	
Total Invoices Paid during Previous School Year (FY17)	\$195,916.37
FY17 Invoices Paid in FY18:	\$20,149.25
These invoices were paid after 7/1/17 but contained services provided during FY17	
FY17 Invoices - unpaid	\$0.00
Total RS Cost for FY17	\$216,065.62
EVAO 1	
FY18 - Invoicing Current FY18 Paid Invoices Total:	\$9,543.79
Current FY18 Unpaid Invoices Total:	\$2,549.64
Current 1110 Oripaid Invoices Total.	Ş2,3 4 3.04
Estimated Remaining FY18 Cost Projection: (active service view)	\$1,253.33
This prediction is based upon assigned direct service hours that are scheduled to take place within the current school year which have not yet been invoiced. This prediction does not take into account indirect service hours or mileage costs.	
Cost Projection FY18 - BETA (assumed full school year view)	Coming FY19
This Prediction assumes that all reoccurring services will continue until the end of the school year. This prediction does not take into account indirect service hours or mileage costs.	
Total of items under review in the cost prediction:	
Assigned to RS coordinator to review and ensure items are reviewed.	\$0.00
Current Running Cost for FY18	Predictive View 1
	CPR: Active Services - with all active services having IEP end dates
FY18 Paid Invoices + Estimated Cost Projection	\$10,797.12
FY17 remaining unpaid invoices	\$0.00
FY17 invoices paid in FY18 (after 7/1/17)	\$20,149.25
Total FY18	\$30,946.37

Notes:

DISCLAIMER:

These cost predictions assume that all services on current IEP's will be delivered in their entirety. This does not accordeclined services or no shows.



unt for cancellations,

INDIANA DEPARTMENT OF EDUCATION OFFICE OF SCHOOL FINANCE FORM 9 FINANCIAL REPORT

January 1 to June 30, 2018

Corporation/Charter School Name: Insight School of Indiana					
Corporation/Charter School Number: 912	<u>20 Telephone Number: 317-547-1400</u>				
Prepared By: Bookkeeping Plus, Inc.	Email: charterschools@bookplusinc.com				
	at the Form 9 Financial Report submitted herewith is based n/charter school and represents accurately those records.				
7-30-18	Thabith Laney				
Date	Signature of Superintendent/Director				
7/27/18 Date	Signature of President of Governing Body				
7/27/18	Lathe Co				
Date	Signature of Treasurer				
	Kathy Coe				
	Printed Name of Treasurer				
	kcoe@k12.com				
	Email Address of Treasurer				

DUE ON OR BEFORE 7/31/2018



K12 Managed Public Schools Price List

2018 - 2019



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Welcome

Thank you for being a part of the K12 Managed Public School family.

We are pleased to announce that we were fortunate again to keep most of the pricing for our key services (curriculum, materials, teachers) the same as last year.

This year we've simplified the Materials and Course Price List that begins on page 15. The table now only includes middle school and high school courses and pricing that do not match the standard pricing found on page 5-6 of this document as well as materials pricing for high school courses.

Lastly, in the event that you need a course or service not outlined in this document, we'll be happy to work with your team to understand your needs and research alternatives on your behalf.

Thanks again for all you do.

K12 School Services

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Overview

K12 Managed Public Schools pricing is organized by grade and divided into five broad areas:

- Courses / Curriculum
- Course Materials (physical and digital)
- Teachers
- Computer Equipment
- Additional Services

Courses / Curriculum

Curriculum is accessed through the Learning Management System (LMS) provided and maintained by K12. Each course assigned to a student contains an upfront, one-time Curriculum Fee to cover enrolling the student in the course and a monthly Curriculum Fee for each month the student is enrolled in the course.

Materials

Physical Course materials provided by K12 include an upfront, one-time charge and/or monthly charges, depending on the course. Some courses are provisioned with digital materials license fees that are billed as a one-time charge per student per course.

Materials for K-8 courses are charged a one-time fee to reclaim the materials when the student is finished with the course.

Computers

K12 may provide, at the school's discretion, computer equipment for students. Charges for computer equipment vary depending on the configuration selected. They include an upfront charge, a monthly charge, a charge to recover the equipment once the student is finished using it, and a charge if the computer is not returned when requested, or if damaged beyond economic repair

Teachers

Teacher-related charges such as access to the LMS and teaching materials are charged a one-time, non-recurring charge per each school year.

Additional Services

Additional services provided by K12 such as Blackboard Connect are typically billed per student, per year. Please see the section titled *Other K12 Services* for a list of services we provide.

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Elementary School (Grades K – 5)

Unless otherwise noted in the attached Course Price List, all pricing is per student per course.

Curriculum Fee		
	Upfront per Course	\$60.00
	Monthly per Course	\$20.00
Materials	Hafaadaa Gaara	ć7F 00
	Upfront per Course	\$75.00
	Monthly per Course	\$ 8.00
	Reclamation per Course	\$12.50
Teacher OLS (per teacher)		
	Account Activated Before December 31st	
	Usage Fee/School Year	\$2,195.00
	Account Activated On/After January 1st	44.400.00
	Usage Fee/School Year	\$1,100.00
Teacher Instructional Coaching		
	Monthly per Teacher	\$200.00
Teacher Materials	(Upfront Per Teacher per Grade Level)	\$400.00
K12 Teacher Services	Instructional Fee per Semester Course	\$210.00

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Middle School (Grades 6 – 8)

Unless otherwise noted in the attached Course Price List, all courses are priced per student per course as follows:

Curriculum Fee

Upfront per Course \$60.00 Monthly per Course \$20.00

Note: Middle School students enrolled in courses that are separated into semesters will be invoiced the Upfront Fee for the initial semester or first instance of the course. The subsequent semester enrolled during SY18-19 will only be invoiced for the monthly recurring fee.

Materials

Upfront per Course	\$75.00
Monthly per Course	\$ 8.00
Reclamation per Course	\$12.50

Digital Materials

Music Concepts A	\$68.00
Music Concepts B	\$68.00

Teacher OLS (per teacher)

Account Activated Before December 31st

Usage Fee/School Year \$2,195.00

Account Activated On/After January 1st

Usage Fee/School Year \$1,100.00

Teacher Instructional Coaching

Monthly per Teacher	\$200.00
---------------------	----------

Teacher Materials (Upfront Per Teacher per Grade Level) \$400.00

K12 Teacher Services Instructional Fee per Semester Course \$210.00

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High School (Grades 9 − 12)

Unless otherwise noted in the attached Course Price List, all high school courses are priced per student per course as follows:

Curriculum Fee (per student per course)

Upfront per Student per Course \$42.00 Monthly per Student per Course \$16.50 Monthly Block per Student per Course \$11.00

Physical Materials Upfront per Student per Course See Itemized Course List

Digital Materials

Physics A (per Student per Course) \$63.00 Physics B (per Student per Course) \$63.00

Teacher OLS (per teacher)

Account Activated Before December 31st

Usage Fee/School Year \$2,195.00

Account Activated On/After January 1st

Usage Fee/School Year \$1,100.00

Teacher Instructional Coaching

Monthly per Teacher \$200.00

Teacher Materials (Upfront per Teacher per Course) Billed per course per the

student materials price list

K12 Teacher Services Instructional Fee per Semester Course \$210.00

Summer School See Summer School price list available by March 31, 2019

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Other Curriculum and Material Fees

Career Readiness

An extensive selection of Career Technical Education (CTE) courses are available this year.

Curriculum Fee

Unless otherwise noted in the attached Course Price List, all CTE courses are priced per student per

course as follows:

Upfront per Student per Course \$42.00

Monthly per Student per Course \$16.50

Monthly Block per Student per Course \$11.00

Physical Materials Upfront per Student per Course See Itemized Course List

Destination Career Academy Fee

Destinations Career Academy (DCA) Access Fee (applies only to Destination Career Academies and Destination Career Programs - per student per year). Includes expanded CTE course catalog, membership to SkillsUSA, NCRC Test Prep, and college & career platform.

Upfront per DCA Student per year \$120.00

Anywhere Learning System (A+)

Anywhere Learning System content is designed for students needing online remediation across multiple grade levels and can be used for credit recovery.

Courses / Curriculum (per Student per Course) \$ 43.50

Social Emotional Learning Curriculum

7 Mindsets Academy is a research-based Social Emotional Character Development program.

Courses / Curriculum See Itemized HS Course List

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Transitional Kindergarten

EmbarK12 Plus – Embark Plus is an age-appropriate early learning program designed to prepare young children for kindergarten and offers high-quality blended learning experiences that include interactive offline and online activities. Embark Plus includes 18 thematic units from Embark Comprehensive, plus additional areas of learning organized into 504 modules.

