



URBAN ACT
ACADEMY



CHARTER PROPOSAL

A charter school proposal to Ball State University for URBAN ACT Academy in Anderson.

FALL 2026 LAUNCH



Prepared by:

URBAN ACT ACADEMY

Presented to:

BALL STATE UNIVERSITY



COVER SHEET & ENROLLMENT PROJECTION

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

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

Primary contact person: Nigena Livingston

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Email address: nlivingston@urbanact.org

Primary contact for facilities planning: Mark Humphrey

Phone Number: 765-617-0472 **e-mail:** mark.humphrey@urbanact.org

Name of team or entity applying: URBAN ACT Academy

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

| Full Name | Current Job Title and Employer | Position with Proposed School |
|-------------------|--------------------------------|-------------------------------|
| Nigena Livingston | Head of School, URBAN ACT | Head of School |
| Mark Humphrey | Founding Principal, URBAN ACT | Founding Principal |

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

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

Yes No

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

Authorizer(s): N/A

Provide the intended opening year for the proposed school.

| Opening Year | *Geographic Community | Opening Grades | Grade Levels at Full Enrollment |
|--------------|-----------------------|----------------|---------------------------------|
| 2026 | Anderson, IN | K-2 | K-5 |

*Identification of Geographic Community may be as specific as a neighborhood or as general as the school district targeted for school location.

Model or Focus of Proposed School (e.g., Arts, College Prep, Dual-Language, etc.), if any:

Place-based learning

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

Yes No

Proposed Principal/Head of School Information, if known:

Name of proposed Principal Candidate: Mark Humphrey

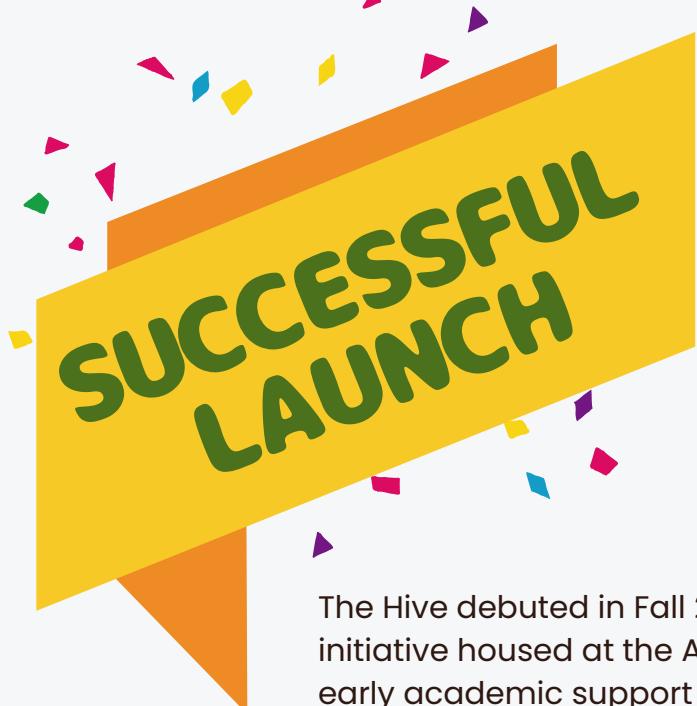
Current employment: URBAN ACT Academy

Daytime phone: 765-617-0472 Cell phone: 765-617-0472

Email: mark.humphrey@urbanact.org

School Enrollment Projection

| Academic Year | Planned Number of Students | Maximum Number of Students | Grade Levels Served |
|----------------------------|----------------------------|----------------------------|---------------------|
| Year 1: 2026-2027 | 75 | 75 | K-2 |
| Year 2: 2027-2028 | 100 | 100 | K-3 |
| Year 3: 2028-2029 | 125 | 125 | K-4 |
| Year 4: 2029-2030 | 150 | 150 | K-5 |
| Year 5: 2030-2031 | 150 | 150 | K-5 |
| At Capacity (specify year) | 150 | 150 | K-5 |



THE HIVE
TUTORING | ANDERSON
BY URBAN ACT

The Hive debuted in Fall 2025—a literacy-focused tutoring initiative housed at the Anderson Impact Center that provides early academic support and builds relationships with local families.

With a current waitlist, over 30+ students enrolled, and Anderson Community Schools spreading the word across their district schools, URBAN ACT Academy is accelerating academic outcomes, nurturing student identity, and serving as a hub for educational and community revitalization.





The Hive Tutoring Program

An URBAN ACT Academy Pre-Launch Initiative

In anticipation of our Fall 2026 school opening, URBAN ACT Academy launched **The Hive**, a community-anchored tutoring initiative at the Anderson Impact Center. This program addresses early literacy needs among local 2nd and 3rd grade students—those most affected by pandemic-related learning loss. Through high-impact, personalized tutoring and targeted family engagement, The Hive aims to significantly accelerate reading proficiency and lay a strong foundation for future academic success.

Key features of **The Hive** include:

- **Targeted Literacy Support:** Small-group and one-on-one tutoring aligned with evidence-based early literacy strategies to close foundational reading gaps.
- **Family Engagement:** Workshops, resources, and direct communication to empower families as partners in their children's literacy journey.
- **Community Collaboration:** A partnership with the Anderson Impact Center ensures a trusted, accessible setting that reinforces our commitment to intentional outreach.

The Hive not only serves the immediate needs of local students but also strengthens URBAN ACT Academy's relationship with the Anderson community. By beginning our engagement a full year prior to opening, we:

- Build trust and visibility with families and Anderson Community Schools;
- Establish a meaningful pre-opening presence; and
- Create a natural pathway into school enrollment with a current list of 30+ enrolled families.



Through this initiative, URBAN ACT Academy models its core mission: cultivating academic excellence and whole-child development through collaborative, community-driven strategies.

SCHOOL NARRATIVE

1) Mission and Vision

Mission: URBAN ACT Academy's mission is to develop and empower students as leaders, globally competitive scholars and informed citizens. At the heart of the school's mission is a commitment to ensuring that every student has the opportunity to succeed. Through a restorative and student-centered learning environment, URBAN ACT Academy will offer personalized learning experiences that cater to the unique needs and strengths of each student. The school aims to equip students with the ability to tackle real-world problems through hands-on, project-based learning, while fostering their intellectual, social, and emotional development. In doing so, URBAN ACT Academy will serve as a transformative space where students from historically underserved communities are prepared to achieve success in college, career, and life.

The mission acknowledges the needs of the community of learners in Anderson.. Whether through personalized instruction, support for English Language Learners (ELL), or the provision of robust special education services, URBAN ACT Academy will strive to meet every student's needs, helping them to develop both the academic and life skills necessary to become active, engaged citizens. The school's mission emphasizes the belief that every child can succeed, and the school will make every effort to provide the environment, resources, and relationships needed to make that success a reality.



Vision: URBAN ACT's vision is to develop critical thinkers, problem solvers, and caring leaders who will use their knowledge, voice, and talents to make positive contributions to their communities. URBAN ACT Academy envisions a future in which students from Anderson take full ownership of their education and growth, becoming active participants in a learning environment that emphasizes collaboration, critical thinking, and community engagement. The school will operate on the principle that education should not only provide students with academic knowledge but also foster their development as well-rounded individuals capable of leadership and problem-solving. Through innovative approaches such as place-based and place-based learning, students will be engaged in real-world challenges that are relevant to their lives and communities, developing critical skills that will prepare them for success in college and beyond.

The long-term vision for URBAN ACT Academy is to create a model of academic excellence where students excel not only in standardized assessments but also in social and emotional learning. The school will be deeply embedded in the local community, forming partnerships with local organizations, businesses, and families to enhance the learning experience and connect students to their surroundings. Over time, URBAN ACT Academy will become known for its ability to produce well-rounded, thoughtful, and civically engaged graduates who are prepared to lead and contribute positively to their communities. Success will be measured not only by academic achievement but also by the students' ability to apply their learning in meaningful ways, demonstrating leadership, empathy, and a commitment to continuous personal and academic growth.

URBAN ACT Academy will also foster a positive school culture where every student feels valued, respected, and supported. Through restorative practices, the school will create a strong sense of community and accountability, helping students resolve conflicts and learn from their experiences.

In this environment, students will be encouraged to develop a growth mindset, where challenges are seen as opportunities for learning, and every success, no matter how small, is celebrated. The school's culture will be grounded in ensuring that all students can see a path to success and have the tools and support needed to achieve it.

Key Elements:

- Community to Be Served: URBAN ACT Academy will serve a broad range of students in Anderson, particularly those who have historically lacked consistent access to high-quality educational opportunities due to factors such as income level, learning differences, or language barriers. The school will intentionally support students who face heightened risks of academic struggle or disengagement, including those with special learning needs, emerging English proficiency, or advanced intellectual potential. By centering its efforts on these students, URBAN ACT Academy is committed to building a learning environment where every child is seen, supported, and positioned for success. This includes comprehensive systems of support, individualized instruction, and a school culture designed to help all students grow both academically and socially.
- What Success Will Look Like: At URBAN ACT Academy, success will be measured through multiple dimensions of student achievement, with a focus on both academic growth and social development. Academically, success will be defined by students meeting or exceeding proficiency in core subjects like math, reading, science, and social studies. The school will use formative and summative assessments to track student progress, including tools like NWEA MAP assessments and state-mandated tests. In addition to academic metrics, success will also be evident in the increased student engagement and ownership of learning, as students take an active role in their education through place-based learning and personalized learning plans. The development of leadership skills and civic responsibility will be fostered through place-based learning projects that connect students to real-world issues and involve them in meaningful community service. Furthermore, success at URBAN ACT Academy will also be defined by a positive school culture, characterized by restorative practices and an emphasis on social-emotional learning. Behavioral metrics such as reduced suspension rates, improved attendance, and increased participation in extra-curricular activities will serve as indicators of a healthy, supportive school environment. The ultimate measure of success will be students who graduate from URBAN ACT Academy equipped not only with academic knowledge but also with the social and emotional tools needed to navigate college, career, and life confidently and successfully.
- Alignment with Indiana Charter School Law and Ball State University Charter Program: The mission and vision of URBAN ACT Academy align closely with the goals and purposes of the Indiana Charter Schools Law, as well as the standards set forth by Ball State University's charter program. The school's focus on innovation through project-based and personalized learning is consistent with the aim of fostering academic excellence and preparing students for post-secondary success. By offering a curriculum that is both rigorous and engaging, URBAN ACT Academy will ensure that students meet or exceed Indiana's College and Career Readiness standards. Additionally, the school's commitment to serving all students aligns with the principles of the Indiana Charter Schools Law, which encourages schools to reach a broad range of learners and ensure that every student has access to a high-quality education.

URBAN ACT Academy's accountability framework will align with Ball State's charter authorizing requirements, ensuring that the school remains transparent and data-driven in its approach to

student success. Through the use of frequent assessments, data analysis, and community reporting, the school will maintain high standards of accountability, continuously monitoring student progress and adjusting instructional strategies as needed to meet performance goals. In this way, URBAN ACT Academy will not only meet the rigorous expectations set by Ball State University but will exceed them by providing students with a dynamic, student-centered education model that prepares them for lifelong success.

2) Educational Need and Anticipated Student Population

Anticipated Student Population: URBAN ACT Academy will serve a broad population of students in Anderson, many of whom have historically faced barriers to accessing high-quality education due to factors such as income level, limited academic support, or language challenges. The school will prioritize students who are at risk of falling behind or disengaging from school, including those with learning differences, emerging English skills, or advanced academic needs. With a focus on meeting students where they are, the school will provide personalized instruction, strong support systems, and a culture that helps all learners thrive.

Based on demographic data from the surrounding community, URBAN ACT Academy recognizes that many students may arrive at school having experienced systemic challenges that affect their learning—both inside and outside the classroom. These challenges often stem not from poverty itself, but from the broader social and structural conditions that can accompany limited access to resources, such as gaps in early learning opportunities, exposure to trauma, housing instability, or inconsistent access to academic support.

The school anticipates that some students may begin their academic journey behind in key areas like reading and math, not due to a lack of ability, but due to inequitable opportunities prior to enrollment. Additionally, some students may have experienced disrupted schooling or frequent transitions that impact their educational continuity.

In response, URBAN ACT Academy will implement targeted academic interventions, personalized learning plans, and robust social-emotional supports to ensure every student is given the tools, time, and care needed to thrive—regardless of their previous educational experiences or life circumstances.

Geographic Preferences: URBAN ACT Academy has a strategic focus on Anderson where there is a significant need for high-quality educational options. The school will be located in a neighborhood with a high concentration of families from low-income backgrounds, where public school performance has historically been below state and national averages. Many students in this area lack access to quality educational resources, making the school's location critical to its mission of providing an equitable, high-quality education to students who need it most.

The geographic preference for this community is informed by a commitment to creating a school that is accessible and responsive to the local population's needs. By situating the school in an area with demonstrated educational gaps such as Anderson, URBAN ACT Academy can directly address the systemic challenges that contribute to underachievement, such as large class sizes, limited individualized attention, and a lack of culturally responsive instruction. The school will also leverage its location to develop partnerships with local community organizations and families, ensuring that its programs and services are rooted in the needs and priorities of the community.

Students' Anticipated Educational Needs: The students at URBAN ACT Academy will likely present a wide range of educational needs, similarly to the URBAN ACT Academy in Indianapolis. Many will require targeted interventions to address learning gaps, particularly in foundational literacy and math skills. For example, the school anticipates a high number of students entering below grade level in reading and math, necessitating the use of evidence-based instructional strategies and frequent progress monitoring to close these gaps. The curriculum will emphasize the development of core academic skills while integrating real-world learning experiences to engage students and make learning relevant to their lives.

A significant portion of the student population is expected to be English Language Learners (ELL), who will need additional language support to achieve proficiency in both English and academic content areas. The school will implement a comprehensive ELL program that includes both pull-out and push-in instructional models, ensuring that students receive dedicated language support while remaining integrated into the broader classroom environment. Regular assessments, such as WIDA testing, will help monitor the progress of ELL students, and instruction will be scaffolded to meet their needs.

In addition to academic challenges, many students will likely need social-emotional support to succeed. The school anticipates enrolling students who may have experienced trauma, have unstable home environments, or face other personal challenges that impact their ability to focus and learn in a traditional school setting. To address these needs, URBAN ACT Academy will incorporate social-emotional learning (SEL) into the daily curriculum, using programs like Second Step to help students develop self-awareness, self-management, social awareness, and responsible decision-making. These programs will be complemented by counseling services, restorative practices, and a strong school culture that emphasizes empathy, respect, and community.

Non-Academic Challenges: In addition to academic hurdles, URBAN ACT Academy anticipates encountering several non-academic challenges that could impact student learning and well-being. Many students may face socio-economic barriers, such as food insecurity, housing instability, and lack of access to healthcare, all of which can affect their ability to engage fully in the school environment. The school will work closely with families and community partners to address these challenges, providing wraparound services that include access to counseling, mental health support, and community resources for basic needs.

Behavioral challenges may also arise, particularly in students who have experienced trauma or who have not yet had the opportunity to develop positive behavior patterns in a structured school setting. URBAN ACT Academy will employ restorative practices to address behavioral issues in a way that focuses on repairing harm and rebuilding relationships rather than punitive measures like suspensions or expulsions. This approach will help reduce disciplinary incidents and create a supportive, nurturing environment where students can thrive emotionally and socially.

Rationale for Selecting the Location and Student Body: The decision to locate URBAN ACT Academy in an urban setting is driven by the need for high-quality educational options in areas where students have historically been underserved. The school's leadership recognizes the disparities in educational outcomes between urban and suburban districts and aims to close this gap by providing a school that is responsive to the unique needs of the local community. The selected area has a high concentration of families living below the poverty line, and many of the public schools in the region have struggled to meet state academic performance benchmarks. By establishing a school in this area, URBAN ACT Academy can make a meaningful impact on student outcomes and provide families with a viable alternative to traditional public schools.

The school's mission is centered around the belief that all students, regardless of their background, can achieve academic success when provided with the right support and resources. The decision to target urban students, many of whom face significant socio-economic and educational challenges, aligns with the school's vision of access to a high quality education and holistic educational experience. URBAN ACT Academy is designed to be a transformative force in the community, offering an innovative, student-centered approach to education that prioritizes personalized learning, restorative practices, and place-based learning (PBL).

Enrollment Priorities: URBAN ACT Academy will implement an open-enrollment policy, as required by state law, but will prioritize enrollment for students who live within the targeted geographic area, specifically focusing on students from low-income families and historically underserved groups. This focus aligns with the school's mission to close the opportunity gap and provide equitable access to high-quality education. Should the number of applicants exceed the available seats, a lottery system will be used to ensure a fair and transparent selection process.

The school is committed to meeting the needs of all students and will actively engage in community outreach to ensure that families from a variety of backgrounds are aware of the enrollment opportunities. While the school will not implement selective enrollment based on academic performance, it will use diagnostic assessments during the enrollment process to better understand each student's educational needs and to develop personalized learning plans that ensure academic growth from day one.

3) Education Plan/School Design

URBAN ACT Academy's Educational Program is designed to meet the needs of the Anderson community and underserved student population through a dynamic, student-centered approach that integrates innovative instructional methods, rigorous assessment strategies, and a holistic view of student development. The program prioritizes personalization and real-world relevance to ensure that every student can meet and exceed academic standards while developing essential life skills.

Major Instructional Methods: The school's instructional framework emphasizes several key methods that align with the needs of its targeted student population:

1. Place-Based Learning (PBL):

A cornerstone of URBAN ACT Academy's educational model is Place-Based Learning (PBL), which engages students in hands-on, real-world projects connected to their community and environment. PBL encourages students to apply academic knowledge to solve authentic problems within their local context. For example, students might work on a project related to urban food deserts, where they can be found, examining the challenges, researching and implementing solutions for local stakeholders. This approach makes learning relevant and encourages students to take pride in their community. PBL fosters critical thinking, collaboration, and problem-solving skills by integrating local resources, partnerships, and real-world challenges into the curriculum. Rather than focusing solely on classroom-based instruction, students are encouraged to learn from their surroundings, using their city or neighborhood as a living classroom. This method helps



students see the immediate value of their education and empowers them to address issues that directly impact their lives.

2. Personalized Learning Plans:

URBAN ACT Academy is committed to personalized learning, tailoring instruction to meet the unique needs, interests, and goals of each student. Teachers utilize diagnostic assessments and data to develop Individualized Learning Plans (ILPs) that outline each student's strengths, challenges, and growth objectives. Through small-group instruction, one-on-one support, and adaptive technologies, students receive instruction that is suited to their specific learning pace and style.

For instance, students who need additional support in literacy might receive targeted interventions, while students excelling in certain areas can be provided with more advanced materials to challenge their skills. Personalized learning ensures that each student is on a clear path to growth and success.

3. Restorative Practices and Social-Emotional Learning (SEL):

To foster a positive school culture, URBAN ACT Academy integrates Restorative Practices and Social-Emotional Learning (SEL). Restorative practices, such as morning and afternoon

circles, focus on building strong relationships, repairing harm, and creating a sense of accountability and community. These practices help support emotional growth, and reduce behavioral incidents, while encouraging students to take responsibility for their actions.



In addition, the school implements an SEL curriculum, which teaches students critical social-emotional skills such as self-awareness, emotional regulation, and relationship-building. These skills are integrated into daily lessons, ensuring that students are emotionally equipped to handle the challenges they may face inside and outside of school.

Assessment Strategies: URBAN ACT Academy's approach to assessment is data-driven, focusing on both formative and summative assessments to monitor student progress and inform instruction.

1. Formative Assessments:

Frequent, ongoing formative assessments provide real-time feedback on student understanding and performance. These include:

- NWEA MAP assessments, administered three times a year to measure student growth and proficiency in reading and math.
- Eureka Math Exit Tickets, used to check daily lesson comprehension and guide immediate instructional adjustments.
- Curriculum-embedded assessments that track weekly progress and provide opportunities for reteaching when necessary.

2. Summative Assessments:

Summative assessments, such as the **ILEARN** and **IREAD-3** state tests, are used to measure overall student achievement at key points during the academic year. URBAN ACT Academy places a strong emphasis on preparing students for these assessments through rigorous, standards-aligned instruction that supports both mastery of content and skill development.

3. Data-Driven Instruction:

The school employs a robust data-driven decision-making process to continuously refine its instructional practices and offer targeted interventions. Weekly data meetings and observation/feedback opportunities that provide teachers with the opportunity to analyze assessment results, discuss instructional strategies, and plan interventions for students who are struggling or excelling.

This approach allows teachers to quickly adapt their instruction based on real-time data,

ensuring that every student is receiving the appropriate level of challenge or support. The data is also shared with students and families to promote transparency and engagement in the learning process.

Non-Negotiables of the School Model: URBAN ACT Academy's school model is built on several core non-negotiables that define its approach and ensure consistency across all classrooms:

1. **Commitment to Meeting Every Student's Needs:**

Every student, regardless of their life circumstances or prior educational experiences, deserves access to high-quality instruction and meaningful support. This belief drives the school's focus on personalized learning, targeted interventions, and differentiated instruction—ensuring that all learners, including students with special education needs and those developing English language skills, are equipped to succeed.

2. **Restorative School Culture:**

The use of restorative practices is foundational to the school's culture. These practices are non-negotiable, ensuring that all students are part of a safe, respectful, and supportive community. Teachers are trained in restorative approaches, and the school consistently monitors their implementation through audits and feedback sessions.

3. **Place-Based Learning:**

Place-based learning is a critical element of the academic experience at URBAN ACT Academy. All students engage in PBL units that require them to apply academic knowledge in real-world contexts tied to their local environment and community. This hands-on, immersive learning approach fosters student engagement and ownership of their learning.

Evidence of Success: There is substantial evidence supporting the effectiveness of URBAN ACT Academy's educational model in improving academic achievement for its targeted population:

- **Place-Based Learning (PBL):** Research indicates that place-based learning improves student engagement, motivation, and academic outcomes, particularly in underserved communities. By connecting academic content to local issues, PBL fosters critical thinking and problem-solving skills. Studies show that students in place-based learning programs often outperform their peers on standardized tests and demonstrate higher levels of engagement.
- **Restorative Practices:** Studies by the International Institute for Restorative Practices have shown that restorative practices reduce suspensions, improve behavior, and enhance school culture. In URBAN ACT Academy's Version 1, implementing restorative practices led to a 30% reduction in disciplinary incidents in the first year.
- **Personalized Learning:** Research from the RAND Corporation highlights that personalized learning models lead to improved student outcomes, especially for students from underserved backgrounds. URBAN ACT Academy's focus on individualized learning plans and adaptive instruction has proven successful in helping students meet or exceed growth targets.

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Place-based learning rests on the power of immersing students, faculty and staff in the place and recognizing the heritage, culture, landscape, geography, plants, animals and rocks and how those things interact with each other to illustrate to students how so many disciplines are interconnected.

-Matt Johnson, Professor at CSU

How URBAN ACT Academy Will Outperform Existing Schools: URBAN ACT Academy is designed to be more effective than the traditional schools currently serving the targeted population in several key areas:

1. **Student-Centered Learning:** Traditional schools often follow a one-size-fits-all model that does not address the unique needs of each student. URBAN ACT Academy's personalized learning approach ensures that students receive tailored instruction, promoting deeper learning and faster academic growth.
2. **Restorative Culture:** Many schools rely heavily on punitive discipline measures that do not address the root causes of behavioral issues. URBAN ACT Academy's restorative practices build strong relationships and provide students with tools to manage conflicts constructively, creating a more positive and supportive environment.
3. **Real-World, Engaging Curriculum:** The integration of place-based learning sets URBAN ACT Academy apart from traditional schools that often rely on textbook-driven instruction. By making learning relevant to students' lives and communities, the school increases student engagement and fosters a deeper connection between students and their local environment.

Achievement of Goals: URBAN ACT Academy will achieve its academic and social-emotional goals through:

- **Data-Driven Instruction:** Using regular assessments and data analysis to provide timely interventions for struggling students.
- **Professional Development:** Offering teachers continuous coaching, collaboration, and training in instructional best practices to ensure high-quality teaching.
- **Community Engagement:** Leveraging partnerships with families and local organizations to build a school community invested in student success.

By focusing on these innovative, evidence-based practices, URBAN ACT Academy will provide a high-quality, engaging educational experience that meets the needs of all students, enabling them to thrive both academically and personally.

4) Community Engagement

URBAN ACT Academy has actively engaged with the Anderson community to build strong partnerships and ensure the success of its proposed school. The school has established relationships with several community organizations, local leaders, and service providers who are committed to supporting its mission. Below is a summary of these partnerships and their impact on community engagement.

Established Community Partnerships

URBAN ACT Academy has formed partnerships with various organizations, each contributing unique resources and support to the school community:

1. Top Tier Daycare (Janelle Davis)
 - Provides early childhood education and will collaborate with UAA to ensure a smooth transition from preschool to kindergarten.

- Focuses on kindergarten readiness through social-emotional learning and place-based learning materials.
- 2. New Purpose Ministries (Pastor Darnell Williams)
 - Offers access to its building for community events and provides office space.
 - Helps URBAN ACT Academy build connections with community leaders in Madison County.
- 3. Cerenity Recovery Café
 - Supports veterans, families in need, and individuals facing challenges such as substance abuse and homelessness.
 - Will offer assistance to UAA students, families, and staff who require additional support.
- 4. People Rich Comedy (Kimberly Martin)
 - Provides a space for parents and guardians to unwind.
 - Supports schools and after-school programs with financial assistance and community engagement initiatives.
- 5. Teen Works (K'Mia Clarett)
 - Focuses on career readiness and tutoring for inner-city youth.
 - Will offer community service opportunities and tutoring for K-2 students.
- 6. Greater Grace Church (Dr. Jerry Wright)
 - Operates a food pantry, clothing closet, and housing assistance program.
 - Will work with UAA to provide essential resources to students and families in need.
- 7. Anderson Steppers (India Allen)
 - A dance group serving Anderson's urban community.
 - Provides parents with alternative educational opportunities for their children and helps connect UAA with other community stakeholders.
- 8. Ray Walker (Boys & Girls Club)
 - Provides access to community centers and supports family engagement events.
 - Helps UAA participate in local events such as the Anderson Black Expo and the Minority Coalition of Madison County.
- 9. The Village Anderson (Louis Jackson)
 - Works with at-risk youth to ensure high school graduation and post-secondary success.
 - Will collaborate with UAA on place-based learning initiatives and community service projects.
- 10. Damon Golden Creative (Damon Golden)
 - Offers photography and videography services to support UAA's mission and visibility.
- 11. Tardy House (Dominic Tardy)
 - Provides catering and nutrition services.
 - Offers culinary training and food education for inner-city youth through UAA's place-based learning curriculum.
- 12. A-Town Event Production (Betsy Pearson)
 - Assists in organizing and planning community events for URBAN ACT Academy.



Community Engagement and Demand Assessment

To gauge community interest and demand for the school, URBAN ACT Academy has undertaken the following initiatives:

- *The Hive: A targeted early literacy tutoring program for 2nd and 3rd grade students—at the Anderson Impact Center in Fall 2025. This initiative is a cornerstone of URBAN ACT's demand assessment and outreach strategy, allowing the school to establish an early, visible presence in the community.*
- *Community Meetings & Listening Sessions: Engaged with families, educators, and local leaders to assess community needs and gather support.*
- *Surveys & Outreach: Collected input from parents and community members to refine the school's vision and programs.*
- *Collaboration with Local Organizations: Partnered with churches, non-profits, and businesses to establish a network of support services.*

Results and Impact

- *Strong Community Backing: Local organizations and leaders have expressed their commitment to working with UAA to provide resources and services to students and families.*
- *Alignment with Community Needs: The school's mission aligns with the needs of Anderson's urban community, particularly in areas such as early childhood education, social-emotional learning, and workforce readiness.*
- *Sustainable Partnerships: The school has secured long-term commitments from various partners to support student success.*

By leveraging these partnerships and community engagement efforts, URBAN ACT Academy ensures that it will open with strong local support and a network of resources to benefit students and families.

5) Leadership and Governance

| Full Name | Current Job Title and Employer | Position with Proposed School |
|-------------------|---------------------------------------|-------------------------------|
| Nigena Livingston | Head of School, URBAN ACT Academy | Head of School |
| Mark Humphrey | Founding Principal, URBAN ACT Academy | Founding Principal |
| Gregory Sargent | Educational Coach, Marion Academy | Board Member |
| Natasha Warsaw | Consultant, Crafting Cultures | Board Member |
| Tyler Williams | Executive Chef, The Cooking Besties | Board Member |
| Demetrius Warren | Director, Intend Indiana | Board Treasurer |
| Morgan Galbreth | Counsel, Eli Lilly & Company | Board Chair |
| Chidinma Uchendu | Manager, Ascend Indiana | Board Member |

6) Age and Grade Range of Students to be Enrolled

| Grade Level | Number of Students | | | | | |
|-------------|--------------------|-------------|-------------|-------------|-------------|------------------|
| | Year 1 2026 | Year 2 2027 | Year 3 2028 | Year 4 2029 | Year 5 2030 | At Capacity 2029 |
| K | 25 | 25 | 25 | 25 | 25 | 25 |
| 1 | 25 | 25 | 25 | 25 | 25 | 25 |
| 2 | 25 | 25 | 25 | 25 | 25 | 25 |
| 3 | 0 | 25 | 25 | 25 | 25 | 25 |
| 4 | 0 | 0 | 25 | 25 | 25 | 25 |
| 5 | 0 | 0 | 0 | 25 | 25 | 25 |

In summary, URBAN ACT Academy is designed to meet the educational and social needs of students who face significant barriers to academic success. By prioritizing the above number of students in urban, underserved communities, the school aims to provide a rigorous, supportive learning environment where all students can thrive using smaller class sizes and numbers that are based on actual student numbers in surrounding neighborhoods. The location, student body, and academic model are all intentionally aligned to address the specific challenges faced by this population, ensuring that the school will be a transformative force in the lives of its students and the broader community.

SECTION 1. CURRICULUM & INSTRUCTIONAL METHODS

1) Program Overview

The educational program at URBAN ACT Academy is designed to meet the needs of a broad range of learners, with particular attention to students from historically underserved communities. Its instructional methods, assessment strategies, and foundational components are intentionally crafted to support academic achievement, promote student engagement, and nurture social-emotional growth.

Primary Instructional Methods

URBAN ACT Academy emphasizes place-based learning (PBL) as its core instructional method. This approach connects students' learning to their local community and environment, making education more relevant and engaging. Place-based learning involves students in real-world problem-solving by incorporating local issues and resources into the curriculum. For example, students might work on a project addressing environmental sustainability or food insecurity within their neighborhood. This method helps students build critical thinking, problem-solving, and leadership skills while developing a deep sense of civic responsibility.



Additionally, personalized learning is a key component, with each student receiving instruction tailored to their unique strengths and needs. The school also integrates technology into the classroom, using interactive tools and online platforms to enhance engagement and learning.

URBAN ACT Academy also focuses on restorative practices to cultivate a positive school culture. These practices help resolve conflicts and promote emotional intelligence by encouraging students to take responsibility for their actions and engage in community-building exercises.

Assessment Strategies

To monitor student progress and guide instruction, URBAN ACT Academy uses a combination of formative and summative assessments. NWEA MAP testing, administered multiple times a year, tracks student growth in math and reading. Additionally, teachers conduct formative assessments weekly, providing immediate feedback that allows for real-time adjustments to instruction.

The school emphasizes data-driven instruction, with regular meetings to analyze student performance data. Teachers collaborate to refine teaching strategies and provide targeted interventions, ensuring that instruction is continuously improved.

Non-Negotiable Elements

URBAN ACT Academy's school model includes several non-negotiable elements:

1. *Place-Based Learning:* This is a core aspect of the curriculum. By connecting academic content to students' local environment and community, the school ensures that learning is

meaningful and relevant. This approach encourages students to engage with real-world challenges and see the direct impact of their education on their surroundings.

2. *Restorative Practices*: These are integral to the school's culture, emphasizing relationship-building and conflict resolution. From the first day of school, all stakeholders—students, teachers, and families—participate in restorative circles to create a sense of community and mutual accountability.
3. *Personalized Learning*: Each student has an individualized learning plan, ensuring that instruction is tailored to their specific goals and needs. This fosters student ownership of learning and supports differentiated instruction.

Evidence of Success

The place-based learning model, combined with restorative practices and personalized learning, has a strong research foundation. Studies show that place-based learning increases student engagement and academic performance, especially in underserved populations. By connecting learning to local contexts, students find greater relevance and motivation in their studies. Restorative practices have been proven to reduce disciplinary incidents, with URBAN ACT Academy experiencing a 30% decrease in referrals during its first implementation. Personalized learning has also been shown to significantly improve student growth, particularly in challenging academic environments.

These instructional strategies, grounded in evidence-based practices, form a comprehensive approach that supports the academic and social-emotional needs of the student population while fostering strong community connections.

2) Curriculum and Instructional Design

Instructional Design Framework

URBAN ACT Academy's instructional design reflects the need of the learning community emphasizing both academic rigor and social-emotional development. The framework integrates place-based learning, personalized instruction, and restorative practices to ensure that all students meet or exceed the expectations of the Indiana Academic Standards and Common Core State Standards.

Basic Learning Environment

URBAN ACT Academy offers a classroom-based learning environment that is adaptable and student-centered. Classrooms are designed for flexibility, allowing teachers to shift between whole-group instruction, small-group collaboration, and independent study. The average class size will be 23 students, allowing for individualized attention and fostering a sense of community. Teachers will have the autonomy to arrange seating and structure activities in a way that best meets the needs of their students.

Class Structure:

- *Whole-group instruction*: New concepts are introduced, and foundational skills are taught.
- *Small-group work*: Students collaborate on place-based projects, applying academic knowledge to real-world problems.

- *Independent study:* Students work on personalized learning plans or assignments that target their specific strengths and areas for growth.

The integration of technology—such as interactive whiteboards, laptops, and educational software—supports differentiation and engagement.

Planned Curriculum Overview

URBAN ACT Academy's curriculum aligns with both the Indiana Academic Standards and Common Core State Standards, ensuring that students are prepared for academic success and future opportunities.

Elementary School (K-5)

- English Language Arts (ELA): We use the Open Court Reading program for early literacy instruction. This research-based curriculum builds foundational skills in phonics, vocabulary, and comprehension.
- Math: The school will use Eureka Math, a program that focuses on building a deep understanding of mathematical concepts. This curriculum is selected for its proven effectiveness in improving math proficiency, particularly in underserved populations.
- Science: We adopt the FOSS Science curriculum, which emphasizes hands-on, inquiry-based learning aligned with the Next Generation Science Standards (NGSS).
- Social Studies: History Alive is used to make history and social studies engaging, with a focus on community and civic responsibility.



Curriculum Development

The curriculum for URBAN ACT Academy is fully developed and ready for launch. Each subject area has been carefully selected to align with the Indiana Academic Standards and Common Core State Standards, ensuring that students receive a rigorous and comprehensive education.

Primary Instructional Strategies

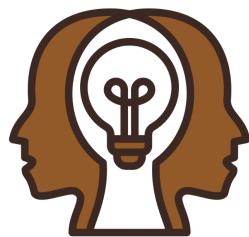
URBAN ACT Academy employs several key instructional strategies designed to meet the needs of its student population:

1. *Place-Based Learning (PBL):* This is central to the instructional approach. Students engage with real-world problems that are relevant to their local community. By connecting academic content to issues like environmental sustainability or local economic development, students develop critical thinking and problem-solving skills. This approach is especially effective for underserved populations, as it makes learning more meaningful and engaging.
2. *Personalized Learning:* Teachers will develop Individual Learning Plans (ILPs) for each student. These plans are based on diagnostic assessments and tailored to address each student's strengths and areas of need. Students will work through personalized assignments, receive targeted interventions, and progress at their own pace.

3. *Restorative Practices:* This approach focuses on relationship-building and conflict resolution. Teachers use restorative circles and discussions to address behavior issues, fostering a supportive and accountable school culture. These practices help reduce behavioral issues and create an environment conducive to learning.

Differentiated Instruction

Differentiation will be a cornerstone of the instructional approach at URBAN ACT Academy. Teachers will use diagnostic data from assessments such as NWEA MAP and curriculum-based assessments to identify students' learning levels and group them for targeted instruction. The school will offer a range of supports, including:



- Small-group instruction based on student readiness.
- Individualized assignments tailored to students' specific goals.
- Use of technology, such as adaptive learning software, to provide additional practice or enrichment based on student needs.
- Specialized support for students with IEPs, 504 plans, or those identified as at risk of academic failure.

This combination of personalized, community-connected, and data-driven instructional strategies ensures that URBAN ACT Academy students will not only meet but exceed state academic standards. By fostering strong relationships and creating meaningful learning experiences, the school will equip students with the skills and knowledge they need for long-term success.

3) Pupil Performance Standards

At URBAN ACT Academy, we are committed to ensuring that all students meet or exceed the Indiana Academic Standards and Common Core State Standards. These performance standards form the foundation of our curriculum and instructional practices, setting clear academic expectations for every student. Additionally, our standards emphasize the importance of social-emotional growth, preparing students not only for academic success but also for civic engagement and personal development.

Performance Standards for the School

URBAN ACT Academy's pupil performance standards are designed to promote both academic proficiency and individual growth across all grades and subjects. Our approach to performance assessment integrates multiple data points to ensure a comprehensive evaluation of each student's progress.

- *Proficiency:* Our goal is for all students to achieve proficiency or higher in their core subjects, including English Language Arts, Mathematics, Science, and Social Studies. To ensure alignment with state standards, URBAN ACT Academy uses state assessments such as ILEARN and IREAD-3 to measure proficiency in core academic areas. These assessments will be supplemented with internal benchmarks, such as the NWEA MAP test, to provide a more frequent and nuanced understanding of student performance throughout the school year.

- *Individual Growth:* Beyond proficiency, we place a strong emphasis on the growth of each student. Recognizing that students enter school at different levels of academic readiness, our growth metrics aim to measure individual progress and improvement over time. For example, students are expected to show at least 8% annual growth in math proficiency and 10% growth in reading proficiency as measured by interim assessments like the NWEA MAP. These growth targets ensure that every student, regardless of their starting point, makes significant academic progress throughout the year.
- *Non-Academic Standards:* Academic success is only one aspect of student development. URBAN ACT Academy also sets performance standards for non-academic areas, including attendance, behavior, and social-emotional skills. We expect all students to maintain a minimum attendance rate of 96%, with a goal of reducing disciplinary incidents by 20% annually. These standards support the development of well-rounded students who are prepared for life beyond school.
- *Social-Emotional Learning (SEL):* In alignment with the national social-emotional curriculum and standards, students are also assessed on their ability to navigate social and emotional challenges. This includes self-regulation, relationship-building, and responsible decision-making. By integrating SEL into our performance standards, we ensure that students develop the emotional intelligence needed for success in school and in their future careers.

Adoption of Additional Academic Standards

While URBAN ACT Academy will fully adhere to the Indiana Academic Standards and Common Core State Standards, we will also adopt additional place-based learning standards. These standards are designed to integrate local community issues into the curriculum, giving students the opportunity to apply their academic knowledge to real-world challenges. This approach not only enriches students' learning experiences but also fosters a strong connection between their education and the world around them.

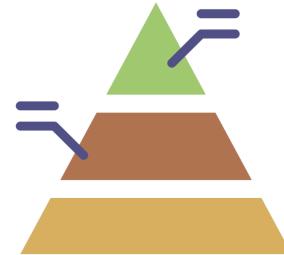
For example, in 5th-grade Science, students will engage in projects that address local environmental concerns, such as analyzing water quality in nearby rivers or developing solutions for urban sustainability challenges. These projects will exceed the basic state requirements for scientific inquiry by requiring students to engage directly with their community, conduct fieldwork, and present their findings to local stakeholders. This additional focus on community engagement and problem-solving allows students to develop advanced critical thinking and leadership skills that go beyond what is typically expected at their grade level.

The process for adopting and integrating these additional standards will be managed by the school's Founding Principal, in collaboration with teachers and external consultants. This team will work to ensure that the place-based learning standards are seamlessly integrated into the core curriculum while maintaining alignment with state expectations.

Policies and Standards for Promotion

URBAN ACT Academy's promotion policies are designed to ensure that students are meeting academic benchmarks while also receiving the support they need to advance through each grade level successfully. We believe that promotion should reflect both a student's academic achievement and their social-emotional readiness.

- *Academic Requirements:* To advance to the next grade level, students must demonstrate mastery of grade-level standards in all core subjects, including English, Math, Science, and Social Studies. Mastery is assessed through a combination of state assessments, interim assessments like the NWEA MAP, and classroom performance (e.g., projects, exams, participation, and teacher observations). Students who meet or exceed these standards will be promoted to the next grade.
- *Intervention and Support:* Students who do not meet the academic requirements for promotion will be provided with targeted interventions. These interventions will include additional instructional time, tutoring, and support through the school's Multi-Tiered System of Supports (MTSS) process. The MTSS framework allows for differentiated interventions based on each student's specific needs, ensuring that they receive personalized academic and social-emotional support. For example, a student struggling in reading may receive small-group instruction with a reading specialist or additional one-on-one tutoring.
- *Retention Considerations:* Retention is considered a last resort and will only be implemented after all possible interventions have been exhausted. Decisions about retention will be made in collaboration with teachers, administrators, and families. We recognize the importance of ensuring that students are developmentally ready for the challenges of the next grade, and retention will only be considered if it is in the student's best long-term interest.



Promotion Policies

URBAN ACT Academy is a K-5 school, and as such, our promotion policies focus on ensuring that students are prepared academically, socially, and emotionally to move on to the next grade level, and ultimately, to transition successfully to high school. The promotion criteria are rigorous, designed to ensure that students meet or exceed grade-level expectations in alignment with the Indiana Academic Standards and Common Core State Standards.

- *Academic Requirements:* To advance to the next grade level, students must demonstrate mastery of grade-level content in core subjects—English Language Arts, Mathematics, Science, and Social Studies. Mastery will be assessed through a combination of state assessments (such as ILEARN and IREAD-3), formative assessments like the NWEA MAP test, and classroom performance indicators such as projects, exams, and participation. These standards ensure students are meeting both the state's academic expectations and the school's commitment to academic excellence.
- *Social and Emotional Readiness:* Promotion will also consider the social-emotional development of students. This includes their ability to work collaboratively with peers, demonstrate self-regulation, and engage responsibly in the classroom and school community. Teachers will assess these competencies through observations, behavior reports, and feedback from social-emotional learning programs

Communication of Promotion and Graduation Criteria

At URBAN ACT Academy, we prioritize clear and consistent communication with both students and families regarding promotion and graduation criteria. This communication is an ongoing process throughout the academic year and is integrated into various aspects of school life.

- *Student Conferences:* Each student will have regular conferences with their teachers and advisors to review their academic progress, set goals, and discuss any challenges they may be facing. During these conferences, students will receive feedback on their performance in relation to grade-level standards and the steps needed for promotion.
- *Parent-Teacher Communication:* Promotion and graduation standards will be clearly communicated to parents during orientation sessions at the beginning of the year. Parents will also receive regular updates through parent-teacher conferences, report cards, and communication tools such as email newsletters and online portals. This ensures that parents are fully informed about their child's academic standing and any necessary interventions.
- *End-of-Year Conferences:* Toward the end of each academic year, students and parents will participate in a final conference to review academic performance and discuss readiness for promotion or graduation. If there are concerns about a student's progress, these conferences will serve as a critical opportunity to develop a plan for summer interventions or retention, if necessary.

4) Annual Academic Schedule

URBAN ACT Academy operates on an annual academic schedule maximizing instructional time to promote academic growth and social-emotional development for all learners. The school follows a traditional school calendar with 180 instructional days, beginning in early August and ending in late May. This early start allows students to engage in more learning time prior to state assessments, providing ample opportunity for remediation and enrichment.

The academic year is structured with four quarters, each lasting approximately nine weeks, and is punctuated by breaks that align with the needs of students and staff to prevent burnout while maintaining momentum. There is a one-week fall break, a two-week winter break, a one-week spring break, and a series of long weekends scattered throughout the year to allow for rest and professional development for staff. A summer break of approximately six weeks follows the conclusion of the school year.

- *Extended Learning Opportunities:* URBAN ACT Academy offers extended learning opportunities during the summer and over predetermined breaks for students who require additional academic support or wish to engage in enrichment activities, such as place-based projects related to their local communities.

School Day and Week Structure

The structure of the school day and week is carefully designed to maximize instructional time and ensure students receive a balanced and comprehensive education. The school day runs from 8:00 AM to 3:30 PM, totaling 7 hours of school time each day. Students attend school Monday through Friday, with no shortened days, ensuring consistency and stability in their learning environment.

- *Core Academic Subjects:* Students spend approximately 345 minutes per day on academic instruction, divided among core subjects:
 - English Language Arts (ELA): 90 minutes daily
 - Mathematics: 75 minutes daily
 - Science: 45 minutes (alternating with Social Studies weekly)

- Social Studies & Place-based Learning: 45 minutes (alternating with Science weekly)
- *Specials and Enrichment:* In addition to core academic subjects, students have 45 minutes dedicated daily to enrichment or specials, including art, music, physical education, and social-emotional learning (SEL) through programs like Second Step. This balance ensures that students are not only focused on academic growth but also on their physical, creative, and emotional well-being.
- *Lunch and Recess:* A 45-minute lunch and recess period provides students with the opportunity to rest, recharge, and socialize with peers. These breaks are essential for maintaining energy and focus throughout the day.
- *Restorative Circles:* Each day begins with a morning circle (15 minutes) and ends with an afternoon check-in (15 minutes), where students participate in restorative practices. These sessions allow students to build community, reflect on their day, and develop emotional regulation skills.

Weekly Schedule

- *Monday through Friday:* The core structure remains consistent throughout the week, with each day offering the same amount of instructional time. Consistency in the daily schedule helps maintain a structured learning environment and reduces disruptions to students' routines.
- *Teacher Collaboration and Professional Development:* Teachers have 90 minutes of collaboration time each week, scheduled on Wednesdays, allowing them to engage in professional development, data analysis, and instructional planning. This ensures that teaching practices are continually refined.

5) School Culture

URBAN ACT Academy's culture is grounded in the principles of belonging, community, and restorative practices. Our ethos emphasizes academic excellence, social-emotional learning, and meaningful connections between students, teachers, and families. The school's culture is designed to be supportive, empowering, and deeply connected to the surrounding community through place-based learning.

- *Community and Relationships:* At URBAN ACT Academy, we prioritize building strong relationships among students, teachers, and families. Restorative practices, such as morning circles and conflict resolution discussions, are central to fostering a sense of belonging and accountability. By encouraging open dialogue, empathy, and mutual respect, we create a positive academic environment where students feel safe to take intellectual risks and grow socially and emotionally.
- *Academic Excellence and Ownership:* We promote a culture of academic excellence where students are encouraged to take ownership of their learning. Through personalized learning plans, students set goals, reflect on their progress, and celebrate their achievements. This instills a sense of responsibility and pride in their work.
- *Student-Centered Community:* URBAN ACT Academy is committed to creating a learning environment where every student is respected, supported, and empowered to reach their



full potential—regardless of their background, experiences, or abilities. The school culture is built on recognizing and celebrating each student's unique strengths and contributions, reinforcing the belief that every learner plays a vital role in the school community.

- **HEART Motto:** Each student and staff member adhere to URBAN ACT's inspirational motto of HEART: Honesty, Enrichment, Authenticity, Relentlessness, Teamwork

Creating and Implementing School Culture

From the first day of school, URBAN ACT Academy will actively create and reinforce this culture for students, teachers, administrators, and families through the following strategies:

1. *Orientation and Community Building:* The school year will begin with a multi-day orientation for all students, staff, and families. During this time, students will engage in community-building activities, including restorative circles, goal-setting sessions, and collaborative problem-solving exercises. Teachers and staff will participate in professional development focused on restorative practices, culturally responsive teaching, and social-emotional learning.
2. *Daily Practices:* Each day will begin with a morning circle, where students and staff gather to check in, share goals, and set a positive tone for the day. This practice fosters a strong sense of community and helps students feel connected and supported. Similarly, the day ends with an afternoon check-in, allowing for reflection and closure. These rituals build a consistent and predictable routine that promotes emotional regulation and self-awareness.
3. *Parental Engagement:* Parents and guardians will be active participants in the school culture. We will hold regular family engagement nights, where families can learn about restorative practices, review their children's academic progress, and collaborate with teachers on supporting student growth. We will also provide resources and workshops to help parents reinforce these values at home.
4. *Supporting Mid-Year Entrants:* Students who enter URBAN ACT Academy mid-year will go through a special enculturation process to ensure they feel welcomed and supported. They will be paired with a peer mentor, participate in orientation activities specific to their needs, and have regular check-ins with teachers and the school counselor to help them adjust to the school's expectations and culture. Teachers will also use this time to assess their academic needs and social-emotional readiness.

Serving Students with Special Needs

URBAN ACT Academy is committed to creating a culture where all students, including those with special needs, feel valued and supported. The school will take the following steps to ensure a successful learning environment for students receiving special education services, English Language Learners (ELLs), and those at risk of academic failure:

1. *Special Education Services:* Students with Individualized Education Programs (IEPs) or 504 plans will receive personalized support through small-group instruction, one-on-one interventions, and participation in general education classrooms when appropriate. Special education teachers, classroom teachers, and instructional assistants will work collaboratively to ensure students can access the general curriculum while progressing toward their individual learning goals.
2. *Support for English Language Learners:* ELL students will receive support through push-in and pull-out models, where they can receive targeted language instruction while also participating in regular class activities. All teachers will receive professional development

on ELL instructional strategies, and we will use WIDA assessments to monitor student progress and ensure their success.

