

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

Please provide information for the applicant group's **designated representative**. This individual will serve as the contact for all communications, interviews, and notices from the ICSB regarding the submitted application.

IMPORTANT NOTE: *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

Name of proposed charter school:

New Leaf Career and Tech Academy (NLCTA)

Proposed charter school location:

* Please indicate the city/town and, if known, potential address or neighborhood of location. Virtual operators should indicate the relevant geographies the operator intends to serve.

Gary, Indiana

School district(s) of proposed location:

Gary Community School corporation

Legal name of group applying for charter:

New Leaf Organization

Names, roles, and current employment for all persons on applicant team, including each board member:

Tim Pivarnik, Founder, Proposed Director of School,
The American School

Sasho Dojcinovski, Founder, Proposed Principal, Griffith
Public Schools

James Pigge, Board Member of NLCTA, Retired Educator
Dr. Meg G. Demakas, Board Member NLCTA, CEO Family
Folklore Foundation

Rod Grove, Board Member of NLCTA, Senior Sales
Executive Crown Corr

James Clement, Board Member of NLCTA, Lawyer at
Lucas, Holcomb, and Medrea LLP

Dr. Janet Seabrook M.D. MBA, Board Member of NLCTA,
Executive Director of Community HealthNet

Designated applicant representative:

Tim Pivarnik

Address:

4404 Bedford Road Valparaiso, IN 46383

Office and cell phone numbers:

219-386-9170

Email address:

timpivarnik@comcast.net

Planned opening year for the school:
(Fall 2016 or later)

Fall 2016

Model or focus of proposed school:
(e.g., arts, college prep, dual-language, etc.)

Dropout Recovery Highschool

Proposed Grade Levels and Student Enrollment

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1	9-12	250
Year 2	9-12	255
Year 3	9-12	260
Year 4	9-12	265
Year 5	9-12	270
At Capacity	9-12	270

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

Yes No

If yes, identify the authorizer(s):

Planned submission date(s):

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

Authorizer(s):

Ball State University

Submission date(s):

2014-15



Career Tech Academy

Charter School Application

Opening in the 2016-2017 School Year

Charter School Application:
New Operators

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PROPOSAL NARRATIVE

Executive Summary

Mission and Vision:

Mission: The Mission of New Leaf Career Tech Academy (NLCTA) is to provide a nontraditional 21st century education that would allow at-risk students to successfully compete in a global marketplace through educational experiences that include exposure to the latest technology as well as career and collegiate pathway choices.

Vision: The New Leaf Career Tech Academy trains and develops students to become professional, future employees; who are able to compete within the global marketplace.

Overview of the organization's strategic vision:

The founding team has a shared purpose to seek a charter to enhance and widen the options for the City of Gary to help improve the quality of life for its citizens and give hope to young people that have not thrived in the traditional education system. Allowing for education to be designed for each student with motivation and inspiration imbedded in the model, the charter school will transform students into degree seeking and purpose driven individuals that will give back to their community and neighborhoods. The school model is designed to develop skills that are needed for the world to come and thus uses digital instruction blended with human influence from committed mission-driven teachers. Gary needs the high tech but also "high touch" model, reaching and changing hearts as well as skills. Students will work to develop vocational skills while they pursue the Core 40 diploma through this very unique charter school program.

The program will service the at-risk population within the City of Gary and the Northwest Indiana region. Traditionally, this population has not been successful in earning a high school diploma as well as acquiring hard and soft professional skills that are necessary for becoming productive community members. Our goal is to have the program be an alternative to taking the paths to abject poverty or incarceration because of lack of education and skills - empowering citizens to be self-sufficient. We will be providing a necessary service to this underprivileged community. Utilizing technology built into our students' core curriculum will lead them to becoming productive citizens cognizant of the separation between social and professional life. This will assist students by further developing soft professional skills necessary for future employment. By leveraging partnerships with local businesses and major corporations, we will be able to offer classes, internships and other opportunities that will expose our students to various career options within Northwest Indiana and allow them to confidently step into the career phase of their lives.

To train and develop students to become professional, future employees and who are able to compete within the global marketplace, the school will expose students to technology. They will be led to become future citizens who are cognizant of the separation between social and professional lives. Career pathways will leverage our partnerships with local businesses and major corporations. We will be able to offer classes, internships and other opportunities that will expose our students to various career options within Northwest Indiana and allow them to confidently step into the second phase of their lives. These activities will be conducted by members of our board and employees hired to create community partnerships in urban environments for the purpose of starting a charter school and to benefit the community in a positive way through education.

Educational Need and Target Population:

The student population will consist of individuals that desire a second chance to receive a high school diploma. It is anticipated that young adults will take advantage of the opportunity to reclaim their potential. The City of Gary is the geographic preference. The rationale for selecting the student population is based on the fact that the majority of the urban environments in Northwest Indiana consist of minority groups with single-parent households (mainly women) with over 80% without a high school diploma and living below the poverty line. The great equalizer for these urban areas is education and job training. Our non-traditional model will provide a 21st-century education for a global society that will give these communities an economic boost by training this core demographic of productive aged citizens. Non-academic challenges for adult programs include retention of enrolled students and attendance issues. Assisting students to balance duties as breadwinners and care-giving parents is a major obstacle to the success of the students and thus the school.

Anticipated educational needs have been addressed by members of the founding team in serving similar populations. Students that have dropped out of traditional high school programs most often have learning gaps that may date back to early elementary school. To have a chance to graduate from high school, those gaps must be filled. It has been demonstrated that the model of blended learning proposed for NLCTA has been successful in providing the missed fundamental building blocks. Enrollment priorities will be to serve those who make application according to the procedures of the school, which will comply with the law regarding charter school recruitment. A lottery will be held if necessary if applicants exceed the capacity of the school. Students will not be recruited by grade level as the program is able to be tailored to student needs. Instead, students that are grade 9-12 will be accepted and credits will be thoroughly examined to determine needs for pursuit of diplomas.

Community Engagement:

New Leaf Career Tech Academy is a school of and for the City of Gary. Mayor Karen Freeman-Wilson is firmly supportive of the school and her letter of support is also included in **Attachment 13**. NLCTA is fully immersed in the community of Gary in its recruiting efforts, support services, and local advertising. Once authorized, the school team will hold monthly meetings with those that have shown support and will meet bi-monthly to demonstrate the learning system to attract students. The Social Worker will lead a group called SAAB (Student African American Brotherhood) as a community service and leadership component of the social justice curriculum. As a transformative institution in the community, the New Leaf Career Tech Academy team helps students develop the knowledge, skills, and values needed to become social critics who can make reflective decisions and implement those decisions in effective personal, social, political, and economic action. Many of our students will have limited to no parent involvement in their education. However, we will have an open house every fall for students to bring in parents or any other person supporting them while they are a student at New Leaf Career Tech Academy. We will survey our students on how to effectively communicate with the individuals in their lives that are supporting them while they are in school. Students will have real time access to learning goals, lessons, and digital assessment through the NLCTA on-line reporting system using Compass Odyssey learning management reports and Power School student management system.

To promote the program and give students an opportunity to give back to the community, NLCTA will partner with the Mayor's office for volunteer opportunities for our students such as organizing community clean up events throughout the city of Gary. The more opportunities our students have to give back to the community will assist them in becoming contributing members to society. Our SAAB organization will also partner with other community organizations such as Brother's Keeper, The Salvation Army, and various food pantries run through local churches as community support outreach programs.

Educational Plan/School Design:

Blended Learning / Differentiated Instruction

New Leaf Career Tech Academy implements a flex model of blended learning that incorporates small group instruction, targeted interventions based on skill level, cooperative team learning, and individualized enrichment. Digital curriculum (Compass Odyssey) provides immediate assessment and feedback for students and the school, ensuring that each skill and lesson will pass mastery levels before the student moves on to the next. Students at the school will pursue the core skills as described below. Students will have flexible schedules and will work together in cohort groups, experiencing the support of peers. Teachers will be available for individual tutoring and to provide assistance in meeting all needs. Students will have emphasized for them that we want to offer the shortest path between where they are now and their future. The school will respect the student's dreams and decisions. We offer the students choices in their own education without compromising the high school diploma path. If students need remediation, we can take them back to any level without the lack of dignity that often results from a large group factory model school approach.

Features of Compass Odyssey that serve the targeted population of NLCTA include Odyssey's research-based pedagogy ensuring that students are provided with clear examples and focused activities that move from the simple to the complex and from the concrete to the abstract in a manner that provides scaffold support to the learner. Readiness activities are delivered through engaging, highly interactive, and individualized learning paths that provide targeted instruction on specific skills and concepts. Instant feedback and repetitive skill development ensure that students are mastering critical objectives before moving on to more complex materials.

Teachers and administrators receive timely information on student performance through the management system. Additionally, data from ongoing assessment provides constant feedback to students and teachers so that instructional adjustments can be made in real-time, if necessary.

To meet individual student needs, Compass Learning delivers assessment and learning activities in a variety of formats. Features that support struggling students include:

Curriculum

- A student at any grade level can be placed in any level of the curriculum.
- Students can set their own pace.
- Auditory assistance and/or support is provided throughout activities.
- Activities are engaging to keep students focused and on task.
- Pages within activities are clearly organized and consistent in structure.
- Concepts are repeated, reviewed, and summarized for clarity.
- Activities teach concepts through audio, conversation, graphics, and videos.
- Visual enhancements for teaching concepts include font, font size, spacing, color, bullets, and numbering.
- Activities call on students to use the different intelligences.
- Activities use elements that have built-in feedback and repetition capabilities.
- Activities are broken up into manageable units, which help improve student self-esteem.
- Multimedia in activities is used to trigger the sympathetic imagination and improve emotional intelligence.
- Odyssey Writer allows writers to make frequent revisions without tedious recopying.
- Odyssey Writer includes outlining and semantic webbing (mapping ideas) so writers can easily rearrange their compositions.
- Odyssey Writer is a "What You See is What You Get" (WYSIWYG) tool.
- Online individual student work promotes more emotional honesty and self-disclosure, less fear, less shyness, and less aggressive domination of discussions.

Assessment

- Students can set their own pace.
- Teachers can make accommodations for special mastery levels, time for completion of custom tests, and navigation.
- Instructions and images are clear, allowing for easy navigation.
- Diagnostic-prescriptive capabilities permit individualization of instruction based on assessment results.

Blended Learning with Direct Instruction: Research indicates that the performance of classroom teachers is the number one factor for student value added growth and academic achievement gains according to the report, “A Teacher Evaluation System that Works,” Glenn Daley and Lydia Kim; National Institute for Excellence in Teaching; 1250 Fourth Street, Santa Monica, CA 90401, 2010. ((Wright, Horn, & Sanders, 1997; Rivkin, Hanushek, and Kain, 2000; Rowan, Correnti, & Miller, 2002; Rockoff, 2004; Gordon, Kane, & Staiger 2006)

Increased Instructional Time A clear connection between quality instruction time and student achievement has been established. One study (National Center on Time & Learning, 24 School Street 3rd Floor, Boston, MA 02108, www.timeandlearning.org) indicates that in a study of New York charter schools, time on task as indicated by a longer day had a direct demonstrated connection between performance on achievement testing as well as a longer school year.² Time on task is enhanced with digital curriculum that tracks the actual time spent by the student with learning activities and assessments. With the effectiveness of the digital based real time tracked digital curriculum, the blended approach is in our opinion the very best approach for our high school drop-out recovery school.

¹ Springer, M.G., Ballou, D., & Peng, A. (2008). Impact of the Teacher Advancement Program on Student Test Score Gains: Findings from an Independent Appraisal. Nashville, TN: National Center on Performance Incentives. Available online at http://www.performanceincentives.org/data/files/news/PapersNews/Springer_et_al_2008.pdf

² Caroline Hoxby and Sonali Murarka, “New York City Charter Schools: How Well are They Teaching Their Students?” Education Next, Summer 2008: pp. 54-61.

Vision for Growth:

Grade Level	Number of Students					
	Year 1 2016	Year 2 2017	Year 3 2018	Year 4 2019	Year 5 2020	At Capacity 2020
9	150	100	80	80	85	85
10	80	85	85	85	85	85
11	25	55	60	65	65	65
12	5	25	45	45	45	45
Total	260	265	270	275	280	280

The number of students at each level is an estimate based on our experiences with examining transcripts and actually identifying how many credits and thus, the grade level for students in this population. A major factor with working with the students targeted for the school is retention of students. Traditionally there is a high turnover. Systems developed specifically for NLCTA are designed to reduce the number of students that leave.

The NLCTA philosophy and model will offer a flexible option that does not exist in the Gary community.

Among the many students that leave high school without graduating in Lake County each year, there are many who do so reluctantly because their life circumstances prevent them from attending a restrictive traditional day program, yet they desire to do more and be more. NLCTA's existence will enable many students to fulfill their potential.

Lack of opportunity is a problem that has become a reality for too many students within the Gary community. NLCTA is designed to provide an urgently needed alternative for students faced with dropping out of high school or leaving with a limited education. NLCTA will provide students with the opportunity to move through the high school curriculum at an accelerated pace, fill in academic gaps through credit recovery, pursue an associate's degree from college, train for a career in vocational education, and do all of these things during the day or evening, with coaching and resources to build capacity and provide the conditions for success. NLCTA will work to partner with Gary Area Career Center and Ivy Tech.

Governance and Leadership:

New Leaf career Tech Academy will be governed and operated by a strong and diverse team of professionals with a focus on helping at risk high school drop out students complete their high school education. Composed of a high-energy team of experienced educators, legislators, business, health care, and legal community advocates committed to urban renewal through education and career training. The Founders and the Board of Directors will unite as a leadership team under the leadership of experienced Drop Out Recovery School leader Tim Pivarnik to assure success in attaining our mission and turning lives around in Gary, IN itself as well as Northwest Indiana as a whole.

Section I: Evidence of Capacity

Founding Group:

Director: Mr. Tim Pivarnik, Ed.S.

Principal: Mr. Sasho Dojcinovski

Senior Consultant: Rep. Vernon Smith, Ed.D.

Financial Consultant: Beth Marsh (Bookkeeping Plus)

Board Members:

Mr. Rod Grove

Ms. Meg G. DeMakas, Ed.D.

Mr. James Piggee, Jr.

Mr. Jim Clement

Dr. Janet Seabrook

School Leadership, Administration, and Governance:

Mr. Tim Pivarnik has considerable experience and expertise working with urban students specifically in the Northwest Indiana region and has worked on turn around projects. The Director and Principal are the vision keepers that dreamed of creating an independent and locally run charter school for the NLCTA population of drop out recovery students of any age. The Director's experience includes the following service as a school leader. He was charged with the task to get a non-traditional school transformed from a failing model to one of success. He conducted a review of all student transcripts and realigned student schedules placing students in their proper level of classes, implementing a learning environment consisting of an on line curriculum blended with teacher presented direct instruction in 9-12 grade level learning labs. Also, he implemented a graduate learning lab for students needing eight or less credits to graduate along with ECA remediation/prep leading to 13 students passing both ECA's and earning a Core-40 diploma after previously dropping out of high school with projections of over 20 Core-40 graduates for the next school year. The school he serves is currently transitioning into a college/career readiness academy through establishing partnerships with Ivy Tech Community College, Gary Area Career Center, Hammond Career Center and Center of Workforce Innovations.

Previously, he successfully lead a region high school, one of twenty three schools state- wide identified as being on academic probation, out of year five (5) state academic probation by implementing the New-Tech instructional model along with a data driven curriculum program to avoid state take over. All staff members were evaluated using the RISE evaluation and made sure they were placed in the proper areas pursuant to their licensing, qualifications, and strengths and reassigned as needed. The Director hired all new staff as needed and developed and implemented a "Principal Turn-Around Plan" for the high school. As well, he designed and helped to implement a revised school calendar district wide in a more collegiate style ending semester 1 at holiday break thus increasing instructional time district wide. His team designed, developed, and implemented a freshman academy with a team teaching environment in a block schedule format with emphasis on a PBL form of pedagogy. Designed this academy to roll into 10th grade along with looping Algebra and English teachers thus continuing to roll forward until the entire high school was in an academy format with STEM academy development in mind. He led the process and redesigned Algebra and English curriculum in the freshman academy based on student NWEA and ISTEP scores along with student grades in their 8th grade Math and English classes to complete triangulation of data. As principal, he expanded NWEA assessment program for grade 9 only to grades 9-11 and designed and implemented a successful credit recovery program leading to a significant increase in graduation rate. Developing and implementing a mainstreaming program for IEP self-contained students on diploma track, he then led and designed, implemented a 45 seat Rosetta Stone Language Lab integrated with World Cultures offering up to five (5) languages. He also completed the additional innovations for the school:

- Implemented the inclusion of five (5) AP classes and five (5) dual credit courses with major expansions of each in the planning stages for next school year.
- As a member of our district negotiations team he assisted with successfully negotiating and implementing the first settled teacher contract in four (4) years at the schools.
- Successfully implemented a 45 minute extended school day two days a week for teacher professional development meetings after our students leave.
- Designed, developed, and successfully implemented a six (6) week interim-assessment program across curriculum to begin the process of data driven instruction.
- Developed “Data Binders” for each teacher to tabulate student scores on interims and identify students of concern needing both short term and long term remediation based on interim results.
- Successfully led the high school from a 9th grade New Tech Model implementation to a 9/10 New Tech

Accomplishments and recognition:

- Posted double-digit increases in Algebra, English, and Biology ECA scores respectively in Spring 2011 formally removing the High School from State academic probation in two (2) years.
- Successfully led the high school from a 11th grade New Tech Model implementation to a 11/12 New Tech implementation based on the success of the 9/10 New Tech implementation
- Accelerating the four year building wide New Tech implementation by one full school year completing our four year implementation schedule in two years.
- The High School named a Demonstration Site by the New Tech Network based on our successful and accelerated implementation schedule, a distinction usually reserved for year five (5) New Tech Schools.

Mr. Sasho Dojcinovski has direct experience in leadership of charter schools and currently works in a key position of instructional coaching. With a background in business operations, technology use in education, and curriculum mapping for the past ten years, Mr. Dojcinovski has been working in urban environments across the Midwest building instructional frameworks customized for individual student growth as well as curriculum development for content specific areas. As a Director of Operations, Sasho has gained proficiency in managing budgets, analyzing data, marketing, and training staff on utilizing technology. Throughout his career, he has done cost analysis and presentations on implementing new educational programs and knows how to include stakeholders in the decision making process. He has direct leadership experience with urban schools and our targeted population. Sasho is a Mac teacher trainer and knows how to integrate Mac technology into the classroom in all curriculum disciplines. This experience has given him the ability to navigate across both platforms (PC/Mac). He trains teachers on new methods for presenting their curriculum for a 1:1 technology integrated classroom and blended learning model.

Currently, Mr. Dojcinovski works at Griffith Public School where he plays a critical role in realigning their English curriculum, utilizing data to drive teacher instruction in classrooms, and streamline their student experience by integrating technology and software into teacher classrooms. As proposed NLCTA principal, he has the following experience and skills directly related to his selection:

Data Coach

August 2014 – Present

- Analyze school data to drive instruction.
- Provide Professional Development to staff quarterly.
- Organize standardized testing for Middle/High School.
- Create district-wide weekly academic interventions.
- Research software and educations trends to keep staff current with professional development.

Master Teacher

August 2013 – 2014

- Create Master Schedule for teachers and students to follow.

- Analyze school data to drive instruction.
- Provide Professional Development to staff on a weekly basis.
- Support teachers in the classroom by co-teaching and assisting with lesson plans.
- Evaluate staff effectiveness in the classroom.

Social Studies Teacher

August 2010 – 2013

- Implemented 8-step curriculum process with Social Studies Department.
- Effectively using Mac books to enhance the learning experiences of students.
- Built training videos for building staff to utilize technology in the classroom.
- Created professional development to implement technology training to district staff.
- Modified Social Studies curriculum to improve student’s understanding for the next four years of high school.

Humanities Teacher

August 2008 – 2010

- Created new K-8 curriculum for world history course.
- Modified curriculum to correlate to state standards.
- Utilized rubrics, research papers, and technology to assess knowledge and mastery of curriculum content.
- Differentiated cross-curricular projects to teach lessons and build content knowledge for maximum retention.

Director of Operations

March 2005 – Aug., 2008

- Oversaw entire IT Department.
- Tracked and maintained all equipment.
- Renewed program software contractually.
- Managed multiple SES projects while meeting deadlines.
- Met state quality objectives while staying on budget.
- Built, preserved and established relationships with new, existing, and previous clients and distributors.
- Constant needs/cost analysis compiled for new and current educational initiatives.
- Built training manuals to train new and current staff on initiatives.

Mr. James Piggee, Board Member, has made a life time commitment to school leadership, administration, and governance. He is a highly skilled educational administrator possessing over 35 years of experience in teaching, administration and management of school activities. He proactively provides strong commitment to the development of students, staff, and fellow administrators while providing a stimulating, safe and motivating learning environment. Successfully co-managing several high schools and assisting with decreasing overall truancy rates, Mr. Piggee has achieved results. He is a strong believer in life-long learning and providing opportunities to students that inspire them to pursue and obtain their post secondary credentials. Leadership skills include the characteristic of being a logical and critical thinker, with the ability to solve problems quickly and efficiently. Excellent communication skills and management ability help guide his success. Mr. Piggee is first and foremost a trustworthy professional with proven superior communication skills which are essential in developing both strong and lasting relationships with all members of the school community.

His skills include:

- Special Education
- Secondary School Reform
- Meaningful Student Discipline
- Policy Development & Implementation
- Life Long Learning
- Curriculum & Lesson Plan Development
- Fundraising

- Performance Evaluation
- Leadership & Delegation

Curriculum, instruction, and assessment:

Mr. Sasho Dojcinovski is to serve as Principal of the school and he has multiple years of experience researching and analyzing curriculum, has worked with the exact targeted students for New Leaf, and is currently exercising his skills in curriculum as an instructional coach for the Griffith schools. Sasho was involved in development of the digital curriculum blended learning scope and sequence for the high school courses that are listed in this application.

The team will make use of the considerable experience and skills of James Piggee. His experience directly includes special education, curriculum and lesson plan development, and development of life long learning skills. He has shown a willingness to contribute ideas for electives for NLCTA.

Assessment experience, skills, and technical expertise:

The team has administered, planned, and executed multiple high stakes testing as well as summative testing that is customized to the New Leaf Learning System. Each successive generation of testing up to the current ISTEP+ and End-of-Course Assessments have been experienced and managed by members of the team.

The team has experience in setting up the testing environment and managing the technical aspects of delivering assessments. Finally, the team has conducted ongoing real time measurable assessments customized through the use of the Compass Odyssey learning management system and has devised unique and creative process for knowing what students have learned and mastered each day for each skill and each standard. Pre and posttests have been developed and will be used for every course offered at NLCTA.

Financial, Business, and School Operations Management:

The plan to prepare to open the school will be conducted after authorization through July 1, 2016, using two administrative personnel. The Director and the Principal will work to execute all of the steps to prepare to open including recruitment, curriculum development and construction, staffing, personnel, financial system (using Bookkeeping Plus services), technology design management and planning and all the other school start tasks that will be discussed in the start-up list in Attachment 15, Start-Up & Ongoing Operations. The plan is to compensate the two school starters through payment for approved duties of the Charter School Program planning grant. Full staffing will occur by late August, 2016 based on the start of the flow of state tuition support for the school based on enrollment prior to July.

The Director has the responsibility of implementing a firm vision of the school’s mission, vision, purpose, as well as knowledge of the educational process, the charter school process, solid oral and written communications skills, public relations skills and abilities, leadership skills and a knowledge of business management. The Director will be responsible to contact outside entities for partnerships, secure speaking engagements, work with state and national associations, the school’s authorizer, IDOE, and other such entities. This individual will guide and direct the entire school toward its vision operating within its mission. The Director is the top of the chain of command of operations. All personnel answer to him. The Director has authority over academics, personnel, finances, facilities, and extracurricular programming. The Director is responsible for the implementation of corporate policy. He has the final word on the yearly school calendar and schedule of events. The Director serves as ex officio member of the Board. The Director supervises financial matters with direct authority over the Finance and Compliance Consultant and manages all school operations. The Director answers directly to the Board of Directors. The Director will be responsible to communicate and enforce school personnel policy.

The Principal must be a person who clearly sees the school’s mission, vision, and purpose. Primary job responsibility is to support the Director by advising in decision-making process. In the absence of the

Director, the principal is responsible for the entire operation of New Leaf Career Tech Academy. This position will handle the daily operations of school management. He will work with the high school with direct daily student and personnel issues as well as data, assessment, and makes sure all filings with ICSB and IDOE are executed. This administrator has proven to have solid human relations skills and be able to relate effectively and positively to faculty, staff, students, and parents. Further responsibilities are to assist the Director in administrative duties and tasks. Tasks include but are not limited to: instructional design and management, professional development, teacher support, direction and oversight of food services, and the administrator in charge of exceptional learners, special education and high ability programs. The principal is responsible for analysis of student learning and for implementing strategies designed to increase achievement.

The Principal will oversee the daily operation and management of the Academy building, staff, curriculum, and programs. He will oversee disciplinary issues. Oversight and care of the building facility, equipment, and supplies are duties of this position. The Principal will work in a close relationship with the corporation Director. It will be the responsibility of the principal to be a communicator with the community and with parents. The Principal will assist in the evaluation of all school personnel. He will be charged with the responsibility for seeing that instructional staff follows the NLCTA instructional format and that the established academic achievement goals are being met. The Principal will exercise authority over extra-curricular programs and activities. The Principal will be responsible for enforcement of the student handbook rules and regulations.

The Financial Consultant (Bookkeeping Plus) will also serve to advise the school treasurer and is responsible for coordination of the school financial information with the proper agencies in a timely manner. Bookkeeping Plus is responsible for keeping all finances and financial accounts in the proper order. Bookkeeping Plus is responsible for handling the corporation and school's daily finances, allocating corporation/ school checks and vouchers, for all corporation and school deposits. Bookkeeping Plus will work to provide the corporation and school with a "clean" local and state audit. Responsibilities also include working and preparing an annual budget, ordering and purchasing by the school and corporation, assisting in properly presenting financial information to the Board. Bookkeeping Plus is responsible for all financial information such as contracts, payroll, retirement, and insurance.

The Senior Consultant will serve to give council to the leadership team, Board of Directors, and serve as a community liaison. He will use his considerable skills as a communicator to develop a positive moral and culture with staff members and students. His years of leadership in conventional urban school districts will give him insight into the New Leaf program that will be used to guide and shape the future of the school. He is responsible in part for creating relations that led to the inclusion of such impactful Board of Directors members. He will be a quality control feedback counselor to the leadership team and Board of Directors.

Performance management:

The entire leadership team of Director, Principal, and Senior Consultant has direct and meaningful experience with charter and public school performance management. That experience includes working with multiple schools and organizations to meet the accountability requirements of the state of Indiana and Ball State University. A modified RISE model of teacher evaluation was developed and is part of the NLCTA structure. The model that has been developed meets all of the statutory requirements yet is specifically designed to measure performance in the New Leaf Learning System with differentiated digital founded instruction as its core. The team understands performance management and is ready to create and be flexible in designing meaningful goals and standards that reflect the success of a drop out recovery young adult high school. Skills specific to performance management possessed by the New Leaf leadership team include experience in every facet of school development and operations.

Parent and community engagement:

The Director has assembled the team of community resources described in the application. His ability to inspire the community to support NLCTA is remarkable. His passion and drive have caused excitement about the region transforming New Leaf school program. The Director and Principal of the school have considerable parent and community engagement experience. We know that the parents will be missing largely from the picture of this school, but in a sense, we also know that our students are themselves parents and will provide invaluable feedback and guidance. Mr. Pivarnik and Mr. Dojcinovski are life-long community members and their connections have been extraordinary in developing the perception and strong support of this school model. The list of community partners is impressive and inclusive of those that give the most service to the City of Gary. Community links and expressions of support include the Mayor of Gary, State Representative Vernon Smith, as well as the very influential and respected members of the Board of Directors, including Mr. Piggee and Dr. Brock.

Describe the group's ties to and/or knowledge of the target community.

Mr. Pivarnik and Mr. Dojcinovski are life-long community members and their connections have been extraordinary in developing the perception and strong support of this school model. The list of community partners is impressive and inclusive of those that give the most service to the City of Gary. Community links and expressions of support include the Mayor of Gary, State Representative Vern Smith, as well as the very influential and respected members of the Board of Directors, including Mr. Piggee and Dr. Brock. Dr. Brock connects the school to Indiana University Northwest and will provide fantastic opportunities for teachers of urban students.

Mr. James Piggee is a retired educator, coach and administrator with 44 years of experience with the Gary Community School Corporation. He is also the founder and C.E.O. of Giving Educational & Meaningful Substance, Inc. also known as GEMS. GEMS was founded in 1986, when Mr. Piggee felt there was a major need in the community for inner city youth to understand the importance of a higher education and the overall benefits of attending historically black colleges and universities. Mr. Piggee is highly respected and recognized in Northwest Indiana and in the HBCU college community throughout the nation. As a result of him exhibiting the highest degree of civic responsibility and concern by improving the lives of inner city youth, he has received several distinguished awards and recognitions. In September 2014 he received the Northwest Indiana One Region Lifetime Achievement Award and he has also received Congressional Recognition as a Great Black Leader in February 1997. A few of the other distinguished awards and recognitions include: the Governor's Voluntary Action Programs and Excellence in Education Award, National Council of Negro Women Outstanding Service Award, Gary Community Service Award and the Indiana State Board of Health Outstanding Service Award. He is also a proud member of Kappa Alpha Psi Fraternity, Inc. According to Congressman Pete Visclosky, "Activists like Mr. Piggee will ensure that at all levels the fight for equality will not end. His work should inspire us all to look to the future and know that change is always at hand. His work shows us that what is today, can be better tomorrow (for our future generation of leaders)."

Dr. Meg G. DeMakas, Ed D received her doctorate in curriculum and instruction from Loyola University Chicago. She also holds Indiana certification in Administration and Supervision K-12. Dr. DeMakas has served as CEO of Family Folklore Foundation since 2009 where she also serves as Grant Writer, Screen Writer, Producer/Director/Media/Marketing, and Magazine Editor. Dr. DeMakas directs and oversees the Northwest Indiana Writing Project assisting large cohorts of Northwest Indiana students to be proficient and published writers.

Board member, **Mr. Rod Grove**, has lived in Northwest Indiana for 33 years. Rod Grove is a Sales Executive for Crown Corr, Inc., a nation-wide commercial construction firm located in Gary, IN. Prior to Crown Corr, Rod was S.V.P. and Senior Banking Officer at Peoples Bank in Munster, IN where he was

responsible for deposits and an eight branch retail network. Mr. Grove holds a Bachelor of Science in Architecture from the University of Illinois, Urbana, IL, an MBA from Keller Graduate School in Chicago, IL and degree in Retail Banking from the Graduate School of Banking at the University of Wisconsin, Madison, WI.

James L. Clement, Jr., was born in Gary, Indiana. He is a lifetime resident of Northwest Indiana. Mr. Clement graduated from Bob Jones University with a Bachelor of Arts degree in 1985 and received a Juris Doctorate degree, *cum laude*, from Valparaiso University School of Law. He was admitted to practice law in the State of Indiana and before the United States District Court for the Northern and Southern Districts of Indiana in 1991. Mr. Clement is a member of the Lake County, Porter County, and Indiana State Bar Associations.

Dr. Janet Seabrook M.D. MBA is the Executive Director of Community HealthNet, a Federally Qualified Health Center. Dr. Seabrook was born in Charleston, South Carolina and raised in Gary Indiana. She is a graduate of Gary Roosevelt High School. Dr. Seabrook received her Bachelor of Science from Tuskegee University, her Medical Degree from Meharry Medical College, and Masters in Business Administration from Purdue University. Dr. Seabrook completed her residency at Methodist Hospital and is certified through the American Board of Family Medicine. In 1996, the U.S. Public Health Service named Gary, Indiana as “the neediest U.S. city without a community health.” While still a resident Dr. Seabrook worked on the mayor’s task force and with the Indiana State Department of Health to obtain funding to start a health center in Gary. Since that time the health center has grown and expanded from a small trailer in Glen Park to five separate locations in Gary, Merrillville, Hammond, and Calumet Township. Dr. Seabrook served as the Medical Director of Community HealthNet until 2004 when she was named the Executive Director. Dr. Seabrook is an advocate for Breast Cancer services for minority women. Dr. Seabrook is married to Dr. Augustine Izah they have two children a daughter Justine and a son Austin.

Rep. Vernon Smith will serve as a contracted consultant. He will use his considerable skills as a communicator to develop a positive moral and culture with staff members and students. His years of leadership in urban schools will give him insight into the New Leaf program that will be used to guide and shape the future of the school. Rep. Vernon Smith will investigate possibilities for replication of the school in the future. He will speak and attend engagements on behalf of the school spreading the word of hope for the community that it provides.

Facilities Management:

Mr. Pivarnik has been personally involved as an administrator with public school and then charter school facilities. Both have build-out and renovation experience. Mr. Pivarnik has experience with food service equipment, HVAC, cleaning, security, grounds maintenance, utilities, and repairs.

School Leadership and Leadership Team

Director: Please see detailed discussion of the skills of the Director in previous sections of the proposal.

Principal: The Principal that will be second in charge is Sasho Dojcinovski whose long time dream of a school that will have the potential to positively impact the City of Gary is the moving force behind this initiative along with Mr. Pivarnik. Together they are the founders. Mr. Dojcinovski has high qualifications for leading the professional development and training, staffing oversight, evaluation and teacher observations, and managing the gauges of achievement – the technology based real time and on time reporting system for performance data. He has considerable experience with evaluation programs such as RISE and TAP. Please see extensive description of the qualifications of this proposed Principal earlier in the proposal.

The Director and Principal will work full time to lead the development of the school after approval. The two-school leader's will be compensated using the planning grant.

Senior Consultant:

Rep. Dr. Vernon G. Smith (D-Gary) is a professional educator and has served in the Indiana House of Representatives since 1990. Smith, a lifelong resident of Gary, previously served as Fourth District Gary City Councilman from 1972 to 1990.

He is presently the ranking minority member of the House Education Committee, and is a member of the Judiciary committee and the Local Government Committee. Among Smith's top legislative achievements was sponsorship of the Indiana Commission on the Social Status of Black Males, creation of the Indiana Ombudsman Bureau and legislation awarding good time credit to inmates who get an education.

He is currently Professor of Education at Indiana University Northwest where he has won every teaching award offered on the Northwest Campus. Smith's professional background includes experience at several public schools in Gary. He was the principal of Williams School from 1985 to 1992, principal of Nobel School from 1978 to 1985, and assistant principal of Ivanhoe School from 1972 to 1978. Smith taught in the Gary Public Schools System between 1966 and 1971.

His own educational background includes a B.S. degree from Indiana University, an M.S. degree from Indiana University, an Ed.D. degree from Indiana University and post-doctorate studies at Indiana University and Purdue University.

Active in several professional and civic organizations, Smith contributes his efforts to the work of the following groups: the Northern Indiana Association of Black School Educators, the Gary Association of School Administrators, the National Association for the Advancement of Colored People, the Indiana University Alumni Association, the Northwest Indiana Urban League Board of Directors, and the Phi Delta Kappa fraternity. He is a charter member of the Alpha Kappa Kappa Chapter of the Omega Psi Phi Fraternity, Inc.

Smith also helped found several civic groups, including the Northern Indiana Association of Black School Educators; the African American Achievers Youth Corps, Inc.; the Indiana City-Wide Festival Committee; the Young Citizens' League; the Vernon Stars; I.U. Dons, Inc.; and I.U. Gents, Inc.

Smith is the recipient of over 200 awards and honors, including the NAACP's Ovington Award, Gary Frontiers' Marcher's Award, the I.U. Northwest Alumni Association Division of Education Distinguished Educator Award, the Indiana Association of Chiefs of Police Appreciation Award, the Methodist Hospital Child and Adolescent Program Appreciation Award, the Brothers Keeper Appreciation Award, and the Indiana Association of Elementary and Middle School Principals Service Award.

Smith co-wrote *Building Bridges Instead of Walls: A History of I.U. Dons, Inc.* and *The Power of the Tongue: Rise Up and Walk*. He has also written numerous magazine and referred journal articles. His area of research is focused on the achievement and plight of African American males.

Governance

See Attachment 4 for Governing Documents

Governing Board

Governance, Structure and Composition:

The Board of Directors will be responsible for the oversight of policy and procedures. The Board will be charged with maintaining the school's mission and vision. The Board will be charged with seeing that sound business practices are implemented in order to keep the school financially viable and satisfy financial audits. The Board is charged with final decisions in areas such as facility and personnel contracts. The Board will conduct business in areas so described in the By-laws. The Board will not become involved in the day-to-day management and operation of the school. The Director will have oversight of all daily management operations of the school and will work as an ex-officio member of the Board. Key stakeholders including authorizer, administration, staff, students, and parents will be encouraged to attend meetings and make suggestions, address concerns, and support the school. A process will be developed to handle input of stakeholder groups.

Charter schools are educational institutions and they are business entities. Thus, the following are business practices to be implemented:

- The school will function with the oversight of its authorizing agency.
- The school will operate as a non-profit 501(c)3 and the non-profit corporation and school are one and the same.
- The school will operate under the direction of its Board of Directors and in accordance with its Articles of Incorporation and By-laws.
- The Board will oversee policy and procedure. The Board will not be involved with the day to day management of the school.
- The school's Director will be responsible for the daily operations and management of the school.
- The school will have an annually approved budget (approved in May for the next fiscal year).
- The school will have a constant (monthly) monitoring of the budget by the school's treasurer and school Director.
- The school will utilize the professional services of Bookkeeping Plus for all financial statements, oversight, and audit ready management. As well, Bookkeeping Plus will handle the school's payroll.
- A finance committee will be established to review the budget on a quarterly basis.
- The school will be subject to annual audits
- The school will operate with a "conflict of interest" policy in place.
- The school will operate with a contingency plan for meeting shortfalls in operating funds.
- The Board will be given access to real time continuous reporting through the New Leaf digital learning system in regards to lessons mastered and credit progress. The Board will have a dashboard and gauges to view the school's measures of growth and success.

Heading the initiative for NLCTA is a diverse team of qualified leaders and educators. The founding board includes representatives that relate to the unique mission of the school. The Board is always seeking individuals in areas of additional expertise and some presently on the "Organizing Board" may work in other school capacities. The final Operating Board will function in accordance with the By-laws established for its operation. The school will also hire an administrative Director with experience in school administration. Once the school is operational, one of those board memberships will be reserved for a parent of a student enrolled. Committee structures will ensure that key stakeholders are given a voice. The Board of Directors will have a maximum of nine members. At the time of the application, 5 members have

agreed to serve and each brings unique and valuable diverse talents necessary for governing a charter school.