EmbarK12 Comprehensive – EmbarK12 Comprehensive includes 18 thematic units that contain more than 430 modules with a variety of learning activities, multimedia, audio narration, high-quality children's literature, music, and interactivity to engage young learners with developmentally appropriate experiences.

EmbarK12 Online – EmbarK12 Online is a collection of more than 800 dynamic interactive experiences with audio narration and robust multimedia to build skills and concepts needed for success in kindergarten. This developmentally appropriate program is designed for children ages 3 to 6.

Select one of the following per student

construction of the following per continued			
	Upfront	Monthly	Materials
embarK12 Plus (with Guides)	\$37.00	\$4.50	\$364.00
embarK12 Plus (no Guides)	\$37.00	\$4.50	\$222.00
embarK12 Plus (Course-only)	\$37.00	\$4.50	\$0.00
Add any speaking tion of the following manaturd out fo	Ol C +	ادام م	
Add any combination of the following per student fo		•	
Embark Plus Language Arts	\$36.00	\$12.00	\$0.00
Embark Plus Math	\$36.00	\$12.00	\$0.00
Embark Plus Science	\$24.00	\$8.00	\$0.00
Embark Plus Social Studies	\$24.00	\$8.00	\$0.00
Embark Plus Music	\$15.00	\$5.00	\$0.00
Embark Plus Art	\$15.00	\$5.00	\$0.00
Embark Plus Tools Exploration	\$8.00	\$2.50	\$0.00
Embark Plus Free Reading and Journal Writing	\$8.00	\$2.50	\$0.00
Embark Plus Physical Education (Attendance-Only)	\$0.00	\$0.00	\$0.00
Embark Plus Circle Time (Attendance Only)	\$0.00	\$0.00	\$0.00

Early Learning Supplemental Curriculum Options

Select one of the following per student

	Upfront	Monthly	Materials
embarK12 Comprehensive (with Guides)	\$37.00	\$4.50	\$364.00
embarK12 Comprehensive (no Guides)	\$37.00	\$4.50	\$222.00
embarK12 Comprehensive (Course-only)	\$37.00	\$4.50	\$0.00
Embark Online (Attendance Only)	\$52.15	\$0.00	\$0.00

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Computers

Desktop		
	Upfront Fee	\$ 75.00
	Monthly Fee	\$ 32.50
	Reclamation Fee	\$125.00
Laptop		
	Upfront Fee	\$ 75.00
	Monthly Fee	\$ 45.00
	Reclamation Fee	\$125.00
Replacement Fee		\$500.00
Non-Returned Computer Fee		\$500.00

Substitutes: K12 may, at its sole option, substitute a laptop for a desktop depending on availability unless otherwise stated in the Educational Products Services Agreement (EPSA). In the event that a laptop is substituted for a desktop, K12 will bill the laptop price and issue a credit for the difference.

Other K12 Services

Related Services Manager (one service per school)

RSM - per Student/per Year	\$ 4.00
RSM Plus – per Student per Year	\$ 5.00

Per Student \$ 2.00 **Records Request Manager**

Assessment Solutions

\$ 11.00 Renaissance STAR360 - per Student per Year

USA Test Prep - per School per Course

Up to 2,000 students per course \$400.00

Blackboard Connect Blackboard Connect: per Student per Year \$ 3.00

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State Testing Equipment Rental

Testing Nirvana per Student per Year \$4.00

Laptops - Windows based laptop; includes peripherals - delivered

11" student state testing laptops are shipped and invoiced in groups of 5 only. 15" laptops for proctor or accommodation-use may ship individually.

1 month \$ 75.00 Each additional month \$ 15.00

Small Mobile Network (Verizon Jetpack or equivalent) - recommended for up to 10 concurrent users; includes equipment and internet service up to 5 GB per month – delivered

1 month \$110.00 Each additional month \$30.00

Single Band Large Mobile Network (Cradlepoint or equivalent) - recommended for up to 40 concurrent users; includes equipment and internet service up to 5 GB per month – delivered

1 month \$225.00 Each additional month \$50.00

Dual Band Large Mobile Network (Cradlepoint or equivalent)- recommended for up to 40 concurrent users; includes equipment and Internet service up to 10GB per month – delivered

1 month \$275.00 Each additional month \$50.00

Data overage usage, per GB \$ 15.00

Additional Headphones in excess of 1 per laptop (per headphone): \$ 4.00

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individually determined based on school needs

individually determined based on school needs

individually determined based on school needs individually determined based on school needs

individually determined based on school needs

individually determined based on school needs

individually determined based on school needs

Other available support services

Site technical validation
Site Selection and contract negotiation
Site contract management
Remote technical support
Onsite technical support
Intra-state shipping and storage services
Site setup and teardown services

Damaged Or Lost Equipment - per laptop or Jetpack \$ 500.00

Damaged or Lost Equipment - per Cradlepoint \$1,000.00

Note: Failure to return the rented state testing equipment as scheduled could result in the school being charged the Damaged or Lost Equipment fee.

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Billing & Credits

Curriculum Fees

K12 Inc. or its affiliates will invoice an upfront fee for each course enrollment in the month the course is starts or the date the student is enrolled in the course, whichever is later. This includes course enrollments resulting from new courses, placement changes, transfers and promotions.

In addition to the upfront fee, the school will be billed a monthly fee for each course. Schools will be invoiced monthly for the total number of courses in which a student is enrolled. The monthly fee will be charged for a course through the month that one of the following events occurs: course completion, promotion, withdrawal, placement change or transfer. Schools will not be invoiced for more than ten (10) monthly fees for any one course within a school year. In the event a student is enrolled in a course after the monthly invoice is generated for that month, the subsequent monthly invoice will include the previous months billing and the current month billing for those students.

For incomplete courses that will resume in the following school year, the ten (10) month period will begin in July; a second upfront fee will not be charged for such course continuation.

For students withdrawing or swapping courses within thirty (30) days after a course's OLS/LMS course start date, the school will receive a 50% credit of the upfront fee for each applicable course. The withdrawal date is the date that the school submits the withdrawal to K12 via the withdrawal process.

Materials

Enrolled students will retain materials required for multiple grades/courses until the relevant course(s) are completed.

K12 Inc. or its affiliates will invoice for course materials as they are shipped or in the case of digital materials, as they are provisioned.

All non-consumable materials must be returned upon withdrawal, promotion or at the end-of-school year / semester or the school will be subject to an additional charge to cover the cost of the unreturned materials per terms of the school's service agreement with K12.

Should a student require a replacement component due to damage or loss by the student or family, the school will be invoiced for the component at the applicable rate per the Managed Virtual Academy Component Price List. Schools are not charged for materials that are lost or damaged in shipping.

Credit Policy: No credit will be issued for withdrawing students.

In addition to the upfront and monthly fee, schools will be charged a reclamation fee for each applicable K-8 course. The reclamation fee for course materials will be charged in the month of withdrawal, promotion, or transfer.

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Note: Schools are required to maintain detailed records on all withdrawals, placement changes and promotions to ensure all charges and credits are accurate.

Computers & Related Accessories

K12 Inc. or its affiliates will invoice schools for student computers and related accessories beginning the month the computer is shipped. Computer charges will include a one-time upfront fee and a monthly lease fee. For active students, schools will not be charged more than ten (10) monthly installments of the computer lease fee for any one student within a school year. Schools will be charged the upfront fee for any student ordering a computer for the first time or a replacement computer due to loss or damage. In the event a student in possession of a K12-supplied computer transfers from one K12 school to another and is still eligible under the new school's computer policy to use a K12 supplied computer, the student's new school will be charged an upfront fee in addition to the applicable monthly lease fee(s). For prior-year students who already have a computer, the ten (10)-month installment period will begin in July.

For withdrawing students, K12 Inc. or its affiliates will bill for the month the student withdraws plus one additional month after withdrawal to cover the period of reclamation. For students who have already been billed the 10 monthly installments and withdraw prior to the end of the school year, the school will be invoiced one additional month to cover the period of reclamation. Depending on the month of withdrawal this may result in "11" monthly installments within the fiscal year. For students who withdraw in June, schools will be charged the one additional month of the lease fee with the subsequent school year's August invoice. In the event that a student with a K12-supplied computer transfers to another K12 school and is eligible under the new schools computer policy to use a K12-supplied computer, the additional month charge noted above will not apply.