3. At-Risk Students: The Multi-Tiered System of Supports (MTSS) will be in place to identify and support students at risk of academic failure. Through data-driven interventions and personalized learning plans, we will provide additional academic and behavioral support, including small-group instruction, tutoring, and mentoring programs.

A Typical School Day for a Student

From the perspective of a 3rd-grade student at URBAN ACT Academy, the school day is a mix of academic learning, social-emotional development, and community engagement:

- *Morning:* The day starts with a morning circle, where the student and their classmates sit in a circle with the teacher, sharing goals for the day and participating in a brief activity that builds community. Afterward, they dive into English Language Arts for 90 minutes, working on reading comprehension and writing projects related to a community issue they are studying.
- *Midday:* After a short break, the student participates in a math class using Eureka Math, where they engage in both independent problem-solving and small-group activities with peers, while at-times engaging with their place-based learning frameworks. Before lunch, the student attends social studies, where they learn about local history and work on a project related to their neighborhood.
- *Lunch and Recess:* A 45-minute lunch and recess break gives the student time to eat, socialize, and play outdoors. This is followed by science class, where the student participates in a hands-on experiment as part of the FOSS Science curriculum.
- *Afternoon:* In the afternoon, the student has specials, such as art or physical education, and ends the day with an afternoon check-in, reflecting on their day's successes and setting goals for the next day. Throughout the day, the student is supported by their teacher, classmates, and school staff in a positive environment.

A Typical School Day for a Teacher

For a 3rd-grade teacher at URBAN ACT Academy, the day is structured around fostering academic growth and community:

- *Morning:* The teacher starts their day preparing for the morning circle, where they lead students in community-building activities and discuss the goals for the day. They transition into teaching English Language Arts, delivering lessons on reading comprehension and guiding students through personalized learning plans. The teacher provides small-group instruction for struggling students while others engage in independent or collaborative projects.
- *Midday:* During math class, the teacher uses a mix of direct instruction and small-group work, circulating around the room to offer guidance. After lunch, the teacher leads a hands-on science experiment, encouraging students to explore and ask questions.
- *Afternoon:* The teacher then supervises students during specials, uses this time to meet with colleagues for planning and data review, or attends a professional development session focused on refining their instructional practices. The day ends with an afternoon circle, where the teacher helps students reflect on their accomplishments and challenges, reinforcing the school's restorative practices. After students leave, the teacher prepares for the next day, reviewing student progress and planning lessons based on assessment data.

In summary, URBAN ACT Academy's culture is designed to promote a positive academic environment that supports both intellectual and social-emotional growth for every student. Through the use of restorative practices, personalized learning, and meaningful community engagement, the school fosters an atmosphere where students, teachers, and families can thrive together.

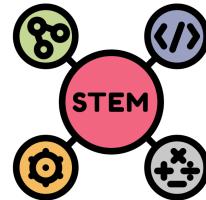
6) Supplemental Programming

URBAN ACT Academy is dedicated to providing a wide range of supplemental programming that supports academic achievement, social-emotional development, and overall student well-being. These programs are designed to extend learning opportunities beyond the regular school day and year, ensuring that every student has access to the resources and support needed to thrive academically and personally.

Extra- and Co-Curricular Activities

URBAN ACT Academy believes that a well-rounded education includes opportunities for students to explore interests outside of the core academic subjects. To support this, the school will offer a variety of extra- and co-curricular activities that enhance student learning and promote physical, social, and emotional development.

- *Frequency:* These activities may occur after school, from 3:00 PM to 5:00 PM, four days a week (Monday through Thursday). Programs will rotate each quarter, giving students the chance to engage in multiple activities throughout the year.
- *Offered Programs:*
 - Sports: Basketball and volleyball will be offered, providing students with the opportunity to develop teamwork, discipline, and physical health.
 - Arts and Music: Students will participate in art workshops, dance, choir, and drama, exploring their creative potential and building confidence.
 - STEM Clubs: Robotics, coding, and science clubs will foster critical thinking and problem-solving skills while encouraging interest in science, technology, engineering, and math.
 - Community Engagement and Leadership: Place-based learning clubs will focus on environmental sustainability, local history, and civic engagement, reinforcing the connection between students' academic learning and their local community.
- *Funding:* These programs will be funded through a combination of school budget allocations, grants from educational foundations, and partnerships with local businesses and community organizations. Some programs, like sports, may have modest fees, but scholarships will be available to ensure access for all students.



Mental, Emotional, and Social Development Programs

Supporting the mental, emotional, and social well-being of students is central to URBAN ACT Academy's mission. The school will implement a comprehensive range of programs and strategies

to ensure students receive the support they need to develop strong social-emotional skills, maintain positive mental health, and thrive in and out of the classroom.

- *Social-Emotional Learning (SEL)*: URBAN ACT Academy will use a research-based program that teaches students skills such as empathy, emotional regulation, conflict resolution, and responsible decision-making. SEL lessons will be embedded into the daily schedule, providing students with regular opportunities to practice these skills. Teachers will integrate SEL into academic lessons, allowing students to see the connection between emotional intelligence and academic success.
- *Restorative Practices*: Restorative practices are a key component of the school culture, promoting a sense of community, accountability, and personal responsibility. Through morning and afternoon circles, students will have the opportunity to express themselves, reflect on their experiences, and build stronger relationships with their peers and teachers. When conflicts arise, restorative conversations and mediations will be used to help students resolve disputes in a constructive way, focusing on healing relationships rather than punishment.
- *Social Worker*: A contracted social worker will be on staff to provide individual and group counseling, crisis intervention, and ongoing support for students facing emotional, behavioral, or social challenges. The social worker will collaborate with families and staff to connect students with community resources, ensure coordinated care, and support the overall well-being of the school community.

Other Student-Focused Activities and Programs

URBAN ACT Academy's educational and student-development plans are designed to go beyond traditional academics, offering a holistic approach that addresses all aspects of a child's development. In addition to the academic and social-emotional programming, several other student-focused activities and initiatives are integral to ensuring student success and personal growth.

Place-Based Learning Projects

A signature feature of URBAN ACT Academy is its commitment to place-based learning (PBL). This approach connects students' academic work to real-world challenges within their local community, making learning more relevant and impactful. Throughout the year, students will engage in projects that address issues such as environmental sustainability, public health, and civic engagement, using their academic skills to develop solutions and present them to local stakeholders.

Family Engagement and Education

Recognizing the importance of family involvement in student success, URBAN ACT Academy places a strong emphasis on family engagement. Quarterly Family Nights will provide opportunities for parents to participate in their child's education through workshops, SEL programming, student showcases, and community-building events. These nights will offer training for parents on supporting their children's academic and social-emotional development at home, as well as giving them a voice in the school community.

In addition, Parent Advisory Councils will allow parents to take on leadership roles within the school, helping to shape school policies, plan events, and provide feedback on the overall school

environment. These councils will be integral in ensuring that the school culture remains responsive to the needs of all families.

7) Special Populations and At-Risk Students

URBAN ACT Academy is dedicated to providing a wide range of supplemental programming that supports academic achievement, social-emotional development, and overall student well-being. These programs are designed to extend learning opportunities beyond the regular school day and year, ensuring that every student has access to the resources and support needed to thrive academically and personally.

Summer School Program

URBAN ACT Academy will offer a summer school program that provides both academic remediation and enrichment opportunities for students. This program will be designed to help students who are struggling to meet grade-level standards, as well as to offer engaging, hands-on learning experiences for students looking to explore new topics and skills.

- *Schedule and Length:* The summer school program will run for four weeks, beginning in mid-June and ending in July. Classes will be held Monday through Thursday, from 8:00 AM to 12:00 PM, offering four hours of instruction each day. Fridays will be reserved for field trips, enrichment activities, and community-based learning projects, further supporting the school's place-based learning model.
- *Anticipated Participants:* Approximately 25-30% of the student body is expected to participate in summer school, with a focus on students who have demonstrated academic challenges throughout the year, as identified through NWEA MAP and IREAD testing, classroom assessments, and teacher recommendations. Additionally, enrichment programs will be open to all students interested in deepening their learning in subjects such as science, art, and environmental studies.
- *Resource and Staffing Needs:* The program will require a dedicated team of teachers, instructional assistants, and support staff. Each class will maintain a low student-teacher ratio (15:1) to ensure personalized attention. Teachers will be compensated for their additional summer work, and materials such as project kits, science supplies, and technology will be funded through both school budgets and partnerships with community organizations. Transportation and meals will be provided to ensure that all students can participate, regardless of their socioeconomic background.
- *The Hive:* In late summer and early fall of 2025, URBAN ACT Academy is launching *The Hive*, a targeted literacy remediation initiative designed for rising 2nd and 3rd graders. This program will serve dual purposes: providing intensive, small-group reading intervention to support early literacy development, and acting as a feeder initiative to help transition students into URBAN ACT Academy. *The Hive's* successful components will inform future summer literacy programming and expand to serve neighboring community students.

Extra- and Co-Curricular Activities

URBAN ACT Academy believes that a well-rounded education includes opportunities for students to explore interests outside of the core academic subjects. To support this, the school will offer a variety of extra- and co-curricular activities that enhance student learning and promote physical, social, and emotional development.

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 - Sports: Basketball and volleyball will be offered, providing students with the opportunity to develop teamwork, discipline, and physical health.
 - Arts and Music: Students will participate in art workshops, choir, and drama, exploring their creative potential and building confidence.
 - STEM Clubs: Robotics, coding, and science clubs will foster critical thinking and problem-solving skills while encouraging interest in science, technology, engineering, and math.
 - Community Engagement and Leadership: Place-based learning clubs will focus on environmental sustainability, local history, and civic engagement, reinforcing the connection between students' academic learning and their local community.
- *Funding:* These programs will be funded through a combination of school budget allocations, grants from educational foundations, and partnerships with local businesses and community organizations. Some programs, like sports, may have modest fees, but scholarships will be available to ensure access for all students.

Mental, Emotional, and Social Development Programs

Supporting the mental, emotional, and social well-being of students is central to URBAN ACT Academy's mission. The school will implement a comprehensive range of programs and strategies to ensure students receive the support they need to develop strong social-emotional skills, maintain positive mental health, and thrive in and out of the classroom.

- *Social-Emotional Learning (SEL):* URBAN ACT Academy will use a research-based program that teaches students skills such as empathy, emotional regulation, conflict resolution, and responsible decision-making. SEL lessons will be embedded into the daily schedule, providing students with regular opportunities to practice these skills. Teachers will integrate SEL into academic lessons, allowing students to see the connection between emotional intelligence and academic success.
- *Restorative Practices:* Restorative practices are a key component of the school culture, promoting a sense of community, accountability, and personal responsibility. Through morning and afternoon circles, students will have the opportunity to express themselves, reflect on their experiences, and build stronger relationships with their peers and teachers. When conflicts arise, restorative conversations and mediations will be used to help students resolve disputes in a constructive way, focusing on healing relationships rather than punishment.

Other Student-Focused Activities and Programs

URBAN ACT Academy's educational and student-development plans are designed to go beyond traditional academics, offering a holistic approach that addresses all aspects of a child's development. In addition to the academic and social-emotional programming, several other

student-focused activities and initiatives are integral to ensuring student success and personal growth.

Place-Based Learning Projects

A signature feature of URBAN ACT Academy is its commitment to place-based learning (PBL). This approach connects students' academic work to real-world challenges within their local community, making learning more relevant and impactful. Throughout the year, students will engage in projects that address issues such as environmental sustainability, public health, and civic engagement, using their academic skills to develop solutions and present them to local stakeholders.

Family Engagement and Education

Recognizing the importance of family involvement in student success, URBAN ACT Academy places a strong emphasis on family engagement. Quarterly Family Nights will provide opportunities for parents to participate in their child's education through workshops, SEL programming, student showcases, and community-building events. These nights will offer training for parents on supporting their children's academic and social-emotional development at home, as well as giving them a voice in the school community.

In addition, Parent Advisory Councils will allow parents to take on leadership roles within the school, helping to shape school policies, plan events, and provide feedback on the overall school environment. These councils will be integral in ensuring that the school culture remains responsive to the needs of all families.

Health and Wellness Programs

URBAN ACT Academy is committed to promoting not only academic growth but also the physical health and wellness of students. The school will partner with local health organizations to provide students with access to health screenings, nutritional education, and exercise programs. Through the Playworks program, students will engage in structured physical activity during recess, promoting teamwork, physical fitness, and conflict resolution through play.

Additionally, students will have access to a school garden, where they can learn about healthy eating, sustainability, and food production. This hands-on experience complements their place-based learning projects and encourages students to take ownership of their health and the health of their community.

8) Admissions Policy and Criteria

URBAN ACT Academy's student recruitment and marketing plan is designed to ensure equal access for all students and families in Anderson, with a particular focus on serving families from the city's underserved neighborhoods. Recognizing the economic and educational challenges these communities face, we are committed to outreach strategies that reach families in poverty, academically low-achieving students, students with disabilities, homeless students, and other youth at risk of academic failure. Our recruitment efforts are deeply embedded within the local community, leveraging existing networks, partnerships, and a personal, hands-on approach to ensure every family understands the opportunities URBAN ACT Academy offers.

1. Community-Based Outreach and Partnerships

Our recruitment plan begins by forging strong relationships with key community stakeholders in Anderson's underserved areas. These partnerships include local churches, community centers, food banks, healthcare providers, and social service agencies, all of which are central to the lives of the families we aim to serve. By collaborating with these trusted entities, we create direct channels of communication with families who might otherwise be unaware of or hesitant to consider new educational opportunities for their children.



To build these relationships, URBAN ACT Academy staff attend and host community events, resource fairs, and neighborhood meetings to directly engage with families. These events provide a platform for us to present our school's mission and values, while offering families a personal introduction to our programs. This approach allows us to connect on a deeper level, fostering trust and showing our commitment to serving all children, regardless of their socio-economic status or educational background.

2. Reaching Families in Poverty

Anderson, like many post-industrial cities, faces significant economic challenges, with many families living below the poverty line. To ensure these families have full access to our school, we implement targeted recruitment in collaboration with agencies that serve low-income populations, such as local housing authorities, food pantries, homeless shelters, and public assistance offices. These organizations help us disseminate information about URBAN ACT Academy and facilitate face-to-face meetings between school staff and families in need.

Recruitment materials emphasize that enrollment is free, and we ensure that all barriers, including those related to transportation, are addressed. We offer free transportation, and our marketing materials make clear that students who face challenges accessing transportation to school will be fully supported. Additionally, our recruitment team offers assistance with the enrollment process, meeting families where they are—whether at a community center, home, or during a local event—to help them fill out applications and navigate the necessary steps.

3. Targeting Students in Need of Academic Support

URBAN ACT Academy is deeply committed to serving students who are not meeting their academic potential. Many students in underserved communities are at risk of falling behind, and our recruitment efforts specifically highlight how our educational model—centered on place-based learning (PBL), individualized instruction, and personalized academic support—is designed to support these learners.

We collaborate closely with Anderson Community Schools, tutoring centers, and after-school programs to identify students who may benefit from a more student-centered, hands-on learning environment. Teachers and administrators in these schools are key partners in recommending students who are struggling academically and who may thrive in an environment that focuses on small-group instruction, one-on-one support, and differentiated learning strategies. During parent-teacher conferences and other school events, we provide presentations on how URBAN ACT Academy can offer targeted interventions and personalized learning plans to help students succeed.

Parents/guardians of students who are not meeting proficiency standards are a crucial focus of our outreach, and we ensure they understand that URBAN ACT Academy is committed to closing achievement gaps and giving every child the tools they need to succeed, regardless of where they currently stand academically.

4. Engaging Students with Disabilities

Our commitment to supporting students with disabilities is reflected in our proactive approach to family engagement and specialized services. URBAN ACT Academy ensures that families of children with Individualized Education Programs (IEPs) or Section 504 plans are fully informed about the supports and resources available to help their children succeed.

Our outreach efforts include partnerships with local advocacy organizations such as the Madison County Special Education Cooperative, as well as collaboration with therapy centers, pediatric clinics, and other providers serving children with disabilities in the Anderson area.

Through these partnerships, we share information about our classrooms, which are thoughtfully designed to support students with a wide range of learning and developmental needs. Families are introduced to the various accommodations and supports we offer, including small-group instruction, one-on-one aides, assistive technology, and specialized interventions.

We also emphasize the individualized plans developed for each student with a disability, ensuring they receive instruction and support in the most appropriate setting. Before enrollment, families have the opportunity to meet with our special education team to discuss their child's specific needs and how the school will support their growth—both academically and socially.

5. Outreach to Homeless Students

URBAN ACT Academy takes significant steps to reach and engage homeless students and their families. We work closely with Anderson's homeless shelters and youth advocacy groups to identify children and families experiencing homelessness who might benefit from our school's comprehensive support systems.

We ensure that families understand the transportation assistance, meal programs, and social services we offer, which help remove common barriers to education for homeless students. Our recruitment materials and informational sessions are tailored to address the specific needs of these families, ensuring that they know their child will be supported with access to mental health services, academic interventions, and the stability of a consistent educational environment. Furthermore, we provide in-person and virtual assistance to help families complete enrollment forms, ensuring they do not miss the opportunity to access quality education due to logistical challenges.

6. Helping Students Overcome Academic Barriers

URBAN ACT Academy is committed to reaching students who may not have found success in traditional educational settings. This includes young people who have experienced inconsistent access to school, face challenges related to housing or family stability, or are involved in youth-serving systems such as juvenile services. Through partnerships with mentorship organizations, social workers, and juvenile support programs, the school works to connect with

these students and provide them with a fresh opportunity to thrive in a nurturing, student-centered environment that values both academic success and personal growth.

Our recruitment team collaborates with local youth organizations and alternative education programs to identify students who may benefit from a more personalized learning experience, restorative practices, and a strong foundation in social-emotional development. We emphasize URBAN ACT Academy's multi-tiered system of supports (MTSS), which ensures that students receive the academic and social interventions they need to stay engaged, grow, and reach their full potential. Families are assured that the school provides a safe, welcoming, and responsive learning environment where every student is seen, supported, and encouraged to succeed.

7. Accessible Communication

To ensure that every family in Anderson, regardless of their background, can access information about URBAN ACT Academy, we make all of our recruitment materials available in multiple languages, including Spanish, a common language spoken by many families in the community. We use clear, simple language to explain our programs and services, and we provide live translation services during informational events to ensure non-English-speaking families fully understand the enrollment process and the benefits of attending our school.

Additionally, our social media presence, combined with door-to-door outreach, helps us connect with families who may not engage with traditional media or public events. Our marketing strategies are designed to meet families where they are, whether that's at their local community center, place of worship, or through online platforms they already use.

8. Engaging Anderson's Media and Local Networks

To maximize the reach of our recruitment efforts, we partner with local radio stations, newspapers, and community bulletin boards to broadcast our open enrollment periods and school information. We target these efforts toward platforms that serve the underserved populations of Anderson, ensuring our message reaches those who most need it. Additionally, we engage with online community groups and neighborhood social media platforms to make sure information about URBAN ACT Academy is easily accessible.

By embedding ourselves within the fabric of the Anderson community, particularly in neighborhoods that are often underserved by traditional educational systems, URBAN ACT Academy ensures that all students, regardless of their background, are aware of and have access to our school. Our comprehensive recruitment strategy reflects our commitment to providing a high-quality education to all children, ensuring that those most in need of support are at the forefront of our outreach efforts.

9) Student Discipline

URBAN ACT Academy's approach to student discipline is rooted in restorative practices and the belief that every student deserves an opportunity to learn from their mistakes in a supportive, nurturing environment. Our goal is to create a positive school culture where students understand

the importance of accountability, empathy, and community. Discipline at URBAN ACT Academy focuses on repairing harm, building relationships, and promoting self-regulation, rather than simply enforcing punitive measures.

1. Discipline Policy Overview

Students and parents will be fully informed about the school's Discipline Policy through multiple channels. This policy will be shared during:

- Orientation sessions at the start of the school year.
- The first two weeks of school are designated for a culture camp for all students. During culture camp, students learn and practice school-wide/classroom systems and routines as well as norms, core values, and the behavior expectations.
- The student and parent handbook, which is distributed to all families and includes detailed descriptions of behavioral expectations and consequences.
- Parent-teacher conferences, where teachers and administrators explain the school's discipline philosophy and approach.
- School assemblies and classroom discussions, where the principles of restorative practices are modeled and reinforced regularly.

We make the policy accessible by offering it in multiple languages and providing opportunities for families to ask questions and gain clarity on any aspect of the policy.

2. Practices to Promote Positive Behavior

URBAN ACT Academy uses a proactive approach to discipline by emphasizing positive behavioral interventions and supports (PBIS). This system encourages students to develop the social and emotional skills necessary for academic and personal success. Our practices include:

- Restorative Practices: When behavioral issues arise, students participate in restorative circles where they discuss the impact of their actions, work to repair harm, and rebuild relationships. This approach promotes accountability and helps students learn conflict-resolution skills.
- Social-Emotional Learning (SEL): We integrate SEL into daily instruction, helping students develop skills in self-awareness, self-management, social awareness, relationship-building, and responsible decision-making. This fosters a positive school climate and reduces behavioral incidents.
- Incentives for Positive Behavior: Students are recognized for their positive contributions to the school community through a variety of incentive programs, such as:
 - Positive Behavior Referrals: Students demonstrating exemplary behavior receive recognition in school announcements, during assemblies, and with special privileges.
 - Community Circle Celebrations: A quarterly awards program hosted at the classroom-level where students are recognized for academics and positive behavior.
 - Classroom Rewards: Teachers create systems where students earn rewards for positive behavior, including group projects, extra recreational time, or school privileges.



- Student Leadership Opportunities: Students who consistently model good behavior are given leadership roles, such as leading class activities or representing the school in community events.

3. Penalties for Infractions

While we focus on proactive strategies, URBAN ACT Academy recognizes the need for consequences when necessary. We maintain a clear, consistent approach to discipline that aligns with legal and policy standards. Our system includes both non-discretionary and discretionary offenses for which students may face suspension or expulsion.

Non-Discretionary (Mandatory) Suspension or Expulsion Offenses

These offenses require automatic suspension or expulsion based on state and federal laws. They include:

- Possession of weapons on school property.
- Serious physical violence against students, staff, or others.
- Drug possession or distribution.
- Sexual harassment or assault.

Discretionary Suspension or Expulsion Offenses

Discretionary offenses allow for the school to determine the appropriate response based on the situation's context and the student's behavioral history. These include:

- Chronic defiance of authority or disruptive behavior that severely interrupts the learning environment.
- Bullying or harassment, whether verbal, physical, or online.
- Repeated vandalism or destruction of school property.
- Excessive absences or tardiness if it reflects intentional disregard for school policies.

4. Special Considerations for Students with Disabilities

URBAN ACT Academy takes into account the rights of students with disabilities in all disciplinary actions. We comply with the Individuals with Disabilities Education Act (IDEA) and ensure that any discipline involving a student with an Individualized Education Program (IEP) or 504 Plan is handled with the appropriate accommodations. When disciplinary action is considered, the following steps are taken:

- Manifestation Determination: For students with disabilities, the school conducts a manifestation determination review to assess whether the behavior in question was a direct result of the student's disability. If the behavior is determined to be a manifestation of their disability, the school will adjust the student's behavior intervention plan (BIP) and provide additional support, rather than issuing a suspension or expulsion.
- IEP or 504 Review: If disciplinary action is necessary, the student's IEP or 504 team meets to ensure the student's educational services continue, even during suspension or alternative placements, in accordance with federal law.

5. Due Process for Suspensions and Expulsions

URBAN ACT Academy adheres to a clear due process procedure to ensure fairness and transparency when students face suspension or expulsion. The steps include:

- **Notification:** Parents are notified immediately of any incident that may result in suspension or expulsion. This notification is provided in writing, detailing the behavior in question, the disciplinary action proposed, and the student's rights.
- **Meeting with Parents:** Before a suspension of more than five days or an expulsion, a disciplinary hearing is held, giving the student and parents an opportunity to present their perspective on the incident. During this meeting, school administrators review the evidence and consider any mitigating factors.
- **Appeal Process:** Parents have the right to appeal any suspension or expulsion decision. The appeal process includes:
 1. Submission of a written appeal to the school administration within a specified time frame.
 2. Review by an impartial committee, which includes school leaders, a teacher representative, and, if applicable, a member of the school's governing board.
 3. Final Decision: After reviewing the appeal, the committee provides a written response to the family, either upholding or modifying the original decision.

Through this structured approach, URBAN ACT Academy ensures that all disciplinary actions are carried out fairly and in a manner that upholds the rights and dignity of every student.

10) Parent and Community Involvement

URBAN ACT Academy has prioritized community engagement from the early stages of planning, ensuring that the school reflects the needs, values, and aspirations of Anderson families. The school has actively attended church meetings, community events, and listening sessions to seek insights from parents and stakeholders. These engagements have influenced key aspects of the school model, including curriculum design, student support services, and extracurricular programming.

Additionally, local leaders, parents, and educators have provided feedback on restorative practices, place-based learning, and support for at-risk students, shaping the school's culture and instructional approach. Their input has reinforced the importance of small class sizes, individualized learning plans, and robust student support services to promote academic and social success.

Engagement Plan from Approval Through School Opening

Once approved, URBAN ACT Academy will intensify its outreach efforts to ensure continued community involvement leading up to the school's opening. The following strategies will be implemented:

- *Parent Advisory Council:* A formal Parent Advisory Board (PAC) will be established to provide input on school policies, curriculum, and family engagement initiatives.
- *Community Information Sessions:* Regular meetings will keep families informed about the school's development, enrollment process, and opportunities to get involved.

- *School Open Houses & Orientation Events:* Parents and students will be invited to tour the school, meet the leadership team, and participate in vision-building activities.
- *Local Partnerships & Resource Fair:* A community event will connect families with support services, enrichment programs, and volunteer opportunities.
- *Social Media & Newsletters:* Regular updates via social media, email newsletters, and printed materials will keep stakeholders informed and engaged.

Parent Involvement in School Life & Family-School Partnerships

URBAN ACT Academy recognizes that parental involvement is a key driver of student success and will implement multiple pathways for families to engage in school life:

1. Parent Volunteering & Leadership Roles
 - *Classroom & Event Volunteers:* Parents will be encouraged to assist with school events, classroom activities, and student projects.
 - *Mentor & Tutor Programs:* Parents with expertise in STEM, arts, and trades will have the opportunity to work with students in small groups.
 - *Family Learning Nights:* Workshops will provide parents with tools to support literacy, math skills, and social-emotional learning at home.
2. Communication & Partnership Development
 - *Quarterly Parent-Teacher Conferences:* Open discussions on student progress and learning strategies.
 - *Quarterly Celebrations of Learning:* Students will present projects and learning portfolios to families.
 - *Annual Surveys & Feedback Sessions:* Parents will have structured opportunities to provide ongoing input on school policies and programs.
3. Commitment to Family Engagement
 - Families will be invited—but not required—to contribute to school life in ways that align with their skills, schedules, and interests.
 - Volunteer commitments can include helping in the classroom, organizing fundraisers, leading after-school clubs, or serving on committees.

Community Resources & Partnerships to Support Students and Families

URBAN ACT Academy has cultivated a strong network of community partnerships to provide wraparound services, extracurricular opportunities, and career exploration experiences.

Educational & Youth Development Partnerships

- Top Tier Daycare – Supports early childhood transitions and kindergarten readiness.
- Teen Works – Provides tutoring, career readiness, and community service opportunities for students.
- Greater Grace Church – Offers a food pantry, clothing closet, and housing assistance for families in need.
- The Village Anderson – Collaborates on place-based learning and service-learning projects.

Family & Social Support Services

- Cerenity Recovery Café – Provides support for families facing homelessness, substance abuse, and mental health challenges.

- New Purpose Ministries – Serves as a hub for family support services, hosting school events and workshops.

Enrichment & Extracurricular Opportunities

- Anderson Steppers – Offers dance and creative arts programs to enhance student engagement.
- People Rich Comedy – Provides a stress-relief space for parents and contributes funding for student enrichment activities.
- Ray Walker & Boys & Girls Club – Supports after-school programs and summer learning initiatives.
- Damon Golden Creative & A-Town Event Production – Assists with school media, student projects, and community events.



BOYS & GIRLS CLUBS

These partnerships will provide both fee-based and in-kind support, ensuring that students and families have access to academic, social, and wellness resources that contribute to long-term success.

URBAN ACT Academy is deeply committed to building strong partnerships with families and the community. From pre-launch engagement efforts to ongoing parent involvement opportunities, the school will foster a collaborative environment where parents, educators, and community members work together to create a thriving, student-centered learning experience. Through continuous feedback, volunteer programs, and wraparound services, URBAN ACT Academy will ensure that all students receive the academic, emotional, and social support needed to succeed.

11) Educational Program Capacity

URBAN ACT Academy is guided by two experienced and dynamic leaders who bring a wealth of expertise in education and a deep commitment to community-focused learning. Together, Mark Humphrey, the Principal, and Nigena Livingston, the Head of School, form the backbone of the school's leadership, overseeing the development, governance, and success of the academy's mission in Anderson, Indiana. Their leadership will ensure that URBAN ACT Academy is not only a high-performing institution but also a valuable resource for underserved students and families in the area.

Nigena Livingston, Head of School

Nigena Livingston serves as the Head of School of URBAN ACT Academy, bringing over 20 years of experience in school leadership, curriculum design, and instructional development. As the founder and Head of School of the Indianapolis location, Nigena has successfully led the organization since its inception, transforming URBAN ACT Academy into a model of holistic education that prioritizes both academic excellence and student well-being. Her leadership has been pivotal in crafting the school's place-based learning (PBL) approach and implementing restorative justice practices, which are now hallmarks of the academy's success..

Nigena's vision for education is grounded in data-driven decision-making and a deep commitment to community. Over the course of her career, she has focused on creating educational environments that not only address students' academic needs but also promote social, emotional, and civic development. She believes in building schools that serve as community hubs, where families, educators, and students collaborate to foster personal and academic growth. Nigena's leadership has resulted in measurable improvements in student outcomes, including increased student achievement and stronger relationships between students, teachers, and the community.

Her career includes work with The Mind Trust, where she was an Innovation School Fellow, and extensive leadership experience as a Principal and Director of Instruction in several schools across the country. Nigena holds a Master's degree in Educational Leadership and Administration from Grand Valley State University, where she developed her expertise in curriculum development and staff coaching. She also founded the Living Education Access Project, which focuses on helping educators design and implement holistic education strategies that address the unique challenges of under-resourced school systems.

Nigena's experience in charter school governance, coupled with her hands-on approach to school management, positions her as a leader who can guide URBAN ACT Academy through its next phase of growth in Anderson. Her leadership will ensure the school's continued success and expansion while maintaining the core values that have made the Indianapolis location a success.

Mark Humphrey, Principal

Mark Humphrey, a native of Anderson, Indiana, serves as the Principal of URBAN ACT Academy. Born and raised in Anderson, Mark has an intimate understanding of the challenges facing the local community. His experience as a leader in urban education has been honed over eight years, during which he has worked primarily with Black and brown students in high-poverty areas, with a strong focus on school turnaround efforts. Mark's leadership is characterized by his commitment to closing the achievement gap for students in underserved areas, helping them overcome systemic barriers to success.

In his most recent role as the Principal at URBAN ACT Academy's Indianapolis location, Mark has been instrumental in developing a strong school culture based on Restorative Practices and social-emotional learning. His focus is on relationship-building, ensuring that students, particularly those with behavioral challenges, feel understood and supported. He believes in empowering students to take responsibility for their actions while providing them with the tools they need to succeed academically and socially. Under Mark's leadership, the Indianapolis school has seen significant reductions in disciplinary incidents, and students have demonstrated improvements in both behavior and academic performance.

Mark holds a Master's degree in Educational Leadership from Central Michigan University, along with additional professional training from Relay Graduate School of Education and Ball State University, where he completed coursework in Restorative Practices and instructional leadership. His extensive background in school leadership, including his experience as a Dean of Students and middle school math teacher, gives him a comprehensive view of how to lead a school effectively. As a founding member of URBAN ACT Academy, Mark's work in turnaround schools and his dedication to community transformation make him uniquely qualified to lead the new school in Anderson. His personal ties to Anderson, combined with his educational philosophy, position him as a leader who not only understands the needs of the community but is deeply invested in its success.

Morgan Galbreth, JD, Board Chair

Morgan Galbreth serves as the Chair of the Board of Directors for URBAN ACT Academy, bringing extensive legal and compliance expertise to the role. Professionally, she is an Associate Director at Eli Lilly and Company, where she focuses on compliance monitoring and legal advisory functions.

In her capacity as Board Chair, Ms. Galbreth has been instrumental in guiding URBAN ACT Academy through its development and operational phases. Her legal background has been pivotal in ensuring that the school adheres to all regulatory requirements and maintains high standards of financial stewardship. She has provided strategic oversight in areas such as governance, policy development, and compliance, ensuring that the academy operates within the legal frameworks governing educational institutions.

Collective Leadership Expertise

The leadership team of Mark Humphrey and Nigena Livingston brings complementary skills and deep expertise in the areas of school leadership, curriculum design, instruction, and community engagement. Together, they possess a unique combination of experience that enables them to drive the school's vision forward while addressing the specific needs of the students and families in Anderson.

School Leadership, Administration, and Governance

Mark and Nigena have proven track records in effectively leading schools in urban settings. Nigena has been at the helm of URBAN ACT Academy for over six years, overseeing the school's growth and success in Indianapolis, while Mark has been a key figure in shaping the school's culture and academic outcomes. Their shared experience in governance ensures that they understand the intricacies of running a charter school, including ensuring compliance with state and federal regulations, overseeing staff development, and creating data-driven strategies to support academic success.

Curriculum, Instruction, and Assessment

Nigena's extensive background in curriculum design and instructional leadership ensures that URBAN ACT Academy's educational program is rigorous, engaging, and responsive to the needs of a range of learners. She has designed curricula that integrate place-based learning (PBL) and culturally relevant pedagogy, which helps students connect their learning to real-world problems and their own communities. Mark's expertise in restorative practices and social-emotional learning complements this by ensuring that the school's approach to instruction is holistic, addressing not only academic needs but also the emotional and social growth of students. Together, they emphasize the importance of data-driven instruction and formative assessments to track student progress and adjust teaching strategies as needed.

Performance Management

Both leaders are committed to ensuring that URBAN ACT Academy meets high standards of academic performance and operational excellence. Nigena's experience in leading schools through continuous improvement cycles has resulted in measurable gains in student achievement. Mark's work with behavior management systems and his focus on using restorative practices to reduce disciplinary incidents have created a school environment where students feel supported and are

better able to focus on their learning. Their leadership style is collaborative, with both leaders prioritizing professional development for teachers and staff to build capacity within the school.

Parent and Community Engagement

Mark's deep personal ties to Anderson are a cornerstone of URBAN ACT Academy's community engagement strategy. As a native of the city, he understands the challenges that local families face and is committed to ensuring that the school serves as a resource for the entire community. Both Mark and Nigena emphasize the importance of family involvement in the educational process, and they have developed numerous partnerships with local organizations, churches, and community groups to ensure that parents and guardians are active participants in their children's education.

Nigena has extensive experience building community partnerships in Indianapolis, and she brings this expertise to Anderson, where she will work to establish relationships with local businesses, nonprofits, and educational organizations. These partnerships will provide additional resources and opportunities for students, including internships, mentorship programs, and after-school activities.

Community Knowledge and Connections

Mark Humphrey's deep roots in Anderson give URBAN ACT Academy a strong foundation for building trust and engagement with the local community. Having grown up in Anderson, Mark is well-acquainted with the city's strengths and challenges, particularly where a lack of access to high-quality education have been persistent issues. His personal connections with local families and organizations provide the school with a direct line to the community, helping ensure that URBAN ACT Academy's programs are tailored to the needs of Anderson's children.

Nigena's experience in urban school settings across the country, coupled with her success in building relationships with community leaders in Indianapolis, allows her to bring a broader perspective to community engagement in Anderson. Her focus on holistic education and community-based learning will drive initiatives that encourage students to take active roles in their neighborhoods, creating a pipeline of engaged citizens who are empowered to make positive changes.

Partners and Resources

URBAN ACT Academy has established partnerships with several organizations that are essential to its success. Relay Graduate School of Education, for example, will support the ongoing professional development of the school's teachers and leaders, ensuring they have access to the latest research and strategies in instructional leadership and classroom management. Additionally, local community organizations in Anderson will play a crucial role in supporting the school's outreach and engagement efforts, helping to connect families with the resources they need to thrive.

Compensation and Leadership Roles

As co-founders and the driving force behind URBAN ACT Academy, Mark Humphrey and Nigena Livingston are not just executive leaders—they are the operational backbone of the school. Currently compensated through the nonprofit's existing funds, which reflect over five years of sustained impact in Indiana, both leaders are fully committed to the launch and long-term success of the Anderson campus. Their compensation is aligned with market standards for school

leadership, but the scope and intensity of their responsibilities far exceed traditional administrative roles.

Mark and Nigena function as a team of many: serving as principals, deans of culture, instructional coaches, curriculum developers, data analysts, custodians, and external relations managers. Their day-to-day work spans from designing and implementing academic programs to managing school culture and facilities, while also leading fundraising, community partnerships, and teacher development. Their dual leadership ensures the fidelity of the school's vision while allowing for constant innovation and responsive problem-solving.

This integrated leadership model is a deliberate choice. It reflects the school's startup phase and the founders' belief that transformative education requires hands-on stewardship. Rather than delegate core responsibilities, they have embraced the challenge of modeling the culture, instructional excellence, and community commitment they expect from every staff member. Their willingness to "do the work"—from sweeping the floors to leading restorative circles—sets a powerful tone for the school's ethos.

Their compensation, while fair and competitive, is only one dimension of their investment in URBAN ACT Academy. Their true value lies in the passion, experience, and relentless dedication they bring to every aspect of school life.

Conclusion

Under the leadership of Mark Humphrey and Nigena Livingston, URBAN ACT Academy is well-positioned to achieve success in Anderson. Their combined expertise in school leadership, instructional design, community engagement, and performance management ensures that the school will provide an exceptional educational experience for all students.

SECTION 2. OPERATIONS PLAN & CAPACITY

1) Legal Status and Governing Documents

URBAN ACT Academy is organized as a non-profit corporation under the laws of the state of Indiana. The school operates as a public charter school and is governed by a board of directors that provides oversight and ensures adherence to its mission of serving underserved students in Anderson, Indiana.

The school holds 501(c)(3) federal tax-exempt status, as recognized by the Internal Revenue Service (IRS). This designation allows URBAN ACT Academy to receive tax-deductible donations and grants, which support the school's operations and development. The non-profit status also ensures that any surplus funds are reinvested directly into the school to improve educational programs, facilities, and services for students, rather than distributed for personal gain.



As a tax-exempt non-profit, URBAN ACT Academy complies with all federal and state regulations regarding financial accountability, transparency, and governance. The school maintains proper accounting records and undergoes regular audits to ensure compliance with applicable laws, including those governing charter schools in Indiana. Additionally, the board of directors is responsible for ensuring that the school operates in accordance with its non-profit status and continues to meet the requirements set by the IRS for maintaining tax-exempt status.

2) Organization Charts

See **Attachment 13**

3) Governing Board

Governance Philosophy: The governance philosophy guiding the board of URBAN ACT Academy is grounded in collaboration, transparency, and accountability, with a strong focus on ensuring that the school fulfills its mission to serve students in underserved communities. The board's primary responsibility is to provide strategic oversight and ensure the educational and operational success of the school while allowing school leadership the autonomy to execute day-to-day management.

The board values the involvement of key stakeholders—including parents, educators, community members, and local leaders—and ensures that these groups have meaningful input in the decision-making process. Stakeholders are engaged through regular meetings, advisory committees, and ongoing communication channels that allow them to share feedback, participate in discussions, and contribute to the school's development. The board is committed to being accessible to the school community and fostering a collaborative culture in which all voices are heard.

Governance Structure: URBAN ACT Academy is governed by a board of directors composed of eight current members, with a continued desired composition that includes individuals with expertise in key areas such as education, finance, law, governance, and community leadership. The board currently includes previous school founders, business leaders, attorneys, financial experts, and advocates for education. This diversity of skills and backgrounds ensures that the board is equipped to guide the school toward educational and operational excellence.

Primary Roles of the Governing Board

The primary role of the governing board is to:

- Oversee the school's mission and strategic direction.
- Ensure compliance with all legal, regulatory, and financial obligations.
- Monitor academic performance and student outcomes, ensuring the school meets or exceeds expectations set by the charter agreement and state standards.
- Approve the school's annual budget and financial plan, and ensure sound financial management.
- Evaluate the performance of the school leader, including conducting regular reviews to ensure alignment with the school's goals.
- Engage key stakeholder groups, including parents, community members, and staff, in the governance process.
- Recruit and train new board members to ensure continuity in governance.

Interaction with the Principal and Advisory Bodies: The board works closely with the Head of School and the Principal, who are responsible for the day-to-day management of the school, including instructional leadership, staff management, and school operations. The Principal reports regularly to the Head of School who then reports to the board, providing updates on academic performance, school culture, student discipline, and operational matters. This relationship is based on mutual trust, with the board offering guidance and support while respecting the Head of School and the Principal's autonomy to lead the school effectively.

The board may also engage advisory bodies, such as parent advisory committees time-to-time, which provide valuable input on school policies, community engagement, and student needs. These advisory bodies do not have formal decision-making power but serve as a vital channel for stakeholder feedback.

Board Composition and Expertise

The board currently consists of eight members, with the following expertise:

- *School Founders:* Individuals with deep knowledge of how to build schools, develop and evaluate a school's mission and vision, ensuring continuity and commitment to the founding principles. Additionally, these members possess a deep understanding of educational philosophy and operational excellence.
- *Attorneys:* Legal experts who provide guidance on regulatory compliance, contracts, and governance matters.
- *Financial Leaders:* Individuals with expertise in budgeting, financial oversight, and auditing, ensuring the school's financial health and sustainability.

- *Education Advocates:* Experts in curriculum design, instructional leadership, and student assessment, who guide the academic direction of the school.

This composition allows the board to effectively oversee the school's operations and ensure that it meets both its academic and operational goals. The board's collective expertise in education, governance, finance, and law ensures that URBAN ACT Academy remains on track for success.

Ensuring Educational and Operational Success

The board's structure and composition are designed to support URBAN ACT Academy's educational and operational success in several key ways:

1. *Educational Oversight:* By including education advocates and experts on the board, the school's curriculum, instructional practices, and student assessments are regularly reviewed and enhanced to align with best practices and state standards. The board closely monitors academic performance data and ensures that the school remains focused on improving student outcomes.
2. *Operational Accountability:* The board's financial and legal experts provide rigorous oversight of the school's budget, financial management, and compliance with laws and regulations. This ensures that the school operates efficiently and is financially sustainable.
3. *Evaluation of School Leadership:* The board evaluates the Principal/Head of School's performance regularly through goal-setting and performance reviews. These evaluations are based on clear metrics related to academic performance, school culture, operational management, and community engagement.
4. *Stakeholder Representation:* By actively engaging parents, teachers, and community leaders, the board ensures that all stakeholder groups have a voice in school governance. This engagement strengthens the connection between the school and the community, fostering trust and collaboration.

Board Selection and Meetings

The board of URBAN ACT Academy, upon authorization, will govern the new Anderson location, ensuring continuity in mission and leadership from the current URBAN ACT non-profit.. The current board has already overseen the successful development and operation of the Indianapolis school, and no additional transformation of the board's membership, mission, or bylaws is needed as they assume governance of the Anderson school.

Board members are selected based on their expertise, commitment to the school's mission, and ability to contribute to the school's success. The board meets bi-monthly, with additional meetings scheduled as needed. During these meetings, the board reviews academic data, financial reports, and strategic initiatives. The board operates through several committees, including:

- *Finance Committee:* Oversees budgeting, financial management, and audits.
- *Academic Excellence Committee:* Monitors student performance, curriculum implementation, and instructional strategies.
- *Governance Committee:* Recruits and trains new board members and ensures compliance with governance best practices.

Ethical Standards and Conflicts of Interest

The board adheres to a strict code of ethics and has established procedures for identifying and addressing conflicts of interest. Board members are required to disclose any potential conflicts, and in the event of a perceived or actual conflict, the board takes immediate steps to ensure transparency and fairness. If a conflict arises, the board member in question recuses themselves from any related decision-making processes. There are no known conflicts of interest among current board members.

Plans for Board Capacity Building and Recruitment: URBAN ACT Academy is committed to building the capacity of its governing board over time. To maintain a high level of expertise and leadership, the board continuously seeks new members with specific skills that complement the existing composition. Recruitment efforts focus on identifying individuals with expertise in education, finance, community leadership, and nonprofit governance. As vacancies arise, the Governance Committee leads the search for new members, prioritizing those who share the school's commitment to all and student success.

Board members receive a comprehensive orientation that includes training on the school's mission, governance responsibilities, and key operational areas. Additionally, ongoing development opportunities are provided through workshops, webinars, and board retreats, covering topics such as data-driven decision-making, financial management, and academic oversight. This ensures that both new and existing board members remain well-equipped to fulfill their governance duties effectively.

Conclusion: URBAN ACT Academy's governing board is a strong and committed group of individuals who bring diverse expertise to the school's leadership. With a clear governance philosophy rooted in accountability, transparency, and stakeholder involvement, the board is well-positioned to ensure the educational and operational success of the school. Their ongoing commitment to capacity building and ethical governance will guide URBAN ACT Academy as it continues to grow and serve the students and families of Anderson.

4) Advisory Bodies

URBAN ACT Academy will establish a Parental Advisory Body upon the school's formation to provide informal stakeholder input and strengthen the connection between parents and the school's leadership. While the advisory body will not have formal decision-making authority, it will serve as an essential channel for parents to share their insights and feedback on various aspects of the school, fostering a collaborative environment.

Roles and Duties of the Parental Advisory Body

The primary role of the Parental Advisory Body will be to:

- Offer feedback on key school policies, curriculum, student support services, and school events.
- Identify opportunities for improving family engagement, communication, and overall student experience.
- Raise concerns or suggestions from the broader parent community, providing a voice for parents to address school-related issues.

- Collaborate with school leadership on planning and promoting community events, such as family nights, parent workshops, and student celebrations.

Although the advisory body does not have formal governance power, its feedback will help shape school initiatives and policies by reflecting the concerns and priorities of parents.

Planned Composition

The advisory body will consist of parents, representing a diverse cross-section of the school's student population, with particular emphasis on including parents of:

- Students from underserved neighborhoods.
- Students with disabilities.
- At-risk students.
- English Language Learners (ELL).

This composition ensures a wide range of perspectives and experiences. The group will aim for equal representation across different grade levels, and efforts will be made to ensure language support where necessary.

Strategy for Achieving Composition

To form a diverse and representative body, URBAN ACT Academy will use the following strategies:

- Inviting parents to express interest during enrollment, orientation, and family engagement events.
- Regular communication through newsletters and emails encouraging parents to join or participate.
- Teacher and staff nominations to identify parents who are actively involved in their children's education and could provide valuable insights.
- Accommodating practices, such as offering meeting times that accommodate varying schedules and providing childcare if needed, to remove barriers to participation.

The advisory body will aim to engage parents who are committed to the school's mission and who can offer constructive feedback on behalf of the larger parent community.

Role of Parents, Students, and Teachers

While the Parental Advisory Body will consist primarily of parents, teachers and students may occasionally be invited to provide input on specific topics, especially those related to student life, extracurricular activities, or school policies that directly affect them. The inclusion of teachers will help bridge the gap between family and classroom dynamics, and occasional student input will ensure that students' voices are considered when appropriate.

Reporting Structure

The Parental Advisory Body will have an informal reporting structure and will meet every other month, at the same frequency as the board of directors' meetings. After each meeting, the advisory body will provide a summary of its discussions and suggestions, which will be shared directly with

the board of directors. This informal reporting ensures that the board receives timely feedback on parental concerns and suggestions, while maintaining the advisory body's consultative role. Although the advisory body does not have a formal place in the governance process, its input will be an important factor in board discussions and decision-making, particularly on matters related to family engagement, student support, and school culture.

Collaborative Relationship with the Board

By establishing this informal reporting structure, URBAN ACT Academy ensures that the advisory body serves as a bridge between parents and school leadership. The regular interaction with the board allows for open communication and ensures that parent perspectives are consistently considered in the school's ongoing development. This informal yet structured relationship reinforces the school's commitment to community engagement and encourages a shared sense of ownership over the school's direction.

By meeting on a bi-monthly basis and reporting directly to the board, the Parental Advisory Body will play a critical role in ensuring that parents remain active participants in their children's education, offering valuable feedback that helps shape the school's culture, policies, and community engagement efforts.

5) Grievance Process

URBAN ACT Academy is committed to maintaining open and transparent communication with students, parents, and the community. To ensure that any concerns or grievances are handled fairly and efficiently, the school has established a clear grievance process. This process allows parents, students, and other stakeholders to formally address their concerns regarding governing board policies, administrative procedures, or practices at the school.

1. Informal Resolution

Before initiating a formal grievance, URBAN ACT Academy encourages parents and students to seek an informal resolution by discussing the issue with the relevant staff member or administrator. In many cases, direct communication can resolve misunderstandings or disagreements quickly. If the concern relates to a classroom matter, the parent or student should first contact the teacher. If the issue is broader or involves school policies or administration, the concern should be brought to the attention of the Principal or another school leader.

2. Formal Grievance Submission

If the issue cannot be resolved informally or if the parent or student feels their concern has not been adequately addressed, they may file a formal grievance. This formal grievance process includes the following steps:

- *Written Submission:* The grievance must be submitted in writing to the Principal. The written grievance should clearly outline the nature of the concern, relevant facts, and any actions already taken to resolve the issue. This written document allows the school to maintain a formal record and ensures that the issue is thoroughly documented.