Pre-Existing Nonprofit Organization:

The New Leaf Organization is a registered corporation in the State of Indiana as a nonprofit. Federal tax-exempt status has been granted. See Attachment 4 for Governance Documents as requested. The present non-profit, New Leaf Organization, will hold the charter. There are no plans to create a separate board. The one and only purpose of New Leaf Organization has been to make application for and then operate the New Leaf Career Tech Academy.

Governing Entities Responsibilities:

The management of the business and affairs of New Leaf Career Tech Academy are vested in the Board of Directors. The Board and its individual members are charged with upholding and overseeing fulfillment of the mission and purpose of NLCTA. Board members commit to being involved strictly in policy matters regarding the school and for the betterment of student learning. They shall agree their role is not in the matters of day-to-day school management. All Board members shall agree to forward such concerns to the Director for resolution. The Board members, as the critical volunteer leadership of the organization commit to:

- Ensure long-term business and organizational planning and resource management.
- Monitor educational programs and services, ensuring alignment with overall goals and steady progression toward the school accountability plan.
- Promote the school and its image among themselves and within the community, acting in the best interest of New Leaf Career Tech Academy at all times.
- Determine and set procedures and policies.
- Work to secure financial support of NLCTA through fund-raising oversight.
- Have a belief in collaborative decision-making
- Possess a high level of energy and initiative toward the Academy.

The Academy will continuously seek diverse board members in the following areas of expertise: business and non-profit management, educational policy, fundraising, law, assessment, strategic planning, human resources, community development, curriculum and instruction, and professional development. Members of the “Founding Board” possess diverse talents and areas of expertise in areas such as curriculum, school management and administration, logistical planning, business skills and expertise, real estate and building engineering, direct educational involvement with special needs students, urban education, teacher training programs, and an understanding of the expectations of higher education as well as pre-college. Our Board is racially and ethnically diverse being represented by strong respected community leaders. Such experience is reflected in administrative experience, business, curriculum, and published works on education.

The professional structure of the Board of Directors plan will contribute to the success of the school by supporting and assessing the leadership effectiveness. As previously mentioned, the control and management of the business and affairs of NLCTA are vested in the Board of Directors. The Board and its individual members are charged with upholding and overseeing fulfillment of the mission and purpose of NLCTA Academy. Board members commit to being involved strictly in policy matters regarding the school and for the betterment of student learning. The Director will be hired by and will be directly responsible to the Board. The Director is responsible for all aspects of school operations. The Director must have a clear vision and understanding of the school’s Mission and be able to impart that to all faculty, staff, and parents, as well as the community. The Director will serve as ex officio member of the Board. The Principal will be hired and will be responsible to the Director and the Board and will have the responsibility of assisting with daily school operations.

James M. Piggee is more than highly qualified for serving on this charter school board. He has experience serving on a charter school board and brings links to the community that will directly benefit the school and students served. He has 35+ years of urban school administrative experience. His interest in joining the team includes his strong belief in the potential of the mission of New Leaf Career Tech Academy that is to revitalize the local urban environments of Northwest Indiana by providing a high-quality education as a drop out recovery program. His guiding beliefs are to create a school that provides a 21st century education for a global society and embed vocational training so we give the citizens of these communities positive outlets. By doing so, Mr. Piggee knows the students that we serve will be less likely to turn to crime, drug use, gangs, and any other negative outlet that could jeopardize their future. Mr. Piggee works closely with the court system presently and in the past.

James L. Clement, Jr., was born in Gary, Indiana. He is a lifetime resident of Northwest Indiana. Mr. Clement graduated from Bob Jones University with a Bachelor of Arts degree in 1985 and received a Juris Doctorate degree, *cum laude*, from Valparaiso University School of Law. He was admitted to practice law in the State of Indiana and before the United States District Court for the Northern and Southern Districts of Indiana in 1991. Mr. Clement is a member of the Lake County, Porter County, and Indiana State Bar Associations. He is a member of the Christian Legal Society and of the Advisory Board of Lake County Community Corrections. Mr. Clement and his wife, Lacye, reside in Crown Point with their eleven (11) children. Mr. Clement is a partner in the Merrillville firm of Lucas, Holcomb, and Medrea, LLP, practicing primarily in the areas of civil and criminal litigation. His civil practice includes commercial and probate litigation, personal injury and wrongful death actions, quiet title proceedings, mechanic's lien and mortgage foreclosures. In addition, Mr. Clement has extensive experience in adoptions, paternity actions, and guardianships. Mr. Clement's criminal practice focuses on felonies and misdemeanors, traffic offenses, driver's license suspensions, and juvenile matters. Mr. Clement is ideally suited to advise and direct the school to follow legally compliant practices.

Mr. Rod Grove is a Sales Executive for Crown Corr, Inc., a nation-wide commercial construction firm located in Gary, IN. Prior to Crown Corr, Rod was S.V.P. and Senior Banking Officer at Peoples Bank in Munster, IN where he was responsible for deposits and an eight branch retail network. Mr. Grove holds a Bachelor of Science in Architecture from the University of Illinois, Urbana, IL, an MBA from Keller Graduate School in Chicago, IL and degree in Retail Banking from the Graduate School of Banking at the University of Wisconsin, Madison, WI. He has volunteered for the American Cancer Society, working on numerous Relay for Life and Making Strides events over several years. Rod has also served as youth leader for middle school age children on Bible Quiz teams and Royal Rangers. More recently he has worked in the finance department and as a teacher at his church, while also serving as an elder for the past twelve years.

While at the bank, Mr. Grove was a recurring guest lecturer for finance students at Purdue Calumet in Hammond. He has also served as a Board Member for Rebuilding Together and the Rotary Club of Schererville, where he became President of the club and recipient of a Paul Harris Fellowship. Rod has resided in Merrillville, IN with his wife Becky, for 33 years. They have one son, Rodney. Mr. Grove's extensive experience with banking, architecture, design, real estate, and construction will greatly assist the school in terms of facility acquisition, management, and financing.

Board Member # 6; not yet appointed

Board Member # 7; reserved for a parent or family member of a student

Procedures:

The Board has conducted a monthly meetings beginning February 2015. The Board has not elected officers as the first meeting was designed to build rapport and serve as the launch to their leadership. Board officers according to the By-laws will be elected in the December meeting if authorization is granted. Board of Directors will be reviewing all facets of the charter proposal application and given a chance to suggest changes, edits, and enhancements.

Ethics and Conflicts of Interest:

As part of the Conflict of Interest policy, the following language is in force once the policy has been approved by the Board of Directors. The Board of Directors may require the Corporation’s directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person’s participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Advisory Bodies:

The Board has taken no formal action in creating advisory councils. The Board will consider councils for students, faculty, and the community.

Grievance Process

New Leaf Career Tech Academy is committed to ensuring that the following procedures are followed:

1. Address Issue With Those Directly Involved.

The grievant brings the situation or concern to the attention of those directly involved. Should a student or parent fail to begin the process at the lowest possible level, and instead go directly to the Director with a concern about a teacher or go to a Board member with a concern about a Director (for example), the person at the higher level in the policy shall re-direct the grievant to the appropriate level in the process.

2. Address Issue with Appropriate Supervising School Director.

If satisfactory resolution is not realized after a direct conversation between the conflicted parties, the situation must be brought to the attention of the Director within ten days of the above meeting. The Director and the conflicted parties will address the situation, facilitate communication, and develop goals for conflict resolution. The Director will monitor this process until resolution is realized or until an impasse is reached. If the concern is regarding the Director, the Chair of the Board will facilitate the complaint at this level.

3. Prepare a Written Grievance for the Board of Directors

If the grievant is not satisfied with the response received via steps one and two, the grievant shall prepare a formal written grievance with the assistance of the facilitator in Step 2. This written grievance should: 1) describe the incident, decision or practice that gave rise to the complaint; 2) cite the contract, policy, or procedure that has been violated and/or rationale for concern; 3) describe what conflict resolution strategies were attempted via steps 1 and 2; and 4) explain what corrective action is being requested. If the concern is regarding the Director, the Chair of the Board will oversee this process. It is the Director’s responsibility to manage the ultimate resolution of conflicts among parents, students, faculty, and staff, excepting those that pertain to the Director him/herself or to a Director’s execution of a school-wide policy or procedure.

4. Provide Written Grievance to the Board

The grievant may request that the matter be brought to the attention of the Board only if the matter has not been satisfactorily resolved. Upon request by the grievant, the Director will forward the written grievance to the Chair of the Board at least one week prior to the next scheduled Board meeting. The Chair, or designee, will review the above process with the grievant and ensure that the proper steps were taken before adding

the issue to a meeting agenda. Grievances shall not be brought to the Board without first being submitted in writing, e.g., as a matter of Public Comment, as this does not give the Board sufficient time to consider the issue(s) and address them through this grievance process. The Board will not hear matters that do not follow this grievance process. The final forum for conflict resolution, after a grievant has followed the steps outlined above, will be at the level of the Board of Directors

SECTION II: School Design

Curriculum and Instructional Design:

This model allows students more flexibility through differentiated learning modalities with the ultimate goal of optimizing learning experiences based on students' individual needs. Each student has a customized and fluid schedule among different cohorts based on skill level rather than a traditional grade level. The assessment strategy requires that each teacher is paired with an instructional coach to form a team that analyzes results from the NLCTA Compass Odyssey benchmark test, TABE, Acuity, NWEA, and ASVAB tests to place students in appropriate cohorts and raise each group's skill level accordingly. Students receive their scores and are able to track their own progress, which reinforces a sense of ownership of each student's outcomes. Skill building and remediation all take place under the direct instruction of the teacher/instructional coach team and progress is monitored continuously in real time through the digital learning management system. Students can do a lesson or unit and immediately see it in their digital portfolio. Assessment will include end-of-lesson tests, end of chapter tests, and a comprehensive post-test for each course.

Students are able to complete the credits they need for the CORE 40 diploma through the online software program Compass Learning Odyssey. This format allows students to work anywhere they have an Internet connection and at their own pace. They attend daily and are encouraged to continue to work at home or the public library on weekends. Odyssey has a tremendous wealth of resources for students and teachers alike and has built-in progress monitoring features to ensure students understand the intended learning outcomes of each required class. For ECA tested subjects, students receive direct instruction from a licensed teacher and are required to complete remediation to be eligible to take the end of course assessments. However, the focus of instruction is centered on skill building and understanding desired learning objectives rather than passing a state exam. Moreover, New Leaf Career Tech Academy is forming partnerships with community colleges and universities to offer dual credit courses. Additional partnerships with the Gary Area Career Center to offer classes and certification of trades such as welding, cosmetology, C.N.A. (certified nursing assistant), and C.D.L. licensure. New Leaf Career Tech Academy remains focused on offering students diverse paths to economic security for their families and their future.

The structure of New Leaf Career Tech Academy is centered on learning labs open twelve hours (8 a.m. to 8 p.m.) daily in which students are required to attend a minimum of four hours to fulfill the daily attendance requirement, but are encouraged to stay as long as possible. Within the open lab structure are specified direct instruction times that the teacher and instructional coach remediate and enrich students within the blended learning model. New Leaf Career Tech Academy has a small, intimate setting where students are working with the same teacher/instructional coach team for more than enough time to earnestly and methodically implement differentiated instruction. Critical thinking skills are not limited to academic standards. Obtaining social mobility can be a dire task in the best of circumstances, and students must realize they are in a serious competition with others for jobs and seats in college. Students must become self-aware and critical of their own personal interactions with society in order to navigate the power structures necessary to escape the jaws of poverty.

Teachers empower students with a critical-democratic pedagogy for self and social change by approaching individual growth as an active, cooperative, and social process because the self and society create each

other. New Leaf Career Tech Academy aims to relate personal growth to public life; to develop strong skills, academic knowledge, habits of inquiry, and critical curiosity about society, power, inequality, and change. Social Justice Mondays is an interdisciplinary (math and language arts) program involving current social justice issues around the nation (for example voter suppression efforts, hiring discrimination, housing discrimination, gender pay-gap, etc.) are discussed in addition to the intersection of race, class, and gender through Socratic seminars, written reflections, media clips, as well as the personal experiences of students are included. Dominant power structures are critically analyzed in a conscious effort to give students the wherewithal to bring personal and familial social mobility to fruition. Students learn the necessary cultural capital to develop the personal agency to improve earning potential, increase self-worth, and drastically improve the families of the communities they call home.

Basic learning environment (e.g., classroom-based, independent study), including class size and structure.

The basic learning environment of NLCTA will be a college style where students are aware of their schedules and with assistance, manage their own movement and tasks. The school will have labs where students will study individually and collectively and have staff available to assist during independent study. Cohort groups will be created based on progress and curriculum needs and they will receive small group instruction where skills needs are similar. The environment is meant to be a mentoring as well as tutoring environment. Where students have common skills and standards needs, they will have common instruction. Teachers will work with less than 20 students during cohort sessions with small group instruction of 3-7 students being the norm.

Overview of the curriculum

NLCTA chooses to submit two scopes and sequences for Algebra 1 and for English 10, the ECA courses required for graduation (**See Attachment 8**). Scope and sequences are aligned with the Indiana Academic Standards.

Plan for ensuring the school is staffed with highly effective teachers

We will higher only certified teachers licensed to teach in appropriate content areas. To ensure we always have highly effective qualified staff, we will seek partnerships with the Urban Teachers Education Program (UTEP) located at Indiana University Northwest as well as all other local universities to widen our pool of candidates we can train early in their careers. We have had a number schools with in the Northwest Indiana/Chicago land area need to release teachers due to budget constraints. We will make sure to post our positions within those market areas in order to draw from those potential teachers that were laid off from their positions.

Evidence-based support

Members of the founding team and leadership of NLCTA have experienced the success of programs designed to allow for differentiated and customized blended education. The curriculum has been used at the Gary Middle College which members of our team installed in 2013. Results from Gary Middle College include 54 high school graduates since the 2014 school year. Members of our leadership team were directly responsible for development of the curriculum and model used at Gary Middle College. The installment of Compass Odyssey as the digital curriculum was accomplished with the recommendation and then implementation of the unique blended learning rotation model that the school employed. An enhanced and improved version of that model will be the NLCTA Learning System

GMC CREDITS GAINED 2013-2014

152 students were tracked during the school year. Attendance for the students varied. Even with the obstacles faced with the targeted population, they completed 72,366 assignments in Compass Odyssey with mastery. 80 assignments represent one credit. The 152 students averaged 5.95 credits each earned during

the school year based on actual number of assignments mastered. Many students come to the school with less than 5 credits for their entire high school career to date.

Instructional strategies

Instructional strategies will include the following components: (1) Small group instruction replaces large group lecture. (2) Education must be personalized through projects that result in learning standards that are integrated and designed by students within required course structure. (3) Differentiated instruction is required for all students and will be based on digital curriculum performance. (4) Students move at their own pace with 70% mastery required for each skill in sequence with teachers providing guidance for pacing. (5) Progress is reported in percentage of completion with grade performance percentage. i.e. Student is 38% complete with Algebra I and is performing at 83% with a grade of B. (6) Hands on experiential learning is integrated into off-computer teacher directed lessons. (7) Life skills assessment ensures that students have the skills for life.

Pupil Performance Standards

This school being unique and the state law being possibly rewritten to reflect goals that are appropriate for drop out recovery and alternative schools such as New Leaf, we would expect to wait to see what goals will be developed or are anticipated for such non-traditional schools as NLCTA.

School Specific Goals: Academic

GRADUATE STUDENTS GOAL: 80% Students that meet the following goals will earn and receive high school diplomas from NLCTA:

- Students attending for one school year will achieve 8 credits that satisfy IDOE graduation requirements: 62%
- Incoming students will re-enroll: 65% goal
- Students entering NLCTA one year or more below grade level, will achieve grade level growth of 1.5 years or more within two years: 70% goal

NWEA Goals - New Leaf Career Tech Academy will attain a minimum of 50% of the students reaching their target growth for students that are tested in fall and spring of each school year.

ECA's (Core 40 end-of-course-assessments) The percentage of students passing ECA's at the completion of associated Core 40 courses: English 10, Algebra 1: From the baseline scale score, an increase of >25% in scale score for each ECA.

Credits Earned: Number of credits earned on average per student will exceed 5 credits annually and the goal will be adjusted as a baseline experience is established.

GQE- Percent of graduating class who have met IDOE graduation requirements:

- 2017 graduating class -70%
- 2018 graduating class -73%
- 2019 graduating class -76%
- 2020 graduating class -78%

In Attachment 9, the exit standards for one course are provided.

Policies and standards for promoting students

Promotion of students from one grade to another for this model of drop out recovery education will be based on credits earned. The process is continuous:

- 9th grade: = < 10 credits
- 10th grade: = < 20 credits

11th grade: = < 30 credits

12th grade: = > 30 credits

The school counselor will have experience and excellent skills in maintaining high school systems and will be proficient in tracking, assessing, and maintaining transcripts and managing prior performance of new students. Students will maintain access to credits and will be able to participate in the journey through the high school grade levels as determined by credit completion. The school will use Power School as an integral part of the student management system. On line, students will view the high school transcript and grade level and where applicable, parents of students that interested will be given access as well. The Compass Odyssey digital curriculum also serves as a very effective and student friendly learning management system, recording real time progress for current courses and over time tracking of credits. Students will be able to track daily progress towards promotion and high school diplomas. Certification and celebration will mark attainment of the next grade level for each student.

High School Graduation Requirements and Postsecondary Readiness (*High Schools Only*)

The curriculum at NLCTA will follow the successful structure the leadership team developed for Gary Middle College. While the school will focus primarily on adult learners, the curriculum will show the rigor that is expected through the highly developed blended rotation learning system that will be in place. By allowing students to work at a their own pace with guidance and organization skills taught by staff members including teachers and the counseling department, students will earn credit hours when they have successfully completed the digital and off computer requirements for each class. Grade point averages will be completed using the grading scale as follows: A = 90-100% performance; B = 80-89% performance; C = 70-79% performance. The four point scale will be in place for determination of GPA with A = 4, B = 3, C = 2. Since the school works on a mastery philosophy, each lesson must be passed with a minimum 70% before the instructional system allows the student to proceed within courses. As a result, no students can receive below a 2.0 grade point average with courses that must have mastery before credit is given - one lesson, one skill, one course at a time. Transcripts will include courses, credits, and grades for all four years of high school and will include transfer information and credits earned prior to enrollment. Grade point average will be included for each semester and in aggregate. Academic honors will be indicated. Graduation requirements for the school will be aligned with the Indiana Graduation Requirements. Students will have access to transcripts in the student management system anticipated to be Power School by Pearson Education.

Readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

Standards in Indiana have been crafted and restructured to meet national standards for college and career readiness. By using the state graduation requirements verbatim, we will meet those standards and students by all measures should be prepared for college, technical training, military service, and for employment in various jobs.

Explain what systems and structures the school will implement for students at risk of dropping out and/or not meeting the proposed graduation requirements.

The foundation structure of the learning system addresses students who are at risk of dropping out and failing to meet graduation requirements. The leadership team has had extensive experience meeting the needs of at risk students by giving them access to daily progress that they use to have control over their own learning. The basic philosophy that is shared in the NLCTA model is that students that have learning needs at one level are primarily deficient in previous skills that were missed earlier in school careers. The blended model uses digital tracking and measurement that also prescribes lesson remedies that take students back into the learning sequence and literally fill the gaps in knowledge and skill. The digital assessment and measurement system is paramount in making sure that students do not fall further behind and have a chance to learn skills that have been missed that have affected their learning paths negatively for many years. Each

week, teachers and school staff will issue a report and discuss it with each student in a quality advisor advisee-coaching format. The report will be part of the electronic grade portfolio for each student as well. Students will be trained to access the Compass Odyssey progress and skills mastery analysis reports that are available within the digital curriculum and delivery system. It is our collective experience that high school students at risk of failing are encouraged by being able to have control and contact with progress on a daily basis. This will be a specific tool that will help students not lose hope because of lack of knowledge of progress.

School Calendar and Schedule: See Attachment 10

School Culture

Culture of the proposed school.

The culture of the school will be designed around academic competence, self-efficacy, and initiative of setting and accomplishing obtainable and measurable goals. Expected to act as if they are in a job interview at all times, students learn professional behavior. The environment will develop employable graduates capable of success at a trade school or university setting to yield a high-paying job. All staff will be trained and expected to model professional behavior expectations in each of the settings in the blended learning model and are encouraged to speak properly and answer instructional questions using complete sentences.

The entire staff from the secretary to the administration emphasis language of opportunity (regardless of how a student speaks elsewhere, on campus he/she is constantly in a job interview) by asking students to self-correct in class, in the office area, during mealtime, etc. As a team, the faculty and staff expect compliance with professional standards with behaviors ranging from dress code to subject-verb agreement all while encouraging students to critically think about importance of learning social norms they will be confronted with in society.

Implementing culture for students, teachers, administrators, and parents starting from the first day of school.

For teachers, two weeks of training in the summer will in part be used to create the culture of professionalism first with the staff. The first three school days for every student will include orientation where the culture will be passed on to them while they learn how to use the tools including technology digital curriculum and resources. The students will be immersed in the culture of professionalism in carefully structured and engaging activities that seek to begin to bring success to their minds and spirits. New students during the year will receive the same orientation delivered by the school administration and counselor working together.

Typical school day from the perspective of a student.

The typical school day for a student will start with students arriving and immediately reporting to their assigned learning lab to begin individually working toward completing online credit-recovery assignments based on CORE 40 credit deficits. During the first hour block, students are engaged in interactive online learning activities with corresponding quizzes and tests to ensure mastery of assigned learning objectives. Students participate in motivational group activities, monitor credit-recovery weekly progress, and revisit and update semester goals. The second hour begins, and the students are split into three cohorts, (based on test results, remaining credits, and specific learning needs). The three cohorts merge into mathematics, language arts, or science learning labs. Within the assigned class period, students are engaged in three distinct learning stations: group instruction with teachers, project-based learning with instructional coaches, and individual work/peer tutoring. Students are engaged in a wide array of learning activities including the use of manipulatives in mathematics, Afro-centric literature in language arts, and laboratory experiments in science. As the third hour approaches, students rotate to their next assigned cohort learning lab based on the

aforementioned criteria. The fourth hour wraps up the third cohort assignment, and students have completed their *minimum* daily attendance requirement. (Students are strongly encouraged to stay as long as their personal schedule permits.) At the completion of the required time allotment, students complete exit slips to log their daily progress for weekly monitoring. Upon completion of daily requirements, students are actively encouraged to participate in extra-curricular activities and clubs that include the following: SAAB (Student African-American Brotherhood,) SAAS (Student African- American Sisterhood,) *Poetry-In-Motion*, peer-tutoring, field trips to cinemas and theaters, and individual remediation from teachers and instructional coaches. As students leave school, they may pick-up their children from day-care provided by the school, eat lunch provided by the school, or ride the city bus home with a bus pass provided by the school. Students receive these, in addition to a number of wrap-around services, so the school can proactively prevent barriers that may discourage attendance and hinder success.

Typical day for a teacher.

Teachers have to be positive every day to offset the life challenges encountered by our students. As students arrive at school, instructional coaches document their arrival time while teachers individually conference with students to monitor their weekly progress and semester goals. During the first hour block, teachers lead whole group activities designed for motivation, individual ownership, and personal agency to break cycles of poverty. Teachers use current events and real-life student examples to reinforce a sense of urgency to change their lives and families through education and job training. As the second block begins, students have transitioned to their assigned cohorts (approximately 15–20 students,) which have been pre-determined by the teachers and instructional coaches, based on test results and learning abilities. Teachers and instructional coaches engage students in three distinct learning stations within the blended learning model: direct instruction with teachers, project-based learning with instructional coaches, and individual learning activities and assessments. Learning activities and instructional techniques are pre-planned in discipline pairs (teacher/instructional coach) based on weekly assessment data, remediation needs, and curriculum-pacing guides. Students rotate to their third and fourth block assigned cohort classes, and the teachers and instructional coaches implement specifically-tailored lesson plans according to each cohort's needs and abilities. This wraps up a four-hour block schedule that is then repeated twice more during each day to complete the twelve-hour school day. In the last two-hour block of every Friday, all teachers and instructional coaches meet as the interdisciplinary team to correlate themed units, analyze common assessment data, and plan specific remedial interventions for students struggling across disciplines. Teachers and instructional coaches have reward/recognition and positive reinforcement tools imbedded in lesson plans so feedback is timely and responsive and students systematically receive affirmation of their daily accomplishments and the necessary encouragement to return.

Supplemental Programming

Summer School

The summer school program begins the very next week after the official designated end of the official school year. Summer school hours are from 8:00 a.m. to 12:00 p.m. for the six weeks from mid-June until the end of July. Students have the ability to work year round on their courses, on and off site. The state offers partial reimbursement for summer school costs. This is not in the budget to remain conservative. Summer school will be funded by strategically arranging staffing yearly schedules to cover the program.

Extra- or co-curricular activities or programming the school will offer.

Extra-curricular activities and clubs include the following: SAAB (Student African-American Brotherhood,) SAAS (Student African- American Sisterhood,) *Poetry-In-Motion*, peer-tutoring, field trips to cinemas and theaters. Student led fund-raising will help support the activities. Limited funding is in the budget for field trips and student activities.

Programs or strategies to address student mental, emotional, and social development and health.

Edgewater Behavioral Health Services works will work with the New Leaf Career Tech Academy for wrap around services to address student mental, emotional and social development and health. The mission is to provide a comprehensive set of behavioral healthcare services to individuals and families in Gary and Northwest Indiana. The focus of Edgewater for the Northwest Indiana region is:

- the development and delivery of a full spectrum of behavioral healthcare services;
- the development of special expertise in servicing African American & Hispanic populations;
- collaborate in the development and delivery of all services;
- the achievement of an optimum level of stabilization and/or personal accomplishment for each client;
- the achievement of positive impacts on the overall health and well-being of the community;

If applicable, describe any other student-focused activities and programs that are integral to the educational and student-development plans.

Poetry in Motion is a group that will be formed because students naturally use writing, especially writing poetry, to express themselves. The group plans to attend writing workshops sponsored by the Indiana Writers Consortium and Books, Brushes and Bands for Education. The students earn scholarships, so we have to arrange transportation. They may perform hopefully at Indiana University Northwest's poetry slam and ARISE GARY's spoken-word workshops and contests. T- shirts will be designed and the school will pay for them if funds are available. We can choose a poet laureate to edit our first literary magazine in 2016.

We will have a peer-tutoring program. It is a natural way for students to learn. A student who excels in writing can work with a struggling student during the year and summer and can work with this student each semester. They are on a similar level, and eliminating the teacher or the negativity of the red pen is the key for students to learn from each other.

4. We know that our students are very needy. Some of the programs we are working on to help them reach their goals are attached:

- Free eye exams and glasses
- Free childcare
- Free preschool
- Free lunch
- Free school supplies
- Voters registration
- Free use of laptop, internet, Odyssey
- Edgewater Mental Health
- Catholic Charities
- Free Gary Career Center classes
- Free dental screening
- Gary Health Dept.
- Continuum of Care (housing for the homeless)

Special Populations and At-Risk Students

Members of our team have reached out to a highly experienced former Special Education administrator to oversee all compliance of individualized education plans and direct support for students in the classroom. The curricular approach at New Leaf is designed for flexibility, providing the differentiation needed within the basic structure and culture of the school.

1. Describe the overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs or Section 504 plans;

Individuals with Disabilities Education Improvement Act of 2004 (IDEA)

New Leaf Career Tech Academy is committed to meeting the needs of all students *including* those with special needs required by federal, state and local laws and the state's charter statute. The administrative and instructional staff will meet and consult with the school special education teacher(s) regarding the specific mandates of the Individuals with Disabilities Education Act (IDEA) and the Individuals with Disabilities Education Improvement Act of 2004. The administrative staff will be responsible for making sure that all staff understand and are involved in the implementation of IDEA and the Improvement Act of 2004 along with any subsequent mandates.

The school Principal and Special Education Coordinator will monitor compliance and the use of Indiana IEP, which provides staff the opportunity to connect IEPs to curriculum, instruction and assessment. The Special Education Coordinator and the Principal will coordinate to ensure that appropriate conferences, transitions, move-in, annual and initials are convened and that compliance with regard to necessary documents and services are both provided and monitored. Related services: The school will solicit contracted services (i.e. speech, evaluation, etc.) as needed by the school population.

The special education teacher will be responsible for the identification and service of all special needs students in the school. To do so, the teacher will follow all of the laws and regulations as set forth in Indiana Administrative Code, Article 7, and Federal laws Individuals with Disabilities Education ACT (IDEA 2004), Part 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA) and other applicable regulations. Primary funding for special needs services will come from the state and all applicable financial and reporting Department of Education guidelines will be closely followed to ensure appropriate and accurate funding in a timely manner. Federal funds under IDEA, Part B, will be used primarily for the delivery of related services, with remaining funds available to support the program as necessary.

English Language Learners:

Content is available in Spanish and foreign language translator software will be utilized to assist ELL students in making the transition. Pearson Education ELLIS language software will be used to leverage the technology to move English language learners toward basic English fluency. ELLIS' individualized instruction addresses the needs of non-native English speaking adult students and supports successful English language learning. A candidate that will be considered for the position has five years of experience teaching alternative education at Portage High School. At Portage Adult, she taught English as a Second Language to Hispanic young adults. She states that teaching ESL was the best teaching experience of her life. The students were so grateful that anybody would take the time to teach them. We will employ teachers with the heart for ELL students demonstrated by this teacher.

Students identified as intellectually gifted:

Examination of a new student's transcript and initial testing with TABE and NWEA will be a first step to identify gifted students. The individualized model of instruction utilized by the school naturally is completely adaptable to any student's needs and is ideal for allowing students to progress without any ceiling on acquiring credits, solving the need for acceleration. The school is ready to employ project based learning to help gifted students consider creation of business solutions. Compass Odyssey has availability of honors courses that will work to meet the needs of gifted students. The team will have considerable experience in linking advanced students to higher level of learning opportunities.

Students at risk of academic failure or dropping out.

The same features that will address special needs and gifted students including self-pacing, advisor counseling embedded in the program, and staff that are experienced with working with at risk students that are young adults will support students at risk of academic failure or dropping out. The technology

advantage will allow leadership, staff, and students to have an eye on the “gauges” constantly to address needs and learning deficiencies as they occur on a real time basis. Learning gaps will be identified and prescriptive lessons designed based on individual needs.

2. Explain more specifically how you will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies, and supports you will provide, including the following:

a. Methods for identifying students with special education needs (and avoiding misidentification);

Although we will focus the school program on non-traditional drop out recovery adult students, the RTI process will be employed to identify and support student identification. Response to Intervention is part of the IDEA Federal Law and thus the state law (called Article 7) that enforces Federal requirements. The school will follow RTI procedures in identifying and serving students. Students will initially be assessed during the first week they are enrolled using TABE and NWEA. The assessments will be used as a screening device for potential students that need intervention and may eventually be evaluated by the school psychologist. The idea of RTI is that students should have intervention at the moment they need assistance if they are failing. Not every student needs full special education services through identification as having a disability. For every student that is failing or that we have social / emotional behavior concerns or staff believes needs extra assistance for academic growth, the process will follow the checklist:

1. ___ Notify the counselor that we have a student that concerns us.
2. ___ Call a cohort team meeting with the team leader being the organizer.
3. ___ Complete the RTI information working as a committee.
4. ___ Discuss how the accommodations can be implemented. See **Attachment 28** for Accommodations checklist.
5. ___ Implement the accommodations.
6. ___ Evaluate the effectiveness of support by watching grades and sharing observations as a team.
7. ___ Contact the special education teacher / coordinator for support and assistance in providing support for the student.
 - If intervention is tried for a period of time and the committee believes that the student may need special education evaluation and possibly placement, then the SSC needs contacted in writing.
 - At that time, the special education staff will take over the process, arrange meetings, explore evaluation, and meet legal requirements.

b. Specific instructional programs, practices, and strategies the school will employ to provide a continuum of services; ensure students’ access to the general education curriculum; and ensure academic success for students with special education needs;

The educational philosophy of New Leaf Career Tech Academy is to teach according to the needs of the individual while maintaining a commitment to standards achievement. Using technology as a management and delivery tool, as well as off-computer activities emphasizing hands-on learning, students will proceed through the standards instruction guaranteeing an ordered scope and sequence. All students will be given a variety of quality continuous assessments to make sure that skills are mastered. The school will use the Indiana standards as the basis for instruction. Instruction through portfolio assessment and technology will be individualized for each student. The computer-based curriculum, which is aligned with all objectives and goals based on the Indiana and national standards, will be used to organize the curriculum. Students will be offered a program that begins with the core academic component for all students, studying and regrouping with skills necessary to pass the ECA for English 10, biology, and Algebra I. Then students can

choose a Core 40 component Plan, preparing them for college admittance or the Core 40 with Technical Honors Plan preparing for the work force, technical training, or other post high school training programs.

Specifically, special education students will follow the NLCTA model as follows: (the model is constant for all student populations, regardless of special need or ability.)

- Small group instruction replaces large group lecture.
- Education must be personalized through projects that result in learning the standards.
- Differentiated instruction is required for all students.
- Students move at their own pace with 70% mastery required for each skill in sequence.
- Progress is reported in % completion, credits earned, and GPA.
- Hands on experiential learning is expected for off computer teacher directed lessons.
- Portfolio assessment ensures that students have the skills for life.
- All learning should be compatible with brain research
- The following features of optimal learning environments¹ are incorporated:
 - Student choice
 - Student centered
 - Whole-part-whole approach
 - Active student participation
 - Focus on ideas before mechanics
 - Authentic purposes for learning
 - Immersion in language and print
 - Teacher and peer demonstrations
 - Approximation
 - Immediate response (During planning and presentation stages)
 - Classrooms as learning communities (Students share in the development and presentation of projects.)
 - High expectations

¹Vaughn, S. and Bos, C. (2009) *Strategies for Teaching Students with Learning and Behavior Problems* 7th ed. Upper Saddle River, New Jersey Pearson Prentice Hall

- c. Plans for monitoring and evaluating the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals as set forth in the Individualized Education Program (IEP);**

Students and family members, where applicable, will have on line access to Compass Learning that includes the grade book that is used by the teacher and that can be used to access results and redo lessons where needed. Goals will be tracked as with all students through Power School and the learning management system developed by the school using the digital learning software. Daily, weekly, and quarterly reports will be available through on line access as well as printed form. Teachers will have access to learning goals by learning to use the Indiana IEP system. Students with moderate or severe needs, if enrolled, will be served to our best ability with required resources. A contingency is for hiring staff will be budgeted based on IEP requirements for such instances.

- d. Plans for promoting graduation for students with special education needs (high school only);**

The school exists to assist all students to pursue a high school diploma. This is the sole purpose of the entire program and thus will be embedded in IEP language and goals. The school does not offer a certificate of completion.

- e. Plans to have qualified staffing adequate for the anticipated special needs population.**

The leadership team has experience in designing and installing special education specific programs as well as hiring effective special educators. Teachers with special education background and where possible, licensure, will be sought for the general education environment which is inclusive of the special education program. Personnel that are budgeted include:

- Special Education Administrator (licensed and experienced special education teacher); using available consultation
- Speech Language Pathologist; contracted services
- School Psychologist; contracted services
- Part-time or full-time personnel serving the needs of special needs students, including:
 - ❖ In year one, (1) full time Teacher of Record: Licensed to teach (Mild Disabilities) and other exceptionalities through contracted services as needed) and will develop individual IEP for each classified student. They will work with the case conference committee (511 IAC Article 7), communicate information with general faculty, and supervise needed support and perform any other task assigned by the Special Education Administrator.
 - ❖ Year two; (1) full time Teacher of Record
 - ❖ As needed based on case load: Year 1, (1) Special Education Instructional Assistant: Will provide assistance to students in a small one-on-one environment, will assist in monitoring IEP compliance, and will perform tasks assigned by the Special Education Teacher.
 - ❖ Year 2; Instructional Assistants as needed based on case load

3. Explain how the school will meet the needs of English Language Learner (ELL) students, including the following:

a. Methods for identifying ELL students (and avoiding misidentification);

Registration materials will solicit ELL information as a first step. A language survey is part of the enrollment packet. Students will be given the aforementioned three day orientation during which language needs will be assessed formally and informally. CTB McGraw Hill's LAS Links English proficiency test will be given to students that are indicated in registration to have language minority status. The following procedures will be in place according to Indiana Department of Education guidelines: Guidelines for the Placement of Language Minority Students 1. Students who enroll in the school corporation must complete a home language survey. 2. If the survey indicates that a student speaks a language other than English, he or she must be assessed for oral, reading and writing English language proficiency skills using the LAS Links English proficiency assessment. 3. Students must be placed in an age-appropriate grade level. Placement below grade level should only be considered if the student has no prior school experience or if the student has been out of school for more than one academic year. 4. Initial scheduling of courses for LEP students must include classes designed to improve English language proficiency. Each student must receive the appropriate level of English language development based on their level of proficiency. 5. Language minority students should be informed that they must meet graduation requirements if they intend to receive a high school diploma. 6. Migrant students graduating from home base schools need to be enrolled in courses that fulfill the home state's graduation requirements. 7. Adaptations must be made to lessons and assignments by teachers in the content area classrooms with the appropriate level of English language development for each student.

b. Specific instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students;

The Structured English Immersion plan will be used for students that are ELL based on the levels of proficiency determined by LAS Links assessment. Each student who qualifies for SEI program placement receives English language development instruction. This instruction is divided into four discrete courses, each bearing a specific title and focus. The subject designation and subject matter of each of the four courses is based on specific English language skills categories that derive from the English Language

Proficiency Standards. The four ELD courses do not have to be sequential. Ellis Second Language software will individualize English acquisition instruction for students at NLCTA.

c. Plans for monitoring and evaluating the progress and success of ELL students, including exiting students from ELL services;

ELL students and family members, where applicable, will have on line access to Compass Learning that includes the grade book that is used by the teacher and that can be used to access results and redo lessons where needed. Goals will be tracked as with all students through Power School and the learning management system developed by the school using the digital learning software. Daily, weekly, and quarterly reports will be available through on line access as well as printed form. Progress in English language acquisition and advancement in the levels of LAS Links English proficiency assessment will determine when students that reach proficiency levels based on LAS Links and will be exited from the program as appropriate.

d. Means for providing qualified staffing for ELL students.

Bilingual staff members will be sought during recruitment. One teacher with direct experience in ELL instruction, referred to earlier in the application, is already a viable candidate under consideration. Teachers that are licensed for ELL will be identified during the staffing process.

4. Explain how the school will identify and meet the learning needs of students who are performing below grade level and monitor their progress. Specify the programs, strategies, and supports you will provide for these students.

The school program is constructed as described throughout the application to meet the needs of students including those that are below grade level in instructional achievement and in credits earned. Those programs, strategies, and supports are detailed in previous sections describing the education program.

5. Explain how the school will identify and meet the needs of intellectually gifted students, including the following:

a. specific instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities;

Each student will be encouraged to go beyond the Core 40, to receive dual credit for some courses and complete additional course work beyond high school levels. School-wide oral and written communication rubrics will be developed in order to implement a sustained writing and communication program across the curriculum that challenges gifted high ability students. These rubrics will be vertically articulated to college level requirements. Teachers will collaborate to develop a writing program that reinforces high expectations and will be used across the curriculum at each grade level. Curricular elements will scaffold with the expectation that students will go beyond low level cognitive processes to complete work that demands analysis, synthesis, and the generation of new ideas.