For prior-year students who withdraw in July of the current school year and for prior-year students who are automatically withdrawn via the K12 Mass Withdrawal process, schools will be charged only one additional month of the lease fee to cover the period of reclamation (no upfront fee will be assessed); these charges will appear with the August invoice. Likewise for new students who enroll and withdraw in July of the current school year, but for whom a computer was shipped, schools will be charged only one month of the lease fee to cover the period of reclamation (no upfront fee will be assessed); these charges will also appear with the August invoice.

Schools may be charged a fee for non-returned computers or for computers returned which are damaged beyond economic repair.

Schools will be charged a \$125 reclamation fee for withdrawing students or returned computers.

Substitutes: K12 may, at its sole option, substitute a laptop for a desktop depending on availability unless otherwise stated in the Educational Products Services Agreement (EPSA). In the event that a laptop is substituted for a desktop, K12 will bill the laptop price and issue a credit for the difference.

Credit Policy: No credit will be issued for withdrawing students.

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Teacher-Related Charges

K12 Inc. or its affiliates will invoice an annual OLS/LMS usage fee at the start of the school year for all teacher accounts to the On Line School. In the case of new teacher accounts created after the start of school, there is a charge on the month that the account is created. Should a teacher be replaced during the year, access is transferable and will not result in an incremental charge. For new teachers hired after January 1st who are not replacing teachers, there is a reduced fee for the Teacher LMS account.

K12 Inc. or its affiliates will invoice for materials when materials are shipped. Material invoices will be sent monthly, as appropriate. Teacher materials are owned by the school and can be reassigned among teachers at no additional cost.

Credit Policy: No credit will be issued for shipped teacher materials.

Invoicing Dates

Billing data will be pulled on the 15th of every month covering the 15th of the prior month through the 14th of the current month. For example, for the March invoice the billing data will cover February 15th through March 14th.

Periodically, there will be exceptions to the billing dates to account for holidays and closing schedules such as year-end. Notification will be sent to the schools prior to a date adjustment.

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Materials & Course Price List

The list below is subject to change. Unless otherwise noted below, high school courses are billed according to the high school billing schedule on page 6 of this document. Courses not included in the table below do not include physical materials. Course customizations not listed in the table below are priced the same as the original "master" version.

Please Note that not all courses are available in all states. Please consult your K12 Regional Vice President and/or Regional Support Team for assistance selecting courses.

K12 Curriculum for High School

K12 Catalog Title	K12 Course Code	LMS	LMS	Materials/
		Upfront	Monthly	Course
A+ Algebra II A	ATT-389V1-K	\$43.50	\$0.00	N/A
AP Chemistry Exam Review (Attendance)	ATT-302V1-K	\$0.00	\$0.00	\$42.00
AP Macroeconomics Exam Review (Attendance)	ATT-303V1-K	\$0.00	\$0.00	\$42.00
AP Microeconomics Exam Review (Attendance)	ATT-304V1-K	\$0.00	\$0.00	\$42.00
AP(R) English Language A-AVT	D-AV-ENGa-AP-A07	\$42.00	\$16.50	\$37.00
AP(R) English Language B-AVT	D-AV-ENGb-AP-A07	\$42.00	\$16.50	\$37.00
AP(R) Statistics A-AVT	D-AV-STATa-AP-A08	\$42.00	\$16.50	\$142.00
AP(R) Statistics B-AVT	D-AV-STATb-AP-A08	\$42.00	\$16.50	\$142.00
AP(R) US Government-AVT	D-AV-GOVTUSs-AP-A09	\$42.00	\$16.50	\$139.00
Art Appreciation-AVT	D-AV-ARTAPPs-HS-	\$42.00	\$16.50	\$0.00
ART010A Fine Art	D-ART-010AV1-K	\$42.00	\$16.50	\$30.00
ART010B Fine Art	D-ART-010BV1-K	\$42.00	\$16.50	\$30.00
ART500A-CEN AP® Art History	D-ART-500AV1-CEN	\$42.00	\$16.50	\$199.00
ART500B-CEN AP® Art History	D-ART-500BV1-CEN	\$42.00	\$16.50	\$199.00
CS LA State History	D-CS-LASTATEHIST	\$42.00	\$16.50	\$24.00
CS Solo Vocal Music A AR	D-CS-SoloVocalMusicA	\$42.00	\$16.50	\$23.00
CS Solo Vocal Music B AR	D-CS-SoloVocalMusicB	\$42.00	\$16.50	\$23.00
ENG102A Literary Analysis and Composition	D-ENG-102AV1-K	\$42.00	\$16.50	\$90.00
ENG102B Literary Analysis and Composition	D-ENG-102BV1-K	\$42.00	\$16.50	\$90.00
ENG103A Literary Analysis and Composition	D-ENG-103AV1-K	\$42.00	\$16.50	\$90.00
ENG103B Literary Analysis and Composition	D-ENG-103BV1-K	\$42.00	\$16.50	\$90.00
ENG104A Honors Literary Analysis and Composition I	D-ENG-104AV1-K	\$42.00	\$16.50	\$90.00

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K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	Materials/ Course
ENG104B Honors Literary Analysis and Composition I	D-ENG-104BV1-K	\$42.00	\$16.50	\$90.00
ENG106A-AVT English I	D-ENG-106AV1-AVT	\$42.00	\$16.50	\$23.50
ENG106AG Literary Analysis and Composition I	D-ENG-106AVG1-K	\$42.00	\$16.50	\$90.00
ENG106A English 9	D-ENG-106AV2-K	\$42.00	\$16.50	\$41.00
ENG106B-AVT English I	D-ENG-106BV1-AVT	\$42.00	\$16.50	\$23.50
ENG106BG Literary Analysis and Composition I	D-ENG-106BVG1-K	\$42.00	\$16.50	\$90.00
ENG106B English 9	D-ENG-106BAV2-K	\$42.00	\$16.50	\$41.00
ENG202A Literary Analysis and Composition	D-ENG-202AV1-K	\$42.00	\$16.50	\$35.00
ENG202B Literary Analysis and Composition	D-ENG-202BV1-K	\$42.00	\$16.50	\$35.00
ENG203A Literary Analysis and Composition	D-ENG-203AV1-K	\$42.00	\$16.50	\$90.00
ENG203B Literary Analysis and Composition	D-ENG-203BV1-K	\$42.00	\$16.50	\$90.00
ENG204A Honors Literary Analysis and Composition II	D-ENG-204AV1-K	\$42.00	\$16.50	\$90.00
ENG204B Honors Literary Analysis and Composition II	D-ENG-204BV1-K	\$42.00	\$16.50	\$90.00
ENG206A-AVT English II	D-ENG-206AV1-AVT	\$42.00	\$16.50	\$23.50
ENG206AG Literary Analysis and Composition II	D-ENG-206AVG1-K	\$42.00	\$16.50	\$35.00
ENG206A English 10	D-ENG-206AV2-K	\$42.00	\$16.50	\$40.00
ENG206B-AVT English II	D-ENG-206BV1-AVT	\$42.00	\$16.50	\$23.50
ENG206BG Literary Analysis and Composition II	D-ENG-206BVG1-K	\$42.00	\$16.50	\$35.00
ENG206B English 10	D-ENG-206BV2-K	\$42.00	\$16.50	\$40.00
ENG302A American Literature	D-ENG-302AV1-K	\$42.00	\$16.50	\$45.00
ENG302B American Literature	D-ENG-302BV1-K	\$42.00	\$16.50	\$45.00
ENG303A American Literature	D-ENG-303AV1-K	\$42.00	\$16.50	\$55.00
ENG303B American Literature	D-ENG-303BV1-K	\$42.00	\$16.50	\$55.00
ENG304A Honors American Literature	D-ENG-304AV1-K	\$42.00	\$16.50	\$55.00
ENG304B Honors American Literature	D-ENG-304BV1-K	\$42.00	\$16.50	\$55.00
ENG306A-AVT English III	D-ENG-306AV2-AVT	\$42.00	\$16.50	\$30.00
ENG306AG American Literature	D-ENG-306AVG1-K	\$42.00	\$16.50	\$45.00
ENG306B-AVT English III	D-ENG-306BV2-AVT	\$42.00	\$16.50	\$30.00
ENG306BG American Literature	D-ENG-306BVG1-K	\$42.00	\$16.50	\$45.00
ENG402A British and World Literature	D-ENG-402AV1-K	\$42.00	\$16.50	\$135.00
ENG402B British and World Literature	D-ENG-402BV1-K	\$42.00	\$16.50	\$135.00