- *Acknowledgment:* The Principal will acknowledge receipt of the grievance within two business days of its submission. This acknowledgment will include information on the next steps in the grievance process and a timeline for review.

3. Investigation and Review

Upon receiving the grievance, the Principal or a designated administrator will conduct an investigation into the matter. This may involve:

- Reviewing relevant policies or procedures that pertain to the issue.
- Interviewing the parties involved, including the student, parent, staff, or teachers, as necessary.
- Gathering additional evidence, such as written records, emails, or school reports, to fully understand the context of the complaint.

The school aims to resolve grievances promptly and fairly, with a resolution typically reached within 10 business days of the written grievance submission.

4. Decision and Response

Once the investigation is complete, the Principal or administrator will provide a written response to the parent or student. This response will include:

- A summary of the findings based on the investigation.
- A clear explanation of the decision made.
- Any actions that the school will take to address the concern, if applicable.

The school's response will also inform the parent or student of their right to appeal the decision if they are unsatisfied with the outcome.

5. Appeal to the Governing Board

If the parent or student is not satisfied with the resolution provided by the school administration, they may choose to appeal the decision to the Governing Board. The appeal process is as follows:

- *Written Appeal Submission:* The parent or student must submit a written appeal to the Chair of the Governing Board within 10 business days of receiving the school's decision. The appeal should include a summary of the grievance, the school's response, and the reasons for appealing the decision.
- *Board Review:* The Governing Board will review the appeal at its next regularly scheduled meeting. The Board may choose to review the grievance materials, meet with the parent or student, and discuss the issue with school leadership as part of their review process. The Board's review ensures that all concerns are heard at the highest level of school governance.
- *Final Decision:* After reviewing the appeal, the Governing Board will issue a final decision in writing. The decision of the Governing Board is considered final and binding. The parent or student will receive the Board's response within five business days of the meeting where the appeal was considered.

6. Reporting and Record Keeping:

URBAN ACT Academy is committed to maintaining a transparent and accountable grievance process. All formal grievances, investigations, and resolutions are documented and kept on file by the school administration. This ensures that the school can track the nature and frequency of grievances and continually improve its policies and procedures based on feedback.

7. Special Considerations for Students with Disabilities:

For grievances related to the rights or services of students with disabilities under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act, the school will follow the additional legal processes required to ensure compliance. This may include conducting a manifestation determination review or holding a meeting of the student's Individualized Education Program (IEP) team to address the concerns raised in the grievance.

Conclusion: URBAN ACT Academy's grievance process is designed to ensure that all stakeholders have a clear, fair, and transparent pathway to address concerns. By encouraging informal resolution when possible and providing a structured, formal grievance procedure, the school fosters a culture of open communication and accountability, ensuring that all voices are heard and respected.

6) School Management Contracts

N/A

7) Staff Structure

At URBAN ACT Academy, the relationship between the senior administrative team and the rest of the staff is based on a foundation of collaboration, clear communication, and shared leadership. The senior administrative team, which includes the Principal and key administrative leaders, fosters a school culture where staff feel supported, valued, and engaged in the school's mission. This is accomplished through ongoing professional development, regular feedback, and open lines of communication that promote both instructional excellence and staff well-being.

1. Collaborative Leadership and Communication: The senior administrative team maintains an open-door policy, encouraging all staff to communicate concerns, ideas, or suggestions directly. Regular staff meetings, led by the Principal or administrative leaders, provide opportunities for teachers and support staff to align on goals, review instructional strategies, and discuss student progress. These meetings are held weekly and cover essential topics such as curriculum development, student behavior, and school culture initiatives.

In addition to staff meetings, the school implements one-on-one coaching and check-ins between teachers and administrators. These sessions provide personalized support for teachers, allowing them to discuss their instructional practices, classroom management, and professional goals in a confidential and constructive setting. This coaching structure strengthens relationships between the administration and teaching staff, fostering a sense of partnership in achieving the school's mission.

2. Performance and Feedback System: URBAN ACT Academy prioritizes continuous improvement for all staff members. The school's performance evaluation system is based on regular classroom observations, feedback sessions, and data-driven assessments. Teachers and staff are evaluated on both their instructional practices and their contribution to the school's culture and student outcomes.

Senior administrators conduct formal and informal observations throughout the year, followed by feedback sessions aimed at helping staff improve their instructional methods and professional development. These evaluations are designed to be collaborative rather than punitive, with the goal of fostering growth and excellence in the classroom.

3. Professional Development and Support: The senior administrative team also plays a key role in facilitating ongoing professional development. Teachers participate in weekly professional learning communities (PLCs) where they collaborate on instructional strategies, review student data, and share best practices. Additionally, the administrative team organizes monthly full-day professional development sessions, which focus on topics such as restorative practices, differentiated instruction, and project-based learning. These opportunities for professional growth help ensure that all staff are equipped with the skills and knowledge necessary to meet the diverse needs of students.

4. Teacher-Student Ratio: URBAN ACT Academy is committed to maintaining small class sizes to ensure that students receive personalized attention and support. The teacher-student ratio at the school is approximately 1:20/23, meaning each teacher is responsible for an average of 20-23 students. This ratio allows for more individualized instruction, targeted interventions, and stronger relationships between teachers and students.



5. Total Adult-to-Student Ratio: In addition to teachers, URBAN ACT Academy employs instructional aides, support staff, and administrative personnel, all of whom contribute to creating a supportive learning environment. The overall adult-to-student ratio at the school is approximately 1:10, meaning there is one adult for every ten students. This ratio includes teachers, instructional aides, school counselors, and other support staff who are involved in both academic instruction and student well-being.

6. Managing Support and Instructional Staff: The relationship between the senior administrative team and support staff, such as instructional aides and counselors, is also managed through clear communication and role delineation. Support staff are integrated into the instructional process, working alongside teachers to assist with small group instruction, student assessments, and individualized learning plans. Regular check-ins with the administrative team ensure that support staff are effectively deployed and that their contributions align with the school's overall educational goals.

7. Fostering a Positive School Culture: The senior administrative team plays a critical role in shaping and maintaining a positive school culture. By fostering collaboration, providing regular feedback, and supporting professional development, they ensure that all staff members are working toward

the same goals. The team emphasizes the importance of restorative practices and social-emotional learning, creating a school environment where staff and students alike feel valued and supported.

In conclusion, the relationship between URBAN ACT Academy's senior administrative team and the rest of the staff is built on a commitment to collaborative leadership, open communication, and continuous improvement. With a clear performance and support structure in place, the school ensures that teachers and staff are aligned with the school's mission and equipped to provide high-quality education to all students. The carefully managed teacher-student and adult-student ratios further enhance the school's ability to offer individualized attention and foster strong relationships throughout the school community.

8) Staffing Plans, Hiring, Management, and Evaluation

Employee Relationship and Employment Contracts: At URBAN ACT Academy, employees will operate under an at-will employment agreement, meaning either the school or the employee can terminate employment at any time, with or without cause. While employment will primarily be at-will, the school may also use employment contracts for specific leadership positions or specialized staff members where the roles involve unique responsibilities or expectations. These contracts will outline the scope of duties, compensation, benefits, and terms of employment, and may include performance benchmarks. Contracts will be used to ensure clarity of expectations and commitment to school goals, while still providing the flexibility to adapt to changing needs.

Salary Ranges, Employment Benefits, and Incentives

URBAN ACT Academy offers competitive salary ranges based on qualifications, experience, and responsibilities:

- Teachers: \$50,000 to \$65,000, depending on experience and certifications.
- Support Staff: \$35,000 to \$45,000.
- Administrative Staff and Principal: \$80,000 to \$120,000.

In addition to base salaries, the school provides a comprehensive benefits package for all full-time employees, including:

- Health, dental, and vision insurance.
- Retirement plan with matching contributions.
- Paid time off (PTO) and sick leave.
- Professional development stipends.

To reward and retain high-performing staff, the school will implement an incentive-based compensation structure, which includes:

- Merit-based bonuses for meeting or exceeding academic and performance targets.
- Recognition awards for outstanding contributions to school culture and student success.
- Opportunities for leadership roles or expanded responsibilities for high-performing teachers.

Retention Strategy for High-Performing Teachers

URBAN ACT Academy places a strong emphasis on teacher retention, recognizing that consistent, high-quality instruction is critical to student success. The school's retention strategy includes:

- Ongoing professional development tailored to teachers' growth needs, including instructional coaching and leadership training.
- Opportunities for career advancement, such as leadership roles or positions on school committees.
- Recognition programs, such as Teacher of the Month awards and public recognition during staff meetings and school events.
- Supportive work environment, including mentoring programs and regular feedback from school leaders to ensure teachers feel valued and supported.
- Merit pay based on performance of reaching class-wide student achievement.
- Collaborative planning time and access to resources that promote professional growth.

Recruitment and Hiring Strategy for Teaching Staff

URBAN ACT Academy is committed to hiring "Highly Qualified" teachers in accordance with the Elementary and Secondary Education Act (ESEA) and Indiana Code IC § 20-24-6. The recruitment and hiring strategy includes:

1. Recruitment Timeline: The recruitment process will begin at least six months before the start of the school year, with job postings distributed through educational job boards, university partnerships, and local and national teacher networks.
2. Selection Criteria: Candidates will be evaluated on their certifications, experience working in urban or high-need school environments, and commitment to student-centered learning. Additional preferences include expertise in restorative practices, project-based learning, and social-emotional learning (SEL).
3. Hiring Process: Candidates will undergo a multi-step interview process including:
 - Initial screening interviews to assess qualifications and fit.
 - A demonstration lesson to evaluate instructional skills.
 - An in-depth interview with the school's leadership team to discuss educational philosophy and approach to student success.

Special consideration will be given to candidates who demonstrate a strong commitment to working with Anderson's student populations and who align with the school's vision for restorative justice and place based learning.

Hiring and Dismissing School Personnel

The hiring process for all school personnel includes thorough background checks, in accordance with Indiana law, to ensure the safety and well-being of students. This process includes:

- Criminal background checks and fingerprinting for all new hires.
- Reference checks with previous employers to verify qualifications and past performance.

For dismissals, if performance concerns arise, the school will follow a progressive discipline process that includes:

1. Documentation of performance issues.
2. Meetings with the employee to address concerns and develop an improvement plan.
3. Monitoring and follow-up to assess whether improvement is made.
4. If no improvement is seen after multiple interventions, the school may proceed with termination in accordance with employment laws and school policies.

School Leader Support and Evaluation

The Principal will be evaluated and supported by the Head of School. Each year, the evaluation will focus on:

1. Student performance outcomes, including growth in state assessments and internal benchmarks.
2. Leadership effectiveness, as measured by staff satisfaction, teacher retention, and school culture metrics.
3. Operational management, including budget adherence, facilities oversight, and meeting enrollment targets.

The Head of School will conduct formal performance evaluations twice a year, supplemented by regular coaching and support sessions to provide guidance on challenges and opportunities for growth. The evaluation process will involve goal setting at the beginning of the school year, regular check-ins, and a final performance review to assess progress toward these goals.

Teacher Support and Evaluation

Teachers will be supported and evaluated by the Principal, who will implement a robust observation and feedback cycle:

1. Classroom observations: Teachers will receive both informal and formal classroom observations throughout the year.
2. Coaching and feedback: Following observations, teachers will meet with the Principal to receive targeted feedback and coaching on instructional practices and classroom management.
3. Professional development plans: Each teacher will have an individualized professional growth plan that outlines specific areas for development, aligned with school goals and student needs.
4. Student performance: Teacher evaluations will also consider student outcomes, such as progress in state assessments and other learning benchmarks.

Evaluations will occur on an annual basis, ensuring teachers have regular opportunities to reflect on their practice and receive constructive feedback.

Handling Unsatisfactory Leadership or Teacher Performance

If the performance of either the school leadership or teaching staff is unsatisfactory, URBAN ACT Academy will follow a structured improvement plan process:

1. Performance Improvement Plan (PIP): The Principal or teacher will be placed on a PIP that outlines specific areas for improvement, clear performance expectations, and a timeline for demonstrating progress.
2. Regular monitoring: The Head of School or Principal will conduct frequent check-ins to monitor progress, provide additional support, and adjust the plan as necessary.
3. Final evaluation: If, after a reasonable period, there is insufficient improvement, further actions may be taken, including termination or reassignment to a different role.

Leadership and Teacher Changes

Leadership or teacher turnover will be managed through succession planning and a strong pipeline of trained staff. By cultivating leadership internally through professional development and mentoring programs, URBAN ACT Academy ensures that it has qualified candidates to fill key positions when turnover occurs. Additionally, strong partnerships with educational organizations and universities will support ongoing recruitment efforts.

Board Evaluation of the Head of School

The Governing Board will evaluate the performance of the Head of School on an annual basis. This evaluation will focus on:

1. Student academic outcomes across all campuses.
2. School culture and leadership.
3. Operational and financial management.
4. Staff retention and satisfaction.

The Head of School will, in turn, evaluate the Principal, ensuring that performance expectations align with the overall goals of the school and that leadership supports the continued success of URBAN ACT Academy.

By maintaining a transparent, collaborative, and structured process for supporting and evaluating all staff members, URBAN ACT Academy ensures that both leadership and teachers are empowered to succeed and contribute to the school's mission of providing high-quality education to underserved students.

9) Professional Development

The professional development plan for URBAN ACT Academy is designed to build staff capacity through a comprehensive and structured program led by the Principal, with occasional support from expert third-party partners. The program aligns with the school's mission and instructional approach to ensure effective teaching and learning.

1. Person Responsible for Professional Development

The Principal will lead the professional development (PD) program, overseeing its planning, implementation, and evaluation. The Principal ensures that training aligns with the school's

educational goals and adapts to staff needs throughout the year, with support from expert third-party partners when needed to provide specialized training.

2. Core Components of Professional Development

The core components include:

- Instructional Strategies: The Principal will focus on evidence-based practices aligned with project-based learning (PBL), restorative practices, and social-emotional learning (SEL) to enhance teaching effectiveness.
- Data-Driven Instruction: Training on using interim assessment data (e.g., NWEA MAP) will be emphasized to help teachers tailor instruction and interventions effectively.
- Restorative Practices and SEL Integration: The Principal will provide ongoing sessions aimed at building a positive and supportive school culture, emphasizing restorative practices and SEL integration.

These components support the educational program by ensuring teachers are equipped to implement the curriculum and instructional approaches effectively.

3. Internal vs. External and Individualized vs. Uniform Professional Development

- Internal PD: The majority of PD sessions will be conducted internally by the Principal, who will lead weekly and monthly sessions, as well as one-on-one coaching sessions tailored to individual teacher needs.
- External PD: The Principal will collaborate with expert third-party partners occasionally, such as specialists in restorative practices or PBL, to provide additional workshops that offer new insights and specialized knowledge.
- Individualized Support: Teachers will receive personalized support through one-on-one coaching sessions and participation in Professional Learning Communities (PLCs) that allow for targeted development based on their specific needs.
- Uniform Components: School-wide PD days will focus on key areas such as curriculum implementation, SEL integration, and maintaining a consistent school culture across classrooms.

4. Pre-Opening Professional Development Schedule

- Induction Period: Three weeks of full-day training before the school year begins (9 AM to 4 PM daily).
- Topics Covered:
 - School culture, vision, and mission alignment.
 - Curriculum implementation, focusing on PBL and classroom management.
 - Restorative practices and SEL integration to establish a supportive environment.
 - Special education, ELL support, and technology integration training.
- Facilitators: The Principal will lead the sessions, with occasional involvement from expert partners to provide additional expertise in areas such as technology integration and special education support.

5. Expected Number of Professional Development Days/Hours Throughout the School Year

- Weekly Sessions: 1 hour per week (approximately 36 hours per year) led by the Principal.
- Monthly Full-Day Workshops: One day per month (8 hours) dedicated to professional development, totaling 72 hours annually.
- Total Annual PD: Approximately 144 hours per year.

The school calendar includes early release days and designated PD days to minimize disruptions to instructional time, ensuring that teachers have adequate time for collaborative planning and targeted training sessions led by the Principal.

6. Common Planning and Collaboration Time

- Weekly Collaborative Meetings: The Principal will facilitate these sessions, where teachers engage in collaborative planning, review student data, and plan interventions.
- Use of Time: These sessions will focus on analyzing interim assessment data, planning differentiated instruction, and sharing best practices, ensuring that all teachers are equipped to meet the needs of students.

By centering the professional development program around the leadership of the Principal, with occasional support from expert partners, URBAN ACT Academy ensures a cohesive and responsive approach to staff development that enhances instructional quality and student outcomes.

10) Performance Management

URBAN ACT Academy's performance management system is designed to align closely with Ball State University's evaluation framework while integrating mission-specific goals that reflect the school's unique educational philosophy and community context. The approach is comprehensive, ensuring that academic, financial, and organizational performance standards are met through a combination of data-driven strategies, continuous monitoring, and proactive improvement efforts. This holistic framework supports the school's mission to provide high-quality education.

1. Mission-Specific Educational Goals and Targets

URBAN ACT Academy sets rigorous mission-specific educational goals aimed at enhancing both academic proficiency and the holistic development of students. These goals are closely monitored through specific assessments and performance metrics to ensure progress and accountability.

- Academic Proficiency Goals:
 - Math Proficiency: The school aims to increase the percentage of students meeting or exceeding proficiency levels in math by 10% annually, using state assessments such as ILEARN as the primary measure. This goal ensures that students make consistent gains, aligning with Indiana's state standards for math proficiency and supporting students in achieving grade-level expectations.
 - Reading Proficiency: In alignment with the state's literacy initiatives, URBAN ACT Academy seeks to boost the percentage of students meeting or exceeding reading proficiency levels by 10% annually. Assessments such as ILEARN and IREAD-3 will be used to measure progress, particularly focusing on early literacy to ensure that

foundational reading skills are firmly established in the lower grades, setting students up for long-term academic success.

- Academic Growth Goals:
 - Student Growth Percentile (SGP): The school targets a minimum of 65% of students demonstrating above-average growth annually, with an SGP of 60 or higher in both math and reading. This metric is designed to track the progress of individual students, ensuring that even those who start below grade level have the opportunity to achieve significant growth each year.
- Social-Emotional Learning (SEL):
 - URBAN ACT Academy integrates SEL as a core component of its educational model. The goal is to achieve a 90% student satisfaction rate on school climate surveys, and to reduce behavioral and disciplinary incidents by 20% annually through the consistent use of restorative practices and SEL curriculum. These efforts aim to foster a positive school culture where students feel supported and motivated to succeed.

These educational goals will be closely monitored using a combination of state assessments, SEL surveys, and the school's internal behavior tracking systems to ensure comprehensive measurement and accountability.

2. Mission-Specific Organizational Goals and Targets

In addition to its academic goals, URBAN ACT Academy has developed specific organizational targets to ensure that the operational aspects of the school align with its mission to create a supportive, and high-achieving learning environment.

- Attendance: The school will aim for an average daily attendance rate of at least 96%. High attendance rates are critical to ensuring that students are consistently engaged with their learning and can benefit fully from the curriculum and support services offered. This target will be monitored through daily attendance logs and monthly attendance reviews.
- Student Retention: URBAN ACT Academy seeks to maintain a student retention rate of 92% year-over-year. Retention is a key indicator of student and family satisfaction, as well as the overall effectiveness of the school's culture and academic programs. This will be tracked through enrollment and withdrawal data, as well as annual student and parent surveys.
- Family Engagement: To strengthen the home-school connection, the school sets a goal for at least 80% of families to participate in two or more school events per year, including parent-teacher conferences, workshops, and school-wide celebrations. Family involvement will be measured using event attendance records, feedback forms, and engagement surveys.



These organizational goals are designed to reinforce URBAN ACT Academy's mission of building a strong community network that supports student achievement and well-being.

3. Primary Interim Assessments

URBAN ACT Academy will use a range of primary interim assessments throughout the academic year to provide regular insights into student learning and progress. These interim assessments are carefully chosen to align with the school's curriculum, Indiana state standards, and the school's performance goals, ensuring consistency and accuracy in tracking student achievement.

- NWEA MAP: This assessment will be administered three times per year—fall, winter, and spring—to monitor student growth and proficiency levels in math and reading. The NWEA MAP is particularly valuable for its ability to provide detailed, growth-oriented data that teachers can use to adjust instruction and set individualized goals for each student. It aligns well with state standards, allowing the school to track progress effectively.
- Fundations: For early grades (K-2), Fundations will be used to track foundational literacy skills. This tool provides frequent, targeted feedback on key literacy components such as phonemic awareness and fluency, helping to identify students who may need additional support to reach reading proficiency.
- Teacher-Created Formative Assessments: Weekly formative assessments will be developed by teachers to provide immediate feedback on student understanding of daily lessons and unit objectives. These assessments allow for quick adjustments in instruction and are designed to align closely with the state standards.
- Exit Tickets and Fundations Assessments: These assessments will be used regularly to evaluate student mastery of specific lesson objectives. By using exit tickets, teachers can quickly assess understanding and reteach concepts as necessary, ensuring that learning gaps are addressed in real-time.

By integrating these interim assessments, the school ensures that instructional practices are informed by data, leading to targeted and effective teaching that supports student achievement.

4. Measuring and Evaluating Academic Progress

URBAN ACT Academy will implement a multi-tiered approach to evaluating academic progress at the individual, cohort, and school-wide levels. This approach enables the school to make data-driven decisions that benefit all students.

- Individual Students: Student progress will be monitored weekly through formative assessments, exit tickets, and quarterly through NWEA MAP assessments. Teachers will use this data to make immediate adjustments to instruction, providing targeted interventions and supports where needed. The goal is to ensure that students who are struggling receive additional resources promptly, preventing further academic delays.
- Student Cohorts: Cohort data will be analyzed quarterly to assess trends in grade-level performance. For instance, if a particular grade shows slower progress in math, instructional leaders will identify potential issues and provide targeted professional development or resources for those teachers. This level of analysis allows for tailored support that meets the needs of specific student groups.
- Whole School: At the school level, data from state assessments, interim assessments, and SEL surveys will be aggregated and reviewed by the leadership team on a quarterly basis. This data provides a comprehensive view of school performance, guiding strategic decisions such as curriculum adjustments or school-wide initiatives to enhance student engagement and academic outcomes.

5. Data Collection and Analysis

URBAN ACT Academy will utilize PowerSchool as its primary Student Information System (SIS) to collect, manage, and analyze student data efficiently. The system will integrate various data points, including academic, behavioral, and attendance records, to provide a holistic view of student progress.

- *Data Collection:*
 - Academic data will be gathered through assessments like NWEA MAP, and classroom-based formative evaluations.
 - Behavioral data, including discipline records and SEL survey results, will be collected and monitored to evaluate the effectiveness of restorative practices.
 - Attendance data will be recorded daily and reviewed monthly to identify patterns and address attendance issues proactively.
- *Data Analysis:*
 - A Data Team, consisting of the Principal, Head of School, and lead teachers, will meet bi-weekly to review and interpret data. This team will identify trends and develop instructional strategies based on the findings, ensuring a consistent focus on improvement.
 - Teachers will participate in collaborative data meetings where they analyze student performance, refine instructional practices, and design interventions to support student learning.

6. Roles and Responsibilities for Data Management

The school's data management responsibilities will be clearly delineated to ensure accountability and effectiveness:

- Principal: The Principal will oversee the data management process, ensuring that all data collection and analysis align with the school's goals and standards. The Principal will lead data discussions and develop school-wide strategies based on the findings.
- Assistant Principal: Responsible for interpreting data and providing insights to classroom teachers during collaborative planning meetings. The Assistant Principal will also facilitate professional development sessions that focus on data-driven instruction.
- Teachers: Collect and input student data from formative assessments and other classroom activities. Teachers will use this data to inform their daily instruction and communicate progress to students and parents.

7. Training and Support for Data Analysis

To build capacity in data analysis and interpretation, URBAN ACT Academy will offer comprehensive training and support to all staff members:

- Initial Training: At the start of the school year, all staff will participate in an intensive data analysis workshop that focuses on using assessment tools like NWEA MAP to track student progress and adjust instructional practices.
- Ongoing Professional Development: Monthly sessions, led by the Principal and occasionally by expert consultants, will focus on deepening staff understanding of data interpretation, formative assessment techniques, and applying data insights to instructional planning.

- Collaborative Data Meetings: Teachers will engage in bi-weekly data meetings facilitated by the Assistant Principal, allowing them to review student progress, identify instructional gaps, and collaborate on effective strategies.

8. Corrective Actions for Falling Short of Goals

If the school, a classroom, or individual students fall short of expected goals, URBAN ACT Academy has a structured response plan to initiate corrective actions:

- Triggering Actions: If quarterly data reviews show that progress is not being made toward key performance goals, a Root Cause Analysis will be conducted by the Data Team to identify contributing factors such as instructional gaps, resource limitations, or student needs.
- *Corrective Actions:*
 - Targeted Professional Development: Teachers will receive specific training based on identified needs, such as effective differentiation techniques or classroom management strategies, to improve instructional outcomes.
 - Instructional Coaching: Additional coaching support will be provided, including classroom observations and personalized feedback sessions, to refine teaching practices.
 - Individualized Student Support Plans: Students not making adequate progress will receive tailored intervention plans that may include small group sessions, tutoring, or modified instructional approaches.
 - Enhanced Monitoring: The frequency of progress monitoring will increase to ensure that interventions are effective and that instructional adjustments are made promptly.
- *Responsible Parties:*
 - Head of School: Oversees the entire process of implementing corrective actions and monitors their effectiveness.
 - Principal: Manages additional professional development efforts and supports teachers through instructional coaching.
 - Data Team: Provides ongoing data reports and recommendations to ensure interventions are effectively supporting student learning.

By embedding these measures and supports, URBAN ACT Academy ensures a robust and dynamic performance management system that promotes continuous improvement, aligns with BSU's standards, and meets the needs of its student population. This comprehensive approach allows the school to maintain high academic and operational standards while fulfilling its mission to provide an exceptional educational experience.

11) Facilities

URBAN ACT Academy is excited to announce that we have secured a facility to establish our school within the Anderson Impact Center. This partnership has already allowed us to be embedded in a network of local organizations and service providers, ensuring that our students and families have direct access to a holistic support system that enhances both



academic success and community well-being. By operating within this dynamic environment, URBAN ACT Academy will create a seamless connection between education and essential community resources, strengthening our mission to serve and uplift the Anderson community. It has also allowed us to regularly meet with families for information sessions about the 2026 launch of our school.



The Anderson Impact Center is a vital community hub dedicated to empowering residents through education, workforce development, and social services. As a collaborative space, it houses multiple organizations that provide essential resources to families, including job training, financial literacy programs, youth mentorship, and health services.

See Attachments 20 & 21 for further details.

12) Start-Up & Ongoing Operations

URBAN ACT Academy's start-up and ongoing operations plan outlines the key tasks, timelines, and responsible individuals necessary for the successful opening and management of the school. This comprehensive approach ensures all logistical, transportation, safety, and insurance needs are addressed to provide a secure and effective learning environment.

1. Start-Up Plan

The start-up plan is designed to prepare the school for its first day of operation on **July 1, 2026**, and the first day of student attendance on **August 5, 2026**. The plan includes essential tasks, timelines, and the designated individuals or teams responsible for each component to ensure a smooth and organized launch. See **Attachment 22**.

The school will maintain a transportation coordinator responsible for managing these services, coordinating with bus providers, and ensuring compliance with safety standards and schedules.

2. Safety and Security Plan

URBAN ACT Academy prioritizes the safety and security of its students, staff, and facilities. The school's safety plan includes comprehensive measures, equipment, and protocols:

- Security Personnel:
 - The Head of School will oversee safety protocols and coordinate with local law enforcement when necessary.
- Security Technology and Equipment:
 - Surveillance Cameras: The facility will be equipped with surveillance cameras at all entry and exit points, hallways, and common areas to monitor activities and deter unauthorized access.
 - Controlled Access Entry: The school will implement a controlled entry system with key cards for staff and an electronic visitor management system to screen all guests.
 - Emergency Communication System: A centralized communication system will be installed, including intercoms and two-way radios, allowing rapid communication during emergencies.
- Policies and Protocols:
 - Emergency Preparedness: Comprehensive emergency response plans, including drills for fire, severe weather, and intruder situations, will be developed and practiced monthly.
 - Health and Safety Protocols: Policies covering first aid, health screenings, and student wellness will be enforced. Staff will be trained in CPR and emergency first aid procedures.
 - Behavioral Safety: Restorative practices and SEL (Social-Emotional Learning) strategies will be integrated into the school culture to foster a safe, welcoming environment.

3. Insurance Coverage

To mitigate risks and protect its assets, URBAN ACT Academy will secure a range of insurance coverages, ensuring compliance with state and federal regulations. See **Attachment 23**. These insurance policies will be reviewed annually to ensure adequate coverage and adjusted as the school expands its operations and services, such as transportation partnerships.

By implementing these detailed start-up and ongoing operational strategies, URBAN ACT Academy ensures that it will provide a safe, supportive, and effective educational environment from day one, with the flexibility to scale and adapt as the school grows and evolves.

13) Operations Capacity

The URBAN ACT Academy applicant team is composed of experienced professionals with expertise in education, operations, and facilities management, ensuring effective implementation of the Operations Plan. The team's collective skills cover key areas, including staffing, professional development, performance management, general operations, and facilities management. Below is an in-depth overview of the team's qualifications and capabilities in each area.

1. Staffing

The team's extensive background in human resources, recruitment, and staff management is vital for building a high-quality and cohesive team:

- Head of School & Principal: The Head of School & Principal have a proven history of recruiting, inducting, and leading effective teaching teams in urban school environments. With significant experience in building a positive school culture, they have managed the entire hiring process and ensured staff alignment with the school's mission. In addition, the Principal is responsible for overseeing professional development and staff performance, providing ongoing support and training to help teachers grow and succeed in their roles. With expertise in human resources and staffing logistics, the administrative team manages the administrative and logistical aspects of staffing, including recruitment processes, compensation packages, and compliance with employment regulations. They ensure that recruitment timelines align with the school's operational schedule and that all staff members are onboarded effectively.

This collaborative approach guarantees that staffing efforts are strategically executed, supporting the long-term growth and development of the school.

2. Professional Development

The Principal leads URBAN ACT Academy's professional development program, bringing extensive experience in designing and implementing impactful training programs that enhance teacher effectiveness and student achievement:

- Principal: The Principal is responsible for the creation, management, and execution of a comprehensive professional development (PD) program that aligns with the school's curriculum and academic objectives. With over a decade of experience leading PD initiatives on instructional best practices, SEL, and restorative practices, the Principal also fulfills the role of data lead. By using student performance data, they tailor PD sessions to meet the specific needs of teachers, ensuring that training is practical and directly impacts classroom effectiveness. Additionally, the Principal collaborates with external partners like Relay Graduate School of Education and Teach For America to bring specialized expertise into the PD program.

This integrated approach ensures that professional development is continuous, responsive, and directly aligned with the evolving needs of teachers and the goals of the school.

3. Performance Management

URBAN ACT Academy's performance management framework is overseen by the Principal, ensuring the use of data-driven decision-making to enhance school and student success:

- Principal: The Principal manages the performance evaluation system, which includes teacher observations, analysis of student assessment data, and the development of professional growth plans. They utilize data to guide instructional decisions and align strategies across the school, ensuring that teachers receive the support and training they need to excel. In their role, the Principal integrates insights from performance data into targeted PD programs, refining instructional practices to boost student achievement.
- Operations Coordinator: The Operations Coordinator supports the Principal by ensuring that performance management systems are operationally efficient and aligned with broader school processes. They assist in integrating data systems, managing logistical support for evaluations, and ensuring that the infrastructure supports data analysis and reporting.

Together, the team's expertise guarantees a robust and effective performance management system that supports continuous improvement and accountability throughout the school.

4. General Operations

URBAN ACT Academy's operations are managed by an experienced team that ensures efficient, compliant, and effective day-to-day management:

- Head of School: The Head of School has extensive experience managing school operations, including budgeting, transportation logistics, technology integration, and compliance with state and federal regulations. With experience in school start-ups, the Head of School implements operational systems that align with the school's growth and strategic vision. Additionally, they oversee the technology infrastructure and finance management of the school, ensuring that all operational aspects are efficiently coordinated. They are responsible for setting up and maintaining technology systems for both classroom use and school-wide operations, ensuring a secure, tech-integrated environment that supports modern learning and communication needs. The Head of School also handles school finances, including budgeting, managing vendor contracts, and maintaining compliance with financial regulations. They bring extensive experience in educational finance management, ensuring financial transparency, effective budget utilization, and adherence to best practices.

5. Facilities Management

The URBAN ACT Academy team has substantial expertise in facilities acquisition, renovation, and management, which is essential for developing and maintaining a safe, functional, and efficient school environment:

- Head of School & Principal: Both leaders have effectively managed multi-million dollar school facilities, overseeing projects from acquisition to construction and ongoing maintenance. Their experience with large-scale facilities ensures the school's physical environment meets high standards for safety, accessibility, and functionality.
- Facilities Manager at Anderson Impact Center: With a background in managing educational facility projects, the Facilities Manager oversees the upkeep and maintenance of school facilities. They work closely with contractors,



ensuring that timelines, budgets, and compliance with building codes are maintained. Their experience is critical in managing the school's downtown Anderson location maintenance.

- Partnerships with Operational Leaders: The school also collaborates with various experienced operational leaders who exist within the partnership of the Anderson Impact Center who have been providing strategic support in facilities management and general operations. Their expertise ensures that the school's infrastructure and operational systems are optimized, contributing to the successful implementation of the school's operational plan.

Facilities Acquisition and Build-Out Experience

URBAN ACT Academy's team possesses a successful track record in facilities acquisition and renovation, ensuring the school's facilities meet operational needs:

- Site Selection and Acquisition: The Head of School and Principal have continued to work collaboratively after the initial identification of the Anderson Impact Center to ensure that all spaces are functional and accessible, ensuring compliance with safety regulations and timelines.
- Long-Term Facilities Management: The Operations Coordinator, with assistance from partners such as the Facilities Manager at the Anderson Impact Center, develops and implements sustainable maintenance plans that include regular inspections, preventive maintenance schedules, and security management. This approach ensures that the school's facilities remain safe, functional, and conducive to learning.

SECTION 3. BUDGET & FINANCIAL PLANS

1) Financial Plan

See Attachments 24 & 25

2) Financial Management Capacity

See Attachments 24 & 25

EXHIBITS & ATTACHMENTS

1. **Attachment 1** - Board Biographies & Resumes
2. **Attachment 2** - Sample Course Scope and Sequence for One Subject for Elementary School
3. **Attachment 3** - N/A
4. **Attachment 4** - Learning Standards for One Grade
5. **Attachment 5a** - School Calendar
6. **Attachment 5b** - Sample Daily and Weekly Schedule
7. **Attachment 6** - Admissions Policy
8. **Attachment 7** - Discipline Policy
9. **Attachment 8** - Community Support
10. **Attachment 9** - Principal | Information & Resume
11. **Attachment 10** - Head of School | Information & Resume
12. **Attachment 11** - Articles of Incorporation
13. **Attachment 11** - Nonprofit Status
14. **Attachments 12 & 14** - Statement of Assurances & Board Member Information Sheets
15. **Attachment 13**, organization charts that show the school governance, management, and staffing structure in: a) Year 1; and b) at full expansion.
16. **Attachment 15** - Board Code of Ethics and Conflict of Interest Policies
17. **Attachment 16** - N/A
18. **Attachment 17** - Staffing Charts
19. **Attachment 18** - Employee Manual
20. **Attachment 19** - Leadership & Teacher Evaluation Tools
21. **Attachment 20** - Facility Lease
22. **Attachment 21** - Further Facility Details
23. **Attachment 22** - Start-up Plan for the School
24. **Attachment 23** - List of Insurance Coverages
25. **Attachment 24** - Budget Worksheets
26. **Attachment 25** - Budget Narrative
27. **Attachment 26**: Three Years of Audited Financials

Morgan Galbreth is a Springfield, Illinois native with a passion for leadership and community service. She earned her Bachelor of Science in Business Administration from Xavier University of Louisiana before pursuing her Juris Doctor at Western Michigan University Law School. In 2015, Morgan relocated to Indianapolis, where she began her professional career as Chief Privacy and Compliance Officer at MDwise, Inc. Currently, she serves at Eli Lilly and Company, where she continues to make significant contributions in her field.

A dedicated leader and community advocate, Morgan is deeply committed to public service, believing that giving back is essential to personal and community growth. She was a founding board member and the current Board President of URBAN ACT Academy, a local charter school. She also volunteers as a board member with Rooted School Indianapolis and Keep Indianapolis Beautiful. Beyond her professional and volunteer roles, Morgan is a voiceover artist, a fountain pen enthusiast, and an avid golfer, embodying a balance of creativity, precision, and passion in all she does.

LaToya Black, MA.Ed, is a results-driven education leader from Indianapolis, shaped by her experiences in the city's public schools and inspired by supportive Black female educators. She began her career as an adjunct instructor at the University of Phoenix and later joined Goodwill Education Initiatives as an ELA instructor at The Excel Center, where she helped students achieve CORE 40 diplomas and industry certifications. In 2015, she was promoted to lead teacher and played a key role in founding The Excel Center - Noblesville, before becoming the school leader of Marion Academy, a charter school focused on second chances for students with behavioral challenges.

LaToya has also served as an assistant principal, dean of students, and McKinney-Vento education coordinator. She holds a Bachelor's in Mass Media Arts from the historically Black Morris Brown College, and two Master's degrees in Journalism and Educational Leadership. Currently, she works as a philanthropy advisor and independent education consultant.

Gregory Sargent is an educator from Indianapolis, Indiana, with a strong commitment to student success and community service. He earned an associate's degree from Vincennes University and holds a dual bachelor's degree in Special and Elementary Education from Western Governors University. Currently, Gregory is completing his master's degree in Secondary Education Mathematics at Indiana University Indianapolis.

As an 8th grade Pre-Algebra teacher, Gregory leads the Math Department as the PLC Advisor and serves as a mentor to new teachers. In addition, he coaches middle school track and cross country, fostering teamwork and discipline in young athletes. Beyond the classroom, Gregory is an active member of Phi Beta Sigma Fraternity, Inc., and the National Pan-Hellenic Council. He also mentors young men through the Indianapolis 100 Black Men Beaufillion Militaire program, inspiring leadership and personal growth.

A believer in the transformative power of education, Gregory lives by the words of Nelson Mandela: "Education is the most powerful weapon which you can use to change the world."

Tyler Williams is a passionate culinary entrepreneur from Indianapolis, Indiana. His love for cooking, sparked at a young age, flourished as he pursued diverse academic and professional experiences. A 2014 graduate of Cardinal Ritter High School, Tyler went on to earn a Bachelor of Science in Tourism, Events, and Sports Management with a minor in Business Administration from Indiana University. During his studies, he broadened his global perspective by studying abroad in Heilbronn, Germany, where he examined the complex dynamics of mass tourism.

Furthering his expertise, Tyler completed a Graduate Certificate in Organizational Leadership and Human Resource Management from Purdue University, equipping him with valuable leadership and business acumen. In 2020, he launched his culinary business from his mother's kitchen, initially offering bi-weekly meal services. His venture quickly expanded, and today, Tyler provides bespoke catering services to a wide range of clients, from intimate gatherings to large-scale events, serving organizations across Indiana.

Tamara Gover is a dedicated occupational therapist and nonprofit leader from Indiana. A graduate of Indiana University with a Master of Science in Occupational Therapy, Tamara has built a diverse career spanning pediatric and geriatric care in hospitals, outpatient clinics, and long-term care facilities. She currently serves patients in the home health sector, where her expertise allows her to deliver personalized, compassionate care.

Previously the Director of Therapy at a leading healthcare facility, Tamara made the decision to shift her focus to her passion project—Divas Honoring Divas, a nonprofit organization she founded to empower women. Through this initiative, she promotes mental health awareness and self-care practices, helping women become their best selves. Tamara's dual commitment to occupational therapy and female empowerment reflects her lifelong mission to improve lives, one step at a time.

With 24 years of experience in education, **Natasha Warsaw** has established herself as a dedicated teacher, administrator, school founder, and consultant in the District of Columbia. She began her career as a middle school English teacher in DC Public Schools, where she spent five years shaping young minds in the classroom. Seeking to expand her impact, Natasha joined New Leaders for New Schools, where she transitioned into leadership roles, serving as Assistant Principal and Principal in both public and charter schools. In 2016, she founded Sustainable Futures Public Charter School, a testament to her commitment to innovative and student-centered education.

Beyond her work in schools, Natasha has shared her expertise as an adjunct professor at Prince George's County Community College and has provided guidance as an educational consultant. A lifelong resident of Washington, DC, Natasha remains deeply committed to improving educational outcomes for the students of her city and nationwide. Her passion lies in [redacted] in education, fostering a community of learners, and approaching leadership with creativity and a fresh perspective.

GRADE 3 MATH

3

EUREKA SCOPE AND SEQUENCE CHART

| Module 1 | Module 2 | Module 3 | Module 4 | Module 5 | Module 6 | Module 7 |
|--|---|---|-------------------------|---------------------------------------|--------------------------------|--------------------------|
| Properties of Multiplication and Division and Solving Problems | Place Value and Problem Solving with Units of Measure | Multiplication and Division and Solving Problems with Units of 0, 1, 6-9, and Multiples of 10 | Multiplication and Area | Fractions as Numbers on a Number Line | Collecting and Displaying Data | Geometry and Measurement |
| Approximately 7 Weeks | Approximately 4 Weeks | Approximately 5 Weeks | Approximately 4 Weeks | Approximately 9 Weeks | Approximately 2 Weeks | Approximately 5 Weeks |
| MGSE3.OA.1* | MGSE3.NBT.1* | MGSE3.OA.3* | MGSE3.MD.5* | MGSE3.NF.1* | MGSE3.MD.3 | MGSE3.OA.8* |
| MGSE3.OA.2* | MGSE3.NBT.2* | MGSE3.OA.4* | MGSE3.MD.6* | MGSE3.NF.2* | MGSE3.MD.4 | MGSE3.MD.4 |
| MGSE3.OA.3* | MGSE3.MD.1 | MGSE3.OA.5* | MGSE3.MD.7* | MGSE3.NF.3* | MGSE3.MD.8 | MGSE3.G.1 |
| MGSE3.OA.4* | MGSE3.MD.2 | MGSE3.OA.6* | | MGSE3.G.2 | | |
| MGSE3.OA.5* | | MGSE3.OA.7* | | | | |
| MGSE3.OA.6* | | MGSE3.OA.8* | | | | |
| MGSE3.OA.7* | | MGSE3.OA.9 | | | | |
| MGSE3.OA.8* | | MGSE3.NBT.3 | | | | |

Key: G= Geometry, MD=Measurement and Data, NBT= Number and Operations in Base Ten, NF = Number and Operations, Fractions, OA = Operations and Algebraic Thinking

*Prioritized Standards: Grade level standards of highest priority have been identified. Pacing has been modified to allow sufficient time for in-depth instruction and practice.

Supporting Standards: key concepts and skills, from these grade level standards, will be used to support the Prioritized Standards.

| SCOPE AND SEQUENCE CHART | | | |
|---|---|--|-----------------------|
| Module Name | Module Description | Georgia Standards of Excellence | Module Duration |
| Module 1 Properties of Multiplication and Division | <p>In this module, students will be able to:</p> <p>Topic A: Multiplication and the Meaning of the Factors</p> <p>Topic B: Division as an Unknown Factor Problem</p> <p>Topic C: Multiplication Using Units of 2 and 3</p> <p>Topic D: Division Using Units of 2 and 3</p> <p>Topic E: Multiplication and Division Using Units of 4</p> <p>Topic F: Distributive Property and Problem Solving Using Units of 2–5 and 10</p> | <p><u>Represent and solve problems involving multiplication and division.</u></p> <p>MGSE3.OA.1 Interpret products of whole numbers, e.g., interpret 5×7 as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as 5×7.</p> <p>MGSE3.OA.2 Interpret whole number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares (How many in each group?), or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each (How many groups can you make?). For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$.</p> <p>MGSE3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, for example,</p> | Approximately 7 Weeks |

by using drawings and equations with a symbol for the unknown number to represent the problem.

MGSE3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$

Understand properties of multiplication and the relationship between multiplication and division.

MGSE3.OA.5 Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)

MGSE3.OA.6 Understand division as an unknown-factor problem. For example, find $32 \div 8$ by finding the number that makes 32 when multiplied by 8.

Multiply and divide within 100.

MGSE3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.

Solve problems involving the four operations, and identify and explain patterns in arithmetic.

MGSE3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. *This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order where there are no parentheses to specify a particular order (Order of Operations).*

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| <p>In this Module, students will be able to:</p> <p>Topic A: Time Measurement and Problem Solving</p> <p>Topic B: Measuring Weight and Liquid Volume in Metric Units</p> <p>Topic C: Rounding to the Nearest Ten and Hundred</p> <p>Topic D: Two- and Three-Digit Measurement Addition Using the Standard Algorithm</p> <p>Topic E: Two- and Three-Digit Measurement Subtraction Using the Standard Algorithm</p> | <p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> | <p>MGSE3.NBT.1 Use place value understanding to round whole numbers to the nearest 10 or 100.</p> <p>MGSE3.NBT.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.</p> <p>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</p> | <p>Approximately 4 Weeks</p> |
| <p>MGSE3.MD.1 Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram, drawing a pictorial representation on a clock face, etc.</p> <p>MGSE3.MD.2 Measure and estimate liquid volumes and masses of objects using standard units of grams (g), kilograms (kg), and liters</p> | | | |

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| <p>Module 3</p> <p>Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10</p> <p>Topic A: The Properties of Multiplication and Division</p> <p>Topic B: Multiplication and Division Using Units of 6 and 7</p> <p>Topic C: Multiplication and Division Using Units up to 8</p> <p>Topic D: Multiplication and Division Using Units of 9</p> <p>Topic E: Analysis of Patterns and Problem Solving Including Units of 0 and 1</p> <p>Topic F: Multiplication of Single-Digit Factors and Multiples of 10</p> | <p>(1) 5 Add, subtract, multiply, or divide to solve one-step word problems involving masses or volumes that are given in the same units, e.g., by using drawings (such as a beaker with a measurement scale) to represent the problem. (Combine lessons in order to reduce the amount of time spent on time, volume, and mass. Reduce the amount of required student practice.)</p> |
| <p>MGSE3.OA.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, <i>for example</i>, by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p>MGSE3.OA.4 Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$, $5 = ? \div 3$, $6 \times 6 = ?$</p> | <p>Approximately 5 Weeks</p> |

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| | <p>Understand properties of multiplication and the relationship between multiplication and division.</p> |
| <p>MGSE3.OA.5 Apply properties of operations as strategies to multiply and divide. Examples: If $6 \times 4 = 24$ is known, then $4 \times 6 = 24$ is also known. (Commutative property of multiplication.) $3 \times 5 \times 2$ can be found by $3 \times 5 = 15$, then $15 \times 2 = 30$, or by $5 \times 2 = 10$, then $3 \times 10 = 30$. (Associative property of multiplication.) Knowing that $8 \times 5 = 40$ and $8 \times 2 = 16$, one can find 8×7 as $8 \times (5 + 2) = (8 \times 5) + (8 \times 2) = 40 + 16 = 56$. (Distributive property.)</p> | <p>Multiply and divide within 100.</p> |
| <p>MGSE3.OA.7 Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> | |

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|---|---|
| | <p>MGSE3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding. <i>This standard is limited to problems posed with whole numbers and having whole-number answers; students should know how to perform operations in the conventional order where there are no parentheses to specify a particular order (Order of Operations).</i></p> |
| <p>MGSE3.OA.9 Identify arithmetic patterns (including patterns in the addition table or multiplication table), and explain them using properties of operations. <i>For example, observe that 4 times a number is always even, and explain why 4 times a number can be decomposed into two equal addends.</i></p> | |
| <p>MGSE3.NBT.3 Multiply one-digit whole numbers by multiples of 10 in the range 10–90; numbers by multiples of 10 in the range 10–90 (e.g., 9×80, 5×60) using strategies based on place value and properties of operations.</p> | |

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| <p>Module 4</p> <p>Multiplication and Area</p> <p>In this module students will be able to:</p> <p>Topic A: Foundations for Understanding Area</p> <p>Topic B: Concepts of Area Measurement</p> <p>Topic C: Arithmetic Properties Using Area Models</p> <p>Topic D: Applications of Area Using Side Lengths of Figures</p> | <p>Geometric Measurement: understand concepts of area and relate area to multiplication and to addition.</p> |
| <p>MGSE3.MD.5 Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <p>a. A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</p> <p>b. A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</p> <p>MGSE3.MD.6 Measure areas by counting unit squares (square cm, square in, square ft, and improvised units).</p> <p>MGSE3.MD.7 Relate area to the operations of multiplication and addition.</p> <p>a. Find the area of a rectangle with whole-number side lengths by tiling</p> | <p>Approximately 4 Weeks</p> |

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| <p>Module 5 Fractions as Numbers on a Number Line</p> <p>In this module students will be able to:</p> <p>Topic A: Partitioning a Whole into Equal Parts</p> <p>Topic B: Unit Fractions and Their Relation to the Whole</p> <p>Topic C: Comparing Unit Fractions and Specifying the Whole</p> <p>Topic D: Fractions on the Number Line</p> <p>Topic E: Equivalent Fractions</p> | <p>Develop understanding of fractions as numbers.</p> <p>MGSE3.NF.1 Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts (unit fraction); understand a fraction ab as the quantity formed by a parts of size $1/b$. For example, $3/4$ means there are three $1/4$ parts, so $3/4 = 1/4 + 1/4 + 1/4$.</p> | <p>Approximately 9 Weeks</p> | <p>it, and show that the area is the same as would be found by multiplying the side lengths.</p> <p>b. Multiply side lengths to find areas of rectangles with whole number side lengths in the context of solving real world and mathematical problems, and represent whole-number products as rectangular areas in mathematical reasoning.</p> <p>c. Whole-number side lengths a and b + c is the sum of $a \times b$ and $a \times c$. Use area models to represent the distributive property in mathematical reasoning.</p> |
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| <p>Topic F: Comparison, Order, and Size of Fractions</p> | <p>MGSE3.NF.2 Understand a fraction as a number on the number line; represent fractions on a number line diagram.</p> |
| | <p>a. Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$. Recognize that a unit fraction $1/b$ is located $1/b$ whole unit from 0 on the number line.</p> <p>b. Represent a non-unit fraction a/b on a number line diagram by marking off a lengths of $1/b$ (unit fractions) from 0.</p> <p>Recognize that the resulting interval has size a/b and that its endpoint locates the non-unit fraction a/b on the number line.</p> <p>MGSE3.NF.3 Explain equivalence of fractions through reasoning with visual fraction models. Compare fractions by reasoning about their size.</p> <p>a. Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.</p> |

b. Recognize and generate simple equivalent fractions with denominators of 2, 3, 4, 6, and 8, e.g., $1/2 = 2/4$, $4/6 = 2/3$. Explain why the fractions are equivalent, e.g., by using a visual fraction model.

c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

Examples: Express 3 in the form $3 = 6/2$ (3 wholes is equal to six halves); recognize that $3/1 = 3$; locate $4/4$ and 1 at the same point of a number line diagram.

d. Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols $>$, $=$, or $<$, and justify the conclusions, e.g., by using a visual fraction model.