At least one lesson per semester will incorporate student investigation into real world application of classroom concepts. These projects will be documented in student Mastery Portfolios and will demonstrate learning that goes beyond basic understanding and/or recall. Teachers will be given extensive training in Bloom's Taxonomy with an emphasis on the higher level skills for discussion and project learning. While higher level thinking in Bloom's is a goal for all students, it is a requirement for high ability students to experience relevance.

b. Plans for monitoring and evaluating the progress and success of intellectually gifted students;

The school's extensive monitoring and evaluating system of on-line reporting both real time and periodic will also serve the high ability students. Additionally, during advisor advisee weekly sessions, close contact will be maintained with students that must be challenged to thrive. Instruction will be utilized using interviewing and journaling to ensure that students are given the chance for application, analysis, synthesis, and evaluation throughout the course requirements.

c. Means for providing qualified staffing for intellectually gifted students.

Just as members with special education experience and licensure, staff with high ability instruction experience will be recruited including those with AP course and dual credit course experience backgrounds. In training and ongoing professional development, all staff will be trained to differentiate instruction for all student needs including high ability and gifted.

See Attachment 11 for Recruitment and Enrollment

Student Discipline

Describe the philosophy of student discipline that supports your school model. Discuss how parents will be informed of the school discipline policy.

New Leaf Career Tech Academy will operate under the belief that developing and maintaining a positive school climate starts first and foremost with a fair and consistent discipline policy. A school climate that builds on the strengths and assets of each student, while promoting self-esteem, works against the destructive factors that contribute to negative consequences. The school will emphasize programs that emphasize prevention, positive alternatives, the development of life skills, and recognition of socially acceptable behavior. Each student will be expected to follow the student handbook. Students will develop life plans with the assistance of a mentor-counselor that incorporates both academic and personal goals. Also critical to establishing and maintaining a positive school climate is the building of positive relationships and clear communications with parents, business and community leaders, local law enforcement officials/officers, and a wide array of youth-serving professionals in the community.

It is the expectation that all students conduct themselves in a responsible manner in order to maintain a safe and orderly environment and provide the opportunity for learning for all students. Teachers receive support from the leadership team with regard to classroom management and interventions to ensure that they are both aware of the needs/development of students and able to effectively implement strategies in their classrooms. Professional development activities will provide support with instructional/management needs of school staff.

Discipline is one of the most important lessons of education. It underlies the whole educational structure. It is the training that develops self-control, character, orderliness, and efficiency. It is the key to good conduct and proper consideration for other people. An environment that provides equal opportunity for all and permits the teaching-learning process to proceed in an orderly manner is the objective of all school personnel. School staff members will make every effort, individually and cooperatively, with appropriate available community resources, to help each student gain acceptable self-discipline standards.

The staff will receive their copy of the discipline code that is included in the handbook at professional development that will be held in August prior to the start of the academic year. The school will distribute the student handbook during the school's initial open house prior to the start of school in August. At that time the school staff will take time and go through the discipline code with parents and/or students and ask them to sign a form to confirm that the policies have been read.

See Attachment 12 for Draft of Student Discipline Policy.

Parent & Community Involvement

1. Local School Options

School	Address	Grades/Enrollment (2014/15)	School Grade (2013/14)
West Side Leadership Academy	9th & Gerry St	09- 214 10- 170 11- 215 12- 284	F
Theodore Roosevelt Car & Tech Academy	730 W 25th Ave	09-135 10- 101 11- 99 12- 62	F
Calumet High School	3900 Calhoun St	09- 171 10- 155 11- 163 12-173	C
New Tech Innovative Institute	1800 East 35th Ave	09- 99 10- 103 11- 111 12- 91	F
Wm A Wirt/Emerson VPA	210 N Grand Blvd	09-106 10-101 11-93 12-84	C
Thea Bowman Leadership Academy	975 W 6th Ave	09- 114 10-121 11-110 12-97	D
Gary Lighthouse Charter School	3201 Pierce St	09-186 10- 132 11- 125 12- 109	D
21st Century Charter School of Gary	556 Washington St	09- 55 10- 55 11- 42 12- 30	D
Gary Middle College	556 Washington St	09-122 10- 21 11- 27 12- 28	N/A

2. Describe how you will engage parents and community members from the time that the operator is approved through the opening of school(s).

New Leaf Career Tech Academy is fully immersed in the community of Gary in its recruiting efforts, support services, and local advertising. The Social Worker will lead a group called SAAB (Student African American Brotherhood) as a community service and leadership component of the social justice curriculum. As a transformative institution in the community, the New Leaf Career Tech Academy team helps students develop the knowledge, skills, and values needed to become social critics who can make reflective decisions and implement those decisions in effective personal, social, political, and economic action. To promote our program and give our students an opportunity to give back to the community, NLCTA will partner with the Mayor’s office for volunteer opportunities for our students such as organizing community clean up events throughout the city of Gary. The more opportunities our students have to give back to the community will assist them in becoming contributing members to society.

3. Describe how you will engage parents in the life of the school (in addition to any proposed governance roles described in Section 2 below). Explain the plan for building family-school partnerships that strengthen support for learning and encourage parental involvement. Describe any commitments or volunteer activities the school will seek from, offer to, or require of parents.

Many of our students will have limited to no parent involvement in their education. However, we will have an open house every fall for students to bring in parents or any other person supporting them while they are a student at New Leaf Career Tech Academy. We will survey our students on how to effectively communicate with the individuals in their lives that are supporting them while they are in school. The school will not require commitments from parents of students due to the age and status of the targeted population. Volunteer opportunities will be made available to families and students themselves.

Community Resources

New Leaf Career Tech Academy has connections to the Gary Chamber of Commerce, Jobs for America's Grads, Purdue 4H, 100 Black men, the Urban League of Northwest Indiana, Methodist Hospitals, Ivy Tech Community College, Gary Common Counsel, Lake County Minority Health Coalition, Drexel Foundation of Educational Excellence, College Summit, Teach for America, the Boys and Girls Club, the Salvation Army and the NAACP. No formal contracts have been established.

Name of Organization	Nature	Purposes	Terms	Scope of Services
Indiana University Northwest	Staff training; coursework	Provide qualified staffing	In development	Annual
Gary Area Career Center	Vocational Training	Provide career training for students	In development	Annual Renewal: Contract
Gary Youth Services Bureau	Activities for NLCTA students' children	Help overcome parenting hurdles	In development	Annual
Teach for America	Staffing	Provide potential quality staff	In development	Annual
Ivy Tech	Courses for students	Provide college for students that qualify	In development	Annual

Performance Management

1. Mission-specific educational goals and targets that the school will have.

GRADUATE STUDENTS GOAL: 80% Students that meet the following goals will earn and receive high school diplomas from NLCTA:

- Students attending for one school year will achieve 6 credits that satisfy IDOE graduation requirements: 62%
- Incoming students will re-enroll: 65% goal
- Students entering NLCTA one year or more below grade level, will achieve grade level growth of 1.5 years or more within two years: 70% goal

NWEA Goals - New Leaf Career Tech Academy will attain a minimum of 50% of the students reaching their target growth for students that are tested in fall and spring of each school year.

Credits Earned: Number of credits earned per student will exceed 5 credits annually and the goal will be adjusted as a baseline experience is established.

ECA's (Core 40 end-of-course-assessments)- percentage of students passing ECA's at the completion of associated Core 40 courses: English 10, Algebra 1: From the baseline scale score, an increase of >25% in scale score for each ECA.

GQE- Percent of graduating class who have met IDOE graduation requirements:

- 2017 graduating class -70%
- 2018 graduating class -73%
- 2019 graduating class -76%
- 2020 graduating class -78%

2. In addition to the mandatory state assessment and testing requirements (i.e. ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), identify the primary interim assessments the school(s) will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the curriculum, performance goals, and state standards.

NWEA will be used to show growth in RIT and percentile scores as well as Lexile scores to measure the reading level growth of students. Acuity will show summative progress 4 times annually. For day to day, the custom Compass Odyssey benchmark assessments aligned with the curriculum, performance goals, and state standards will be utilized. All tests will be reported digitally to constituents including the Board of Directors, administration, staff, and students and parents whenever possible or practical. Each course will have pre and post-tests.

3. Explain how the school(s) will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

The New Leaf Career Tech Academy has a complete system already developed for collecting and analyzing student academic achievement data. It will be the duty of the Director and Principal to operate the system, analyze the data with the teaching staff, suggest instructional interventions, and prepare teachers to use the data. Again, the Board of Directors, administration, staff, and students / parents whenever possible or practical will have access to not only individual progress, but cohort and school progress as well. Such progress will be updated monthly on the website and through the school Facebook account.

4. Who will be responsible for managing the data, interpreting it for classroom teachers, and leading or coordinating professional development to improve student achievement?

It will be the duty of the Principal, Counselor/Social Worker, and department chairs will make sure that all are trained to use data, not just collect it.

5. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Training is designed currently to use for orientation and establishing competency first for the administration, Director and Principal, and then for the staff. It is built into the training for the two week “training camp” and will use historical data that will be protected for confidentiality. The Compass training will show teachers how to lead students to the real time reporting systems.

6. Describe the organization’s approach to academic underperformance for schools that fall short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level.

First and foremost, no underperformance will go undiscovered for long and the “gauges” indicate when the system is operating at peak level. Corrections and prescriptive remedies will be designed and assigned at the point of need. Since students must master each lesson before moving to the next, mastery will be under constant surveillance

Section III: Implementation Plan

Human Capital

School Staffing Structure

See Attachment 14

School Leadership and Staff Hiring, Management, and Evaluation

1. Describe your strategy and timeline for recruiting and hiring teachers.

Recruiting will begin formally in January, 2016. The recruiting plan will follow the include the following details: **RECRUITING:** NLCTA will seek to fill positions through advertising, career fairs, internal posting, and the use of other employment resources as necessary. **INTERVIEWING:** The Director or other school official (as designated) will interview and hire candidates for employment. Confirmation is subject to Board approval. **OFFERS:** Employment offers are made by the Director or Designee. An offer includes a “Letter of Offer” including but not limited to: Salary, position, benefits, and any other information pertinent to the position being filled. **ACCEPTANCE:** The prospective employee must sign and return the offer letter to indicate acceptance of employment and any other conditions as indicated in the agreement. **HIGHLY QUALIFIED:** Job advertisement will list and detail the qualifications that will cause the applicant to be highly qualified based on ESEA.

The Urban Teacher Education Program (UTEP) is a school-university partnership for professional teacher preparation and development..

UTEP is governed by a Policy Board that consists of the Chancellor of Indiana University Northwest, the Dean of Education, the Dean of Arts and Science, University Professors, the Superintendents of the partnership districts, the Unions of the partnership districts, the Director of UTEP, the District Coordinator and building Coordinators. The program has two options: Option I focuses on undergraduate education, and Option II prepares limited license teachers, substitutes, and second career people with non-education bachelor’s degrees for teaching certification. It is the mission of UTEP to improve the quality of urban education through the preparation of teachers to create a cooperative and supportive environment in which university and classroom faculty work as partners in urban professional development schools (PDS). Recognized by the Indiana Department of Education as a fully accredited alternative route to certification, UTEP provides capacity for developing desperately needed educators. The recent commitment of the partnerships to four (4) sites as regular professional development programs is indicative of the growing need

to increase the supply of urban teachers. Therefore, UTEP is committed to use the latest researched methods to prepare “star” teachers for the 21st Century. New Leaf will utilize this special connection to assist the school to recruit and hire staff that will not only satisfy but exceed the highly qualified requirements of the Elementary and Secondary Education Act (ESEA).

2. Describe the staff planning.

The teacher-student ratio varies with the number of students in attendance at any particular time. Typically, a maximum student to teacher ratio will be $\leq 20:1$. The ratio of total students to adults for a “typical” school will be $\leq 10:1$. The school’s senior administrative team will work using principled leadership with the staff and personnel. The administration and leadership will follow the philosophy of Stephen Covey’s¹ principles of leadership that make use of Demming’s² TQM working environment culture. Covey’s principles of leadership are based on trustworthiness at the personal level (relationship with self); and trust at the interpersonal level (relationships and interactions with others) by practicing the principles: 1) Encourage continual learning; 2) Model service-leadership; 3) Radiate positive energy; 4) Show belief in people; 5) Support the staff to lead balanced lives (socially, intellectually, physical health, humor); 6) Join staff in seeing life as an adventure; 7) encourage and celebrate synergism (collective achievement); 8) Exercise for self-renewal: physical, mental, emotional, and spiritual.*

- We must recognize that achievement of students in all areas is the bottom line concerning our success. Financial survival must come first to ensure that the model lives and grows.
- Once we recognize #1, we must then work to create a spirit of cooperation, peace, and good will so that we deflect the pressure to achieve that will, in fact, destroy the achievement we seek. How so? Less is more. By caring and working in an environment where we are respected and respectful and show caring and humanity, we defuse fear of failure and celebrate learning. Let’s have joy in the journey and have fun.
- By not pushing ourselves and our students to seek achievement over the joy of learning, we will lead them to successful lives and allow ourselves to work in a dream environment of common cause, common goals, and a sense of true community.
- All members of the New Leaf family are equal in status and purpose. We will all try to understand and be able to do parts of all the jobs in the school creating a flexible work force that adapts to help when others need us.
- With respect and professionalism, we are not to ignore problems but celebrate them as Demming suggests. We will not keep problems from being uncovered. We will solve problems.
- We will avoid punishing the messengers of problems.
- Our advancement plan will celebrate team success and not turn us against each other.
- To achieve group goals, we will not ever pass by even one single child. (No child left behind!)
- Our future plan will be a living document with constant adjustments and change through community discussion, sharing, and analysis.
- An emphasis on goals and student achievement will replace administrative oversight over procedures, lesson plans, environment, etc.
- Administration will allow mistakes, celebrate them, and seek improvement as a continuous process.
- Fear of failure will be replaced by the excitement of supported risk-taking and a spirit of adventurous curiosity in the search of new ideas and practices.
- All members of our community will be encouraged to exercise leadership.
- All members of our community will be encouraged to discover ways for quality improvement while keeping costs controlled. People will be encouraged to seek of any way to save money while increasing achievement of objectives.

The Director will evaluate the performance of the Principal twice a year. The evaluation will be based on (1) adherence to the New Leaf RISE Evaluation Plan in terms of observations and evaluations of staff; (2) staff morale based on implementing the principles of leadership as expressed in this application and as part of the leadership section of the Personnel Policy Plan Handbook; (3) student Performance; (4) school climate. The Director will also evaluate the performance of the Senior Consultant based on the language of the contract as approved by the Board.

The Director will be evaluated by the Board of Directors annually. The Board of Directors will develop the plan for evaluation of the Director.

3. Explain how teachers will be supported, developed, and evaluated each school year.

PLAN FOR EVALUATION

1. Primary observers will conduct formal observations using the guidelines as listed below.
2. Only qualified and trained evaluators will make formative evaluation ratings.
3. All evaluators receive training and support in evaluation skills
4. Secondary observers will conduct informal observations with written feedback shared with the teacher.
5. All documents, observations, comments will be stored in the Evaluation E Folder on the NLCTA network. The evaluation information will be “read only” for the teacher in the folder.
6. All information required for the evaluation will be collected and deposited in timely manner for the E folder.
7. Teachers can request a conference at any time with the administrators, primary observers, and secondary observers.
8. Official observations forms must be used for short and long formal observations.
9. Complete growth data will not be available until mid or late September of the following year.
10. A preliminary rating based on ISTEP proficiency scores, classroom performance data, Compass benchmark testing, will be issued after tests results are received by the end of June.
11. Preliminary ratings can be calculated on classroom data and teacher domains ratings shaped by observations.
12. The school may use preliminary data prior to May 1st to make personnel decisions in regards to retention of a teacher as well as termination. Growth plan may be developed as needed for teachers.
13. Remediation plans include the use of employee’s license renewal credits as part of the improvement plan.
14. Teachers rated as ineffective can request a private conference with the Director.
15. Walkthroughs will be conducted using the “Standard for Success” on line management system. Walkthroughs will be conducted once weekly for each teacher by qualified observers

EVALUATIONS & TERMINATIONS

- Employee evaluations are the responsibility of the school’s administration in charge of daily operations. The administrative recommendation will be presented to the Board for Board approval. Unless otherwise stated, contracts are “At Will” contracts and for the period of one year.
- Teachers in their first year at NLCTA will be officially evaluated two (2) times per semester. All other teaching staff will be given an official evaluation once per semester.
- It is the Academy’s policy to handle all employee terminations in a fair, equitable, and consistent manner. If the termination is initiated by an employee, supervisors should review the circumstances to determine if the termination can be avoided. If the termination is initiated by the Academy, it is the responsibility of the administration to be impartial, objective, fair, and very clear to the employee as to the reason for the termination.

4. Explain how the school and organization intend to handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

Based on evaluations and observations, improvement will be expected immediately for ineffective leaders and staff members. A Goals Plan for improvement will be constructed. At-will employees will understand when given employment orientation that they are able to be terminated if their lack of effectiveness harms the achievement or welfare of the students and the school.

5. Provide an overview of the School's compensation system.

NLCTA will follow the lead of charter school operators that choose to treat salary as the professional sports leagues do – a “salary cap” basis. The administration will follow the budget and negotiate salaries within a range that will result in an average salary. It takes careful and detailed constant monitoring to make sure that salaries are in line with the averages for certified personnel. The average in Year 1 will be \$ 45,000 based on experience.

POLICY STATEMENT:

The New Leaf Career Tech Academy has established benefits plans primarily to meet the financial and health related needs of employees and their families. These insured-type plans are in addition to benefits such as vacations, holidays, personal days, and sick days provided under school policies. Benefit plans and their administration will be described in general terms through Gallagher Benefit's website which will give individual employees their own on line accounts to view benefits, sick days, and levels of insurance.

PENSION PLAN(S) and DEFERRED COMPENSATION:

The Indiana Teacher Retirement Fund (TRF) for certified teachers, PERF (Public Employee Retirement Fund) for non-certified personnel, or a 403b retirement plan option will be offered to all employees. Rates are determined annually. Currently teacher retirement fund is 7.65% for the employer contribution.

HEALTH INSURANCE:

Coverage: Health insurance benefits will be available to all employees. New Leaf Career Tech Academy will contribute a set amount allowance, as determined by the school, per full time employee toward health insurance premiums. Currently the allowance is \$ 4,000 per full time employee. The school will comply with state and federal regulations.

Dental: Dental coverage is offered through Anthem with full cost responsibility of the employee.

Vision: Vision coverage is offered through Anthem full cost responsibility of the employee.

Life Insurance: Life insurance will be provided to the employee by NLCTA in the amount of \$20,000 paid by the school.

Incentive Program: How will we retain high performing teachers?

The NLCTA modified RISE evaluation system details how funds available for rewarding effectiveness of teachers will be distributed. This system has been developed and used by members of the administration leadership team in other charter schools. The funding that will be used will be the Title II Part A funding in its entirety each year. This last year, a member of the founding team assisted a charter school to apply for and receive an additional \$ 38,000 competitive Indiana Department of Education grant for rewarding “Excellence in Education.” That money was totally to be spent as a one-time stipend for teachers receiving a “4” rating in the state evaluation system as reflected by the NLCTA evaluation plan. If that grant is available, we will apply for NLCTA.

Professional Development

Describe the school and organization's professional development expectations and opportunities, including the following:

1. Who will be responsible for professional development?

The Director and Principal are responsible to design and implement effective professional development designed to bring strength to the model of instruction. Professional development is not about changing the model of instruction chosen by New Leaf Career Tech Academy.

2. Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Teachers will get in touch with the course scope and sequence for each subject taught and will review and update alignment for all standards. The schedule for summer “training camp” will use experienced teachers to prepare newly arrived teachers for the challenging aspects of individualized blended learning using digital curriculum.

SCHEDULE FOR PROFESSIONAL DEVELOPMENT – SUMMER TRAINING CAMP

*Tasks will follow sequence:

(TASK 1) Introduce tool kit to staff: Preview by web based meeting. Create sample lesson plan and lesson for simulated lesson using rotation and blended digital curriculum aligned with INDIANA Scope and Sequence.

(TASK 2) Deliver simulated lesson to staff the first day of curriculum development (training).

(TASK 3) Demonstrate how to use the scope and sequence with standards to create a schedule of digital Odyssey lessons using the Digital Organizer template.

(TASK 4) Demonstrate and instruct staff members how to use standards and content to align to the standards in the final scope and sequence for each grade level and subject.

(TASK 5) Divide into teams and examine each grade level DRAFT scope and sequence lesson by lesson.

(TASK 6) Using the standards booklets and assessment alignment, review each scope and sequence at each grade level and subject level (math and language arts highest priority; develop social studies and science in collaboration with staff ensuring that the order will work with school calendar, pacing, and testing windows. This process must ensure that all tested standards are covered in the digital curriculum and providing for any that are not.

(TASK 7) Teach staff / teachers to create assignments and how to use “Decision Points” to make students work sequentially and prove mastery before advancing to the next skill.

(TASK 8) Construct the final grade level Odyssey assignments matching the finalized scope and sequence for each grade level and subject. Priority given for Math and Language Arts “Reading Writing and Communicating” (RWC) Work with social studies and science teachers.

(TASK 9) Using finalized scope and sequence, have teachers construct lesson plans for the beginning of the year working as far as they can before training / curriculum construction ends.

(TASK 10) FINAL scope and sequence for each grade level, subject will be used to cut and paste the digital sequence into the lesson plan template shared with teachers in Step 7 above.

(TASK 11) Use the NLCTA RISE, lessons, CK lessons, and Rotation digital curriculum scope and sequence to complete lesson plans and gather resources.

(TASK 12) Questions, concerns, individual needs of staff members. Each day 3-4 p.m. and ongoing.

DATE	TIME	TIME ALLOTTED	TASK
8/22	TBA	2 HOURS	Simulated Rotation Lesson – Teachers and staff will be given logons as students and will follow directions for teacher direct instruction, digital follow up, and independent learning activities based on the lesson with skills aligned to lesson standards. (2 hours)
8/22	TBA	3 HOURS	Rotation Learning Teacher Prep: Teachers will be given a

			detailed description and be able to interact with how the simulated lesson was conducted and prepared. The digital organizer template and interaction with the Courses and grade books in Odyssey will be demonstrated. This will follow the idea of presenting the teachers with the assessments and procedures that all other training will lead them to completing and using. (2 hours)
8/23	TBA	3 HOURS	Introduction to Standards Tool Kit to be found in shared drive: Introduced and made available on Monday, July 22, through mini sneak preview. All components will be illustrated and previewed with description of the process used through the IDOE. This detailed overview of the Tool Kit will precede the work of examining and analyzing each grade level scope and sequence, adjusting order of instruction as teachers determine based on testing schedule and tested skills
8-24 8-25 8-26 8-28	TBA	12 HOURS	Using the Indiana Standards Tool Kit and draft scope and sequence, teachers will work in subject and grade level teams to go through the draft scope and sequence one skill / digital lesson at a time and perform the following functions: (1) Evaluate the scope and sequence for effectiveness given the testing windows for ISTEP. (2) Align the 2014 Indiana CCR Academic Standards and convert coding. (3) Assessment Frameworks use coding first with parentheses. Teachers will be acquiring knowledge and skills in grades in knowing the tested skills and their alignment digitally in Odyssey, alignments, and in direct instruction development using best practices as will be monitored by the RISE processes and evaluations/observations. (4) Work will continue until all levels of scope and sequence have been analyzed and adjusted as needed (a blank template will be provided for reconstructing the scope and sequence based on the analysis and evaluative process. (5) When completed, the final working scope and sequence materials will then be published to the shared drive "Standards Tool Kit." (12 hours)
8-29 8-30 8-31	TBA	12 HOURS	Demonstrate and train teachers to create assignments in Odyssey. Lead them to create assignments (courses) by grade level for all levels and all subjects based on the scope and sequence work done earlier in the training. This is the essential task of the entire two week training period. (Hayden will set up the courses for each teacher and assign students to classes and teachers based on directions and analysis

			to follow below. (10 hours)
9/1 9/2	TBA	9 HOURS	Students must be placed in grade levels based on current estimate of instructional levels in each subject. The students can be moved and adjusted as fall diagnostic Odyssey tests are given at the first of school. (10 hours)
DISTRIBUTE THROUGHOUT TRAINING	TBA	OPEN HOURS	Conduct organizing curriculum and aligning with lessons after assignments have been created that utilize the RISE, rotation lesson plan templates. Work as far as there is time in the training. (Open)

3. Describe the expected number of days/hours for professional development throughout the school year, and explain how the school’s calendar, daily schedule, and staffing structure accommodate this plan. Include time scheduled for common planning or collaboration, and how such time will typically be used.

The philosophy of NLCTA is to use experience and resources of the carefully selected leadership, teacher leadership, and internal consultants to coordinate and communicate the very unique blended learning instructional model. NLCTA is NOT looking to change, create, and find other unique programs. NLCTA itself is unique and the model is exact and defined. Any professional development will be to enhance and strengthen the execution of the model of instruction designed as represented in this application. The school’s flexible calendar and daily schedule allow for the needed time and opportunity for flexing the schedule to accommodate training needs at the point of those needs. The lab design and cohort structure allow coverage by teachers for each other’s subject areas as well as using instructional coaches to cover while training is engaged. Professional development is embedded into every day and every minute of the school. Specific moments to pause, reflect, and adjust training are listed.

2016-17 STAFF DATES OF SERVICE & MEETINGS

DATE...	TIME.....	ITEM.....	ALL STAFF	ADMIN.	FACULTY
8/22-9-2	8:00-3:30	SUMMER TRAINING CAMP	X		
9/6	2:00-3:00	TRAINING – Needs based.		X	
9/20	3:45-4:45	TRAINING – Needs based.		X	X
10/25	2:00-3:00	TRAINING – Needs based.		X	
11/1	5:30-8:45	OPEN HOUSE		X	X
11/22	3:45-4:45	TRAINING – Needs based.		X	X
12/12	2:00-3:00	TRAINING – Needs based.		X	
12/13	3:45-4:15	TRAINING – Needs based.		X	X
1/2	8:00-3:30	TEACHER WORK DAY	X	X	X
1/24	2:00-3:00	TRAINING – Needs based.		X	
2/20	2:00-3:00	TRAINING – Needs based.		X	
3/21	3:45-4:15	TRAINING – Needs based.		X	X
4/23	2:00-3:00	TRAINING – Needs based.		X	X
4/25	3:45-4:15	TRAINING – Needs based.		X	X
5/16	2:00-3:00	TRAINING – Needs based.		X	
5/26	8:00-2:00	STUDENT REVIEW		X	X
5/30	3:45-4:45	END OF YEAR MEETING		X	X
5/31	8:00-3:30	TEACHER WORK DAY		X	X

While professional support and training is ongoing, the calendar denotes scheduled days. Compass Odyssey has an on-line professional development “college” that will allow targeted digital curriculum training on an individualized basis for staff. Formal meetings for professional development will number 22

days for the 2016 school year. Actual professional development will far exceed the formal settings. All professional development will be offered so teachers can gain credit towards license renewal.

4. In what ways will information from this evaluation be used to make adjustments in the professional development program?

The first year of the school we established baselines for determining future growth targets. We will use the second summer "training camp" to reset school goals and analyze every piece of the learning spectrum. While we are setting goals on a yearly basis, it is important to note again that we actually move towards those goals by assessing progress on a daily basis for individuals, groups of students, classes, and the school as a whole. Staff members will make immediate adjustments in the targeted professional development that occurs on a daily and weekly basis to determine specific needs to assist students to meet learning outcomes.

Star-Up and Operations

1. See Attachment 15 for Start-Up Plan.

2. See Attachment 17 for Start-Up Staffing and Cost.

3. If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. After a student has attended NLCTA for one month, attendance performance will be assessed as well as progress with work in courses in Compass Odyssey. If the student qualifies, he or she will receive a bus pass paid for by the school. Each month, a new bus pass will be issued if the student is in good standing.

4. Provide a school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

The Director and staff will work with facility sources to secure first-rate security systems. A safety policy will be developed for submission to the Board of Directors as part of the list of tasks that will be completed prior to July 1, 2016. The draft safety plan is included in **Attachment 29**. Generally, the school is dedicated to safe, orderly learning environments. This set of guidelines is meant to be a practical guide that provides **general procedures** to follow in case of various emergencies. Staff members are expected to know these procedures and know the specific plans and procedures that are created for the specific work area for which they are responsible. Features of our safety system:

- 2 security personnel are budgeted and one will be on duty at all times from 6 a.m. to 12:00 midnight.
- A security system with keyless entry and cameras will be installed.

5. See Attachment 16 for Insurance Coverage.

Facility Plan

1. If you are in the process of identifying a facility, describe with as much detail as possible your plan for identifying and securing a facility, including any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc.

Our Director and Principal have been in productive discussions and have relationships that have been formed with developers and real estate firms in the Gary area. See the attached letters from those firms:

March 2, 2015

To: Whom it May Concern

Re: New Leaf Career Tech Academy

I have been contacted by members of the New Leaf Organization to seek out commercial buildings available for rent within the City of Gary, Indiana.

We discussed several possibilities and they are investigating. Upon receiving approval from Ball State to authorize this Charter School and timing of the need is available, we will work with members of the New Leaf Organization to find what is available at that time for their Charter School within their budget.

Gene

Ayers Realtors, Inc.
219-938-1188
Gene@MillerBeach.com
www.MillerBeach.com

To: Whom it may concern:

Re: New Leaf Career Tech Academy

My name is Andy Young and I have been working with members of the New Leaf Organization to seek out commercial buildings available for lease options within the City of Gary Indiana. Upon receiving approval from Ball State to authorize this Charter school, I will work with members of the New Leaf Organization to find the right location for their Charter School. Thank you.

I, Andy Young, am the representative for 840 Broadway LLC, which is the owner of a 5-story office building in downtown Gary, Indiana.

I have met with representatives of the New Leaf Career Tech Academy to discuss the possible lease options which 840 has available.

The building currently has three floors available for lease, each of which is 9000 sq. ft. 840 and New Leaf have discussed a plan whereby they may be interested in one or two of the floors which are currently available.

The 840 Building is centrally located in downtown Gary. It is handicapped accessible, and has a large gated parking area with key-card access.

2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district.

We have identified possible locations but are committed to none at this time.

Budget and Finance

1. Describe the system and process by which the school will manage accounting, purchasing, payroll, and the required annual audit.

We know that annually, an independent audit of the fiscal year 7/1 to 6/30 is to be conducted by an independent Certified Public Accountant. We will search for a Gary area accounting firm. We will use Beth Marsh's firm Bookkeeping Plus for all audits, payroll, and purchasing needs. Bookkeeping Plus knows how to keep us compliant with reporting procedures and requirements for public schools in Indiana.

2. See Attachment 17 for 5-Year Budget

3. See Attachment 18 for Budget Narrative.

Attachment 1

Founding Group Resumes



NEW LEAF

Career Tech Academy

Timothy A Pivarnik

4404 Bedford Rd.
Valparaiso, IN 46383
219-477-5262 (Home)
219-386-9170 (Cell)
timpivarnik@comcast.net

Objective: Administrative Position.

Experience:

- Vice President/Principal at American School Present
- Principal at Gary Middle College 2013 - 2015
- Principal at Calumet High School 2009 - 2012
- Assistant Principal at Griffith High School 2007 - 2008
- Dean of Students/Athletic Director at Griffith Middle School 2006 - 2007
- Economics/Government Teacher at Portage High School 1998 - 2006
 - Assistant boys J.V. basketball coach 1998 - 1999
 - School Improvement Team member 1999 - 2006
 - Assistant boys freshmen basketball coach 1999 - 2000
 - Head girls freshman basketball coach 2000 - 2002
 - District Quality Schools Team member 2001 - 2006

Education:

Indiana Wesleyan University

- Education Specialist (EdS) 2015 Completing Oct.

Indiana University NW, Gary, IN

- B.S., Secondary Education May 1997
- M.S., Secondary Education Dec. 2005

Certification:

- Professional Educator's License # 1437445

Professional Development:

- 2001 Franklin Covey: The 7 Habits of Highly Effective People.
- 2003 NCA team visit to Gavit Middle/High School, Hammond.
- 2004 Giselle Martin-Kniep: Standards-Based Lesson Design Training.
- 2004 Academy Curriculum-Writing Workshop at McCormick's Creek State Park.

- 2004 High School Academy Workshop and Presentation in Santa Fe, NM.
- 2005 Aspiring Principals Conference, IASP.
- 2006 Attendance Conference hosted by the IDOE.
- 2007 Committee to develop an Alternative School at Griffith Middle/High School for the 2007-2008 school year.
- 2007 Assisted in the development of the Griffith Alternative School student handbook and writing the grant proposal for the alternative school.
- 2008 Attended CELL conference in Indianapolis.
- 2009 Attended and presented at the CELL conference in Indianapolis on how to successfully implement a new school model.
- 2010 Attended the New Tech Network workshop in Napa Valley, California.
- 2011 Attended the 8-Step process Integrated System for Improved Student Achievement training in Indianapolis.
- 2012 Trained on and have experience using the RISE teacher evaluation system.
- 2013/14 Attended Teach Like a Champion Workshops.
- 2014 TAP trained and certified

Principal Responsibilities/Accomplishments at Gary Middle College:

- Assumed the principal position in January 2013 charged with the need to get this non-traditional start up charter school transformed from a failing model to one of success.
- Conducted a review of all student transcripts and realigned student schedules placing students in their proper level of classes.
- Implemented a blended learning environment consisting of an on line curriculum blended with teacher presented direct instruction in 9-12 grade level learning labs.
- Implemented a graduate learning lab for students needing 8 or less credits to graduate along with ECA remediation/prep leading to 13 students passing both ECA's and earning a Core-40 diploma after previously dropping out of high school with projections of over 20 Core-40 graduates this school year.
- Currently transitioning Gary Middle College into a college/career readiness academy through establishing partnerships with Ivy Tech Community College, Gary Area Career Center, Hammond Career Center and Center of Workforce Innovations.

Principal Responsibilities/Accomplishments at Calumet High School:

- Successfully lead Calumet high school, one of twenty three schools State wide identified as being on academic probation, out of year five (5) State academic probation by implementing the New-Tech instructional model along with a data driven curriculum program to avoid State take over.
- Evaluated all staff members using the RISE evaluation and made sure they were placed in the proper areas pursuant to their licensing, qualifications, and strengths and reassigned as needed.

- Hired all new staff as needed.
- Developed and implemented a “School Success Plan” for Calumet High School.
- Designed and helped to implement a revised school calendar district wide in a more collegiate style ending semester 1 at Holiday Break thus increasing instructional time district wide.
- Designed, developed, and implemented a freshman academy with a team teaching environment in a block schedule format with emphasis on a PBL form of pedagogy. Designed this academy to roll into 10th grade along with looping Algebra and English teachers thus continuing to roll forward until the entire high school was in an academy format with STEM academy development in mind.
- Re-designed Algebra and English curriculum in the freshman academy based on student NWEA and ISTEP scores along with student grades in their 8th grade Math and English classes to complete my triangulation of data.
- Expanded NWEA assessment program for grade 9 only to grades 9-11.
- Designed and implemented a successful credit recovery program leading to a significant increase in Calumet’s graduation rate.
- Developed and implemented a mainstreaming program for IEP self-contained students on diploma track.
- Designed and implemented a 45 seat Rosetta Stone Language Lab integrated with World Cultures offering up to five (5) languages.
- Implemented the inclusion of five (5) AP classes and five (5) dual credit courses with major expansions of each in the planning stages for next school year.
- As a member of our district negotiations team I assisted with successfully negotiating and implementing the first settled teacher contract in four (4) years at Lake Ridge Schools.
- Successfully implemented a 45 minute extended school day two days a week for teacher professional development meetings after our students leave.
- Designed, developed, and successfully implemented a six (6) week interim-assessment program across curriculum to begin the process of data driven instruction.
- Developed “Data Binders” for each teacher to tabulate student scores on interims and identify students of concern needing both short term and long term remediation based on interim results.
- Successfully led the high school from a 9th grade New Tech Model implementation to a 9/10 New Tech Model implementation based on the success of our freshman academy thus accelerating our four year New Tech implementation schedule by one full school year.
- Successfully transitioned our six week interim assessment program into the 8-Step Process Integrated System for Improved Student Achievement.
- Posted double-digit increases in Algebra, English, and Biology ECA scores respectively in Spring 2011 formally removing Calumet High School from State academic probation in two (2) years.
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- Calumet High School named a Demonstration Site by the New Tech Network based on our successful and accelerated implementation schedule, a distinction usually reserved for year five (5) New Tech Schools.

Assistant Principal Responsibilities at Griffith Jr/Sr High School:

- Discipline for grades 9-12.
- Student Registration and Residency requirements for new and returning students.
- Teacher Evaluations.
- Assist principal and Assistant Superintendent in interviewing and hiring teachers.
- Chair IEP student case conferences.
- Organizing and overseeing administration of all ISTEP and ECA testing.
- Organize Crisis Management Team for high school.
- Write school safety grant.
- Organize and conduct fire, emergency, and code red drills.
- Authorize and oversee student fundraisers and field trips.
- Extra curricular organizations.
- Transportation and Career Center liaison.
- Oversee exploratory teachers.
- Organize high school open house.
- Summer school planning and administration.
- Assist principal in all school improvement development and implementation.

Sasho Dojcinovski

219 Holly Lane Schererville, IN 46375

(219) 670-6201

sdojcinovski@icloud.com

Professional Experience

Griffith Public Schools

Griffith, IN

Director of Guidance/ Data Coach

August 2014 – Present

- Develop master schedule using standardized test data to place students in appropriate classes.
- Analyze school data to drive instruction in testable content areas.
- Provide Professional Development to staff quarterly.
- Organize standardized testing for Middle/High School.
- Create district-wide weekly academic interventions aligned to student academic needs.
- Continuously research graduation requirements and standard changes.
- Research academic software and educational trends to keep staff current with professional development.

21st Century Charter

Gary, IN

Master Teacher

August 2013 – 2014

- Created Master Schedule for teachers and students to follow.
- Developed blended learning model for staff to integrate in classroom instruction.
- Analyzed school data to drive instruction in all content areas.
- Provided Professional Development to staff on a weekly basis to improve instruction.
- Supported teachers in the classroom by co-teaching and assisting with lesson plans.
- Evaluated teacher's effectiveness in the classroom using the Teacher Advancement Program (TAP) evaluation rubric.
- Built/oversaw team to initiate cross-curriculum assignment development school wide.

Gary Middle College (Adjunct Faculty)

Gary, IN

Data Analyzer/Learning Facilitator

August 2012 – June 2013

- Developed blended learning model for staff to integrate in classroom instruction.
- Assessed digital curriculum guidelines for departments.
- Collaborated with staff members on improving student achievement.
- Supported students with distance learning.
- Integrated blended learning model with students.
- Assisted students with online curriculum.