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WAR Catalan Title	V42 Carrage Carda	LMS	LMS	Materials/
K12 Catalog Title	K12 Course Code	Upfront	Monthly	Course
ENG403A British and World Literature	D-ENG-403AV1-K	\$42.00	\$16.50	\$127.00
ENG403B British and World Literature	D-ENG-403BV1-K	\$42.00	\$16.50	\$127.00
ENG404A Honors British and World	D-ENG-404AV1-K	\$42.00	\$16.50	\$127.00
Literature		+	7-0.00	7
ENG404B Honors British and World Literature	D-ENG-404BV1-K	\$42.00	\$16.50	\$127.00
ENG406A-AVT English IV	D-ENG-406AV1-AVT	\$42.00	\$16.50	\$19.00
ENG406AG British and World Literature	D-ENG-406AVG1-K	\$42.00	\$16.50	\$135.00
ENG406B-AVT English IV	D-ENG-406BV1-AVT	\$42.00	\$16.50	\$19.00
ENG406BG British and World Literature	D-ENG-406BVG1-K	\$42.00	\$16.50	\$135.00
ENG500A AP(R) English Language and Composition	D-ENG-500AV1-K	\$42.00	\$16.50	\$185.00
ENG500B AP(R) English Language and Composition	D-ENG-500BV1-K	\$42.00	\$16.50	\$185.00
ENG510A AP(R) English Literature and Composition	D-ENG-510AV1-K	\$42.00	\$16.50	\$275.00
ENG510B AP(R) English Literature and Composition	D-ENG-510BV1-K	\$42.00	\$16.50	\$275.00
English I A-AVT	D-AV-ENG1a-HS-U13	\$42.00	\$16.50	\$20.50
English I B-AVT	D-AV-ENG1b-HS-U13	\$42.00	\$16.50	\$20.50
English II A-AVT	D-AV-ENG2a-HS-U12	\$42.00	\$16.50	\$19.00
English II B-AVT	D-AV-ENG2b-HS-U12	\$42.00	\$16.50	\$19.00
English III A-AVT	D-AV-ENG3a-HS-U12	\$42.00	\$16.50	\$30.00
English III B-AVT	D-AV-ENG3b-HS-U12	\$42.00	\$16.50	\$30.00
English IV A-AVT	D-AV-ENG4a-HS-U13	\$42.00	\$16.50	\$8.00
English IV B-AVT	D-AV-ENG4b-HS-U13	\$42.00	\$16.50	\$8.00
Environmental Science A-AVT	D-AV-ENVSCIa-HS-A07	\$42.00	\$16.50	\$153.00
Environmental Science B-AVT	D-AV-ENVSCIb-HS-A07	\$42.00	\$16.50	\$153.00
HST102A World History	D-HST-102AV2-K	\$42.00	\$16.50	\$130.00
HST102B World History	D-HST-102BV2-K	\$42.00	\$16.50	\$130.00
HST103A World History	D-HST-103AV2-K	\$42.00	\$16.50	\$130.00
HST103B World History	D-HST-103BV2-K	\$42.00	\$16.50	\$130.00
HST104A Honors World History	D-HST-104AV1-K	\$42.00	\$16.50	\$130.00
HST104B Honors World History	D-HST-104BV1-K	\$42.00	\$16.50	\$130.00
HST106AG World History	D-HST-106AVG1-K	\$42.00	\$16.50	\$130.00
HST106BG World History	D-HST-106BVG1-K	\$42.00	\$16.50	\$130.00
HST202A Modern World Studies	D-HST-202AV1-K	\$42.00	\$16.50	\$110.00
HST202B Modern World Studies	D-HST-202BV1-K	\$42.00	\$16.50	\$110.00
HST203A Modern World Studies	D-HST-203AV1-K	\$42.00	\$16.50	\$110.00
HST203B Modern World Studies	D-HST-203BV1-K	\$42.00	\$16.50	\$110.00

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V12 Catalog Title	V12 Course Code	LMS	LMS	Materials/
K12 Catalog Title	K12 Course Code	Upfront	Monthly	Course
HST204A Honors Modern World Studies	D-HST-204AV1-K	\$42.00	\$16.50	\$110.00
HST204B Honors Modern World Studies	D-HST-204BV1-K	\$42.00	\$16.50	\$110.00
HST206AG Modern World Studies	D-HST-206AVG1-K	\$42.00	\$16.50	\$110.00
HST206BG Modern World Studies	D-HST-206BVG1-K	\$42.00	\$16.50	\$110.00
HST230 Oklahoma State History	D-HST-230V1OK-K	\$42.00	\$16.50	\$107.00
HST302A US History	D-HST-302AV1-K	\$42.00	\$16.50	\$125.00
HST302B US History	D-HST-302BV1-K	\$42.00	\$16.50	\$125.00
HST303A US History	D-HST-303AV1-K	\$42.00	\$16.50	\$125.00
HST303B US History	D-HST-303BV1-K	\$42.00	\$16.50	\$125.00
HST304A Honors US History	D-HST-304AV1-K	\$42.00	\$16.50	\$125.00
HST304B Honors US History	D-HST-304BV1-K	\$42.00	\$16.50	\$125.00
HST306AG US History	D-HST-306AVG1-K	\$42.00	\$16.50	\$125.00
HST306BG US History	D-HST-306BVG1-K	\$42.00	\$16.50	\$125.00
HST312A Modern US History	D-HST-312AV1-K	\$42.00	\$16.50	\$125.00
HST312B Modern US History	D-HST-312BV1-K	\$42.00	\$16.50	\$125.00
HST313A Modern US History	D-HST-313AV1-K	\$42.00	\$16.50	\$125.00
HST313B Modern US History	D-HST-313BV1-K	\$42.00	\$16.50	\$125.00
HST314A Honors Modern US History	D-HST-314AV1-K	\$42.00	\$16.50	\$125.00
HST314B Honors Modern US History	D-HST-314BV1-K	\$42.00	\$16.50	\$125.00
HST316AG Modern US History	D-HST-316AVG1-K	\$42.00	\$16.50	\$125.00
HST316BG Modern US History	D-HST-316BVG1-K	\$42.00	\$16.50	\$125.00
HST500A AP(R) US History	D-HST-500AV2-A	\$42.00	\$16.50	\$125.00
HST500B AP(R) US History	D-HST-500BV2-A	\$42.00	\$16.50	\$125.00
HST510-CEN AP® US Government and Politics	D-HST-510V1-CEN	\$42.00	\$16.50	\$199.00
HST520 AP(R) Macroeconomics	D-HST-520V1-K	\$42.00	\$16.50	\$204.00
HST530 AP(R) Microeconomics	D-HST-530V1-K	\$42.00	\$16.50	\$204.00
HST540 AP(R) Psychology	D-HST-540V1-K	\$42.00	\$16.50	\$150.00
HST540A AP(R) Psychology CA	D-HST-540AV1CA-K	\$42.00	\$16.50	\$150.00
HST540B AP(R) Psychology CA	D-HST-540BV1CA-K	\$42.00	\$16.50	\$150.00
Journalism-AVT	D-AV-JOURNs-HS-A04	\$42.00	\$16.50	\$47.00
MTH107A Developmental Algebra	D-MTH-107AV1-K	\$42.00	\$16.50	\$75.00
MTH107B Developmental Algebra	D-MTH-107BV1-K	\$42.00	\$16.50	\$75.00
MTH112A Pre-Algebra	D-MTH-112AV1-K	\$42.00	\$16.50	\$75.00
MTH112B Pre-Algebra	D-MTH-112BV1-K	\$42.00	\$16.50	\$75.00
MTH113A Pre-Algebra	D-MTH-113AV1-K	\$42.00	\$16.50	\$75.00
MTH113B Pre-Algebra	D-MTH-113BV1-K	\$42.00	\$16.50	\$75.00
MTH116AG Pre-Algebra	D-MTH-116AVG1-K	\$42.00	\$16.50	\$75.00