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| <p>Module 6 Collecting and Displaying Data</p> <p>In this module students will be able to:</p> <p>Topic A: Generate and Analyze Categorical Data</p> <p>Topic B: Generate and Analyze Measurement Data</p> | <p>Reason with shapes and their attributes.</p> <p>MGSE3.G.2 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole. <i>For example, partition a shape into 4 parts with equal area, and describe the area of each part as $\frac{1}{4}$ of the area of the shape.</i></p> |
| <p>Represent and interpret data.</p> <p>MGSE3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. <i>For example, draw a bar graph in which each square in the bar graph might represent 5 pets.</i></p> <p>(Eliminate lessons on creating scaled graphs. Integrate a few problems with scaled graphs only as settings for multiplication word problems (3.OA.A.3) and two-step word problems (3.OA.8).)</p> <p>MGSE3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the</p> | <p>Approximately 2 Weeks</p> |

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| <p>Module 7</p> <p>Geometry and Measurement</p> <p>Word Problems</p> <p>Topic A: Solving Word Problems</p> <p>Topic B: Attributes of Two-Dimensional Figures</p> <p>Topic C: Problem Solving with Perimeter</p> <p>Topic D: Recording Perimeter and Area Data on Line Plots</p> <p>Topic E: Problem Solving with Perimeter and Area</p> <p>Topic F: Year in Review</p> | <p>In this module students will be able to:</p> <p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p> <p>MGSE3.OA.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p>Represent and interpret data.</p> <p>MGSE3.MD.4 Generate measurement data by measuring lengths using rulers marked with halves and fourths of an inch. Show the data by making a line plot, where the</p> | <p>horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p> <p>(Eliminate any lessons or problems that do not strongly reinforce the fraction work of this grade (3.NF.A). Incorporate foundational work measuring with rulers (2.MD.A) to support entry into generating fractional measurement data in grade 3.)</p> <p>Approximately 5 Weeks</p> |
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| | <p>horizontal scale is marked off in appropriate units— whole numbers, halves, or quarters.</p> <p>(Eliminate any lessons or problems that do not strongly reinforce the fraction work of this grade (3.NF.A). Incorporate foundational work measuring with rulers (2.MD.A) to support entry into generating fractional measurement data in grade 3.)</p> |
| <p>MGSE3.MD.8 Solve real world and mathematical problems involving perimeters of polygons, including finding the perimeter given the side lengths, finding an unknown side length, and exhibiting rectangles with the same perimeter and different areas or with the same area and different perimeters.</p> <p>(Integrate a few problems on perimeter into work on area (3.MD.C.)</p> | |

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| <p>Reason with shapes and their attributes.</p> <p>MGSE3.G.1 Understand that shapes in different categories (e.g., rhombuses, rectangles, and others) may share attributes (e.g., having four sides), and that the shared attributes can define a larger category (e.g., quadrilaterals). Recognize rhombuses, rectangles, and squares as examples of quadrilaterals, and draw examples of quadrilaterals that do not belong to any of these subcategories.</p> |
| <p>(Combine lessons on shapes and their attributes in order to reduce the amount of time spent on this standard)</p> |

Attachment 2 - Sample Course Scope and Sequence for One Subject for Elementary School

Third Grade Course Outcomes

By the end of the course students should be able to:

- Understand the concept of **fraction**.
- Write fractions in lowest terms
- Find equivalent fractions
- Graph and compare fractions on number lines
- Compare fractions
- **Find fractions of a number**
- Interpret remainders
- Estimate quotients: word problems
- Convert between improper fractions and mixed numbers
- Add two numbers with four digits
- Subtract numbers with four digits
- Read clocks and understand elapsed time
- Understand the concepts of **decimals** and **percentages**.
- Convert between percents, fractions and decimals
- Understand decimals expressed in words
- Understand place values in decimal numbers
- Understand equivalent decimals
- Graph decimals on number lines
- Compare decimals on number lines
- Compare decimal numbers

- Put decimal numbers in order
- Convert decimals to fractions and mixed numbers
- Add decimal numbers
- Subtract decimal numbers
- Understand even and odd numbers

Grade 3 | Indiana Academic Standards for Mathematics Correlation to *Eureka Math*[®]

About *Eureka Math*

Created by Great Minds[®], a mission-driven Public Benefit Corporation, *Eureka Math*[®] helps teachers deliver unparalleled math instruction that provides students with a deep understanding and fluency in math. Crafted by teachers and math scholars, the curriculum carefully sequences the mathematical progressions to maximize coherence from Prekindergarten through Precalculus—a principle tested and proven to be essential in students’ mastery of math.

Teachers and students using *Eureka Math* find the trademark “Aha!” moments in *Eureka Math* to be a source of joy and inspiration, lesson after lesson, year after year.

Aligned

Great Minds offers detailed analyses that demonstrate how each grade of *Eureka Math* aligns with specific state standards. Access these free alignment studies at greatminds.org/state-studies.

- Printed material in English and Spanish
- Digital resources
- Professional development
- Classroom tools and manipulatives
- Teacher support materials
- Parent resources

Data

Schools and districts nationwide are experiencing student growth and impressive test scores after using *Eureka Math*. See their stories and data at greatminds.org/data.

Full Suite of Resources

Great Minds offers the *Eureka Math* curriculum as PDF downloads for free, noncommercial use. Access the free PDFs at greatminds.org/math/curriculum.

The teacher-writers who created the curriculum have also developed essential resources, available only from Great Minds, including the following:

Mathematics Process Standards

Aligned Components of *Eureka Math*

PS.1

Make sense of problems and persevere in solving them.

PS.2

Reason abstractly and quantitatively.

PS.3

Construct viable arguments and critique the reasoning of others.

PS.4

Model with mathematics.

PS.5

Use appropriate tools strategically.

PS.6

Attend to precision.

PS.7

Look for and make use of structure.

PS.8

Look for and express regularity in repeated reasoning.

Lessons in every module engage students in mathematical processes. These are designated in the Module Overview and labeled in lessons. For example:

A STORY OF UNITS

Lesson 8 3•1

S: (Turn boards 90 degrees.) 3 rows and 4 columns.

T: Tell your partner a different skip-count that also represents the array.

S: 4, 8, 12.

T: What is the difference between the vertical and horizontal arrays?

S: In the vertical array the 4 threes were rows, and in the horizontal array they were columns. → It's the same with the 3 fours. They were columns, then rows.

T: Did the total number of dots change?

S: No.

T: So, the total and the factors stay the same, but the factors switch places. Yesterday, we learned a special name for that. It's called...

S: Commutative! → The commutative property!

T: Use the commutative property to write two multiplication sentences for the array.

S: (Write $4 \times 3 = 12$ and $3 \times 4 = 12$.)

Number Sense

Students represent and round whole numbers up to 10,000. Students model, compare, and generate simple equivalent unit and non-unit fractions.

**Indiana Academic Standards
for Mathematics**

Aligned Components of *Eureka Math*

3.NS.1

Read and write whole numbers up to 10,000. Use words, models, standard form, and expanded form to represent and show equivalent forms of whole numbers up to 10,000.

Supplemental material is necessary to address this standard.

3.NS.2

Model unit fractions as the quantity formed by 1 part when a whole is partitioned into equal parts; model non-unit fractions as the quantity formed by iterations of unit fractions. [In grade 3, limit denominators of fractions to 2, 3, 4, 6, 8.] (E)

G3 M5 Topic B: Unit Fractions and their Relation to the Whole

G3 M5 Lesson 12: Specify the corresponding whole when presented with one equal part.

G3 M7 Lesson 33: Solidify fluency with Grade 3 skills.

G3 M7 Lesson 34: Create resource booklets to support fluency with Grade 3 skills.

3.NS.3

Model a non-unit fraction on a number line by marking equal lengths from 0, identifying each part as a unit fraction and locating the non-unit fraction as the endpoint on the number line. (E)

G3 M5 Lesson 14: Place fractions on a number line with endpoints 0 and 1.

G3 M5 Lesson 15: Place any fraction on a number line with endpoints 0 and 1.

G3 M5 Lesson 16: Place whole number fractions and fractions between whole numbers on the number line.

G3 M5 Lesson 17: Practice placing various fractions on the number line.

G3 M5 Lesson 18: Compare fractions and whole numbers on the number line by reasoning about their distance from 0.

G3 M5 Lesson 30: Partition various wholes precisely into equal parts using a number line method.

Indiana Academic Standards for Mathematics

Aligned Components of *Eureka Math*

| 3.NS.4 | G3 M5 Lesson 10: Compare unit fractions by reasoning about their size using fraction strips. G3 M5 Lesson 11: Compare unit fractions with different-sized models representing the whole. G3 M5 Lesson 13: Identify a shaded fractional part in different ways depending on the designation of the whole. G3 M5 Topic D: Fractions on the Number Line G3 M5 Topic E: Equivalent Fractions G3 M5 Lesson 28: Compare fractions with the same numerator pictorially. G3 M5 Lesson 29: Compare fractions with the same numerator using $<$, $>$, or $=$, and use a model to reason about their size. G3 M7 Lesson 33: Solidify fluency with Grade 3 skills. |
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| 3.NS.5 | G3 M5 Lesson 10: Compare unit fractions by reasoning about their size using fraction strips. G3 M5 Lesson 11: Compare unit fractions with different-sized models representing the whole. G3 M5 Lesson 13: Identify a shaded fractional part in different ways depending on the designation of the whole. G3 M5 Topic D: Fractions on the Number Line G3 M5 Topic E: Equivalent Fractions G3 M5 Lesson 28: Compare fractions with the same numerator pictorially. G3 M5 Lesson 29: Compare fractions with the same numerator using $<$, $>$, or $=$, and use a model to reason about their size. G3 M7 Lesson 33: Solidify fluency with Grade 3 skills. |

Indiana Academic Standards for Mathematics

Aligned Components of *Eureka Math*

3.NS.6

Use place value understanding to round two- and three-digit whole numbers to the nearest 10 or 100.

- G3 M2 Topic C: Rounding to the Nearest Ten and Hundred
- G3 M2 Lesson 17: Estimate sums by rounding and apply to solve measurement word problems.
- G3 M2 Lesson 20: Estimate differences by rounding and apply to solve measurement word problems.
- G3 M2 Lesson 21: Estimate sums and differences of measurements by rounding, and then solve mixed word problems.
- G3 M7 Lesson 33: Solidify fluency with Grade 3 skills.
- G3 M7 Lesson 34: Create resource booklets to support fluency with Grade 3 skills.

Computation and Algebraic Thinking

Students use modeling and conceptual strategies to multiply and divide numbers within 100 in real-world situations. Students apply concepts and strategies of addition and subtraction to solve real-world problems and investigate number patterns through the application of concepts of multiplication and more complex concepts of addition within 100.

Indiana Academic Standards for Mathematics

Aligned Components of *Eureka Math*

3.CA.1

Fluently add and subtract multi-digit whole numbers using strategies and algorithms based on place value, properties of operations, and relationships between addition and subtraction.

- G3 M2 Lesson 15: Add measurements using the standard algorithm to compose larger units once.
- G3 M2 Lesson 16: Add measurements using the standard algorithm to compose larger units twice.
- G3 M2 Lesson 18: Decompose once to subtract measurements including three-digit minuends with zeros in the tens or ones place.
- G3 M2 Lesson 19: Decompose twice to subtract measurements including three-digit minuends with zeros in the tens and ones places.
- G3 M7 Lesson 33: Solidify fluency with Grade 3 skills.
- G3 M7 Lesson 34: Create resource booklets to support fluency with Grade 3 skills.

Indiana Academic Standards for Mathematics

Aligned Components of *Eureka Math*

| Indiana Academic Standards for Mathematics | Aligned Components of <i>Eureka Math</i> |
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| 3.CA.2 Solve real-world problems involving addition and subtraction of multi-digit whole numbers (e.g., by using drawings and equations with a symbol for the unknown number to represent the problem). (E) | <p>G3 M2 Lesson 4: Solve word problems involving time intervals within 1 hour by counting backward and forward using the number line and clock.</p> <p>G3 M2 Lesson 5: Solve word problems involving time intervals within 1 hour by adding and subtracting on the number line.</p> <p>G3 M2 Lesson 8: Solve one-step word problems involving metric weights within 100 and estimate to reason about solutions.</p> <p>G3 M2 Lesson 11: Solve mixed word problems involving all four operations with grams, kilograms, liters, and milliliters given in the same units.</p> <p>G3 M2 Lesson 17: Estimate sums by rounding and apply to solve measurement word problems.</p> <p>G3 M2 Lesson 20: Estimate differences by rounding and apply to solve measurement word problems.</p> <p>G3 M2 Lesson 21: Estimate sums and differences of measurements by rounding, and then solve mixed word problems.</p> <p>G3 M7 Lesson 33: Solidify fluency with Grade 3 skills.</p> <p>G3 M7 Lesson 34: Create resource booklets to support fluency with Grade 3 skills.</p> |
| 3.CA.3 Model the concept of multiplication of whole numbers using equal-sized groups, arrays, area models, and equal intervals on a number line. Model the properties of 0 and 1 in multiplication using objects or drawings. (E) | <p>G3 M1 Topic A: Multiplication and the Meaning of the Factors</p> <p>G3 M1 Topic C: Multiplication Using Units of 2 and 3</p> <p>G3 M3 Lesson 16: Reason about and explain arithmetic patterns using units of 0 and 1 as they relate to multiplication and division.</p> <p>G3 M7 Lesson 34: Create resource booklets to support fluency with Grade 3 skills.</p> |

Indiana Academic Standards for Mathematics

Aligned Components of *Eureka Math*

| Indiana Academic Standards for Mathematics | Aligned Components of <i>Eureka Math</i> |
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| 3.CA.4 | <p>Model the concept of division of whole numbers with the following models: partitioning, sharing, and an inverse of multiplication. Model the properties of 0 and 1 in division using objects or drawings. (E)</p> <p>G3 M1 Topic B: Division as an Unknown Factor Problem</p> <p>G3 M1 Topic D: Division Using Units of 2 and 3</p> <p>G3 M1 Lesson 17: Model the relationship between multiplication and division.</p> <p>G3 M3 Lesson 3: Multiply and divide with familiar facts using a letter to represent the unknown.</p> <p>G3 M3 Lesson 4: Count by units of 6 to multiply and divide using number bonds to decompose.</p> <p>G3 M3 Lesson 5: Count by units of 7 to multiply and divide using number bonds to decompose.</p> <p>G3 M3 Lesson 7: Interpret the unknown in multiplication and division to model and solve problems using units of 6 and 7.</p> <p>G3 M3 Lesson 11: Interpret the unknown in multiplication and division to model and solve problems.</p> <p>G3 M3 Lesson 15: Interpret the unknown in multiplication and division to model and solve problems.</p> <p>G3 M7 Lesson 33: Solidify fluency with Grade 3 skills.</p> <p>G3 M7 Lesson 34: Create resource booklets to support fluency with Grade 3 skills.</p> |
| 3.CA.5 | <p>Multiply and divide within 100 using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. (E)</p> <p>G3 M1 Topic C: Multiplication Using Units of 2 and 3</p> <p>G3 M1 Topic E: Multiplication and Division Using Units of 4</p> <p>G3 M1 Lesson 18: Apply the distributive property to decompose units.</p> <p>G3 M1 Lesson 19: Apply the distributive property to decompose units.</p> <p>G3 M3 Topic A: The Properties of Multiplication and Division</p> <p>G3 M3 Topic B: Multiplication and Division Using Units of 6 and 7</p> <p>G3 M3 Lesson 8: Understand the function of parentheses and apply to solving problems.</p> <p>G3 M3 Lesson 9: Model the associative property as a strategy to multiply.</p> <p>G3 M3 Lesson 10: Use the distributive property as a strategy to multiply and divide.</p> <p>G3 M3 Lesson 12: Apply the distributive property and the fact $9 = 10 - 1$ as a strategy to multiply.</p> <p>G3 M3 Lesson 13: Identify and use arithmetic patterns to multiply.</p> |

Indiana Academic Standards for Mathematics

Aligned Components of *Eureka Math*

| 3.CA.5 <i>continued</i> | 3.CA.6 |
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| <p>G3 M3 Lesson 14: Identify and use arithmetic patterns to multiply.</p> <p>G3 M3 Lesson 16: Reason about and explain arithmetic patterns using units of 0 and 1 as they relate to multiplication and division.</p> <p>G3 M3 Lesson 17: Identify patterns in multiplication and division facts using the multiplication table.</p> <p>G3 M3 Lesson 20: Use place value strategies and the associative property $n \times (m \times 10) = (n \times m) \times 10$ (where n and m are less than 10) to multiply by multiples of 10.</p> <p>G3 M7 Lesson 33: Solidify fluency with Grade 3 skills.</p> <p>G3 M7 Lesson 34: Create resource booklets to support fluency with Grade 3 skills.</p> | <p>G3 M1 Lesson 14: Skip-count objects in models to build fluency with multiplication facts using units of 4.</p> <p>G3 M1 Lesson 17: Model the relationship between multiplication and division.</p> <p>G3 M3 Topic A: The Properties of Multiplication and Division</p> <p>G3 M3 Topic B: Multiplication and Division Using Units of 6 and 7</p> <p>G3 M3 Lesson 12: Apply the distributive property and the fact $9 = 10 - 1$ as a strategy to multiply.</p> <p>G3 M3 Lesson 13: Identify and use arithmetic patterns to multiply.</p> <p>G3 M3 Lesson 14: Identify and use arithmetic patterns to multiply.</p> <p>G3 M3 Lesson 16: Reason about and explain arithmetic patterns using units of 0 and 1 as they relate to multiplication and division.</p> <p>G3 M3 Lesson 17: Identify patterns in multiplication and division facts using the multiplication table.</p> <p>G3 M7 Lesson 33: Solidify fluency with Grade 3 skills.</p> <p>G3 M7 Lesson 34: Create resource booklets to support fluency with Grade 3 skills.</p> |

Indiana Academic Standards for Mathematics

Aligned Components of *Eureka Math*

| 3.CA.7 | G3 M1 Topic D: Division Using Units of 2 and 3 G3 M1 Lesson 20: Solve two-step word problems involving multiplication and division and assess the reasonableness of answers. G3 M1 Lesson 21: Solve two-step word problems involving all four operations and assess the reasonableness of answers. G3 M3 Lesson 7: Interpret the unknown in multiplication and division to model and solve problems using units of 6 and 7. G3 M3 Lesson 11: Interpret the unknown in multiplication and division to model and solve problems. G3 M3 Lesson 15: Interpret the unknown in multiplication and division to model and solve problems. G3 M3 Lesson 18: Solve two-step word problems involving all four operations and assess the reasonableness of solutions. G3 M3 Lesson 21: Solve two-step word problems involving multiplying single-digit factors and multiples of 10. G3 M7 Lesson 33: Solidify fluency with Grade 3 skills. |
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| 3.CA.8 | G3 M3 Lesson 1: Study commutativity to find known facts of 6, 7, 8, and 9. G3 M3 Lesson 2: Apply the distributive and commutative properties to relate multiplication facts $5 \times n + n$ to $6 \times n$ and $n \times 6$ where n is the size of the unit. G3 M3 Lesson 13: Identify and use arithmetic patterns to multiply. G3 M3 Lesson 14: Identify and use arithmetic patterns to multiply. G3 M3 Lesson 16: Reason about and explain arithmetic patterns using units of 0 and 1 as they relate to multiplication and division. G3 M3 Lesson 17: Identify patterns in multiplication and division facts using the multiplication table. G3 M3 Lesson 19: Multiply by multiples of 10 using the place value chart. G3 M3 Lesson 20: Use place value strategies and the associative property $n \times (m \times 10) = (n \times m) \times 10$ (where n and m are less than 10) to multiply by multiples of 10. |

Geometry

Students continue to investigate and classify more complex two-dimensional shapes based on their attributes.

| Indiana Academic Standards for Mathematics | Aligned Components of <i>Eureka Math</i> |
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| 3.G.1 Define, identify, and classify four-sided shapes such as rhombuses, rectangles, and squares as quadrilaterals. Identify and draw examples and non-examples of quadrilaterals. | G3 M7 Topic B: Attributes of Two-Dimensional Figures G3 M7 Lesson 34: Create resource booklets to support fluency with Grade 3 skills. |
| 3.G.2 Identify, describe, and draw points, lines, and line segments using appropriate tools (e.g., ruler, straightedge, and technology), and use these terms when describing two-dimensional shapes. | G4 M4 Lesson 1: Identify and draw points, lines, line segments, rays, and angles. Recognize them in various contexts and familiar figures. |
| 3.G.3 Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole (i.e., $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{6}$, $\frac{1}{8}$). | G3 M5 Topic A: Partitioning a Whole into Equal Parts G3 M7 Lesson 31: Explore and create unconventional representations of one-half. G3 M7 Lesson 32: Explore and create unconventional representations of one-half. G3 M7 Lesson 33: Solidify fluency with Grade 3 skills. |

Measurement

Students use appropriate tools, computation strategies, and relationships of measurement to solve real-world problems including more specific measurements of length, weight, temperature, mass, time, and money. Students investigate and model the area of rectangles and perimeter of all polygons.

Indiana Academic Standards for Mathematics

Aligned Components of *Eureka Math*

3.M.1

Estimate and measure the mass of objects in grams (g) and kilograms (kg) and the volume of objects in quarts (qt), gallons (gal), and liters (l). Add, subtract, multiply, or divide to solve one-step, real-world problems involving masses or volumes that are given in the same units or obtained through investigation. (E)

G3 M2 Topic B: Measuring Weight and Liquid Volume in Metric Units

G3 M2 Lesson 12: Round two-digit measurements to the nearest ten on the vertical number line.
G3 M2 Lesson 21: Estimate sums and differences of measurements by rounding, and then solve mixed word problems.

G3 M7 Lesson 34: Create resource booklets to support fluency with Grade 3 skills.

Supplemental material is necessary to address volume of objects in quarts and gallons.

3.M.2

Choose and use appropriate units and tools to estimate and measure length, weight, and temperature. Estimate and measure length to a quarter-inch, weight in pounds, and temperature in degrees Celsius and Fahrenheit.

G3 M6 Lesson 5: Create ruler with 1-inch, $\frac{1}{2}$ -inch, and $\frac{1}{4}$ -inch intervals, and generate measurement data.

Supplemental material is necessary to address weight in pounds and temperature in degrees Celsius and Fahrenheit.

3.M.3

Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes (e.g., by representing the problem on a number line diagram). (E)

G3 M2 Topic A: Time Measurement and Problem Solving

G3 M2 Lesson 12: Round two-digit measurements to the nearest ten on the vertical number line.
G3 M7 Lesson 34: Create resource booklets to support fluency with Grade 3 skills.

Indiana Academic Standards for Mathematics

Aligned Components of *Eureka Math*

3.M.4

Find the value of any collection of coins and bills. Write amounts less than a dollar using the ¢ symbol and write larger amounts using the \$ symbol in the form of dollars and cents (e.g., \$4.59). Solve real-world problems to determine whether there is enough money to make a purchase. (E)

3.M.5

Find the area of a rectangle with whole-number side lengths by modeling with unit squares, and show that the area is the same as would be found by multiplying the side lengths. Identify and draw rectangles with the same perimeter and different areas or with the same area and different perimeters. (E)

G3 M4 Topic A: Foundations for Understanding Area

G3 M4 Topic B: Concepts of Area Measurement

G3 M4 Topic C: Arithmetic Properties Using Area Models

G3 M4 Topic D: Applications of Area Using Side Lengths of Figures

G3 M7 Topic D: Recording Perimeter and Area Data on Line Plots

G3 M7 Topic E: Problem Solving with Perimeter and Area

G3 M7 Lesson 34: Create resource booklets to support fluency with Grade 3 skills.

3.M.6

Find perimeters of polygons given the side lengths or given an unknown side length.

G3 M7 Topic C: Problem Solving with Perimeter

G3 M7 Topic D: Recording Perimeter and Area Data on Line Plots

G3 M7 Topic E: Problem Solving with Perimeter and Area

G3 M7 Lesson 34: Create resource booklets to support fluency with Grade 3 skills.

Supplemental material is necessary to address this standard.

Data Analysis

Students collect and present data in multiple manners and solve multi-step problems with the data.

| Indiana Academic Standards for Mathematics | Aligned Components of <i>Eureka Math</i> |
|---|---|
| 3.DA.1 Collect, organize, and graph data from observations, surveys, and experiments using scaled bar graphs and pictographs. Solve real-world problems by analyzing and interpreting the data using grade-level computation and comparison strategies. (E) | G3 M6 Topic A: Generate and Analyze Categorical Data G3 M6 Lesson 9: Analyze data to problem solve. G3 M7 Lesson 34: Create resource booklets to support fluency with Grade 3 skills. |

Attachment 5a - School Calendar

School Year: 2026-2027

August 2026

- Wednesday, August 5 | First Day of School
- Wednesday, August 5 – Wednesday, August 26 | Early Release every Wednesday for Professional Development
- Total School Days: 19

September 2026

- Monday, September 7 | Labor Day (No School)
- Tuesday, September 8 | Professional Development Day (No School; eLearning Day)
- Total School Days: 20

October 2026

- Monday, October 5 – Friday, October 16 | Fall Break (No School)
- Total School Days: 15

November 2026

- Wednesday, November 4 | Parent-Teacher Conferences (Pre-K–6 eLearning Day; all other students attend)
- Wednesday, November 25 – Friday, November 27 | Thanksgiving Break (No School)
- Total School Days: 18

December 2026

- Wednesday, December 16 | Last Early Release of Semester
- Friday, December 18 | End of Semester
- Monday, December 21 – Friday, January 1 | Winter Break (No School)
- Total School Days: 14

January 2027

- Monday, January 4 | Classes Resume
- Monday, January 18 | Martin Luther King Jr. Day (No School)
- Wednesday, January 6 – Wednesday, January 27 | Early Release every Wednesday
- Total School Days: 19

February 2027

- Friday, February 12 | Professional Development Day (No School; eLearning Day)
- Monday, February 15 | Presidents' Day (No School)
- Wednesday, February 3 – Wednesday, February 24 | Early Release every Wednesday
- Total School Days: 18

March 2027

- Monday, March 15 – Friday, March 26 | Spring Break (No School)
- Wednesday, March 3 – Wednesday, March 31 | Early Release every Wednesday (excluding break weeks)
- Total School Days: 17

April 2027

- Wednesday, April 7 – Wednesday, April 28 | Early Release every Wednesday
- Total School Days: 21

May 2027

- Monday, May 31 | Memorial Day (No School)
- Total School Days: 20

June 2027

- Friday, June 4 | Last Day of School
- Total School Days: 5

Summary of Key Dates

- First Day of School: Wednesday, August 5, 2026
- Fall Break: October 5–16, 2026
- Thanksgiving Break: November 25–27, 2026
- Winter Break: December 21, 2026 – January 1, 2027
- Spring Break: March 15–26, 2027
- Last Day of School: Friday, June 4, 2027
- Total Instructional Days: 181

Attachment 5b - Sample Daily & Weekly Schedule

URBAN ACT Academy – First Grade Sample Daily Schedule

Monday, Tuesday, Thursday, and Friday:

- **8:00 – 8:15 AM** | Morning Routine
Arrival, unpacking, attendance, morning work.
- **8:15 – 8:45 AM** | Morning Meeting
Calendar, weather, news sharing, and Social-Emotional Learning (SEL) activities.
- **8:45 – 9:30 AM** | Reading/Phonics Instruction
Focus on phonics, sight words, and early reading skills.
- **9:30 – 10:00 AM** | Guided Reading Centers
Small group instruction, independent reading, and literacy activities.
- **10:00 – 10:15 AM** | Morning Recess
Outdoor physical activity and free play.
- **10:15 – 11:00 AM** | Math Instruction
Hands-on activities, number sense, counting, and early operations.
- **11:00 – 11:45 AM** | Specials
Art, music, PE, library, or computer lab (varies by day).
- **11:45 AM – 12:15 PM** | Lunch
- **12:15 – 12:30 PM** | Recess
Outdoor play and social time.
- **12:30 – 1:00 PM** | Math Centers
Small group instruction, math games, and individual practice.
- **1:00 – 1:30 PM** | Science or Social Studies
Hands-on exploration, group discussions, and projects (alternates weekly).
- **1:30 – 2:00 PM** | Writing Workshop
Creative writing, journaling, and early sentence structure.
- **2:00 – 2:50 PM** | Place-Based Learning Research / Intervention
Targeted reading/math support, enrichment, and independent work on Place-Based Learning (PBL) projects.
- **2:50 – 3:05 PM** | Pack-Up and Closing Circle
Clean-up, reflection, and debrief to prepare for dismissal.
- **3:05 – 3:15 PM** | Dismissal

Wednesday Early Release Schedule: Classes are shortened slightly to accommodate a 1:45 PM dismissal for staff professional development.

- **8:00 – 8:15 AM** | Morning Routine
- **8:15 – 8:40 AM** | Morning Meeting
- **8:40 – 9:20 AM** | Reading/Phonics Instruction
- **9:20 – 9:45 AM** | Guided Reading Centers
- **9:45 – 10:00 AM** | Morning Recess

- **10:00 – 10:35 AM** | Math Instruction
- **10:35 – 11:15 AM** | Specials
- **11:15 – 11:45 AM** | Lunch
- **11:45 AM – 12:00 PM** | Recess
- **12:00 – 12:25 PM** | Math Centers
- **12:25 – 12:55 PM** | Science or Social Studies
- **12:55 – 1:15 PM** | Writing Workshop
- **1:15 – 1:35 PM** | Place-Based Learning Research / Intervention
- **1:35 – 1:45 PM** | Pack-Up and Closing Circle
- **1:45 PM** | Dismissal for Students, Teacher PD Begins

Weekly Overview

- **Monday, Tuesday, Thursday, Friday:** Full schedule as outlined above, with all activities included.
- **Wednesday:** Early dismissal at 1:45 PM to support staff professional development.

Attachment 6 - Admissions Policy

URBAN ACT Academy is a free, public charter school open to all eligible students. Admission to the academy is based on a fair, transparent process that prioritizes equal access and adheres to the following guidelines:

1. Non-Discrimination

- URBAN ACT Academy admits students without regard to race, ethnicity, national origin, gender, disability, language proficiency, or prior academic performance. No tuition or entrance exams are required.

2. Application Period

- **Open Enrollment:** Begins each January for the upcoming school year and continues through August. Families may submit an Intent to Enroll form at any point during this period.
- **Application Deadlines:**
 - **Early Admission Deadline:** April 15, 2026
 - **Lottery Date (if needed):** April 30, 2026
 - **Final Enrollment Deadline:** September 14, 2026

3. Lottery Process

- If the number of applicants exceeds available seats for any grade level, URBAN ACT Academy will conduct a public lottery to ensure fair selection. The lottery will be held on **April 30** each year.
- **Lottery Process:**
 - The lottery will be conducted publicly, either in person or via a virtual platform, with an independent party overseeing the drawing to ensure transparency and fairness.
 - Families of selected students will be notified within five business days following the lottery.

4. Enrollment Priorities

- In accordance with Indiana charter school law, URBAN ACT Academy gives priority enrollment to:
 - **Siblings** of currently enrolled students.
 - **Children of Staff and Board Members.**
- These students will receive guaranteed seats if they apply within the open enrollment period.

5. Waiting List

- Applicants not selected in the lottery will be placed on a waiting list in the order drawn during the lottery.
- Should seats become available after the initial lottery, families on the waiting list will be contacted in the order they appear on the list.
- The waiting list is only valid for the academic year for which the application was submitted; families must reapply each year if not offered a seat.

6. Notification and Enrollment Confirmation

- Accepted students and their families must confirm enrollment within 10 days of notification. Failure to confirm may result in the seat being offered to the next student on the waiting list.

7. Mid-Year Enrollments and Transfers

- Applications received after the lottery and enrollment deadlines may be considered for any available seats, and if full, applicants will be added to the waiting list.
- Mid-year transfers will be accommodated based on availability and in accordance with the priority policy.

8. Withdrawal Policy

- Families wishing to withdraw from URBAN ACT Academy should notify the administration in writing. This allows the academy to offer the vacated seat to a student on the waiting list if needed.

Attachment 7- Discipline Policy

1. Practices to Promote Good Discipline:

URBAN ACT Academy's discipline policy is aligned with its broader mission to foster a safe and student-centered learning environment. The school emphasizes proactive strategies to build strong relationships, promote positive behavior, and handle infractions in a restorative manner.

- Restorative Practices at the Core: At URBAN ACT Academy, restorative practices are central to the school's approach to discipline. Rather than focusing solely on punishment, the goal is to repair harm, rebuild relationships, and reintegrate students into the learning community. This involves daily restorative circles—both morning check-ins and afternoon reflection sessions—where students discuss any issues, reflect on their behavior, and collectively develop solutions to conflicts. For example, if a student disrupts class or engages in conflict with a peer, the teacher may facilitate a restorative conversation between the parties involved, allowing the student to understand the impact of their behavior on others. This process not only resolves the immediate issue but also builds skills in conflict resolution, empathy, and accountability.
- Positive Behavioral Interventions and Supports (PBIS): PBIS is used to encourage appropriate behaviors through a system of proactive interventions. By setting clear behavioral expectations and reinforcing them with positive rewards, the school creates an environment where students feel supported and motivated to meet expectations. PBIS strategies include verbal praise, recognition during morning meetings, and participation in special activities as rewards for good behavior. This approach helps reduce the occurrence of disciplinary issues by creating a positive school climate focused on growth.
- Incentives for Positive Behavior: In addition to restorative and supportive interventions, URBAN ACT Academy implements a robust system of incentives for positive behavior. This system includes the "90% Club," where students are rewarded monthly for meeting high standards in attendance, homework completion, and positive behavior. Additional incentives include participation in extracurricular activities such as sports, art, and STEM clubs, which serve as motivators for students to maintain good standing in terms of behavior and academic performance.
- Logical and Natural Consequences: In alignment with restorative practices, URBAN ACT Academy emphasizes logical and natural consequences for misbehavior. For instance, if a

student damages school property, they might be asked to help repair the damage or participate in community service. Similarly, students who disrupt learning might miss a favored activity, such as recess, and spend time reflecting on their actions and how they can behave differently in the future. This approach encourages students to take ownership of their actions and learn from their mistakes.

2. Offenses for Suspension or Expulsion:

URBAN ACT Academy distinguishes between offenses that mandate suspension or expulsion and those that provide room for discretion. The school's approach to discipline aims to keep students engaged in learning as much as possible, relying on exclusionary practices like suspension and expulsion only in the most serious cases.

- Non-Discretionary (Mandatory) Offenses for Suspension or Expulsion: These are serious violations that threaten the safety and well-being of the school community. Examples of mandatory suspension or expulsion offenses include:
 - Physical assault or fighting that results in serious injury to another person.
 - Possession or use of weapons or dangerous items on school grounds.
 - Sale, possession, or use of illegal drugs or controlled substances.
 - Repeated acts of bullying or harassment, particularly those that involve threats of violence.
- In these cases, the school will immediately notify the student's family, conduct a thorough investigation, and proceed with suspension or expulsion in accordance with state laws and regulations. The school will also initiate a restorative process to address the harm caused and ensure the student understands the consequences of their actions.
- Discretionary Offenses: These are less severe offenses where the school has discretion in determining the appropriate disciplinary action. Examples of discretionary offenses include:
 - Repeated classroom disruptions.
 - Insubordination or refusal to follow reasonable instructions from school staff.
 - Minor incidents of physical aggression or verbal altercations.
 - Consistent tardiness or absenteeism without valid excuse.
- For these offenses, URBAN ACT Academy focuses on interventions that keep students in the classroom and involved in their education. Teachers work with the student and, when necessary, the Culture Team, to develop a plan that addresses the root causes of the behavior

and helps the student correct it. This may involve additional restorative circles, peer mediation, or support from school counselors.

3. Consideration of Students with Disabilities:

URBAN ACT Academy ensures that disciplinary actions take into account the rights of students with disabilities and align with federal and state laws, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act.

- Individualized Education Programs (IEPs) and 504 Plans: The school takes extra steps when disciplining students with disabilities to ensure their rights are protected. For students with an IEP or 504 plan, disciplinary actions are reviewed through the lens of their disability, and a Manifestation Determination Review (MDR) is conducted to determine if the behavior was a manifestation of their disability. If so, the school will not pursue suspension or expulsion but will instead focus on adjusting the student's support plan to better meet their needs.
- Behavioral Interventions: The school employs a variety of evidence-based behavioral interventions, including additional counseling, individualized support, and adjustments to classroom strategies. These interventions ensure that students with disabilities are given every opportunity to succeed academically and socially, even when behavior challenges arise.

4. Due Process and Appeals:

To ensure fairness and transparency in disciplinary proceedings, URBAN ACT Academy follows a clearly defined process that upholds students' rights and provides avenues for appeal.

- Due Process for Suspensions: When a student is facing suspension, they are first provided with a written explanation of the charges and the evidence against them. The student is then given an opportunity to respond and share their perspective. If the school proceeds with the suspension, a formal notice is sent to the student's parents or guardians, outlining the duration and reason for the suspension. The school makes every effort to hold a parent-teacher conference to discuss the student's behavior and plans for re-entry into the classroom, with a focus on how the behavior will be addressed moving forward.
- Expulsion Hearings and Appeal Process: In cases where expulsion is considered, URBAN ACT Academy provides a formal hearing process. During the hearing, the student and their

family have the right to present evidence, call witnesses, and challenge the evidence presented by the school. A neutral party or hearing officer oversees the process to ensure fairness.

If the expulsion decision is made, the student has the right to appeal the decision. The appeal process includes a review of all relevant documents and an opportunity for the family to present additional information. The school's leadership team reviews the appeal and makes a final decision, which is communicated in writing.

- **Reintegration Support:** After any suspension or expulsion, the school provides reintegration support to help the student successfully return to the learning environment. This includes a meeting with the student, family, and a school counselor to create a plan for the student's successful re-entry. Restorative circles are used to facilitate a smooth transition back into the classroom.

5. Alignment with the School's Holistic Approach:

URBAN ACT Academy's discipline policy is an extension of its student-centered, personalized learning model. The school believes that every behavior is a form of communication, and by addressing the underlying issues, whether academic, emotional, or social, students can learn from their mistakes and grow into responsible community members.

- **Personalized Behavior Support Plans:** For students with ongoing behavioral challenges, the school develops individualized behavior support plans in collaboration with teachers, counselors, and the student's family. These plans include tailored interventions, such as one-on-one counseling, peer mentorship, or academic support, ensuring that discipline is part of a larger strategy to help the student succeed.
- **Focus on Social-Emotional Learning (SEL):** The school integrates Social-Emotional Learning into daily instruction, helping students develop self-awareness, self-management, and social skills. This preventive approach reduces behavioral incidents by teaching students to regulate their emotions, resolve conflicts, and make responsible decisions.

By integrating these practices, URBAN ACT Academy ensures that discipline is not about punishment but about growth, accountability, and fostering a positive school culture. The school's holistic approach to discipline, grounded in restorative justice and supported by SEL and PBIS, ensures that students are prepared to thrive both academically and socially.

Office of Charter Schools

Ball State University
2000 W University Ave
Muncie, IN 47306

Dear Members of the Office of Charter Schools,

On behalf of A-Town Event Production I am pleased to express our support for URBAN ACT Academy as it prepares to open in Anderson, Indiana. We are excited about URBAN ACT Academy's commitment to providing a high-quality, place-based, and innovative education for young learners in our community.

We see a strong alignment between URBAN ACT Academy's educational goals and the values we strive to promote in Anderson. URBAN ACT Academy's emphasis on place-based learning, restorative practices, support for diverse learners, and community engagement promise to make a meaningful impact on students, families, and the wider community in Anderson.

To support the school's mission, _____ is committed to partnering with URBAN ACT Academy in ways that will benefit students and families. We believe these efforts will complement URBAN ACT Academy's innovative approach and contribute to the success of students and families both academically and personally.

We look forward to collaborating with URBAN ACT Academy and are committed to helping the school become a cornerstone of educational excellence in Anderson. Our team is excited about the positive impact URBAN ACT Academy will bring to our community and is proud to support this new school. Thank you for considering URBAN ACT Academy's charter application. We are confident in their vision and wholeheartedly support their efforts to serve the Anderson community.

Sincerely,

A handwritten signature in blue ink, appearing to read "B. J. B.", is placed over a horizontal line.

Office of Charter Schools

Ball State University
2000 W University Ave
Muncie, IN 47306

Dear Members of the Office of Charter Schools,

On behalf of Tardy House, I am pleased to express our support for URBAN ACT Academy as it prepares to open in Anderson, Indiana. We are excited about URBAN ACT Academy's commitment to providing a high-quality, place-based, and innovative education for young learners in our community.

We see a strong alignment between URBAN ACT Academy's educational goals and the values we strive to promote in Anderson. URBAN ACT Academy's emphasis on place-based learning, restorative practices, support for diverse learners, and community engagement promise to make a meaningful impact on students, families, and the wider community in Anderson.

To support the school's mission, Tardy House is committed to partnering with URBAN ACT Academy in ways that will benefit students and families. We believe these efforts will complement URBAN ACT Academy's innovative approach and contribute to the success of students and families both academically and personally.

We look forward to collaborating with URBAN ACT Academy and are committed to helping the school become a cornerstone of educational excellence in Anderson. Our team is excited about the positive impact URBAN ACT Academy will bring to our community and is proud to support this new school. Thank you for considering URBAN ACT Academy's charter application. We are confident in their vision and wholeheartedly support their efforts to serve the Anderson community.

Sincerely,

Domonic Tardy

Office of Charter Schools
Ball State University
2000 W University Ave
Muncie, IN 47306

Dear Members of the Office of Charter Schools,

On behalf of Dunmon Golden Creative, I am pleased to express our support for URBAN ACT Academy as it prepares to open in Anderson, Indiana. We are excited about URBAN ACT Academy's commitment to providing a high-quality, place-based, and innovative education for young learners in our community.

We see a strong alignment between URBAN ACT Academy's educational goals and the values we strive to promote in Anderson. URBAN ACT Academy's emphasis on place-based learning, restorative practices, support for diverse learners, and community engagement promise to make a meaningful impact on students, families, and the wider community in Anderson.

To support the school's mission, Dunmon Golden Creative is committed to partnering with URBAN ACT Academy in ways that will benefit students and families. We believe these efforts will complement URBAN ACT Academy's innovative approach and contribute to the success of students and families both academically and personally.

We look forward to collaborating with URBAN ACT Academy and are committed to helping the school become a cornerstone of educational excellence in Anderson. Our team is excited about the positive impact URBAN ACT Academy will bring to our community and is proud to support this new school. Thank you for considering URBAN ACT Academy's charter application. We are confident in their vision and wholeheartedly support their efforts to serve the Anderson community.

Sincerely,

A handwritten signature in black ink, appearing to read "Dunmon Golden Creative", is written over a horizontal line. The signature is fluid and cursive, with a large, stylized 'D' at the beginning.

Office of Charter Schools
Ball State University
2000 W University Ave
Muncie, IN 47306

Dear Members of the Office of Charter Schools,

On behalf of The Village - Anderson, I am pleased to express our support for URBAN ACT Academy as it prepares to open in Anderson, Indiana. We are excited about URBAN ACT Academy's commitment to providing a high-quality, place-based, and innovative education for young learners in our community.

We see a strong alignment between URBAN ACT Academy's educational goals and the values we strive to promote in Anderson. URBAN ACT Academy's emphasis on place-based learning, restorative practices, support for diverse learners, and community engagement promise to make a meaningful impact on students, families, and the wider community in Anderson.

To support the school's mission, The Village - Anderson is committed to partnering with URBAN ACT Academy in ways that will benefit students and families. We believe these efforts will complement URBAN ACT Academy's innovative approach and contribute to the success of students and families both academically and personally.

We look forward to collaborating with URBAN ACT Academy and are committed to helping the school become a cornerstone of educational excellence in Anderson. Our team is excited about the positive impact URBAN ACT Academy will bring to our community and is proud to support this new school. Thank you for considering URBAN ACT Academy's charter application. We are confident in their vision and wholeheartedly support their efforts to serve the Anderson community.

Sincerely,

A handwritten signature in black ink, appearing to read "James Jackson". It is written in a cursive style with a horizontal line underneath the name.

Office of Charter Schools
Ball State University
2000 W University Ave
Muncie, IN 47306

Dear Members of the Office of Charter Schools,

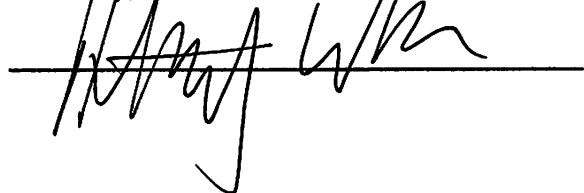
On behalf of Ray Walker, I am pleased to express our support for URBAN ACT Academy as it prepares to open in Anderson, Indiana. We are excited about URBAN ACT Academy's commitment to providing a high-quality, place-based, and innovative education for young learners in our community.

We see a strong alignment between URBAN ACT Academy's educational goals and the values we strive to promote in Anderson. URBAN ACT Academy's emphasis on place-based learning, restorative practices, support for diverse learners, and community engagement promise to make a meaningful impact on students, families, and the wider community in Anderson.

To support the school's mission, Ray Walker is committed to partnering with URBAN ACT Academy in ways that will benefit students and families. We believe these efforts will complement URBAN ACT Academy's innovative approach and contribute to the success of students and families both academically and personally.

We look forward to collaborating with URBAN ACT Academy and are committed to helping the school become a cornerstone of educational excellence in Anderson. Our team is excited about the positive impact URBAN ACT Academy will bring to our community and is proud to support this new school. Thank you for considering URBAN ACT Academy's charter application. We are confident in their vision and wholeheartedly support their efforts to serve the Anderson community.

Sincerely,

A handwritten signature in black ink, appearing to read "Ray Walker", is written over a horizontal line. The signature is fluid and cursive, with a large, stylized 'R' at the beginning.

Office of Charter Schools
Ball State University
2000 W University Ave
Muncie, IN 47306

Dear Members of the Office of Charter Schools,

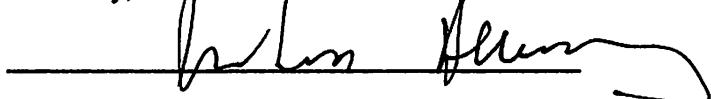
On behalf of Anderson Steppes Unified Board, I am pleased to express our support for URBAN ACT Academy as it prepares to open in Anderson, Indiana. We are excited about URBAN ACT Academy's commitment to providing a high-quality, place-based, and innovative education for young learners in our community.

We see a strong alignment between URBAN ACT Academy's educational goals and the values we strive to promote in Anderson. URBAN ACT Academy's emphasis on place-based learning, restorative practices, support for diverse learners, and community engagement promise to make a meaningful impact on students, families, and the wider community in Anderson.

To support the school's mission, Anderson Steppes Unified Board is committed to partnering with URBAN ACT Academy in ways that will benefit students and families. We believe these efforts will complement URBAN ACT Academy's innovative approach and contribute to the success of students and families both academically and personally.

We look forward to collaborating with URBAN ACT Academy and are committed to helping the school become a cornerstone of educational excellence in Anderson. Our team is excited about the positive impact URBAN ACT Academy will bring to our community and is proud to support this new school. Thank you for considering URBAN ACT Academy's charter application. We are confident in their vision and wholeheartedly support their efforts to serve the Anderson community.

Sincerely,



Office of Charter Schools

Ball State University
2000 W University Ave
Muncie, IN 47306

Dear Members of the Office of Charter Schools,

On behalf of Greater Grace Temple Church, I am pleased to express our support for URBAN ACT Academy as it prepares to open in Anderson, Indiana. We are excited about URBAN ACT Academy's commitment to providing a high-quality, place-based, and innovative education for young learners in our community.

We see a strong alignment between URBAN ACT Academy's educational goals and the values we strive to promote in Anderson. URBAN ACT Academy's emphasis on place-based learning, restorative practices, support for diverse learners, and community engagement promise to make a meaningful impact on students, families, and the wider community in Anderson.

To support the school's mission, Greater Grace Temple is committed to partnering with URBAN ACT Academy in ways that will benefit students and families. We believe these efforts will complement URBAN ACT Academy's innovative approach and contribute to the success of students and families both academically and personally.

