

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:

Joyce L. Bennett Academy of Excellence

Proposed charter school location:

Gary, Indiana

* 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.

School district(s) of proposed location:

Gary community School Corporation

Legal name of group applying for charter:

Fresh Oil Ministries

Names, roles, and current employment

Staci Bennett Head of School

for all persons on applicant team, including each board member:

Damen Bennett Board Member/Founder

Beatrice Bryant Board Member

Donna Biggs-Board Member

Chivanda Goffin-Board Member

Rodney Brown-Board member

Shantel Sams-Board Member

Designated applicant representative:

Pastor Damen M. Bennett

Address:

1365 Taft St

Gary, Indiana 46404

Office and cell phone numbers:

219.949.5416 OFC/219.613.4323

Email address:

Pastordamenbennett@gmail.com

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

Fall 2017

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

College Prep

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	K-2	54/75
Year 2	K-3	72/103
Year 3	K-4	90/133
Year 4	K-5	108/1183
Year 5	K-5	108/183
At Capacity		183

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):

Submission date(s):

N/A



Joyce L. Bennett
Academy of Excellence



Executive Summary



Executive Summary

Introduction

The Joyce L. Bennett Academy of Excellence will provide high quality instruction that will focus on preparing students for college and career. The school will be located in Gary, Indiana and will eventually house students in grades K-5. The JLB Academy of Excellence will focus on instructional methodologies that promote rigor, engagement and higher order thinking skills. We will also offer a strong character education component that emphasizes pride, self-discipline and the development of a strong moral compass. Our long term goal is to create good citizens who are equipped with the tools they need to create a productive future. The well-rounded education offered at JLB will cultivate personal growth in students who are academically well prepared for college and career. These students will be strong, confident, and knowledgeable about their heritage and culture. They will be problem solvers who will be able to function well both individually and in a group setting. They will be able to articulate their thinking; defend their opinions and contribute positively to the school community. Each student will have a sense of pride, purpose and belonging.

Target Population

The JLB Academy of Excellence will be located in the Glen Park Area in the city of Gary, Indiana. There are two traditional public schools and 1 non-public school within the immediate vicinity. As this proposal will indicate later, the two traditional public schools have not performed consistently well over the last several years. Therefore, JLB academy will be seeking to service those students as well as those from the surrounding areas.

Educational Need

The Gary Community School Corporation has earned an accountability grade of 'F' consistently since 2010. The student enrollment has also been on a steady decline. Since the 2011-2012 school year, enrollment has gone from 9,164 to its current status of 6,491 students. This dramatic decline in both achievement and enrollment has without question impacted the status of the city as a whole. There are several charter schools in the area, but their data is trending in a similar direction as well, with no schools earning higher than a D over the past three years. Options for the parents and students in the city of Gary at this point, are limited, and really offer more of the same. According to the data, if things are going to turn around, a change is necessary.

Vision

Every student, every day, at the Joyce L. Bennett Academy of Excellence, will work to achieve their personal best in all areas, thus laying the groundwork for a successful future.



Mission

Our mission is to build a COMMUNITY of learners who value high academic achievement; employ self-discipline and demonstrate personal pride. The JLB Academy of Excellence is committed to a safe environment filled with high expectations in every area, for all students.

Community Engagement

At this time, no efforts have been made to engage the community in any start-up activities. The following is a list of activities that will begin after a location has been secured and the school's charter approved:

- Letter of introduction to the community and surrounding areas
- A series of community forums will be held prior to the opening of school to solicit feedback on the various aspects of the school.
- An advisory board, made up of community members and parents will be developed. The purpose of the advisory board will be to constantly promote communication and positive relations between the school and community.
- STAND UP University will be introduced to parents at the school in order to promote positive interaction and engagement between parents and school staff.

Education Plan

As with any other elementary school we will offer courses in Math, E/LA, Science, Social Studies, Art, Music, P.E. and a Foreign Language. The Math block will be 90 minutes long and the curriculum will be based on the Indiana State Standards. Teachers will use *Everyday Math* as the resource that will support instruction. The Literacy block will be 120 minutes long and the curriculum will be based on the Indiana State Standards. The balanced literacy model will be the driving force to our Reading instruction. Teachers will use Benchmark as the resource that will support instruction. Teachers will use the workshop model for both Math and E/LA. Science and Social Studies will incorporate literacy instruction as well and will be supported with the use of non-fiction text, hands-on activities and research. Instruction will be designed to fit the needs of each individual student, as opposed to whole group, lessons that allow for the needs of many students to go unmet. The school will begin with grades K-2, and add a year every year thereafter.