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K12 Catalog Title	K12 Course Code	LMS	LMS	Materials/
		Upfront	Monthly	Course
MTH116BG Pre-Algebra	D-MTH-116BVG1-K	\$42.00	\$16.50	\$75.00
MTH122A Algebra I	D-MTH-122AV2-K	\$42.00	\$16.50	\$75.00
MTH122B Algebra I	D-MTH-122BV2-K	\$42.00	\$16.50	\$75.00
MTH123A Algebra I	D-MTH-123AV2-K	\$42.00	\$16.50	\$75.00
MTH123B Algebra I	D-MTH-123BV2-K	\$42.00	\$16.50	\$75.00
MTH124A Honors Algebra I	D-MTH-124AV2-K	\$42.00	\$16.50	\$75.00
MTH124B Honors Algebra I	D-MTH-124BV2-K	\$42.00	\$16.50	\$75.00
MTH126AG Algebra I	D-MTH-126AVG1-K	\$42.00	\$16.50	\$75.00
MTH126BG Algebra I	D-MTH-126BVG1-K	\$42.00	\$16.50	\$75.00
MTH146A-AVT Integrated Mathematics I	D-MTH-146AV1-K	\$42.00	\$16.50	\$42.00
MTH146B-AVT Integrated Mathematics I	D-MTH-146BV1-K	\$42.00	\$16.50	\$42.00
MTH148A Integrated Mathematics I	D-MTH-148AV1-K	\$42.00	\$16.50	\$42.00
MTH148B Integrated Mathematics I	D-MTH-148BV1-K	\$42.00	\$16.50	\$42.00
MTH202A Geometry	D-MTH-202AV1-K	\$42.00	\$16.50	\$85.00
MTH202B Geometry	D-MTH-202BV1-K	\$42.00	\$16.50	\$85.00
MTH203A Geometry	D-MTH-203AV1-K	\$42.00	\$16.50	\$85.00
MTH203B Geometry	D-MTH-203BV1-K	\$42.00	\$16.50	\$85.00
MTH204A Honors Geometry	D-MTH-204AV1-K	\$42.00	\$16.50	\$85.00
MTH204B Honors Geometry	D-MTH-204BV1-K	\$42.00	\$16.50	\$85.00
MTH206AG Geometry	D-MTH-206AVG1-K	\$42.00	\$16.50	\$85.00
MTH206BG Geometry	D-MTH-206BVG1-K	\$42.00	\$16.50	\$85.00
MTH207A Continuing Algebra	D-MTH-207AV1-K	\$42.00	\$16.50	\$75.00
MTH207B Continuing Algebra	D-MTH-207BV1-K	\$42.00	\$16.50	\$75.00
MTH246A-AVT Integrated Mathematics II	D-MTH-246AV1-AVT	\$42.00	\$16.50	\$45.00
MTH246B-AVT Integrated Mathematics II	D-MTH-246BV1-AVT	\$42.00	\$16.50	\$45.00
MTH346A-AVT Integrated Mathematics III	D-MTH-346AV1-AVT	\$42.00	\$16.50	\$54.00
MTH346B-AVT Integrated Mathematics III	D-MTH-346BV1-AVT	\$42.00	\$16.50	\$54.00
MTH248A Integrated Mathematics II	D-MTH-248AV1-K	\$42.00	\$16.50	\$45.00
MTH248B Integrated Mathematics II	D-MTH-248BV1-K	\$42.00	\$16.50	\$45.00
MTH302A Algebra II	D-MTH-302AV1-K	\$42.00	\$16.50	\$85.00
MTH302B Algebra II	D-MTH-302BV1-K	\$42.00	\$16.50	\$85.00
MTH303A Algebra II	D-MTH-303AV1-K	\$42.00	\$16.50	\$85.00
MTH303B Algebra II	D-MTH-303BV1-K	\$42.00	\$16.50	\$85.00
MTH304A Honors Algebra II	D-MTH-304AV1-K	\$42.00	\$16.50	\$85.00
MTH304B Honors Algebra II	D-MTH-304BV1-K	\$42.00	\$16.50	\$85.00
MTH306AG Algebra II	D-MTH-306AVG1-K	\$42.00	\$16.50	\$85.00
MTH306BG Algebra II	D-MTH-306BVG1-K	\$42.00	\$16.50	\$85.00

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K12 Catalog Title	K12 Course Code	LMS	LMS	Materials/
KIZ Catalog Title	R12 Course Couc	Upfront	Monthly	Course
MTH307A Practical Math	D-MTH-307AV1-K	\$42.00	\$16.50	\$11.00
MTH307A Practical Math CR OH	D-MTH-307AV1CROH-K	\$42.00	\$16.50	\$11.00
MTH307B Practical Math	D-MTH-307BV1-K	\$42.00	\$16.50	\$11.00
MTH307B Practical Math CR OH	D-MTH-307BV1CROH-K	\$42.00	\$16.50	\$11.00
MTH307B Practical Math TX	D-MTH-307BV1TX-K	\$42.00	\$16.50	\$11.00
MTH348A Integrated Mathematics III	D-MTH-348AV1-K	\$42.00	\$16.50	\$54.00
MTH348B Integrated Mathematics III	D-MTH-348BV1-K	\$42.00	\$16.50	\$54.00
MTH500A AP(R) Calculus AB	D-MTH-500AV2-K	\$42.00	\$16.50	\$170.00
MTH500B AP(R) Calculus AB	D-MTH-500BV2-K	\$42.00	\$16.50	\$170.00
MTH520A AP(R) Calculus BC	D-MTH-520AV2-K	\$42.00	\$16.50	\$170.00
MTH520B AP(R) Calculus BC	D-MTH-520BV2-K	\$42.00	\$16.50	\$170.00
ORN010 Online Learning	D-ORN-010V3-K	\$0.00	\$0.00	No Materials
ORN030 Introduction to Online Learning	D-ORN-030V1-K	\$0.00	\$0.00	No Materials
ORN100 Advisory SM5 Finding Your Path I	D-ORN-100ADVSM5V1-K	\$60.00	\$0.00	No Materials
ORN100 Finding Your Path I	D-ORN-100V1-K	\$55.00	\$0.00	No Materials
ORN200 Advisory SM5 Finding Your Path II	D-ORN-200ADVSM5V1-K	\$60.00	\$0.00	No Materials
ORN200 Finding Your Path II	D-ORN-200V1-K	\$55.00	\$0.00	No Materials
ORN300 Advisory SM5 Finding Your Path III	D-ORN-300ADVSM5V1-K	\$60.00	\$0.00	No Materials
ORN300 Finding Your Path III	D-ORN-300V1-K	\$55.00	\$0.00	No Materials
ORN400 Advisory SM5 Finding Your Path IV	D-ORN-400ADVSM5V1-K	\$60.00	\$0.00	No Materials
ORN400 Finding Your Path IV	D-ORN-400V1-K	\$55.00	\$0.00	No Materials
SCI102A Integrated Chemistry-Physics IN	D-SCI-102AV1IN-K	\$42.00	\$16.50	\$275.00
SCI102A Physical Science	D-SCI-102AV1-K	\$42.00	\$16.50	\$275.00
SCI102B Integrated Chemistry-Physics IN	D-SCI-102BV1IN-K	\$42.00	\$16.50	\$275.00
SCI102B Physical Science	D-SCI-102BV1-K	\$42.00	\$16.50	\$275.00
SCI106AG Integrated Chemistry-Physics IN	D-SCI-106AVG1IN-K	\$42.00	\$16.50	\$275.00
SCI106AG Physical Science	D-SCI-106AVG1-K	\$42.00	\$16.50	\$275.00
SCI106BG Integrated Chemistry-Physics IN	D-SCI-106BVG1IN-K	\$42.00	\$16.50	\$275.00
SCI106BG Physical Science	D-SCI-106BVG1-K	\$42.00	\$16.50	\$275.00
SCI112A Earth Science	D-SCI-112AV1-K	\$42.00	\$16.50	\$250.00
SCI112B Earth Science	D-SCI-112BV1-K	\$42.00	\$16.50	\$250.00
SCI113A Earth Science	D-SCI-113AV1-K	\$42.00	\$16.50	\$250.00
SCI113B Earth Science	D-SCI-113BV1-K	\$42.00	\$16.50	\$250.00
SCI114A Honors Earth Science	D-SCI-114AV1-K	\$42.00	\$16.50	\$250.00
SCI114B Honors Earth Science	D-SCI-114BV1-K	\$42.00	\$16.50	\$250.00
SCI116AG Earth Science	D-SCI-116AVG1-K	\$42.00	\$16.50	\$50.00
SCI116BG Earth Science	D-SCI-116BVG1-K	\$42.00	\$16.50	\$50.00