We look forward to collaborating with URBAN ACT Academy and are committed to helping the school become a cornerstone of educational excellence in Anderson. Our team is excited about the positive impact URBAN ACT Academy will bring to our community and is proud to support this new school. Thank you for considering URBAN ACT Academy's charter application. We are confident in their vision and wholeheartedly support their efforts to serve the Anderson community.

Sincerely,

Bishop Jerry Wright

Office of Charter Schools

Ball State University
2000 W University Ave
Muncie, IN 47306

Dear Members of the Office of Charter Schools,

On behalf of Teen Works Dawn Baett, I am pleased to express our support for URBAN ACT Academy as it prepares to open in Anderson, Indiana. We are excited about URBAN ACT Academy's commitment to providing a high-quality, place-based, and innovative education for young learners in our community.

We see a strong alignment between URBAN ACT Academy's educational goals and the values we strive to promote in Anderson. URBAN ACT Academy's emphasis on place-based learning, restorative practices, support for diverse learners, and community engagement promise to make a meaningful impact on students, families, and the wider community in Anderson.

To support the school's mission, _____ is committed to partnering with URBAN ACT Academy in ways that will benefit students and families. We believe these efforts will complement URBAN ACT Academy's innovative approach and contribute to the success of students and families both academically and personally.

We look forward to collaborating with URBAN ACT Academy and are committed to helping the school become a cornerstone of educational excellence in Anderson. Our team is excited about the positive impact URBAN ACT Academy will bring to our community and is proud to support this new school. Thank you for considering URBAN ACT Academy's charter application. We are confident in their vision and wholeheartedly support their efforts to serve the Anderson community.

Sincerely,

Dawn Baett

Office of Charter Schools

Ball State University
2000 W University Ave
Muncie, IN 47306

Dear Members of the Office of Charter Schools,

On behalf of People Rich Comedy, LLC, I am pleased to express our support for URBAN ACT Academy as it prepares to open in Anderson, Indiana. We are excited about URBAN ACT Academy's commitment to providing a high-quality, place-based, and innovative education for young learners in our community.

We see a strong alignment between URBAN ACT Academy's educational goals and the values we strive to promote in Anderson. URBAN ACT Academy's emphasis on place-based learning, restorative practices, support for diverse learners, and community engagement promise to make a meaningful impact on students, families, and the wider community in Anderson.

To support the school's mission, People Rich Comedy, LLC is committed to partnering with URBAN ACT Academy in ways that will benefit students and families. We believe these efforts will complement URBAN ACT Academy's innovative approach and contribute to the success of students and families both academically and personally.

We look forward to collaborating with URBAN ACT Academy and are committed to helping the school become a cornerstone of educational excellence in Anderson. Our team is excited about the positive impact URBAN ACT Academy will bring to our community and is proud to support this new school. Thank you for considering URBAN ACT Academy's charter application. We are confident in their vision and wholeheartedly support their efforts to serve the Anderson community.

Sincerely,

Kimberly Mart

life changing objects

708, 071, 7706

Office of Charter Schools
Ball State University
2000 W University Ave
Muncie, IN 47306

Dear Members of the Office of Charter Schools,

On behalf of Life Change Projects, I am pleased to express our support for URBAN ACT Academy as it prepares to open in Anderson, Indiana. We are excited about URBAN ACT Academy's commitment to providing a high-quality, place-based, and innovative education for young learners in our community.

We see a strong alignment between URBAN ACT Academy's educational goals and the values we strive to promote in Anderson. URBAN ACT Academy's emphasis on place-based learning, restorative practices, support for diverse learners, and community engagement promise to make a meaningful impact on students, families, and the wider community in Anderson.

To support the school's mission, _____ is committed to partnering with URBAN ACT Academy in ways that will benefit students and families. We believe these efforts will complement URBAN ACT Academy's innovative approach and contribute to the success of students and families both academically and personally.

We look forward to collaborating with URBAN ACT Academy and are committed to helping the school become a cornerstone of educational excellence in Anderson. Our team is excited about the positive impact URBAN ACT Academy will bring to our community and is proud to support this new school. Thank you for considering URBAN ACT Academy's charter application. We are confident in their vision and wholeheartedly support their efforts to serve the Anderson community.

Sincerely,

A handwritten signature in black ink, appearing to read "Rick Miller". It is written in a cursive, flowing style with a long, sweeping line.

Office of Charter Schools
Ball State University
2000 W University Ave
Muncie, IN 47306

Dear Members of the Office of Charter Schools,

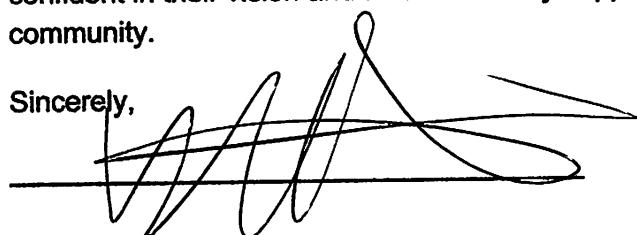
On behalf of Cerendity Recovery Cafe, I am pleased to express our support for URBAN ACT Academy as it prepares to open in Anderson, Indiana. We are excited about URBAN ACT Academy's commitment to providing a high-quality, place-based, and innovative education for young learners in our community.

We see a strong alignment between URBAN ACT Academy's educational goals and the values we strive to promote in Anderson. URBAN ACT Academy's emphasis on place-based learning, restorative practices, support for diverse learners, and community engagement promise to make a meaningful impact on students, families, and the wider community in Anderson.

To support the school's mission, Cerendity Recovery Cafe is committed to partnering with URBAN ACT Academy in ways that will benefit students and families. We believe these efforts will complement URBAN ACT Academy's innovative approach and contribute to the success of students and families both academically and personally.

We look forward to collaborating with URBAN ACT Academy and are committed to helping the school become a cornerstone of educational excellence in Anderson. Our team is excited about the positive impact URBAN ACT Academy will bring to our community and is proud to support this new school. Thank you for considering URBAN ACT Academy's charter application. We are confident in their vision and wholeheartedly support their efforts to serve the Anderson community.

Sincerely,

A handwritten signature in black ink, appearing to read "Cerendity Recovery Cafe", is written over a horizontal line. The signature is fluid and stylized, with a prominent 'C' at the beginning.

Office of Charter Schools
Ball State University
2000 W University Ave
Muncie, IN 47306

Dear Members of the Office of Charter Schools,

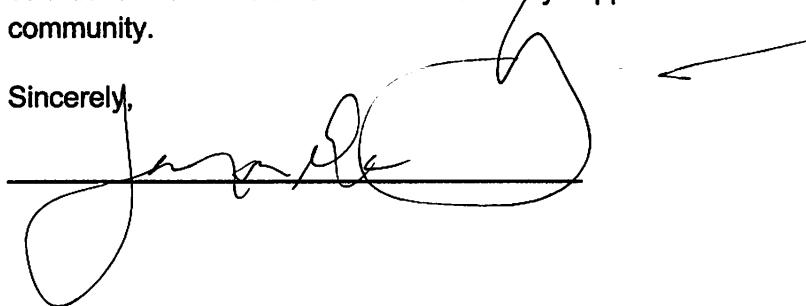
On behalf of Jeanne Le Davis, I am pleased to express our support for URBAN ACT Academy as it prepares to open in Anderson, Indiana. We are excited about URBAN ACT Academy's commitment to providing a high-quality, place-based, and innovative education for young learners in our community.

We see a strong alignment between URBAN ACT Academy's educational goals and the values we strive to promote in Anderson. URBAN ACT Academy's emphasis on place-based learning, restorative practices, support for diverse learners, and community engagement promise to make a meaningful impact on students, families, and the wider community in Anderson.

To support the school's mission, Top Tier Daycare is committed to partnering with URBAN ACT Academy in ways that will benefit students and families. We believe these efforts will complement URBAN ACT Academy's innovative approach and contribute to the success of students and families both academically and personally.

We look forward to collaborating with URBAN ACT Academy and are committed to helping the school become a cornerstone of educational excellence in Anderson. Our team is excited about the positive impact URBAN ACT Academy will bring to our community and is proud to support this new school. Thank you for considering URBAN ACT Academy's charter application. We are confident in their vision and wholeheartedly support their efforts to serve the Anderson community.

Sincerely,

A handwritten signature in black ink, appearing to read "Jeanne Le Davis", is written over a horizontal line. A small, thin-lined arrow points from the text "Sincerely," towards the signature.

Office of Charter Schools
Ball State University
2000 W University Ave
Muncie, IN 47306

Dear Members of the Office of Charter Schools,

On behalf of New Purpose Ministries, I am pleased to express our support for URBAN ACT Academy as it prepares to open in Anderson, Indiana. We are excited about URBAN ACT Academy's commitment to providing a high-quality, place-based, and innovative education for young learners in our community.

We see a strong alignment between URBAN ACT Academy's educational goals and the values we strive to promote in Anderson. URBAN ACT Academy's emphasis on place-based learning, restorative practices, support for diverse learners, and community engagement promise to make a meaningful impact on students, families, and the wider community in Anderson.

To support the school's mission, New Purpose Ministries is committed to partnering with URBAN ACT Academy in ways that will benefit students and families. We believe these efforts will complement URBAN ACT Academy's innovative approach and contribute to the success of students and families both academically and personally.

We look forward to collaborating with URBAN ACT Academy and are committed to helping the school become a cornerstone of educational excellence in Anderson. Our team is excited about the positive impact URBAN ACT Academy will bring to our community and is proud to support this new school. Thank you for considering URBAN ACT Academy's charter application. We are confident in their vision and wholeheartedly support their efforts to serve the Anderson community.

Sincerely,

Jesselle Weller

MARK HUMPHREY



Mark Humphrey is the principal and founding staff member at URBAN ACT Academy. Mark has nine years of experience in education, serving various roles such as special education support, teacher, dean of students, assistant principal, and principal. As the principal of URBAN ACT Academy, one of his greatest accomplishments is building strong relationships with students, parents, and staff and positively impacting school culture. From the Fall of 2018 to the Spring of 2019 Mark, with the help of his team decreased the number of school suspensions by 70%.

Restorative Practice framework was a major contributor to the success of changing the school culture at URBAN ACT Academy. In the Spring of 2023 Mark earned a Restorative Practitioners license from the International Institute of Restorative Justice (IIRP). Mark continues to use the restorative practice framework to provide professional development and training for students and staff. He believes that Restorative Practice is beneficial for all stakeholders. “Restorative is not a routine, it's a lifestyle”.

Mark considers himself to be a forever learner, always looking for opportunities to be trained and grow. He plans to pursue a doctorate in educational leadership with hopes to positively impact black and brown students specifically in urban communities holistically. He believes that it is important to educate students while also providing them social emotional support, teaching financially literacy, and creating opportunities for career paths post secondary education.

MARK HUMPHREY

K-12 ADMINISTRATOR

I seek to combine my years of educational leadership with my passion for students and the student experience. Having learned, taught, and led in diverse environments, I aspire to apply my skills any number of ways to coach leaders and develop them into passionate advocates for youths.

EDUCATION

CENTRAL MICHIGAN UNIVERSITY

Masters of Arts in Educational Leadership:
Charter School Emphasis
December 2021

BALL STATE UNIVERSITY

Bachelors of Art: Interpersonal Communication
May 2012

CERTIFICATIONS

International Institute for Restorative Practices

Restorative Practices for Educators
March 2023

RELAY Graduate School of Education

National Principal Academy Fellowship
July 2019 - July 2020

Teach Like a Champion

Building Strong School Culture
January 2019

EXPERIENCE

URBAN ACT ACADEMY

07/2018 - Present

Principal/ 2022 - 2023

- Managed a staff of 50 employees with 94% staff retention.
- Managed school-wide culture and implemented Restorative Practices. to curve negative student behavior. Within 4 years suspensions decreased by 77%.
- Served as the Corporation Test Coordinator (CTC). Over 95% of students completed school and state testing. For two years maintained an average of over 95%.
- Created and implemented school-wide systems and routines to maintain school safety and maximize instructional learning time.
- Provided instructional coaching and development for 18 teachers, 100% of teachers are on track to complete school end of year Placed Based Learning project goals.

Assistant Principal/ 2019 - 2022

- Supervised and managed school-wide culture and implemented Restorative Practices to curve negative student behavior. Within 3 years in-school suspensions decreased by 65%.
- Created school-wide incentives and celebrations to increase student and staff morale.
- Served as the Corporation Test Coordinator (CTC). Managed all state and school assessments including (WIDA, ILEARN, IREAD3, and NWEA).
- Worked collaboratively with families and community partners to provide educational experiences for students outside of the classroom. Roughly 100% of students completed a Placed Based Learning project.
- Provided instructional coaching and development for 5 teachers, facilitating weekly observations and feedback meetings.

Director of Culture / 2018 - 2019

- Led school-wide culture and implemented Restorative Practices to curve negative student behavior. Within 2 years in-school suspensions decreased by 50%.
- Created school-wide incentives and celebrations to increase student and staff morale.
- Assisted in the development implementation, and evaluation of intervention programs (MTSS, Second Steps, Social Emotional Learning) to address the needs of at-risk students.
- Transportation coordinator for K-8th grade student. Create systems and routines to ensure that 100% of bus riders arrived and dismissed from school safely. Responded to parent and dispatch questions and concerns.
- Developed and administered disciplinary procedures in accordance with organization policies and Indiana state law.

INDIANA COLLEGE PREPARATORY SCHOOL

07/2015 - 7/2018

Dean of Culture / 2017- 2018

- Led school-wide culture. Directly managed a team of 2 culture specialist.
- Created school-wide incentives and celebrations to increase student and staff morale.
- Supervised and monitor school-wide behavior management system. Conducted weekly culture evaluations in 12 classrooms. Provided feedback and coaching for culture support for 12 teachers
- Transportation coordinator for K-8th grade student. Create systems and routines to ensure that 100% of bus riders arrived and dismissed from school safely. Responded to parent and dispatch questions and concerns.
- Developed and administered disciplinary procedures in accordance with organization policies and Indiana state law.

Teacher/ 2015- 2017

- Planned, prepared, and delivered standard aligned lesson plans and instructional materials.
- Differentiated lesson plans/instructional materials to support all students including students with special needs/accommodations.
- Provided intervention support for students with IEP, special accommodations. Worked closely with the director of special education to support students with mental and physical disabilities.
- Assisted in the development implementation, and evaluation of intervention programs (MTSS and Social Emotional Learning) to address the needs of at-risk students.
- Observed and evaluated student performance and development. Held student led conference with all stakeholders.
- Proctored school-wide assessments including WIDA, ILEARN, IREAD3, and NWEA).

CONTACT INFORMATION

MARK HUMPHREY

Address: 4720 E 42nd Street

Indianapolis, IN 46226

Email: mah2919@gmail.com

Phone: (765) 617-0472



Nigena Livingston is a visionary leader, educator and coach who believes in both the power and necessity of holistic education. In 2022, she started The Living Education Access Project, to provide consulting support to schools who are navigating the complex and challenging demands of inequitable school systems. Nigena is also the Founder and CEO of URBAN ACT Academy, a K-8 Innovation School in Indianapolis which opened in 2018 in a 5 year partnership with the Indianapolis Public School District. The education model of URBAN ACT is uniquely centered around “place-based instruction” which involves students learning in connection with their community and Restorative Practices. Both initiatives have led to an increase in student academic growth, positive adult to student relationships, more civic engagement, knowledge of local issues, greater student agency and an overall stronger connection to community.

Nigena has held various school leader positions including being the founding principal of Jacksonville Community School in Jacksonville, Arkansas and becoming the principal for University Prep Middle School in Detroit, Michigan. Additionally, she has held Director roles at TNTP and Teach For America and is currently serving as a Board Member of the Mind Catcher Collective which is an organization dedicated to supporting the wellness of school site leaders of color working to transform learning environments to better serve youth.

Nigena Livingston has a BA in Health and Human Services from the State University of New York at Buffalo, a Masters in Educational Leadership from Grand Valley State University and professional certificates from Harvard Graduate School of Education, Indiana University and Relay Graduate School of Education.

EDUCATIONAL LEADERSHIP

THE LIVING EDUCATION ACCESS PROJECT

Founder and Lead Consultant (Indianapolis, IN), July 2022 – Present

- Designs and facilitates professional development for schools and districts
- Provides individual and group coaching for experienced and novice leaders

URBAN ACT ACADEMY (K-8)

Founder and CEO (Indianapolis, IN), July 2016 – Present

- Awarded a charter from The Mayor's Office of Education and Innovation in Indianapolis after completing the charter application process and successfully defending the need for URBAN ACT Academy K-8 school
- Negotiated and facilitated the operational launch of URBAN ACT Academy in 2018 in partnership with the Indianapolis Public School Corporation to restart one of their persistently low and under resourced schools
- Improved instructional gains in math by 48% and in English Language Arts by 38% in first three years based on the NWEA Measures of Academic Progress (MAP) assessment
- Secured over 1.2 million dollars in startup funding and exceeded the school's fundraising goal in year 2 and year 3 as established by UAA's Board of Directors
- Improved across all performance indicators during year four site review around school's academic model, exceeded the standard in special education compliance and development of high-quality curriculum materials, met or exceeded the standard in 7 out of 9 performance indicators
- Outperformed the local school district in 2023 on the IREAD state assessment; Improved 3rd grade reading scores by 41% from 2021 to 2023
- Implemented restorative practices leading to a 75% decrease in out of school suspensions from Year 1 to Year 5
- Developed school's strategic plan and partnerships to support students during the pandemic years
- Fostered a positive school culture for with an average of 84% staff retention during tenure

TNTP

Lead Coach and Institute Director, Michigan Teacher Corps (Detroit, MI), June 2015 – July 2016

- Managed Pre-Service Institute, a 6-week summer training program for new teachers
- Facilitated professional development training for 70 new and experienced teachers across 3 schools
- Coached and developed new teachers across 8 priority schools in Detroit
- Supervised online certification courses for Elementary, Math, and Science teachers

UNIVERSITY PREPARATORY ACADEMY

Instructional Coach, Mark Murray Elementary School (Detroit, MI), July 2014 – May 2015

- Instructed and provided support to K-5 teachers around classroom management, instructional delivery, data analysis and planning
- Supported teachers and leadership team with the launch of new Engage NY math curriculum
- Led grade level team meetings and data analysis meetings which helped improve student achievement scores on the NWEA MAP test in reading and math

Principal, University Preparatory Academy Middle School (Detroit, MI), July 2010 – June 2014

- Instructional leader and operational manager for middle school serving students in grades 6-8
- Reduced student disciplinary rate by implementing new student disciplinary programs and structures

LIGHTHOUSE ACADEMIES

Founding Principal, Jacksonville Lighthouse Charter School (Jacksonville, AR), June 2009 – June 2010

- Recruited, hired and developed founding K-6 teaching and administrative staff for the 2009/2010 and 2010/2011 school year and maintained an enrollment of 99% for the school's founding year and re-enrolled 97% of students for the following school year and achieved 96% daily attendance average for the year
- Provided instructional leadership resulting in third grade students exceeding the state's average in Reading and Writing and students in grades 4 – 6 meeting the state's average in Reading

Principal, Lighthouse Academies of Cleveland (Cleveland, OH), June 2008 – June 2009

- Managed the operational and instructional components of two K-8 charter schools
- Achieved 2nd highest growth in reading and 3rd highest growth in math across the LHA network midyear
- Maintained an average rate of attendance of 92%
- Founded and implemented of Saturday Academy which targeted students for enrichment and remediation

Director of Instruction, Lighthouse Academies of Cleveland (Cleveland, OH), July 2006 – June 2008

- Supervised and developed the ongoing professional development of classroom teachers
- Coached teachers to produce the highest network gains in math on SAT-10 for spring 2007
- Coordinated assessments for school and analyzed results with teacher

TEACH FOR AMERICA

Program Director, (Miami-Dade, FL), August 2005 – June 2006

- Observed and provided effective feedback, professional development for 50 teachers
- Tracked and supported teacher progress through analysis of student achievement data

Corps Member Advisor (Los Angeles, CA), Summer 2004 and 2005

- Designed and led working group sessions to orient 12-16 new science and math teachers to the classroom
- Delivered feedback and supplied resources to improve instruction
- Achieved rating of "high performing" based on survey data by Corps Members at the end of Institute

Institute Learning Team Leader (Los Angeles, CA), Summer 2005

- Revised and added curriculum-based resources to science toolkit for Teach For America Corps Members
- Facilitated weekly workshops for science teachers

ROCHESTER LEADERSHIP ACADEMY

Middle School Science Teacher (Rochester, NY), August 2004 – June 2005

- Produced significant academic gains in which 75% of 8th grade students passed the New York state science regents exam compared to 52% the previous year

DETROIT PUBLIC SCHOOLS

Middle School Science Teacher (Detroit, MI), June 2002 – June 2004

SCHOOL AWARDS AND HONORS

- 2024 Teach For America Alumni Impact Award, *Nominated*
- Recognized as one of 33 Phenomenal Women in Education, Politics, Sports, and Entertainment in celebration of the 30th Anniversary of the Year of the Woman by the Orange Blossom Florida Classic September 2022
- Awarded School Leader of the Year by Global Special Education Associates (GSEA) 2022
- Academic Grant Award 2014-2015 from Grand Valley Schools for student improvement on NWEA MAP test
- Recognized as one of Detroit's Top 20 Best Detroit elementary, middle schools ranked by Excellent Schools Detroit in 2013
- Two-time recipient of "Beating the Odds" award for schools whose achievement exceeds expectations and predictions based on the demographic characteristics of the schools and students in 2011, 2012

PUBLIC SPEAKING EVENTS

- Racial Justice at Work Summit Panelist April 2024
- Surge Institute Graduation Speaker October 2022
- EdChoice Educators' Symposium Navigator July 2021, June 2022
- Panelist TABOO Tribe Global Women's Event March 2022
- The Annual Leadership and Education in Adolescent Health (LEAH) Adolescent and Young Adult (AYA) Conference Presented by Division of Adolescent Medicine at Penn State Health Milton S. Hershey Medical Center January 2022
- Teachers for Good Trouble Virtual Summit Panelist February 2021
- Melanin Hues Podcast Featured Guest June 2020
- EdFit Panelist July 2020
- Uncomfortable Conference February 2020
- Grand Valley State University Student Commencement Speaker 2017

PROFESSIONAL DEVELOPMENT WORKSHOPS

Surge Institute Fellow, The Oaks School Leader Fellowship, Relay GSE National Principals' Academy Fellowship, The Mind Trust Innovation School Fellowship, Effective Non-Profit Board Governance from Indiana University, Leading Change: A CSML Course Harvard Business School, Leading Schools: A CSML Course Harvard Business School, Results Coaching Global Level I, II, III, Leadership Coaching for High Performance, Leadership Coaching by Grand Valley State University, Expeditionary Learning for School Leaders, Expeditionary Learning Data Analysis, The Education Trust's Learning Network, NWEA Measures of Academic Progress, Responsive Classroom I, II, Developmental Designs for Middle School, Open Court Reading, FOSS Science, The Together Leader, Reading Reconsidered, Uncommon Teach Like A Champion Workshop Series

EDUCATION

Grand Valley State University (Grand Rapids, MI)
Masters in Educational Leadership

State University of New York at Buffalo (Buffalo, NY)
Bachelors of Arts in Health and Human Services

Nigena Livingston 3

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **MAY 14 2018**

URBAN ACT ACADEMY INC
C/O JOSHUA W ABEL
300 NORTH MERIDIAN STREET STE 2700
INDIANPOLIS, IN 46204

Employer Identification Number:
82-3036207
DLN:
17053307342047
Contact Person:
RAMNARINE SINGH ID# 11053
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
August 4, 2017
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

URBAN ACT ACADEMY INC

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Director, Exempt Organizations
Rulings and Agreements

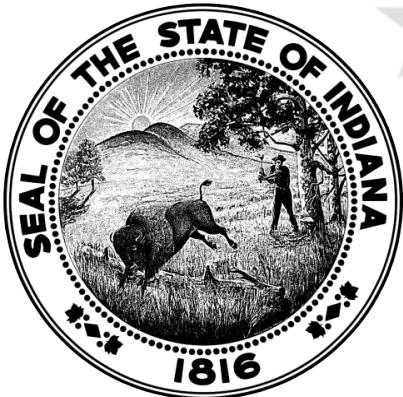
State of Indiana
Office of the Secretary of State

Certificate of Incorporation

of

URBAN ACT ACADEMY, INC.

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



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, August 07, 2017

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

201708041208271 / 7670620

To ensure the certificate's validity, go to <https://bsd.sos.in.gov/PublicBusinessSearch>

ARTICLES OF INCORPORATION

OF

URBAN ACT ACADEMY, INC.

The undersigned Incorporator, desiring to form a corporation (the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby executes the following Articles of Incorporation:

ARTICLE I

Name

The name of the Corporation is URBAN ACT Academy, Inc.

ARTICLE II

Purposes

This Corporation is a public benefit corporation that shall be organized and operated exclusively to conduct, support, encourage, and assist such educational, charitable, scientific, and other programs and projects as are described in Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code"). In furtherance of such purposes, the Corporation's specific purposes shall include, but not be limited to, operating one or more charter schools or innovation network charter schools pursuant to Indiana Code, Title 20, Articles 24 or 25.7, or corresponding provisions of any subsequent Indiana statutes governing charter schools or innovation network schools.

ARTICLE III

Powers

Notwithstanding any other provision of these Articles of Incorporation, neither the Board of Directors nor the Corporation shall have the power or authority to do any act that will prevent the

Corporation from being an organization described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2). Subject to the foregoing statement, and subject to and in furtherance of the purposes for which it is organized, the Corporation shall possess, in addition to the general rights, privileges, and powers conferred by the Act or by other law, the following rights, privileges, and powers:

Section 1. To indemnify any person against liability and expenses, and to advance the expenses incurred by such person, in connection with the defense of any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, investigative, or otherwise, and whether formal or informal, to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law.

Section 2. To cease its activities and to dissolve and surrender its corporate franchise.

ARTICLE IV

Period of Existence

The period during which the Corporation shall continue is perpetual.

ARTICLE V

Incorporator, Initial Registered Agent, and Initial Registered Office

Section 1. The name of the Incorporator of the Corporation is Nigena Livingston, and the address of such Incorporator is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202.

Section 2. The name of the initial registered agent in charge of the Corporation's registered office is Nigena Livingston, and the address of such registered agent and such registered office is 1630 N. Meridian St., Ste. 450, Indianapolis, Indiana, 46202.

Section 3. The undersigned hereby represents that the registered agent named in this Article has consented to the appointment of registered agent.

ARTICLE VI

Members

The Corporation shall not have “members” as that term is defined in the Act. The Corporation may, upon the resolution of the Board of Directors, designate as “members” certain individuals, corporations, or other associations and organizations who satisfy certain criteria established by the Board of Directors and who support the purposes and programs of the Corporation. Such designation shall carry no legal significance under the Act and shall not entitle such “members” to any vote on Corporation matters or to attendance at Corporation meetings.

ARTICLE VII

Directors

The exact number of directors of the Corporation shall be specified in or fixed in accordance with the Bylaws of the Corporation at a number no smaller than three (3).

ARTICLE VIII

Election or Appointment of Directors

The initial Board of Directors shall be named by the Incorporator. The subsequent directors of the Corporation shall be elected and appointed in the manner and for terms as specified in or fixed in accordance with the Bylaws of the Corporation.

ARTICLE IX

No Private Inurement

None of the Corporation’s net earnings shall inure to the benefit of any private individual.

ARTICLE X

Regulation of Corporate Affairs

The affairs of the Corporation shall be subject to the following provisions:

Section 1. The Corporation shall ensure that any charter schools that it operates (the “Schools”) will admit students of any race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, and ancestry to all the rights, privileges, programs, and activities generally accorded or made available to students at the Schools. The Corporation and the Schools it operates shall not discriminate on the basis of race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, or ancestry (or any other characteristics or categories prohibited under federal, state, or local law) in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other programs administered by the Schools.

Section 2. The Corporation shall comply with all Indiana laws applicable to charter schools or innovation network charter schools, as applicable, including (but not limited to) the following provisions of the Indiana Code (“IC”), or corresponding provisions of subsequent Indiana law:

- (a) IC 5-14-1.5 et seq. (Indiana’s Open Door Law);
- (b) IC 5-14-3-1, et seq. (Indiana’s Access to Public Records Act);
- (c) IC 20-24-8-5 (statutes applicable to charter schools);
- (d) IC 20-28-11.5 (staff performance evaluations);
- (e) IC 20-24-6 (employment of teachers and other personnel in charter schools);
- (f) IC 20-25.7-4-10 (public meeting requirement).

Section 3. Notwithstanding any other provision of these Articles of Incorporation, if for any taxable year the Corporation is deemed a “private foundation” described in Code section 509(a), the Corporation’s income shall be distributed at such time and in such manner as not to subject the Corporation to the tax imposed by Code section 4942.

Section 4. Notwithstanding any other provision of these Articles of Incorporation, if at any time the Corporation is deemed a “private foundation” described in Code section 509(a), the Corporation shall not:

- (a) Engage in any act of self-dealing as defined in Code section 4941(d);
- (b) Retain any excess business holdings as defined in Code section 4943(c);
- (c) Make any investment in such manner as to subject the Corporation to tax under Code section 4944; or
- (d) Make any taxable expenditure as defined in Code section 4945(d).

Section 5. Neither the Board of Directors nor the Corporation shall have power or authority to do any act that will prevent the Corporation from being an organization described in Code section 501(c)(3).

Section 6. Except as otherwise permitted by Code section 501(h), no substantial part of the activities of the Corporation shall be or consist of carrying on propaganda, or otherwise attempting, to influence legislation.

Section 7. The Corporation shall not participate or intervene in (including the publishing or distributing of any statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 8. Subject to the provisions of these Articles of Incorporation and applicable law, the Board of Directors shall have complete and plenary power to manage, control, and conduct all the affairs of the Corporation.

Section 9. The power to make, alter, amend, and repeal the Corporation’s Bylaws shall be vested in the Board of Directors.

Section 10. No director of the Corporation shall be liable for any of its obligations.

Section 11. Meetings of the Board of Directors may be held at any location, either inside the State of Indiana or elsewhere.

Section 12. All parties dealing with the Corporation shall have the right to rely upon any action taken by the Corporation pursuant to authorization by the Board of Directors by resolution duly adopted in accordance with the Corporation's Articles of Incorporation, Bylaws, and applicable law.

Section 13. The Board of Directors may from time to time, in the Bylaws of the Corporation or by resolution, designate such committees as the Board of Directors may deem desirable for the furtherance of the purposes of the Corporation.

ARTICLE XI

Dissolution of the Corporation

Upon the dissolution of the Corporation, the Corporation's assets and funds shall be disposed in the following order of priority:

- (a) First, to satisfy outstanding payroll obligations to employees of the Corporation;
- (b) Second, to creditors of the Corporation for outstanding liabilities;
- (c) Third, to satisfy any outstanding debt to the Indiana common school fund;
- (d) Fourth, to return any remaining funds received from the Indiana Department of Education (the "Department") to the Department not more than thirty (30) days after dissolution; and
- (e) Fifth, to one (1) or more organizations that have been selected by the Board of Directors, that are organized and operated for educational purposes substantially the same as those of the Corporation, and that are described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2).

If the assets of the Corporation are insufficient to pay all parties to whom the Corporation owes compensation under provisions (a) through (c) in this Article XI, the priority of the distribution of assets may be determined by a Judge of the Circuit or Superior Court of Marion County, Indiana (the "Court"). If any assets remain after distribution as outlined above, they shall be disposed of by the Court exclusively for such purposes and to such organization(s) as the Court shall determine, which are organized and operated exclusively for such purposes.

IN WITNESS WHEREOF, the undersigned Incorporator of the Corporation hereby adopts these Articles of Incorporation and presents them to the Secretary of State of the State of Indiana for filing and verifies and affirms, subject to penalties of perjury, that the representations contained herein are true, this 1 day of August, 2017.


Nigena Livingston, Incorporator

This instrument was prepared by Joshua W. Abel, Attorney at Law, Faegre Baker Daniels LLP, 300 N. Meridian St., Ste. 2700, Indianapolis, Indiana, 46204.



Form NP-1
State Form 51065
(4-03)

Indiana Department of Revenue
Indiana Government Center North Indianapolis, Indiana 46204
Indiana Nonprofit Sales Tax Exemption Certificate
(This certificate may not be used to collect sales tax)

TID: 0164150307
LOC: 000
Corresp ID: 1800153557351
Issued: 11/02/2018

000002

1800153557351



URBAN ACT ACADEMY INCORPORATED
1214 E MARKET ST
INDIANAPOLIS, IN 46202-3831

Organization is **only exempt** from payment of sales tax on purchases for which the organization is granted exemption.

(Detach Here)

Qualifying for sales tax exemption requires the completion and filing of an application form prescribed by the Indiana Department of Revenue. The Taxpayer Identification Number (TID) above must be provided to the retailer if purchases are to be exempt from sales tax. In addition, to qualify for sales tax exemption, such purchases must be used for purposes described in Information Bulletin #10. The TID must be used on Sales Tax Exemption Certificates (ST-105) when making qualified purchases.

The fact that an organization is granted exemption from income tax by the federal government, or that it at one time was granted such an exemption by the State of Indiana, does not necessarily mean that a purchase made by a nonprofit organization is exempt from sales tax.

Requirements for Sales Tax Exempt Purchases by Nonprofit Organizations:

A. Purchases by a Nonprofit Organization for its Own Use:

1. In order to qualify for sales tax exemption on purchases, a nonprofit organization must satisfy the following conditions:
 - (a) The organization must be named or described in IC 6-2.5-5-21(b). Organizations named or described in this Code section are organized and operated exclusively for one or more of the following purposes:

| | | | |
|----------|------------|-------------|-----------|
| Civic | Charitable | Educational | Fraternal |
| Literary | Religious | Scientific | |

(b) Included in the above general organizational categories are the following specifically named types of nonprofit organizations:

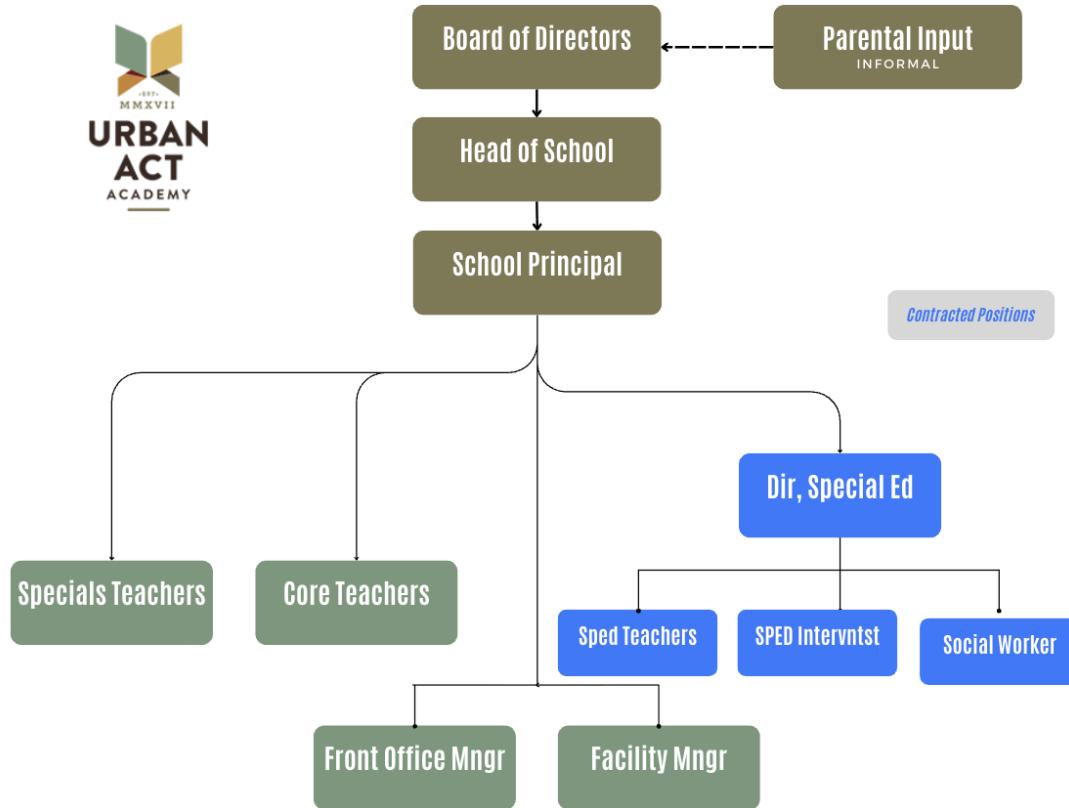
| | | |
|--------------------------|-------------------|-----------------------------|
| Business Leagues | Churches | Convents |
| Fraternities | Labor Unions | Licensed Hospitals |
| Monasteries | Parochial Schools | Pension Trusts |
| Shared Hospital Services | Sororities | Student Cooperative Housing |

2. In order to qualify for sales tax exemption, purchases must be used for the same purposes for which the nonprofit organization is granted exemption.
3. *Purchases for the private benefit of any member, director, or officer of the nonprofit organization, or for any other individual are not eligible for exemption. Purchases used for social purposes are never exempt.*

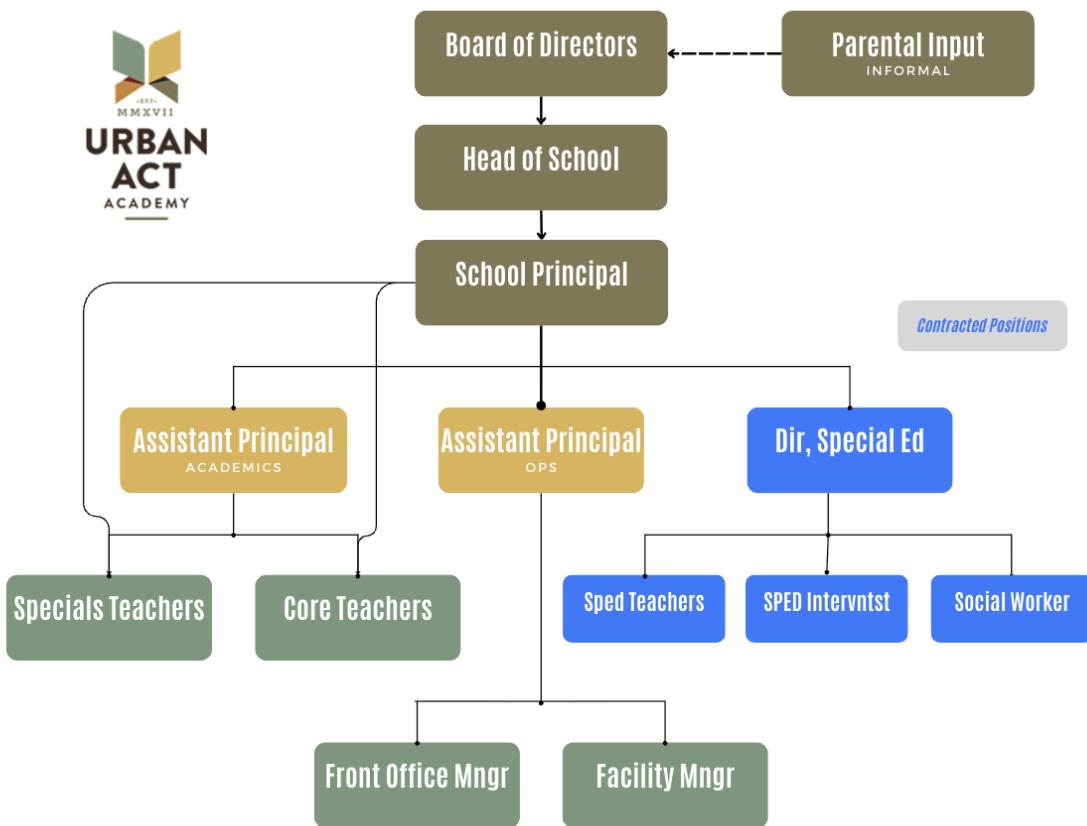
B. Purchases by Nonprofit Organization for Resale:

Purchases of tangible personal property purchased for resale by nonprofit organizations are eligible for sales tax exemption.

ATTACHMENT 13 - Org Chart (Y1)



ATTACHMENT 14 - Org Chart (Fully-Staffed)



CONFIDENTIAL BACKGROUND REPORT FOR:

COMPANY:
PilotED Foundation Inc
2710 Bethel Ave
Indianapolis, IN 46203

DATE RECEIVED:
10/28/2024 2:13 PM

PACKAGE:
1) Basic - (SINGLE NAME) CUR CTY MULTI SST

FAIR CREDIT REPORTING ACT NOTICE:

The information in this report is derived from records in accordance with the Fair Credit Reporting Act (FCRA, Public Law 91- 508, Title V). This information may only be used to verify statements made by an individual for insurance or employment purposes or in connection with other legitimate business needs. The depth of information available varies. Although every effort has been made to assure accuracy, Hirease Inc. cannot act as guarantor of information accuracy or completeness. Final verification of an individual's identity and proper use of report contents are the user's responsibility. Accurate Background's corporate policy requires the purchasers of these reports to have signed a Consumer Report User Agreement. This assures Accurate Background that users are familiar with and will abide by their obligations, as stated in the FCRA, to the individuals name in these reports.

IDENTIFICATION

APPLICANT'S LAST NAME/FIRST/MIDDLE:
Galbreth, Morgan Shonte'

DATE OF BIRTH:
11/18/****

SSN:
***-**-9579

ALIAS NAMES (AKA'S):
None Reported

SUMMARY

REPORT TYPE
County (MARION, INDIANA - 7)
Multistate (National Criminal / Sex Offender)
Social Trace

DESCRIPTION
Complete
Complete
Complete

 COUNTY

LOCATION: Marion, IN

NAME SEARCHED: Galbreth, Morgan Shonte'

SEARCH TYPE: County - Felony and Misdemeanor

SUBMITTED: 10/28/2024 2:14 PM

TERM: 7+ Years

RETURNED: 10/29/2024 8:03 AM

No Records Found

 NATIONAL CRIMINAL / SEX OFFENDER SEARCH

NAME SEARCHED: Galbreth, Morgan Shonte'

SEARCH TYPE: National Criminal / Sex Offender Search

SUBMITTED: 10/28/2024 2:13 PM

RETURNED: 10/28/2024 2:21 PM

No Records Found

 SOCIAL TRACE

SEARCH TYPE: Social Security Trace

SUBMITTED: 10/28/2024 2:13 PM

RETURNED: 10/28/2024 2:17 PM

Galbreth, Morgan S

ISSUE STATE: IL

ISSUE DATE: 1989-1990

Galbreth, Morgan S

RPTD: 2015-04-28 to 2024-09-28

COUNTY: MARION

DISTRICT: INDIANA SOUTHERN

Galbreth, Morgan S

RPTD: 2004-10-28 to 2020-04-28

COUNTY: SANGAMON

DISTRICT: ILLINOIS CENTRAL

A Summary of Your Rights Under the Fair Credit Reporting Act

The federal Fair Credit Reporting Act (FCRA) promotes the accuracy, fairness, and privacy of information in the files of consumer reporting agencies. There are many types of consumer reporting agencies, including credit bureaus and specialty agencies (such as agencies that sell information about check writing histories, medical records, and rental history records). Here is a summary of your major rights under FCRA. **For more information, including information about additional rights, go to www.consumerfinance.gov/learnmore or write to: Consumer Financial Protection Bureau, 1700 G Street NW, Washington, DC 20552.**

- **You must be told if information in your file has been used against you.** Anyone who uses a credit report or another type of consumer report to deny your application for credit, insurance, or employment – or to take another adverse action against you – must tell you, and must give you the name, address, and phone number of the agency that provided the information.
- **You have the right to know what is in your file.** You may request and obtain all the information about you in the files of a consumer reporting agency (your "file disclosure"). You will be required to provide proper identification, which may include your Social Security number. In many cases, the disclosure will be free. You are entitled to a free file disclosure if:
 - a person has taken adverse action against you because of information in your credit report;
 - you are the victim of identity theft and place a fraud alert in your file;
 - your file contains inaccurate information as a result of fraud;
 - you are on public assistance;
 - you are unemployed but expect to apply for employment within 60 days.

In addition, all consumers are entitled to one free disclosure every 12 months upon request from each nationwide credit bureau and from nationwide specialty consumer reporting agencies. See www.consumerfinance.gov/learnmore for additional information.

- **You have the right to ask for a credit score.** Credit scores are numerical summaries of your credit-worthiness based on information from credit bureaus. You may request a credit score from consumer reporting agencies that create scores or distribute scores used in residential real property loans, but you will have to pay for it. In some mortgage transactions, you will receive credit score information for free from the mortgage lender.
- **You have the right to dispute incomplete or inaccurate information.** If you identify information in your file that is incomplete or inaccurate, and report it to the consumer reporting agency, the agency must investigate unless your dispute is frivolous. See www.consumerfinance.gov/learnmore for an explanation of dispute procedures.
- **Consumer reporting agencies must correct or delete inaccurate, incomplete, or unverifiable information.** Inaccurate, incomplete or unverifiable information must be removed or corrected, usually within 30 days. However, a consumer reporting agency may continue to report information it has verified as accurate.
- **Consumer reporting agencies may not report outdated negative information.** In most cases, a consumer reporting agency may not report negative information that is more than seven years old, or bankruptcies that are more than 10 years old.
- **Access to your file is limited.** A consumer reporting agency may provide information about you only to people with a valid need – usually to consider an application with a creditor, insurer, employer, landlord, or other business. The FCRA specifies those with a valid need for access.
- **You must give your consent for reports to be provided to employers.** A consumer reporting agency may not give out information about you to your employer, or a potential employer, without your written consent given to the employer. Written consent generally is not required in the trucking industry. For more information, go to www.consumerfinance.gov/learnmore.
- **You may limit "prescreened" offers of credit and insurance you get based on information in your credit report.** Unsolicited "prescreened" offers for credit and insurance must include a toll-free phone number you can call if you choose to remove your name and address from the lists these offers are based on. You may opt out with the nationwide credit bureaus at 1-888-567-8688.
- The following FCRA right applies with respect to nationwide consumer reporting agencies:

CONSUMERS HAVE THE RIGHT TO OBTAIN A SECURITY FREEZE

You have a right to place a "security freeze" on your credit report, which will prohibit a consumer reporting agency from releasing information in your credit report without your express authorization. The security freeze is designed to prevent credit, loans, and services from being approved in your name without your consent. However, you should be aware that using a security freeze to take control over who gets access to the personal and financial information in your credit report may delay, interfere with, or prohibit the timely approval of any subsequent request or application you make regarding a new loan, credit, mortgage, or any other account involving the extension of credit.

As an alternative to a security freeze, you have the right to place an initial or extended fraud alert on your credit file at no cost. An initial fraud alert is a 1-year alert that is placed on a consumer's credit file. Upon seeing a fraud alert display on a consumer's credit file, a business is required to take steps to verify the consumer's identity before extending new credit. If you are a victim of identity theft, you are entitled to an extended fraud alert, which is a fraud alert lasting 7 years.

A security freeze does not apply to a person or entity, or its affiliates, or **140** agencies acting on behalf of the person or entity, with which you have an

existing account that requests information in your credit report for the purposes of reviewing or collecting the account. Reviewing the account includes activities related to account maintenance, monitoring, credit line increases, and account upgrades and enhancements.

- **You may seek damages from violators.** If a consumer reporting agency, or, in some cases, a user of consumer reports or a furnisher of information to a consumer reporting agency violates the FCRA, you may be able to sue in state or federal court.
- **Identity theft victims and active duty military personnel have additional rights.** For more information, visit www.consumerfinance.gov/learnmore.

States may enforce the FCRA, and many states have their own consumer reporting laws. In some cases, you may have more rights under state law. For more information, contact your state or local consumer protection agency or your state Attorney General. For information about your federal rights, contact:

| TYPE OF BUSINESS: | CONTACT: |
|---|---|
| 1.a. Banks, savings associations, and credit unions with total assets of over \$10 billion and their affiliates. | a. Consumer Financial Protection Bureau 1700 G Street NW Washington, DC 20552 |
| b. Such affiliates that are not banks, savings associations, or credit unions also should list, in addition to the CFPB: | b. Federal Trade Commission Consumer Response Center 600 Pennsylvania Avenue, NW Washington, DC 20580 (877) 382-4357 |
| 2. To the extent not included in item 1 above: a. National banks, federal savings associations, and federal branches and federal agencies of foreign banks b. State member banks, branches and agencies of foreign banks (other than federal branches, federal agencies, and Insured State Branches of Foreign Banks), commercial lending companies owned or controlled by foreign banks, and organizations operating under section 25 or 25A of the Federal Reserve Act c. Nonmember Insured Banks, Insured State Branches of Foreign Banks, and insured state savings associations d. Federal Credit Unions | a. Office of the Comptroller of the Currency Customer Assistance Group P.O. Box 53570 Houston, TX 77052 b. Federal Reserve Consumer Help Center P.O. Box 1200 Minneapolis, MN 55480 c. Division of Depositor and Consumer Protection National Center for Consumer and Depositor Assistance Federal Deposit Insurance Corporation 1100 Walnut Street, Box #11 Kansas City, MO 64106 d. National Credit Union Administration Office of Consumer Financial Protection 1775 Duke Street Alexandria, VA 22314 |
| 3. Air carriers | Assistant General Counsel for Office of Aviation Consumer Protection Department of Transportation 1200 New Jersey Avenue SE Washington, DC 20590 |
| 4. Creditors Subject to the Surface Transportation Board | Office of Public Assistance, Governmental Affairs, and Compliance Surface Transportation Board 395 E Street SW Washington, DC 20423 |
| 5. Creditors Subject to the Packers and Stockyards Act, 1921 | Nearest Packers and Stockyards Division Regional Office |
| 6. Small Business Investment Companies | Associate Administrator, Office of Capital Access United States Small Business Administration 409 Third Street SW, Suite 8200 Washington, DC 20416 |
| 7. Brokers and Dealers | Securities and Exchange Commission 100 F Street NE Washington, DC 20549 |
| 8. Institutions that are members of the Farm Credit System | Farm Credit Administration 1501 Farm Credit Drive McLean, VA 22102-5090 |
| 9. Retailers, Finance Companies, and All Other Creditors Not Listed Above | Federal Trade Commission Consumer Response Center 600 Pennsylvania Avenue, NW Washington, DC 20580 (877) 382-4357 |

Attachment 15 - Board Code of Ethics and Conflict of Interest Policies

URBAN ACT Academy Board's Code of Ethics

The Board of Directors of URBAN ACT Academy is committed to upholding the highest ethical standards in all aspects of governance and decision-making to fulfill the school's mission effectively and responsibly. This Code of Ethics outlines the principles and responsibilities that guide board members in their service to the school and its community.