This academy will have a laser like focus on school culture. Research indicates that one reason urban schools are not successful typically has to do with a negative school culture. JLB Academy will go above and beyond to educate teachers and staff on the soft skills required to successfully educate students in an urban, high poverty environment. By doing so, teacher retention will not be a problem. Consistency, teacher development and data driven decision making will be the school's big rocks for the first couple of years. There will be a focus on consistency across grade levels when it comes to instructional strategies and methodologies. Teachers will consistently be exposed to high quality professional



development and collaboration. Teachers will use data to make any and all decisions for students.

Vision and Growth

After the first year of operation, the school will add a grade level every year until grade 5 is reached. By starting slowly, this will give the school an opportunity to establish strong community relationships and expose students to high quality instruction for at least a year before beginning state assessments. This will also give students enough time to become acclimated to the environment and the high expectations. The plan is to eventually offer at least two classes at every grade level and expand as demand increases and capacity allows. By the year 2021 the academy will have reached its expected capacity. Going beyond fifth grade begins to transition into middle school and the focus for now is strictly primary.

Governance & Leadership

The CEO of the academy will be overseen by the board of directors. The major role of the board of directors is to make decisions on policy. In addition, the Board of directors will be required to approve budgets, both annually and quarterly. They will also be required to evaluate the CEO. Each member of the board has expertise in a specific area of school operations and will positively contribute to the school's success. The CEO will be responsible for the direct oversight of the school administrator. She will advise on all areas of school operations. The school administrator will be responsible for the daily operations of the school; implementation of a safe orderly environment; implementation of the curriculum and instruction; evaluation of teachers and staff; professional development, etc. The school leadership team will be responsible for shared decision-making with the school administrator when it comes to both instruction and operations. The leadership team will be comprised of building teachers.



SECTION I. EVIDENCE OF CAPACITY

1. Founding Group Membership 1. Identify the key members of the Founding Group for the proposed school. Identify only individuals who will play a substantial ongoing role in school development, governance and/or management, and will share responsibility for the school. These may include proposed governing board members, school leadership/management, and any essential partners who will play an important ongoing role in the school's development or operations.

Staci R. Bennett, Ed.S. Chief Executive Officer

Staci R. Bennett will be serving as Chief Executive Officer for the Joyce L. Bennett Academy of Excellence. Mrs. Bennett has been in the field of education in one capacity or another for the past 20 years. She has taught at every grade level K-12. She has served as Assistant Principal, and Principal, all within the public school setting. She has earned a B.A in Elementary Education; An M.A.E.D. in Education Administration and Supervision. She is also a Specialist in Education and currently holds a Superintendent's License for the State of Indiana. Currently she is the Executive Director for Elementary Curriculum and Instruction with the School City of Hammond. She is responsible for managing the 14 elementary schools in the City of Hammond. Her duties include but are not limited to:

- Curriculum and Instruction
- Teacher Development & Support
- Principal Development & Support
- The development of the district's 14 instructional coaches
- Budgets & Finance
- School Operations
- Achievement & Accountability

Beatrice Bryant: Board Member, Community Member

Beatrice Bryant has lived in the city of Gary for the past 25 years. She spent her entire career in facilities planning/management within the public school setting. She will be advising the CEO on all matters pertaining to facilities management and operations.



Donna Biggs: Board Member

Donna Biggs is currently the principal at Critchfield Elementary School in LaPorte, Indiana and has been since the 2010-2011 school year. She has a strong background in urban education as well as startup experience.

Chivanda Goffin, MSW: Board Member

Chivanda Goffin is a therapist with Regional Mental Health Therapy and will provide support for academy in the area of social/emotional learning.

Shantel Sams: Board member

Shantel Sams is a Human Resources Manager for Exelon Generation. She will provide support in the area of Human Capital for the academy.

Rodney Brown: Board Member

Rodney Brown currently holds a degree in Industrial Psychology. This knowledge base and experience will allow him to support the hiring and retention efforts of quality teachers and staff members.

Gloria Moody

Gloria Moody is an urban educator with extensive experience in working with the special needs population. Her knowledge base and experience will allow the school to better accommodate students with disabilities.

Currently there are 4 vacant seats that will be filled by two parents and two teachers after the beginning of the first school year.



3. Explain the circumstances and motivations that brought the Founding Group together to propose this school.

Fresh Oil Ministries was founded 13 years ago by Pastor Damen M. Bennett. The church transitioned to Gary, Indiana in 2010. After spending some time in the city of Gary it became apparent that the educational opportunities for children and their families were very limited. That is when Pastor Bennett's passion to offer a strong educational option was born. Data in every area indicates that the key to ending the cycle of poverty and cancelling its effects begins with a strong educational foundation. As indicated earlier, options for the students in Gary are currently very limited, and this group has come together in an effort to reverse that situation.

4. Identify the Principal/Head of School candidate and explain why this individual is well-qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also provide, as Attachment 2, the qualifications and resume for this individual. If no candidate is yet identified, explain your timeline, criteria, and process for recruiting and hiring the school leader. NOTE: There is no page limit for this attachment.