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K12 Catalog Title	K12 Course Code	LMS	LMS	Materials/
	N22 COU.50 COUC	Upfront	Monthly	Course
SCI202A Biology	D-SCI-202AV1-K	\$42.00	\$16.50	\$295.00
SCI202B Biology	D-SCI-202BV1-K	\$42.00	\$16.50	\$295.00
SCI203A Biology	D-SCI-203AV1-K	\$42.00	\$16.50	\$295.00
SCI203B Biology	D-SCI-203BV1-K	\$42.00	\$16.50	\$295.00
SCI204A Honors Biology	D-SCI-204AV1-K	\$42.00	\$16.50	\$295.00
SCI204B Honors Biology	D-SCI-204BV1-K	\$42.00	\$16.50	\$295.00
SCI206AG Biology	D-SCI-206AVG1-K	\$42.00	\$16.50	\$57.00
SCI206BG Biology	D-SCI-206BVG1-K	\$42.00	\$16.50	\$57.00
SCI302A Chemistry	D-SCI-302AV1-K	\$42.00	\$16.50	\$450.00
SCI302B Chemistry	D-SCI-302BV1-K	\$42.00	\$16.50	\$450.00
SCI303A Chemistry	D-SCI-303AV1-K	\$42.00	\$16.50	\$450.00
SCI303B Chemistry	D-SCI-303BV1-K	\$42.00	\$16.50	\$450.00
SCI304A Honors Chemistry	D-SCI-304AV1-K	\$42.00	\$16.50	\$450.00
SCI304B Honors Chemistry	D-SCI-304BV1-K	\$42.00	\$16.50	\$450.00
SCI304B Honors Chemistry NC	D-SCI-304BV1NC-K	\$42.00	\$16.50	\$450.00
SCI306AG Chemistry	D-SCI-306AVG1-K	\$42.00	\$16.50	\$72.00
SCI306BG Chemistry	D-SCI-306BVG1-K	\$42.00	\$16.50	\$72.00
SCI403A Physics	D-SCI-403AV1-K	\$42.00	\$16.50	\$275.00
SCI403B Physics	D-SCI-403BV1-K	\$42.00	\$16.50	\$275.00
SCI404A Honors Physics	D-SCI-404AV1-K	\$42.00	\$16.50	\$275.00
SCI404B Honors Physics	D-SCI-404BV1-K	\$42.00	\$16.50	\$275.00
SCI510A AP(R) Chemistry	D-SCI-510AV2-A	\$42.00	\$16.50	\$0.00*
SCI510B AP(R) Chemistry	D-SCI-510BV2-A	\$42.00	\$16.50	\$0.00*
SCI530A-CEN AP(R) Environmental Science	D-SCI-530AV1-CEN	\$42.00	\$16.50	\$239.00
SCI530B-CEN AP(R) Environmental Science	D-SCI-530BV1-CEN	\$42.00	\$16.50	\$239.00
WAH100 Washington State History	D-WAH-100V1-K	\$42.00	\$16.50	\$64.00
WLG100A Spanish I	D-WLG-100AV1-M	\$42.00	\$16.50	\$15.00
WLG100B Spanish I	D-WLG-100BV1-M	\$42.00	\$16.50	\$15.00
WLG106A-AVT Spanish I	D-WLG-106AV1-AVT	\$42.00	\$16.50	\$15.00
WLG106B-AVT Spanish I	D-WLG-106BV1-AVT	\$42.00	\$16.50	\$15.00
WLG110A French I	D-WLG-110AV1-M	\$42.00	\$16.50	\$45.00
WLG110B French I	D-WLG-110BV1-M	\$42.00	\$16.50	\$45.00
WLG120A German I	D-WLG-120AV1-M	\$42.00	\$16.50	\$50.00
WLG120B German I	D-WLG-120BV1-M	\$42.00	\$16.50	\$50.00
WLG130A Latin I	D-WLG-130AV1-M	\$42.00	\$16.50	\$15.00
WLG130B Latin I	D-WLG-130BV1-M	\$42.00	\$16.50	\$15.00
WLG140A Chinese I	D-WLG-140AV1-M	\$42.00	\$16.50	\$25.00

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K12 Catalog Title	K12 Course Code	LMS	LMS	Materials/
K12 Catalog Title	K12 Course Code	Upfront	Monthly	Course
WLG140B Chinese I	D-WLG-140BV1-M	\$42.00	\$16.50	\$25.00
WLG150A-AVT Japanese I	D-WLG-150AV1-AVT	\$42.00	\$16.50	\$12.00
WLG150B-AVT Japanese I	D-WLG-150BV1-AVT	\$42.00	\$16.50	\$12.00
WLG200A Spanish II	D-WLG-200AV1-M	\$42.00	\$16.50	\$15.00
WLG200B Spanish II	D-WLG-200BV1-M	\$42.00	\$16.50	\$15.00
WLG210A French II	D-WLG-210AV1-M	\$42.00	\$16.50	\$45.00
WLG210B French II	D-WLG-210BV1-M	\$42.00	\$16.50	\$45.00
WLG220A German II	D-WLG-220AV1-M	\$42.00	\$16.50	\$50.00
WLG220B German II	D-WLG-220BV1-M	\$42.00	\$16.50	\$50.00
WLG230A Latin II	D-WLG-230AV1-M	\$42.00	\$16.50	\$15.00
WLG230B Latin II	D-WLG-230BV1-M	\$42.00	\$16.50	\$15.00
WLG240A Chinese II	D-WLG-240AV1-M	\$42.00	\$16.50	\$25.00
WLG240B Chinese II	D-WLG-240BV1-M	\$42.00	\$16.50	\$25.00
WLG250A-AVT Japanese II	D-WLG-250AV1-AVT	\$42.00	\$16.50	\$12.00
WLG250B-AVT Japanese II	D-WLG-250BV1-AVT	\$42.00	\$16.50	\$12.00
WLG300A Spanish III	D-WLG-300AV1-M	\$42.00	\$16.50	\$15.00
WLG300B Spanish III	D-WLG-300BV1-M	\$42.00	\$16.50	\$15.00
WLG310A French III	D-WLG-310AV1-M	\$42.00	\$16.50	\$45.00
WLG310B French III	D-WLG-310BV1-M	\$42.00	\$16.50	\$45.00
WLG320A-AVT German III	D-WLG-320AV1-AVT	\$42.00	\$16.50	\$50.00
WLG320B-AVT German III	D-WLG-320BV1-AVT	\$42.00	\$16.50	\$50.00
WLG400A-AVT Spanish IV	D-WLG-400AV1-AVT	\$42.00	\$16.50	\$15.00
WLG400B-AVT Spanish IV	D-WLG-400BV1-AVT	\$42.00	\$16.50	\$15.00
WLG410A-AVT French IV	D-WLG-410AV1-AVT	\$42.00	\$16.50	\$45.00
WLG410B-AVT French IV	D-WLG-410BV1-AVT	\$42.00	\$16.50	\$45.00
WLG420A-AVT German IV	D-WLG-420AV1-AVT	\$42.00	\$16.50	\$50.00
WLG420B-AVT German IV	D-WLG-420BV1-AVT	\$42.00	\$16.50	\$50.00
WLG500A AP(R) Spanish Language and	D-WLG-500AV1-M	\$42.00	\$16.50	\$15.00
Culture	D-WLG-SOUAVI-IVI	342.00	\$10.50	\$15.00
WLG500B AP(R) Spanish Language and	D-WLG-500BV1-M	\$42.00	\$16.50	\$15.00
Culture WLG510A AP(R) French Language and				
Culture	D-WLG-510AV1-M	\$42.00	\$16.50	\$45.00
WLG510B AP(R) French Language and Culture	D-WLG-510BV1-M	\$42.00	\$16.50	\$45.00
World Languages and Culture-AVT	D-AV-WLANG6s-MS-A08	\$30.00	\$20.00	\$0.00
CAR002 Career Cruising Platform	D-CAR002	\$10.00	\$0.00	\$0.00
S. M. COZ Career Craising Flatform	K12 Summit Curriculum	710.00	70.00	70.00
ENG108A English 9	D-ENG-108AV1	\$42.00	\$16.50	\$90.00
		7 .2.00	7 2 3 . 3 0	755.00