East Chicago Central High School
Social Studies Teacher

East Chicago, IN
August 2010 – 2013

- Implemented 8-step curriculum process with Social Studies Department.
- Effectively used Mac books to enhance the learning experiences of students.
- Built training videos for building staff to utilize technology in the classroom.
- Created professional development to implement technology training to district staff.

Charter School of the Dunes
Humanities Teacher

Gary, IN
August 2008 – 2010

- Created K-8 curriculum for world history course.
- Modified curriculum to correlate to state standards.
- Utilized rubrics, research papers, and technology to assess knowledge and mastery of curriculum content.
- Differentiated cross-curricular projects to teach lessons and build content knowledge for maximum retention.

Spectra SES Services (Mosaica Education, Inc.)
Director of Operations

Gary, IN
March 2005 – August 2008

- Oversaw entire IT Department.
- Tracked and maintained all equipment.
- Renewed program software contractually.
- Managed multiple SES projects while meeting deadlines.
- Met state quality objectives while staying on budget.
- Built, preserved and established relationships with new, existing, and previous clients and distributors.
- Constant needs/cost analysis compiled for new and current educational initiatives.
- Built training manuals to train new and current staff on initiatives.

Professional Development

- **Turnitin online writing lab**
- **Renaissance online learning software**
- **Compass Odyssey digital curriculum for online learning**
- **Edgenuity digital curriculum for online learning**
- **Certified Mac Teacher Trainer by Jane Frank**
- **Teacher Advancement Program (TAP) Certified Evaluator**
- **Teach Like a Champion Trainer**
- **How to Manage Angry Student's presented by Bill DeMao**
- **Pre-Columbian Civilizations workshop at Field Museum**
- **No Excuses University presented by Damen Lopez**
- **Professional Learning Communities presented by Jack Berkemeyer**

Education

Indiana University Northwest, Gary, Indiana

- Bachelors of General Studies; *Social Behavior* May 2005
- Professional Educator's License Number: 10001430
- Master in K-12 Education Administration May 2013
- Certified Mac Trainer by Kevin Sheppard through School City of East Chicago

Extra Curricular

- Refuge Productions Acting Coach/Stage Manger
- Refuge Productions Theatre Summer Workshop Operations Manager
- Level E national soccer license

Attachment 2

Proposed Head of School Resume



Sasho Dojcinovski

219 Holly Lane Schererville, IN 46375

(219) 670-6201

sdojcinovski@icloud.com

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Extra Curricular

- Refuge Productions Acting Coach/Stage Manger
- Refuge Productions Theatre Summer Workshop Operations Manager
- Level E national soccer license

Attachment 3

School Administrators' Resume



NEW LEAF

Career Tech Academy

Timothy A Pivarnik

4404 Bedford Rd.
Valparaiso, IN 46383
219-477-5262 (Home)
219-386-9170 (Cell)
timpivarnik@comcast.net

Objective: Administrative Position.

Experience:

- Vice President/Principal at American School Present
- Principal at Gary Middle College 2013 - 2015
- Principal at Calumet High School 2009 - 2012
- Assistant Principal at Griffith High School 2007 – 2008
- Dean of Students/Athletic Director at Griffith Middle School 2006 – 2007
- Economics/Government Teacher at Portage High School 1998 – 2006
 - Assistant boys J.V. basketball coach 1998 – 1999
 - School Improvement Team member 1999 – 2006
 - Assistant boys freshmen basketball coach 1999 – 2000
 - Head girls freshman basketball coach 2000 – 2002
 - District Quality Schools Team member 2001 – 2006

Education:

Indiana Wesleyan University

- Education Specialist (EdS) 2015 Completing Oct.

Indiana University NW, Gary, IN

- B.S., Secondary Education May 1997
- M.S., Secondary Education Dec. 2005

Certification:

- Professional Educator’s License # 1437445

Professional Development:

- 2001 Franklin Covey: The 7 Habits of Highly Effective People.
- 2003 NCA team visit to Gavit Middle/High School, Hammond.
- 2004 Giselle Martin-Kniep: Standards-Based Lesson Design Training.
- 2004 Academy Curriculum-Writing Workshop at McCormick’s Creek State Park.

- 2004 High School Academy Workshop and Presentation in Santa Fe, NM.
- 2005 Aspiring Principals Conference, IASP.
- 2006 Attendance Conference hosted by the IDOE.
- 2007 Committee to develop an Alternative School at Griffith Middle/High School for the 2007-2008 school year.
- 2007 Assisted in the development of the Griffith Alternative School student handbook and writing the grant proposal for the alternative school.
- 2008 Attended CELL conference in Indianapolis.
- 2009 Attended and presented at the CELL conference in Indianapolis on how to successfully implement a new school model.
- 2010 Attended the New Tech Network workshop in Napa Valley, California.
- 2011 Attended the 8-Step process Integrated System for Improved Student Achievement training in Indianapolis.
- 2012 Trained on and have experience using the RISE teacher evaluation system.
- 2013/14 Attended Teach Like a Champion Workshops.
- 2014 TAP trained and certified

Principal Responsibilities/Accomplishments at Gary Middle College:

- Assumed the principal position in January 2013 charged with the need to get this non-traditional start up charter school transformed from a failing model to one of success.
- Conducted a review of all student transcripts and realigned student schedules placing students in their proper level of classes.
- Implemented a blended learning environment consisting of an on line curriculum blended with teacher presented direct instruction in 9-12 grade level learning labs.
- Implemented a graduate learning lab for students needing 8 or less credits to graduate along with ECA remediation/prep leading to 13 students passing both ECA's and earning a Core-40 diploma after previously dropping out of high school with projections of over 20 Core-40 graduates this school year.
- Currently transitioning Gary Middle College into a college/career readiness academy through establishing partnerships with Ivy Tech Community College, Gary Area Career Center, Hammond Career Center and Center of Workforce Innovations.

Principal Responsibilities/Accomplishments at Calumet High School:

- Successfully lead Calumet high school, one of twenty three schools State wide identified as being on academic probation, out of year five (5) State academic probation by implementing the New-Tech instructional model along with a data driven curriculum program to avoid State take over.
- Evaluated all staff members using the RISE evaluation and made sure they were placed in the proper areas pursuant to their licensing, qualifications, and strengths and reassigned as needed.

- Hired all new staff as needed.
- Developed and implemented a “School Success Plan” for Calumet High School.
- Designed and helped to implement a revised school calendar district wide in a more collegiate style ending semester 1 at Holiday Break thus increasing instructional time district wide.
- Designed, developed, and implemented a freshman academy with a team teaching environment in a block schedule format with emphasis on a PBL form of pedagogy. Designed this academy to roll into 10th grade along with looping Algebra and English teachers thus continuing to roll forward until the entire high school was in an academy format with STEM academy development in mind.
- Re-designed Algebra and English curriculum in the freshman academy based on student NWEA and ISTEP scores along with student grades in their 8th grade Math and English classes to complete my triangulation of data.
- Expanded NWEA assessment program for grade 9 only to grades 9-11.
- Designed and implemented a successful credit recovery program leading to a significant increase in Calumet’s graduation rate.
- Developed and implemented a mainstreaming program for IEP self-contained students on diploma track.
- Designed and implemented a 45 seat Rosetta Stone Language Lab integrated with World Cultures offering up to five (5) languages.
- Implemented the inclusion of five (5) AP classes and five (5) dual credit courses with major expansions of each in the planning stages for next school year.
- As a member of our district negotiations team I assisted with successfully negotiating and implementing the first settled teacher contract in four (4) years at Lake Ridge Schools.
- Successfully implemented a 45 minute extended school day two days a week for teacher professional development meetings after our students leave.
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- Summer school planning and administration.
- Assist principal in all school improvement development and implementation.

Attachment 4

Governance Documents



NEW LEAF

Career Tech Academy

New Leaf Organization
EIN: 47-1338107

State of Indiana
Office of the Secretary of State

CERTIFICATE OF INCORPORATION
of
NEW LEAF ORGANIZATION, INC.

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Saturday, July 19, 2014.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, July 21, 2014

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
7/21/2014 8:44 AM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ARTICLE I - NAME AND PRINCIPAL OFFICE

NEW LEAF ORGANIZATION, INC.

430 SOUTH LAKE STREET, GARY, IN 46402

ARTICLE II - REGISTERED OFFICE AND AGENT

SASHO DOJCINOVSKI
219 HOLLY LANE, SCHERERVILLE, IN 46375

The Signator represents that the registered agent named in the application has consented to the appointment of registered agent.

ARTICLE III – INCORPORATORS

SASHO DOJCINOVSKI
219 HOLLY LANE, SCHERERVILLE, IN 46375
Signature: SASHO DOJCINOVSKI

ARTICLE IV – GENERAL INFORMATION

Effective Date: 7/19/2014

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: Yes

The purposes/nature of business

THE NEW LEAF ORGANIZATION WILL PROVIDE A 21ST-CENTURY EDUCATION TO STUDENTS IN NORTHWEST INDIANA TO COMPETE IN A GLOBAL SOCIETY. PROVIDING STUDENTS THE OPPORTUNITY TO BE EXPOSED TO TECHNOLOGY, THE ARTS, AND CAREER AND COLLEGIATE PATHWAY CHOICES BY PARTNERING WITH LOCAL BUSINESSES, UNIVERSITIES, AND ORGANIZATIONS.

Distribution of assets on dissolution or final liquidation

ALL LIABILITIES AND OBLIGATIONS SHALL BE PAID, SATISFIED AND DISCHARGED, OR ADEQUATE PROVISION SHALL BE MADE THEREFORE. ASSETS

NOT HELD UPON A CONDITION REQUIRING RETURN, TRANSFER, OR CONVEYANCE TO ANY OTHER ORGANIZATION OR INDIVIDUAL SHALL BE DISTRIBUTED, TRANSFERRED, OR CONVEYED, IN TRUST OR OTHERWISE, TO CHARITABLE AND EDUCATIONAL ORGANIZATION, ORGANIZED UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986, AS AMENDED, OF A SIMILAR OR LIKE NATURE TO THIS ORGANIZATION, AS DETERMINED BY THE BOARD OF DIRECTORS.

ARTICLE V

THE NAME OF THE ORGANIZATION IS NEW LEAF ORGANIZATION. THE ORGANIZATION IS ORGANIZED IN ACCORDANCE WITH THE INDIANA NONPROFIT CORPORATION ACT OF 1991, AS AMENDED. THE ORGANIZATION HAS NOT BEEN FORMED FOR THE MAKING OF ANY PROFIT, OR PERSONAL FINANCIAL GAIN. THE ASSETS AND INCOME OF THE ORGANIZATION SHALL NOT BE DISTRIBUTABLE TO, OR BENEFIT THE TRUSTEES, DIRECTORS, OR OFFICERS OR OTHER INDIVIDUALS. THE ASSETS AND INCOME SHALL ONLY BE USED TO PROMOTE CORPORATE PURPOSES AS DESCRIBED BELOW. NOTHING CONTAINED HEREIN, HOWEVER, SHALL BE DEEMED TO PROHIBIT THE PAYMENT OF REASONABLE COMPENSATION TO EMPLOYEES AND INDEPENDENT CONTRACTORS FOR SERVICES PROVIDED FOR THE BENEFIT OF THE ORGANIZATION. THIS ORGANIZATION SHALL NOT CARRY ON ANY OTHER ACTIVITIES NOT PERMITTED TO BE CARRIED ON BY AN ORGANIZATION EXEMPT FROM FEDERAL INCOME TAX. THE ORGANIZATION SHALL NOT ENDORSE, CONTRIBUTE TO, WORK FOR, OR OTHERWISE SUPPORT (OR OPPOSE) A CANDIDATE FOR PUBLIC OFFICE. THE ORGANIZATION IS ORGANIZED EXCLUSIVELY FOR PURPOSES SUBSEQUENT TO SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE.

ARTICLE I MEETINGS

SECTION 1. ANNUAL MEETING . AN ANNUAL MEETING SHALL BE HELD ONCE EACH CALENDAR YEAR FOR THE PURPOSE OF ELECTING DIRECTORS AND FOR THE TRANSACTION OF SUCH OTHER BUSINESS AS MAY PROPERLY COME BEFORE THE MEETING. THE ANNUAL MEETING SHALL BE HELD AT THE TIME AND PLACE DESIGNATED BY THE BOARD OF DIRECTORS FROM TIME TO TIME.

SECTION 2. SPECIAL MEETINGS . SPECIAL MEETINGS MAYBE BE REQUESTED BY THE PRESIDENT OR THE BOARD OF DIRECTORS.

SECTION 3. NOTICE . WRITTEN NOTICE OF ALL MEETINGS SHALL BE PROVIDED UNDER THIS SECTION OR AS OTHERWISE REQUIRED BY LAW. THE NOTICE SHALL STATE THE PLACE, DATE, AND HOUR OF MEETING, AND IF FOR A SPECIAL MEETING, THE PURPOSE OF THE MEETING. SUCH NOTICE SHALL BE MAILED TO ALL DIRECTORS OF RECORD AT THE ADDRESS SHOWN ON THE CORPORATE BOOKS, AT LEAST 10 DAYS PRIOR TO THE MEETING. SUCH NOTICE SHALL BE DEEMED EFFECTIVE WHEN DEPOSITED

IN ORDINARY U.S. MAIL, PROPERLY ADDRESSED, WITH POSTAGE PREPAID.

SECTION 4. PLACE OF MEETING . MEETINGS SHALL BE HELD AT THE ORGANIZATION'S PRINCIPAL PLACE OF BUSINESS UNLESS OTHERWISE STATED IN THE NOTICE.

SECTION 5. QUORUM . A MAJORITY OF THE DIRECTORS SHALL CONSTITUTE AT QUORUM AT A MEETING. IN THE ABSENCE OF A QUORUM, A MAJORITY OF THE DIRECTORS MAY ADJOURN THE MEETING TO ANOTHER TIME WITHOUT FURTHER NOTICE. IF A QUORUM IS REPRESENTED AT AN ADJOURNED MEETING, ANY BUSINESS MAY BE TRANSACTED THAT MIGHT HAVE BEEN TRANSACTED AT THE MEETING AS ORIGINALLY SCHEDULED. THE DIRECTORS PRESENT AT A MEETING REPRESENTED BY A QUORUM MAY CONTINUE TO TRANSACT BUSINESS UNTIL ADJOURNMENT, EVEN IF THE WITHDRAWAL OF SOME DIRECTORS RESULTS IN REPRESENTATION OF LESS THAN A QUORUM.

SECTION 6. INFORMAL ACTION . ANY ACTION REQUIRED TO BE TAKEN, OR WHICH MAY BE TAKEN, AT A MEETING MAY BE TAKEN WITHOUT A MEETING AND WITHOUT PRIOR NOTICE IF A CONSENT IN WRITING, SETTING FORTH THE ACTION SO TAKEN, IS SIGNED BY THE DIRECTORS WITH RESPECT TO THE SUBJECT MATTER OF THE VOTE.

ARTICLE II DIRECTORS

SECTION 1. NUMBER OF DIRECTORS. THE ORGANIZATION SHALL BE MANAGED BY A BOARD OF DIRECTORS CONSISTING OF 5 DIRECTOR(S).

SECTION 2. ELECTION AND TERM OF OFFICE . THE DIRECTORS SHALL BE ELECTED AT THE ANNUAL MEETING. EACH DIRECTOR SHALL SERVE A TERM OF 1 YEAR(S), OR UNTIL A SUCCESSOR HAS BEEN ELECTED AND QUALIFIED.

SECTION 3. QUORUM . A MAJORITY OF DIRECTORS SHALL CONSTITUTE A QUORUM.

SECTION 4. ADVERSE INTEREST . IN THE DETERMINATION OF A QUORUM OF THE DIRECTORS, OR IN VOTING, THE DISCLOSED ADVERSE INTEREST OF A DIRECTOR SHALL NOT DISQUALIFY THE DIRECTOR OR INVALIDATE HIS OR HER VOTE.

SECTION 5. REGULAR MEETING . THE BOARD OF DIRECTORS SHALL MEET IMMEDIATELY AFTER THE ELECTION FOR THE PURPOSE OF ELECTING ITS NEW OFFICERS, APPOINTING NEW COMMITTEE CHAIRPERSONS AND FOR TRANSACTING SUCH OTHER BUSINESS AS MAY BE DEEMED APPROPRIATE. THE BOARD OF DIRECTORS MAY PROVIDE, BY RESOLUTION, FOR ADDITIONAL REGULAR MEETINGS WITHOUT NOTICE OTHER THAN THE NOTICE PROVIDED BY THE RESOLUTION.

SECTION 6. SPECIAL MEETING . SPECIAL MEETINGS MAY BE REQUESTED BY THE PRESIDENT, VICE-PRESIDENT, SECRETARY, OR ANY TWO DIRECTORS BY PROVIDING FIVE DAYS' WRITTEN NOTICE BY ORDINARY UNITED STATES MAIL, EFFECTIVE WHEN MAILED. MINUTES OF THE MEETING SHALL BE SENT TO THE BOARD OF DIRECTORS WITHIN TWO WEEKS AFTER THE MEETING.

SECTION 7. PROCEDURES . THE

VOTE OF A MAJORITY OF THE DIRECTORS PRESENT AT A PROPERLY CALLED MEETING AT WHICH A QUORUM IS PRESENT SHALL BE THE ACT OF THE BOARD OF DIRECTORS, UNLESS THE VOTE OF A GREATER NUMBER IS REQUIRED BY LAW OR BY THESE BY-LAWS FOR A PARTICULAR RESOLUTION. A DIRECTOR OF THE ORGANIZATION WHO IS PRESENT AT A MEETING OF THE BOARD OF DIRECTORS AT WHICH ACTION ON ANY CORPORATE MATTER IS TAKEN SHALL BE PRESUMED TO HAVE ASSENTED TO THE ACTION TAKEN UNLESS THEIR DISSSENT SHALL BE ENTERED IN THE MINUTES OF THE MEETING. THE BOARD SHALL KEEP WRITTEN MINUTES OF ITS PROCEEDINGS IN ITS PERMANENT RECORDS.

SECTION 8. INFORMAL ACTION . ANY ACTION REQUIRED TO BE TAKEN AT A MEETING OF DIRECTORS, OR ANY ACTION WHICH MAY BE TAKEN AT A MEETING OF DIRECTORS OR OF A COMMITTEE OF DIRECTORS, MAY BE TAKEN WITHOUT A MEETING IF A CONSENT IN WRITING SETTING FORTH THE ACTION SO TAKEN, IS SIGNED BY ALL OF THE DIRECTORS OR ALL OF THE MEMBERS OF THE COMMITTEE OF DIRECTORS, AS THE CASE MAY BE.

SECTION 9. REMOVAL / VACANCIES . A DIRECTOR SHALL BE SUBJECT TO REMOVAL, WITH OR WITHOUT CAUSE, AT A MEETING CALLED FOR THAT PURPOSE. ANY VACANCY THAT OCCURS ON THE BOARD OF DIRECTORS, WHETHER BY DEATH, RESIGNATION, REMOVAL OR ANY OTHER CAUSE, MAY BE FILLED BY THE REMAINING DIRECTORS. A DIRECTOR ELECTED TO FILL A VACANCY SHALL SERVE THE REMAINING TERM OF HIS OR HER PREDECESSOR, OR UNTIL A SUCCESSOR HAS BEEN ELECTED AND QUALIFIED.

SECTION 10. COMMITTEES . TO THE EXTENT PERMITTED BY LAW, THE BOARD OF DIRECTORS MAY APPOINT FROM ITS MEMBERS A COMMITTEE OR COMMITTEES, TEMPORARY OR PERMANENT, AND DESIGNATE THE DUTIES, POWERS AND AUTHORITIES OF SUCH COMMITTEES.

ARTICLE III OFFICERS

SECTION 1. NUMBER OF OFFICERS . THE OFFICERS OF THE ORGANIZATION SHALL BE A PRESIDENT, ONE OR MORE VICE-PRESIDENTS (AS DETERMINED BY THE BOARD OF DIRECTORS) AND A SECRETARY. TWO OR MORE OFFICES MAY BE HELD BY ONE PERSON. THE PRESIDENT MAY NOT SERVE CONCURRENTLY AS A VICE PRESIDENT.

- A. PRESIDENT/CHAIRMAN. THE PRESIDENT SHALL BE THE CHIEF EXECUTIVE OFFICER AND SHALL PRESIDE AT ALL MEETINGS OF THE BOARD OF DIRECTORS AND ITS EXECUTIVE COMMITTEE, IF SUCH A COMMITTEE IS CREATED BY THE BOARD.
- B. VICE PRESIDENT. THE VICE PRESIDENT SHALL PERFORM THE DUTIES OF THE PRESIDENT IN THE ABSENCE OF THE PRESIDENT AND SHALL ASSIST THAT OFFICE IN THE DISCHARGE OF ITS LEADERSHIP DUTIES.
- C. SECRETARY. THE SECRETARY SHALL GIVE NOTICE OF ALL MEETINGS OF THE BOARD OF DIRECTORS AND EXECUTIVE

COMMITTEE, SHALL KEEP AN ACCURATE LIST OF THE DIRECTORS, AND SHALL HAVE THE AUTHORITY TO CERTIFY ANY RECORDS, OR COPIES OF RECORDS, AS THE OFFICIAL RECORDS OF THE ORGANIZATION. THE SECRETARY SHALL MAINTAIN THE MINUTES OF THE BOARD OF DIRECTORS' MEETINGS AND ALL COMMITTEE MEETINGS.

SECTION 2. ELECTION AND TERM OF OFFICE . THE OFFICERS SHALL BE ELECTED ANNUALLY BY THE BOARD OF DIRECTORS AT THE FIRST MEETING OF THE BOARD OF DIRECTORS, IMMEDIATELY FOLLOWING THE ANNUAL MEETING. EACH OFFICER SHALL SERVE A ONE YEAR TERM OR UNTIL A SUCCESSOR HAS BEEN ELECTED AND QUALIFIED.

SECTION 3. REMOVAL OR VACANCY. THE BOARD OF DIRECTORS SHALL HAVE THE POWER TO REMOVE AN OFFICER OR AGENT OF THE ORGANIZATION. ANY VACANCY THAT OCCURS FOR ANY REASON MAY BE FILLED BY THE BOARD OF DIRECTORS.

ARTICLE IV
CORPORATE SEAL, EXECUTION OF INSTRUMENTS

THE ORGANIZATION SHALL HAVE A CORPORATE SEAL, WHICH SHALL BE AFFIXED TO ALL DEEDS, MORTGAGES, AND OTHER INSTRUMENTS AFFECTING OR RELATING TO REAL ESTATE. ALL INSTRUMENTS THAT ARE EXECUTED ON BEHALF OF THE ORGANIZATION WHICH ARE ACKNOWLEDGED AND WHICH AFFECT AN INTEREST IN REAL ESTATE SHALL BE EXECUTED BY THE PRESIDENT OR ANY VICE-PRESIDENT AND THE SECRETARY OR TREASURER. ALL OTHER INSTRUMENTS EXECUTED BY THE ORGANIZATION, INCLUDING A RELEASE OF MORTGAGE OR LIEN, MAY BE EXECUTED BY THE PRESIDENT OR ANY VICE-PRESIDENT. NOTWITHSTANDING THE PRECEDING PROVISIONS OF THIS SECTION, ANY WRITTEN INSTRUMENT MAY BE EXECUTED BY ANY OFFICER(S) OR AGENT(S) THAT ARE SPECIFICALLY DESIGNATED BY RESOLUTION OF THE BOARD OF DIRECTORS.

ARTICLE V
AMENDMENT TO BYLAWS

THE BYLAWS MAY BE AMENDED, ALTERED, OR REPEALED BY THE BOARD OF DIRECTORS BY A MAJORITY OF A QUORUM VOTE AT ANY REGULAR OR SPECIAL MEETING. THE TEXT OF THE PROPOSED CHANGE SHALL BE DISTRIBUTED TO ALL BOARD MEMBERS AT LEAST TEN (10) DAYS BEFORE THE MEETING.

ARTICLE VI
INDEMNIFICATION

ANY DIRECTOR OR OFFICER WHO IS INVOLVED IN LITIGATION BY REASON OF HIS OR HER POSITION AS A DIRECTOR OR OFFICER OF THIS ORGANIZATION SHALL BE INDEMNIFIED AND HELD HARMLESS BY THE ORGANIZATION TO THE FULLEST EXTENT AUTHORIZED BY LAW AS IT NOW EXISTS OR MAY SUBSEQUENTLY BE AMENDED (BUT, IN THE CASE OF ANY SUCH AMENDMENT, ONLY TO THE EXTENT THAT SUCH AMENDMENT PERMITS

THE ORGANIZATION TO PROVIDE BROADER INDEMNIFICATION RIGHTS).

ARTICLE VII
DISSOLUTION

THE ORGANIZATION MAY BE DISSOLVED ONLY WITH AUTHORIZATION OF ITS BOARD OF DIRECTORS GIVEN AT A SPECIAL MEETING CALLED FOR THAT PURPOSE, AND WITH THE SUBSEQUENT APPROVAL BY NO LESS THAN TWO-THIRDS (2/3) VOTE OF THE MEMBERS. IN THE EVENT OF THE DISSOLUTION OF THE ORGANIZATION, THE ASSETS SHALL BE APPLIED AND DISTRIBUTED AS FOLLOWS:

ALL LIABILITIES AND OBLIGATIONS SHALL BE PAID, SATISFIED AND DISCHARGED, OR ADEQUATE PROVISION SHALL BE MADE THEREFORE. ASSETS NOT HELD UPON A CONDITION REQUIRING RETURN, TRANSFER, OR CONVEYANCE TO ANY OTHER ORGANIZATION OR INDIVIDUAL SHALL BE DISTRIBUTED, TRANSFERRED, OR CONVEYED, IN TRUST OR OTHERWISE, TO CHARITABLE AND EDUCATIONAL ORGANIZATION, ORGANIZED UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986, AS AMENDED, OF A SIMILAR OR LIKE NATURE TO THIS ORGANIZATION, AS DETERMINED BY THE BOARD OF DIRECTORS.

**BYLAWS
OF
NEW LEAF ORGANIZATION**

The name of the organization is New Leaf Organization. The organization is organized in accordance with the Indiana Nonprofit Corporation Act of 1991, as amended. The organization has not been formed for the making of any profit, or personal financial gain. The assets and income of the organization shall not be distributable to, or benefit the trustees, directors, or officers or other individuals. The assets and income shall only be used to promote corporate purposes as described below. Nothing contained herein, however, shall be deemed to prohibit the payment of reasonable compensation to employees and independent contractors for services provided for the benefit of the organization. This organization shall not carry on any other activities not permitted to be carried on by an organization exempt from federal income tax. The organization shall not endorse, contribute to, work for, or otherwise support (or oppose) a candidate for public office. The organization is organized exclusively for purposes subsequent to section 501(c)(3) of the Internal Revenue Code.

**ARTICLE I
MEETINGS**

Section 1. Annual Meeting. An annual meeting shall be held once each calendar year for the purpose of electing directors and for the transaction of such other business as may properly come before the meeting. The annual meeting shall be held at the time and place designated by the Board of Directors from time to time.

Section 2. Special Meetings. Special meetings may be requested by the President or the Board of Directors.

Section 3. Notice. Written notice of all meetings shall be provided under this section or as otherwise required by law. The Notice shall state the place, date, and hour of meeting, and if for a special meeting, the purpose of the meeting. Such notice shall be mailed to all directors of record at the address shown on the corporate books, at least 10 days prior to the meeting. Such notice shall be deemed effective when deposited in ordinary U.S. mail, properly addressed, with postage prepaid.

Section 4. Place of Meeting. Meetings shall be held at the organization's principal place of business unless otherwise stated in the notice.

Section 5. Quorum. A majority of the directors shall constitute at quorum at a meeting. In the absence of a quorum, a majority of the directors may adjourn the meeting to another time without further notice. If a quorum is represented at an adjourned meeting, any business may be transacted

that might have been transacted at the meeting as originally scheduled. The directors present at a meeting represented by a quorum may continue to transact business until adjournment, even if the withdrawal of some directors results in representation of less than a quorum.

Section 6. Informal Action. Any action required to be taken, or which may be taken, at a meeting, may be taken without a meeting and without prior notice if a consent in writing, setting forth the action so taken, is signed by the directors with respect to the subject matter of the vote.

ARTICLE II DIRECTORS

Section 1. Number of Directors. The organization shall be managed by a Board of Directors consisting of 5 director(s).

Section 2. Election and Term of Office. The directors shall be elected at the annual meeting. Each director shall serve a term of 1 year(s), or until a successor has been elected and qualified.

Section 3. Quorum. A majority of directors shall constitute a quorum.

Section 4. Adverse Interest. In the determination of a quorum of the directors, or in voting, the disclosed adverse interest of a director shall not disqualify the director or invalidate his or her vote.

Section 5. Regular Meeting. The Board of Directors shall meet immediately after the election for the purpose of electing its new officers, appointing new committee chairpersons and for transacting such other business as may be deemed appropriate. The Board of Directors may provide, by resolution, for additional regular meetings without notice other than the notice provided by the resolution.

Section 6. Special Meeting. Special meetings may be requested by the President, Vice-President, Secretary, or any two directors by providing five days' written notice by ordinary United States mail, effective when mailed. Minutes of the meeting shall be sent to the Board of Directors within two weeks after the meeting.

Section 7. Procedures. The vote of a majority of the directors present at a properly called meeting at which a quorum is present shall be the act of the Board of Directors, unless the vote of a greater number is required by law or by these by-laws for a particular resolution. A director of the organization who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless their dissent shall be entered in the minutes of the meeting. The Board shall keep written minutes of its proceedings in its permanent records.

Section 8. Informal Action. Any action required to be taken at a meeting of directors, or any action which may be taken at a meeting of directors or of a committee of directors, may be taken without a meeting if a consent in writing setting forth the action so taken, is signed by all of the directors or all of the members of the committee of directors, as the case may be.

Section 9. Removal / Vacancies. A director shall be subject to removal, with or without cause, at a meeting called for that purpose. Any vacancy that occurs on the Board of Directors, whether by death, resignation, removal or any other cause, may be filled by the remaining directors. A director elected to fill a vacancy shall serve the remaining term of his or her predecessor, or until a successor has been elected and qualified.

Section 10. Committees. To the extent permitted by law, the Board of Directors may appoint from its members a committee or committees, temporary or permanent, and designate the duties, powers and authorities of such committees.

ARTICLE III OFFICERS

Section 1. Number of Officers. The officers of the organization shall be a President, one or more Vice-Presidents (as determined by the Board of Directors), a Treasurer, and a Secretary. Two or more offices may be held by one person. The President may not serve concurrently as a Vice President.

- a. **President/Chairman.** The President shall be the chief executive officer and shall preside at all meetings of the Board of Directors and its Executive Committee, if such a committee is created by the Board.
- b. **Vice President.** The Vice President shall perform the duties of the President in the absence of the President and shall assist that office in the discharge of its leadership duties.
- c. **Secretary.** The Secretary shall give notice of all meetings of the Board of Directors and Executive Committee, shall keep an accurate list of the directors, and shall have the authority to certify any records, or copies of records, as the official records of the organization. The Secretary shall maintain the minutes of the Board of Directors' meetings and all committee meetings.
- d. **Treasurer/CFO.** The Treasurer shall be responsible for conducting the financial affairs of the organization as directed and authorized by the Board of Directors and Executive Committee, if any, and shall make reports of corporate finances as required, but no less often than at each meeting of the Board of Directors and Executive Committee.

Section 2. Election and Term of Office. The officers shall be elected annually by the Board of Directors at the first meeting of the Board of Directors, immediately following the annual meeting. Each officer shall serve a one year term or until a successor has been elected and qualified.

Section 3. Removal or Vacancy. The Board of Directors shall have the power to remove an officer or agent of the organization. Any vacancy that occurs for any reason may be filled by the Board of Directors.

**ARTICLE IV
CORPORATE SEAL, EXECUTION OF INSTRUMENTS**

The organization shall have a corporate seal, which shall be affixed to all deeds, mortgages, and other instruments affecting or relating to real estate. All instruments that are executed on behalf of the organization which are acknowledged and which affect an interest in real estate shall be executed by the President or any Vice-President and the Secretary or Treasurer. All other instruments executed by the organization, including a release of mortgage or lien, may be executed by the President or any Vice-President. Notwithstanding the preceding provisions of this section, any written instrument may be executed by any officer(s) or agent(s) that are specifically designated by resolution of the Board of Directors.

**ARTICLE V
AMENDMENT TO BYLAWS**

The bylaws may be amended, altered, or repealed by the Board of Directors by a majority of a quorum vote at any regular or special meeting. The text of the proposed change shall be distributed to all board members at least ten (10) days before the meeting.

**ARTICLE VI
INDEMNIFICATION**

Any director or officer who is involved in litigation by reason of his or her position as a director or officer of this organization shall be indemnified and held harmless by the organization to the fullest extent authorized by law as it now exists or may subsequently be amended (but, in the case of any such amendment, only to the extent that such amendment permits the organization to provide broader indemnification rights).

**ARTICLE VII
DISSOLUTION**

The organization may be dissolved only with authorization of its Board of Directors given at a special meeting called for that purpose, and with the subsequent approval by no less than two-thirds (2/3) vote of the members. In the event of the dissolution of the organization, the assets shall be applied and distributed as follows:

All liabilities and obligations shall be paid, satisfied and discharged, or adequate provision shall be made therefore. Assets not held upon a condition requiring return, transfer, or conveyance to any other organization or individual shall be distributed, transferred, or conveyed, in trust or otherwise, to charitable and educational organization, organized under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, of a similar or like nature to this organization, as determined by the Board of Directors.

Certification

Sasho Dojcinovski, President of New Leaf Organization, and Winter Dojcinovski, Secretary of New Leaf Organization certify that the foregoing is a true and correct copy of the bylaws of the above-named organization, duly adopted by the initial Board of Directors on July 04, 2014.

I certify that the foregoing is a true and correct copy of the bylaws of the above-named organization, duly adopted by the initial Board of Directors on July 04, 2014.



Sasho Dojcinovski, President



Winter Dojcinovski, Secretary

**State of Indiana
Office of the Secretary of State**

CERTIFICATE OF INCORPORATION

of

NEW LEAF CAREER TECH ACADEMY INC.

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, September 15, 2014.

In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, September 16, 2014

Connie Lawson

CONNIE LAWSON,
SECRETARY OF STATE



APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
9/16/2014 8:23 AM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ARTICLE I - NAME AND PRINCIPAL OFFICE

NEW LEAF CAREER TECH ACADEMY INC.

430 SOUTH LAKE STREET, GARY, IN 46403

ARTICLE II - REGISTERED OFFICE AND AGENT

SASHO DOJCINOVSKI
430 SOUTH LAKE STREET, GARY, IN 46403

The Signator represents that the registered agent named in the application has consented to the appointment of registered agent.

ARTICLE III – INCORPORATORS

SASHO DOJCINOVSKI
430 SOUTH LAKE STREET, GARY, IN 46403
Signature: SASHO DOJCINOVSKI

ARTICLE IV – GENERAL INFORMATION

Effective Date: 9/15/2014

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: Yes

The purposes/nature of business

NEW LEAF CAREER AND TECH ACADEMY WILL BE A CHARTER SCHOOL OFFERING "AT RISK" POPULATIONS AN OPPORTUNITY FOR A HIGH SCHOOL DIPLOMA AND JOB READINESS SKILLS.

Distribution of assets on dissolution or final liquidation

ALL LIABILITIES AND OBLIGATIONS SHALL BE PAID, SATISFIED AND DISCHARGED OR MADE THEREFORE. ASSETS NOT HELD UPON A CONDITION REQUIRING RETURN, TRANSFER, OR CONVEYANCE TO ANY OTHER ORGANIZATION OR INDIVIDUAL SHALL BE DISTRIBUTED, TRANSFERRED, OR CONVEYED, IN TRUST OR OTHERWISE, TO CHARITABLE AND EDUCATIONAL ORGANIZATION, ORGANIZED UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986, AS AMENDED, OF A SIMILAR OR LIKE NATURE TO THIS THE BOARD OF DIRECTORS.

Attachment 5

Statement of Assurances



NEW LEAF

Career Tech Academy

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT
Statement of Assurances

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

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board (ICSB) and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *No Child Left Behind Act*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals and/or fiscal management responsibilities outlined in the charter.

Signature from Authorized Representative of the Charter School Applicant

I, the undersigned, am an authorized representative of the charter school applicant and do hereby certify that the information submitted in this application is accurate and true to the best of my knowledge and belief. In addition, I do hereby certify to the assurances contained above.

<u>PRINT NAME & TITLE</u>	<u>DATE</u>
Tim Pivarnik Founder	9/1/15
<u>SIGN NAME</u> <i>Tim Pivarnik</i>	

Attachment 6

Board Member Information



CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
New Leaf Career Tech Academy
2. Your full name: Dr. Meg G. DeMakas, Ed D
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I've created a nonprofit organization that gained 501C3 status in 2013. I am a member of the Board and recruit and serve on the Board.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

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

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

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

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

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

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

Certification

I, Meg G. DeMakas , certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for New Leaf Career Tech Academy Charter School is true and correct in every respect.

Dr. Meg G. DeMakas Ed D

9/1/15

Signature

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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

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

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

Background

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

New leaf Career Tech Academy

7. Your full name: Dr. Janet Seabrook

8. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

9. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I received my Bachelor of Science Degree from **Tuskegee University** in Tuskegee, Alabama and my Medical Degree from **Meharry Medical College** in Nashville, TN and my Masters in Business Administration from **Purdue University** in Hammond, Indiana. I completed my residency at Methodist Hospital. I am certified through the American Board of Family Medicine. In 1996, the U.S. Public Health Service named Gary, Indiana as "the neediest U.S. city without a community health center." While still a resident I worked on the Mayor's task force and with the Indiana State Department of Health to obtain funding to start a health center in Gary. Since that time the health center has grown and expanded from a small trailer in Glen Park to **five** separate locations in Gary, Merrillville, Hammond and Calumet Township. I served as the Medical Director of Community HealthNet until 2004 when I was named the Executive Director.

10. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

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

I / we do not know any such trustees. Yes

10. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

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

I / we do not anticipate conducting any such business. Yes

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

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons. Yes

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

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

14. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A. I / we or my family do not anticipate conducting any such business. Yes

15. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

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

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

Certification

I, Janet Seabrook , certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for New Leaf Career tech Academy Charter School is true and correct in every respect.

Dr. Janet Seabrook M.D. MBA

Signature

9/1/15

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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

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

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

Background

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

New Leaf Career Tech Academy

12. Your full name: : James McKinneth Piggee

13. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

14. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I currently serve on the Lighthouse Academy Charter School Board and I assist them with the facilitation and implementation of college readiness and college access activities.

15. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

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

I / we do not know any such trustees. Yes

18. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

19. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
20. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes
21. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
22. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
23. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
24. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes
-

Certification

I, James M Piggee , certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for New Leaf Career Tech Academy Charter School is true and correct in every respect.