The Joyce L. Bennett Academy of Excellence will be overseen by the Head of School, Staci R. Bennett, Ed.S. Mrs. Bennett will be responsible for all start-up activities for the JLB Academy of Excellence. Her qualifications include but are not limited to the following:

- Classroom teaching experience at almost every grade level K-12.
- Dean of Students
- Program coordinator for the Freshmen Academy at Morton High School which included managing a 4.5 million dollar budget.
- Assistant Principal
- Principal
- Cabinet level administrator, more specifically, Executive Director for elementary Curriculum and Instruction.

Mrs. Bennett has been involved in the startup of two elementary public schools within the Chicago Public School System. Originally, these schools were failing and were taken over by the Academy for Urban School Leadership. AUSL is a third party management company that specializes in school turnaround efforts. Both schools have since become level two schools in the City of Chicago with an increase in achievement, attendance and enrollment. She has a B.A. in Elementary Education; an M.A.E.D. in Education Administration and Supervision; and she is a certified Education Specialist and holds a Superintendent's License for the State of Indiana. She has studied School Turnaround at Harvard University. She has studied Literacy Instruction under Lucy Calkins in the Teacher's College at Columbia University. She was identified as principal of the year by Rahm Emanuel, mayor of the City of Chicago.



Staci Bennett will work full time to start up the JLB Academy until January of 2017. At which time the new school administrator will assume many of her duties. At JLB Academy Mrs. Bennett's responsibilities will include but not be limited to the following:

- Selection of the school administrator
- Selection of teachers and staff
- Selection and implementation of the curriculum
- Professional development planning for teachers
- Outlining of the school's policies and procedures
- Planning the school's master schedule
- Design of the building
- Creation of the teacher handbook
- Creation of the parent/student handbook
- Establishing the school's grading scale
- Establishing the school's yearly goals

School Administrator

In the fall of 2016, the Board of Directors will be looking to hire a school administrator.

Minimum Requirements

- Master's Degree in Education or related field
- At least 5 years' experience in Education Administration
- Experience in managing school finances
- Experience in curriculum and assessment
- Knowledge of the 8 Turnaround Principles for the state of Indiana
- Proven track record in student achievement
- Strong communication skills with a variety of stakeholders

Proposed Timeline

August 2016: Application process begins

October 2016: Applications reviewed

Initial Interviews with the CEO conducted

November 2016: Second interviews conducted with CEO & Board Members

December 2016: Applicant Selected

January 2017: New School Administrator Begins January 9, 2017.



5. Describe the responsibilities and qualifications of the school's administrative/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as Attachment 3, the qualifications and resumes for these individuals. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring. NOTE: There is no page limit for this attachment.

Beyond the school administrator, an administrative assistant and student support services person will be put into place. The administrative assistant will be responsible for maintaining the school's office and all that entails. The student support person will initially work alongside the principal to establish community relations. Once the school is up and running, he/she will be responsible for the following:

- PBIS Implementation
- Attendance
- Student supervision
- Managing student behavior
- Home visits

6. Governance Structure and Composition. Describe the governance structure of the proposed school. Describe the current and desired size and composition of the governing board. In addition, list the name of each current board member within the proposal narrative. In Attachment 6, provide a completed and signed Board Member Information Sheet for each current Board member for the governing entity/charter holder. NOTE: Please use the provided form included in this RFP. If a Board member's resume has already been included in Attachment 1, a duplicate resume should NOT be included in Attachment 6.

The founding group of the JLB Academy of Excellence is Fresh Oil Ministries. The JLB Academy of Excellence shall operate under their own Board of Directors. In addition, two seats on the board of directors will be reserved for parents of students in the school and two seats will be reserved for teachers in the school. The initial board of trustees will organize itself such that one-third of the members will serve through June 2019, one-third through June 2020, and the final third through June 2021.

Private Entities

No private entities will be involved in the operation of Joyce L. Bennett Academy of Excellence.



Governance



7. Governing Entity's Responsibilities. Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of the charter school.

Governance Structure

The JLB Academy of Excellence is governed by a Board of Directors whose ultimate responsibility is to uphold the mission of JLB Academy by providing for the well-being of the institution in the present as well as the future. The Board protects the public interest and upholds the public trust by applying the highest standards of service in governing the school according to its Charter, and relevant state and federal statutes. It is the duty of the Board of Directors to make plans, establish policies, and assess the performance of the school as a whole. The Board also bears ultimate responsibility for the school's finances and physical plant. The Board must also identify, select, work with, support and evaluate both the CEO and the School Administrator, who are the professional educational leaders of the school. In order to successfully undertake all these responsibilities, the Board must organize, manage, and assess itself in an efficient, business-like manner.