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ENG108B English 9	D-ENG-108BV1	\$42.00	\$16.50	\$90.00
ENG109A English 9 Honors	D-ENG-109AV1	\$42.00	\$16.50	\$99.00
ENG109B English 9 Honors	D-ENG-109BV1	\$42.00	\$16.50	\$99.00
ENG208A English 10	D-ENG-208AV1	\$42.00	\$16.50	\$90.00
ENG208B English 10	D-ENG-208BV1	\$42.00	\$16.50	\$90.00
ENG209A English 10 Honors	D-ENG-209AV1	\$42.00	\$16.50	\$99.00
ENG209B English 10 Honors	D-ENG-209BV1	\$42.00	\$16.50	\$99.00
MTH128A Algebra 1	D-MTH-128AV1	\$42.00	\$16.50	\$75.00
MTH128B Algebra 1	D-MTH-128BV1	\$42.00	\$16.50	\$75.00
MTH129A Algebra 1 Honors	D-MTH-129AV1	\$42.00	\$16.50	\$75.00
MTH129B Algebra 1 Honors	D-MTH-129BV1	\$42.00	\$16.50	\$75.00
MTH208A Geometry	D-MTH-208AV1	\$42.00	\$16.50	\$85.00
MTH208B Geometry	D-MTH-208BV1	\$42.00	\$16.50	\$85.00
MTH209A Geometry Honors	D-MTH-209AV1	\$42.00	\$16.50	\$85.00
MTH209B Geometry Honors	D-MTH-209BV1	\$42.00	\$16.50	\$85.00
MTH308A Algebra 2	D-MTH-308AV1	\$42.00	\$16.50	\$85.00
MTH308B Algebra 2	D-MTH-308BV1	\$42.00	\$16.50	\$85.00
MTH309A Algebra 2 Honors	D-MTH-309AV1	\$42.00	\$16.50	\$85.00
MTH309B Algebra 2 Honors	D-MTH-309BV1	\$42.00	\$16.50	\$85.00

Special Note for Middle School Courses – In the event that a student is enrolled in a course that is divided into two semesters (e.g. Science 6A-AVT and Science 6B-AVT) and was billed the \$60 upfront fee for the first semester, they will not incur the \$60 upfront fee for the second semester of the same course.

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^{*}Various courses are material optional based on school discretion.

^{*}Course and Materials are subject to additions or deletions throughout the year based on school requirements and course availability.



K12 Curriculum for Middle School

Unless otherwise noted below, Middle School courses and materials are billed according to the billing schedule found on page 5 of this document. The following courses are identified in the table below because they contain unique pricing (e.g. semester billing or unique materials pricing). Course customizations not listed in the table below are priced the same as the original "master" version. This is not the exhaustive list of Middle School courses available to our schools and is subject to change.

Please Note that not all courses are available in all states. Please consult your K12 Regional Vice President and/or Regional Support Team for assistance selecting courses.

K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	Materials/Course
Art 6-AVT	D-AV-ART6s-MS-A08	\$30.00	\$20.00	\$0.00
Art 7-AVT	D-AV-ART7s-MS-A08	\$30.00	\$20.00	\$0.00
Art 8-AVT	D-AV-ART8s-MS-A08	\$30.00	\$20.00	\$0.00
M/J Language Arts 3 A-AVT	D-AV-ENG1a-MS-FL11	\$30.00	\$10.00	\$0.00
M/J Language Arts 3 B-AVT	D-AV-ENG1b-MS-FL11	\$30.00	\$10.00	\$0.00
Math 7A-AVT	D-AV-MATH7a-MS-A08	\$30.00	\$20.00	\$0.00
Math 7B-AVT	D-AV-MATH7b-MS-A08	\$30.00	\$20.00	\$0.00
Math 8A-AVT	D-AV-MATH8a-MS-A08	\$30.00	\$20.00	\$0.00
Math 8B-AVT	D-AV-MATH8b-MS-A08	\$30.00	\$20.00	\$0.00
MJ Reading 3A-AVT	D-AV-ENG1Ra-MS-FL11	\$30.00	\$10.00	\$0.00
MJ Reading 3B-AVT	D-AV-ENG1Rb-MS-FL11	\$30.00	\$10.00	\$0.00
MS Family and Consumer Science-AVT	D-AV-FAMSCIs-MS-U11	\$30.00	\$20.00	\$0.00
German Elementary Year 1	DEEY1	\$60.00	\$20.00	No Materials
German Elementary Year 2	DEEY2	\$60.00	\$20.00	No Materials
Spanish Elementary Year 1	ESEY1	\$60.00	\$20.00	No Materials
Spanish Elementary Year 2	ESEY2	\$60.00	\$20.00	No Materials
French Elementary Year 1	FREY1	\$60.00	\$20.00	No Materials
French Elementary Year 2	FREY2	\$60.00	\$20.00	No Materials
Latin Elementary Year 1	LNEY1	\$60.00	\$20.00	No Materials
Latin Middle School 2 - AG*	LNMY2-AG-MIL	\$60.00	\$20.00	No Materials
TX Computer Literacy	CALMS1816	\$60.00	\$20.00	No Materials
Chinese Middle School 1 - AG	CNMY1-AG-V2-MIL	\$60.00	\$20.00	No Materials
Chinese Middle School 1 - TG	CNMY1-TG-V3-MIL	\$60.00	\$20.00	No Materials
Chinese Middle School 2 - AG	CNMY2-AG-V2-MIL	\$60.00	\$20.00	No Materials
Chinese Middle School 2 - TG	CNMY2-TG-V3-MIL	\$60.00	\$20.00	No Materials
German Middle School 1 - AG	DEMY1-AG-V2-MIL	\$60.00	\$20.00	No Materials
German Middle School 1 - TG	DEMY1-TG-V3-MIL	\$60.00	\$20.00	No Materials

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K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	Materials/Course
German Middle School 2 - AG	DEMY2-AG-V2-MIL	\$60.00	\$20.00	No Materials
German Middle School 2 - TG	DEMY2-TG-V3-MIL	\$60.00	\$20.00	No Materials
HST06A OH Social Studies 6	D-HST-06AV1OH-K	\$60.00	\$20.00	No Materials
HST06B OH Social Studies 6	D-HST-06BV1OH-K	\$60.00	\$20.00	No Materials
HST08A OH Social Studies 8	D-HST-08AV1OH-K	\$60.00	\$20.00	No Materials
HST08B OH Social Studies 8	D-HST-08BV1OH-K	\$60.00	\$20.00	No Materials
Grade 6 Language Arts A-AVT	D-AV-LANART6a-MS-U14	\$60.00	\$20.00	\$9.00
Grade 6 Language Arts B-AVT	D-AV-LANART6b-MS-U14	\$60.00	\$20.00	\$9.00
Grade 7 Language Arts A-AVT	D-AV-LANART7a-MS-U14	\$60.00	\$20.00	\$13.00
Grade 7 Language Arts B-AVT	D-AV-LANART7b-MS-U14	\$60.00	\$20.00	\$13.00
Grade 8 Language Arts A-AVT	D-AV-LANART8a-MS-U14	\$60.00	\$20.00	\$17.00
Grade 8 Language Arts B-AVT	D-AV-LANART8b-MS-U14	\$60.00	\$20.00	\$17.00
Grade 6 Language Arts A-AVT	D-AV-LANART6a-MS-U14	\$60.00	\$20.00	\$9.00
MTH06A Fundamentals of Geometry and Algebra	D-MTH-06AV1-K	\$60.00	\$20.00	No Materials
MTH06B Fundamentals of Geometry and Algebra	D-MTH-06BV1-K	\$60.00	\$20.00	No Materials
MTH08A Algebra	D-MTH-08AV1-K	\$60.00	\$20.00	No Materials
MTH08B Algebra	D-MTH-08BV1-K	\$60.00	\$20.00	No Materials
Physical Education 6-AVT	D-AV-PHYSED6s-MS-A08	\$30.00	\$20.00	\$0.00
Physical Education 7-AVT	D-AV-PHYSED7s-MS-A08	\$30.00	\$20.00	\$0.00
Physical Education 8-AVT	D-AV-PHYSED8s-MS-A08	\$30.00	\$20.00	\$0.00
Spanish Middle School 1 - AG	ESMY1-AG-V2-MIL	\$60.00	\$20.00	No Materials
Spanish Middle School 1 - TG	ESMY1-TG-V3-MIL	\$60.00	\$20.00	No Materials
Spanish Middle School 2 - AG	ESMY2-AG-V2-MIL	\$60.00	\$20.00	No Materials
Spanish Middle School 2 - TG	ESMY2-TG-V3-MIL	\$60.00	\$20.00	No Materials
French Middle School 1 - AG	FRMY1-AG-V2-MIL	\$60.00	\$20.00	No Materials
French Middle School 1 - TG	FRMY1-TG-V3-MIL	\$60.00	\$20.00	No Materials
French Middle School 2 - AG	FRMY2-AG-V2-MIL	\$60.00	\$20.00	No Materials
French Middle School 2 - TG	FRMY2-TG-V3-MIL	\$60.00	\$20.00	No Materials
Latin Middle School 1 - AG	LNMY1-AG-V2-MIL	\$60.00	\$20.00	No Materials
Latin Middle School 1 - TG	LNMY1-TG-V3-MIL	\$60.00	\$20.00	No Materials
Latin Middle School 2 - AG	LNMY2-AG-V2-MIL	\$60.00	\$20.00	No Materials
Latin Middle School 2 - TG	LNMY2-TG-V3-MIL	\$60.00	\$20.00	No Materials
Science 6A-AVT	D-AV-SCI6a-MS-A08	\$30.00	\$20.00	\$0.00
Science 6B-AVT	D-AV-SCI6b-MS-A08	\$30.00	\$20.00	\$0.00
Science 7A-AVT	D-AV-SCI7a-MS-A08	\$30.00	\$20.00	\$0.00
Science 7B-AVT	D-AV-SCI7b-MS-A08	\$30.00	\$20.00	\$0.00