1. Commitment to the Mission

Board members shall act in alignment with the school's mission to develop critical thinkers, problem solvers, and caring leaders who positively impact their communities.

2. Fiduciary Responsibility

Board members shall exercise their duties with care, loyalty, and diligence, ensuring that resources are used responsibly and in the best interests of the school and its students.

3. Integrity and Accountability

Board members shall conduct themselves with honesty, integrity, and transparency in all actions and decisions, holding themselves accountable to the highest ethical standards.

4. Respect

Board members shall foster an environment of respect for the backgrounds, experiences, and perspectives of the school's students, staff, families, and community members.

5. Confidentiality

Board members shall maintain the confidentiality of sensitive information obtained through their service, disclosing such information only when required by law or authorized for official purposes.

6. Avoidance of Conflicts of Interest

Board members shall avoid actual or perceived conflicts of interest by adhering to the school's Conflict of Interest Policy and abstaining from decisions where personal interests could interfere with their fiduciary duties.

7. Professional Conduct

Board members shall act with professionalism and civility, engaging in respectful dialogue and collaboration with fellow board members, staff, and stakeholders.

8. Compliance with Laws and Policies

URBAN ACT Academy Board's Conflict of Interest Policy

Purpose

The purpose of this Conflict of Interest Policy is to ensure that the decisions and actions of the URBAN ACT Academy Board of Directors are free from bias and promote the school's best interests, avoiding any conflicts between personal, professional, or financial interests and the responsibilities of board service.

1. Definition of Conflict of Interest

A conflict of interest arises when a board member's personal, professional, or financial interests could compromise, or appear to compromise, their ability to act in the best interests of the school.

2. Duty to Disclose

Board members must disclose any actual or potential conflicts of interest to the board chair as soon as they arise. This includes, but is not limited to:

- Financial interests in transactions involving the school.
- Employment or compensation relationships with entities doing business with the school.
- Relationships that may influence impartiality in decision-making.

3. Recusal from Decision-Making

Board members with an actual or potential conflict of interest must recuse themselves from discussions, deliberations, and voting on matters where the conflict exists.

4. Annual Disclosure Statement

All board members shall complete and sign a Conflict of Interest Disclosure Statement annually, listing all potential conflicts of interest. These statements will be reviewed by the board chair and kept on file.

5. Review and Resolution

If a conflict of interest is disclosed, the board will review the circumstances and determine an appropriate course of action to address and resolve the conflict.

6. Prohibition of Financial Gain

Board members shall not use their position to obtain personal financial gain or preferential treatment for themselves, their family members, or their associates.

7. Enforcement

Any violations of this policy may result in disciplinary action, up to and including removal from the board, as determined by a majority vote of the remaining board members.

By adopting these policies, URBAN ACT Academy affirms its commitment to ethical governance and maintaining the trust of its students, families, staff, and community.

Board members shall comply with all applicable laws, regulations, and school policies, including Indiana Charter School Law and nonprofit governance standards.

9. Commitment to Continuous Improvement

Board members shall actively participate in board training and development opportunities to enhance their governance skills and effectiveness.

10. Support for Decisions

Board members shall support decisions made by the board as a collective body, even if they hold differing opinions during the deliberation process.

URBAN ACT Academy Board's Conflict of Interest Policy

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Elementary School Staffing Model and Rollout

| Year | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|
| Principal | 1 | 1 | 1 | 1 | 1 | 1 |
| Assistant Principal | 0 | 0 | 1 | 1 | 1 | 1 |
| Head of School | 1 | 1 | 1 | 1 | 1 | 1 |
| Operations Leader | 1 | 1 | 1 | 1 | 1 | 1 |
| Classroom Teachers (Core Subjects) | 3 | 4 | 5 | 6 | 6 | 6 |
| Classroom Teachers (Specials) | 0 | 1 | 1 | 2 | 2 | 2 |
| Family/Community Coordinator | 0 | 0 | 0 | 1 | 1 | 1 |
| Special Education FTE | 0 | 0 | 1 | 1 | 1 | 1 |
| Social Worker | 1 | 1 | 1 | 1 | 1 | 1 |
| Teacher Aides and Assistants | 2 | 2 | 2 | 3 | 3 | 3 |
| School Operations Support Staff | 1 | 1 | 1 | 1 | 1 | 1 |
| Total FTEs | 10 | 11 | 15 | 19 | 19 | 19 |

The relationship between URBAN ACT Academy's senior administrative team and the rest of the staff will be rooted in a collaborative and supportive framework to foster a positive culture and effective communication. Senior administrators, including the principal and assistant principal, will focus on empowering teachers and staff through ongoing professional development, coaching, and feedback, while maintaining open channels for input and collaboration. The average teacher-student ratio will be 1:20/25, ensuring individualized attention and a robust educational experience. The total adult-to-student ratio, considering paraprofessionals and support staff, is projected to be 1:15, emphasizing a comprehensive support system for academic and social-emotional needs.



EMPLOYEE HANDBOOK

Effective Date: January 1, 2025

Last updated: January 29, 2025

This handbook supersedes all prior practices, procedures, and practices—verbal or written

Table of Contents

This handbook is designed to acquaint you with URBAN ACT Academy ("URBAN ACT Academy," "URBAN ACT," or the "School") and provide you with information about working conditions, employee benefits, and some of the policies affecting your employment. You must read, understand, and comply with all provisions in the handbook. It describes many of your responsibilities as an employee and outlines the programs developed by URBAN ACT Academy to benefit employees. One of our objectives is to provide a work environment that is conducive to both personal and professional growth. This employee handbook is not a contract.

No employee handbook can anticipate every circumstance or question about policy. As URBAN ACT Academy continues to grow, the need may arise, and the School reserves the right to revise, supplement, or rescind any policies or portion of the handbook from time to time as it deems appropriate, in its sole and absolute discretion. Employees will be notified of such changes to the handbook as they occur.

| | |
|---|----------|
| Table of Contents | 2 |
| Section 1: Welcome and Introduction | 5 |
| Welcome from the Head of School | 5 |
| Mission | 5 |
| Vision | 5 |
| Section 2: Hiring and Employment | 6 |
| Employment at Will | 6 |
| Equal Employment Opportunity | 6 |
| Anti-Harassment Policy | 6 |
| Sexual Harassment | 7 |
| Other Unlawful Harassment | 7 |
| Title IX Policy | 7 |
| Immigration Law Compliance | 8 |
| Disability Accommodation | 8 |
| Harassment and Discrimination Complaint Procedure | 9 |
| Non-Retaliation Policy | 9 |
| Hiring Practices | 9 |
| Background Check | 9 |
| Reference Check | 10 |
| Employee Status | 10 |

| | |
|---|-----------|
| Section 3: Employee Rights and Responsibilities | 11 |
| Drug-Free Workplace | 11 |
| Smoke-Free Workplace | 11 |
| Child Abuse and Neglect Policy | 11 |
| Employee Files | 12 |
| Conflict of Interest and Outside Employment | 13 |
| Grievance Policy | 13 |
| Work Related Injury | 14 |
| Section 4: Employee Compensation | 15 |
| Determination of Pay | 15 |
| Paydays | 15 |
| Work Schedules | 15 |
| Timekeeping | 15 |
| Section 5: Employee Benefits | 15 |
| Benefits Package | 15 |
| COBRA | 15 |
| Section 6: Attendance and Time Off | 16 |
| Attendance Policy | 16 |
| Paid Time Off | 16 |
| Holidays | 16 |
| Blackout Days | 17 |
| School Closures | 18 |
| Family & Medical Leave Act | 18 |
| Parental Leave Eligibility | 19 |
| Request for Leaves of Absence | 19 |
| Maternity/Paternity Leave | 19 |
| Medical Leave — Serious Health Condition of Employee or Family Member | 20 |
| Substitution of Paid Leave | 20 |
| Restoration to Position | 20 |
| Return to Work | 21 |
| Failure to Return from Leave | 21 |
| Miscellaneous | 21 |
| Military Leave | 22 |
| Bereavement Leave | 22 |

| | |
|---|-----------|
| Section 7: Employee Conduct | 23 |
| Standards of Conduct | 23 |
| Disciplinary Action | 23 |
| Physical Contact with Students and Others | 24 |
| Mandated Reporter Policy | 24 |
| Confidentiality of School Information | 25 |
| Section 8: Performance | 25 |
| Performance Evaluation | 25 |
| Corrective Action | 25 |
| Section 9: Termination of Employment | 26 |
| At Will | 26 |
| Termination of Employment | 26 |
| Return of School Property | 27 |
| Section 10: Technology Usage and Policies | 28 |
| Ownership of Technology and Data | 28 |
| Computer Policy | 28 |
| Internet and E-Mail Policy | 28 |
| Social Media Policy | 28 |
| Section 11: Other Policies | 29 |
| Dress Code | 29 |
| Building Security | 29 |
| Visitor Policy | 30 |
| Parking Policy | 30 |
| Weapons Policy | 30 |
| Internal Investigations and Workplace Searches Policy | 30 |
| Solicitation / Distribution Policy | 30 |
| Reimbursement Policy | 31 |
| Employee Acknowledgement of Technology Agreement Policy | 32 |
| Employee Acknowledgement of Comprehension of Unlawful Harassment and Abuse or Molestation Policy | 33 |
| Employee Acknowledgement of Receipt of Employee Handbook | 34 |

Section 1: Welcome and Introduction

Welcome from the Head of School

Dear Team Member,

Welcome to URBAN ACT Academy! I am thrilled that you have chosen to help us build our educational model to deliver a high quality school option for our students, families and neighbors in Anderson!

As a member of the URBAN ACT Academy team, you will play an integral role in ensuring our school community remains one that drives academic achievement and creates a supportive environment for all. You are a critical part of our team that will help URBAN ACT Academy get closer to our mission of developing and empowering our students as leaders, globally competitive scholars and informed citizens and we thank you for that.

This handbook has been prepared to provide you with the information about the policies and procedures governing URBAN ACT Academy and the benefits and employee programs offered. If you have any questions about the Employee Handbook, please discuss with your immediate supervisor.

United by the shared belief that all children can learn and succeed through personalized learning and a relentless commitment to their success, we are truly going to make an incredible impact on our students for the upcoming year. I anticipate that your optimism, high expectations, sense of purpose and creativity will be a driving force behind what we set out to accomplish.

I look forward to building with you!

Sincerely,

Nigena Livingston
Founder and Head of School

Mission

URBAN ACT Academy's mission is to develop and empower students as leaders, globally competitive students and informed citizens.

Vision

The vision of URBAN ACT Academy is to develop critical thinkers, problem solvers and caring leaders who will use their knowledge, voice and talents to make positive contributions to their communities.

Section 2: Hiring and Employment

Employment at Will

URBAN ACT Academy is an “At-Will” employer which refers to the nature of the employment relationship which means that you may resign at any time and URBAN ACT may discharge you at any time with or without cause. Nothing in this Employee Handbook or any policy, procedure, practice, benefit or rule shall create an express or implied contract with you or modify your “At-Will” employment status.

Only the Head of School has the authority to alter or to enter into an agreement for employment with URBAN ACT Academy, or to make any agreement contrary to this policy. Amendments or revisions to the Employee Handbook may only be made with the written approval of the Head of School.

Equal Employment Opportunity

As an Equal Employment Opportunity (EEO) employer, URBAN ACT Academy bases all employment decisions upon an individual’s qualifications and capabilities. URBAN ACT Academy does not discriminate against employees or applicants on the basis of race, color, religion, sex, pregnancy, national origin, political affiliation, age, disability, sexual orientation, genetic predisposition, veteran status, marital status, or any other status, condition, or characteristic protected by law. This EEO policy applies to all aspects of employment with URBAN ACT, including, but not limited to, recruitment, hiring, compensation, benefits, promotion, training, and termination. It is also the policy of URBAN ACT to comply with the Indiana Civil Rights Act (I.C.22-9-2), I.C. 20-8.1-2, Title VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1973, Title IX (1972 Education Amendments), Section 504 of the Rehabilitation Act of 1973, the American with Disabilities Act of 1992, the Family Medical Leave Act of 1993, and other applicable State and Federal statutes.

URBAN ACT’s strong commitment to EEO requires a commitment by each individual employee. Compliance with the letter and spirit of this policy is required of all employees. Violations of this policy should be immediately reported to your supervisor using the Complaint Procedure provided below. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.

Anti-Harassment Policy

URBAN ACT Academy is committed to providing a workplace that is free of discrimination and harassment. URBAN ACT expressly prohibits any form of harassment based upon race, color, religion, sex, pregnancy, national origin, political affiliation, age, disability, sexual orientation, genetic predisposition, veteran status, marital status, or any other status, condition, or characteristic protected by law. Harassment includes, but is not limited to, offensive: remarks, jokes, comments, slurs, drawings, pictures, photographs, stereotypes, epithets, sexual advances, flirtations, requests for sexual favors, physical contact, or other types of contact or communications. This policy applies to any relationship or dealings that an employee has in the workplace or in connection with the performance of job duties. Therefore, the prohibition against harassment applies to employees, customers, vendors, and others with whom URBAN ACT does business with or services.

Sexual Harassment. While all forms of harassment are strictly prohibited, URBAN ACT emphasizes its prohibition of sexual harassment. Sexually harassing conduct, which includes, but is not limited to, unwelcome sexual advances, conversations containing sexual comments, and unwelcome requests for sexual favors, may be considered sexual harassment when:

- Submission to such conduct is made, either implicitly or explicitly, a term or condition of the individual's employment;
- Submission to, or rejection of, such conduct by an individual is used as a basis for decisions affecting that individual;
- Such conduct has the purpose or effect of either substantially interfering with an individual's work performance or creating an intimidating, hostile or offensive working environment.

Unwelcome sexual advances (either verbal or physical), requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of employment; (2) submission or rejection of the conduct is used as a basis for making employment decisions; or (3) the conduct has the purpose or effect of interfering with work performance or creating an intimidating, hostile, or offensive work environment.

Other Unlawful Harassment. Harassment on the basis of any other protected characteristic is also prohibited. More specifically, this policy prohibits verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of his or her race, color, religion, sex, sexual orientation, gender identity, pregnancy, national origin, ancestry, age, genetic information, disability, citizen status, veteran status, military service, marital status or any other legally protected category as established by federal, state, or local law. Harassing conduct includes, but is not limited to, the following conduct: making epithets or slurs; negative stereotyping; threatening, intimidating, or hostile acts; denigrating jokes; and written or graphic material that denigrates or shows hostility or aversion and that is placed on walls or elsewhere on URBAN ACT premises or circulated in the workplace.

Employees who engage in harassing behavior and/or reprisal towards another employee for opposing, reporting, and/or assisting in a harassment investigation will be subject to disciplinary action up to, and including, immediate termination of employment. Violations of this policy should be immediately reported to your supervisor using the Complaint Procedure provided below. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.

TITLE IX POLICY

URBAN ACT is committed to providing a safe and non-discriminatory learning, living, and working environment for all members of the URBAN ACT community. In accordance with the provisions of Title IX of the Higher Education Amendments Act (Title IX), URBAN ACT does not discriminate on the basis of sex or gender in any of its education or employment programs and activities. Prompt and effective measures will be taken to assure that such discrimination and harassment does not occur. All charges of harassment will be taken seriously. SCC encourages employees, faculty, students, vendors, and visitors to report all possible incidents of harassment.

URBAN ACT's Title IX Policy is designed to ensure a safe and non-discriminatory educational and work environment. The Title IX Policy and Procedures set forth how URBAN ACT will proceed once it is made aware of possible prohibited conduct in keeping with our institutional values.

Every report of sexual harassment will be reviewed, and a decision will be made, in partnership with the complainant, about how to reach a resolution. The investigatory/hearing process may be initiated when requested by the complainant and/or when deemed the appropriate path for resolution under the policy by the Title IX Coordinator. In addition, the complainant may, at the complainant's option, request to explore a range of informal resolution options facilitated by URBAN ACT. Both parties (complainants and respondents) will be provided supportive measures, as appropriate.

In matters where an investigatory process is initiated, a decision on responsibility will be made by an appointed neutral decision maker, through the hearing process described in the policy. If the evidence supports a finding of responsibility, appropriate remedies and sanctions will be decided. Either party may appeal the outcome of the matter as outlined in the policy.

To report incidents of sexual harassment, you may contact:

URBAN ACT Academy Title IX Coordinators

Nigena Livingston

nlivingston@urbanact.org

Mark Humphrey

mark.humphrey@urbanact.org

Immigration Law Compliance

In compliance with the Immigration Reform and Control Act of 1986, URBAN ACT Academy employs only those individuals who are authorized to work in the United States. All employees must complete the Employment Eligibility Verification Form I-9 and provide documents verifying their identity and their right to work in the United States within three days of beginning employment with URBAN ACT.

Disability Accommodation

In compliance with the Americans with Disabilities Act of 1990 (ADA), URBAN ACT Academy does not discriminate against any qualified employee or applicant with regard to any terms or conditions of employment because of such individual's disability or perceived disability so long as the employee can perform the essential functions of the job. URBAN ACT Academy will provide reasonable accommodations to a qualified individual with a disability, as defined by the ADA, who has made URBAN ACT aware of his or her disability, provided that such accommodation does not constitute an undue hardship on the School.

Employees with a disability who believe they need a reasonable accommodation to perform the essential functions of their job should contact your supervisor or the Director of School Operations.

Violations of this policy should be immediately reported to your supervisor using the Complaint Procedure provided below. Employees who violate this policy will be subject to disciplinary action, up to and including termination of employment.

Harassment and Discrimination Complaint Procedure

If you experience or witness harassment or discrimination in the workplace, report it immediately to your supervisor. If your supervisor is unavailable or if you are uncomfortable contacting that person, you should immediately report the harassment or discrimination to the Head of School.

Complaints will be investigated by the Head of School or appointed designee as determined by the Head of School. If the complaint is filed against the Head of School, the School Board shall appoint the investigator. In addition, other individuals may be included in reviewing the investigation and outcome at the discretion of the appointed investigator.

All allegations of harassment or discrimination will be quickly and discreetly investigated. The investigation may include interviews with the person making the complaint, the person against whom the complaint is made, any potential witnesses identified by either person, or any person whom the investigator determines to have relevant information. To the extent possible, your confidentiality and that of any witnesses and the alleged perpetrator will be protected against unnecessary disclosure. The results of the investigation will be discussed with the person involved, and appropriate disciplinary action, if any, will be taken, up to and including termination.

Any supervisor who has witnessed or becomes aware of the alleged occurrence of sexual harassment or retaliation or receives a complaint of sexual harassment involving a person within that supervisor's purview is required to take prompt corrective action and to report the incident to the Head of School or School Board, as necessary. Failure of a supervisor to immediately take corrective action or to report the incident shall constitute misconduct subject to disciplinary action.

URBAN ACT recognizes that making false, bad faith accusations can have serious consequences for those who are wrongly accused. URBAN ACT prohibits knowingly making false and/or malicious misconduct allegations, as well as deliberately providing false information during an investigation.

Non-Retaliation Policy

URBAN ACT does not tolerate retaliation against anyone who complains or participates in the investigation. If an individual attempts to retaliate, severe discipline, up to and including termination, will be imposed, regardless of the outcome of the investigation. If you believe that you have been retaliated against for exercising your rights under the Anti-Harassment or Equal Opportunity Policies, you should report such conduct using the Complaint Procedure set forth above.

Hiring Practices

Employees are selected for employment with URBAN ACT Academy based upon their education, skills, and experience. Employees will be evaluated through such hiring practices to include a written application or resume, interview, and review of professional references.

Background Check

As a condition of employment, all employees of URBAN ACT Academy will be subject to a criminal background check upon offer of employment and rechecked every five years. Unsatisfactory criminal background checks may lead to an offer of employment being revoked or the employee's termination from URBAN ACT. The Board of Directors and the administrative team of URBAN ACT determine what constitutes an unsatisfactory criminal background check.

Reference Check

To ensure that all URBAN ACT employees are of the highest quality, in advance of extending an offer of employment the administrative team will conduct an employment reference check.

Following an employee's departure from URBAN ACT Academy, only the Head of School, Principal, or the Director of Finance and Operations may respond to reference check inquiries from other employers.

Such inquiries must be made in writing and will be limited to verification of employment.

Employment Status

Employees of URBAN ACT Academy are persons who regularly work for the School on a wage or salary basis. The School reserves the right to hire consultants and/or other temporary employees as necessary.

Employee classifications are as follows:

Exempt: Employees whose positions meet specific criteria established by the Fair Labor Standards Act (FLSA) and state law, and who are exempt from overtime pay requirements.

Non-Exempt: Employees whose positions do not meet FLSA exemption criteria and are subject to the overtime provision of the FLSA. Such employees will receive one and one-half their regular hourly rate of pay for all hours worked in excess of 40 hours per workweek.

Regular Full-Time: Employees who are regularly scheduled to work 40 or more hours per week. All regular full-time employees are eligible to participate in URBAN ACT Academy's benefit package, subject to the terms, conditions, and limitations of each benefit program.

Regular Part-Time: Employees who are regularly scheduled to work less than 35 hours per week. Part-time employees are not eligible to participate in URBAN ACT Academy's benefit package.

Temporary (Full-Time or Part-Time): Employees whose employment with URBAN ACT Academy is for a limited period, generally not exceeding one academic term. Employment beyond any initially stated period does not in any way imply a change in employment status. Temporary employees are not eligible to participate in URBAN ACT Academy's benefit package.

Section 3: Employee Rights and Responsibilities

Drug-Free Workplace

URBAN ACT Academy is committed to providing a safe and productive space for all students, employees, visitors, volunteers, and other individuals on the School's property. In keeping with this commitment, employees are required to report to work in the appropriate mental and physical condition necessary to satisfactorily perform their jobs. URBAN ACT has established the following policy regarding alcohol and drug abuse, applicable to all employees of the School while they are on URBAN ACT's premises or while elsewhere conducting business on behalf of the organization:

Prohibited Behavior: Employees may not engage in the use, manufacture, distribution, possession, sale, trade, offer, or purchase of controlled substances of abuse (to include, but not limited to, alcohol and/or illegal drugs or intoxicants) on URBAN ACT Academy's property. Employees may neither report to work nor remain on URBAN ACT's property while under the influence of illegal drugs, alcohol, or other substances of abuse.

Disciplinary Action: Applicants who violate URBAN ACT Academy's drug-free workplace policy may have their offer of employment withdrawn. The applicant may reapply for employment at the School after one calendar year and must successfully pass a drug test. Current URBAN ACT employees who violate the drug-free workplace policy will face appropriate disciplinary action up to, and including, immediate termination of employment.

Smoke-Free Workplace

URBAN ACT Academy prohibits the use of tobacco products anywhere on the School's premises or at school sponsored events.

Child Abuse and Neglect Policy

It is the purpose of URBAN ACT Academy to provide a safe, secure environment for students, teachers, staff, visitors, and volunteers of the School. URBAN ACT is concerned with the physical and mental well-being of all children and will cooperate in the identification and reporting of cases of child abuse and neglect in accordance with law.

If a staff member has reason to believe that a student is the victim of child abuse or neglect, that staff member **shall immediately** make an oral report to local law enforcement or Department of Child Services (DCS). After the report is made, the staff member shall immediately notify the Head of School if the Head of School was not with the staff member when the report to law enforcement/DCS was made.

An employee who fails to or restricts a report of suspected abuse or neglect as stated in this policy may be subject to disciplinary action up to and including termination. In addition, failure to report may subject the employee to criminal prosecution.

URBAN ACT will not tolerate sexual abuse, molestation or sexual misconduct in the school or any organization related activity. There is "zero tolerance" of physical, emotional, or sexually abusive behavior, including psychological intimidation and harassment toward or by a student, staff member, parent, or visiting person. This policy will be enforced before, during, and after school hours on all school property, including the school bus, school functions, and school sponsored events held at other locations. URBAN ACT recognizes that sexual abuse is subject to state and federal laws; sexual violence is a criminal activity subject to civil penalties under all applicable laws.

All potential employees and volunteers must undergo a comprehensive background check before being allowed to work. Additionally, all employees and volunteers will be trained at hire and on an annual basis on what constitutes abuse and molestation and how to respond.

URBAN ACT will take all allegations of abuse seriously and will conduct a thorough investigation of all complaints regarding the alleged abuse and take appropriate action against any person who is found to have violated this policy.

URBAN ACT Academy prohibits retaliation made against any person who reports a good faith complaint of sexual abuse, molestation, misconduct or participates in any related investigations. Anyone who violates this rule is subject to disciplinary action as determined by the administration.

Making false accusations of sexual abuse in bad faith can have serious consequences for those who are wrongly accused. Making false and/or malicious sexual abuse allegations as well as deliberately providing false information during an investigation is prohibited. Anyone who violates this rule is subject to disciplinary action as determined by the administration.

Any student, staff person, parent, or visitor who believes she or he has experienced sexual abuse, molestation, or misconduct by a student, staff member, parent, or visiting person should report the alleged acts immediately to the Principal.

A written report of the alleged acts should be given to the Head of School or Dean of Students within five school days. Written complaints are required to help ensure a more complete, accurate and thorough investigation. After a report is immediately made to DCS or local law enforcement, alleged incidents will be investigated by the Head of School or Dean of Students. Every reasonable effort will be made to keep the matters involved in the allegation as confidential as possible, while still allowing for a prompt and thorough investigation. URBAN ACT will report the incident to the police as indicated and will cooperate fully with any investigation conducted by law enforcement or other regulatory agencies. URBAN ACT will take appropriate measures to ensure the health and safety of the student.

Upon completion of the investigation, the Head of School or Dean of Students will meet with the complainant to discuss the outcome including any disciplinary action.

In the event that policies adopted by the School are in conflict with then applicable Indiana or federal laws, the provisions of the law will apply.

Employee Files

URBAN ACT Academy maintains a personnel file for each employee, which contains the following types of documentation, as applicable for the individual: job application, resume, training records, performance appraisals, salary or wage history, disciplinary actions, and other employment records.

Personnel files are the property of URBAN ACT Academy, and access to their information is limited to authorized individuals. Employees may request access to their own personnel file by contacting the Director of Finance and Operations or the Head of School during normal working hours. Employees may also request corrections to factual errors or request pertinent information (such as additional training documentation) in their personnel file by contacting the Director of Finance and Operations.

Conflict of Interest and Outside Employment

URBAN ACT Academy employees are expected to conduct business in a highly ethical and professional manner. While URBAN ACT recognizes an employee's right to engage in activities outside of their employment which are of a private nature and unrelated to the School's educational mission, employees are required to disclose any possible conflicts of interests so that the administrative team may assess and prevent potential conflicts of interest from arising.

A potential or actual conflict of interest occurs whenever an employee is in a position to influence a decision that may result in a personal gain for the employee, relative, or other person with a close relationship to the employee, as a result of URBAN ACT's business dealings. If an employee has any question whether an action or proposed course of conduct would create a conflict of interest, he or she should immediately contact his or her supervisor to obtain advice on the issue. The purpose of this policy is to protect employees from any conflict of interest that might arise.

Violation of this policy may result in immediate and appropriate discipline, up to, and including, immediate termination of employment.

Grievance Policy

URBAN ACT Academy is committed to creating a positive workplace and encourages free communications between staff and managers. Every effort will be made to address an employee's grievance in the event that they wish to raise a concern, problem, or complaint related to their employment in a formal manner. The following issues are not eligible for processing through URBAN ACT Academy's formal grievance procedure:

- Performance responsibilities, expectations, evaluations, and/or temporary work assignments;
- Budget and organizational structure;
- Selection of an individual to fill a position, unless it is alleged that the selection violates URBAN ACT's written employment policies;
- Termination, demotion, reassignment, furlough, layoff from duties due to lack of work, or other actions related to, or resulting from, a reduction in the work force or job abolition; and
- Any other issues which are pending or have been investigated and concluded through other administrative or judicial procedures.

The following procedures will ensure that employees receive a fair and unbiased review of workplace concerns.

Step 1: Informal discussion with immediate supervisor

Prior to submitting a formal grievance, employees must first make a good faith effort with their immediate supervisor to thoroughly resolve the dispute. Such an effort must be documented and include an identification of the problem, proposed solutions, selection of a resolution, timeline for implementation, and follow-up. Documentation will be maintained in the employee's personnel file. Should this effort prove to be ineffective in resolving the dispute, employees may proceed with Step 2.

Step 2: Written complaint to supervisor

If the employee is not satisfied with the results of the informal discussion in Step 1, the employee may submit a written complaint within five days to his or her immediate supervisor to include:

- The nature of the grievance.
- Detailed information including evidence of the issue, witnesses, related policies, etc.
- The remedy or outcome desired.

The immediate supervisor will have five working days to respond to the employee in writing. If the employee complaint is regarding harassment, discrimination or retaliation, the employee should submit the written complaint directly to the Director of Operations.

Step 3: Written complaint to senior management

If the employee is not satisfied with the response from the immediate supervisor, the employee may submit a written complaint to senior management including the Principal, the Director of Finance and Operations, or the Head of School for review. The request for review should include:

- An explanation of the grievance and details of all previous efforts to resolve the issue.
- A copy of the written complaint submitted to the immediate supervisor.
- A copy of the immediate supervisor's written response to the employee's complaint.
- Detailed information regarding the employee's dissatisfaction with the immediate supervisor's response.

Senior management will consult with the employee's immediate supervisor and any other relevant parties to evaluate the grievance and provide a written response to the employee within five days. The outcome of the review by senior management will be final unless new evidence or other circumstances warrant additional review of the complaint.

Because problems are best resolved on an individual basis, the conflict resolution procedure may be initiated only by individual employees and not by groups of employees. All complaints must be made in good faith.

Work Related Injury

In the event that a work related injury takes place, please follow steps addressed:

1. Injury takes place (time of injury is needed)
2. Injury reported to supervisor (time of reporting is needed)
3. Visit HR office for Director of Operations to make a call to begin the claim process:
Information Needed:
 - a. Information of school
 - b. Information of supervisor
 - c. Information of person injured
 - d. Hire date of person injured
4. Employee has 48 hours to follow up on report with the report number provided by claims personnel
5. Authorization form is collected
6. Concentra MedCheck Visit by person injured

Section 4: Employee Compensation

Determination of Pay

URBAN ACT Academy is committed to providing wages and benefits based on an employee's experience, performance, level of education, and the nature and responsibilities of the position. All compensation changes must be approved by the Head of School.

Paydays

Employees of URBAN ACT Academy are paid on a semi-monthly basis, on the 15th and the last day of the month. Should the payday fall on a weekend, employees will be paid on the Friday before the weekend's pay date. Questions concerning paycheck deductions and/or methods of calculation should be directed to the Chief Financial Officer.

Work Schedules

Work schedules for URBAN ACT Academy employees are determined by the Principal or Head of School and based on operational need, unless an applicable contract applies.

Timekeeping

Accurately recording time worked is the responsibility of every hourly employee. Federal and state laws require that URBAN ACT Academy maintain an accurate record of time worked in order to calculate employee pay benefits. Time worked is all the time actually spent on the job performing assigned duties.

It is the employee's responsibility to update their weekly timecard in the Gusto system and confirm the timecard's accuracy before each payroll end date. Overtime work must always be approved in writing before it is performed.

Altering, falsifying, tampering with time records, or recording time on another employee's time record may result in disciplinary action, up to and including termination of employment.

Section 5: Employee Benefits

Benefits Package

URBAN ACT Academy offers a competitive benefits package, negotiated with each employee at the time of his or her hire. Employees should consult their offer letters and/or their benefits statement to determine the nature of their benefits.

COBRA

The Federal Consolidated Budget Reconciliation Act (COBRA) offers employees and their qualified beneficiaries the opportunity to continue health insurance coverage under URBAN ACT Academy's health plan when a qualifying event would normally result in the loss of eligibility. Refer to the COBRA policy included in the health insurance benefits package for additional information.

Section 6: Attendance and Time Off

Attendance and Tardy Policy

URBAN ACT Academy relies on regular and punctual attendance from its employees in order to ensure and maintain a productive and safe environment for staff and students. All employees are expected to arrive and begin work at the start of their work day schedule and to remain working until the end of their shift. Employees must contact their immediate supervisor within a reasonable time frame, if they are going to be late. If an employee suspects they will be absent, a minimum of 2 hours advance notice will be necessary. Employees are immediately responsible for entering absence in Gusto to be approved. Excessive or unexplained absences and tardiness may result in disciplinary action up to, and including, termination from employment.

Paid Time Off

Paid Time Off (PTO) is an all-purpose time-off policy for full-time employees to use for scheduled vacations, illness or injury, and personal business. It combines traditional vacation and sick leave plans into one flexible, paid time-off policy. Employees have the responsibility to manage and use their time with consideration toward their co-workers and office productivity. Managers will support the staff's use of PTO in a fair and equitable manner that considers both the office and employee's needs on a case-by-case manner. If one or more employees request the same time off and it is not in the school's best interest to grant both requests, the Head of School will determine if one or both employees' requests will be approved.

Full-time 10-month employees will accrue one PTO day per month per school year, up to a maximum of 10 days per school year. Full-time administrators and select full-time 12-month employees are eligible for an additional 11 days per school year. PTO time must be used during the school year in which it was accrued and will not carry over into the subsequent school year. Unused PTO days will not be paid out.

PTO requests are managed through Gusto, and employees should request using this system first. Additionally, staff must submit a written request. These requests need to be made 48 hours prior to the scheduled day(s). In the event 48 hours notice is not possible (due to an emergency or illness) the employee should immediately notify their supervisor and enter a PTO request through Gusto.

In the event that an employee must take more PTO than they have accrued, staff may accumulate a negative PTO balance at a maximum of 16 hours or 2 full days. Staff may only request either half or full day absences - no hourly requests will be approved. All available PTO must be used concurrently prior to taking leave without pay. In general, time off without pay will not be granted and as stated above will be reviewed on a case-by-case basis.

Sub Plans for Teachers: Teachers will not be granted PTO without having completed substitute teacher plans, meaning unpaid absence.

Holidays

URBAN ACT Academy observes the following paid holidays for all 10-month employees:

- New Year's Day (January 1st)
- Dr. Martin Luther King Jr. Day
- President's Day
- Memorial Day
- Labor Day

- Veterans Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve (December 24th)
- Christmas Day (December 25th)

URBAN ACT Academy observes the following paid holidays for all 12-month employees:

- New Year's Day (January 1st)
- Dr. Martin Luther King Jr. Day
- President's Day
- Memorial Day
- Juneteenth
- Independence Day (July 4th)
- Veterans Day
- Thanksgiving Day
- Day after Thanksgiving
- Christmas Eve (December 24th)
- Christmas Day (December 25th)

12 month employees may be required to be available for work during extended school breaks. Extended breaks are breaks that are longer than one (1) week. Any such requirement will be communicated in advance by the employee's supervisor, the Head of School, or a member of URBAN ACT Academy's administrative team.

To qualify for holiday pay, all employees must work the last scheduled day before and the first scheduled day after the holiday unless the employee is absent:

- At the Supervisor's request/approval
- At the request/approval of their supervisor, Principal or Assistant Principal
- Due to closure of schools because of inclement weather
- Due to sickness with a doctor's note verifying need for absence
- Following Jury Duty or Bereavement Leave
- Due to a previously scheduled and approved vacation

Holiday pay will be calculated based on the employee's straight-time pay rate (as of the date of the holiday) times the number of hours the employee would otherwise have worked on that day. When a holiday falls on a Saturday, the holiday will be observed on the preceding Friday. When a holiday falls on a Sunday, the holiday will be observed on the following Monday.

If a recognized holiday falls during a regular full-time employee's paid absence (such as PTO), holiday pay will be provided instead of the paid time off benefit that would otherwise have applied.

Blackout Days

Senior Management has the authority to designate a day as a "Blackout" day when the amount of staff that has called out of work exceeds the amount of staff needed to successfully operate the school. In the event of a Blackout day, staff's PTO may not be approved without a medical exemption from a healthcare provider.

School Closures

Emergencies such as severe weather, fires, power failures, or other situations may necessitate the closure of URBAN ACT Academy. Only the Head of School may decide to close the School for such emergencies. Employees will be notified of this decision through an automated phone system no later than one hour prior to the beginning of school.

Family & Medical Leave Act

The Family and Medical Leave Act of 1993, as amended, (FMLA or Act) allows eligible employees of a covered employer to take job-protected, unpaid leave, or to substitute appropriate paid leave if the employee has earned or accrued it, for up to a total of 12 work weeks in any 12 months because of the birth of a child and to care for the newborn child, because of the placement of a child with the employee for adoption or foster care, because the employee is needed to care for a family member (child, spouse, or parent) with a serious health condition, because the employee's own serious health condition makes the employee unable to perform the functions of his or her job, or because of any qualifying exigency arising out of the fact that the employee's spouse, son, daughter, or parent is a military member on active duty or call to covered active duty status (or has been notified of an impending call or order to covered active duty). In addition, eligible employees of a covered employer may take job-protected, unpaid leave, or substitute appropriate paid leave if the employee has earned or accrued it, for up to a total of 26 workweeks in a single 12-month period to care for a covered servicemember with a serious injury or illness. In certain cases, FMLA leave may be taken on an intermittent basis rather than all at once, or the employee may work a part-time schedule.

An employee on FMLA leave is also entitled to have health benefits maintained while on leave as if the employee had continued to work instead of taking the leave. If an employee was paying all or part of the premium payments prior to leave, the employee would continue to pay his or her share during the leave period. The employer may recover its share only if the employee does not return to work for a reason other than the serious health condition of the employee or the employee's covered family member, the serious injury or illness of a covered servicemember, or another reason beyond the employee's control. An employee generally has a right to return to the same position or an equivalent position with equivalent pay, benefits, and working conditions at the conclusion of the leave. The taking of FMLA leave cannot result in the loss of any benefit that accrued prior to the start of the leave.

The employer generally has a right to advance notice from the employee. In addition, the employer may require an employee to submit certification to substantiate that the leave is due to the serious health condition of the employee or the employee's covered family member, due to the serious injury or illness of a covered servicemember, or because of a qualifying exigency. Failure to comply with these requirements may result in a delay in the start of FMLA leave. Pursuant to a uniformly applied policy, the employer may also require that an employee present a certification of fitness to return to work when the absence was caused by the employee's serious health condition. The employer may delay restoring the employee to employment without such certificate relating to the health condition which caused the employee's absence .

Parental Leave

Eligibility

Full-time employees who have been employed by URBAN ACT Academy for a total of at least 3 months or 90 days are eligible for family leave. Eligibility will be determined as of the date the leave commences. The total amount of family medical leave an eligible employee is entitled to take for any of the purposes set forth in this policy, or any combination of purposes, is 12 weeks during any rolling 12-month period measured backward from the date the employee uses family medical leave.

In situations where both a husband and wife are employed by URBAN ACT Academy, the School has the right to limit the two employees' total combined amount of leave to 12 weeks when the leave is due to the birth or adoption of a child, care of a child after birth or adoption, or to care for a parent who has a serious health condition.

Request for Leaves of Absence

An employee desiring family medical leave shall make a written request to the Director of School Operations, unless this is impossible due to an emergency. Employees generally are expected to give at least 30 days advance notice of intent to take a foreseeable family medical leave, such as in the case of a planned medical treatment. Where 30 days advance notice is not possible, the employee must give as much notice as is practicable. Usually, it will be practicable to notify URBAN ACT Academy on the same day or the next business day after becoming aware of a need for leave. An employee who fails to give 30 days advance notice of foreseeable family medical leave may be denied leave until 30 days after the date the employee provides the required notice.

If the need for a leave is not foreseeable, the employee generally is expected to give notice to URBAN ACT Academy as soon as practicable. Employees must comply with URBAN ACT Academy's PTO reporting procedures absent unusual circumstances. An employee who fails to provide adequate notice of an unforeseeable leave may be denied such leave. In addition, any employee who fails to comply with URBAN ACT Academy's absence-reporting procedures may be subject to appropriate discipline.

Subject to the health care provider's approval, employees who request leave for planned medical treatments must make a reasonable effort to schedule treatment so as not to disrupt the operations of URBAN ACT Academy.

If the employee seeks leave due to a family medical leave qualifying reason for which a previously provided family medical leave protected leave (such as when the employee has an approved certification for intermittent leave) was granted, the employee must specifically reference the qualifying reason for leave or the need for family medical leave when reporting the absence.

Maternity/Paternity Leave

https://www.ecfr.gov/cgi-bin/text-idx?SID=730ef770d1e4c2c064317b110306cb83&mc=true&node=pt29.3.825&rg_n=div5

Eligible employees will be granted 12 weeks unpaid leave for the birth of a child of the employee or the placement of a child with the employee for adoption or foster care and then to care for the child. Family medical leave must be concluded no later than 12 months after the birth or placement of the child with the employee unless another arrangement has been approved by the Director of Finance and Operations. Time off may be extended due to medical circumstances or requirements from a physician per URBAN ACT's Medical Leave policy (see below) or through the use of PTO per the Paid Time Off policy (above).

Inclusive of the 12 weeks, URBAN ACT will provide 6-weeks paid maternity leave. Two weeks of paid paternity leave is offered to staff and can be taken in any full-day increments over the 12 weeks from the date the leave commences.

Medical Leave — Serious Health Condition of Employee or Family Member

Eligible employees will be granted 12 weeks unpaid family medical leave for: (1) the employee's own "serious health condition" that makes the employee unable to perform the functions of his or her job, or (2) the serious health condition of the employee's spouse, child, or parent (this does not include parents-in-law). The term "spouse" means a husband or wife or domestic partner.

The phrase "serious health condition" means an illness, injury, impairment, or physical or mental condition that involves:

- Any in-patient care;
- Any period of incapacity of more than three (3) full, consecutive calendar days and any subsequent treatment;
- Any period of incapacity due to pregnancy or for prenatal care;
- Any period of incapacity or treatment for such incapacity due to a chronic serious health condition;
- Any period of incapacity which is permanent or long-term due to a condition for which treatment may not be effective;
- Any period of absence to receive multiple treatments by a healthcare provider.
- An employee's request for leave due to a serious health condition (either the employee's own or that of a family member) must be supported by a timely certification issued by a health care provider. Recertification generally may be required every 30 calendar days. URBAN ACT Academy may elect to obtain a second, and in some circumstances, a third, opinion of the existence of a serious health condition.

Substitution of Paid Leave

Employees may substitute any accrued paid time off for all or any part of an otherwise unpaid family medical leave. All substituted leave will be counted against an eligible employee's family medical leave entitlement. Furthermore, if the family medical leave is being taken for the employee's own serious health condition and that serious health condition also entitles the employee to leave under an organization--provided disability program or other medical leave policy or to a worker's compensation absence, these leaves will run concurrently.

If an employee substitutes paid leave for otherwise unpaid family medical leave, he or she may be required to comply with the requirements for taking such leave under those policies. Please refer to the PTO Policy for those requirements.

Restoration to Position

Generally, eligible employees returning from family medical leave within 12 weeks will be returned to the job position that they held when they went on leave, or they may be placed in an equivalent position with equivalent benefits, pay, and other terms and conditions of employment. Employees returning from unpaid family medical leave will be restored to their position at the same seniority and benefit level as they had immediately before the unpaid leave began. Employees will not accrue benefits, such as paid time off, while on unpaid leave. Exceptions to such restoration will include, but not be limited to, changes in the workforce such as reductions in force, layoffs or elimination of positions/departments such that there is no position to which the employee would be entitled if the employee had not taken the leave.

Return to Work

Employees on family medical leave must inform the Director of Finance and Operations periodically of their status and intent to return to work following the expiration of their approved family medical leave. Employees returning from family medical leave must be able to assume all of the essential functions of their jobs upon return. As a condition to restoring an employee whose leave was based on the employee's own serious health condition, the employee must provide, at the employee's cost, a fitness-for-duty certification from the employee's health care provider stating that the employee is able to resume work. URBAN ACT Academy may also require the employee's health care provider to address the employee's ability to perform the essential functions of his or her job. If URBAN ACT Academy requires this, it will provide the employee with a list of essential functions or a document containing that information and it will inform the employee of the requirement.

Failure to Return from Leave

Unless required otherwise by law, an employee granted a leave of absence under these provisions who fails to return to work upon expiration of the leave granted will be classified as "voluntarily terminated."

Miscellaneous

An employee will not receive pay for any holidays, which occur during a full week of family medical leave, which is unpaid (because all paid leave has been exhausted). If the leave is less than a week, employees will be paid for any holidays, which occur during the leave in accordance with URBAN ACT Academy's policies related to holiday pay.

Any employee who, while on a leave of absence, accepts employment elsewhere in a manner that conflicts with the employee's need for a leave from URBAN ACT Academy, will be terminated as of the last day worked. In addition, if an employee uses a leave of absence for any reason other than what has been requested, the employee will be terminated as of the last day worked.

URBAN ACT Academy will not discriminate or retaliate against employees as a result of or interfere with the approved use of family medical leave or a proper request for such leave. Requests for family medical leave will be considered without regard to race, sex, genetic information, color, citizenship status, national origin, ancestry, gender, age, religion, physical or mental disability, veteran status, military status, creed, marital status, gender identity, sexual orientation or any other protected classification. Employees should report any conduct that they believe violates the policy to the Director of Finance and Operations or any member of management.

Military Leave

The Uniformed Services Employment and Reemployment Rights Act of 1984 (USERRA) is a Federal law intended to ensure that persons who serve or have served in the Armed Forces, Reserve, National Guard, or other uniformed Services: (1) are not disadvantaged in their civilian careers because of their service; (2) are promptly reemployed in their civilian jobs upon their return from duty; and (3) are not discriminated against in employment based on past, present, or future military service. The law is intended to encourage non-career uniformed service, so the United States can enjoy the protection of those Services, staffed by qualified people, while maintaining a balance with the needs of private and public employers who also depend on these same individuals.

USERRA protects the job rights of individuals who voluntarily or involuntarily leave employment positions to perform service in the uniformed Services, to include certain types of service in the National Disaster Medical System and the Commissioned Corps of the Public Health Service. USERRA affects employment, reemployment, and retention in employment, when employees serve in the uniformed Services. USERRA also prohibits employers from discriminating against past and present members of the uniformed Services and applicants to the uniformed Services .

Employees of URBAN ACT Academy will be granted military leave when they need to be absent from work due to service in the Uniformed Services of the United States, in accordance with USERRA. URBAN ACT will grant up to 10 days paid military leave; additional military leave will be unpaid. Advance notice of military service is required, unless military necessity prevents such notice, or it is otherwise impossible or unreasonable.

Continuation of insurance benefits is available, as required by USERRA, based on the length of the leave and subject to the terms, conditions, and limitations of the applicable plans for which the employee is otherwise eligible.

Employees on military leave for up to 30 days are required to return to work for the first regularly scheduled shift after the end of service, allowing reasonable travel time. Employees on longer military leave must apply for reinstatement in accordance with USERRA and all applicable state laws. Employees returning from military leave will be placed in the position they would have attained had they remained continuously employed, or a comparable one, depending on the length of military service in accordance with USERRA. They will be treated as though they were continuously employed for purposes of determining benefits based on length of service.

Bereavement Leave

URBAN ACT Academy provides full-time employees with up to 5 days of paid bereavement leave, due to the death of an immediate family member. Immediate family members include spouse/partner, child, father, mother, brother, or sister.

For extended family members, which includes, grandparent, grandchild, and in-laws, step-relatives, cousins, aunts, or uncles, URBAN ACT Academy provides full-time employees with up to 3 days of paid bereavement leave. Paid bereavement leave will be granted without loss of PTO or other benefit. Additional time off should be authorized by the Head of School, Principal, or Director of Finance and Operations and any available paid time off the employee has is to be used. Proof of death and/or relationship may be required.

² <https://www.esgr.mil/USERRA/What-is-USERRA>

Section 7: Employee Conduct

Standards of Conduct

URBAN ACT Academy expects employees to observe the highest standards of ethical behavior and professionalism at all times. All employees are encouraged to review the rules and standards of conduct outlined below and are expected to abide by them while on URBAN ACT's property and in conducting business for the School. Employees found to be in violation of these rules and standards will be subject to corrective action and discipline up to, and including, immediate termination of employment. The list below is not intended to be exhaustive and other behaviors found to be unethical or unprofessional may result in a violation of this Standards of Conduct policy:

- Inappropriate conduct with a student;
- Improper conduct leading to damage of employer-owned property;
- Unsatisfactory performance or conduct.
- Theft or inappropriate removal or possession of property;
- Unprofessional and disruptive activity in the workplace;
- Fighting or threatening violence in the workplace;
- Using obscene, abusive, or threatening language or gestures;
- Falsification of timekeeping or other school records;
- Possession, distribution, sale, transfer, manufacture, or use of alcohol or illegal drugs in the workplace, while on duty, or while operating employer owned vehicles or equipment;
- Working under the influence of alcohol, illegal drugs, non-prescribed drugs, or other controlled substances;
- Possession of dangerous or unauthorized materials, such as explosives or firearms in the workplace;
- Negligence
- Insubordination or other disrespectful conduct;
- Violation of safety or health rules;
- Smoking on school property or during school sponsored events;
- Sexual or other unlawful or unwelcome harassment;
- Excessive absenteeism or any absence without notice or without approval;
- Unauthorized use of telephones, mail system, or other employer-owned equipment;
- Unauthorized disclosure of confidential information;
- Violation of personnel policies

Disciplinary Action

URBAN ACT Academy employees who are found to be in violation of School policies will be subject to disciplinary action. Such action may call for any of the following options, dependent upon the severity of the incident:

1. Verbal counseling
2. Written warning
3. Suspension with or without pay
4. Termination of employment

The options listed above should not be interpreted as a progressive disciplinary process; certain policy violations may warrant severe action on the first or subsequent offense. URBAN ACT reserves the right to administer a disciplinary action based upon the nature of the policy violation, an employee's intent

and motivation to adjust their behavior in the future, and the environment in which the violation occurred.