The Board of Directors are chosen based on a firm commitment to the mission, goals and objectives of JLB Academy; they should unequivocally support the educational philosophy espoused in this document and confirmed by the granting of a charter to the school. In addition, the Board is selected for the qualities of leadership, service, and expertise in a range of fields that they bring to the school. No board member represents a specific constituency. It is imperative that the Board of Directors make its decisions for the present and future welfare of JLB Academy as a whole, rather than in response to personal priorities or the wishes of vocal factions. No member may speak for the Board on any issue until the Board in its entirety has decided that issue. All Board meetings are held in compliance with the provisions of the "Open Door Law, and the Indiana Public Access Laws."

The Board of Directors will include at least 9 members. The JLB Academy CEO and School Administrator sit on the Board ex officio. Members of the Board serve a term of three years, with approximately one-third replaced each year. Terms of office of outgoing trustees will expire on June 30, and incoming trustees will take office on July 1 annually. Seats reserved for parent trustees are elected by the parents/guardians of enrolled students. Candidates are nominated by the nominating committee of the Board of Directors, or by petition of the parents/guardians of students enrolled in the school. The number of signatures shall be no less than ten percent of the number of enrolled students. The non-reserved seats are filled by majority vote of the Board of Directors and may provide desirable expertise or diversity.

Parents of PCS students participate directly in the governance of the school through the seats reserved for them on the Board of Trustees. The Board may choose to create a standing Teachers' Advisory Committee to serve as a permanent channel for teachers to make their concerns known directly to the Board, including the CEO as a Trustee ex officio. Such a standing teacher committee would also provide feedback to the Board in its self-evaluation exercises which serve as the basis for future planning. The students may influence issues of immediate concern to them



in their daily school environment by forming a school government which may provide input to the formulation of in-school discipline, codes of conduct, etc.

Fresh Oil Ministries is an existing non- profit agency, with determination as a 501(c) (3) by the Internal Revenue Service, designated as a ministry. Should it be awarded a charter by the Indiana Charter School Board, Fresh Oil Ministries will revise its governing documents as necessary to comply with the terms of the charter.

All business of the JLB Academy is managed by the board of directors. The board of directors will be accountable to the people for whose benefit the schools will be established and has the overall responsibility for ensuring that the students attending Indiana PHSs will be provided with a quality education. Accordingly, the board will maintain the following powers and responsibilities:

- The board as a corporate body has the power and duty to govern and oversee the management of JLB Academy;
- The board shall determine the organization and support the mission of the JLB Academy;
- The board shall approve and cause to be submitted charter- related documents to the ICSB;
- The board shall set policies for JLB Academy operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
- The board shall approve an official budget to operate PHS while maintaining fiscal responsibility;
- The board shall establish the short- and long- range goals for PHS and shall monitor progress toward the achievement of those goals;
- The board shall ensure that fiscal operations satisfy general accounting standards of fiscal management;
- The board shall ensure that Fresh Oil Ministries remains in good standing as an organization exempt from taxation under Section 501(c)(3) of the Internal Revenue Code;
- The board shall approve and ratify all contracts;
- The board shall adopt an annual budget for each school and shall regularly review financial statements;
- The board shall ensure that all schools maintain adequate resources for school activities;
- The board of directors will strive to model and



8. Advisory Bodies. Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body and the reporting structure as it relates to the governing board and school leadership.

Advisory Grievance Committee

An advisory grievance committee hears complaints on the part of individuals or groups who allege a violation of the provisions of the school's Charter. This grievance committee is an ad hoc committee of the Board of Directors, including board members, parents, and teachers as members. The grievance and complaint review process includes: 1) written description of the grievance, along with any supporting documentation, to be presented by the aggrieved party to the grievance committee no later than one month after the fact; 2) committee review of the grievance and all supporting materials along with interview of the aggrieved and other relevant parties within one month's time; 3) committee decision within one week's time or a call for more information, in which case the process starts again with 2); 4) the advisory grievance committee makes its decision and nonbinding recommendations concerning the disposition of the complaint known to the school's Board of Directors; 5) the Board of Directors considers the recommendations of the grievance committee at its next regularly scheduled meeting and renders a decision; 6) if the Board decides wholly or partially for the aggrieved, any remedial action is to be taken as expeditiously as possible; 7) if the aggrieved is dissatisfied with the Board's decision, an appeal may be made to the Commissioner of Education.



School Design



9. Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed the Indiana Academic Standards adopted by the Indiana State Board of Education in April 2014. More information about the Indiana Academic Standards can be found at <http://www.doe.in.gov/standards>.

The primary years are crucial to the future success of any student. The foundations established at this early age can positively or negatively impact students for the rest of their lives. Early warning signs are present as early as third grade. So it becomes the school's responsibility to utilize these warning systems and any other resources and/or interventions to help students meet with success.

We believe that only through meeting challenges arising from a sequential and cumulative curriculum, with a significant focus on skills and knowledge, do learners acquire genuine self-esteem. Students should celebrate concrete accomplishment and mastery of appropriately defined objectives.