James Piggee

Signature

9/1/15

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
New Leaf Career Tech Academy
2. Your full name: James L. Clement, JR
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am currently a partner with Lucas, Holcomb & Medrea, LLP, practicing primarily in the areas of civil and criminal litigation. I am also a member of the Advisory Board of Lake County Community Corrections.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes

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

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

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

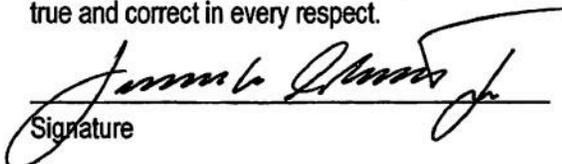
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I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

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

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

Certification

I, James L. Clement, JR, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for New Leaf Career Tech Academy Charter School is true and correct in every respect.



 Signature



 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

(To be completed individually by each proposed board member for the charter holder)

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

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

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

Background

1. Name of charter school on whose Board of Directors you intend to serve:
[New Leaf Career Tech Academy](#)
2. Your full name: [Rodney L. Grove](#)
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
 Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
[I have served for four years on the board of a civic group \(Rotary\), two years on the board for a non-profit organization that donates home repair work \(Rebuilding Together\) and participated as a Senior Officer in board meetings at Peoples Bank for fourteen years while employed there.](#)
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes
4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes
5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes
-

Certification

I, Rodney L. Grove, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for New Leaf Career Tech Academy Charter School is true and correct in every respect.



Signature

8-31-15
Date

MEG GRANDFIELD DEMAKAS, Ed. D.

8619 Doubletree Drive North

Crown Point, Indiana 46307

mdemakas@iun.edu

1.1 Meg G. DeMakas, Ed. D., Vitae

Literacy Facilitator

Researcher/Grant Writer

Collaborator

Marketing/ Community Liaison

Technology Trainer

Children's Literature Author/Illustrator

Education

Ed. D., Curriculum and Instruction, Loyola University Chicago Focus Literacy

Ed. S., Educational Leadership and Administration, Indiana State University 2000

M.S., Elementary Education, K-8, Reading Endorsement, K-12, Valparaiso University 1977

B.S., Elementary Education, K-8, Indiana University 1972

Certifications

Indiana Certification in Administration and Supervision, K-12

Indiana Certification in Teaching, K-8, Reading Endorsement, K-12

Administrative Experience

Gesell Child Placement Program Director New Albany Floyd County School Corporation, New Albany, IN (1987-1989) \ Implementer\ Administrator; Facilitator; In-Service Presenter: Admin/K-1/Parents; Organizer Trips: Gesell Sites; Developer: NAFC Child Placement Manual

Northwest Indiana Writing Project Facilitator Hammond, IN (2007-Present) Summer Institute Instructor; Technological Trainer; Videographer; Supervisor

CEO of Family Folklore Foundation 2009-Present

Grant Writer, Screen Writer, Producer/Director/Media/Marketing/Magazine Editor

Higher Education Teaching Experience

Baccalaureate

EDUC F200, Exploring the Personal Demands of Teaching, IUN, Gary, Indiana (2010-Present)

EDUC M301, Elementary Education Field Experience, IUN, Gary, Indiana (2010-2011)

EDUC E341, Reading Methods, IUN, Gary, Indiana (2010-2011, 2013)

ENG 104, English Composition, Introduction to College Writing, PUC, Hammond, Indiana (2007-2010)

ENG 105, English Composition, Introduction to College Research Writing, PUC, Hammond, Indiana (2007-2010)

EDCI 308, Corrective Reading for the Classroom Teacher, K-8, PUC, Hammond, Indiana (1998-2002)

EDCI 309, Classroom Management for Elementary and Secondary Teachers, PUC, Hammond, Indiana (1998-2002)

EDCI 355, Reading in the Middle/ Secondary Content Areas, PUC, Hammond, Indiana (1998-2002)

Post Graduate

EDUC Y520, Inquiry in Education, IUN, Gary, Indiana (2010-2011)

EDUC E535, Graduate Elementary Curriculum for Administrators, IUN, Gary, Indiana (2002-Present)

EDCI 502, Reading in the Middle/Secondary Content Areas, PUC, Hammond, Indiana (1998-2002)

EDCI 591, Northwest Indiana Writing Project/Summer Invitational Institute, PUC, Hammond, Indiana (2007-Present)

ENGL 590, Northwest Indiana Writing Project/Summer Invitational Institute, PUC, Hammond, Indiana (2007-Present)

Teaching Experience

Irving School Maywood School Gavit Middle School Hammond, Indiana

Middle School English (8/77-8/79) Reading, K-5 (8/93-8/99) First Grade (8/99-8/02) Fourth Grade (8/02-8/09)

Fairmont Elementary School NAFC Central Office New Albany, Indiana

Fourth Grade Teacher (8/87-8/88)

South Haven School, Myers School, Jones School, and Saylor School Portage, Indiana

Principal Liaison, Reading Resource, Gifted and Talented, K-5 (8/79– 6/83 & 9/85-6/87) Second Grade Teacher (9/83-6/85)

Fröebel Middle School *Middle School Language Arts Teacher/L.D. Teacher (9/75-6/77)* Gary, Indiana

North Springfield Primary School *Reading Teacher (9/72-6/74)* Springfield, Vermont

Parochial School Experience

Our Lady of Consolation *Title One Non-Public Reading Teacher, K-8 (1/90-6/93)* Louisville, Kentucky

Presentations

“Writing Portfolios”, “Living Biographies” Presentations at NWIWP 2008-Present

“Reading, Writing, and Technology” Gary Teachers Union Conference 2012

“Making Children’s Books” South Haven Elementary YAC, 2009; Gary Community Schools YAC, 2011

“Writing/ Reading Connections” Gary Teachers Union Conference 2011

“Effect of NWIWP/SII on Students’ Written Texts”- PUC’s Spotlight on Scholarship and Applied Student Research 2007

“Successful Writing”- North Central Association Regional Conference – Indianapolis 1999

“Bringing the World into the Curriculum”- The National Council of Social Studies Convention – Chicago 1998

“Foxfire: Cultural Journalism Multi-Disciplinary Project” Louisville, KY 1991

“Gesell Child Placement” Portage Township School Corporation-1986

Publications

DeMakas, M., (2008). *The Study of the Northwest Indiana Writing Project/Summer Invitational* Institute. Chicago: LUC

Submitted Works

DeMakas, M. & Ensminger, D.C., (2008). *Writing methodology professional development: Impact on classroom practices and student writing assessment*. Article submitted for publication.

DeMakas, M., (2011). *Teaching timed writing*. Article submitted for publication.

DeMakas, M. (2012). *Timed writing assessments*. Book submitted for publication.

Unpublished Manuscripts

“Mastering the Art of Experiential Education”

Awards and Honors

“CISTL Online Teaching Course” (2013)

“Indiana Poet Laureate” Candidate (2013)

“Leadership Northwest Indiana” (2013)

“Most Improved Student Reading Scores” Irving Elementary Hammond (2009)

“Hobby Lobby”, “Writers’ Workshop”, “Writers’ Workshop II, plus Math” donorschoose.org Grant, Hammond (2008)

“New-Fangled Folk Tales with the Modern Twist of Conflict Mediation”, “Romp in the Park”, “Swamps and Marshes and Bogs! Oh, My!”, “Christmas around the World”, “Folktales around the World”, “Maywood Renaissance”, “E.X.P.E.R.T. Cooperative Learning Project” Hammond Education Foundation (HEF) Grants, Hammond (1993-2005) Created and Implemented Whole Faculty Collaborations

School-to-Work Externship Award, Hammond (1999)

“Columbus Sesquicentennial, K-8” Kentucky Arts in Education Grant, Louisville (1992)

“Puppetry Across the Disciplines” Owen Badgett Grant, Louisville (1991)

Highly skilled educational administrator possessing over 35 years of experience in teaching, administration and management of school activities. Proactively provide strong commitment to the development of students, staff, and fellow administrators while providing a stimulating, safe and motivating learning environment. Successfully co-managed several high schools and assisted with decreasing overall truancy rates. Strong believer in life long learning and providing opportunities to students that inspire them to pursue and obtain their post secondary credentials. Logical and critical thinker, with the ability to solve problems quickly and efficiently. Excellent communication skills and management ability. Trustworthy professional with proven superior communication skills which are essential in developing both strong and lasting relationships with all members of the school community. Additional skills include:

- **Special Education**
- **Secondary School Reform**
- **Meaningful Student Discipline**
- **Policy Development & Implementation**
- **Life Long Learning**
- **Curriculum & Lesson Plan Development**
- **Fundraising**
- **Performance Evaluation**
- **Leadership & Delegation**

Objective

Desire to obtain principal position in a dynamic educational environment, and use my expertise to help develop and maintain a learning environment that is highly conducive to life long learning.

Education

Master of Arts	May 2000
• Concentration: Administration & Supervision	
Indiana University	Gary, IN
Master of Science	August 1973
• Concentration: Special Education	
Indiana State University	Terre Haute, IN
Baccalaureate of Arts	May 1960
• Concentrations: Physical Education & Biology	
St. Augustine College	Raleigh, NC

Indiana Credentials

Secondary Administration And Supervision/Mental Retardation (K-12)

Administrator Experience

Gary City Drug Court
Education Specialist/Job Seeker

Gary, IN
2011 - Present

Lew Wallace High School
Assistant Principal

Gary, IN
2005-2010

Dunbar Pulaski Middle School
Assistant Principal

Gary, IN
2001-2005

- Assisted with the formulation of student personnel policies, such as code of conduct and ethics
- Administered school student personnel program in secondary school setting while counseling and disciplining students
- Planned and supervised school student activity programs
- Gave individual and group guidance for personal problems, educational and vocational objectives, and social and recreational activities
- Talked with and disciplined students in cases of attendance and behavior problems
- Supervised students in attendance at assemblies and athletic events
- Walked about school building and property to monitor safety and security and directed student supervision of areas such as halls and cafeteria
- Observed and evaluated teacher performance
- Maintained records of student attendance
- Worked with administrators to coordinate and supervise student teachers program
- Assisted Principal with interviewing and hiring teachers
- Acted as Principal in absence of Principal
- Assisted in the successful implementation of an Inclusive Special Education Program

Horace Mann High School
Dean of Students/Teacher/Coach

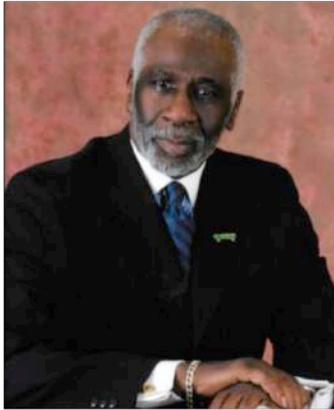
Gary, IN
1996-2001

- Effectively dealt with and reduced truancy and behavior problems amongst students in cooperation with principal, counselors, teachers and other key administrative staff
- Contacted parents and kept them updated on students' progress
- Maintained and periodically reviewed student attendance and discipline records
- Worked with administrative staff to maintain and implement school's disciplinary plan
- Made sure that all administrative staff was informed with all activities that took place at school
- Fostered environment that was proactively conducive to learning
- Communicated effectively with educational community, parents, and supplemental agencies, as necessary
- Participated in Professional Development activities as required by position
- Followed rules, policies and procedures as specified
- Maintained confidentiality

Awards & Accomplishments

- ✚ **Teacher of the Year** Inland Steel
- ✚ **Outstanding Teacher Award** Gary/Merrillville Lion's Club
- ✚ **Kappa Delta Pi Excellence in Education Award** Indiana University Northwest
- ✚ **Outstanding High School Teacher Award** Ryesson Foundation
- ✚ **Congressional Recognition** U.S. House of Representatives
- ✚ **Official Citation** City of Gary Common Council
- ✚ **Certificate of Appreciation** District 25A Lion's Club
- ✚ **House of Representative Proclamation** State of Indiana
- ✚ **Governor's Voluntary Action Program** Governor Evan Bayh
- ✚ **Service Award** Gary Frontier Service Club
- ✚ **Certificate of Achievement in Mentoring** Gary Community School Corporation
- ✚ **Award for Serving as a Model for Students Involved in Leadership Conferences** Dr. Maggie Carey (Gary ~Community School Corporation Superintendent)
- ✚ **Lifetime Achievement Award** Northwest Indiana One Region
- ✚ **Who's Who Registry**
- ✚ **National Council of Negro Women, Inc. Award**
- ✚ **Male Students & Staff Appreciation for Spearheading the first All Male Luncheon to take place in Gary, IN**
- ✚ **Additional Awards & Recognitions Supplied Upon Request**

References Supplied Upon Request



One Region
2014 Lifetime Achievement
Award Recipient

James Piggee Sr.

Giving Educational & Meaningful Substance Inc. Founder & C.E.O.

Mr. James Piggee Sr. is a retired educator, coach and administrator with 44 years of experience with the Gary Community School Corporation. **He is also the founder and C.E.O. of Giving Educational & Meaningful Substance, Inc. also known as GEMS.** GEMS was founded in 1986, when Mr. Piggee felt as if there was a major need in the community for inner city youth to understand the importance of a higher education and the overall benefits of attending historically black colleges and universities.

For the past 28 years Mr. Piggee has coordinated the HBCU College Readiness & College Success Bus Tour for inner city high school students that come from various cities and states located throughout the nation. During spring break session and summer breaks, the college readiness & college success bus tour visits dozens of historically black colleges and universities, commonly referred to as HBCUs. Some of these colleges and universities that are visited during the college readiness & college success bus tour include: Howard University, Hampton University, Florida Agricultural & Mechanical University (FAMU), North Carolina Central University, Alcorn State University, Grambling State University and any more.

The now nationally-known program started humbly with one bus and 35 students in 1986. **Since the beginning of the tour, more than 6,000 high school students have taken a ride on the tour bus to visit the various colleges and universities that they are interested in attending.** A lot of the students that participate in the college tour have received assistance in applying to universities and colleges and were granted admission and scholarship awards to the various HBCUs that are frequented on the tour. Approximately 90% of the high school students that have participated in the college readiness tours have gone on to pursue and obtain their degrees at accredited institutes of higher education throughout the nation. Many of those graduates have also achieved masters' and doctoral level degrees in disciplined areas of study including: law, education, science, technology, engineering and business. Most importantly, a lot of the students that have participated in the HBCU college tours since 1986 have become successful doctors, lawyers, educators, corporate administrators, professional athletes, IT professionals, entrepreneurs, and engineers.

Mr. Piggee is highly respected and recognized in Northwest Indiana and in the HBCU college community throughout the nation. As a result of him exhibiting the highest degree of civic responsibility and concern by improving the lives of inner city youth, he has received several distinguished awards and recognitions. In September 2014 he received the Northwest Indiana One Region Lifetime Achievement Award and he has also received Congressional Recognition as a Great Black Leader in February 1997. A few of the other distinguished awards and recognitions include: the Governor's Voluntary Action Programs and Excellence in Education Award, National Council of Negro Women Outstanding Service Award, Gary Community Service Award and the Indiana State Board of Health Outstanding Service Award. He is also a proud member of Kappa Alpha Psi Fraternity, Inc.

According to Congressman Pete Visclosky, "Activists like Mr. Piggee will ensure that at all levels the fight for equality will not end. His work should inspire us all to look to the future and know that change is always at hand. His work shows us that what is today, can be better tomorrow (for our future generation of leaders)."

Janet Seabrook M.D., M.B.A.

(219) 484-2442

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Education

Tuskegee University
Bachelor of Science Biology
Tuskegee, Alabama
May 1987

- Dean's List Tuskegee University (1983-1987)
- Beta Kappa Honor Society
- Sigma Xi National Research Honor Society
- Summer Academic Excellence Program, University of North Carolina Chapel Hill (1986)
- Vice President of the Tuskegee Biomedical Research Society (1986-1987)
- Chosen as a sophomore (1985) & as junior (1986) by Dean of Biology Dept. to present graduate level research at the National Competition in New Orleans, La
- Accepted to continue college research at Argonne National Laboratory (1987)

Meharry Medical College
Doctor of Medicine
Nashville, Tennessee
May 1994

- National Medical Association Scholarship Recipient (1988 & 1989)
- Indiana Black Expo Scholarship Recipient (1992 – 1994)
- National Health Scholarship Corp Recipient (1992 – 1994)

Purdue University
Master's in Business Administration
Hammond, Indiana
February 2005

Medical Residency

Methodist Hospital
Family Practice Program
Chief Resident
Gary, Indiana
June 1994 – June 1997
July 1996 – June 1997

- The Family Practice Program was the only medical discipline residency program at the hospital which created unique exposure and learning opportunities across all other medical disciplines during patient contact.
- Personally recorded the highest number of Family Practice OB deliveries in the History of the residency program by delivering over 200 babies in a two year period including 10 babies in one night

Medical Experience

National Health Service Corp
Physician
Chicago, Illinois
June 1997 - August 2002

Claretian Community Health Center
Staff Physician
Chicago, Illinois
June 1997 – May 1998

- Provided service for over 4000 medical encounters
- Worked with indigent population: primarily woman ages 20 -32
- Provided monthly offsite medical service at a homeless Shelter for women & children

Methodist Hospital
Urgent Care Physician
Gary, Indiana
July 1995 – May 2005

- Emergency room service; provided Emergency and ambulatory care for over 10,000 medical encounters

Gary Community Health Center Now **Community HealthNet**
Founder & Executive Director
Gary, Indiana
June 1998 to Present

Medical Director
June 1998 to June 2005

- Wrote the implementation Grant to create the Gary Community Health Center (1996)
- Wrote planning grant to begin providing patient care (1997)
- Filed incorporation papers and achieved 501c3 status in June 1998
- Received funding to implement health services (June 1998)
- Collaborated with healthy Start for co-location, using 1 shared exam room
- Hired 1st paid staff member, a medical assistant in December 1998
- Began seeing patients in February 1999. Provided health services to over 700 patients in the first year
- Expanded facility space to two exam rooms with move to a mobile trailer in June 2000 & provided health services to over 1300 patients

Janet Seabrook M.D., M.B.A.

(219) 484-2442

Page 2 of 2

- Moved to a larger 3 room leased medical facility and increased providing health services to over 1800 patients May 2002
- Wrote capital Grant to build stand alone community health center. Capital grant was funded.
- Achieved possession of prime property site for the health center from the city of Gary for \$1.
- Achieved capital grant funding of \$1,000,000 from Indiana State Department of Health and \$500,000 from Community Development Block Grant
- Oversaw the architectural planning, development and construction of the new Gary Community Health Center 30,000 Sqft medical & dental facility. Total cost \$3,000,000.
- New Construction was completed in December 2002.
- Moved into new facility and began seeing patients there in January 2003
- Conducted in depth community needs assessment in 2004, 2007, 2010 and 2014 for the Gary service area
- Wrote agency business plan & health care plan in 2004 and created the community health center model for Gary, Indiana. Positioned Agency and health services to achieve Federally Qualified Health Care Status
- Applied for and Achieved Federally Qualified Health Care (FQHC) Status in May 2005
- Wrote grant for federal FQHC funding; Awarded FQHC Funding from HRSA in January 2006
- Implemented business plan, health care plan and community health center model in January 2006
- Currently supervise: a full-time 2 family practice Physician, 4 Pediatricians, 3 nurse practitioners, 2 nurse mid-wives and a mix of ancillary staff the total current staff number is (75 employees)
- Negotiated the first public-private partnership model in the US for FQHC's with Kool Smiles (dental company)
- Worked on the first African American woman elected as Mayor of Gary, Indiana (Mayor Karen Freeman-Wilson's) Health Advisory Committee during her transition into the Mayor's Office October 2011-January 2012
- Lead the organization to a name change (Community HealthNet) and opened four satellite offices from 2009-2011

Professional Licenses & Certifications

State of Indiana Medical License

Expires: October 2017

American Board of Family Medicine Certification

Expires: December 2015

Municipal & Nonprofit Board Membership

Gary Health Department Board Member	(July 1996 - June 2001)	Gary, Indiana
CR Works, Inc. Board Member	(July 2006 - 2009)	Gary, Indiana
Indiana Primary Health Care Association	(October 2006 - Present)	Indianapolis, Indiana
Susan G. Komen Western Affiliate Board	(2010-2011)	South Bend, Indiana
One Region Advisory Council	(2013-Present)	
Regional Board of Trustees Ivy Tech	(2012-Present)	
Advisory Council IUN School of Medicine	(2013-Present)	
IUN Regional Board of Advisors	(2013-Present)	
Family Medicine Preceptor	(2008-Present)	
Advisory Board for the AHEC	(2010-Present)	

Member Organizations

- National Association of Community Health Centers (2005-present)
- Indiana Primary Health Care Association (1999-present)
- Lake County Minority Health Coalition (2005-present)
- National Medical Association
- Lake County Medical Society
- American Academy of Family Medicine

Volunteer Service

- Girl Scout Volunteer Leader
- Tutor/mentor to pregnant teens in a shelter
- Mentor to G.E.M.S. (a program for female high school honor students)
- Co-Chair of the Trustee Ministry for First Baptist Church in Gary, Indiana

JAMES L. CLEMENT, JR.

7369 Clay Street
Merrillville, Indiana 46410
219.616.1820
jclement@lhmlaw.com

PROFILE

I have been practicing law since June of 1991. My practice has evolved from an insurance defense practice to a general trial practice. I represent the firm's clients in litigation matters. I also do a fair amount of personal injury, divorce, and criminal cases.

EXPERIENCE

LUCAS, HOLCOMB & MEDREA

300 E. 90th Drive
Merrillville, Indiana 46410

June of 2004 - Present

EMERY CLEMENT & SCHMIDT

370 W. 80th Place
Merrillville, Indiana 46410

June of 1999 – May of 2004

COSTAS NORMAN & CLEMENT

2800 Calumet Avenue
Valparaiso, Indiana 46383

June of 1996 – June of 1999

HOEPPNER WAGNER & EVANS

1000 E. 80th Place
Merrillville, Indiana

June of 1991 – June of 1996

EDUCATION

VALPARAISO UNIVERSITY SCHOOL OF LAW

cum laude

1991

PROFESSIONAL ASSOCIATIONS

Indiana State Bar Association
Lake County Bar Association

COMMUNITY ACTIVITIES

Lake County Bar Association – Member, Board of Managers
Lake County Community Corrections – Member, Advisory Board

References available upon request

James L. Clement Jr.

James L. Clement, Jr., was born in Gary, Indiana, on April 23, 1962, and is a lifetime resident of Northwest Indiana. Mr. Clement graduated from Bob Jones University with a Bachelor of Arts degree in 1985 and received a Juris Doctorate degree, *cum laude*, from Valparaiso University School of Law. He was admitted to practice law in the State of Indiana and before the United States District Court for the Northern and Southern Districts of Indiana in 1991. Mr. Clement is a member of the Lake County, Porter County, and Indiana State Bar Associations. He is a member of the Christian Legal Society. He is a member of the Advisory Board of Lake County Community Corrections. Mr. Clement and his wife, Lacye, reside in Crown Point with their eleven (11) children.

Mr. Clement is a partner in the Merrillville firm of Lucas, Holcomb & Medrea, LLP, practicing primarily in the areas of civil and criminal litigation. His civil practice includes commercial and probate litigation, personal injury and wrongful death actions, quiet title proceedings, mechanic's lien and mortgage foreclosures. In addition, Mr. Clement has extensive experience in adoptions, paternity actions, and guardianships. Mr. Clement's criminal practice focuses on felonies and misdemeanors, traffic offenses, driver's license suspensions, and juvenile matters.

Education

- J.D., Valparaiso University School of Law, *cum laude*, 1991
- B.A., Bob Jones University, 1985

Admitted

- Indiana, 1991
- United States District Court for the Northern & Southern Districts of Indiana

Professional Activities

- Indiana State Bar Association
- Lake County Bar Association
- Porter County Bar Association
- Christian Legal Society

Community Activities

- Lake County Community Corrections – Member, Advisory Board

Rodney L. Grove

630 West 79th Avenue
Merrillville, IN 46410
Mobile: 219-793-2087 Home: 219-736-5907
rodneylgrove@sbcglobal.net

Senior level Operations and Business Development Officer – with a strong record of achievements in both financial services and commercial construction environments. Executive level experience in attaining goals through strategic planning and delivering on all key objectives. An accomplished P & L manager with demonstrated leadership through successful management of multiple locations. Skilled in achieving objectives through planned, consistent growth -- building sustainable earnings through expansion and retention of high-quality customers. Proven capacity for resolving problems through analytical, process oriented approach. Demonstrated success in team-building and gaining consensus among leaders.

Extensive professional skills and experience, including:

- Management and leadership of diverse groups
- Negotiating Contracts & Transactions
- Improving Business Processes & Procedures
- Cutting Costs & Boosting Profits
- Exceeding Key Targets
- Developing & Pricing Products and Services
- Hiring, Training & Team Building
- Planning, Budgeting, Forecasting & Accounting
- Managing Assets & Liabilities
- Maximizing Customer Service & Satisfaction
- Implementing Productive Technologies
- Design, Construction and Managing of Facilities

Professional Background

Sales Executive/Estimating Manager/Project Manager -- Crown Corr, Inc. Gary, IN 2006 – Present

Crown Corr is a national commercial subcontractor specializing in metal and glass enclosures. Company has completed numerous stadium, airport, casino and convention center projects throughout the United States.

- Bid and Project Managed \$28 million in contracts covering seven different projects in MGM's City Center development in Las Vegas, NV.
- Developed strategic business plan for Sales Department.
- Acquired, adapted and implemented software by creating an interfaced cost estimate spreadsheet to streamline bidding process.
- Produced or supervised estimates for proposals totaling over \$200 million in each of the past three years, with bid values as high as \$25 million.

Senior Vice President, Senior Banking Officer -- Peoples Bank Munster, IN 1989 – 2005

Peoples Bank is a \$782 million, 115 year old community bank serving Northwest Indiana.

- Successfully led development of retail banking function, expanding branch network from five locations to eight locations with 75 department employees. Resulted in greater market presence and growth of deposits from \$187 to \$480 million.
- Managed \$5.4 million, 37,000 square foot corporate center construction project concurrently with Retail Banking leadership responsibilities. Achieved on time, on budget building completion, while also attaining department growth goals.
- Generated core account balance growth through product management, cross-selling and corporate culture change. Produced balance growth of 17% per year from 1998 to 2004, dramatically reducing bank's Cost of Funds.
- Improved customer service and customer loyalty through education, training and coaching. Increased core account funds from existing customers by 5.1%, compared to industry norms of zero to negative 10%.

Rodney L. Grove – page 2 (Peoples Bank, continued)

- Managed a cost reduction strategy for liabilities through improved responses to interest rate movements. Achieved reductions in interest expense that yielded favorable budget variances of \$505,000 per year on average from 1998 to 2004.
- Developed a fee income strategy by analyzing opportunities, revising fee structure and enforcing collection. Increased revenue 20% the first year and averaged 20% increases each of the successive five years.
- Initiated branch expansion strategy for Peoples Bank through creation of an analysis tool to identify prime locations. Improved the process for site location to maximize return on investment.
- Led total technology conversion for deposits and consumer loans by evaluating project scope, selecting the team and guiding progress. Accomplished seamless conversion, resulting in increased efficiencies and expanded product offerings.
- Developed bank-wide cross-selling program by expanding opportunities to all bank employees for promoting certain products. Increased the number of relationships per household and volume of new accounts by 20%.
- Implemented new checking account offerings by streamlining choices geared to customers' wants. Contributed to a 16% growth of all checking accounts and 200% increase in the number of non-interest bearing accounts during the first year.
- Initiated a private banking department designed to increase business from select groups by segmenting and targeting appropriate prospects. Achieved deposit growth of \$22 million and loan growth of \$13 million in the first ten months of 2005.

Assistant Vice President, Consumer Lending -- First Federal Saving Bank Merrillville, IN 1986 – 1989

- Successfully transitioned from finance company to banking, completing in-house training program and taking responsibility for management of two offices within seven months.
- Guided branches' performance through hands-on involvement with staff and development of new business sources in local communities. Resulted in consistent leadership of 14 branch network in deposit growth and highest dollar amount of mortgage loans closed by a branch manager in 1988.
- Promoted to AVP, Consumer Lending after two years as branch manager. Promotion resulted from successful management and growth generated by the offices under supervision.

Education & Training

Graduate School of Banking/BAI, University of Wisconsin, Madison, WI

Master of Business Administration, Keller Graduate School, Chicago, IL

Bachelor of Science, Architecture, University of Illinois, Urbana, IL

Professional & Civic Affiliations

American Institute of Architects (AIA) Associate Member

Former Retail Banking Committee, Indiana Bankers Association

Paul Harris Fellow and Past President, Rotary Club of Schererville

Recurring Guest Lecturer, Purdue University Calumet

Attachment 7

Code of Ethics and Conflict of Interest Policies



NEW LEAF

Career Tech Academy

NEW LEAF CAREER TECH ACADEMY

This policy is subject to approval by the NLCTA Board of Directors: Policy reflects the principles of the Indiana School Board Association:

CODE OF ETHICS

A School Board member should honor the high responsibility which this membership demands by:

1. Thinking always in terms of "children first."
2. Understanding that the basic function of the School Board member is "policy making" and not "administrative," and by accepting the responsibility of learning to intelligently discriminate between two functions.
3. Accepting the responsibility along with his fellow Board members of seeing that the maximum of facilities and resources is provided for the proper functioning of the schools.
4. Refusing to "play politics" in either the traditional partisan, or in any petty sense.
5. Representing at all times the entire school community.
6. Accepting the responsibility of becoming well-informed concerning the duties of Board members and the proper functions of public charter schools.
7. Recognizing responsibility as a state official to seek the improvement of education throughout the entire state.

A School Board member should respect his relationships with other members of the Board by:

1. Recognizing that authority rests only with the Board in official meetings, and the individual member has no legal status to bind the Board outside of such meetings.
2. Recognizing the integrity of his predecessors and associates, and the merit of their work.
3. Refusing to make statements or promises as to how he will vote on any matter which should properly come before the Board.
4. Making decisions only after all facts bearing on a question have been presented and discussed.
5. Respecting the opinion of others and by graciously conforming to the principle of the "majority rules."
6. Refusing to participate in irregular meetings, such as "secret" or "star chamber," which are not official and which all members do not have the opportunity to attend.

NEW LEAF CAREER TECH ACADEMY

A School Board member should maintain desirable relations with the Director of the school and his staff by:

1. Striving to procure, when the vacancy exists, the best professional leader available for the head administrative post.
2. Giving the Director full administrative authority for properly discharging his professional duties and also by holding him responsible for acceptable results.
3. Acting only upon the recommendation of the Director in matters of employment or dismissal of school personnel.
4. Having the Director present at all meetings of the Board except when his contract or salary are under consideration.
5. Referring all complaints to the proper administrative office and by discussing them only at a regular meeting after failure of administrative solution.
6. Striving to provide adequate safeguards around the Director and other staff members to the end that they can live happily and comfortably in the community and discharge their educational functions on a thoroughly professional basis.
7. Presenting personal criticism of any employee directly to the Director.

A School Board member should meet his responsibilities to his community by:

1. Attempting to appraise fairly both the present and future educational needs of the community.
2. Regarding it as a major responsibility of the Board to interpret the aims and the methods of the schools to the community.
3. Insisting that all school business transactions be on an open, ethical, and above-board basis.
4. Vigorously seeking adequate financial support for the schools.
5. Refusing to use his position on a School Board in any way, whatsoever, for personal gain or for personal prestige.
6. Refusing to discuss personnel matters or any other confidential business of the Board in his home, on the street, or in his office.
7. Winning the community's confidence that all is being done in the best interest of school children.

New Leaf Career Tech Academy

Conflict of Interest Policy

DRAFT

Subject to Board Approval

Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

(a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.

(b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed \$50 consistent with ethical and accepted business practices.

(c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.

New Leaf Career Tech Academy

(d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

(e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

Attachment 8

Course Scope and Sequence



NEW LEAF

Career Tech Academy

Algebra I: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standards Code	Activity Number	Activity Title	Activity Description
		REVIEW	NO STANDARD	A1128	Activity Quiz: Dividing \pm Integers, Decimals, Fractions	
		REVIEW	NO STANDARD		Lesson Quiz: Operations with Integers	
		REVIEW Square Roots and Irrational Numbers	NO STANDARD	A1131	Irrational Numbers and Classifying Numbers	Students will classify real numbers into all the proper categories in which they apply.
		REVIEW	NO STANDARD	A1132	Activity Quiz: Irrational Numbers and Classifying Numbers	
		REVIEW	MA.A1.PS.2	A1133	Operations with Exponents and Roots	Students will perform operations on numbers including the square root and raising to powers.
		REVIEW	MA.A1.PS.2	A1134	Activity Quiz: Operations with Exponents and Roots	
		REVIEW	MA.A1.PS.2	A1135	Order of Operations	Students will simplify expressions with real numbers using the correct order of operations.

Algebra I: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standards Code	Activity Number	Activity Title	Activity Description
		REVIEW	MA.A1.PS.2	A1136	Activity Quiz: Order of Operations	
		REVIEW	NO STANDARD	A11611	Authentic Task: Real Numbers	Students will use the order of operations to simplify expressions containing absolute values, exponents, and roots.
		REVIEW	NO STANDARD		Lesson Quiz: Square Roots and Irrational Numbers	
		REVIEW	NO STANDARD		Chapter Test: Real Numbers	
Introduction to Algebra	Students will work with algebraic expressions, evaluating them for variable values and combining like terms to simplify them.	MA.A1.PS.2 Algebraic Expressions	MA.A1.PS.2	A1211	Algebraic Expressions	Students will evaluate algebraic expressions by substituting given values for the variables and simplifying using order of operations.
		MA.A1.PS.2	MA.A1.PS.2	A1212	Activity Quiz: Algebraic Expressions	
		MA.A1.PS.2	MA.A1.PS.2		Lesson Quiz: Algebraic Expressions	

Algebra I: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standards Code	Activity Number	Activity Title	Activity Description
		MA.A1.PS.1 Problem Solving Plan	MA.A1.PS.1	A1221	The Problem Solving Process	Students will apply a standardized problem solving plan to real world problems.
		MA.A1.PS.1	MA.A1.PS.1	AQA1221	Activity Quiz: The Problem Solving Process	
		MA.A1.PS.2 Adding and Subtracting Algebraic Expressions	MA.A1.PS.2	A1231	Simplifying Algebraic Expressions	Students will simplify algebraic expressions by adding and subtracting the like terms in the expressions.
		MA.A1.PS.2	MA.A1.PS.2	A1232	Activity Quiz: Simplifying Algebraic Expressions	
		Not Tested	NO STANDARD	A11612	Authentic Task: Algebraic Expressions	Students will evaluate and simplify algebraic expressions given values for the variables and by adding and subtracting the like terms in the expressions.
		Not Tested	NO STANDARD		Lesson Quiz: Adding and Subtracting Algebraic Expressions	
		Not Tested	NO STANDARD		Chapter Test: Introduction to Algebra	

Algebra I: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standards Code	Activity Number	Activity Title	Activity Description
		MA.A1.PS.2 Multi-Step Equations	MA.A1.PS.2	A1321	Multi-Step Equations	Students will solve equations that require several steps to perform including combining like terms, the distributive property and inverse operations.
		MA.A1.PS.2	MA.A1.PS.2	A1322	Activity Quiz: Multi-Step Equations	
		MA.A1.PS.2	MA.A1.PS.2		Lesson Quiz: Multi-Step Equations	
		MA.A1.PS.2 Equations with Variables on Both Sides	MA.A1.PS.2	A1331	Equations with Variables on Both Sides	Students will solve equations that need to have their variable terms on both sides of the equals sign combined together onto the same side of the equation.
		MA.A1.PS.2	MA.A1.PS.2	A1332	Activity Quiz: Equations with Variables on Both Sides	
		Not Tested	NO STANDARD	A11613	Authentic Task: Solving Equations	Students will solve one-step equations, two-step equations, multi-step equations, and equations with variables on both sides of the equals sign.

Algebra I: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standards Code	Activity Number	Activity Title	Activity Description
		Not Tested	NO STANDARD		Lesson Quiz: Equations with Variables on Both Sides	
		MA.A1.PS.2 Solving for a Variable and Formulas	MAA1.PS.2	A1341	Writing, Creating, and Solving Equations from Stories	Students will use information from word problems, create and solve equations and check work for appropriateness of answers.
		Not Tested	NO STANDARD	A11614	Authentic Task: Writing, Creating, and Solving Equations	Students will use information from word problems to create and solve equations; and check work for appropriateness of answers.
		MA.A1.PS.2	MAA1.PS.2 Use the properties of the real number system and the order of operations to justify the steps of simplifying functions and solving equations.	A1342	Activity Quiz: Writing, Creating, and Solving Equations from Stories	
		MA.A1.PS.2	MAA1.PS.2 Use the properties of the real number system and the order of operations to justify the steps of simplifying functions and solving equations.		Lesson Quiz: Solving for a Variable and Formulas	
		MA.A1.PS.2	MAA1.PS.2 Use the properties of the real number system and the order of operations to justify the steps of simplifying functions and solving equations.		Chapter Test: Writing and Solving Equations	
Proportional Reasoning	Students will apply the rules of ratio and proportion to a variety of problems including those involving percents and	NO STANDARD Ratio and Proportion	NO STANDARD Use dimensional (unit) analysis to organize conversions and computations.	A1411	Ratio and Proportion	Students will set up and solve ratios and proportions.

Algebra I: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standards Code	Activity Number	Activity Title	Activity Description
		Not Tested	NO STANDARD	A11615	Authentic Task: Ratio and Proportion	Students will set up and solve ratios and proportions.
		NO STANDARD		A1412	Activity Quiz: Ratio and Proportion	
		NO STANDARD	Simplify algebraic ratios.		Lesson Quiz: Ratio and Proportion	
		NO STANDARD MA.A1.L.3	Simplify algebraic ratios.			
		MA.A1.L.3 Percents	MA.A1.L.3 Solve algebraic proportions.	A1421	Working with Percents	Students will translate words into equations to determine percents of given numbers and how to translate between percents and
		MA.A1.L.3	MA.A1.L.3 Solve algebraic proportions.	A1422	Activity Quiz: Working with Percents	
		MA.A1.L.3	MA.A1.L.3 Solve algebraic proportions.		Lesson Quiz: Percents	
		MA.A1.L.3 Percent Increase and Decrease	MA.A1.L.3 Solve algebraic proportions.	A1431	Percent of Increase and Decrease	Students will determine new values when numbers are subject to given percents of increase and decrease and determine by what percent numbers increased and decreased.
		MA.A1.L.3	MA.A1.L.3 Solve algebraic proportions.	A1432	Activity Quiz: Percent of Increase and Decrease	
		Not Tested	NO STANDARD	A11616	Authentic Task: Percents; Percent of Increase and Decrease	Students will translate words into equations to determine percents and percent of increase and decrease.
		Not Tested	NO STANDARD		Lesson Quiz: Percent Increase and Decrease	
		Not Tested	NO STANDARD	A1441	Experimental and Theoretical Probability	Students will define the difference between experimental and theoretical probability and calculate those values based on probability experiments.