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K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	Materials/Course
Science 8A-AVT	D-AV-SCI8a-MS-A08	\$30.00	\$20.00	\$0.00
Science 8B-AVT	D-AV-SCI8b-MS-A08	\$30.00	\$20.00	\$0.00
Social Studies 6A-AVT	D-AV-SOCST6a-MS-A08	\$30.00	\$20.00	\$0.00
Social Studies 6B-AVT	D-AV-SOCST6b-MS-A08	\$30.00	\$20.00	\$0.00
Social Studies 7A-AVT	D-AV-SOCST7a-MS-A08	\$30.00	\$20.00	\$0.00
Social Studies 7B-AVT	D-AV-SOCST7b-MS-A08	\$30.00	\$20.00	\$0.00
Social Studies 8A-AVT	D-AV-SOCST8a-MS-A08	\$30.00	\$20.00	\$0.00
Social Studies 8B-AVT	D-AV-SOCST8b-MS-A08	\$30.00	\$20.00	\$0.00
SCI06A MS Earth Science	D-SCI-06AV1-K	\$30.00	\$20.00	See pg 5
SCI06 MS Earth Science	D-SCI06BV1-K	\$30.00	\$20.00	See pg 5
Grade 6 Fundamentals of Geometry and Algebra A-AVT	D-AV-MATH6a-MS-U14	\$30.00	\$20.00	\$0.00
Grade 6 Fundamentals of Geometry and Algebra B-AVT	D-AV-MATH6b-MS-U14	\$30.00	\$20.00	\$0.00
ENG06A Grade 6 Language Arts	D-ENG-06AV1-K	\$30.00	\$20.00	See pg 5
ENG06B Grade 6 Language Arts	D-ENG-06BV1-K	\$30.00	\$20.00	See pg 5
ENG07A Grade 7 Language Arts	D-ENG-07AV1-K	\$30.00	\$20.00	See pg 5
ENG07A Grade 7 Language Arts	D-ENG-07BV1-K	\$30.00	\$20.00	See pg 5
SCI07A MS Life Science	D-SCI-07AV1-K	\$30.00	\$20.00	See pg 5
SCI07B MS Life Science	D-SCI-07AV1-K	\$30.00	\$20.00	See pg 5
Grade 7 Pre-Algebra A-AVT	D-AV-MATH7a-MS-U14	\$30.00	\$20.00	\$0.00
Grade 7 Pre-Algebra B-AVT	D-AV-MATH7b-MS-U14	\$30.00	\$20.00	\$0.00
Grade 8 Algebra A-AVT	D-AV-MATH8a-MS-U14	\$30.00	\$20.00	\$0.00
Grade 8 Algebra B-AVT	D-AV-MATH8b-MS-U14	\$30.00	\$20.00	\$0.00
ENG08A Grade 8 Language Arts	D-ENG-08AV1-K	\$30.00	\$20.00	See pg 5
ENG08A Grade 8 Language Arts	D-ENG-08BV1-K	\$30.00	\$20.00	See pg 5
SCI08A MS Physical Science	D-SCI-08AV1-K	\$30.00	\$20.00	See pg 5
SCI08B MS Physical Science	D-SCI-08BV1-K	\$30.00	\$20.00	See pg 5
CAR005-DYN Middle School Career Explorations 1	D-CAR-005V1-DYN	\$60.00	\$20.00	\$0.00
CAR007-DYN Middle School Career Explorations 2	D-CAR-007V1-DYN	\$60.00	\$20.00	\$0.00
SCI06A AR Science 6	D-SCI-06AV1AR-K	\$30.00	\$20.00	See pg. 5
SCI06B AR Science 6	D-SCI-06BV1AR-K	\$30.00	\$20.00	See pg. 5
SCI07A AR Science 7	D-SCI-07AV1AR-K	\$30.00	\$20.00	See pg. 5
SCI07B AR Science 7	D-SCI-07BV1AR-K	\$30.00	\$20.00	See pg. 5
SCI08A AR Science 8	D-SCI-08AV1AR-K	\$30.00	\$20.00	See pg. 5
SCI08A NC Science 8	D-SCI-08AV1NC-K	\$30.00	\$20.00	See pg. 5

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K12 Catalog Title	K12 Course Code	LMS Upfront	LMS Monthly	Materials/Course
SCI08A TN Science 8	D-SCI-08AV1TN-K	\$30.00	\$20.00	See pg. 5
TCH08 Computer Literacy	D-TCH-08V1-K	\$60.00	\$20.00	No Materials
TCH08 TX Computer Literacy	D-TCH-08V1TX-K	\$60.00	\$20.00	No Materials

^{*}Various courses are material optional based on school discretion.

Note for Middle School Courses – In the event that a student is enrolled in a course that is divided into two semesters (e.g. Science 6A-AVT and Science 6B-AVT) and was billed the \$60 upfront fee for the first semester, they will not incur the \$60 upfront fee for the second semester of the same course.

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^{*}Course and Materials are subject to additions or deletions throughout the year based on school requirements and course availability

Insight School of Indiana

SY17-18 Insight Accountability Report Card SY18-19 Insight Students First Check In Report SY18-19 and SY19-20 Ascend Assessment Data SY18-19 and SY19-20 Mindplay Assessment Data SY18-19 Insight Assessment Calendar SY18-19 Insight Assessment Calendar SY18-19 Insight Instructional Coaching Report SY18-19 Insight Instructional Coaching SY18-19 Insight Teacher Pulse Check Survey Report SY18-19 Insight Teacher Survey Information SY18-19 TPC Sample Survey SY18-19 TPC Sample Survey SY18-19 TPC Sample Survey SY18-19 TPC Sample Survey SY19-20 Evaluation Process SY19-20 Evaluation Rubric SY19-20 Evaluation Updates Presentation SY19-20 Hoosier MTSS Manual		
Report SY18-19 and SY19-20 Ascend Assessment Data SY18-19 and SY19-20 Mindplay Assessment Data SY18-19 Hoosier MTSS Manual SY18-19 Insight Assessment Calendar SY18-19 Insight Instructional Coaching Report SY18-19 Insight Teacher Pulse Check Survey Report SY18-19 SE Parent and Teacher Survey Information SY18-19 FPC Sample Survey Responses SY19-20 Evaluation Process SY19-20 Evaluation Updates Presentation SY19-20 HANS Evaluation Process SY19-20 HANS Evaluation Process SY19-20 Hoosier MTSS Manual SY19-20 Hoosier MTSS Manual SY19-20 Hoosier MTSS Manual SY19-20 Hoosier MTSS Manual	SY17-18 Insight Accountability Report Card	•
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SY19-20 Evaluation Rubric SY19-20 Evaluation Updates Presentation SY19-20 HANS Evaluation Process SY19-20 Hoosier MTSS Manual	SY19-20 Evaluation Process	•
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SY19-20 HANS Evaluation Process SY19-20 Hoosier MTSS Manual •	SY19-20 Evaluation Updates Presentation	•
SY19-20 Hoosier MTSS Manual	SY19-20 HANS Evaluation Process	•
	SY19-20 Hoosier MTSS Manual	•
SY19-20 Insight 9-12 Instructional Schedule	SY19-20 Insight 9-12 Instructional Schedule	•
SY19-20 Insight Assessment Calendar •	SY19-20 Insight Assessment Calendar	•
SY19-20 Professional Development Calendar	SY19-20 Professional Development Calendar	•
Work Session Preparation •	Work Session Preparation	•