The Joyce L. Bennett Academy of Excellence education program will feature a rigorous approach to the basic academic disciplines: language arts, mathematics, science, social studies, and the arts. The JLB Academy views all subject areas as important, but success in reading, writing, and basic mathematics are seen as crucial for K-4 students.

The heart of the program is a sequential and cumulative curriculum. In each area, our school will emphasize skills as well as knowledge and ideas. Students will be engaged in activities that promote higher order thinking skills, problem-solving skills, reasoning and real world application.

Leadership and service are part of the JLB student experience. Within the school, students are encouraged to participate in school improvement projects, and may propose projects of their own, such as leading a reading circle or a discussion group. The school will cultivate a limited number of meaningful community service relationships, so that students may experience the satisfaction of contributing beyond the school walls.

The school anticipates small classes during the first year with a steady increase over subsequent years. A tentative list of class size ranges per classroom is listed in the table below.



Kindergarten	18-22
First Grade	22-25
Second Grade	25-28
Third Grade	25-28
Fourth Grade	28-32
Fifth Grade	28-32

The Instructional Design

The workshop model will be used at the JLB Academy of Excellence during literacy and math instruction. The JLB Academy believes that in order to master the Indiana state standards, students must be the ones who are doing the bulk of the heavy lifting in the classroom, not the teacher. There the workshop model helps support this ideology. In its simplest form, the workshop model has four basic parts:

- **Opening:** An opportunity to share the day's learning targets and set the stage for the day.
- **Mini-lesson:** Direct instruction provided by the teacher to the whole class. Instruction is at the student's grade level.
- **Work Time:** This is the most important part of the workshop and therefore must be the longest part of the period. Students will be given time work, practice, or apply what has been taught during the mini-lesson.
- **Debriefing:** occurs at the end of the workshop and gives students an opportunity to be metacognitive as they synthesize, reflect on, and name what they have learned for the day.

During the work time, teachers may choose to work with small groups of students or even individual learners to provide more targeted instruction based on student needs. Time during the day will be specifically designed to accommodate the workshop model for math and literacy. Science and social studies will operate similarly as well, though with less time dedicated during the school day.

Literacy

Students must learn to read so that they can read to learn. They must have a fluent written and oral command of Standard English. They must read the literature that forms the knowledge base of a literate citizen. At the JLB Academy, the Reader's Workshop Model framework will be used to support literacy instruction. There are lists of non-negotiables that go with this framework and are listed below.

- Learners need long stretches of time to read



- Learners need explicit instruction in the process and skills of proficient reading
- Learners need opportunities to talk in response to text
- Learners need assessment based instruction, including feedback that is tailored specifically to them

Students will be using leveled readers, guided reading books and independent reading books. Each classroom will have leveled libraries at their disposal. Teachers will have access to the Benchmark series as a resource as well to support literacy instruction.

Math

Early mastery of arithmetic skills and basic mathematical problem solving are viewed as essential first steps for students at JLB Academy. Our students will be exposed to the Everyday Math Curriculum. Everyday Mathematics is a comprehensive Pre-K through grade 6 mathematics program developed by the University of Chicago School Mathematics Project and published by McGraw-Hill Education.

Everyday Mathematics is a research-based and field-tested curriculum that focuses on developing children's understandings and skills in ways that produce life-long mathematical power.

The Everyday Mathematics curriculum emphasizes:

- **Use of concrete, real-life examples** that are meaningful and memorable as an introduction to key mathematical concepts.
- **Repeated exposures to mathematical concepts and skills** to develop children's ability to recall knowledge from long-term memory.
- **Frequent practice of basic computation skills** to build mastery of procedures and quick recall of facts, often through games and verbal exercises.
- **Use of multiple methods and problem-solving strategies** to foster true proficiency and accommodate different learning styles.

Each grade of the Everyday Mathematics curriculum is carefully designed to build and expand a student's mathematical proficiency and understanding. Our goal: to build powerful mathematical thinkers.

Social Studies

Social studies is an often-neglected subject in elementary school because it isn't generally assessed on the state standardized tests that young children take. However, informational text comprehension IS tested. At JLB Academy, teachers will teach non-fiction reading strategies through interesting and relevant resources about the world in which students live. Social studies instruction will be integrated into the reading block daily.



The best social studies instruction is a balance of content instruction and reading strategy instruction. There are some lessons in which the children will learn deeply about historical events and really delve into the material through projects and meaningful activities.

In other lessons, teachers will use social studies texts to teach students how to comprehend non-fiction. Students will learn how to use captions, photos, graphs, charts, glossaries, bold print, and so on to help them understand what they read.