Algebra I: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standards Code	Activity Number	Activity Title	Activity Description
Writing and Solving Equations	Students will determine the values of variables (solve) in equations that involve varying degrees of complexity.	MA.A1.PS.2 Equations with Rational Numbers	MA.A1.PS.2	A1311	One-Step Equations	Students will solve equations that require one inverse operation.
		MA.A1.PS.2	MA.A1.PS.2	A1312	Activity Quiz: One-Step Equations	
		MA.A1.PS.2	MA.A1.PS.2	A1313	Two-Step Equations	Students will solve equations that require two inverse operations.
		MA.A1.PS.2	MA.A1.PS.2	A1314	Activity Quiz: Two-Step Equations	
		MA.A1.PS.2	MA.A1.PS.2		Lesson Quiz: Equations with Rational Numbers	

Algebra I: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standards Code	Activity Number	Activity Title	Activity Description
		Not Tested	NO STANDARD	A1463	Combinations and Pascal's Triangle	Students will recognize situations that involve combinations where order of objects does not matter. Students will calculate using the combination formula. Students will identify the pattern in Pascal's Triangle and its application to a variety of mathematical topics.
		Not Tested	NO STANDARD	A1464	Activity Quiz: Combinations and Pascal's Triangle	
		Not Tested	NO STANDARD		Lesson Quiz: Permutations and Combinations	
		Not Tested	NO STANDARD		Chapter Test: Proportional Reasoning	
Writing/Solving Inequalities	Students will use skills for solving equations and apply them to finding solutions to inequalities of varying degrees of complexity.	NO STANDARD Writing/Graphing Inequalities: One Variable	NO STANDARD Find solution sets of linear inequalities when possible numbers are	A1511	Introduction to Inequalities	Students will identify the various inequality symbols and how to graph an inequality on a number line.
		NO STANDARD	MA.A1.1 Solve linear inequalities using properties of order.	A1512	Activity Quiz: Introduction to Inequalities	
		NO STANDARD	MA.A1.1 Solve linear inequalities using properties of order.		Lesson Quiz: Writing/Graphing Inequalities: One Variable	
		NO STANDARD One-Step Inequalities	MA.A1.P5.3 Decide whether a given algebraic statement is true always, sometimes, or never (statements involving linear or quadratic expressions, equations	A1521	Solving One-Step Inequalities I	Students will use the skills from solving equations by applying them to find solutions to inequalities that require one step to obtain a solution.

Algebra I: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standards Code	Activity Number	Activity Title	Activity Description
		NO STANDARD	MA.A1.PS.3 Decide whether a given algebraic statement is true always, sometimes, or never (statements involving linear or quadratic expressions, equations)	A1522	Activity Quiz: Solving One-Step Inequalities I	
		NO STANDARD	MA.A1.PS.3 Decide whether a given algebraic statement is true always, sometimes, or never (statements involving linear or quadratic expressions, equations)	A1523	Solving One-Step Inequalities II	Students will use the skills from solving equations by applying them to find solutions to inequalities that require one step to obtain a solution.
		NO STANDARD	MA.A1.PS.3 Decide whether a given algebraic statement is true always, sometimes, or never (statements involving linear or quadratic expressions, equations)	A1524	Activity Quiz: Solving One-Step Inequalities II	
		NO STANDARD	MA.A1.PS.3 Decide whether a given algebraic statement is true always, sometimes, or never (statements involving linear or quadratic expressions, equations)		Lesson Quiz: One-Step Inequalities	
		NO STANDARD Two-Step and Multi-Step Inequalities	MA.A1.PS.3 Decide whether a given algebraic statement is true always, sometimes, or never (statements involving linear or quadratic expressions, equations)	A1531	Solving Two-Step and Multi-Step Inequalities	Students will use the skills from solving equations by applying them to find solutions to inequalities that require two steps to obtain a solution.

Algebra I: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standards Code	Activity Number	Activity Title	Activity Description
		NO STANDARD	MA.A1.PS.3 Decide whether a given algebraic statement is true always, sometimes, or never (statements involving linear or quadratic expressions, equations)	A1532	Activity Quiz: Solving Two-Step and Multi-Step Inequalities	
		NO STANDARD	MA.A1.PS.3 Decide whether a given algebraic statement is true always, sometimes, or never (statements involving linear or quadratic expressions, equations quadratic expressions, equations)		Lesson Quiz: Two-Step and Multi-Step Inequalities	
		NO STANDARD Inequalities with Variables on Both Sides	MA.A1.PS.3 Decide whether a given algebraic statement is true always, sometimes, or never (statements involving linear or quadratic expressions, equations)	A1541	Solving Inequalities with Variables on Both Sides	Students will use the skills from solving equations by applying them to find solutions to inequalities that require combining variable terms that appear on both sides of the inequality sign and to check to make sure the solutions make sense in the original inequality
		NO STANDARD	MA.A1.PS.3 Decide whether a given algebraic statement is true always, sometimes, or never (statements involving linear or quadratic expressions, equations)	A1542	Activity Quiz: Solving Inequalities with Variables on Both Sides	
		Not Tested	NO STANDARD	A11818	Authentic Task: Solving and Graphing Inequalities	Students will use the skills from solving equations and apply them to find solutions of various types of inequalities, and will graph those solutions on a number line.

Algebra I: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standards Code	Activity Number	Activity Title	Activity Description
		Not Tested	NO STANDARD		Lesson Quiz: Inequalities with Variables on Both Sides	
		A1.2.5 Compound Inequalities	MA.A1.PS.3 Decide whether a given algebraic statement is true always, sometimes, or never (statements involving linear or quadratic expressions, equations)	A1551	Solving Compound Inequalities	Students will use the skills from solving equations by applying them to find solutions to inequalities that combine expressions. Students must find solutions that make the entire original compound inequality make sense.
		A1.2.5	MA.A1.PS.3 Decide whether a given algebraic statement is true always, sometimes, or never (statements involving linear or quadratic expressions, equations)	A1552	Activity Quiz: Solving Compound Inequalities	
		A1.2.5	MA.A1.PS.3 Decide whether a given algebraic statement is true always, sometimes, or never (statements involving linear or quadratic expressions, equations)		Lesson Quiz: Compound Inequalities	
		Not Tested Absolute Value Equations and Inequalities	NO STANDARD	A1561	Absolute Value Equations and Inequalities	Students will solve equations and inequalities that contain absolute value expressions. Students will determine if any solutions are extraneous.
		Not Tested	NO STANDARD	A1562	Activity Quiz: Absolute Value Equations and Inequalities	
		Not Tested	NO STANDARD	A11619	Authentic Task: Solve Compound and Absolute Value Inequalities	Students will write and solve compound inequalities and inequalities that contain absolute value expressions. Students will graph the solutions and determine if any solutions are extraneous.

Algebra I: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standards Code	Activity Number	Activity Title	Activity Description
		Not Tested	NO STANDARD	A1442	Activity Quiz: Experimental and Theoretical Probability	
		Not Tested	NO STANDARD		Lesson Quiz: Experimental and Theoretical Probability	
		Not Tested Probabilities of Ind. and Dep. Events	NO STANDARD	A1451	Independent Events	Students will recognize events in probability as independent and calculate the probability that two independent events occur.
		Not Tested	NO STANDARD	A1452	Activity Quiz: Independent Events	
		Not Tested	NO STANDARD	A1453	Dependent Events	Students will distinguish dependent from independent events in probability and calculate the probabilities of events whose outcomes depend on each other.
		Not Tested	NO STANDARD	A1454	Activity Quiz: Dependent Events	
		Not Tested	MA.A1.F.2 Sketch a reasonable graph for a given relationship.	A11617	Authentic Task: Probability of Events	Students will find experimental and theoretical probabilities; and will distinguish and calculate probabilities of independent and dependent events.
		Not Tested	MA.A1.F.2 Sketch a reasonable graph for a given relationship.		Lesson Quiz: Probabilities of Ind. and Dep. Events	
		Not Tested Permutations and Combinations	NO STANDARD	A1461	Factorials and Permutations	Students will recognize factorial notation and calculate factorials. Students will know that permutations imply ordering and will use the permutation formula to calculate.
		Not Tested	NO STANDARD	A1462	Activity Quiz: Factorials and Permutations	

Algebra I: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standards Code	Activity Number	Activity Title	Activity Description
		Not Tested	NO STANDARD		Lesson Quiz: Absolute Value Equations and Inequalities	
		Not Tested	NO STANDARD		Chapter Test: Writing/Solving Inequalities	
Graphs and Functions	Students will use a variety of data gathering and interpreting skills useful in statistics. Students will also learn basic function descriptions and rules.	Not Tested	NO STANDARD	A1611	Samples and Surveys	Students will learn sampling techniques from surveys of populations.
		Displaying Data				
		Not Tested	NO STANDARD	A1612	Activity Quiz: Samples and Surveys	
		Not Tested	NO STANDARD	A1613	Displaying Data and Histograms	Students will identify a variety of data displays including bar, line, and circle graphs. Students will take tabular data and create histograms with the appropriate intervals and labeling.
		Not Tested	NO STANDARD	A1614	Activity Quiz: Displaying Data and Histograms	
		Not Tested	NO STANDARD	A1615	Measures of Central Tendency and the Box-and-Whisker Plot	Students will calculate a variety of averages such as mean, median and mode. Students will create box and whisker plots and identify quartiles.
		Not Tested	NO STANDARD	A1616	Activity Quiz: Measures of Central Tendency, the Box-and-Whisker Plot	
		MA.A1.F.2	MA.A1.F.2 Sketch a reasonable graph for a given relationship.	A1617	Relating Graphs to Events	Students will interpret data and trends on charts as they relate to real life scenarios.

English 2: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standard Code	Activity Number	Activity Title	Activity Description
Plot and Setting	This chapter examines plot and setting by analyzing several short stories and nonfiction selections. Students will identify the impact of setting on plot, and how suspense, sensory details and imagery affect plot and the mood of the setting.		NO STANDARD	E2111	Vocabulary: Using References	Students will review skills of dictionary use. Students will demonstrate skills of using context clues to define new vocabulary. Students will use a graphic organizer to make associations to identify definitions of new vocabulary.
			NO STANDARD	AQE2111	Activity Quiz: Vocabulary: Using References	Activity quiz
			NO STANDARD	E2112	Odyssey Writer 1: Using References	Students will use a graphic organizer to make associations in order to identify definitions of new vocabulary.
			NO STANDARD	E2113	Horseman in the Sky: Part 1	Students will be instructed on the importance of imagery on a reader's ability to visualize the setting. Students will be instructed about the impact of setting on plot. Students will demonstrate comprehension about the impact of setting on plot by supporting answers with answers from the text.
			NO STANDARD	E2114	Odyssey Writer 2: Setting, Imagery	Students will analyze imagery and setting in response to the literature.
			NO STANDARD	E2115	Horseman in the Sky: Part 2	Students will review elements of foreshadowing. Students will evaluate the impact of internal and external conflict on a character's motives through analysis of class discussion.
			NO STANDARD	E2116	Odyssey Writer 3: Characterization	Students will analyze characterization in response to the literature.
			NO STANDARD		Lesson Quiz: Horseman in the Sky	

English 2: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standard Code	Activity Number	Activity Title	Activity Description
			10.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text.	E2121	The Monkey's Paw: Part 1	Students will be introduced to the literary use of suspense and its impact on audience. Students will demonstrate understanding of the impact of word choice on the mood of the setting and the element of suspense by supporting answers with evidence from the text. Students will analyze the impact of prediction on audience involvement in a literary work through the evaluation of class discussion.
			NO STANDARD	E2122	Odyssey Writer 4: Suspense	Students will make a personal response to the element of suspense in literature.
			10.3.7 Evaluate the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and action	E2123	The Monkey's Paw: Part 2	Students will be instructed on the importance of imagery on a reader's ability to visualize the setting. Students will be instructed about the impact of setting on plot. Students will demonstrate comprehension about the impact of setting on plot by supporting answers with evidence from text.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate	E2124	Odyssey Writer 5: Personal Connections	Students will make personal connections in response to the literature.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate		Lesson Quiz: The Monkey's Paw	

English 2: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standard Code	Activity Number	Activity Title	Activity Description
			10.2.1 Analyze the structure and format of various informational documents and explain how authors use the features to achieve	E2131	Nobel Prize in Literature	Students will be introduced to the purpose and structure of a press release. Students will demonstrate understanding of the distinction between main and supporting ideas by supporting answers with evidence from text. Students will be instructed about the concept of excellence in writing. Students will demonstrate an understanding of the qualities of excellence in writing.
			NO STANDARD	E2132	Odyssey Writer 6: Write News Article Based on Press Release	Students will write a newspaper article based on information presented in a press release.
			NO STANDARD		Lesson Quiz: Nobel Prize in Literature Press Release	
			10.3.11 Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme.	E2141	Niña: Part 1	Students will demonstrate understanding of how the setting affects the actions of the characters. Students will demonstrate understanding of how the setting sets the tone and mood of the story.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate	E2142	Odyssey Writer 7: Effects of Setting	Students will analyze how setting affects the actions of the characters.
			10.3.7 Evaluate the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions	E2143	Niña: Part 2	Students will understand the author's use of symbolism and cause and effect to influence the reader's visualization of the setting of the story.
			NO STANDARD	E2144	Odyssey Writer 8: Cause and Effect	Students will analyze author's use of cause and effect.
			NO STANDARD		Lesson Quiz: Niña	

English 2: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standard Code	Activity Number	Activity Title	Activity Description
			10.1.1 Understand technical vocabulary in subject area reading	AGE2161	Activity Quiz: Vocabulary: Technical Vocabulary	Activity quiz.
			10.1.1 Understand technical vocabulary in subject area reading	E2162	Odyssey Writer 11: Technical Vocabulary	Students will use technical vocabulary in their writing.
			10.1.1 Understand technical vocabulary in subject area reading	E2163	Nevado del Ruiz	Students will be introduced to interpreting technical information in expository text. Students will distinguish between necessary and unnecessary information for a news article summary. Students will demonstrate comprehension of an informative text by answering questions using evidence from the text.
			10.1.1 Understand technical vocabulary in subject area reading	E2164	Odyssey Writer 12: Writing a Summary	Students will write a summary stating the main idea and support it with relevant details.
			10.1.1 Understand technical vocabulary in subject area reading		Lesson Quiz: Nevado del Ruiz Volcano	
			NO STANDARD	E2171	The Bet	Students will make predictions about a written text. Students will use the expository text of graphs and tables. Students will use their critical thinking skills to draw conclusions about the data. Students will demonstrate accuracy in the reading of a table. Students will compare the information they have gathered in both a fictional story and the expository text.
			NO STANDARD	E2172	Odyssey Writer 13: Compare and Contrast	Students will compare and contrast a fiction and nonfiction account of the same subject.
			NO STANDARD		Lesson Quiz: The Bet	
			10.7.8 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures)	E2181	Communication Strategies	Students will demonstrate comprehension of the importance and proper use of communication strategies. Students will demonstrate comprehension relating the communication strategies to work related issues.
			10.7.8 Analyze the occasion and the interests of the audience and choose effective verbal and nonverbal techniques (including voice, gestures)		Lesson Quiz: Communication: Communication Strategies	

English 2: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standard Code	Activity Number	Activity Title	Activity Description
			10.3.13 Explain how voice, persona, and the choice of speaker (narrator) affect the mood, tone, and meaning of text.	E2151	A Californian's Tale: Part 1	Students will connect details from the time period to a literary work. Students will demonstrate comprehension about the impact of vivid sensory details and imagery on plot by supporting answers with evidence from text. Students will make connections between setting and plot. Students will be instructed on the impact of dialogue on character development, plot and mood. Students will demonstrate comprehension of the impact of dialogue on plot by supporting answers with evidence from the text.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate	E2152	Odyssey Writer 9: Setting: Imagery	Students will analyze imagery and setting in response to the literature.
			10.3.3 Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.	E2153	A Californian's Tale: Part 2	Students will be given strategies to analyze characters and the relationships of characters.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate	E2154	Odyssey Writer 10: Characterization	Students will analyze characterization in response to the literature.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate		Lesson Quiz: The Californian's Tale	
			10.1.1 Understand technical vocabulary in subject area reading	E2161	Vocabulary: Technical Vocabulary	Students will be introduced to strategies for defining technical vocabulary. Students will identify prior knowledge as a means of understanding technical vocabulary. Students will use a graphic organizer to aid in defining unfamiliar words.

English 2: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standard Code	Activity Number	Activity Title	Activity Description
			NO STANDARD	E2101	Six Traits of Writing: Ideas and Content	Students will demonstrate comprehension of the purpose of the six traits of writing. Students will recognize the need for clear and focused ideas with details and specific examples in their writing.
			NO STANDARD	AQE2191	Activity Quiz: Six Traits of Writing: Ideas and Content	Activity quiz
			10.4.13 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	E2192	Six Traits of Writing: Organization	Students will identify organization as a logical sequence. Students will demonstrate understanding of clear transitions as an important factor in the trait of organization.
			10.4.13 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	AQE2192	Activity Quiz: Six Traits of Writing: Organization	Activity quiz
			10.3.13 Explain how voice, persona, and the choice of speaker (narrator) affect the mood, tone, and meaning of text.	E2193	Six Traits of Writing: Voice	Students will identify voice as the personality, or the awareness of audience, in a piece of writing. Students will identify voice as the trait connected to emotion in a piece of writing.
			10.3.13 Explain how voice, persona, and the choice of speaker (narrator) affect the mood, tone, and meaning of text.	AQE2193	Activity Quiz: Six Traits of Writing: Voice	Activity quiz
			10.4.13 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	E2194	Six Traits of Writing: Sentence Fluency	Students will identify sentence fluency as the rhythm and natural cadence of writing. Students will identify variety in sentence beginnings and structure as a means of improving sentence fluency.
			10.4.13 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	AQE2194	Activity Quiz: Six Traits of Writing: Sentence Fluency	Activity quiz

English 2: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standard Code	Activity Number	Activity Title	Activity Description
			10.4.13 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	E2195	Six Traits of Writing: Word Choice	Students will identify effective word choice as choosing the right word for the right spot specifically choosing precise and descriptive words to add to the interest of the writing.
			10.4.13 Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.	AQE2195	Activity Quiz: Six Traits of Writing: Word Choice	Activity quiz
			10.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colon	E2196	Six Traits of Writing: Conventions	Students identify conventions as including spelling, punctuation, capitalization, and grammar. Emphasis is placed on the need for an editing checklist to guide students to better awareness of conventions. Students demonstrate the ability to revise writing for the trait of conventions.
			10.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colon	AQE2196	Activity Quiz: Six Traits of Writing: Conventions	Activity quiz
			10.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colon		Lesson Quiz: Writing: Six Traits of Writings	
			10.6.1 Identify and correctly use clauses, both main and subordinate; phrases, including gerund, infinitive, and participial; and the mechanics of punctuation, such as semicolons, colon		Chapter Test: Plot and Setting	

English 2: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standard Code	Activity Number	Activity Title	Activity Description
Character	This chapter examines plot and setting by analyzing several short stories and nonfiction selections. Students will identify the impact of setting on plot, and how suspense, sensory details and imagery affect plot and the mood of the setting.		NO STANDARD	E2211	Vocabulary: Context Clues	Students will distinguish between when they should use context clues to interpret a challenging word and when they should use the dictionary to establish the definition.
			NO STANDARD	AQE2211	Activity Quiz: Vocabulary: Context Clues	Activity quiz
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate	E2212	Odyssey Writer 14: Context Clues	Students will write using context clues.
			NO STANDARD	E2214	Odyssey Writer 15: Persuasive Argument with Evidence	Students will write a persuasive argument and support it with viable evidence.
			NO STANDARD	E2215	A Problem: Part 2	Students will demonstrate understanding of characterization by supporting answers with evidence from the text. Students will be instructed on both internal and external characterization.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate.	E2216	Odyssey Writer 16: Interpretation: Use of Characterization	Students will interpret a literary work by describing an author's use of internal and external characteristics in character development.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate.		Lesson Quiz: A Problem	

English 2: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standard Code	Activity Number	Activity Title	Activity Description
			10.5.5 Write business letters that provide clear and purposeful information and address the intended audience appropriately, show appropriate use of vocabulary, tone, and style		Lesson Quiz: Functional Text: Cover Letter and Job App	
			10.3.1 Analyze the purposes and the characteristics of different forms of dramatic literature (including comedy, tragedy, and dramatic monologue).	E2231	Daedulus and Icarus: Part 1	Students will be instructed about the importance of believability in characterization as developed through the inner thoughts and feelings of the characters. Students will demonstrate skill in identifying character development by supporting their answers with evidence from the text.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate	E2232	Odyssey Writer 10: Identify Complexity of Characters	Students will demonstrate their understanding of characterization by identifying the complexity of characters in response to literature.
			NO STANDARD	E2233	Daedulus and Icarus: Part 2	Students will demonstrate skill in distinguishing between dynamic and static characters by supporting answers with evidence from the text.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate	E2234	Odyssey Writer 20: Character Comparison	Students will use their knowledge of the traits of dynamic and static characters when comparing and contrasting characters.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate		Lesson Quiz: Daedulus and Icarus	

English 2: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standard Code	Activity Number	Activity Title	Activity Description
			10.5.5 Write business letters that provide clear and purposeful information and address the intended audience appropriately, show appropriate use of vocabulary, tone, and style	E2221	Cover Letter and Job Application: Part 1	Students will be introduced to the purpose and reading of a job application with emphasis placed on attention to details. Students will demonstrate skill in identifying the parts of a job application.
			10.5.5 Write business letters that provide clear and purposeful information and address the intended audience appropriately, show appropriate use of vocabulary, tone, and style	AQE2221	Activity Quiz: Cover Letter and Job Application: Part 1	Activity quiz
			10.5.6 Write business letters that provide clear and purposeful information and address the intended audience appropriately, show appropriate use of vocabulary, tone, and style	E2222	Odyssey Writer 17: Completing a Job Application	Students will demonstrate skill with attention to detail by completing a job application form.
			10.5.5 Write business letters that provide clear and purposeful information and address the intended audience appropriately, show appropriate use of vocabulary, tone, and style	E2223	Cover Letter and Job Application: Part 2	Students will be introduced to the purpose and format of a cover letter.
			10.5.5 Write business letters that provide clear and purposeful information and address the intended audience appropriately, show appropriate use of vocabulary, tone, and style	AQE2223	Activity Quiz: Cover Letter and Job Application: Part 2	Activity quiz
			10.5.5 Write business letters that provide clear and purposeful information and address the intended audience appropriately, show appropriate use of vocabulary, tone, and style	E2224	Odyssey Writer 18: Writing a Cover Letter	Students will demonstrate skill at writing a cover letter to accompany a job application.

English 2: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standard Code	Activity Number	Activity Title	Activity Description
			10.3.3 Evaluate interactions between characters in a literary text and explain the way those interactions affect the plot.	E2241	The Ransom of Red Chief: Part 1	Students will be introduced to the impact of the author's style in the text. Students will examine the impact of subtleties such as character development on plot. Students will review impact of dialogue on both plot and character development. Students will identify how authors use physical description for
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate	E2242	Odyssey Writer 21: Create an Advertisement	Students will create an advertisement to seek the return of the missing boy in the story.
			10.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text.	E2243	The Ransom of Red Chief: Part 2	Students will identify the impact in the text of subtleties created by even minor characters. Students will evaluate the skills involved in character analysis through analysis of class discussion.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate	E2244	Odyssey Writer 22: Compare and Contrast Character Traits	Students will compare and contrast to analyze the traits of the two kidnapers.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate		Lesson Quiz: The Ransom of Red Chief	
			NO STANDARD	E2251	Raid on the Oyster Pirates: Part 1	Students will identify the author's use of vivid descriptions as a tool to develop plot and setting in an autobiographical short story. Students will be introduced to the characteristics of round and flat characters.

English 2: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standard Code	Activity Number	Activity Title	Activity Description
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate	E2252	Odyssey Writer 23: Evaluate Use of Descriptive Language	Students will respond to the literature by evaluating the author's use of descriptive language as a tool to create vivid characters.
			NO STANDARD	E2253	Raid on the Oyster Pirates: Part 2	Students will identify the author's use of round and flat characterization in an autobiographical short story. Students will make predictions. Students will be introduced to the author's use of sentence fragments for effect.
			NO STANDARD	E2254	Odyssey Writer 24: Interpret Character's Actions	Students will use supporting evidence from the text to interpret characters' actions.
			NO STANDARD		Lesson Quiz: A Raid on the Oyster Pirates	
			NO STANDARD	E2261	The Cabuliwallah: Part 1	Students will use character analysis skills to determine the motivation for a character's actions. Students will evaluate the motivation behind characters' actions through analysis of class discussion.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate	E2262	Odyssey Writer 25: Actions of Characters; Evidence from Text	Students will interpret characters' actions using evidence from the text to justify their responses.
			NO STANDARD	E2263	The Cabuliwallah: Part 2	Students will review dynamic and static characters. Students will evaluate the motivation behind characters' actions through analysis of class discussion.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate	E2264	Odyssey Writer 26: Contrast Character's Reactions	Students will contrast characters' reactions to the same event in a literary piece.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate		Lesson Quiz: The Cabuliwallah	

English 2: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standard Code	Activity Number	Activity Title	Activity Description
			10.7.5 Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).	E2271	Communication: Job Interview	Students will be introduced to the purpose of a job interview. Students will identify critical elements in preparing for a job interview. Students will identify elements of a personal presentation by writing appropriate questions they will be asked during an interview and their answers to them. Students will identify what questions they will ask the interviewer to find out more about the job. Students will be instructed on delivery techniques and form. Students will evaluate the impact of delivery on the effective communication of an interview specifically delivery related issues such as rate, pacing, tone, hand gestures and eye contact through analysis of class discussion.
			10.7.5 Produce concise notes for extemporaneous speeches (speeches delivered without a planned script).		Lesson Quiz: Communication: Job Interview	
			10.5.1 Write biographical or autobiographical narratives or short stories that describe a sequence of events and communicate the significance of the events to the audience, locate	E2281	Writing a Short Story	Students will be introduced to the purpose, elements and structure of a short story. Students will write a short story implementing the development of plot, purpose, setting, characterization, point of view and theme.
			10.5.1 Write biographical or autobiographical narratives or short stories that describe a sequence of events and communicate the significance of the events to the audience, locate	AQE2281	Activity Quiz: Writing a Short Story	Activity quiz
			10.5.1 Write biographical or autobiographical narratives or short stories that describe a sequence of events and communicate the significance of the events to the audience, locate	E2282	Writing an Autobiography	Students will be introduced to the difference between a biography and an autobiography. Students will be introduced to the purpose and structure of an autobiography. Students will write an autobiography about a time period or event in their lives using first person point of view.

English 2: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standard Code	Activity Number	Activity Title	Activity Description
			10.5.1 Write biographical or autobiographical narratives or short stories that describe a sequence of events and communicate the significance of the events to the audience, locate	AQE2282	Activity Quiz: Writing an Autobiography	Activity quiz
			NO STANDARD	E2283	Grammar Focus: Possessives	Students will learn how to form the possessive of singular, plural and compound nouns. Students will learn the importance of the correct placement of the apostrophe to avoid confusion in meaning in their writing.
			NO STANDARD	AQE2283	Activity Quiz: Grammar Focus: Possessives	Activity quiz
			NO STANDARD	E2284	Review Features of Short Story and Autobiography	Students will review the elements of the short story including plot, purpose, setting, characterization, point of view and theme. Students will review the elements of an autobiography including its purpose, that is about a period or event in the life of the person writing it and that it uses the first-person point of view. Students will use writing strategies to begin their story or autobiography.
			NO STANDARD	AQE2284	Activity Quiz: Review Features of Short Story and Autobiography	Activity quiz
			NO STANDARD		Lesson Quiz: Short Story and Autobiography	
			NO STANDARD		Chapter Test: Character	
Theme and Conflict	This chapter examines theme and conflict by analyzing several short stories and nonfiction pieces. Students will identify themes of conflict, journey and exploration, the characteristics of omniscient narration and irony to explain meaning.		10.3.2 Compare and contrast the presentation of a similar theme or topic across genres (different types of writing) to explain how each genre shapes the author's present. 10.3.5 Compare works that express a universal theme and provide evidence to support the views expressed in each work.	E2311	Universal Themes: Part 1	Students will identify theme as a message or universal truth. Students will demonstrate comprehension of the role that character development can play in communicating universal themes. Students will distinguish between themes and motifs. Students will identify pieces of a text which help to develop theme.
				E2312	Odyssey Writer 27: Identify Universal Themes	Students will identify the various universal themes in literary works.

English 2: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standard Code	Activity Number	Activity Title	Activity Description
			10.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text.	E2313	Universal Themes: Part 2	Students will be introduced to the qualities of a viable universal theme statement. Students will identify viable theme statements. Students will identify conflict as a means to develop theme.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate	E2314	Odyssey Writer 28: Thematic Thesis Statements	Students will write viable thematic thesis statements.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate		Lesson Quiz: Universal Themes	
			10.3.6 Evaluate an author's development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues	E2321	The Interlopers: Part 1	Students will be introduced to different types of conflict including man vs. man, man vs. nature and man vs. self. Students will make the distinction between active and passive voice. Students will distinguish between active and passive voice using examples from the text. Students will evaluate the impact of internal conflict on both character and plot development through analysis.
			10.4.3 Use precise language, action verbs, sensory details, appropriate modifiers, and the active (I will always remember my first trip to the city) rather than the passive voice (My first trip to the	E2322	Odyssey Writer 29: Conflict, Theme, Language Patterns	Students will analyze language patterns such as the use of active and passive voice to show conflict and the development of theme in a response to literature.
			10.3.8 Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and inconsistencies in a text.	E2323	The Interlopers: Part 2	Students will be introduced to situational irony as a tool of plot development. Students will identify situational irony using evidence from the text to support their answers.

English 2: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standard Code	Activity Number	Activity Title	Activity Description
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate.	E2324	Odyssey Writer 30: Analyze Use of Irony	Students will analyze the use of irony to explain meaning in a literary work.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate.		Lesson Quiz: The Interlopers	
			NO STANDARD	E2331	Vocabulary: Categorizing Words/Identify Salient Features	Students will receive instruction related to categorizing words by using context clues and the dictionary. Students will be introduced to the list-group-label vocabulary strategy. Students will identify effective qualities of the list-group-label vocabulary strategy.
			NO STANDARD	AQE2331	Activity Quiz: Vocabulary: Categorizing Words/Identify Salient Features	Activity quiz
			NO STANDARD	E2332	Odyssey Writer 31: Word Associations, Graphic Organizer	Students will use a graphic organizer to make word associations.
			10.3.7 Evaluate the significance of various literary devices, including figurative language, imagery, allegory (the use of fictional figures and actions	E2333	Leiningen vs. the Ants: Part 1	Students will demonstrate the understanding of character development by supporting assessments of characters with evidence from the text. Students will review characteristics of the omniscient narrator. Students will review and identify internal and external conflict. Students will evaluate the use and impact of figurative language such as similes and metaphors through the analysis of class discussion.

English 2: Scope and Sequence

Chapter Title	Chapter Description	Common Core Code	State Standard Code	Activity Number	Activity Title	Activity Description
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate	E2334	Odyssey Writer 32: Personal Narrative; Conflict	Students will write a personal narrative to demonstrate comprehension of conflict within the literary work. Students will illustrate their point with personal examples and details.
			NO STANDARD	E2335	Leiningen vs. the Ants: Part 2	Students will use evidence from the text to support characterization. Students will evaluate the impact of internal and external conflict on characterization through analysis of class discussion.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate	E2336	Odyssey Writer 33: Analysis of Theme	Students will analyze the theme of a literary work.
			10.5.2 Write responses to literature that demonstrate a comprehensive grasp of the significant ideas of literary works, support statements with evidence from the text, demonstrate		Lesson Quiz: Leiningen vs. the Ants	
			10.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that report information	E2341	Directions and Map: Part 1	Students will be introduced to the use of the term functional text to refer to maps, graphs, pamphlets and instructions. Students will evaluate the type of details necessary to complete a two sided notes log through analysis of class discussion.
			10.5.6 Write technical documents, such as a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, or minutes of a meeting that report information	E2342	Odyssey Writer 34: Note taking Logs	Students will use note taking logs to identify the steps in writing functional text.

Attachment 9

Academic and Exit Standards



NEW LEAF

Career Tech Academy



GRADE 12 EXIT STANDARDS

SCHOOL SPECIFIC

The following skills are required to be mastered in preparing students for the global marketplace.

Core Academic Skills:

- **History/Social Studies:** Students will understand and apply civic, historical, and geographical knowledge in order to serve as citizens in today's world of diverse cultures.
- **Spanish Language:** Students will gain proficiency in speaking, reading, writing, and listening comprehension. Students will understand key aspects of the culture, both past and present, of the second language. (Optional)
- Underlying and utilized throughout each of the above subject areas will be other core skills such as: **critical thinking skills**; (e.g., problem-solving, analyzing, and applying knowledge); the ability to effectively use **technology**.
- Creative expression through various forms of the **arts**, (e.g., poetry, music, visual/studio arts, drama, and dance)
- Knowledge of pertinent issues of **health** and the development of **physical fitness**

Life Long Learning Skills: (Different from Life Skills)

Students will develop skills, which will enable them to pursue their own path of learning throughout their adult lives, including:

- Ability to **plan, initiate, and complete** a project;
- Ability to **reflect** on and **evaluate** one's own and others' **learning**;
- **Study skills and habits**, (e.g., note-taking, library research skills, studying strategies).

Social / Interpersonal Skills:

Students will demonstrate:

- Ability to engage in responsible, compassionate peer relationships, by participating in **conflict resolution** training;
- Ability to collaborate and work effectively with others in **cooperative groups**;
- Strong **citizenship** and **leadership** skills by planning and implementing a project in **service** to the School and greater community.

Life Skills:

Students will develop skills necessary for a healthy adult life, including:

- **Job readiness and career development** skills (e.g., developing resumes, job internship skills);
- **Higher education continuance** skills (e.g., college applications, financial aid forms);
- Personal **financial management** skills (e.g., budget development, balancing check books).



GRADES 11-12

READING

Guiding Principle: *Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.¹*

READING: Literature

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

11-12.RL.1 Read a variety of literature within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

Key Ideas and Textual Support

- 11-12.RL.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RL.2.2** Compare and contrast the development of similar themes or central ideas across two or more works of literature and analyze how they emerge and are shaped and refined by specific details.
- 11-12.RL.2.3** Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

11-12.RL.2.4 *Students are expected to build upon and continue applying concepts learned previously.*

Structural Elements and Organization

- 11-12.RL.3.1** Analyze and evaluate how an author's choices concerning how to structure specific parts of a work of literature (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
- 11-12.RL.3.2** Analyze a work of literature in which the reader must distinguish between what is directly stated and what is intended (e.g., satire, sarcasm, irony, or understatement) in order to understand the point of view.



Synthesis and Connection of Ideas

- 11-12.RL.4.1** Analyze multiple interpretations of a story, play, or poem, evaluating how each version interprets the source text and the impact of the interpretations on the audience.
- 11-12.RL.4.2** Analyze and evaluate works of literary or cultural significance in history (American, English, or world) and the way in which these works have used archetypes drawn from myths, traditional stories, or religious works, as well as how two or more of the works treat similar themes, conflicts, issues, or topics.



READING: *Nonfiction*

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

11-12.RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 11-CCR. By the end of grade 11, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed for texts at the high end of the range. By the end of grade 12, students interact with texts proficiently and independently.

Key Ideas and Textual Support

- 11-12.RN.2.1** Cite strong and thorough textual evidence to support analysis of what a text says explicitly as well as inferences and interpretations drawn from the text, including determining where the text leaves matters uncertain.
- 11-12.RN.2.2** Compare and contrast the development of similar central ideas across two or more texts and analyze how they emerge and are shaped and refined by specific details.
- 11-12.RN.2.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of a text.

Structural Elements and Organization

- 11-12.RN.3.1** *Students are expected to build upon and continue applying concepts learned previously.*
- 11-12.RN.3.2** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
- 11-12.RN.3.3** Determine an author's perspective or purpose in a text in which the rhetoric is particularly effective (*e.g., appeals to both friendly and hostile audiences, anticipates and addresses reader concerns and counterclaims*), analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Synthesis and Connection of Ideas

- 11-12.RN.4.1** Delineate and evaluate the arguments and specific claims in seminal U.S. and world texts, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- 11-12.RN.4.2** Synthesize and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.
- 11-12.RN.4.3** Analyze and synthesize foundational U.S. and world documents of historical and literary significance for their themes, purposes, and rhetorical features.



READING: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

- 11-12.RV.1** Acquire and use accurately general academic and content-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

- 11-12.RV.2.1** Use context to determine or clarify the meaning of words and phrases.

11-12.RV.2.2 *Students are expected to build upon and continue applying concepts learned previously.*

- 11-12.RV.2.3** Analyze nuances in the meaning of words with similar denotations.

- 11-12.RV.2.4** Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (*e.g., conceive, conception, conceivable*).

- 11-12.RV.2.5** Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, etymology, or standard usage.

Vocabulary in Literature and Nonfiction Texts

- 11-12.RV.3.1** Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the cumulative impact of specific word choices (*e.g., imagery, allegory, and symbolism*) on meaning and tone (*e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone*).

- 11-12.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; evaluate the cumulative impact of how an author uses and refines the meaning of a key term or terms over the course of a text.

- 11-12.RV.3.3** Interpret figures of speech (*e.g., paradox*) in context and analyze their role in the text.



WRITING

Guiding Principle: *Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.*ⁱⁱ

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

- 11-12.W.1** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Handwriting

- 11-12.W.2** *Students are expected to build upon and continue applying concepts learned previously.*

Writing Genres: Argumentative, Informative, and Narrative

- 11-12.W.3.1** Write **arguments** in a variety of forms that –
- Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
 - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - Use effective transitions as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
 - Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - Provide a concluding statement or section that follows from and supports the argument presented.



11-12.W.3.2

Write **informative** compositions in a variety of forms that –

- Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (*e.g., headings*), graphics (*e.g., figures, tables*), and multimedia when useful to aiding comprehension.
- Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
- Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Choose language, content-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
- Establish and maintain a style appropriate to the purpose and audience.
- Provide a concluding statement or section that follows from and supports the information or explanation presented (*e.g., articulating implications or the significance of the topic*).

11-12.W.3.3

Write **narrative** compositions in a variety of forms that –

- Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
- Create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (*e.g., a sense of mystery, suspense, growth, or resolution*).
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

The Writing Process

11-12.W.4

Apply the **writing process** to –

- Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.
- Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.



The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

11-12.W.5 Conduct short as well as more sustained research assignments and tasks to build knowledge about the research process and the topic under study.