Physical Contact with Students and Others

Physical contact between employees and students, or employees and other employees of URBAN ACT Academy, is only permissible if the contact has an educational purpose and objective, is necessary for emergency first-aid, does not constitute an assault or battery, or is a necessary and appropriate use of reasonable force in self-defense, in defense of another, or to protect property. Excessive force is expressly prohibited. Any attempt to violate this policy is also prohibited. Violations of this policy will result in disciplinary action up to, and including, immediate termination of employment and/or legal action.

Mandated Reporter Policy

Indiana State Law requires child care staff, volunteers, and any staff members of medical or other public or private institutions, schools, facilities, or agencies to report suspected child abuse and neglect. Failure to do so is a class B misdemeanor. If an individual is required to make a report under this law in the individual's capacity as a member of the staff of a medical or other public or private institution, school, facility, or agency, the individual shall immediately notify the individual in charge of the institution, school, facility, or agency or the designated agent of the individual in charge of the institution, school, facility, or agency. An individual notified as required above shall report or cause a report to be made. This chapter does not relieve an individual of the obligation to report on the individual's own behalf, unless a report has already been made to the best of the individual's belief.

The report shall be made available to the person about whom a report has been made, with protection for the identity of:

- Any person reporting known or suspected child abuse or neglect
- Any other person if the person or agency making the information available finds that disclosure of the information would be likely to endanger the life or safety of the person.

The report also may be made available to each parent, guardian, custodian, or other person responsible for the welfare of a child named in a report and an attorney of any of these individuals, with protection for the identity of reporters and other appropriate individuals. The written report must include the name and contact information for the person making the report .

At URBAN ACT Academy, all staff are considered mandated reporters. In the event that a staff member suspects child abuse and neglect, they should:

- Contact Child Protective Services (CPS) at **1-800-800-5556**
- Notify the Head of School, Principal or Assistant Principal immediately after placing the call
- Complete the school's required documentation form (see Shared Drive resources)

Remember that determining if there is validity in a case is **not** our responsibility – a trained case worker will take accurate reporting details and make the determination for you.

Confidentiality of School Information

Depending upon job duties and responsibilities, URBAN ACT Academy employees may be entrusted with confidential information about the School, its students, or its employees. Confidential information includes, but is not limited to, all documents contained within a student's records or on the electronic

student database, student or employee health records, and intellectual or proprietary information about the school. Confidential information is to be maintained in strict confidence and shall not be discussed in

³ IC 31-33-5-2, IC 31-33-5-3, IC 31-33-7-4 and IC 31-33-18-2

the outside community. Student files may not be removed from URBAN ACT's premises without the permission of the Head of School.

Section 8: Performance

Performance Evaluation

Supervisors and employees are strongly encouraged to discuss job performance and goals on an informal, frequent basis. Formal performance evaluations for non-teaching staff will be conducted at the end of each school year to provide both supervisors and employees the opportunity to discuss job tasks, identify and correct weaknesses, encourage and recognize strengths, and discuss positive, purposeful approaches for meeting goals.

A positive performance evaluation does not guarantee an increase in pay, a promotion, or even continued employment. Those are determined by and at management's discretion based on business considerations.

URBAN ACT Academy may provide pay increases in recognition of employee accomplishments as the organization's finances and operating procedures permit. Pay increases are based on numerous factors, including the information documented by performance evaluations and the financial resources available to URBAN ACT at the time of the adjustment. A current evaluation of performance and a current job description are required to document any merit or other performance increase. For questions regarding your pay level, please discuss any questions or concerns only with your direct supervisor or the Founder and Head of School.

Corrective Action

Every employee of URBAN ACT Academy has the duty and the responsibility to be aware of and abide by existing rules and policies. Employees also have the responsibility to perform his or her duties to the best of their ability and to the standards as set forth in their job description or as otherwise established.

The purpose of this policy is to state the position of URBAN ACT Academy on administering equitable and consistent discipline for unsatisfactory conduct in the workplace. URBAN ACT believes the best disciplinary measure is the one that does not have to be enforced and comes from good leadership and fair supervision at all employment levels.

URBAN ACT strives to ensure fair treatment of all employees and in making certain that disciplinary actions are prompt, uniform, and impartial. The major purpose of any disciplinary action is to correct problems, prevent recurrence, and prepare the employee for satisfactory service in the future.

Types of discipline that may be used include:

- Verbal Warning: A supervisor verbally counsels an employee about an issue of concern, and a written record of the discussion is placed in the employee's file for future reference.
- Written Warning: Written warnings are placed in an employee's personnel file.
- Suspension: Suspensions may be with or without pay.

- Termination of employment

URBAN ACT reserves the right to determine the appropriate level of discipline for any inappropriate conduct, including oral and written warnings, suspension with or without pay, demotion, and termination. Discipline is not required to be administered in any particular order.

Section 9: Termination of Employment

At Will

Employment with URBAN ACT Academy is at-will; both the employee and URBAN ACT have the right to terminate employment at any time, with or without cause.

Termination of Employment

Termination of employment is an inevitable part of personnel activity within any organization, and many of the reasons for termination are routine. Below are examples of some common circumstances under which employment is terminated:

- Resignation - voluntary employment termination initiated by an employee.
- Discharge - involuntary employment termination initiated by URBAN ACT Academy.
- Job Abandonment - unexplained, unauthorized absence of three (3) or more days that is considered by URBAN ACT Academy as voluntary employment termination.
- Extended Leave of Absence - absence exceeding the maximum medical leave allowed.
- Reduction of Force / Layoff - involuntary employment termination initiated by the organization for non- disciplinary reasons.
- Retirement - voluntary employment termination initiated by the employee.
- Fellowship term ending – employment termination determined by agreement at the effective date of employment for a limited term.

URBAN ACT Academy requires a written notice of resignation, including the reason for resignation, be submitted to the immediate supervisor at least two (2) weeks in advance.

Before an employee leaves, an exit interview may be scheduled to better understand the reasons for resignation and to discuss any resulting benefit changes.

Employee benefits will be affected by employment termination in the following manner. All accrued and vested benefits that are due and payable at termination will be paid. Some benefits may be continued at the employee's expense if the employee so chooses. The employee will be notified in writing of the benefits that may be continued and of the terms, conditions, and limitations of such continuance. Employee benefits are subject to the terms of the applicable benefit plan.

Employees who wish to retire are required to notify their immediate supervisor and Operations in writing at least one (1) month prior to the planned retirement date.

Return of School Property

Following termination of employment, employees shall return all files, documents, records, laptops, credit cards, keys, access codes, or other materials that are the property of URBAN ACT Academy on or before the last day of work. All school property must be returned before URBAN ACT will process an

employee's final pay. The cost of replacing non-returned items will be deducted from an employee's final pay settlement.

Section 10: Technology Usage and Policies

Ownership of Technology and Data

URBAN ACT Academy provides a variety of technological devices and platforms for employee use in pursuit of their duties and job responsibilities. URBAN ACT retains ownership of these devices, platforms, data, information, and any work products created while employed by the School. In using technological devices and platforms owned by URBAN ACT, employees accept that the privacy of communications they engage in with these items is not guaranteed. Even after termination of employment, URBAN ACT retains ownership of any work products created by an employee while employed by the School.

Computer Policy

Laptops and other computing devices furnished to employees remain the property of URBAN ACT Academy. Employees are financially responsible for these devices and must immediately report theft and/or damage to the administrative staff of URBAN ACT Academy. Employees who fail to return the devices will have their cost deducted from their final paycheck. In using these devices, employees accept that their usage and the files may be monitored or accessed. Employees are prohibited from installing additional software on these devices without permission from the administrative staff of URBAN ACT Academy and may not illegally duplicate any of the software or documentation contained on the device. Employees who violate this Computer Policy will be subject to disciplinary action up to, and including, immediate termination of employment.

Internet and E-Mail Policy

URBAN ACT Academy provides electronic mail (e-mail) accounts and online access to internal and external networks, including the internet, for employee use in pursuit of their duties and job responsibilities. Employees are prohibited from using the supplied school e-mail accounts and network access for more than incidental personal use and/or for engaging in any activity that violates the School's Unlawful Harassment or Confidentiality of School Information policies. Employees should not have any expectation of privacy in using either a school supplied e-mail account or network access. Employees are prohibited from downloading or accessing entertainment websites, social media platforms or sites, chat rooms, games, and/or streaming music sites unless they are necessary for the completion of the employee's job responsibilities.

Social Media Policy

Social Media refers to the various social networking platforms accessible through the internet, including, but not limited to, Facebook, Twitter, Snapchat, Instagram, Pinterest, LinkedIn, personal websites, chat rooms, blogs, and forums. While URBAN ACT Academy prohibits employees from accessing such platforms on school supplied devices and networks, unless doing so is a necessary function of the employee's job responsibilities, the School recognizes that employees may be engaging with social media during their personal time, on their personal devices. The following social media policy is applicable to accessing social networking platforms for both work and personal usage. Employees who violate this Social Media Policy may be subject to disciplinary action up to, and including, immediate termination of employment.

Employees of URBAN ACT Academy shall not:

- Post materials that violate the school's Unlawful Harassment or Confidentiality of School Information policies;
- Use the School's intellectual property for personal use; and
- Post photos, videos, audio, and other recorded images or sounds of students without the expressed, written consent of the Head of School.

Section 11: Other Policies

Dress Code

It is important for all employees to project a professional image while at work by being appropriately attired. Employees of URBAN ACT Academy are expected to be neat, clean, and well-groomed while on the job. Clothing must be consistent with the standards for a business environment and must be appropriate to the type of work being performed.

The following personal appearance guidelines must be followed subject to certain exceptions for employees' bona fide religious beliefs and customs:

- Canvas or athletic type shoes are not appropriate professional attire.
- Tank tops, tube or halter-tops, or shorts should not be worn under any circumstances.
- Revealing clothing including low cut tops and "mini" bottoms as well as spandex or items clinging to the body should not be worn.
- Proper undergarments should be worn at all times and should not be visible through clothing or underneath through normal bodily movements.
- Mustaches and beards must be clean, well-trimmed, and neat.
- Hairstyles are to be in good taste.
- Excessive makeup is not permitted.
- Offensive body odor and poor personal hygiene is not professionally acceptable.
- Perfume, cologne, and aftershave lotion should be used minimally, as some individuals may be sensitive to strong fragrances.
- Torso body piercings with visible jewelry or jewelry that can be seen through or under clothing must not be worn during business hours.

URBAN ACT is confident that employees will use their best judgment regarding attire and appearance. Management reserves the right to determine appropriateness. Any employee who is improperly dressed will be counseled or in severe cases may be sent home to change attire. Continued disregard of this policy may be cause for disciplinary action, up to and including, termination.

Building Security

All URBAN ACT Academy employees are charged with understanding the essential security measures utilized by the School including, but not limited to, familiarity with the Emergency Procedures Manual, abiding by the School's Visitor Policy, and maintaining care with URBAN ACT keys and alarm access codes. Employees must immediately report the theft or damage to keys, alarm access codes, and emergency systems (such as smoke detectors or defibrillator kits) to the Director of Finance and Operations. Graffiti, repair requests, and other facility needs must also be reported to the Director of Finance and Operations.

Visitor Policy

Upon entering the building, all visitors to URBAN ACT Academy must report to the Main Office. Visitors must state the reason for their visit, sign in to the visitor log, and receive a visitation badge. As necessary for building security, visitors will be escorted to their destination. Visitors who do not abide by this policy will be requested to report to the main office and/or asked to immediately leave the premises.

Parents and Guardians visiting the school and/or seeking to pick up their student(s) from the school prior to the end of the school day must abide by this visitor policy. Under no circumstance shall a student leave URBAN ACT Academy's property without written permission from an authorized employee of the school (parents and guardians may obtain this through signing the student out in the Main Office). Students will only be released to authorized adults as established by a student's registration materials. Unauthorized adults will not be allowed to pick up a student from school. Parents / guardians may authorize additional adults for student pickup by filling out an Authorization Form in the Main Office of the school.

Parking Policy

URBAN ACT Academy assumes no liability for theft from or damage to vehicles parked in the School's parking lot, nor is the School responsible for any parking or moving violations employees may incur while on the School's property or while conducting business on behalf of the School. Employees who choose to park their vehicle in URBAN ACT's parking lot must do so in the areas indicated by the School.

Weapons Policy

URBAN ACT Academy prohibits students, employees, volunteers, visitors, and other persons on the School's property from possessing a weapon at any time, unless the person is lawfully in possession of such a weapon and keeps it out of sight and within a locked vehicle while the person is on URBAN ACT's property. Law enforcement officers are exempt from this policy.

Internal Investigations and Workplace Searches Policy

To safeguard the safety and property of URBAN ACT Academy's students, employees, visitors, and the School, URBAN ACT reserves the right to inspect any packages, parcels, purses, handbags, briefcases, lunch boxes, or any other possessions or articles carried to and from the property. While employees are permitted to bring their own personal property to URBAN ACT Academy (provided that said property is not in violation of any of the school's policies), the School is not responsible for any lost, stolen, or damaged property. URBAN ACT reserves the right to search any employee's workspace, office, desk, file cabinet, or other area or article on the School's property in pursuit of this policy. Employees should have no reasonable expectation of privacy with regards to items brought onto the School's property. Employees who refuse to cooperate with an internal investigation or workplace search or are found to have item(s) that violate any of the School's policies will be subject to disciplinary action up to, and including, immediate termination of employment.

Solicitation / Distribution Policy

URBAN ACT Academy prohibits solicitation or distribution of materials of any kind from employees of the School during working hours, without approval from the Head of School. The School also prohibits solicitation or distribution of materials of any kind from visitors and other persons not employed by the School at all times. Approved materials may be distributed in the Main Office of the School.

Reimbursement Policy

URBAN ACT Academy will reimburse employees for school related purchases, so long as approval is obtained for those expenditures prior to their purchase and receipts are provided. Employees will be reimbursed for expenditures within 30 days of presenting appropriate documentation to the Director of Finance and Operations. URBAN ACT will not reimburse employees for sales tax; employees may obtain a copy of the sales tax exemption letter or the school's EIN number and 501(c)3 forms from the Director of Finance and Operations.

Travel must be pre-approved by the Head of School or Principal. Employees will be reimbursed at the established per diem rate for specifically designated meals that are not included as part of the related event or reason for travel. Questions regarding the reimbursement policy may be addressed to the Director of Finance and Operations.

Employee Acknowledgement of Technology Agreement Policy

Laptops, monitors, cables and other computing devices furnished to employees remain the property of URBAN ACT Academy. Employees are financially responsible for these devices and their parts (e.g. power chargers, dongles) and must immediately report theft and/or damage to the administrative staff of URBAN ACT Academy. Employees who fail to return the devices will have their cost deducted from their final paycheck. In using these devices, employees accept that their usage and the files may be monitored or accessed. Employees are prohibited from installing additional software on these devices without permission from the administrative staff of URBAN ACT Academy and may not illegally duplicate any of the software or documentation contained on the device. Employees who violate this Computer Policy will be subject to disciplinary action up to, and including, immediate termination of employment.

In the event that an employer issued technology device and/or accessory is damaged, the cost of replacing the device to the employee will be determined by the age of the device based on the following scale:

| | |
|-----------------|------|
| 1 year or less | 100% |
| 2 years | 80% |
| 3 years | 70% |
| 4 years | 60% |
| 5 years or more | 50% |

I hereby acknowledge that I have received and read URBAN ACT Academy's policies concerning Technology Devices, as outlined in the school's Employee Handbook, immediately preceding my signature below. I understand that I am bound to follow these policies and understand the consequences in the event that I fail to do so.

Employee Name (Print)

Employee Name (Signature)

Date

**Employee Acknowledgement of Comprehension of Unlawful Harassment and Abuse or
Molestation Policy**

I hereby acknowledge that I have received and read URBAN ACT Academy's policies concerning Unlawful Harassment, and Child Abuse Policies, as outlined in the school's Employee Handbook, immediately preceding my signature below. I understand that I am bound to follow these policies and understand the consequences in the event that I fail to do so.

Employee Name (Print)

Employee Name (Signature)

Date

Employee Acknowledgement of Receipt of Employee Handbook

I hereby acknowledge receipt of URBAN ACT Academy's (the School's) Employee Handbook (Handbook). I agree to read it thoroughly and that if there is any policy or statement in the Handbook that I do not understand, that I will seek clarification from my supervisor or the Director of School Operations.

I understand that this Handbook describes URBAN ACT Academy's employee policies and practices in effect on the date of its publication. I understand that the policies and practices contained within this Handbook are continually evaluated and that the School may amend, modify, or rescind them at any time, with or without prior notice.

I understand that this Handbook does not create a binding contract of employment between myself and URBAN ACT Academy. I understand that my employment with URBAN ACT Academy is at-will; both I and URBAN ACT Academy have the right to terminate employment at any time, with or without cause.

I understand that only the Head of School has the ability and authority to enter into any employment agreement, to make promises or commitments that alter the School's policy of at-will employment, and/or to approve changes to the policies and practices outlined in this Handbook.

Employee Name (Print)

Employee Name (Signature)

Date

Attachment 19- Leadership & Teacher Evaluation Tools

Teacher Evaluation Framework and Rating System for URBAN ACT Academy

Overview

The teacher evaluation framework aligns with URBAN ACT Academy's commitment to high-quality instruction, restorative practices, and continuous professional development. Grounded in the Danielson Framework for Teaching, the system evaluates teacher effectiveness across four domains, integrates multiple data sources, and promotes growth-oriented feedback cycles.

Domains of Evaluation

1. Planning and Preparation

- Demonstrating knowledge of content, pedagogy, and students.
- Designing coherent instruction and assessments aligned with Indiana Academic Standards.

2. Classroom Environment

- Creating a culture of respect and rapport.
- Managing classroom procedures and student behavior effectively, integrating restorative practices.

3. Instruction

- Engaging students in learning with clear communication and differentiation.
- Utilizing assessments for learning to adjust instruction and provide feedback.

4. Professional Responsibilities

- Reflecting on teaching practices.
- Contributing to the school community and professional growth through collaboration and professional development.

Components of the Evaluation Process

1. Classroom Observations

- **Informal Observations (Walkthroughs):**
Conducted weekly for 10-15 minutes with immediate feedback on one focus area.
- **Formal Observations:**
Conducted twice annually, lasting one full instructional period. Pre- and post-conferences are required to establish goals and reflect on observed practices.

2. Student Outcomes

- Incorporate student growth metrics from NWEA MAP assessments, state testing (ILEARN, IREAD-3), and classroom exit tickets.
- Include student portfolios and performance in project-based learning tasks.

3. Professional Development Plans

- Teachers develop individualized professional growth plans aligned with the school's goals and based on observation and student performance data.

4. Feedback and Coaching Cycles

- Monthly one-on-one coaching sessions with the Principal to discuss data, observations, and goals.
- Bi-weekly professional learning community (PLC) meetings to share best practices.

5. Additional Measures

- Parent and student feedback surveys to capture the holistic impact of teaching practices.
- Contributions to the school culture, such as participation in community circles or restorative practices implementation.

Rating System

Teachers are rated on a 4-point scale for each domain, with an overall composite rating determined annually:

| Rating Level | Description |
|---------------------------|---|
| 4 - Distinguished | Exceeds expectations, demonstrating mastery and leadership in the domain. |
| 3 - Proficient | Consistently meets expectations and demonstrates effective teaching. |
| 2 - Basic | Approaches expectations but requires improvement in specific areas. |
| 1 - Unsatisfactory | Does not meet expectations; significant development is required. |

- **Weighting:**

- Planning and Preparation: 25%
- Classroom Environment: 25%
- Instruction: 30%
- Professional Responsibilities: 20%

Support for Teachers

Teachers rated as "Basic" or "Unsatisfactory" are placed on a **Performance Improvement Plan (PIP)** with clear, measurable goals and regular progress reviews. They receive:

- Increased observation frequency (bi-weekly formal feedback).
- Targeted coaching and professional development.
- Access to external instructional support and peer mentoring.

Integration with School Systems

This framework aligns with URBAN ACT Academy's emphasis on restorative practices, data-driven instruction, and continuous teacher development. It leverages existing systems like PowerSchool and formative assessments to streamline data collection and reporting.

By focusing on growth and accountability, this system ensures that teachers are supported in delivering high-quality education and fostering a positive, inclusive school culture.

School Leader Evaluation and Support Framework

Overview

The evaluation and support framework for the Principal ensures accountability and fosters growth in alignment with URBAN ACT Academy's mission and goals. Grounded in continuous improvement, the process incorporates measurable outcomes, feedback, and regular coaching.

Evaluation Domains

1. Student Performance Outcomes

- **Academic Growth and Proficiency:** Progress in state assessments (ILEARN) and internal benchmarks (NWEA MAP).
- **Student Engagement and Retention:** Attendance rates, discipline metrics, and student retention rates.

2. Leadership Effectiveness

- **Staff Satisfaction and Retention:** Measured through annual surveys and retention rates.
- **School Culture Metrics:** Implementation of restorative practices, SEL integration, and stakeholder perceptions of school culture.

3. Operational Management

- **Budget and Financial Oversight:** Adherence to financial plans and timely reporting.
- **Facilities Management:** Maintenance of a safe, compliant, and functional school environment.
- **Enrollment Targets:** Achieving and maintaining target enrollment levels.

4. Strategic Vision and Stakeholder Engagement

- Aligning school goals with the strategic vision of URBAN ACT Academy.
- Building and maintaining strong relationships with families, community partners, and the governing board.

Evaluation Process

1. Goal Setting

- At the beginning of the school year, the Principal collaborates with the Head of School, Nigena Livingston, to establish measurable goals for each evaluation domain. Goals are aligned with school priorities, student needs, and organizational benchmarks.

2. Ongoing Support and Monitoring

- **Regular Coaching Sessions:** Monthly one-on-one coaching sessions with Nigena to discuss progress, challenges, and opportunities for growth.

- **Check-Ins:** Quarterly reviews to evaluate interim progress on established goals and adjust strategies as needed.
- **Peer Collaboration:** Participation in leadership-focused PLCs to share best practices and problem-solve challenges collectively.

3. Formal Evaluations

- **Mid-Year Review:** Conducted in January, this review assesses progress on student performance, leadership effectiveness, and operational management, providing actionable feedback for the remainder of the year.
- **End-of-Year Review:** A comprehensive evaluation of the Principal's performance based on established goals and school outcomes.

Evaluation Tools

- **Quantitative Metrics:**
 - Student academic performance data (state assessments, NWEA MAP).
 - Teacher retention rates, staff satisfaction surveys.
 - Budget adherence and enrollment statistics.
- **Qualitative Metrics:**
 - Stakeholder feedback from parents, staff, and community partners.
 - Observation of leadership practices during staff meetings, family engagement events, and professional development sessions.
- **Rubric:** Performance is rated on a 4-point scale:

| Rating Level | Description |
|-----------------|---|
| 4 - Exemplary | Exceeds all expectations; demonstrates outstanding leadership. |
| 3 - Proficient | Meets expectations; consistently demonstrates effective leadership. |
| 2 - Developing | Partially meets expectations; needs improvement in specific areas. |
| 1 - Ineffective | Does not meet expectations; requires significant development. |

Support for Growth

- **Targeted Professional Development:**
 - Leadership retreats focusing on strategic planning, team building, and data-driven decision-making.
 - Workshops on school culture, restorative practices, and SEL implementation.
 - Mentorship opportunities with experienced educational leaders.
- **Resources:**

- Access to data systems (PowerSchool, assessment platforms) to monitor and improve outcomes.
- Partnerships with external organizations for leadership training and operational management.
- **Performance Improvement Plans (PIP):**
 - For ratings of “Developing” or “Ineffective,” a PIP outlines specific areas for growth with milestones, timelines, and additional support.

Accountability and Transparency

The evaluation framework ensures accountability by integrating stakeholder feedback, measurable outcomes, and regular reporting. The Head of School provides updates on the Principal’s performance to the governing board, ensuring alignment with URBAN ACT Academy’s vision and goals.

By fostering a culture of high expectations, collaboration, and growth, this framework supports the Principal in driving URBAN ACT Academy’s success and fulfilling its mission.

ATTACHMENT 19b - School Leader Evaluation and Support Framework

Overview

The evaluation and support framework for the Principal ensures accountability and fosters growth in alignment with URBAN ACT Academy's mission and goals. Grounded in continuous improvement, the process incorporates measurable outcomes, feedback, and regular coaching.

Evaluation Domains

1. Student Performance Outcomes

- **Academic Growth and Proficiency:** Progress in state assessments (ILEARN) and internal benchmarks (NWEA MAP).
- **Student Engagement and Retention:** Attendance rates, discipline metrics, and student retention rates.

2. Leadership Effectiveness

- **Staff Satisfaction and Retention:** Measured through annual surveys and retention rates.
- **School Culture Metrics:** Implementation of restorative practices, SEL integration, and stakeholder perceptions of school culture.

3. Operational Management

- **Budget and Financial Oversight:** Adherence to financial plans and timely reporting.
- **Facilities Management:** Maintenance of a safe, compliant, and functional school environment.
- **Enrollment Targets:** Achieving and maintaining target enrollment levels.

4. Strategic Vision and Stakeholder Engagement

- Aligning school goals with the strategic vision of URBAN ACT Academy.
- Building and maintaining strong relationships with families, community partners, and the governing board.

Evaluation Process

1. Goal Setting

- At the beginning of the school year, the Principal collaborates with the Head of School, Nigena Livingston, to establish measurable goals for each evaluation domain. Goals are aligned with school priorities, student needs, and organizational benchmarks.

2. Ongoing Support and Monitoring

- **Regular Coaching Sessions:** Monthly one-on-one coaching sessions with Nigena to discuss progress, challenges, and opportunities for growth.
- **Check-Ins:** Quarterly reviews to evaluate interim progress on established goals and adjust strategies as needed.
- **Peer Collaboration:** Participation in leadership-focused PLCs to share best practices and problem-solve challenges collectively.

3. Formal Evaluations

- **Mid-Year Review:** Conducted in January, this review assesses progress on student performance, leadership effectiveness, and operational management, providing actionable feedback for the remainder of the year.
- **End-of-Year Review:** A comprehensive evaluation of the Principal's performance based on established goals and school outcomes.

Evaluation Tools

- **Quantitative Metrics:**
 - Student academic performance data (state assessments, NWEA MAP).
 - Teacher retention rates, staff satisfaction surveys.
 - Budget adherence and enrollment statistics.
- **Qualitative Metrics:**
 - Stakeholder feedback from parents, staff, and community partners.
 - Observation of leadership practices during staff meetings, family engagement events, and professional development sessions.
- **Rubric:** Performance is rated on a 4-point scale:

| Rating Level | Description |
|------------------------|---|
| 4 - Exemplary | Exceeds all expectations; demonstrates outstanding leadership. |
| 3 - Proficient | Meets expectations; consistently demonstrates effective leadership. |
| 2 - Developing | Partially meets expectations; needs improvement in specific areas. |
| 1 - Ineffective | Does not meet expectations; requires significant development. |

Support for Growth

- **Targeted Professional Development:**
 - Leadership retreats focusing on strategic planning, team building, and data-driven decision-making.
 - Workshops on school culture, restorative practices, and SEL implementation.
 - Mentorship opportunities with experienced educational leaders.

- **Resources:**
 - Access to data systems (PowerSchool, assessment platforms) to monitor and improve outcomes.
 - Partnerships with external organizations for leadership training and operational management.
- **Performance Improvement Plans (PIP):**
 - For ratings of “Developing” or “Ineffective,” a PIP outlines specific areas for growth with milestones, timelines, and additional support.

Accountability and Transparency

The evaluation framework ensures accountability by integrating stakeholder feedback, measurable outcomes, and regular reporting. The Head of School provides updates on the Principal’s performance to the governing board, ensuring alignment with URBAN ACT Academy’s vision and goals.

By fostering a culture of high expectations, collaboration, and growth, this framework supports the Principal in driving URBAN ACT Academy’s success and fulfilling its mission.



LEASE AGREEMENT

THIS LEASE AGREEMENT is made effective as of the June 24, 2025, between **Anderson Impact Center, Inc.**, an Indiana non-profit corporation ("Landlord") whose mailing address is 630 Nichol Avenue, Anderson, Indiana, and URBAN ACT Academy, Inc. an Indiana non-profit corporation, whose mailing address is 2201 E 46th street, suite 197, Indianapolis IN 46205 ("Tenant").

RECITALS

WHEREAS, Landlord is a not-for-profit corporation organized for the purpose of impacting the Anderson community by establishing a center offering educational, vocational training, and health and wellness programs and services for the betterment and enrichment of the citizens of the Anderson, Indiana community; and

WHEREAS, in furtherance of its purpose and vision, Landlord is the sole owner of a building ("Impact Center") located at 630 Nichol Avenue, Anderson, Indiana, to provide space to other not-for-profit organizations that share the goal and vision of providing programs and services that make a positive impact on the lives of the citizens of Anderson, Indiana; and

WHEREAS, Tenant is an Indiana nonprofit corporation that provides educational vocational training, and/or health and wellness programs and services to the citizens of Anderson, Indiana.

WHEREAS, Landlord and Tenant, consistent with their individual missions, may work together to enhance the community and serve the citizens of Anderson;

WHEREAS, Tenant wants to lease certain space from Landlord and Landlord wants to lease space to Tenant in the Impact Center where Tenant will offer services that will improve the lives of the people of Anderson, Indiana in alignment with its not-for-profit status.

WHEREAS, the parties desire to enter into a lease agreement defining their rights, duties and liabilities relating to the Leased Space.

WITNESSETH THAT, in consideration of the mutual covenants hereinafter contained, and each act performed hereunder by either of the parties, Landlord and Tenant agree as follows:

ARTICLE I DEMISED PREMISES

Section 1.01 Demised Premises. Landlord hereby lets and demises to Tenant, and Tenant hereby leases from Landlord the office space as shown in Exhibit A attached hereto and incorporated by reference herein (the "Demised Premises") of the Impact Center, located at 630 Nichol Avenue, Anderson, Indiana (the "Building").

ARTICLE II TERM OF LEASE

Section 2.01 Term. Lease Term. The Lease Term shall be for a period of three years commencing on June 24, 2025 and ending on June 30, 2026.

Section 2.02 Termination. Tenant has the right to terminate the lease at any time during the



term after giving Landlord sixty (60) days advance notice.

Section 2.03 Renewal. The Lease may be renewed for a subsequent term to be negotiated after notice by Tenant at least sixty (60) days prior to expiration.

Section 2.04 Holding Over. In the event Tenant remains in possession of the Demised Premises with Landlord's written permission after the expiration of the Term and without the execution of a new lease, it shall be deemed to be occupying the Demised Premises as a tenant from month-to-month upon and subject to all conditions, provisions, and obligations of this Lease insofar as the same are applicable to a month-to-month tenancy. If Tenant remains in possession of the Demised Premises pursuant to the prior sentence, Tenant shall be required to vacate the Demised Premises upon the thirtieth (30th) day after notice from Landlord to so vacate. In the event Tenant remains in possession of the Demised Premises without the permission of Landlord, after the expiration of the Term and without the execution of a new lease, Tenant shall be deemed to be occupying the Demised Premises as a tenant of sufferance and shall immediately vacate the Demised Premises upon written request from Landlord. Tenant shall have no right to continue to occupy the Demised Premises, and Landlord shall have all rights and remedies provided for under this Lease or at law or in equity. During such period of occupancy, Tenant shall continue to be bound by all obligations and duties under this Lease, including, without limitation, the payment of all amounts due hereunder.

ARTICLE III RENT

Section 3.01 Rental. Tenant agrees to pay Landlord a sum of ~~Four thousand~~ dollars (\$4,000) monthly beginning on June 24, 2025 with the same amount owed on the first day of each month thereafter, so long as the Lease is in effect at Landlord's office at the Impact Center.

Section 3.02 Tenant Responsibilities. Tenant will provide for its own phone service. Tenant is responsible for cleaning its individual office spaces. Tenant may at its expense and with prior approval of Landlord install and maintain signage for Tenant.

ARTICLE IV OCCUPANCY AND USE OF DEMISED PREMISES

Section 4.01 Occupancy. The Demised Premises shall be used and occupied by Tenant for the operation by Tenant of a nonprofit organization to provide programs, resources, and events for local youth, residents, and community members, and for no other purpose without the prior written consent of Landlord.

Section 4.02 Use. Tenant shall not use the Demised Premises for any unlawful purpose or act; shall not commit waste or damage to the Demised Premises; shall, at Tenant's expense, comply with and obey all federal, state, municipal and other applicable laws, regulations, or orders of any governmental authority or agency relating to the operating, managing, insuring, equipping, repairing, replacing and maintaining of the Demised Premises to the extent the same are otherwise



the obligation of Tenant under this Lease; shall comply with all rules and regulations for the Building promulgated by Landlord insofar as the same do not unreasonably restrict or interfere with the activities of Tenant in the Demised Premises or the implementation of Tenant's planned use or programs (see Exhibit B); shall not use or permit the use of the Demised Premises as living quarters or overnight accommodations; and shall not do or permit anything to be done which will invalidate the fire and extended coverage, public liability and property damage insurance on or as to the Demised Premises, or increase the premium rates therefor. In the event that Tenant fails to comply with any law, rule, or regulation of the State of Indiana and the same would in any way threaten to affect Landlord's ownership or rights related to the Demised Premises, then Landlord may, at its election, immediately terminate this Lease.

ARTICLE V ASSIGNMENT AND SUBLETTING

Section 5.01 Assignment and Subletting. Tenant shall not, by affirmative action or by the operation of law, assign or mortgage or transfer this Lease, or permit the occupancy by licensees, concessionaires, or any other party without the prior written consent of Landlord, which may be withheld at Landlord's sole discretion. Tenant shall not sublet the Demised Premises or any portion thereof. No assignment, transfer, mortgage, or subletting by Tenant, by affirmative action or by the operation of law, shall relieve Tenant of the obligations of Tenant under this Lease.

ARTICLE VI SERVICES

Section 6.01 Landlord Services. Landlord agrees to furnish Tenant the following services (the "Services") for the Demised Premises in a manner in which such services are customarily provided, herein:

1. Access to common areas, including scheduled access to conference rooms and other meeting areas based on availability;
2. Centralized mail area;
3. Hot and cold water in common areas of the Building;
4. Sanitary sewer service in common areas of the Building;
5. Electrical service for the Demised Premises;
6. Heating, ventilating and air conditioning ("HVAC") service for the Demised Premises;
7. Internet Access;



8. Janitorial services and cleaning of all common areas;
9. Snow removal for parking lot, sidewalks, and walkways ; and
10. Basic grass mowing and lawn care.

Section 6.02 Suspension of Services. Landlord reserves the right to suspend service of the HVAC, electrical, gas, water, plumbing or other mechanical systems in the Building when necessary by reason of governmental regulations, civil commotion or riot, accident or emergency, or for repairs, alterations, or improvements which are in the reasonable judgment of Landlord desirable or necessary for the operation of the Demised Premises, or for weather or for any other reason beyond the power or control of Landlord. Landlord shall provide notice of suspension of services and the length of time services shall be suspended as soon as possible but no less than twenty-four (24) hours in advance unless circumstances make such advance notice impossible or impractical. Landlord shall not in any way be liable or responsible to Tenant for any loss or damage or expense which Tenant may sustain or incur if, during the Term, because of conditions beyond Landlord's control, the quantity or character of any utility service is changed or is no longer available or suitable for Tenant's requirements. Tenant shall not be entitled to a claim for constructive eviction or disturbance of right to possess the Demised Premises or an abatement of any rentals payable hereunder because of the temporary suspension of the utility services or mechanical systems because of circumstances beyond the power or control of Landlord. However, Landlord shall make commercially reasonable efforts to ensure that the utility services or mechanical systems are reinstated as soon as reasonably possible. Landlord shall use commercially reasonable efforts to complete all repairs, alterations and maintenance in a manner which is calculated to avoid any interference with Tenant's operation.

Section 6.03 Parking. Tenant shall be allowed to use the parking lots adjacent to the Impact Center on a first come, first serve basis, subject to such rules and regulations which Landlord may establish from time to time. Tenant may have the use of the parking lot for special events, community engagement, and/or a farmer's market, with the express written consent of the Landlord. Tenant shall obtain proper permitting and insurance for any parking lot events.

ARTICLE VII REPAIRS AND MAINTENANCE

Section 7.01 Landlord's Maintenance and Repair Obligation. Landlord shall keep the foundation, walls, exterior windows and exterior doors, structural columns, HVAC and fire protection and security equipment and systems relating to or serving the Building wherever located, and gas, electrical, water, and sanitary sewer systems and equipment relating to or serving the Demised Premises in good working condition and/or repair and shall make such modifications or replacements thereof as may be reasonably necessary to maintain such condition or as may be required by law or ordinance to the extent the same relate to the Building generally and not as a result of the use thereof. In addition, Landlord shall keep the parking areas, driveways, sidewalks, entryways, loading docks, roof, gutters and downspouts in or



adjacent to the Building in a condition and repair similar to the existing as of the date hereof. Any maintenance, repairs, or replacements to such matters made necessary by any negligence or willful misconduct of Tenant, its agents, employees or invitees, or due to Tenant's failure to comply with its duties and obligations under this Lease shall be paid for by Tenant, subject to the terms of Section 8.04 below. Landlord reserves the right to re-enter the Demised Premises at reasonable times and with prior notice to Tenant if providing such notice would be reasonable under the circumstances to inspect the same, to make such repairs to the Demised Premises as Landlord reasonably may deem necessary, and to alter, improve, or repair any portion of the Building. Landlord shall use reasonable efforts to restrict inspections and repairs requiring entry into the Building to minimize disruption to Tenant's operations, or to otherwise perform the same so as to avoid any material interference with the Tenant's operation, but any excess costs related to such limitation, such as higher labor rates for overnight work, shall be paid by Tenant. For purposes of this Lease, any reference to "Normal Business Hours" shall mean 7:00 a.m. through 5:00 p.m., Monday through Friday, other than holidays established by Landlord. Landlord shall have all mechanicals, plumbing, electrical, HVAC, equipment, and plumbing in good working order upon Lease commencement date.

Section 7.02 Tenant's Maintenance and Repair Obligation. All maintenance, repairs, or replacements relating to fixtures, furnishings, and equipment in the Demised Premises which are not the obligation of Landlord shall be the obligation of Tenant and shall be made by Tenant at Tenant's sole cost and expense. Tenant shall keep the Demised Premises in a neat and clean condition and in good order at all times. Tenant's contractor shall coordinate their work in the Demised Premises with the maintenance personnel of Landlord.

Section 7.03 Alterations. No Alterations shall be made in the Demised Premises by Tenant without the prior written consent of Landlord, which may be withheld at Landlord's sole discretion. Tenant shall have no right to make any leasehold improvements to the Demised Premises at any time or under any circumstances. Tenant shall have the right to install all furniture, furnishings, and equipment necessary or desirable for the conduct of Tenant's operations, all at no cost to Landlord. Any furnishings and equipment installed on the Demised Premises shall be maintained by Tenant, at Tenant's expense, in good condition and repair. Any personal property and unattached equipment installed by Tenant may be removed at the termination of this Lease, provided that Tenant shall repair any damage caused to the Demised Premises by such removal. Any personal property and unattached equipment remaining in the Building or on the Demised Premises upon termination of this Lease shall, if not removed within ten (10) days after written demand from Landlord to Tenant to remove the same, at Landlord's option in its sole discretion, become the property of Landlord, and Landlord may retain or dispose of such personal property and unattached equipment in its sole discretion and without liability to account to Tenant. In any event, Tenant shall not remove any leasehold improvements and shall surrender the Demised Premises at the end of the Term in good condition and repair, ordinary wear and tear and damage by casualty or condemnation excepted.

ARTICLE VIII INSURANCE



Section 8.01 Liability Insurance to be Furnished by Tenant and Indemnification. Tenant shall purchase and maintain in force at all times during the Term, commercial general liability insurance insuring against loss, cost and expense by reason of injury to or the death of persons or damage to or the destruction of property arising out of or in connection with the occupancy or use of the Demised Premises by Tenant, such insurance to include Landlord as an additional named insured, to be carried with an insurer acceptable to Landlord, and to have limits of not less than One Million Dollars (\$1,000,000.00) per occurrence, with a Two Million Dollars (\$2,000,000.00) annual aggregate limit. Tenant shall provide written notice to Landlord in the event of any accident, damage or injury occurring on or about the Demised Premises, including fire, flood or other casualty, burglary or vandalism, as soon as reasonably possible given the severity of the event. Subject to Section 8.04, Tenant shall indemnify and save harmless Landlord from any loss, liability, cost or expense (including attorneys' fees and court costs incurred in the defense thereof) arising out of or in connection with Tenant's use and occupancy of the Demised Premises during the Term, including any injuries to persons or damages to property, unless caused by the acts or omissions of Landlord, or its agents, employees or contractors.

Section 8.02 Copies of Policies to be Furnished by Tenant. Tenant shall furnish Landlord with certificates of insurance for the insurance coverage and renewals thereof. Such coverage may be maintained under a blanket insurance policy of Tenant; however, limits listed in Section 8.01 above shall be maintained.

Section 8.03 Insurance to be Furnished by Landlord. Landlord shall keep the Building and the improvements, equipment and facilities in or benefitting the Building (but not the contents of the Building or any personal property of Tenant) and the improvements, equipment and facilities of Landlord insured during the Term against loss or damage by fire and other casualties as are customarily covered by standard casualty insurance with extended coverage endorsement in amounts and with insurance carriers or companies decided upon by Landlord. Landlord shall obtain commercial general liability insurance in its customary amounts for loss or damage resulting from or arising out of the use of the Building. Notwithstanding the foregoing requirement regarding insurance coverage, Landlord shall have the right to self-insure part or all of said insurance coverage in Landlord's sole discretion. In the event Landlord elects to self-insure all or any part of any risk that would be insured under the policies and limits described above, and an event occurs where insurance proceeds would have been available but for the election to self-insure, Landlord shall make funds available to the same extent that they would have been available had such insurance policy been carried.

Section 8.04 Waiver of Subrogation. Landlord hereby releases Tenant from any liability to Landlord (or anyone claiming through or under Tenant by way of subrogation) for any loss or damage to the Demised Premises or Building, caused by fire or other perils normally covered by standard casualty insurance whether or not such property is actually insured against any such loss, even if such loss or damage shall have been caused by the fault or negligence of Tenant or Tenant's staff, contractors, visitors, employees, officers, invitees or agents (collectively, "Tenant's Occupants"). Tenant hereby releases Landlord from any liability or responsibility to



Tenant (or anyone claiming through or under Landlord by way of subrogation) for any loss or damage to Tenant's property caused by fire or other perils normally covered by standard casualty insurance, whether or not such property is actually insured against any such loss or damage, even if such loss or damage shall have been caused by the fault or negligence of Landlord or Landlord's staff, contractors, visitors, employees, officers, invitees or agents (collectively, "Landlord's Occupants"). Any fire and casualty insurance obtained by Landlord or Tenant shall recognize this Section 8.04 and contain an appropriate waiver of subrogation clause. Each party will, upon request, deliver to the other party a certificate evidencing such waiver of subrogation by the insurer.

ARTICLE IX **DAMAGE TO DEMISED PREMISES**

Section 9.01 Damage to Demised Premises. In the event the Demised Premises is partially or totally destroyed by fire or other casualty, then, subject to the following terms of this Article, Landlord shall repair or restore the same to substantially the same condition as existed prior to such fire or other casualty. Notwithstanding the foregoing provision, in the event the Demised Premises or any portion of the Building is partially or totally destroyed by fire or other casualty and such damage will cost in excess of Two Hundred Thousand Dollars (\$200,000.00) to repair or restore, Landlord in its sole discretion shall have the option to either rebuild and repair the Demised Premises or damaged portion of the Building or to terminate this Lease. Landlord shall give notice in writing to Tenant of Landlord's election to rebuild and repair or to terminate this Lease, as the case may be, within thirty (30) days of the happening of the event of destruction or damage ("Landlord's Casualty Election"). Landlord shall use all commercially reasonable efforts to provide temporary premises, in another building owned or run by Landlord for Tenant following a casualty loss unless Landlord has elected to terminate the Lease as permitted above; provided, however, that Landlord shall have no obligation to provide temporary premises for Tenant if the period in which the Demised Premises are unavailable for Tenant's use is twenty (20) days or less. If the Demised Premises is rendered partially or wholly untenable from fire or other casualty, and if Landlord does not provide temporary premises as required above, Tenant shall have the option to terminate the Lease, so long as Tenant provides written notice to Landlord of Tenant's exercise of the option to terminate within thirty (30) days of receipt of Landlord's Casualty Election. In the event Landlord elects to rebuild and repair and Tenant does not exercise its option to terminate this Lease, Landlord shall proceed with the same as soon as practical and in all events shall use commercially reasonable efforts to cause such rebuilding and repair to be completed to substantially the same condition as existed prior to such destruction as soon as is reasonably possible.

ARTICLE X **EMINENT DOMAIN**

Section 10.01 Eminent Domain. If all or a substantial part of the Demised Premises shall be taken or acquired by any public or quasi-public authority under the power or threat of eminent domain, the Building shall cease and this Lease shall terminate as of the later of (a) the day



possession shall be taken by such public or quasi-public authority or (b) 90 days following Tenant's election to terminate the Lease, which election shall be available to Tenant at any time after notice of the planned taking or acquisition is given. For purposes hereof, a substantial part of the Demised Premises shall be deemed to have been taken if, in Landlord's reasonable judgment, the remainder of the Building not so taken is not reasonably useable or is not reasonably and economically repairable. If less than a substantial part of the Building is taken, this Lease shall remain in force as regards to the portion of the Demised Premises not so taken. All compensation awarded or paid for any taking or acquiring under the power or threat of eminent domain, whether for the whole or a part of the Demised Premises, shall be the sole property of Landlord, and Tenant hereby assigns to Landlord all of Tenant's right, title and interest in and to any and all such compensation.

ARTICLE XI INTENTIONALLY OMITTED

ARTICLE XII INTENTIONALLY OMITTED

ARTICLE XIII TAXES

Section 13.01 Taxes. Landlord shall pay all real estate taxes and assessments, if any, due and payable upon the Demised Premises during the Term.

ARTICLE XIV DEFAULT

Section 14.01 Rights on Tenant's Default. The following shall constitute an "Event of Default" by Tenant under this Lease: (a) a failure to pay when due any payment due under this Lease or a failure by Tenant to provide to Landlord the subordination or estoppel certificate required under this Lease or a breach of Article IV of this Lease, provided that with regard to any payment default, no Event of Default shall exist until ten (10) days after written notice from Landlord of such failure to pay, provided further that Landlord shall be required to give no more than two (2) such notices in any calendar year, or (b) any other default by Tenant in the performance or observance of an obligation under this Lease shall continue after thirty (30) days written notice by Landlord to Tenant; provided that if such default cannot reasonably be cured within said 30-day period, an Event of Default shall not exist if Tenant has commenced efforts to cure such default within such 30-day period and thereafter diligently pursues the same to completion.

Section 14.02 Remedies. When an Event of Default exists, Landlord shall have the following remedies, which shall be in addition to all other remedies available to Landlord at law or in equity:

- (i) elect to terminate this Lease by providing written notice to Tenant and immediately, but in



compliance with all laws, re-enter the Demised Premises and remove all persons and property from the Demised Premises. Landlord may store any property so removed at the cost of and for the account of Tenant;

- (ii) perform the covenant of Tenant which is in default (entering on the Demised Premises if necessary) and recover the cost of such performance from Tenant. Landlord's performance of such covenant shall neither subject Landlord to liability for any loss, inconvenience or damage to Tenant nor be construed as a waiver of Tenant's default or of any other right or remedy provided for herein respecting such default;
- (iii) with respect to a default in any payment due from Tenant to Landlord under this Lease, bring suit for the collection of any amounts for which Tenant is in default; and/or
- (iv) enjoin the failure to perform, or specifically enforce the performance of, any covenants with respect to which Tenant is in default under this Lease.

Interest on any amounts incurred by Landlord as with respect to the cure of an Event of Default hereunder shall bear interest at the Default Rate.

Section 14.03 Default of Landlord. In the event that Landlord shall default in the performance of any covenant, condition, or provision of this Lease, and such default continues for thirty (30) days after written notice by Tenant to Landlord; provided that if such default cannot reasonably be cured within said 30-day period, no default by Landlord shall exist if Landlord has commenced efforts to cure such default within said 30-day period and thereafter diligently pursues the same to completion. Upon the occurrence of any such default by Landlord, Tenant may sue for injunctive relief or to recover damages for any loss directly resulting from such default, but Tenant shall not be entitled to terminate this Lease or withhold, offset, or abate any sums due hereunder. In no event, however, shall either party be liable to the other for any consequential or punitive damages.