Technology

Each classroom will be equipped with the following:

- Teacher Station
- Promethean Board
- Projector
- Document Camera
- Chromebook Cart of 25 computers
- Listening Station/Headphones

Assessment

All instructional decisions at the JLB Academy will be data driven. From formative, to summative assessments, teachers will collect and analyze data in order to continuously meet the individual needs of all students. Assessments will include but not be limited to the following:

- Exit slips/"Do nows" to monitor the effectiveness of daily instruction
- Unit Assessments for both literacy, math, science and social studies
- Benchmark Assessments via the Measures of Academic Progress System (MAP Assessment) by NWEA three times each school year.



Response to Intervention Special Populations



Response to Intervention

JLB Academy's RtI/MTSS (Multi-Tiered System of Supports) for students addresses Reading/Language, Math and Behavioral concerns. The fundamental premise for an effective RtI Process is that students are experiencing rigorous and differentiated Tier I instruction. Teachers of Record are expected to regularly monitor student progress as interventions and differentiation are applied to specific student needs.

The goal of RtI is early intervention to keep students on track for grade level proficiency. It is a model that does not wait for students to fail, but intervenes at the first sign of significant learning needs. The entire RtI Team takes responsibility for the success of each student regardless of grade level. This planning component becomes all important when resources are limited and priorities must be determined.

RtI differs from Remediation in that it does not assume a deficit model, but is responsible for also diagnosing and targeting the learning need. The JLB Academy will use a sophisticated program called MindPlay/My Virtual Reading Coach that greatly assists teachers in this diagnostic process. NWEA testing also provides targeted information regarding student weaknesses and strengths. All intervention and classroom instruction must be regularly informed by real-time data.

Following the 1st 6 weeks of school where student base-line data has been documented and teachers have a sound working plan for each student, they may choose to refer a student for additional intervention service. This "Tier Cycle and Collaboration/Referral Calendar" will be supplied to all teachers and RtI Aides. It details intervals for collaborative conferencing specific to student needs and cause for referral.

Once the Tier I Referral is submitted and reviewed, the RtI Team meet to determine how the student needs will be scheduled within a given week for Tier 2 services. RtI guidelines purport that services may be provided via a push in or pull out model 2-3 times per week up 40 minutes.

Students remain in Tier 2 services until the Tier Cycle of 6-8 weeks closes. The "Collaboration" week ensues where the RtI Team meets with grade level teachers to review student progress. This critical collaborative meeting features a dialog regarding which specific interventions have proven most effective. Progress monitoring is discussed and new NWEA data is considered – as well as any other progress monitoring tool such as RRR, MVRC, etc.



The students who have been in Tier 2 for 6-8 weeks are then considered for: either returning to Tier I or moving to Tier 3. In addition, students may remain in Tier 2 under specific circumstances which include:

- An overall lack of fidelity per the intervention.
- Lack of consistent attendance by the student.
- Lack of consistent attendance by the RtI Aide/Interventionist.
- Unforeseen interruption of consistent meeting such as snow days, emergencies, etc.
- Students who enter Tier 2 mid cycle due to recently transferring to the school or returning from a prolonged illness.
- Evidence that demonstrates that the intervention is working and more time is needed.

Also during this Collaboration Window teachers will be responsible for referring any new students who have demonstrated continued struggle in Tier I. Teachers are responsible for detailing to the RtI Team exactly which interventions or type of differentiation has been implemented and which proved most effective.

If students are referred to Tier 3 for RtI services, the RtI Team must once again convene to determine best scheduling for services. Tier 3 dictates that students have more frequent and more intensive services – ideally every day for a minimum of 30 minutes. Tier 3 also features a reduced group size of 1-3. In many cases MVRC can be used to satisfy Tier 3 for Reading but must be monitored for fidelity. It is not a stand-alone software program; students must be encouraged as Tier 3 students typically have very early gaps in language and reading development. Closing these critical gaps requires tenacious fidelity and encouragement by the teacher or RtI personnel.

At the end of the 6-8 week cycle where Tier 3 students are meeting fidelity and regularly monitored for progress, the team convenes within the next referral window to discuss next steps. The team must include the Teacher of Record, Principal, RtI personnel, School Psychologist and any other professional related to the student. All data must be reviewed from classroom performance to student's response to the regular, intensive interventions.

Tier 3 student are then considered for the following:

- Student may continue in Tier 3 setting if the interventions have proven effective.
- Student may return to Tier I where the Teacher of Record continues the successful intervention.
- Student may be referred for Special Education testing due to little to no progress throughout the first 24+ weeks of school. All Tier Referral Data must accompany the request to the School Psychologist for the testing packet.

This brief overview does not include specific breakdowns for Math, Reading and Behavior. Each domain has progress monitoring tools and interventions specific to each discipline. RtI also includes High Ability students who require a more advanced curriculum and enriching interventions. Students will be exposed to Ascend Math to target students K-5 who are identified as High Ability...