- Formulate an inquiry question, and refine and narrow the focus as research evolves.
- Gather relevant information from multiple types of authoritative sources, using advanced searches effectively, and annotate sources.
- Assess the strengths and limitations of each source in terms of the task, purpose, and audience.
- Synthesize and integrate information into the text selectively to maintain the flow of ideas.
- Avoid plagiarism and overreliance on any one source and follow a standard format (e.g., MLA, APA) for citation.
- Present information, choosing from a variety of formats.

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

11-12.W.6.1 Demonstrate command of English grammar and usage, focusing on:

11-12.W.6.1a **Pronouns –**
Students are expected to build upon and continue applying conventions learned previously.

11-12.W.6.1b **Verbs –**
Students are expected to build upon and continue applying conventions learned previously.

11-12.W.6.1c **Adjectives and Adverbs –**
Students are expected to build upon and continue applying conventions learned previously.

11-12.W.6.1d **Phrases and Clauses –**
Students are expected to build upon and continue applying conventions learned previously.

11-12.W.6.1e **Usage –**
Students are expected to build upon and continue applying conventions learned previously.

11-12.W.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:

11-12.W.6.2a **Capitalization –**
Students are expected to build upon and continue applying conventions learned previously.

11-12.W.6.2b **Punctuation –**
Students are expected to build upon and continue applying conventions learned previously.

11-12.W.6.2c **Spelling –**
Students are expected to build upon and continue applying conventions learned previously.



SPEAKING AND LISTENING

Guiding Principle: *Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.ⁱⁱⁱ*

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcome

11-12.SL.1 Listen actively and adjust the use of spoken language (*e.g., conventions, style, vocabulary*) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

11-12.SL.2.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly and persuasively.

11-12.SL.2.2 Stimulate a thoughtful, well-reasoned debate and exchange of ideas by referring to specific evidence from materials under study and additional research and resources.

11-12.SL.2.3 Work with peers to promote collegial discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

11-12.SL.2.4 Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

11-12.SL.2.5 Conduct debate and discussion to allow all views to be presented; allow for a dissenting view, in addition to group compromise; and determine what additional information or research is required to deepen the investigation or complete the task.

Comprehension

11-12.SL.3.1 Integrate multiple sources of information presented in diverse media and formats (*e.g., visually, quantitatively, orally*) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

11-12.SL.3.2 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.



Presentation of Knowledge and Ideas

- 11-12.SL.4.1** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- 11-12.SL.4.2** Create engaging presentations that make strategic and creative use of digital media (*e.g., textual, graphical, audio, visual, and interactive elements*) to add interest and enhance understanding of findings, reasoning, and evidence.
- 11-12.SL.4.3** *Students are expected to build upon and continue applying concepts learned previously.*



MEDIA LITERACY

Guiding Principle: *Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.^{iv}*

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

11-12.ML.1 Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Media Literacy

11-12.ML.2.1 Evaluate the intersections and conflicts between visual and verbal messages, and recognize how visual techniques or design elements carry or influence messages in various media.

11-12.ML.2.2 Analyze the impact of the media on the public, including identifying and analyzing rhetorical and logical fallacies.

ⁱ Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

ⁱⁱ Ibid.

ⁱⁱⁱ Ibid.

^{iv} Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>.

Attachment 10

School Calendar and Schedule



NEW LEAF

Career Tech Academy

SCHOOL CALENDAR

Aug. 22 – Sept. 2	Teacher Training Academy
Sept. 5	Labor Day
Sept. 6	First student day
Oct. 19-21	Fall Break – No school
Nov. 10	End of 1st Quarter (45 days)
Nov. 24-25	Thanksgiving Break – No school
Dec. 17 – Jan. 2	Winter Break – No school
Jan. 16	Martin Luther King Day – No school
Jan. 31	End of 2nd Quarter (45 days)
Feb. 20	President’s Day – No school
Apr. 1 – Apr. 9	Spring Break
Apr. 12	End of 3rd Quarter
May 29	Memorial Day – No school
June 15	Last day of school
	End of 4th Quarter
June 19	Begin Summer School
July 1-July 4	4th of July Break
July 5	Summer School resumes
July 28	Last day of Summer School
Aug. 14-Aug. 18	2017 Teacher Academy
Aug. 21	2017 First Student Day

Daily Schedule

Morning Cohort 8:00 a.m. – 12:00 p.m.			
Time	Activity		
8:00 – 8:55	Credit Recovery / Weekly Progress / Whole Group Activities		
9:00 – 9:55	Algebra Cohort 1	Language Arts Cohort 1	Biology Cohort 1
10:00 – 10:55	Algebra Cohort 2	Language Arts Cohort 2	Biology Cohort 2
11:00 – 11:55	Algebra Cohort 3	Language Arts Cohort 3	Biology Cohort 3
11:55 – 12:00	Exit Slip Track Daily Progress		
Afternoon Cohort 12:00 p.m. – 4:00 p.m.			
Time	Activity		
12:00 – 12:55	Credit Recovery / Weekly Progress / Whole Group Activities		
1:00 – 1:55	Algebra Cohort 1	Language Arts Cohort 1	Biology Cohort 1
2:00 – 2:55	Algebra Cohort 2	Language Arts Cohort 2	Biology Cohort 2
3:00 – 3:55	Algebra Cohort 3	Language Arts Cohort 3	Biology Cohort 3
3:55 – 4:00	Exit Slip Track Daily Progress		
Evening Cohort 4:00 p.m. – 8:00 p.m.			
Time	Activity		
4:00 – 4:55	Credit Recovery / Weekly Progress / Whole Group Activities		
5:00 – 5:55	Algebra Cohort 1	Language Arts Cohort 1	Biology Cohort 1
6:00 – 6:55	Algebra Cohort 2	Language Arts Cohort 2	Biology Cohort 2
7:00 – 7:55	Algebra Cohort 3	Language Arts Cohort 3	Biology Cohort 3
7:55 – 8:00	Exit Slip Track Daily Progress		

The school is open twelve hours every day of every week; this includes nine hours of instructional time for each of the three tested subject disciplines. This schedule is optimal for student learning because it provides the flexibility and fluidity to group students based on individual learning needs and on students' personal scheduling conflicts. Instruction is based on collaborative learning and the blended-learning model, and this scheduling construct allows teachers within academic teams to analyze assessments and place students in appropriate cohorts to maximize their learning.

Attachment 11

Enrollment Policy



NEW LEAF

Career Tech Academy

School Admission Policy DRAFT

January 15, 2016

1. Application and Enrollment Processes and Forms,
 - a. **Application period:** The application period will be January 3 through February 3
 - b. **Enrollment Procedures and Deadlines:** Once students have been accepted, then they will be enrolled during bi-monthly enrollment sessions. The school counselor and selected staff will be responsible to call and notify each student through mail and/or email.
 - c. Intent to Enroll Forms; Enrollment package is attached to this policy statement.
2. Student Recruitment
 - a. Timeline and plan:
 - i. January 1, 2016
 1. Website created for school and Facebook page to begin the social media campaign that will continue throughout pre-opening and after school opens.
 - ii. January 3, 2016
 1. Recruitment open houses with learning model demonstration and counseling available. We will do two events every month after authorization. Events will be advertised on website and Facebook page.
 - iii. February 3, 2016
 1. Open application period ends. Applications forms will be submitted online, by mail, in person at office or open houses.
 - iv. February 10, 2016
 1. After the open application period ends, enrollment will be on a first come first serve basis until capacity is reached.
 2. Bi-monthly enrollment houses will continue with forms assistance and counseling.

Commitments for official enrollment will not be made until the application process has been open for three (3) weeks. If applications supersede school capacity, a lottery will be held in an advertised public meeting by an independent auditing firm. A minimum of ten (10) days written notice announcing the time and location of the meeting will be offered. Students will be randomly selected for each grade in the lottery. Any siblings of chosen students from the lottery and/or siblings of currently enrolled students will be given admissions preference. Students not selected will be put on a waiting list. Applications received after the lottery will be added to the wait list. If spaces open up, students will first be admitted from the wait list.

Recruitment will begin on January 3, 2016 the first year. The recruitment process will be conducted by utilizing all media resources. As the school progresses such activities as a "community night," school tours, and "open house" will be key activities for recruitment. Having school visits from civic and governmental (state and federal) leaders is a tremendous means of public relations. We hope to leverage our relationship with community organizations including of community leaders and advisors, and support and working partnerships with multiple local nonprofits such as the Gary Chamber of Commerce, Jobs for America's Grads, Purdue 4H, 100 Black men, the Urban League of

Northwest Indiana, Methodist Hospitals, Ivy Tech Community College, Gary Common, Counsel, Lake County Minority Health Coalition, Drexel Foundation of Educational Excellence, Thea Bowman Leadership Academy, College Summit, Teach for America, the Boys and Girls Club, the Salvation Army and the NAACP, we are prepared for the task of starting and maintaining the New Leaf Career Tech Academy, accomplishing the school's vision and mission are keys to successful recruitment.

- b. **Engagement and Orientation:** Bi-monthly application open houses and after closing of open application period, enrollment open houses will have a model learning center with a demonstration of how the New Leaf Learning System will operate, designed to encourage and attract student to the school. Staff will begin to counsel and learn about student needs.
 - c. **Enrollment:** enrollment packets will information needed for transcripts, credits, special education needs, and complete demographic information will be collected only after the open enrollment period ends.
 3. **Pre-admission activities:** Along with bi-monthly application open houses and learning simulation demonstrations, radio interviews, newspaper articles, a school web-site, printed brochures, mailing lists, posters placed at key locations, and personal appearances (churches, civic, social, and business organizations) will all be utilized in the recruiting process. We will encourage a network of our community partners, and parents to use an active "word of mouth" (establishing a telephone and E-mail) approach for aiding in recruitment. Students that have dropped out or need diploma recovery are in touch with other students and can be the best recruiters.
 4. **Policies and procedures**
 - a. **Student waiting lists:** If the capacity is met or exceeded, students will be placed on waiting lists and enrolled in the order they applied as openings occur.
 - b. **Withdrawals:** The formal withdrawal procedures will include forms that indicate the reason for withdrawal, school that will be attended if indicated, and a system to allow the student to receive advisor counseling as appropriate.
 - c. **Re-enrollment:** Students may re-enroll if space is available. If capacity has been reached at any time, students that wish to re-enroll will be put on the waiting list.
 - d. **Transfers:** The enrollment process will include a process that includes transcript request, IEP for special education students, former school name and address.

As part of the admissions process, the following checklist will ensure that all information and orientation has been completed. **IMPORTANT:** This process will be only for those students that will enroll. This information is **NOT** collected on the Admissions Application so as to avoid issues of screening applicants. At NLCTA, this is not a primary issue due to the nature of the drop out recovery adult population target.



430 South Lake Street Gary, IN 46403 | 219-670-6201

ENROLLMENT CHECKLIST FOR DOCUMENTS AND PROCEDURES

Complete Enrollment Process:

___ Transcript

___ Birth Certificate

___ Social Security Card

___ State I.D.

___ IEP Report (If applicable.) ___ Nurse Packet (under 18 only)

Orientation and Screening:

___ Interview process with social worker and principal. ___ Student Handbook

___ Attendance Policy

___ Hours of Operation

___ Uniform Policy

___ NLCTA Expectations

Testing (3 days):

___ TABE

___ ACUPLACER ➤

___ ACUITY

___ ASVAB

Compass Odyssey: Custom NLCTA screening benchmark tests In accordance with the law the Academy enrollment is open to all Indiana students. We will accept all applicants regardless of race, religion, ethnic background, sex, or disability. Admission will be limited to grades 9-12. Students will be enrolled in the order they apply during the open enrollment regardless of number of credits they have accrued.



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ENROLLMENT APPLICATION FORM
ID# (_____) Assigned by office. __

Student Name: Last _____ First _____ MI _____

Home Address: _____

City: _____ State: _____ Zip: _____

Birth date: (mm/dd/yy) _____ Gender: Male _____ Female _____

Siblings currently enrolled at NLCTA: _____

Current School: _____ District: _____

Current Grade Level: _____ Grade Level for 2016-2017: _____

Parent/Guardian #1: _____ Relationship _____

Phone numbers: Home _____ Cell _____

Work _____ Email _____

Parent/Guardian #2: _____ Relationship _____

Phone numbers: Home _____ Cell _____

Work _____ Email _____

The New Leaf Career Tech Academy is open to all applications who are residents of Indiana without regard to race, religion, age, sex, national origin, or disability. In making positive affirmation of this policy the Academy is guided by both the letter and the spirit of Title VI of the Civil Rights Act, Title IX of the Higher Education Act of 1972, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990. For more information, visit the New Leaf Career Tech Academy website at **TBA**.

Parent/Guardian Signature: _____ Date: _____
(For students under 18 years of age.)

OFFICE USE ONLY:

Date received: _____ Time: _____ Initials: _____

APPLICATION ID NUMBER: ASSIGNED BY OFFICE _____



430 South Lake Street Gary, IN 46403 | 219-670-6201

STUDENT ENROLLMENT FORM

Grade Level for 2016-2017 school year _____ Male _____ Female _____

STUDENT INFORMATION:

First Name: _____ MI: _____ Last Name: _____

Social Security Number: _____ Date of Birth: _____

Street Address: _____

City: _____ State: _____ Zip Code: _____

Mailing Address if different from above:

Language of Student: _____ Race: _____

PRIMARY CONTACTS:

#1 Relationship to Student: _____ Mr. _____ Mrs. _____ Miss _____ Ms. _____

First Name: _____ MI: _____ Last Name: _____

Address: _____

Home Phone: _____ Cell: _____ Work: _____

Employer: _____ Email: _____

#2 Relationship to Student: _____ Mr. _____ Mrs. _____ Miss _____ Ms. _____

First Name: _____ MI: _____ Last Name: _____

Address: _____

Home Phone: _____ Cell: _____ Work: _____

Employer: _____ Email: _____



430 South Lake Street Gary, IN 46403 | 219-670-6201

STUDENT ENROLLMENT FORM

EMERGENCY CONTACTS:

#1 Relationship to Student: _____ Mr. ___ Mrs. ___ Miss ___ Ms. ___

First Name: _____ MI: ___ Last Name: _____

Address: _____

Home Phone: _____ Cell: _____ Work: _____

Employer: _____ Email: _____

#2 Relationship to Student: _____ Mr. ___ Mrs. ___ Miss ___ Ms. ___

First Name: _____ MI: ___ Last Name: _____

Address: _____

Home Phone: _____ Cell: _____ Work: _____

Employer: _____ Email: _____

Last School Attended: _____

Address: _____

School Corporation: _____

DIRECTIONS FOR EARLY WEATHER RELATED OR EMERGENCY DISMISSAL:

___ Stay at school or emergency location until picked up by parent.

___ Other: _____

Doctor's Name: _____ Phone: _____

Hospital Preference: _____

Parent/Guardian Signature: _____ Date: _____

Office Use: Student ID: _____ State ID: _____



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New Leaf Career Tech Academy

IMPORTANT ADDITIONAL INFORMATION

(STRICTLY CONFIDENTIAL: FOR ADMINISTRATOR USE ONLY)

DATE _____

STUDENT NAME _____ DATE OF BIRTH _____

GRADE _____

NOTE: THE INFORMATION BELOW WILL ALLOW US TO MAKE SURE THAT ALL FUNDS FOR OUR CHARTER SCHOOL THAT ARE NEEDED FOR YOUR CHILD ARE REQUESTED AND RECEIVED. THANK YOU FOR YOUR HELP.

Please indicate whether your child is receiving special education services. YES NO

If yes, what is the disability category?

- Orthopedic Impairment
- Blind or Low Vision
- Deaf or Hard of Hearing
- Emotional Disability
- Specific Learning Disability
- Developmental Delay
- Language or Speech Impairment
- Mild Cognitive Disability
- Moderate Cognitive Disability
- Severe Cognitive Disability
- Autism spectrum disorder
- Other health impairment

(Additional Comments)

_____ Other: Please describe _____

PLEASE, IT IS VERY IMPORTANT THAT YOU SHARE ALL COPIES OF IEP'S, REPORTS, AND TESTING INFORMATION WITH US SO THAT WE MAY MEET THE NEEDS OF YOUR CHILD.

Nondiscrimination

New Leaf Career Tech Academy shall not discriminate against any student, teacher, or employee on the basis of race, religion, gender, or national origin. Furthermore, in regards to students, the school admits students of any race, religion, gender, color, national and ethnic origin, and disability to all the rights, privileges, programs, and activities generally accorded or made available to students at the school.

Home Language Survey

New Leaf Career Tech Academy is required by the Indiana Department of Education to document the first (native) language of each student and record this information in his/her permanent record. The purpose of this form is to identify students in need of English language development services. Based on the results of this survey, students will be tested for their level of English proficiency and provided services as needed. **If a language other than English is indicated for any of the questions, the student is considered to be a language minority student. Once this determination is made, an English proficiency assessment will be administered upon enrollment and annually thereafter to assess the level of English proficiency and measure growth.** Please help us in compiling this information by accurately completing the following information. Thank you for your help.

Name of Student _____

Grade _____ Age (as of 8/1/16) _____ Male _____ Female _____

1. What is the native language of the student? _____

2. What is the predominant (spoken most often) language of the student? _____

3. What is the language most often spoken by the student at home? _____

4. Date of entry into U.S. schools? _____ / _____ / _____
Month Day Year

5. Ethnicity:

Is this individual Hispanic/Latino? (Choose only one)

_____ No, not Hispanic/Latino

_____ Yes, Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, Cuban, South or Central American, or other Spanish culture or origin, regardless of race)

6. Student Race:

What is the individual's race? (Choose one or more)

_____ **American Indian or Alaskan Native** (A person having origins in any of the original peoples of North America and maintaining cultural identification through tribal affiliation or community recognition.)

_____ **Asian** (A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.)

_____ **Black or African American** (A person having origins in any of the black racial groups of Africa)

_____ **Native Hawaiian or Other Pacific Islander** (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.)

_____ **White** (A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.)

Comments Regarding Language

Parent Signature _____ Date _____

Attachment 12

Student Discipline Policy



NEW LEAF

Career Tech Academy

Discipline Philosophy

New Leaf Career Tech Academy will operate under the belief that developing and maintaining a positive school climate starts first and foremost with a fair and consistent discipline policy. A school climate that builds on the strengths and assets of each student, while promoting self-esteem, works against the destructive factors that contribute to negative consequences. The school will therefore emphasize programs that emphasize prevention, positive alternatives, the development of life skills, and recognition of socially acceptable behavior. Each student will be expected to follow the Student Program Handbook as it regards to student behavior and effectively identified addressed nonacademic issues that impact educational success. Also critical to establishing and maintaining a positive school climate is the building of positive relationships and clear communications with parents, business and community leaders, local law enforcement officials, and a wide array of youth serving professionals in the community.

It is the expectation that all students conduct themselves in a responsible manner, as outlined in the Student Program Handbook in order to maintain a safe and orderly environment and provide the opportunity for learning for all students. Teachers will receive support from the leadership team with regard to classroom management and interventions to ensure that they are both aware of the needs/development of students and able to effectively implement strategies in their classroom. Professional development activities will provide support with the instructional/management needs of school staff.

NON-DISCRIMINATION POLICY

New Leaf Career tech Academy is committed to equal opportunity and does not discriminate on the basis of age, race, color, sex, handicapping conditions, or national origin including limited English Proficiency, in any employment opportunity. No person is excluded from participation in, denied benefits of, or otherwise subjected to unlawful discrimination on such basis under any educational program or student activity.

If you have experienced discrimination in such educational programs or activities, written inquiries about procedures that are available and for consideration of complaints alleging such discrimination should be directed to the New Leaf Career tech Academy Offices.

2260B- Grievance Procedures for Nondiscrimination

Section I

If any person believes that the New Leaf Career Tech Academy or any of the staff has inadequately applied the principles and/or regulations of (1) Title II, Title VI, Title VII of the Civil Rights Act of 1964, (2) Title IX of the Education Amendment Act of 1972, (3) Section 504 of the Rehabilitation Act of 1973, (4) The Age Act, and/or (5) The American with Disabilities Act, s/he may bring forward a complaint, which shall be referred to as a grievance, to the Programs Civil Rights Coordinator.

Section II

The person who believes s/he has a valid basis for grievance shall discuss the grievance informally and on a verbal bases with the Program's Civil Rights Coordinator, who shall in turn investigate the complaint and reply with an answer to the complainant. S/He may initiate formal procedures according the following steps:

Step 1 A written statement of the grievance signed by the complainant shall be submitted to the Program's Civil Rights Coordinator within five (5) business days of receipt of answers to the informal complaint. The Coordinator shall further investigate the matters of grievance and reply in writing to the complainant within five (5) business days.

Step 2 If the complainant wishes to appeal the decision of the Program's Civil Rights Coordinator, s/he may submit a signed statement of appeal to the Director within five (5) business days after receipt of the Coordinator's response. The Director shall meet with all parties involved, formulate a conclusion, and respond in writing to the complainant within ten (10) business days.

Step 3 If the complainant remains unsatisfied, s/he may appeal through a signed written statement to the Board within five (5) business days of his/her receipt of the Director's response in step two. In an attempt to resolve the grievance, the Board shall meet with the concerned parties and their representative within twenty (20) business days of the receipt of such an appeal. A copy of the Board's disposition of the appeal shall be sent to each concerned party within ten (10) business days of this meeting.

Step 4 If at this point the grievance has not been satisfactorily settled, further appeal may be made to the U.S. Department of Education, Office of Civil Rights, 401 South State, Room 700, Chicago, Illinois, 60605-1202. Inquiries concerning the nondiscriminatory policy may be directed to Director, Office for Civil Rights, Department of Education, Washington, D.C. 20201.

The Program's Coordinator, on request, will provide a copy of the Program's grievance procedure and investigate all complaints in accordance with this procedure.

A copy of each of the Acts and the regulations on which this notice is based, may be found in the Civil Rights Coordinator's office

New Leaf Career Tech Academy Program Handbook

The following rules must be followed to continue in the New Leaf Career Tech Academy (NLCTA) Program:

- Respect for both staff and students is expected at all times.
- Attendance is expected at all class meetings and excessive absences/tardies will result in dismissal from the program.
- Inappropriate language is not acceptable in the program.
- Food/drink is not allowed in the classrooms.
- Verbal or physical altercations directed towards the staff will result in immediate dismissal from the program.
- Weapons/Drugs will result in immediate dismissal from the program.
- Students will be expected to enter the classroom with the required materials that are needed for a successful day.
- No electronic devices are allowed in the classroom.
- Hats are not allowed in the building.

Absences

- Students are allowed to miss 8 days of class per semester. The NLCTA Handbook will be used to determine whether an absence is excused or unexcused.
- If a student will be absent for any part of the academic day, the student (if 18 years of age or over) or student's parent/guardian needs to call the Secretary at NLCTA.
- Once the student has accumulated his/her **4th absence**, the Director will contact the student and/or parent and conduct a phone conference with the parent.
- Once the student has accumulated his/her **5th absence**, an administrator will meet with the student and a letter will be sent home with the student outlining his/her absences
- Once a student has accumulated his/her **last absence**, the student will not be allowed to return to the NLCTA classroom until the student (if 18 years of age or over) and/or parent/guardian and has a meeting with administration to determine his/her status in NLCTA.
- Absences that do not count against the 8-day limit as stated in the NLCTA Handbook.
- Participation in school-related activities and/or field trips approved by administration.
- Military examinations
- Visits to a college campus. This is limited to eleventh (11th) and twelfth (12th) grade students. Only one (1) day per school year shall be allowed with administrative approval.

-Deaths and funerals of family member in the immediate family consisting of a parent, sibling, or grandparent. Students who are absent for this reason must have a parent call the school and bring in a note from a parent explaining the absence.

-Physicians/Medical Excuse: If a student has medical orders stating the student cannot be in the building due to illness, hospitalization, or other medical need this document must be presented upon the student's return to school with the proper dates of the student's absence(s). Additionally, this document must be on the physician's letterhead or office form, and must be signed by physicians or his/her office personnel and verified by the school. **Regular doctors, dental, orthodontist appointments will count towards the student's absences in the semester.**

-Absences occurring because a student is issued a subpoena to appear in court as a witness in a judicial proceeding.

-Religious holidays that fall on the school calendar and has administration approval.

-Failure to comply with any or all rules stated in this handbook will result in dismissal from the program.

Arrival/Dismissal Procedures

Transportation to and from school is the responsibility of the student and/or their parent/guardian.

-Students are expected to report 5 minutes before class starts and leave immediately at the end of the class session.

-Students School Day is 8:00 am -8:00 pm with students expected to attend one 4-hour class session per day.

-Students will report to school with only the required materials needed for successful completion.

Grading Procedures

Students will need to obtain their mastery score on each unit of work from the digital curriculum program. If they do not obtain the required score, they will need to repeat the unit of material in order to receive credit.

Grades/Credits

-In order to receive credit for a class, a student needs to complete all lessons for that class, pass all tests in that class, and complete the final exam.

-If a student is found cheating by using his/her notes on Mastery Tests and/or writing down questions on Pretests, Practice Tests, or Mastery Tests, they will be issued one warning and all digital feedback will be taken away. The second time this occurs, they will receive an F in the class and have to complete the class and all lessons again in order to receive a passing grade for the class.

-If a student is removed from the program due to excessive absences or disruptive behavior, the student will receive a grade of FAIL for all courses they have not completed.

High School Final Exam Procedures

-Each student will take a final exam for each semester course they take.

-It is generated on NLCTA digital curriculum program.

-The final exam will be weighted to be worth 20% of the student's final grade, with the regular class assignments accounting for the other 80%. We will take the average score of

all tests, essays, and projects and multiply it by .80 and combine that score with the percent scored on the final multiplied by .20 to find the students' grade for the class.

Agreement to Handbook

I, _____, have read, understand, and agree to the policies and procedures as outlined in the NLCTA Handbook. I understand that any violation may result in immediate dismissal from the program.

§
Student Signature

Date

Parent/Guardian Signature

Date

§
Parent/Guardian Signature

Date

Attachment 13

Evidence of Support from Community Partners



Career Tech Academy



Robert Doctor, Director, GACC & ACES
Gwendolyn Sanders, Career Pathways Coordinator
La Tanya Robinson, Academic Integration Specialist
Annette Beaty-Marrero, Data and Funding Coordinator
Phone: 962-7571 Fax: 962-6269

March 5, 2015

RE: Letter of Support for New Leaf Career Tech Academy (NLCTA)

Dear Sir or Madame,

We are most pleased to offer this letter of support for the NLCTA and the students and community it will ultimately serve. Clearly, we believe that this educational program is poised to deliver a variety of high quality credit recovery and drop-out prevention programs for underserved and marginalized youth and adults across the north-west Indiana region.

Additionally, NLCTA would be most certainly welcomed as partner in the Gary Area Career Center consortium group; this along with our twelve (12), existing consortium members (charter schools and school corporations). Thus enabling their students to fully participate in our career and technical education and workforce development program offerings; further embellishing the NLCTA program and its contributions to their students.

With the preceding in mind; we sincerely acknowledge the feasibility of the NLCTA program, their hard work in this endeavor, and offer a deep appreciation for your ongoing efforts in, and of supporting of charter schools. Please do not hesitate to contact me if and additional information or clarification is necessary.

Sincerely,

B. Doctor

Mr. Robert Doctor, Director GACC/ACES



Community HealthNet

Dr. Janet Seabrook, Executive Director
Dr. Cindy Hoess, Medical Director

March 12, 2015

To Whom It May Concern:

As the CEO and Founder of a Federally Qualified health Center I am in strong support of the New Leaf Career Tech Academy (NLCTA). I believe that in order for a community to prosper it must have residents who are empowered with education and with good health. NLCTA will train students of all ages who have dropped out of school to become the workforce of the future.

The training received at NLCTA will empower at risk teens and adults by giving them the job skills required to have a positive impact on their community. NLCTA can also be used as a resource for the City of Gary as it works to revitalize the community and needs a trained workforce who are vested in the community that they live in.

If there are any questions I can be reached at (219) 484-2442.

Regards,

Janet Seabrook, M.D.,MBA
CEO
Community HealthNet

MAIN OFFICE

1021 W. 5th Ave. - Gary, IN 46402
Phone: (219) 880-1190
Fax: (219) 880-0784 (2nd floor)
(219) 880-0783 (1st floor)

CALUMET HIGH SCHOOL

3900 Calhoun St. & Ridge Road, Door R - Gary, IN 46408
Phone: (219) 880-1190
Fax: (219) 923-5418

HAMMOND

5927 Columbia Ave. - Hammond, IN 46320
Phone: (219) 880-1190
Fax: (219) 853-0023

MERRILLVILLE

6100 Broadway - Merrillville, IN 46410
Phone: (219) 880-1190
Fax: (219) 769-0861

MILLER

1015 Shelby St. - Gary, IN 46403
Phone: (219) 880-1190
Fax: (219) 938-0923



Tuesday, March 3, 2015

To whom it may concern:

Gary, Indiana is about to make the greatest comeback in history!

The reason is because organizations are in collective impact strategies. Partnerships are being formed across sectors in the communities that have one goal in mind: “revitalize the city.” More than ever we need educational partners that 1. Have a passion for those on the fringes and the forgotten and 2. Have innovative approaches to strengthening families by strengthening individuals through education and careers. It is my belief that New Leaf Career Tech Academy is one such organization.

Not only am I the founder of Men of Vision and Excellence. I am the Executive Director of the City of Gary Youth Services Bureau. In my role as a city official I know first-hand the need for New Leaf. I plan to facilitate to bring New Leaf to the table to participate in the My Brother’s Keeper, Gary for Life and Gary for jobs initiatives. New Leaf is positioned to be one of the cities greatest allies.

It is my position that New Leaf will provide new life to individuals who have given up or thought it was too late to achieve their dreams and maximize their life’s potential. This school will help reduce crime and increase hope in its students. Therefore, I would like to make clear that both the Gary Youth Services Bureau and MOVE NFP, Inc. stand in full support of NLCTA and will do everything in our power to support and promote its programming in the City of Gary.

Sincerely,
Ken Patrick Barry
Founder, MOVE NFP, Inc.
Executive Director, City of Gary Youth Services Bureau



OFFICE OF THE MAYOR

KAREN FREEMAN-WILSON
MAYOR

Phone 219.881.1302
Fax 219.881.1337

February 27, 2015

New Leaf Career Tech Academy

1

As Mayor and a resident of the city of Gary, I strongly support the New Leaf Career Tech Academy in its venture to create a Drop Out Recovery Charter School that promotes Core-40 Diploma attainment.

Throughout the nation, there is a growing concern regarding our at-risk population. It is therefore imperative that we not waver in our focus on the academic needs of our communities. While we continually meet and discuss the ramifications that concern an at-risk population, those ages 18 and up, we must be cognizant that the options are few for young adults leaving the traditional educational system and attempting to re-engage in positive non-traditional recovery programs. The city of Gary is no stranger to this tragic phenomenon.

To that end, in supporting organizations like New Leaf Career Tech Academy where the focus is to provide an enriched education in a career pathway environment, our communities will be able to offer our at-risk populations support services and options needed to continue working toward a high school diploma while engaged in a program preparing them to better contribute to their communities.

The need for this academic option is clear; to promote the success of our at-risk population is the new horizon. I look forward to working with this initiative as a community leader. It is an opportunity for us to affect and change the outcome of future generations and enhance the process of urban revitalization.

Thank you, in advance, for your consideration and commitment to serving.

Sincerely,

Karen Freeman-Wilson
Mayor, City of Gary

401 Broadway • Suite 203 • Gary, Indiana 46402-1236
kfreemanwilson@ci.gary.in.us

STATE OF INDIANA
HOUSE OF REPRESENTATIVES
THIRD FLOOR STATE HOUSE
INDIANAPOLIS, INDIANA 46204

DR. VERNON G. SMITH
INDIANA BLACK LEGISLATIVE CAUCUS CHAIR
P.O. BOX 64622
GARY, IN 46401

COMMITTEES:
LOCAL GOVERNMENT, CHAIR
EDUCATION
FAMILY, CHILDREN AND HUMAN AFFAIRS

January 27, 2015

To: Whom it may concern:

Re: New Leaf Career Tech Academy

Throughout the nation, there is an ongoing concern regarding the non-traditional drop out crisis in urban centers. To address the crisis, educational opportunities must be available to serve the needs of at risk young adults. Yet urban communities are experiencing more dropouts from high school with fewer options for reengaging them in any positive formal learning system. Gary, Indiana, is no stranger to this tragic phenomenon.

I am an educator, elected official, businessman, and resident of Gary. I have personally reviewed the plans for New Leaf Career Tech Academy (NLCTA) and I strongly support the authorization of (NLCTA) as an alternative drop out recovery education program for Gary, IN promoting high school diploma attainment. Our young people, ages eighteen and up, need an intensely focused formal education environment with support services, accelerated learning, and coordination between career training and work experience. Said program will address this need in our community, one that provides support for students as they face life issues while pursuing an education.

The need for this type of program is crucial and clear. This program is an opportunity to positively affect the outcome of this and future generations.

Thank you for your consideration.

Respectfully yours,



Dr. Vernon G. Smith
Professor, Indiana University Northwest
Indiana State Representative, 14th District

Attachment 14

Organizational Chart



NEW LEAF

Career Tech Academy

Organizational Chart of Line and Staff

Board of Directors

Will direct compliance with the State of Indiana statutory requirements as well as the authorizer requirements as reflected in the charter contract. Will hire the school director and oversee staffing decisions he or she makes and give final approval to all contracts, personnel, and otherwise. The board is the final decision maker for the New Leaf Career Tech Academy and has all granted authority from Indiana statutes governing school boards, charter schools, and corporations. The board will oversee finances in is the final authority on all matters financial.

Authorizer

Authority over the execution of the charter school contract including the ability to revoke authorization for cause. ICSB serves as the entity that can renew the charter school. Will entertain and authorize amendments that change the charter contract language for school operations

Director

The director has the responsibility of implementing a firm vision of the school's mission, vision, purpose, as well as knowledge of the educational process, the charter school process, solid oral and written communication skills, public relation skills and abilities, leadership skills any knowledge of business management. The director will be responsible to contact outside entities for partnerships, secure speaking engagements, work with state and national associations, the schools authorizer, IDOE, and other such entities. This individual will guide him directly entire school toward its vision operating within its mission. The director oversees and has authority over academics, personnel, finances, facilities, and extracurricular programming. The directors responsible for the implementation of corporate policy. He has the final word on the yearly school calendar and schedule of events. The director serves as ex officio member of the Board. The director supervises financial matters and manages all school operations. The director answers directly to the Board of Directors. The Director will be responsible to communicate and enforce school personnel policy.

Principal

The principal will oversee the daily operation and management of the Academy building, staff, curriculum, and programs. He or she will oversee disciplinary issues. Oversight and care of the building facility, equipment, and supplies are duties of this position. The principal will work in a close relationship with Corporation director. It will be the responsibility of the principal to be a communicator with the community and with parents. The principal assistant evaluation of all school personnel. You will be charged with responsibility for seeing that instructional staff follows the NL CTA instructional format and that the established academic achievement goals are being met. The principal will be exercise authority over extracurricular programs and activities. The principal will be responsible for enforcement of the student handbook rules and regulations.

Certified Teacher

Teachers will be responsible for the education of students in the classroom including implementing the state standards based curriculum, instructing in the instructional format implemented by NLCTA, coordinating with special education, assistance, and maintaining current attainment level information, assigning additional studies to students not meeting or exceeding the attainment, keeping accurate and concise records, establishing personal classroom procedures, ordering teaching materials, and adjusting students upwards or downwards in various subjects. Teachers will also be responsible for ordering supplementary education materials, requesting parent volunteers, and reporting all the education related activities to the administrators. Teachers will collaborate with students and families regarding the student educational experience and will be responsible for the development of individualized student learning plans based on that collaboration. Teachers will execute the schools common discipline plan. Teachers must keep a log of parent and family contacts and communications. Assignments and activities must be shared with families via on a daily and weekly basis.

Corporation Administrative Assistant/ Corporation Secretary/ Receptionist

This position is directly responsible to the director and the principle. This individual is responsible for working with school/Corporation administration as to the management of the appointments and corporation calendar. This position is the primary PR element to all Corporation offices and personnel. Positive communication skills, effective skills in word, Excel, spreadsheet management, and be able to effectively function with school programs technology. This individual must be organized and efficient to manage corporate business and daily management tasks of the building complex. This person will be required work with all stakeholders and outside of the school corporation in a positive manner.

Academic Assistants

Academic Assistants will meet and greet students everyday and will assist students with any issues that may affect their education attainment. Academic Assistants will assist certified teacher and support students as they navigate the digital curriculum requirements.

Non Certified Staff

Security, food service workers, and additional contracted services including technology director and other miscellaneous positions.

Attachment 15

Start-Up Plan



NEW LEAF

Career Tech Academy

NEW LEAF CAREER TECH ACADEMY

**After Charter Approval
January 1, 2016 – August 31, 2016
SPECIFIC TASKS FOR OPENING NLCTA**

I. Timeline (P=Principal, D=Director, A=Administrative Office Manager, B=Board of Directors)

01/01/16

D/P

- Apply for and seek detail on Federal Charter Grant.
- Investigate details. Talk to Barber at DOE.
- Arrange Federal Grant schedule of payments for planning grant.
- Check into Implementation schedule, procedures, timing, payment, etc.

T.B.A. D/P/B

- Conduct Board of Directors meeting.

P

- Begin construction of Compass Odyssey courses based on updated scope and sequences.

D

- Budget developed specifically for Indiana charter schools: Work with BKK+.

02/1/16

D/P

- Have meetings with community partners to share procedures and admissions information. Make and distribute brochures.

T.B.A. D/P/B

- Conduct Board of Directors meeting.

2/15/16

D/P

- Create first two years school calendar and present to Board of Directors.
- Finish mentor teacher handbook with policies and procedures.
- Finish student handbook with policies and procedures.
- Develop school website. Facebook set up.
- Finish admission procedures, forms, etc.
- Have a student management plan/software plan under consideration
- Work on security and safety handbook
- Investigate contracts for food services.
- Arrange contracts and services for legal services.
- Negotiate lease agreement for school location.

NEW LEAF CAREER TECH ACADEMY

- Serve as the school representative for DOE program workshops and meetings including Title I and special education and other programs by request of the Board.

D

- Finalize accounting and procurement procedures for school start-up period with BKK+.

3/1/16

D/P

- Publicizing and Marketing: Continue and enhance.
- Compile semi-final lists for technology vendors.
- Plan and seek speaking engagements.

P

- Continue Construction of scope and sequence of Compass Odyssey.
- Train personnel and assist in the coordination of a technology infrastructure plan including server design, Internet access, and digital phone system as needed.

3/10/16

P

- Train and assist in the implementation and maintenance of a proven and effective educational technology plan.

T.B.A. D/P/B

- Conduct Board of Directors meeting.

3/15/16

D/P

- Begin to recruit students.
- Begin to advertise and post for positions.
- Develop final admissions application and process; begin accepting applications and start open enrollment by April 1.
- Establish timeline for equipment purchasing. (Actual purchase to be timed so Implementation Grant is settled).
- Arrange for Physical Education, Art, and Music facilities: contracts, on site, etc. Continue staff recruitment, plan, and advertise jobs.
- Develop final admissions application and process; begin accepting applications.