Section 14.04 Limitation of Landlord's Liability. If Landlord shall fail to perform any term, condition, covenant or obligation required to be performed by it under this Lease, and if Tenant shall, as a consequence thereof, recover a money judgment against Landlord, Tenant agrees that it shall look solely to Landlord's right, title and interest in and to the Building for the collection of such judgment; and Tenant further agrees that no other assets of Landlord shall be subject to levy, execution or other process for the satisfaction of Tenant's judgment.

ARTICLE XV **MISCELLANEOUS**

Section 15.01 Waivers. No waiver of any condition or covenant in this Lease by either party shall be deemed to imply or constitute a further waiver of the same or any other condition or covenant of this Lease.



Section 15.02 Remedies Cumulative. The remedies of Landlord and Tenant provided herein shall be cumulative, and no one of them shall be construed as exclusive of any other or of any remedy provided herein.

Section 15.03 Subordination. At the option of Landlord, this Lease shall, at all times, be subject, subordinate and inferior to any mortgage that may be placed on the Demised Premises. Upon written request, Tenant shall execute any instrument reasonably necessary to effect the foregoing provision. As a condition precedent to the effectiveness of the foregoing provisions, however, Landlord shall procure from the mortgagee under any such mortgage and deliver to Tenant an agreement providing, in substance, that so long as Tenant shall faithfully discharge the obligations on its part to be kept and performed under the terms of this Lease, its tenancy will not be disturbed, or its rights hereunder affected by any default under any such mortgage, and in the event of the foreclosure or any other enforcement of any such mortgage, the rights of Tenant hereunder shall expressly survive and this Lease shall continue in full force and effect; provided, however, Tenant shall agree to attorn to any mortgagee or purchaser at a foreclosure sale or deed in lieu thereof. If Tenant fails to execute and deliver any such instrument within forty-five (45) days of such request, then such failure shall constitute a material default under this Lease.

Section 15.04 Notices and Certificates. All notices or other written deliveries or requests required under this Lease shall be deemed to be properly served if sent (i) by registered or certified mail with return receipt requested, or (ii) by overnight mail with a responsible company specializing in overnight delivery, to Landlord or Tenant addressed as follows:

If to Landlord,
addressed as follows:

If to Tenant,
Addressed as follows:

or to such other addresses as Landlord or Tenant may designate in writing delivered to the other party for such purpose. Date of service of a notice shall be the date on which delivery of such notice is first attempted.

Section 15.05 Relationship of Parties. Nothing contained herein shall be deemed or construed by the parties hereto, nor by any third party, as creating the relationship of principal and agent, or of partnership, or of joint venture, between the parties hereto.

Section 15.06 Construction. Whenever a word appears herein in its singular form, such word shall include the plural and vice versa; and the neuter gender shall include the masculine and feminine genders. Use of the words "including", "such as", or words of similar import, when



following any general term, statement or matter shall not be construed to limit such statement, term or matter to specific items, whether or not language of non-limitation, such as "without limitation", or "but not limited to", are used with reference thereto, but rather shall be deemed to refer to all other items or matters that could reasonably fall within the broadest scope of such statement, terms or matter. This Lease shall be construed without reference of titles of Articles or Sections, which are inserted for reference only.

Section 15.07 Law of Indiana, Forum, and Jury Waiver. This Lease has been executed under and shall be governed by the laws of the State of Indiana. Any lawsuit arising out of or in any way related to this Lease shall be brought only in the state courts of Madison County, Indiana. Both parties knowingly, voluntarily, and intentionally waive the right to trial by jury in all matters related to this Lease.

Section 15.08 Lease Memorandum. Neither this Lease nor a Memorandum of Lease shall be recorded.

Section 15.09 Force Majeure. In the event that either party is unable to perform any of its obligations under this Lease, or to enjoy any of its benefits, because of natural disaster or decrees of governmental bodies not the fault of the affected party (hereinafter referred to as a "Force Majeure Event"), the party who has been so affected shall immediately or as soon as is reasonably possible under the circumstances give notice to the other party and shall do everything possible to resume performance. Upon receipt of such notice, all obligations under this Lease shall be immediately suspended. If the period of nonperformance exceeds thirty (30) days from the receipt of notice of the Force Majeure Event, the party whose ability to perform has not been so affected may, by giving written notice, terminate this Lease.

Section 15.10 Complete Agreement. This Lease contains a complete expression of the agreement between the parties and there are no promises, representations, or inducements except such as are herein provided.

Section 15.11 Successors in Interest. The covenants, agreements, terms, conditions, and warranties of this Lease shall be binding upon and inure to the benefit of Landlord and Tenant and their respective heirs, executors, administrators, successors, and assigns, but shall create no rights in any other person except as may be specifically provided for herein.

Section 15.12 Partial Invalidity. If any Lease provision is invalid or unenforceable to any extent, then that provision shall be deemed modified to the extent necessary to render that provision enforceable, and if the provision cannot be rendered enforceable that provision may be stricken and the remainder of this Lease shall continue in effect and be enforceable to the fullest extent permitted by law.

Section 15.13 Quiet Enjoyment. Landlord covenants that if Tenant performs and observes the covenants hereunder to be performed or observed by Tenant, Tenant shall peaceably and quietly have, hold and enjoy the Demised Premises during the Term.



Section 15.14 Due Authorization. The persons executing this Lease on behalf of Tenant covenant and represent that Tenant is authorized to conduct business in the State of Indiana. Tenant and Landlord covenant and represent that the person, partner, or member executing this Lease on behalf of such party is duly authorized to sign and deliver this Lease.

Section 15.15 Modifications. This Lease may not be changed or modified unless mutually agreed upon in a writing signed by an authorized representative of each party. The term "Lease" shall mean and encompass all extensions, renewals, and modifications.

Section 15.16 Counterparts. This Lease may be executed in separate and identical counterparts, each of which shall constitute an original, but all of which, when taken together, shall constitute but one Lease. If any party executes and delivers this Lease via facsimile or via e-mail by attaching a .pdf, such party hereby agrees that for the purposes of enforcement and all applicable statutes, laws and rules including, without limitation, rules of evidence and statutes of fraud: (i) the facsimile or .pdf signature of such party shall constitute a binding signature of such party as a symbol and mark executed and adopted by such party with a present intention to authenticate this Lease; (ii) the facsimile or .pdf of this Lease shall constitute a writing signed by such party; and (iii) the facsimile or .pdf of this Lease shall constitute an original of and best evidence of this Lease.

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IN WITNESS WHEREOF, Landlord and Tenant have executed this Lease as of the day, month and year first above written.

LANDLORD

By: Sherry Peak
Printed: Sherry Peak
Title: Executive Director

Date: 7-16-25

TENANT

By: Nigena Livingston
Printed: Nigena Livingston
Title: Head of School
Date: 7/16/25



EXHIBIT A
DEMISED PREMISES

DRAFT



EXHIBIT B
IMPACT CENTER BUILDING RULES AND REGULATIONS

DRAFT

Attachment 21 - Further Facility Details



URBAN ACT Academy: Facility Vision at the Anderson Impact Center

Inspiring Learning, Building Community

Introduction

URBAN ACT Academy (UAA) is poised to transform education in Anderson, Indiana, with its commitment to project-based learning and community impact. Our vision for the future starts with creating a vibrant, nurturing learning environment that fosters academic excellence and emotional growth. The Anderson Impact Center provides the ideal space for this journey, not only due to its robust infrastructure but also because of its shared values and deep community roots.

Facility Overview

The Anderson Impact Center, originally constructed as an elementary school (Maurice Robinson Elementary School), offers spaces uniquely suited to support the diverse needs of young learners. Its facilities include:

- **Classrooms:** Spacious, naturally lit rooms tailored for collaborative, hands-on learning that aligns with UAA's project-based learning model.

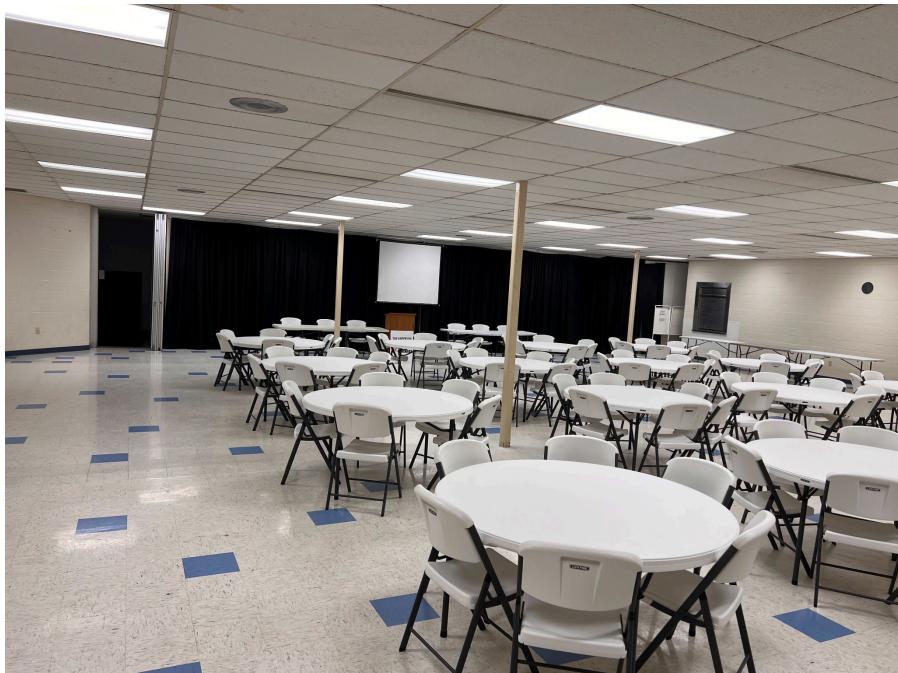




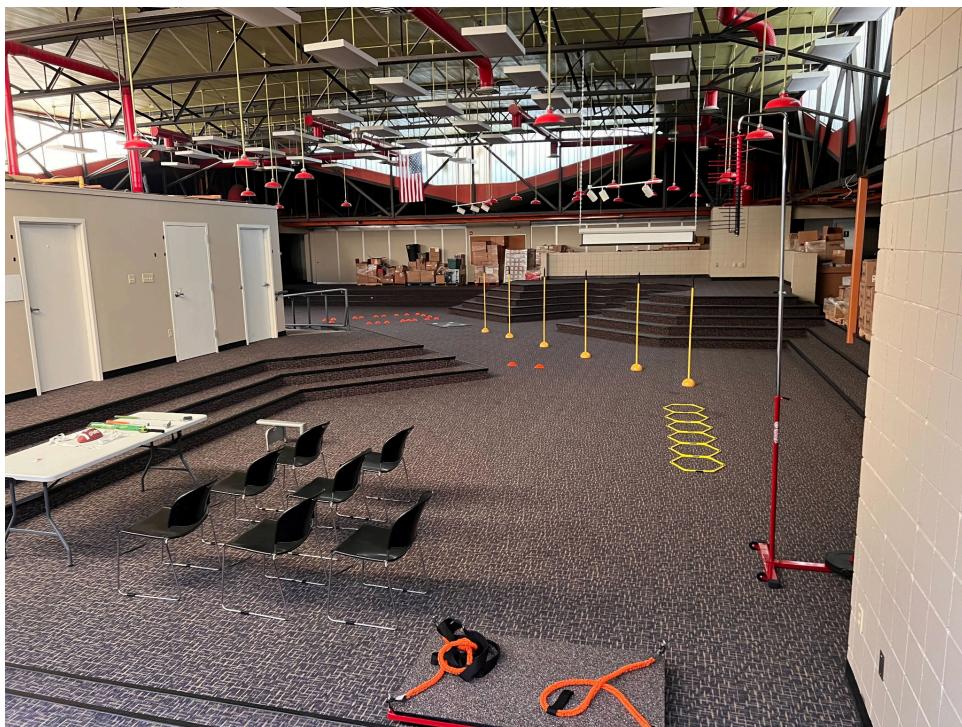
- **Gymnasium:** A versatile area for physical education, large school events, and extracurricular activities.



- **Cafeteria:** A community-focused space that serves both daily meals and broader school events, fostering connections among students, families, and staff.



- **Multipurpose Room:** A versatile space that can be used as a space for recess, reading, special projects.



- **Outdoor Areas:** Secure, ADA-compliant outdoor spaces and play areas where students can engage in physical activity and environmental learning projects.
- **Community Garden:** A robust garden that provides opportunities for outdoor learning, environmental education, and social-emotional support through nature-based projects.



- **Accessibility:** Fully ADA-compliant features, ensuring inclusivity for all students, staff, and families.



The facility's compliance with modern building codes and ADA standards ensures that every student and staff member can navigate the building safely and comfortably.

Facility Compliance and Accessibility

The Anderson Impact Center meets all required **building code and safety standards** to operate as a school. Designed originally as an elementary school, the facility is already equipped with the structural elements necessary for educational use, including fire suppression systems, emergency exits, and secure entry points. The safety features extend to playgrounds and outdoor areas, which are enclosed and meet regulatory requirements for school use.

Additionally, the Anderson Impact Center is fully **ADA-compliant**, with features such as wheelchair-accessible ramps, wide hallways, and elevators to ensure access to every part of the building. These accommodations not only reflect a commitment to inclusivity but also demonstrate UAA's dedication to ensuring opportunity for all students, including those with disabilities. By choosing a facility already designed to meet these rigorous standards, UAA can focus its resources on education rather than retrofitting spaces for compliance.

Facility Alignment with Project-Based Learning

Project-based learning is a cornerstone of UAA's educational philosophy, and the Anderson Impact Center offers an unparalleled opportunity to execute this model effectively. The flexible and multipurpose spaces within the Center are ideal for hands-on, inquiry-driven learning activities that engage students in real-world problem-solving.

- **Civic Learning Through Community Projects:** The Anderson Impact Center regularly hosts community projects and volunteer events. These initiatives provide a built-in civic engagement component, allowing students to participate in authentic learning experiences while giving back to their community. Examples might include creating public art, developing proposals for local initiatives, or assisting with ongoing community programs.
- **Learning in the Community Garden:** The Center's thriving community garden offers a rich platform for interdisciplinary learning. Students can study biology and environmental science, practice teamwork in maintaining the garden, and reflect on social-emotional development through mindfulness exercises in the natural setting.

These unique features make the Center not only a physical space for learning but a partner in achieving UAA's mission to educate the whole child through academics, community engagement, and emotional well-being.

A Legacy and a Personal Connection

The connection between UAA and the Anderson Impact Center is deeply meaningful and rooted in a sense of community and history. Founding Principal Mark Humphrey has a personal connection to the building, having attended the Maurice Robinson Elementary School that once operated there. This unique connection brings an extraordinary layer of authenticity to UAA's mission.

Mark Humphrey's return to the building as an educational leader embodies the transformative power of education and the value of investing in one's community. His journey from student to principal demonstrates the potential that schools like UAA have to nurture local talent and inspire future generations. By anchoring UAA in the Anderson Impact Center, Mark aims to reinvigorate the space with the same sense of purpose and possibility that shaped his own life. His leadership ensures that the school will not only reflect the values of the community but actively work to uplift it.

Optimized for Growth and Staffing Needs

The Anderson Impact Center is not only the perfect home for UAA's launch but also a facility with the scalability to support the school's ambitious growth plans.

- **Initial Launch and Capacity:** In Year 1, the Center will comfortably house nine full-time equivalent (FTE) staff members, including three core subject teachers, two teacher aides, and leadership roles such as the Principal and Head of School. The classrooms are appropriately sized for the projected enrollment and provide ample space for individualized and small-group instruction.
- **Planned Expansion:** As UAA grows, the facility is well-positioned to support additional staff and students. Over the next five years, UAA plans to increase its staff to 18 FTEs, including the addition of specialized positions such as a Family/Community Coordinator and Special Education staff. The layout of the Center allows for the addition of classrooms, resource spaces, and offices to accommodate these new roles without disrupting the learning environment.
- **Flexible Spaces for Creativity and Collaboration:** Shared spaces such as the gymnasium and cafeteria can be reimagined for multi-use purposes, including community presentations, project showcases, and interdisciplinary activities. These features ensure that the facility can adapt to the evolving needs of the school while maintaining a strong focus on student-centered learning.

Anderson Impact Center: A Vibrant Community Hub

The Anderson Impact Center embodies the spirit of community collaboration, hosting events that bring people together and promote health, wellness, and civic engagement. These activities provide further opportunities for UAA students to learn by participating in or observing real-world community efforts.

Attachment 22 - Start-up Plan for the School

URBAN ACT Academy Start-Up Plan

Targeted First Day of Student Attendance: August 5, 2026

School's First Day of Operation (Staff): July 1, 2026

Phase 1: Planning and Design (January 2025 – June 2026)

Task 1: Finalize School Design, Curriculum Development, and Authorizing Body Approvals

- **Time:** January 2025 – December 2025
- **Responsible:** School Leadership Team, Board of Directors, Consultants

Task 2: Develop School Policies (Safety, Discipline, Staff Handbook)

- **Time:** January 2025 – December 2025
- **Responsible:** Head of School, Principal

Task 3: Secure Facility Lease Letter of Intent

- **Time:** Done
- **Responsible:** Head of School

Task 4: Establish Partnerships for Transportation, Nutrition, and Other Services

- **Time:** February 2026 – April 2026
- **Responsible:** Principal, Community Coordinator

Task 5: Begin Hiring Process for Key Staff (Principal, Operations Director, Administrative Assistant)

- **Time:** February 2026 – June 2026
- **Responsible:** Head of School, Principal

Phase 2: Facility Preparation (July 2025 – March 2026)

Task 1: Renovate and Equip School Facilities (Classrooms, Office Spaces, Safety Installations) and collaborate with the Anderson Impact Center

- **Time:** March 2026 – July 2026
- **Responsible:** Operations Manager, Head of School, Principal, Anderson Impact Center Contact

Task 2: Install Technology Infrastructure (Wi-Fi, Smart Boards, Security Systems)

- **Time:** June 2026 – August 2026
- **Responsible:** Head of School, Principal

Task 3: Set Up Classroom Furniture and Educational Resources

- **Time:** August 2025 – May 2026
- **Responsible:** Facilities Manager, Head of School, Principal

Phase 3: Staffing and Training (March 2026 – June 2026)

Task 1: Complete Hiring for Teaching and Support Staff

- **Time:** March 2026 – April 2026
- **Responsible:** Head of School, Principal

Task 2: Conduct Staff Orientation and Professional Development Programs

- **Time:** May 2026 – July 2026
- **Responsible:** Head of School, Principal

Phase 4: Community Engagement (February 2025 – August 2026)

Task 1: Participate in Community Events

- **Time:** February 2025 – August 2026
- **Responsible:** Principal
 - The Principal will attend local events such as Fall Festivals, meet with community pastors, and participate in initiatives like Marvelous Monday Christmas Party to raise awareness about UAA and build trust with the community.

Task 2: Outreach and Partnership Building

- **Time:** June 2025 – July 2026
- **Responsible:** Head of School, Principal, Community Coordinator
 - Outreach efforts will focus on engaging with Early Childhood Education (ECE) centers, churches, and local non-profits to build partnerships and strengthen connections.
 - These efforts will follow the **UAA Community Workplan (image below)**, emphasizing the importance of a collaborative approach to addressing the needs of underserved communities.

| CHURCH | OWNER | CONTACT PERSON | ADDRESS |
|--|---------------------|--------------------------------|-------------------------------|
| [EXAMPLE] Main St. Baptist | Mark | Pastor Hernandez | 555 West Main St. |
| Greater Grace Temple Apostolic Church | Jerry D. Wright | Bishop Jerry Wright | 914 S. Madison Ave |
| Christ Temple Apostolic Church | | Suffrangan Bishop Eddie Robins | 1610 W. 22nd St |
| New Purpose Ministries | Warren Williams Sr. | Darnell Williams | 2402 Dewey St |
| Madison Park Church | | Heather Simple | 6607 Providence Drive |
| Northview Church | | Todd Faulkner | 1720 E 22nd St. |
| Living Water Church | | Tom Farling | 5300 S. State Rd. 67 Unit 1 |
| New Life Church | | Johnny Cawthon | 2515 E. 100 N. |
| East Side Church of God | | Kerry B. Robinson | 2600 E 5th St. |
| Hope Church | | Jamie Woodyard | 3001 Mounds Road |
| Faith Church | | Walt Weaver | 2817 E. 53rd St. |
| South Meridian Church of God | | Steve Wimmer | 2402 Meridian Street |
| Grace Baptist Church | | Dr. Daniel Stevens | 432 W. 300 N. |
| Main Street Church of God | | Carl Stagner | 4211 Main Street |
| Bethany Christian Church | | Chris Bell/Tim Fair | 1920 N. Rangeline Rd. |
| Grace Holiness Church | | Tim Wiford | 3325 Doctor M.L.K. Jr Blvd, |
| Park Place Church of God | | Jonathan Grubbs | 501 College Dr. |
| Central Community Chapel | | | 1004 Indiana Ave |
| St. Mary's Church Anderson | | | 302 E 11th St |
| Greater Light | | | 317 Marine Dr, |
| First Pentacostal Church of Anderson | | Luke/TJ St.Clair | 630 W 53rd St |
| Connection Pointe | | Timothy/Wendy Bailey | 2702 W 38th St |
| Anderson First Church of the Nazarene | | Dr. Jospheh Dagostino III | 2324 Jackson S |
| Ovid Community Church | | John David Delgato | 793 600 S |
| St. John Lutheran Church | | | 310 E 53rd St |
| Anderson Zion Baptist Church | | Pastor Golder | 2008 Reverend J.T. Menifee St |
| Anderson First United Methodist Church | | Corinne Boruff | 1215 Jackson St, |
| East Lynn Christian Church | | | 522 E 53rd St |
| Maple Grove Church of God | | Jordan Davis | 2729 E 38th St |
| Anderson Church of the Brethren | | | 741 Scatterfield Rd |
| Mercy Road Church Anderson | | | 2625 Lindberg Rd, |
| Lone Oak Wesleyan Church | | | 486 N County Rd 500 |
| Glad Tidings Church | | Matthew Boldizar | 2604 Scatterfield Rd |
| Northan Anderson Wesleyan | | David Shafer | 1947 E 240 N |
| Aletheia Church | | Garv McCaslin | 2505 Faith Dr. Anderson |

Task 3: Host Community Events and Open Houses

- **Time:** September 2025 – July 2026
- **Responsible:** Head of School, Principal, Community Coordinator
 - These events will showcase UAA's mission, allow families to tour the school, and engage with teachers and administrators.

Task 4: Finalize Student Enrollment

- **Time:** May 2026 – July 2026
- **Responsible:** Head of School, Principal

Phase 5: Operations and Launch (July 2026 – August 2026)

Task 1: Launch First Day of Operation (Staff)

- **Time:** July 1, 2026
- **Responsible:** Head of School, Principal

Task 2: Open School for Students

- **Time:** August 18, 2026
- **Responsible:** Head of School, Principal

Alignment with Start-Up Budget and Resources

The **Start-Up Plan** aligns closely with the provided **5-Year Budget, Staffing Chart**, and operational resources:

- **Personnel Costs:** Staff hiring follows the staffing chart, ensuring key leadership roles are prioritized in Year 0. The budget accounts for salaries, benefits, and professional development to build a team aligned with UAA's mission. Additionally, Livingston and Humphrey will act as many roles to ensure expenses can be cut down early-on, serving as custodians, school leaders, coaches, lunchroom oversight, and wearing many other hats.
- **Facility Readiness:** The budget allocates sufficient funds for facility preparation, including renovation, equipment, and technology infrastructure. Occupancy costs in Year 0 reflect expenses such as leasing, utility setup, and classroom outfitting.
- **Technology Investment:** The start-up plan includes installing a robust technology infrastructure, aligned with the sample daily and weekly schedule's integration of digital tools, such as smart boards, Wi-Fi, and security systems.
- **Community Outreach:** The inclusion of community engagement activities in Year 0 supports student recruitment and retention, which is essential for meeting ADM targets and sustaining financial stability. Partnerships with community organizations and ECE centers also open opportunities for grants and supplemental funding.
- **Academic and Operational Preparation:** Resources are allocated for classroom furniture, teaching materials, and safety installations, ensuring a safe and engaging learning environment from day one. The detailed schedule supports the delivery of a rigorous and balanced curriculum.

This alignment ensures that all tasks, timelines, and resource allocations work seamlessly toward a successful launch of URBAN ACT Academy.

Attachment 23 - List of Insurance Coverages

URBAN ACT Academy Insurance Coverage Narrative

URBAN ACT Academy has maintained appropriate coverage to safeguard the community from potential risks so that the focus remains on educating students and empowering families. We have partnered with Charter School Insurance Alliance and Trinet, who have agreed to provide URBAN ACT Academy with coverage upon individual triggers for the following types of insurance:

- **Abuse and Molestation Coverage:** Provides defense and indemnity protection for charter schools against claims arising from abuse and molestation allegations. This coverage is typically excluded from any other policy.
- **Automobile Liability:** Coverage if URBAN ACT Academy is legally liable for bodily injury or property damage caused by an automobile, with limits of not less than \$1,000,000 per occurrence for bodily injury and property damage. Additional coverage is also held for employees who travel with liability at \$1,000,000. Such liability insurance provides coverage for school-owned vehicles only. If an employee drives a personally-owned vehicle for school-related business, they must have personal auto coverage of at least \$100,000. All such employees must provide certificates of insurance to be kept on file at the school.
- **Directors & Officers:** Provides financial protection for the directors and officers of URBAN ACT Academy in the event they are sued in conjunction with the performance of their duties as they relate to the educational institution, with a minimum coverage of \$1,000,000.
- **Educators' Errors & Omissions (Professional Liability) Insurance:** Protects URBAN ACT Academy from claims arising from failure to perform within the scope of professional duties, which results in damages to another party. Coverage includes limits of not less than \$1,000,000 per occurrence and \$3,000,000 aggregate.
- **Employee Benefits Liability:** Coverage for wrongful acts committed in administering URBAN ACT Academy's employee benefits program, with coverage of not less than \$1,000,000.
- **Employment Practices Liability:** A form of liability insurance covering wrongful acts arising from employment practices such as wrongful termination, discrimination, and sexual harassment, with limits of not less than \$1,000,000.
- **Employee Dishonesty Liability:** Employee dishonesty liability insurance of at least \$1,000,000 for all school employees.
- **General Liability:** Coverage for URBAN ACT Academy when negligent acts and/or omissions result in bodily injury and/or property damage on the premises of the school, when someone is injured as the result of using a product manufactured or distributed by the school, or when someone is injured in the general operations of the school. This coverage is provided in an occurrence form, with limits of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate for bodily injury, personal injury, and property damage liability.

Coverage includes:

- All premises and operations, products/completed operations, independent contractors, separation of insureds, defense, and contractual liability.
- Sexual abuse/molestation liability.

- Medical payments of \$5,000.
- **Property Insurance:** Protection against most property risks, such as fire, theft, and some weather damage. This includes specialized forms of insurance such as fire insurance, flood insurance, earthquake insurance, or boiler insurance.
- **Workers' Compensation Insurance:** Provides compensation and medical care for employees who are injured in the course of employment in exchange for mandatory relinquishment of the employee's right to sue their employer for the tort of negligence.
- **Student Accident Insurance:** Defined as an unforeseeable external event that causes injury to one or more students during school hours or school-related activities, covering no less than \$1,000,000.
- **Umbrella/Excess Liability:** Umbrella or excess liability insurance with limits of not less than \$3,000,000 to provide additional limits for underlying general, automobile, employer, and educator legal liability.

URBAN ACT Academy's comprehensive approach to insurance coverage ensures that the school is well-prepared to address potential risks, protect its students and staff, and maintain a safe and secure learning environment.

Table 25– Budget Worksheet A

| Preoperational Year | | |
|---|------------------|--|
| SCHOOL NAME: URBAN ACT Academy | DATES COVERED: | July 1, 2025 - June 30, 2026 |
| INCOME | Budget Amount | Description: Specific Source |
| Cash In -- Funding Source | | |
| State Grants (Please Describe) | | |
| Other Grants (Please Describe) | | |
| Investment Earnings | \$150.00 | Interest Income from Savings |
| Donations/Gifts (Please Describe) | | |
| Other (Please Describe) | | |
| TOTAL CASH IN (INCOME) | \$150.00 | |
| EXPENSES | | |
| Expenditure | Budget Amount | Description: Assumptions |
| Legal | \$8,500 | |
| Accounting and Consulting | \$120,000 | pF Coaching Consulting, Accounting Services, Educational Leadership Consulting |
| Filing | | |
| Fundraising | | |
| Marketing: Including Printing and Postage | \$15,000 | Marketing Campaign for Enrollment |
| Rent: Office Space and Utilities | \$48,000 | \$4,000/month |
| Supplies | \$3,500 | Office Supplies & Furniture |
| Equipment | \$2,800 | Computer Hardware |
| Labor | \$250,500 | Management Salary & Benefits; New Hires |
| Other (Please Describe) | \$4,000 | |
| TOTAL EXPENSES | \$452,300 | |

Table 25- Budget Worksheet B

| Budget Schedule B | | | | | | | | | | | | Minimum Revenue for Financial Viability: \$0.00 |
|-----------------------------------|--|--|--------|-----------|----------------|----------|----------|---------|----------|--------|--------|---|
| Projected Enrollment | School Name: | URBAN | ACT | ACADEMY | Dates Covered: | 7/1/26 | -6/30/2 | 7 | May | June | Total | |
| | Description (where requested in Column A) | July | August | September | October | November | December | January | February | March | April | |
| CARRY OVER | | 747,850 | | | | | | | | | | 747,850 |
| I. CASH IN (INCOME): | | | | | | | | | | | | |
| Donations/Gifts (Please Describe) | Fundraisers & Donations | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 5,000 | 60,000 |
| Food Service | Offsets Food svc Exp | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 4,375 | 52,500 |
| Investment Earnings | | 3,125 | 3,125 | 3,125 | 3,125 | 3,125 | 3,125 | 3,125 | 3,125 | 3,125 | 3,125 | 37,500 |
| Loan From Common School | | | | | | | | | | | | |
| Loan | | | | | | | | | | | | |
| Other Grants (Please Describe) | Title I,II,IV & Part B | 0 | 0 | 0 | 0 | 9,375 | 9,375 | 9,375 | 9,375 | 9,375 | 9,375 | 75,000 |
| State Grants (Please Describe) | Misc Small Grants | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 1,250 | 15,000 |
| State Tuition Support | \$9,567 per student includes Tuition support/State Sped/NESP @ ASC ave per LSA | 59,794 | 59,794 | 59,794 | 59,794 | 59,794 | 59,794 | 59,794 | 59,794 | 59,794 | 59,794 | 717,525 |
| Transportation | Other (Please Describe) | Charter/Innovation grant (or local property tax replacement) @ \$1,400/student | 52,500 | | | | | | | | | 105,000 |
| TOTAL CASH IN (INCOME): | | 817,019 | 73,544 | 126,044 | 73,544 | 82,919 | 82,919 | 135,419 | 82,919 | 82,919 | 82,918 | 1,810,375 |
| II. EXPENDITURES: | | | | | | | | | | | | |
| <i>A. Employee Salaries</i> | Head of School | (CAO, Dir of External Partnerships, Ops, Superintendent of LEA) | 11,333 | 11,333 | 11,333 | 11,333 | 11,333 | 11,333 | 11,334 | 11,334 | 11,334 | 136,000 |

Table 25- Budget Worksheet B

Table 25- Budget Worksheet B

Table 25- Budget Worksheet B

Table 25– Budget Worksheet B

| Other Capital Outlay | | N/A | | | | | | | | | | | | |
|---|-----------------|----------------|----------------|---------------|---------------|---------------|----------------|---------------|---------------|---------------|---------------|---------------|------------------|-------|
| Total Capital Outlay | | 39,000 | 6,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 45,000 | | |
| <i>H. Other Expenditures</i> | | | | | | | | | | | | | | |
| Audit Expense | | | | | | | | | | | | 15,000 | | |
| Dues & Fees | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 200 | 2,400 | | |
| Judgments | | | | | | | | | | | | | | |
| Debt Services | | | | | | | | | | | | | | |
| Travel Expense/Mileage | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 250 | 3,000 | | |
| Reimbursement | | | | | | | | | | | | | | |
| Description (where requested in Column A) | | July | August | September | October | November | December | January | February | March | April | May | June | Total |
| Field Trips | | 750 | 750 | 750 | 750 | 750 | 750 | 750 | 750 | 750 | 750 | 750 | 8,250 | |
| Payments to an EMO | N/A | | | | | | | | | | | | | |
| BSU Administrative Fee | | | | | | | | | | | | | | |
| Total Other Expenditures | 450 | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | 1,200 | 16,200 | 1,200 | 1,200 | 1,200 | 1,200 | 28,650 | |
| TOTAL EXPENDITURES | 133,884 | 96,084 | 93,587 | 82,486 | 81,988 | 87,689 | 97,488 | 83,988 | 89,187 | 83,486 | 83,086 | 84,587 | 1,111,640 | |
| REMAINING CASH BALANCE (DEFICIT) | (47,322) | (9,522) | (7,025) | 9,492 | 9,990 | 4,290 | (5,509) | 7,991 | 2,792 | 8,493 | 8,893 | 7,392 | 698,735 | |

| Budget Worksheet Projected Five Year Cash Flow | | | | | |
|--|--------------------------------|--------------------------------------|--|------------------------------|------------------------------|
| | School Name: URBAN ACT Academy | Pre-operational (From Schedule A) | First Fiscal Year (From Schedule B) | Second Fiscal Year | Third Fiscal Year: |
| Dates Covered | | July 1, 2025 - June 30, 2026 | July 1, 2026 - June 30, 2027 | July 1, 2027 - June 30, 2028 | July 1, 2028 - June 30, 2029 |
| Projected Enrollment | 0 | 75 | 100 | 150 | 150 |
| Minimum enrollment for financial viability | 0 | | | | |
| CARRY OVER | 1,200,000 | 747,850 | 484,938 | 236,072 | 377,602 |
| I. CASH IN (INCOME): | | | | | |
| Donations(Gifts) | 0 | 0 | 0 | 0 | 0 |
| Food Service | 52,500 | 70,000 | 105,000 | 105,000 | 105,000 |
| Investment Earnings | 150 | 37,500 | 25,000 | 25,000 | 25,000 |
| Loan From Common School Loan | | | | | |
| Other Grants (Estimated Title 1, 2, 4 and Federal Part B @ combined \$ K/student based on past experience, other charter school experience, and anticipated demographics) | 75,000 | 100,000 | 150,000 | 150,000 | 150,000 |
| State Grants (State Sped/paid along with state tuition support but no longer incl there at OCS request) + TAG/NESP estimates = total estimate (@ \$1,500/student, in line w/ASC sped and with other charter school state sources | 112,500 | 150,000 | 225,000 | 225,000 | 225,000 |
| State Tuition Support | 632,775 | 854,381 | 1,281,571 | 1,281,571 | 1,281,571 |
| Transportation | | | | | |
| Other (Please Describe)/There is no clarity on how to calculate the proposed change to local levy \$ beginning potentially in FY27 after the \$1,400/student goes away. As a conservative placeholder to capture this and other miscellaneous sources, we are using \$500 per student in lieu of \$1,400 | 37,500 | 50,000 | 75,000 | 75,000 | 75,000 |
| TOTAL CASH IN (INCOME): | 150 | 1,695,625 | 1,734,319 | 2,097,643 | 2,239,173 |
| | | | | | 2,186,856 |

| | Pre-operational (From Schedule A) | First Fiscal Year (From Schedule B) | Second Fiscal Year | Third Fiscal Year: | Fourth Fiscal Year: | Fifth Fiscal Year: |
|---|--------------------------------------|--|--------------------|--------------------|---------------------|--------------------|
| II. EXPENDITURES: | | | | | | |
| <i>A. Employee Salaries</i> | | | | | | |
| Head of School | 136,000 | 136,000 | 136,000 | 136,000 | 136,000 | 136,000 |
| Principal | 95,000 | 95,000 | 98,000 | 100,000 | 104,000 | 108,000 |
| Other Administration - Business Manager | | | 55,000 | 56,000 | 59,000 | 60,000 |
| Classroom Assistants | | | 60,000 | 62,000 | 65,000 | 100,000 |
| Clerical | 45,000 | 45,500 | 46,000 | 48,000 | 50,000 | |
| Consultants | | | | | | |
| Librarians | | | | | | |
| Overtime Expense | | | | | | |
| Social Workers | | 24,000 | 36,000 | 48,000 | 55,000 | 57,000 |
| Substitute Teachers | | 10,000 | 12,000 | 15,000 | 15,000 | 15,000 |
| Teachers | | 165,000 | 300,000 | 420,000 | 540,000 | 550,000 |
| Technicians | | | | | | |
| Temporary Salaries | | | | | | |
| Other Human Resource Expense | | | | | | |
| Total Employee Salaries | 231,000 | 535,000 | 744,500 | 886,000 | 1,057,000 | 1,076,000 |
| <i>B. Employee Benefits</i> | | | | | | |
| Group Dental Insurance | | | | | | |
| Group Health Insurance | 19,500 | 105,000 | 146,000 | 175,000 | 205,000 | 215,000 |
| Group Life Insurance | | | | | | |
| Long-Term Disability Insurance | | | | | | |
| Public Employee Retirement | | | | | | |
| Social Security & Medicare | | | | | | |
| Teacher Retirement | | 21,800 | 25,800 | 30,000 | 30,900 | 30,900 |
| Unemployment Compensation | | 1,750 | 1,750 | 2,250 | 2,318 | 2,318 |
| Workers Compensation | | 1,750 | 1,750 | 2,250 | 2,318 | 2,318 |
| Other Employee Benefits | | 25,000 | 30,000 | 35,000 | 36,050 | 36,050 |
| Total Employee Benefits | 19,500 | 155,300 | 205,300 | 244,500 | 276,586 | 286,586 |

| | Pre-operational (From Schedule A) | First Fiscal Year (From Schedule B) | Second Fiscal Year | Third Fiscal Year: | Fourth Fiscal Year: | Fifth Fiscal Year: |
|--|--------------------------------------|--|--------------------|--------------------|---------------------|--------------------|
| <i>C. Rental of Facilities & Utilities</i> | | | | | | |
| Electricity | | 13,200 | 13,596 | 14,004 | 14,424 | 14,857 |
| Gas, Oil, or Steam Heat | | 11,400 | 11,742 | 12,094 | 12,457 | 12,831 |
| Grass and Tree Services | | | | | | |
| Internet Access | | 2,400 | 2,472 | 2,546 | 2,623 | 2,701 |
| Rent | | 48,000 | 120,000 | 120,000 | 120,000 | 120,000 |
| Repair & Maintenance Services | | 25,000 | 25,750 | 26,523 | 27,318 | 28,138 |
| Telephone Long Distance | | 2,000 | 2,060 | 2,122 | 2,185 | 2,251 |
| Trash Removal | | 5,000 | 5,150 | 5,305 | 5,464 | 5,628 |
| Others Utilities | | 5,000 | 7,725 | 7,957 | 8,195 | 8,441 |
| Water & Sewer | | 7,500 | | | | |
| Total Rent and Utilities | 48,000 | 191,500 | 188,495 | 190,550 | 192,666 | 194,846 |
| <i>D. Insurance</i> | | | | | | |
| Board Errors and Omissions | | 2,500 | 2,575 | 2,652 | 2,732 | 2,814 |
| General Liability Insurance | | 1,500 | 1,545 | 1,591 | 1,639 | 1,688 |
| Health Insurance | | | | | | |
| Property & Casualty Insurance | | 2,000 | 2,060 | 2,122 | 2,185 | 2,251 |
| Property & Inland Marine | | | | | | |
| Theft Insurance | | 1,000 | 1,030 | 1,061 | 1,093 | 1,126 |
| Treasurer Bonds | | 1,000 | 1,030 | 1,061 | 1,093 | 1,126 |
| Umbrella/excess Liability | | 1,000 | 1,030 | 1,061 | 1,093 | 1,126 |
| Vehicle Insurance | | | | | | |
| Cyber | | 650 | 670 | 690 | 710 | 732 |
| Total Insurance | 0 | 9,650 | 9,940 | 10,238 | 10,545 | 10,861 |
| <i>E. Service Contracts</i> | | | | | | |
| Accounting & Payroll Services | | 25,000 | 3,600 | 16,480 | 16,974 | 17,484 |
| Consulting Services | | 55,000 | | | | 18,008 |
| Data Processing Services | | | | | | |
| Equipment Rental & Lease | | 8,400 | 8,652 | 8,912 | 9,179 | 9,454 |
| Food Service Contract | | 52,500 | 70,000 | 105,000 | 105,000 | 105,000 |
| Legal Services | | 8,500 | 9,000 | 9,270 | 9,548 | 9,835 |
| Professional & Technical Services | | 10,000 | | | | 10,130 |
| Pupil Transportation Contract | | | | | | |
| SPED/Mental Health Contract | | 50,064 | 56,752 | 70,128 | 70,128 | 70,128 |
| Staff Development | | 30,000 | 15,000 | 15,450 | 15,914 | 16,391 |
| Other Service Contracts | | | | | | 16,883 |
| Total Service Contracts | 128,500 | 138,564 | 176,604 | 188,029 | 189,569 | 191,156 |

| | Pre-operational (From Schedule A) | First Fiscal Year (From Schedule B) | Second Fiscal Year | Third Fiscal Year: | Fourth Fiscal Year: | Fifth Fiscal Year: |
|---|--------------------------------------|--|--------------------|--------------------|------------------------|--------------------|
| <i>F. Supplies & Materials</i> | | | | | | |
| Advertising | 15,000 | 6,000 | 6,180 | 6,180 | 6,500 | 6,500 |
| Computer Software | | 21,400 | 22,042 | 22,042 | 22,500 | 22,500 |
| Custodial Supplies | | 4,500 | 4,635 | 4,635 | 4,900 | 4,900 |
| Instructional Supplies | | 15,000 | 20,000 | 20,000 | 20,000 | 20,000 |
| Library Books | | | | | | |
| Office Supplies & Expense | 1,000 | 3,180 | 3,180 | 3,180 | 3,180 | 3,180 |
| Postage | | 500 | 515 | 515 | 545 | 560 |
| Printing | | 3,300 | 3,400 | 3,400 | 3,600 | 3,700 |
| Subscriptions | | 2,160 | 2,225 | 2,225 | 2,850 | 2,850 |
| Testing & Evaluation Supplies | | 6,000 | 6,200 | 6,200 | 6,600 | 6,600 |
| Textbooks | | 26,000 | 28,000 | 28,000 | 28,000 | 28,000 |
| Other Supplies & Materials | | | | | | |
| Total Supplies & Materials | 16,000 | 88,040 | 96,377 | 96,377 | 99,675 | 99,675 |
| <i>G. Capital Outlay</i> | | | | | | |
| Computer Hardware | 2,800 | 41,000 | 15,000 | 28,000 | 10,000 | 10,000 |
| Computer Software | | 1,000 | | | | |
| Office Furniture & Equipment | 1,500 | 1,000 | 1,000 | 1,000 | 1,000 | 1,000 |
| Instructional Furniture & Equipment | | 3,000 | 3,000 | 2,000 | 2,000 | 3,000 |
| Other Capital Outlay | | | | | | |
| Total Capital Outlay | 5,300 | 45,000 | 19,000 | 31,000 | 13,000 | 13,000 |
| <i>H. Other Expenditures</i> | | | | | | |
| Audit Expense | | 15,000 | 17,000 | 17,000 | 17,000 | 17,000 |
| Dues & Fees | 1,000 | 2,400 | 2,400 | 2,400 | 2,400 | 2,400 |
| Travel Expense/Mileage | 2,000 | 3,000 | 3,000 | 3,000 | 3,000 | 3,000 |
| Reimbursement | 1,000 | | | | | |
| Field Trips | | 8,250 | 10,000 | 12,500 | 14,000 | 14,000 |
| BSU Administrative Fee | | 18,983 | 25,631 | 38,447 | 38,447 | 38,447 |
| Total Other Expenditures | 4,000 | 47,633 | 58,031 | 73,347 | 74,847 | 74,847 |
| TOTAL EXPENDITURES | | 452,300 | 1,210,687 | 1,498,247 | 1,720,041 | 1,913,888 |
| REMAINING CASH BALANCE (DEFICIT) | | 747,850 | 484,938 | 236,072 | 377,602 | 325,285 |
| | | | | | | |



ATTACHMENT 25 - URBAN ACT Academy - Budget Narrative

URBAN ACT Academy (UAA) submits this narrative which includes revenue assumptions, tuition support calculations with added complexities, investment income sources, clearly outlined staffing and contracted services, and detail regarding special education and English Learner (EL) supports. This updated narrative also integrates the contracted-service model provided in the GSEA Scope of Work.

The resulting budget provides a financially realistic and operationally sound plan for launching and sustaining a high-quality school in Anderson, Indiana in Fall 2026.

1. Revenue Assumptions

1.1 Tuition Support Revenue

Tuition revenue reflects the most recent per-pupil funding for Anderson Community Schools, reflecting both the foundational amount and local complexity factors reflecting both the foundational amount and local complexity factors.

Tuition support reflects per-pupil rate based on Anderson funding.

1.2 Investment Earnings

Investment earnings derive solely from UAA's existing cash reserves currently held in deposit accounts. Earnings are based on a conservative and well-documented certificate-of-deposit strategy:

- \$1,000,000 in a 6-month CD at 4.05% (maturing May 2026) → approx. \$45,000
- Upon roll-over: \$850,000 in 6-month CDs at 4.05% (Nov 2026 and May 2027 maturities) → approx. \$38,250 each cycle

These figures rely on national CD rates available at time of budget preparation and reflect a prudent, low-risk reserve strategy.

1.3 Federal, State, and Other Grants

UAA's revised budget itemizes grant sources individually and does not aggregate them. Applicable Indiana charter programs are listed separately, including but not limited to:

- State Charter School Facilities Grant
- Indiana's Charter School Program (CSP), if applicable
- Other Indiana-specific grant streams

Revenue estimates reflect eligibility criteria and historical averages of comparable schools.

1.4 Donations

The budget relies solely on secured, predictable revenue streams.

1.5 “Other” Income

This category includes only revenue sources that are confirmed, recurring, and mission-aligned.

2. Expenditures

Leadership Roles

URBAN ACT Academy's leadership structure is intentionally designed to provide strong instructional support, operational stability and a clear point of accountability in its founding years. Each administrative role directly supports teaching, learning, and school operations, ensuring the school is student-focused and operationally viable. During Years 1 and 2, the Head of School and Principal will fulfill multiple roles and share responsibilities allowing us to meet academic, operational and compliance requirements without adding a standalone Operations Manager in Year 1. This approach delivers direct support to teachers and students while ensuring financial stewardship and scalability, enabling the school to grow sustainably and with excellence.

Instructional Staff

Teacher salaries have been updated to \$45,000–\$65,000, aligning with Anderson regional norms.

Special Education and EL Staffing (Contracted Through GSEA)

To ensure a strong start with special education services, special education and EL services beginning in Year 1 will be contracted through Global Special Education Associates (GSEA) rather than relying on internal hires during early years.

The GSEA contract includes:

Special Education Services (see GSEA proposal)

- Teacher of Record (TOR) for all special education students
- Evaluation coordination
- IEP writing and compliance oversight
- Coordination of all related services (SLP, OT, PT, psych, VI/HI)
- MTSS framework development
- Differentiation, co-teaching, and behavior-support coaching
- 24-hour remote consultation
- Approx. 48 days of onsite/virtual support annually

Annual Cost: \$34,564

Monthly: approx. \$2,880

English Learner (EL) Services

- EL Teacher of Record
- WIDA testing administration
- ILP development, monitoring, and compliance
- Staff PD on ELLevation, ILP implementation, and instructional supports
- 1 day/week onsite or 2 half days

Annual Cost: \$15,500

Monthly: approx. \$1,291

Mental Health / Social Work Services

Rather than hiring a full-time social worker at below-market compensation, UAA will purchase 5–10 hours per week through a licensed provider such as GSEA.

Social Work Cost: Contract-based, proportional to need (included in contracted services).

Substitute Teaching

A substitute teacher line item is incorporated into the budget.

2.2 Employee Benefits

Benefits align with the industry-appropriate **33–40%** range. This adjustment reflects current market conditions for healthcare, retirement, and payroll taxes, ensuring the budget responsibly covers total compensation obligations.

2.3 Contracted Services

Contracted services have been expanded and clarified to align with BSU feedback:

- Special education & EL services (**GSEA**, \$50,064 annually)
- Mental health/social work
- Accounting, auditing, and compliance services
- Legal counsel
- Food service contract (even with anticipated reimbursements)
- Evaluations and state-mandated testing supports

These ensure the budget aligns with both state compliance and student needs from Year 1.

2.4 Facilities & Utilities

Facilities expenses remain consistent but have been refined to clearly separate:

- Operating utilities
- Lease costs
- Costs offset by the State Facilities Grant

These improve transparency of facilities-related revenue/expenditure flows.

2.5 BSU Administrative Fee

A **3% authorizer fee** exists in the annual expenditures, calculated as a percentage of tuition support revenue.

3. Pre-Operational Year (FY 2025-26)

Expenses include:

- Legal preparation
- Student recruitment and marketing
- Consulting and compliance supports
- Facility preparation
- Leadership stipends

These costs will be covered using existing cash reserves and CD investment earnings. No operational charter revenue is used for pre-opening expenses.

4. Financial Sustainability

Revenue assumptions and conservative expenditure planning, UAA maintains:

- Balanced annual operating budgets

- Flexibility through contracted services during early enrollment years
- A lean administrative model supported by multi-role leadership
- A growing financial reserve as enrollment stabilizes at 150 students
- A clear service model for special education and EL students beginning in Year 1

UAA's financial plan supports responsible school opening, continued growth, and long-term viability.