Special Populations



After Tier 3 interventions are unsuccessful, then students could be referred for Special Education Services. An IEP will be developed to oversee services and will include the following:

- A statement of the child's present levels of educational performance and how the child's disability affects the child's involvement and progress in the general curriculum;
- A statement of measurable annual goals, including benchmarks or short-term objectives;
- A statement of the special education and related services and supplementary aids and services to be provided to the child;
- An explanation of the extent, if any, to which the child will not participate with non-disabled children in the regular class and in other activities;
- A statement of any individual modifications in the administration of State or district-wide assessments of student achievement that are needed in order for the child to participate in the assessment;
- The projected date for the beginning of the services and modifications identified and the anticipated frequency, location, and duration of those services and modifications; and
- A statement of how progress toward annual goals will be measured and how the parents will be regularly informed, at least as often as parents of non-disabled students, of their child's progress toward the annual goals and the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.

JLB Academy will provide special education and related services to a child with a disability in accordance with the child's IEP and make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. Review of the IEP will occur annually or more frequently if the student is not being successful.

JLB Academy will assure that students with disabilities are educated with nondisabled students to the maximum extent appropriate to meet the student's individual education program and overall educational needs. In providing programs, services and activities for students with disabilities, Staff shall first consider the least restrictive environment of the general education program. Special classes, separate schooling or other removal of students with disabilities from the general education environment occurs only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

JLB Academy will provide a FAPE for students with disabilities in order to meet the need for special education and related services. This includes a variety of placements and makes provision for supplementary services to be provided in conjunction with general education classroom placement. Students with disabilities will have available to them the variety of educational programs and services available to students without disabilities, accessible facilities and the same instructional regular school day as is provided all other students. In addition, PHS will ensure that each child with a disability participates with non-disabled students in non-academic and extra-curricular services and activities, including meals and recess periods.

In both the development and review (and revision as appropriate) of a child's IEP, the IEP team



will consider the strengths of the student and the concerns of the parents for enhancing the education of their child, the results of the initial or most recent evaluation of the child, and, if appropriate, the results of the student's performance on any state or district- wide assessment that has been administered. In addition, the IEP team will also consider special factors such as: whether a child's behavior impedes his or her learning or the learning of others, whether a student is limited English proficient and the language needs of the child as those needs relate to the child's IEP, what the communication needs of the student are and whether the child needs assistive technology devices/services. Review of the IEP will occur annually or more frequently if the student is not being successful.

ELL Students

All students enrolling in our academy must submit a Home Language Survey as part of the registration packet. If a student declares a language other than English on the survey, they become known as OTE (other than English) or potential ELL students.

The identification process includes an oral proficiency assessment made up of three parts.

The students must master all three of these assessments to be classified as Non LEP.

If, however, the students score anything below 1 such as a 2-5 on

the students will automatically be classified as ELL or LEP and a qualified staff person will be responsible for their instruction as the education plan dictates.



School Culture

The Bennett Way!

A positive school culture will play a major role in the success of the JLB Academy of excellence. The majority of the research that highlights successful urban schools, especially those in high poverty areas, indicates the importance of establishing a positive school culture. Unfortunately this is the piece that is often overlooked, or not focused on enough.



Day One, Minute One

Starting now, everything we do will be focused on adequate preparation for day one, minute one. Executive function plays a critical role in student success so our initial plan is to support students with their skills in executive functioning. Each student will come into the school with a clean slate and teachers will hold no assumptions when it comes to students and their prior experiences. Our first priority is to teach students how to, “do school.” The first twenty days of school will be solely dedicated to teaching students the routines and procedures needed to be successful at JLB Academy. We cannot hold students accountable for what they do not know, so teachers will take the time to teach students what many teachers mistakenly take for granted. By taking the time to front load all of this information, it will allow teachers to maximize instructional time and focus less on re-directing inappropriate behavior.

Teachers will be required to participate in Lion University for three weeks during the summer prior to the start of school. Lion University will provide extensive professional development for teachers on curriculum, culture and climate, the first 20 days of school etc. Teachers will plan along with administrators for their first two weeks of instruction. Much of this work will be centered around the book, “Teach like a Champion,” by Doug Lemov. During that time we will establish a common language and expectations for common areas throughout the building. Teachers will build their library of teacher moves in an effort to create a stress free environment. All teachers and staff will literally walk through the first day of school in an effort to anticipate any logistical problems for the day.

Students will be required to wear uniforms in the school colors of emerald green and navy blue. 100% of the student body will be expected to meet the expectations outlined in the Bennett affirmation everyday:

We walk in the order of the lion.

We protect our pride.

We preserve our heritage.

We pray every day.

We are wise. We are strong. We are majestic.

That is the Bennett way.

JLB Academy will be a Positive Behavior Intervention School where students are responsible, respectful and safe. As a community, students will contribute to their classroom and school expectations in order to establish ownership. The school will hire a social worker to address the mental/emotional needs of students as well.