NEW LEAF CAREER TECH ACADEMY

4/01/16

D/P

- Continue Construction of scope and sequence of Compass Odyssey.

D

- Continue to seek facility and explore lease arrangement and prepare for moving timeline into facility.
- Arrange for payroll services. (BKK+)
- Arrange for accounting services. (BKK+)

D/P/B

- Arrange contracts and services for special ed. services.

4/28/16

D

- Finalize food service contracts, arrangements, equipment list, etc.
- Develop transportation plan and finances.
- Customize the development of health plans, records, and forms.

T.B.A. D/P/B

- Conduct Board of Directors meeting.

5/1/16

D/P

- Staff: Continue recruitment, selection process selections.

T.B.A. D/P/B

- Conduct Board of Directors meeting.

06/17/16

D/P

- Curriculum Scope and Sequence should begin finalization prior to start of school year.
- Train school personnel to maintain oversight and organize contracted food service; computerized food accounting system with billing that matches the needs for Federal free lunch reporting forms.
- Train and implement the development and implementation of effective clerical and filing procedures.

T.B.A. D/P/B

- Conduct Board of Directors meeting.

NEW LEAF CAREER TECH ACADEMY

7/15/16

D

- Continue updating and communicating to parents and students via email/social media.
- Begin organizing community partners' advisory council. Student advisory council.

7/26/16-8/6/16

D/P

- Prepare details for two-week training camp, simulate training, and schedule Compass Odyssey.

7/30/16

P

- Make sure all records are onsite.

8/1/16

T.B.A. D/P/B

- Conduct Board of Directors meeting.

8/25/16

D/P/S

- Parent and student orientation for school.

8/22/16-9/2/16

D/P/S: All staff training

- Staff moves into facility and prepares and practices for the start of the school year.
- Prepare for students first day, perform facility check, meet with security personnel and prepare procedures, and all miscellaneous items that need to be performed prior to the start of the first day of school.

Attachment 16

Insurance Coverage



NEW LEAF

Career Tech Academy

March 16, 2015

RE: New Leaf Career Tech Academy
Broker of Record – Arthur J. Gallagher & Co.

To Whom It May Concern:

We are pleased to provide insurance services for New Leaf Career Tech Academy. Our division specializes in Education and Charter Schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of Indiana as required by law.

Our program utilizes the following carriers which are admitted in the State of Indiana: The Hartford, AIG, Philadelphia Insurance Company, Scottsdale Insurance Company, Gerber Life Insurance Company.

We will only place this school with at least an "A-, VII" rated insurance carrier as determined by AM Best rating guidelines.

On behalf of New Leaf Career Tech Academy, the following coverages will be secured to meet all requirements of the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
General Liability (includes corporal punishment, athletic participation*)	\$1,000,000 occurrence expressly covers field trips \$3,000,000 aggregate limit
Workers Compensation	As specified by Indiana Statutes
Workers' Compensation Part II (Employers' Liability)	\$1,000,000
Employee Benefits Liability	\$1,000,000 per claim dedicated limit \$3,000,000 aggregate limit
Automobile/Bus Liability including non-owned and hired; underinsured as needed	\$1,000,000 combined single limit
Employment Practices Liability	\$1,000,000 per claim/annual aggregate dedicated limit
Educators Legal Liability (School Leaders E&O and/or Professional Liability)	\$2,000,000 per claim/annual aggregate dedicated limit
Directors & Officers	\$1,000,000 per claim/annual aggregate dedicated limit
Sexual Abuse and Misconduct Liability	\$1,000,000 dedicated limit \$3,000,000 aggregate limit
Crime / Employee Dishonesty / Fidelity Coverage (Will obtain a Surety Bond as required)	\$500,000 - \$1,000,000 limits as needed and based on cash flow of the school
Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
Business Income/Extra Expense	\$300,000 Extra Expense included Business Income as needed based upon cash flow
Student Accident Coverage*	Primary \$25,000 CAT at \$1,000,000 or \$5,000,000
Cyber Security Liability	\$1,000,000 per loss or claim/aggregate limit
Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&O, EPLI, ELL, EBL)	Options up to \$25,000,000

*In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition parental waivers and confirmation of health insurance from parents is also required.



Additional Insureds/Loss Payees:

Our program includes the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition our General Liability policy includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract, Agreement or Permit; and Funding Source. Loss Payees can be added to the property upon our review of the lease/funding contracts.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. The insurance estimate is based on the types and amounts of insurance that are required by Indiana Authorizers.

Coverage	Year 1 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 3,700
Directors & Officers / Employment Practices / Fiduciary	\$ 5,373
Property	\$ 3,350
Excess \$10 million Limits (follow form over underlying)	\$ 1,000
Workers Compensation/Employers Liability	\$ 6,100
Cyber Liability Premium	\$ 1,298
Total Annual Premium	\$ 20,821

These are estimated premiums based upon 1st year projections of 260 students, 16 staff members, \$883,000 payroll, \$135,000 Contents, \$100,000 Computers and less than \$2,000,000 in revenue. This includes an estimated building insurance premium of \$2,500.

Please let me know if you have any questions.

Sincerely,

Martin S. Dezelan
Area Vice President
Arthur J. Gallagher Risk Management Services, Inc.

Attachment 17

Budget Workbook



NEW LEAF

Career Tech Academy

School Name: New Leaf Career Tech Academy						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 1,700,000	\$ 1,717,000	\$ 1,751,000	\$ 1,785,000	\$ 1,819,000
Common School Loan		\$ -	\$ -	\$ -	\$ -	\$ -
Charter School Start-Up Grant		\$ -				
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten		\$ -	\$ -	\$ -	\$ -	\$ -
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ 37,500	\$ 38,250	\$ 39,000	\$ 39,750	\$ 40,500
Summer School		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ 150,000	\$ 175,000	\$ 175,000			
Facilities Assistance Program Grant		\$ -	\$ -			
Title I		\$ 77,750	\$ 79,305	\$ 80,860	\$ 82,415	\$ 83,970
Title II		\$ 20,500	\$ 20,910	\$ 21,320	\$ 21,730	\$ 22,140
Federal Lunch Program		\$ 48,000	\$ 52,800	\$ 57,600	\$ 62,400	\$ 64,800
Federal Breakfast Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Special Ed	\$ -	\$ 15,582	\$ 15,894	\$ 16,205	\$ 16,517	\$ 16,829
Other Revenue Federal sources (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Secured Loan	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Fees & Textbook Fees	\$ -	\$ 1,375	\$ 1,403	\$ 1,430	\$ 1,458	\$ 1,485
Vocational Education State Support	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 150,000	\$ 2,075,707	\$ 2,100,562	\$ 1,967,415	\$ 2,009,270	\$ 2,048,724
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 56,764	\$ 987,353	\$ 1,015,498	\$ 1,045,111	\$ 1,068,773	\$ 1,089,648
Substitutes		\$ 7,000	\$ 7,210	\$ 7,426	\$ 7,575	\$ 7,802
Professional Development	\$ 6,000	\$ 27,091	\$ 24,609	\$ 22,957	\$ 23,405	\$ 23,829
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 62,764	\$ 1,021,444	\$ 1,047,317	\$ 1,075,494	\$ 1,099,753	\$ 1,121,279	
Instructional Supplies and Resources							
Textbooks	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Library, periodicals, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology	\$ -	\$ 35,000	\$ 5,000	\$ 5,150	\$ 5,253	\$ 5,358	\$ 5,358
Assessment materials	\$ -	\$ 7,200	\$ 7,416	\$ 7,638	\$ 7,791	\$ 7,947	\$ 7,947
Computers	\$ -	\$ 80,000	\$ 15,000	\$ 15,450	\$ 15,759	\$ 16,074	\$ 16,074
Software	\$ -	\$ 85,000	\$ 5,000	\$ 5,150	\$ 5,253	\$ 5,358	\$ 5,358
Other classroom supplies	\$ -	\$ 22,680	\$ 16,320	\$ 16,810	\$ 17,146	\$ 17,489	\$ 17,489
Field trips, other unclassified items	\$ -	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,411	\$ 5,519	\$ 5,519
Co-curricular & Athletics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Instructional Supplies and Resources	\$ -	\$ 234,880	\$ 53,886	\$ 55,503	\$ 56,613	\$ 57,745	\$ 57,745
Support Supplies and Resources							
Administrative Computers	\$ -	\$ 20,000	\$ 4,000	\$ 4,120	\$ 4,244	\$ 4,244	\$ 4,244
Administrative Software	\$ -	\$ 30,000	\$ 7,500	\$ 7,725	\$ 7,957	\$ 7,957	\$ 7,957
Administration Dues, fees, misc expenses	\$ 1,002	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Office supplies	\$ 1,998	\$ 5,000	\$ 5,150	\$ 5,305	\$ 5,464	\$ 5,464	\$ 5,464
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Support Supplies and Resources	\$ 3,000	\$ 55,000	\$ 16,650	\$ 17,150	\$ 17,664	\$ 17,664	\$ 17,664
Board Expenses							
Charter Board Services, including Board Training, retreats	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Charter Board Supplies & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter Board Dues, fees, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Board Expenses	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000	\$ 1,000
Professional Purchased or Contracted Services							

Legal Services	\$ 1,998	\$ 12,000	\$ 30,000	\$ 20,000	\$ 20,400	\$ 20,808
Audit Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Payroll Services	\$ 300	\$ 4,000	\$ 4,120	\$ 4,244	\$ 4,328	\$ 4,415
Accounting Services	\$ 12,000	\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,106	\$ 55,188
Printing/Newsletter/Annual Report Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ 24,000	\$ 98,000	\$ 123,940	\$ 127,658	\$ 130,211	\$ 132,816
Internet Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Telephone/Telecommunication Services	\$ -	\$ 15,000	\$ 15,450	\$ 15,914	\$ 16,232	\$ 16,556
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 5,000	\$ 40,000	\$ 46,000	\$ 52,900	\$ 59,248	\$ 66,358
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Postage	\$ 1,002	\$ 5,750	\$ 5,923	\$ 6,100	\$ 6,222	\$ 6,347
Special Education Services	\$ -	\$ 12,500	\$ 12,875	\$ 13,261	\$ 13,526	\$ 13,797
Student Information Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food service	\$ -	\$ 48,000	\$ 52,800	\$ 57,600	\$ 62,400	\$ 64,800
Transportation	\$ -	\$ 81,600	\$ 85,680	\$ 88,250	\$ 90,015	\$ 91,816
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Advertising/Marketing	\$ 3,000	\$ -	\$ 5,000	\$ 5,150	\$ 5,253	\$ 5,358
Technology Management & Services	\$ 12,000	\$ 25,000	\$ 25,750	\$ 26,523	\$ 27,053	\$ 27,594
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Contracted Services	\$ 59,300	\$ 391,850	\$ 459,038	\$ 470,645	\$ 488,996	\$ 505,852
Facilities						
Rent, mortgage, or other facility cost	\$ -	\$ 91,000	\$ 94,250	\$ 97,500	\$ 100,750	\$ 104,000
Furniture	\$ -	\$ 39,000	\$ 4,000	\$ 9,000	\$ 9,180	\$ 9,364
Gas/electric	\$ -	\$ 21,000	\$ 23,100	\$ 25,410	\$ 27,443	\$ 29,638
Water/Sewer	\$ -	\$ 5,000	\$ 5,500	\$ 6,050	\$ 6,534	\$ 7,057
Grounds Keeping	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Maintenance Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodial	\$ -	\$ 32,000	\$ 32,960	\$ 33,949	\$ 34,628	\$ 35,320
Waste disposal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security	\$ -	\$ 15,000	\$ 15,450	\$ 15,914	\$ 16,232	\$ 16,556
Equipment Rental	\$ -	\$ 22,000	\$ 22,660	\$ 23,340	\$ 23,807	\$ 24,283
Exterminating	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Janitorial Supplies	\$ -	\$ 3,750	\$ 3,863	\$ 3,978	\$ 4,058	\$ 4,139
Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ -	\$ 228,750	\$ 201,783	\$ 215,140	\$ 222,631	\$ 230,357
Other						
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 51,000	\$ 51,510	\$ 52,530	\$ 53,550	\$ 54,570
CMO/EMO Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Vocational Education Support	\$ -	\$ 50,000	\$ 51,500	\$ 53,045	\$ 54,636	\$ 56,275
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other	\$ -	\$ 101,000	\$ 103,010	\$ 105,575	\$ 108,186	\$ 110,845
Total Expenditures	\$ 125,064	\$ 2,033,924	\$ 1,882,683	\$ 1,940,506	\$ 1,994,842	\$ 2,044,743
Carryover/Deficit	\$ 24,936	\$ 41,783	\$ 217,878	\$ 26,909	\$ 14,427	\$ 3,981
Cumulative Carryover/(Deficit)	\$ 24,936	\$ 66,719	\$ 284,597	\$ 311,506	\$ 325,933	\$ 329,915

	Jun-15	Jul-15	Aug-15	Sep-15	Oct-15	Nov-15	Dec-15	TOTAL 2013		Jan-16	Feb-16	Mar-16	Apr-16	May-16	Jun-16	TOTAL
Total Insurance Costs (per ICSB requirements detailed in charter school application)	-	-	-	-	-	-	-	-		833.33	833.33	833.33	833.33	833.33	833.35	5,000.00
Travel	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Postage	-	-	-	-	-	-	-	-		167.00	167.00	167.00	167.00	167.00	167.00	1,002.00
Special Education Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Student Information Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Food service	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Advertising	-	-	-	-	-	-	-	-		500.00	500.00	500.00	500.00	500.00	500.00	3,000.00
Technology Management & Services	-	-	-	-	-	-	-	-		2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	2,000.00	12,000.00
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Professional Purchased or Contracted Services	-	-	-	-	-	-	-	-		9,883.33	9,883.33	9,883.33	9,883.33	9,883.33	9,883.35	59,300.00
Facilities																
Rent, mortgage, or other facility cost	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Furniture	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Gas/electric	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Water/ Sewer	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Grounds Keeping	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Maintenance Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Custodial	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Waste disposal	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Facilities	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other																
Contingency	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Indiana Charter School Board Administrative Fee (0% in Year 0)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
CMO/EMO Fee	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Community Relations	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Other	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 20,844	\$ 20,844	\$ 20,844	\$ 20,844	\$ 20,844	\$ 20,844	\$ 125,064
Net Income (Pre-Cash Flow Adjustments)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 4,156	\$ 4,156	\$ 4,156	\$ 4,156	\$ 4,156	\$ 4,156	\$ 24,936
CASH FLOW ADJUSTMENTS																
OPERATING ACTIVITIES																
Example - Add Back Depreciation	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
INVESTMENT ACTIVITIES																
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
FINANCING ACTIVITIES																
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
NET INCOME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 4,155.99	\$ 4,155.99	\$ 4,155.99	\$ 4,155.99	\$ 4,155.99	\$ 4,155.97	\$ 24,935.90
Beginning Cash Balance	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
ENDING CASH BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		\$ 4,155.99	\$ 4,155.99	\$ 4,155.99	\$ 4,155.99	\$ 4,155.99	\$ 4,155.97	\$ 24,935.90

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,700,000	Be certain to reflect Indiana's ONGOING school funding formula payment lag. Note that funding for virtual charter schools differs from funding for bricks-and-mortar schools.
Common School Loan	\$ -	One-half of first year's ADM funding. NOTE: <u>Only</u> virtual charter schools are eligible for Common Loan funds during Year 1.
Charter School Start-Up Grant (NOTE: this is Indiana's state funded start-up grant and is different than the federal PCSP grant. Please contact the IDOE Office of School Finance for more information.)		One-half of first year's ADM funding. NOTE: Virtual charter schools are <u>ineligible</u> for this state-funded start-up grant.
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten		Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ 37,500	
Summer School	\$ -	
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 175,000	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant		
Title I	\$ 77,750	
Title II	\$ 20,500	
Federal Lunch Program	\$ 48,000	
Federal Breakfast Reimbursement		
Federal APC SPED	\$ 15,582	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees	\$ -	
Interest Income	\$ -	
Student Lunch		
Secured Loan		
Textbook Fees	\$ 1,375	
Vocational Education State Support	\$ -	
Total Revenue	\$ 2,075,707	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 987,353	Use staffing workbook
Substitutes	\$ 7,000	17 teachers based on 10 sub days per teacher
Professional Development	\$ 27,091	
Bonuses		Used only if budget allows
Professional Development Supplies		
Professional Development Travel		
Other (please describe)		

Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,021,444	
Instructional Supplies and Resources		
Textbooks		
Library, periodicals, etc		
Technology	\$ 35,000	Includes interactive projectors for classrooms
Assessment materials	\$ 7,200	
Computers	\$ 80,000	Includes teacher and lab computers
Software	\$ 85,000	
Other classroom supplies	\$ 22,680	
Field trips, other unclassified items	\$ 5,000	Field trips & includes transportation
Co-curricular & Athletics		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 234,880	
Support Supplies and Resources		
Administrative Computers	\$ 20,000	
Administrative Software	\$ 30,000	
Administration Dues, fees, misc expenses		Copier lease
Office supplies	\$ 5,000	
Other (please describe)		
Total Support Supplies and Resources	\$ 55,000	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 1,000	TeamCFA sponsors board development yearly
Charter Board Supplies & Equipment	\$ -	
Charter Board Dues, fees, etc	\$ -	
Other (please describe)		
Total Board Expenses	\$ 1,000	
Professional Purchased or Contracted Services		
Legal Services	\$ 12,000	
Audit Services		Services included in accounting below
Payroll Services	\$ 4,000	
Accounting Services	\$ 50,000	Includes audit services
Printing/Newsletter/Annual Report Services		
Consultants	\$ 98,000	School event planning and coordination
Internet Services		
Telephone/Telecommunication Services	\$ 15,000	Phone services provided by Skype
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 40,000	
Travel		Community relations building
Postage	\$ 5,750	
Special Education Services	\$ 12,500	
Student Information Services		

Food service	\$	48,000	
Transportation	\$	81,600	We will not provide transportation
Bank Fees			
Contracted business services			Human resources contracted work
Advertising/Marketing Supplies			Includes print services
Technology Maintenance and Repair	\$	25,000	
Other (please describe)			
Total Professional Purchased or Contracted Services	\$	391,850	
Facilities			
Rent, mortgage, or other facility cost	\$	91,000	
Furniture	\$	39,000	
Gas/electric	\$	21,000	
Water/ Sewer	\$	5,000	
Grounds Keeping			
Maintenance Services			
Custodial	\$	32,000	
Waste disposal			
Security	\$	15,000	
Equipment Rental	\$	22,000	
Exterminating			
Janitorial Supplies	\$	3,750	
Equipment	\$	-	
Total Facilities	\$	228,750	
Other			
Contingency	\$	-	
Indiana Charter School Board Administrative Fee	\$	51,000	Assume 3% of Basic Grant (Row 6)
			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee	\$	-	
Vocational Education Support	\$	50,000	
Other (please describe)			
Other (please describe)			
Total Other	\$	101,000	
Total Expenditures	\$	2,033,924	
Carryover/Deficit	\$	41,783	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,717,000	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan		
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ -	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ 38,250	
Summer School	\$ -	
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 175,000	NOTE: This is a competitive grant for planning & implementation. Funding is not guaranteed.
Charter School Facilities Assistance Program Grant		
Title I	\$ 79,305	
Title II	\$ 20,910	
Federal Lunch Program	\$ 52,800	
Federal Breakfast Reimbursement		
Federal APC SPED	\$ 15,894	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		TeamCFA Forgivable Loan
Before and After Care Fees		
Interest Income		
Student Lunch		
Student Breakfast		
Textbook Fees	\$ 1,403	
Vocational Education State Support	\$ -	
Total Revenue	\$ 2,100,562	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,015,498	Use staffing workbook
Substitutes	\$ 7,210	
Professional Development	\$ 24,609	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,047,317	
Instructional Supplies and Resources		
Textbooks	\$ -	
Library, periodicals, etc	\$ -	
Technology	\$ 5,000	

Assessment materials	\$	7,416
Computers	\$	15,000
Software	\$	5,000
Other classroom supplies	\$	16,320
Field trips, other unclassified items	\$	5,150
Co-curricular & Athletics	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)		
Total Instructional Supplies and Resources	\$	53,886
Support Supplies and Resources		
Administrative Computers	\$	4,000
Administrative Software	\$	7,500
Administration Dues, fees, misc expenses	\$	-
Office supplies	\$	5,150
Other (please describe)		
Total Support Supplies and Resources	\$	16,650
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	1,000
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$	1,000
Professional Purchased or Contracted Services		
Legal Services	\$	30,000
Audit Services	\$	-
Payroll Services	\$	4,120
Accounting Services	\$	51,500
Printing/Newsletter/Annual Report Services	\$	-
Consultants	\$	123,940
Internet Services	\$	-
Telephone/Telecommunication Services	\$	15,450
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	46,000
Travel	\$	-
Postage	\$	5,923
Special Education Services	\$	12,875
Student Information Services	\$	-
Food service	\$	52,800
Transportation	\$	85,680
Bank Fees	\$	-
Contracted business services	\$	-
Advertising/Marketing Supplies	\$	5,000
Technology Maintenance and Repair	\$	25,750
Total Professional Purchased or Contracted Services	\$	459,038

Facilities		
Rent, mortgage, or other facility cost	\$	94,250
Furniture	\$	4,000
Gas/electric	\$	23,100
Water/ Sewer	\$	5,500
Grounds Keeping	\$	-
Maintenance Services	\$	-
Custodial	\$	32,960
Waste disposal	\$	-
Security	\$	15,450
Equipment Rental	\$	22,660
Exterminating	\$	-
Janitorial Supplies	\$	3,863
Equipment	\$	-
Total Facilities	\$	201,783
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$	51,510
		Assume 3% of Basic Grant (Row 6)
		Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee		
Vocational Education Support	\$	51,500
Other (please describe)		
Other (please describe)		
Total Other	\$	103,010
Total Expenditures	\$	1,882,683
Carryover/Deficit	\$	217,878

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,751,000	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ -	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 39,000	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 80,860	
Title II	\$ 21,320	
Federal Lunch Program	\$ 57,600	
Federal Breakfast Reimbursement		
Federal Special Ed	\$ 16,205	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe)		
Textbook Fees	\$ 1,430	
Vocational Education State Support	\$ -	
Total Revenue	\$ 1,967,415	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,045,111	Use staffing workbook
Substitutes	\$ 7,426	
Professional Development	\$ 22,957	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,075,494	
Instructional Supplies and Resources		
Textbooks	\$ -	
Library, periodicals, etc	\$ -	
Technology	\$ 5,150	
Assessment materials	\$ 7,638	
Computers	\$ 15,450	
Software	\$ 5,150	
Other classroom supplies	\$ 16,810	

Field trips, other unclassified items	\$	5,305
Co-curricular & Athletics	\$	-
Other (please describe)		
Total Instructional Supplies and Resources	\$	55,503
Support Supplies and Resources		
Administrative Computers	\$	4,120
Administrative Software	\$	7,725
Administration Dues, fees, misc expenses	\$	-
Office supplies	\$	5,305
Other (please describe)		
Total Support Supplies and Resources	\$	17,150
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	1,000
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$	1,000
Professional Purchased or Contracted Services		
Legal Services	\$	20,000
Audit Services	\$	-
Payroll Services	\$	4,244
Accounting Services	\$	53,045
Printing/Newsletter/Annual Report Services	\$	-
Consultants	\$	127,658
Internet Services	\$	-
Telephone/Telecommunication Services	\$	15,914
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	52,900
Travel	\$	-
Postage	\$	6,100
Special Education Services	\$	13,261
Student Information Services	\$	-
Food service	\$	57,600
Transportation	\$	88,250
Bank Fees	\$	-
Contracted business services	\$	-
Advertising/Marketing Supplies	\$	5,150
Technology Maintenance and Repair	\$	26,523
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	470,645
Facilities		
Rent, mortgage, or other facility cost	\$	97,500
Furniture	\$	9,000

Gas/electric	\$	25,410	
Water/ Sewer	\$	6,050	
Grounds Keeping	\$	-	
Maintenance Services	\$	-	
Custodial	\$	33,949	
Waste disposal	\$	-	
Security	\$	15,914	
Equipment Rental	\$	23,340	
Exterminating	\$	-	
Janitorial Supplies	\$	3,978	
Equipment	\$	-	
Total Facilities	\$	215,140	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	52,530	Assume 3% of Basic Grant (Row 6)
			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee			
Vocational Education Support	\$	53,045	
Other (please describe)			
Other (please describe)			
Total Other	\$	105,575	
Total Expenditures	\$	1,940,506	
Carryover/Deficit	\$	26,909	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,785,000	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ -	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 39,750	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 82,415	
Title II	\$ 21,730	
Federal Lunch Program	\$ 62,400	
Federal Breakfast Reimbursement		
Federal Special Ed	\$ 16,517	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe)		
Textbook Fees	\$ 1,458	
Vocational Education State Support	\$ -	
Total Revenue	\$ 2,009,270	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,068,773	Use staffing workbook
Substitutes	\$ 7,575	
Professional Development	\$ 23,405	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,099,753	
Instructional Supplies and Resources		
Textbooks	\$ -	
Library, periodicals, etc	\$ -	
Technology	\$ 5,253	
Assessment materials	\$ 7,791	
Computers	\$ 15,759	
Software	\$ 5,253	
Other classroom supplies	\$ 17,146	

Field trips, other unclassified items	\$	5,411
Co-curricular & Athletics	\$	-
Other (please describe)		
Total Instructional Supplies and Resources	\$	56,613
Support Supplies and Resources		
Administrative Computers	\$	4,244
Administrative Software	\$	7,957
Administration Dues, fees, misc expenses	\$	-
Office supplies	\$	5,464
Other (please describe)		
Total Support Supplies and Resources	\$	17,664
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	1,000
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$	1,000
Professional Purchased or Contracted Services		
Legal Services	\$	20,400
Audit Services	\$	-
Payroll Services	\$	4,328
Accounting Services	\$	54,106
Printing/Newsletter/Annual Report Services	\$	-
Consultants	\$	130,211
Internet Services	\$	-
Telephone/Telecommunication Services	\$	16,232
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	59,248
Travel	\$	-
Postage	\$	6,222
Special Education Services	\$	13,526
Student Information Services	\$	-
Food service	\$	62,400
Transportation	\$	90,015
Bank Fees	\$	-
Contracted business services	\$	-
Advertising/Marketing Supplies	\$	5,253
Technology Maintenance and Repair	\$	27,053
Total Professional Purchased or Contracted Services	\$	488,996
Facilities		
Rent, mortgage, or other facility cost	\$	100,750
Furniture	\$	9,180

Gas/electric	\$	27,443	
Water/ Sewer	\$	6,534	
Grounds Keeping	\$	-	
Maintenance Services	\$	-	
Custodial	\$	34,628	
Waste disposal	\$	-	
Security	\$	16,232	
Equipment Rental	\$	23,807	
Exterminating	\$	-	
Janitorial Supplies	\$	4,058	
Equipment	\$	-	
Total Facilities	\$	222,631	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	53,550	Assume 3% of Basic Grant (Row 6)
			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee			
Vocational Education Support	\$	54,636	
Other (please describe)			
Other (please describe)			
Total Other	\$	108,186	
Total Expenditures	\$	1,994,842	
Carryover/Deficit	\$	14,427	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30

REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,819,000	Be certain to reflect Indiana's ONGOING school funding formula payment lag
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten	\$ -	Each full-day Kindergarten student counts as one-half of a student (0.5) for purposes of ADM funding. In addition, schools are eligible for an annual grant of \$2,400 per full-day Kindergarten student.
Gifted and Talented Program		
Textbook Reimbursement	\$ 40,500	
Summer School		
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 83,970	
Title II	\$ 22,140	
Federal Lunch Program	\$ 64,800	
Federal Breakfast Reimbursement		
Federal Special Ed	\$ 16,829	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)		
Other (please describe)		
Textbook Fees	\$ 1,485	
Vocational Education State Support	\$ -	
Total Revenue	\$ 2,048,724	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,089,648	Use staffing workbook
Substitutes	\$ 7,802	
Professional Development	\$ 23,829	
Bonuses		
Other (please describe)		
Total Personnel Expenses	\$ 1,121,279	
Instructional Supplies and Resources		
Textbooks	\$ -	
Library, periodicals, etc	\$ -	
Technology	\$ 5,358	
Assessment materials	\$ 7,947	
Computers	\$ 16,074	
Software	\$ 5,358	
Other classroom supplies	\$ 17,489	

Field trips, other unclassified items	\$	5,519
Co-curricular & Athletics	\$	-
Other (please describe)		
Total Instructional Supplies and Resources	\$	57,745
Support Supplies and Resources		
Administrative Computers	\$	4,244
Administrative Software	\$	7,957
Administration Dues, fees, misc expenses	\$	-
Office supplies	\$	5,464
Other (please describe)		
Total Support Supplies and Resources	\$	17,664
Board Expenses		
Charter Board Services, including Board Training, retreats	\$	1,000
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Total Board Expenses	\$	1,000
Professional Purchased or Contracted Services		
Legal Services	\$	20,808
Audit Services	\$	-
Payroll Services	\$	4,415
Accounting Services	\$	55,188
Printing/Newsletter/Annual Report Services	\$	-
Consultants	\$	132,816
Internet Services	\$	-
Telephone/Telecommunication Services	\$	16,556
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$	66,358
Travel	\$	-
Postage	\$	6,347
Special Education Services	\$	13,797
Student Information Services	\$	-
Food service	\$	64,800
Transportation	\$	91,816
Bank Fees	\$	-
Contracted business services	\$	-
Advertising/Marketing Supplies	\$	5,358
Technology Maintenance and Repair	\$	27,594
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	505,852
Facilities		
Rent, mortgage, or other facility cost	\$	104,000
Furniture	\$	9,364

Gas/electric	\$	29,638	
Water/ Sewer	\$	7,057	
Grounds Keeping	\$	-	
Maintenance Services	\$	-	
Custodial	\$	35,320	
Waste disposal	\$	-	
Security	\$	16,556	
Equipment Rental	\$	24,283	
Exterminating	\$	-	
Janitorial Supplies	\$	4,139	
Equipment	\$	-	
Total Facilities	\$	230,357	
Other			
Contingency			
Indiana Charter School Board Administrative Fee	\$	54,570	Assume 3% of Basic Grant (Row 6)
			Be certain to reflect the full amount of any fee, including the management fee and any pass-through fees. If pass-through fees are reflected elsewhere in the budget, please clearly indicate this in the Budget Narrative.
CMO/EMO Fee			
Vocational Education Support	\$	56,275	
Other (please describe)			
Other (please describe)			
Total Other	\$	110,845	
Total Expenditures	\$	2,044,743	
Carryover/Deficit	\$	3,981	

Cumulative Carryover/(Deficit)

Attachment 18

Budget Narrative



NEW LEAF

Career Tech Academy

The founding team has experience owning and operating small businesses and operating supplemental educational service projects where budgets fluctuated according to student enrollment. The Board of Directors is comprised of individuals with direct experiences in banking and management of programs with funds allotted by state and federal timelines. With the support of Bookkeeping Plus to ensure all of the schools financial needs are serviced and our current conservative five-year budget, we believe the New Leaf Career Tech Academy (NLCTA) will demonstrate sound financial management. The NLCTA Board of Directors will approve an annual budget that will be created by the Director, Bookkeeping Plus, and the Principal.

Budget Assumptions

Per-Pupil Revenue Projections

Currently, we have set our per-pupil revenue to \$6,800 per student for conservative budget allotment. We want to ensure that we are able to be fiscally responsible with less, in order to budget for the most viable needs of the school.

Staffing

Our staff matrix below shows that our program design gives us the flexibility to operate with a limited amount of staff and maximum student output. We have made our staff salaries reflect our ability to invest in the right type of staff members financially and with appropriate support in place to increase the longevity of our staff. As a safe guard, we are able to decrease initial salaries if we encounter budgetary constraints without eliminating much of the student and teacher support staff. If necessary, some positions will be combined to further reduce costs.

Position Description	Number of Staff Per Position
Director	1
Principal	1
Special Ed Teacher	1
Core Teachers	7
Art	0.33
Music	0.33
PE	0.34
Nurse	0.5
Instruction Coach	4
Counselor	1
Security	1
Receptionist/Attendance	0.5
Office Manager	1

Facilities Expenses

Currently we are reviewing different locations across the City of Gary in order to ensure we have a variety of options that will suit our needs for space and ease on student travel. We have set our facilities expenses to an estimated average cost. We know that we must commit to a facility once we have clear enrollment figures to

make sure we reflect an adequate space to cost ratio for our program to run successfully.

Technology

Our technology costs are designed around our program model with the expectation that our student body will grow and so will our need for computers for students to work on. Much of the initial costs will be decreased after the first year due to all of our programs running off of a cloud based network and not requiring many onsite services. Once we build our computer labs according to our initial enrollment, we can plan for an estimated yearly growth for labs to reach maximum computer capacity over time.

Variable Income

We will actively pursue grants that align to our schools mission and align to the needs of our student body. We are aware that the PCSCP Grant is only available for three years so we have built a budget around fiscal responsibility based on monies we know we will receive. Any additional grants we receive will go towards furthering our programs ability to grow conservatively and sustain itself beyond the life of grants.

We do not have donations or fundraising built into our budget. We will utilize the development of our website and other various social media applications available to us to lay a foundation for receiving donations and fundraising. We will also look into community and state partnerships to further develop our ability to receive donations and create fundraising opportunities.

Contingency Plan

Our contingency plan will be based on 175 students, which places us 75 students less than what we initially need to operate our program. We also have set our student start date later to delay staff salary payments and other various expenses to ensure public funds are made available in a timely manner. If public funds are further delayed, we will pursue lines of credit to be paid back once funds become available. In the spreadsheet below we have reduced costs in a variety of areas for the first year due to student enrollment while still maximizing our student experience.

Anticipated Expenses

All of our anticipated expenses (start up costs, Bookkeeping Plus, Special Education, transportation, and staff retirement plan) are figured in to our six-year budget and the contingency plan. As stated earlier in this section, we have set our budget conservative to show we are capable of sound fiscal responsibility without affecting our ability to provide an excellent service to our student body and to ensure the longevity of staff members.

School Name: New Leaf Career Tech Academy		
	Year 0	Year 1
REVENUE		
State Revenue		
Basic Grant		\$ 1,190,000
Common School Loan		\$ -
Charter School Start-Up Grant		\$ -
State Matching Funds for School Lunch Program		\$ -
Professional Development		\$ -
Remediation Program		\$ -
Full-Day Kindergarten		\$ -
Gifted and Talented Program		\$ -
Textbook Reimbursement		\$ 37,500
Summer School		\$ -
Other State Revenue (please describe)		\$ -
Other State Revenue (please describe)		\$ -
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ 150,000	\$ 175,000
Facilities Assistance Program Grant		\$ -
Title I		\$ 77,750
Title II		\$ 20,500
Federal Lunch Program		\$ 48,000
Federal Breakfast Reimbursement		\$ -
Federal Special Ed	\$ -	\$ 15,582
Other Revenue Federal sources (please describe)	\$ -	\$ -
Other Revenue Federal sources (please describe)		\$ -
Other Revenues		
Committed Philanthropic Donations	\$ -	\$ -
Before and After Care Fees		\$ -
Interest Income		\$ -
Other (please describe)	\$ -	\$ -
Secured Loan	\$ -	\$ -
Student Fees & Textbook Fees	\$ -	\$ 1,375
Vocational Education State Support	\$ -	\$ -
Total Revenue	\$ 150,000	\$ 1,565,707
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 51,764	\$ 775,563
Substitutes		\$ 7,000
Professional Development	\$ 6,000	\$ 20,091
Bonuses		\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Personnel Expenses	\$ 57,764	\$ 802,654
Instructional Supplies and Resources		
Textbooks	\$ -	\$ -
Library, periodicals, etc	\$ -	\$ -
Technology	\$ -	\$ 28,000
Assessment materials	\$ -	\$ 7,200
Computers	\$ -	\$ 50,000
Software	\$ -	\$ 60,000

Other classroom supplies	\$ -	\$ 18,680
Field trips, other unclassified items	\$ -	\$ 2,500
Co-curricular & Athletics	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Instructional Supplies and Resources	\$ -	\$ 166,380
Support Supplies and Resources		
Administrative Computers	\$ -	\$ 20,000
Administrative Software	\$ -	\$ 30,000
Administration Dues, fees, misc expenses	\$ 1,002	\$ -
Office supplies	\$ 1,998	\$ 3,000
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Support Supplies and Resources	\$ 3,000	\$ 55,000
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ -	\$ 1,000
Charter Board Supplies & Equipment	\$ -	\$ -
Charter Board Dues, fees, etc	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Board Expenses	\$ -	\$ 1,000
Professional Purchased or Contracted Services		
Legal Services	\$ 1,998	\$ 10,000
Audit Services	\$ -	\$ -
Payroll Services	\$ 300	\$ 4,000
Accounting Services	\$ 12,000	\$ 50,000
Printing/Newsletter/Annual Report Services	\$ -	\$ -
Consultants	\$ 24,000	\$ 30,000
Internet Services	\$ -	\$ -
Telephone/Telecommunication Services	\$ -	\$ 12,000
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 5,000	\$ 40,000
Travel	\$ -	\$ -
Postage	\$ 1,002	\$ 5,750
Special Education Services	\$ -	\$ 10,000
Student Information Services	\$ -	\$ -
Food service	\$ -	\$ 48,000
Transportation	\$ -	\$ 61,600
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Advertising/Marketing	\$ 3,000	\$ -
Technology Management & Services	\$ 12,000	\$ 25,000
Other (please describe)	\$ -	\$ -
Total Professional Purchased or Contracted Services	\$ 59,300	\$ 296,350
Facilities		

Rent, mortgage, or other facility cost	\$ -	\$ 84,000
Furniture	\$ -	\$ 29,000
Gas/electric	\$ -	\$ 18,000
Water/Sewer	\$ -	\$ 5,000
Grounds Keeping	\$ -	\$ -
Maintenance Services	\$ -	\$ -
Custodial	\$ -	\$ 25,000
Waste disposal	\$ -	\$ -
Security	\$ -	\$ 15,000
Equipment Rental	\$ -	\$ 18,000
Exterminating	\$ -	\$ -
Janitorial Supplies	\$ -	\$ 3,750
Equipment	\$ -	\$ -
Total Facilities	\$ -	\$ 197,750
Other		
Contingency	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 51,000
CMO/EMO Fee	\$ -	\$ -
Vocational Education Support	\$ -	\$ 25,000
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Other (please describe)	\$ -	\$ -
Total Other	\$ -	\$ 76,000
Total Expenditures	\$ 120,064	\$ 1,595,134
Carryover/Deficit	\$ 29,936	\$ (29,427)
Cumulative Carryover/(Deficit)	\$ 24,936	\$ 509

Attachment 19

Existing Non-Profit Entity Financials (NOT APPLICABLE)



NEW LEAF

Career Tech Academy