Social/Emotional Learning

Students at the JLB Academy will be exposed to the social/emotional curriculum Second Step.

http://www.cfchildren.org/Portals/1/SS_K5/K-5_DOC/K-5_Scope_Sequence_SS.pdf





A Day in Their Lives

Student Discipline



Marcus Smith

Marcus Smith is a 2nd grader at Joyce L. Bennett Academy. We find Marcus on a Wednesday morning as he is on his way to school. He notices that the leaves are changing, and today he needs a heavier jacket instead of his favorite sweater. "I bet Ms. Jackson is going to ask us about this change in the weather during calendar," thought Marcus. I need to remember these details. She is always asking us about details. The closer he gets to the tall building on the corner, the louder the voices in the schoolyard become. Marcus thinks about the football game that has probably already begun. He only has a few minutes to get in the game before the bell rings.

He passes by sleepy children huddled in groups on his way to the grassy area where the boys have already gathered. A couple has started tossing around the football and moving to identify teams. The boys greet each other and begin talking about their favorite players. After a few tosses, Marcus notices Mrs. Bennett making her way onto the school yard. He knows that time is winding up now.

With the sight of Mrs. Bennett, students begin making their way to their assigned lines. Students are expected to line up by class every morning. Mrs. Bennett greets students by name, slowly moving through the groups of kids to the center of the yard. She rings the bell and Marcus and his friends move to Ms. Jackson's line. Mrs. Bennett's hand goes up, and like magic, all hands in the schoolyard raise as well, when hands go up, mouths are silent.

"Good Morning Lions," says Mrs. Bennett.

"Good Morning Mrs. Bennett."

"We walk in the order of the lion," said Mrs. Bennett.

All students responded with:

We walk in the order of the lion.

We protect our pride.

We preserve our heritage.

We pray every day.

We are wise. We are strong. We are majestic.

That is the Bennett way.

Finally, Mrs. Bennett ended with, "choose to make it a great day," and the day had begun.

Ms. Jackson led her first grade students through the school yard and into the front doors. Each student filed by the breakfast cart to pick up their breakfast and headed straight into the classroom. Figuring out what to do was easy for Marcus and his friends. Since the first day of school Ms. Jackson told them how important every minute of each day is, so wasting instructional time was not an option, not even during breakfast. Marcus took his seat, and immediately began to eat breakfast while working on the "Do Now," projected on the screen. It



was a review of yesterday's Math lesson. The timer ticked away the seconds, counting down to the end of breakfast and the completion of the, "do Now."

At 8:10, students from the first grade class came over the loud speaker to lead the building in the Pledge of Allegiance. Mrs. Bennett announced the winners of the PBIS contest and some other announcements to remember. After that, Ms. Jackson took her place at the front of the class to begin Math for the day.

"I need to do some re-teaching," Ms. Jackson told the school administrator during her post-conference. Sara Jackson was meeting with the school administrator before school to discuss her formal evaluation. "I need to do some re-teaching of the concept I taught when you were in my room." Based on data from the exit ticket I used with this lesson, 45% of the students did not master the skill. The school administrator listened attentively as she watched Ms. Jackson begin to come to a revelation about yesterday's lesson. I must have done something wrong. Something must not have been quite clear to them," Sarah said.

"Let's watch the video of the beginning of your mini-lesson to see what happened." As the two watched the video, the beginning of the lesson appears to be a little sketchy. Ms. Jackson taught for a little while and then moved right into the "We-Do" portion of the lesson, followed by the "You do." Mrs. Bennett stopped the tape and asked Sarah about her thoughts, Sarah said, "I did quite a bit of telling, or explaining, however I never did model for the students, which is why there was so much confusion when it was time for them to go off on their own. I get it. I need to go back and re-teach this lesson with a stronger, "I-Do" portion that includes modeling what I expect for them to do." Mrs. Bennett gave Sarah a high 5 and confirmed what Sarah knew all along. They both headed out into the school yard to gather the students.

Student Discipline

Any conduct which causes or creates a reasonable likelihood that it will cause substantial disruption in or material interference with any school function, activity, or purpose or that interferes or creates a reasonable likelihood that it will interfere with the health, safety or well-being, or the rights of other students is prohibited.

The superintendent, principal, administrative personnel, teachers of the school corporation, and others placed in a supervisory capacity shall be authorized to take action in connection with student behavior, in addition to the actions specifically provided in this handbook, reasonably desirable or necessary to ensure a safe, orderly, and effective education environment.

Disciplinary action may include the following:

1. Counseling with a student or group of students.
2. Conferences with a parent or group of parents.
3. Assigning students additional work.
4. Assigning a student an in school suspension.
5. Assigning a student an out of school suspension.
6. Rearranging class schedules.
7. Requiring a student to remain in school after regular school hours to do additional school work or for counseling.
8. Restricting extracurricular activities.



9. Assignment by the principal of:
10. 1. Special course of study
11. 2. An alternative educational program; or
12. 3. An alternative school
13. Removal of a student from school-sponsored transportation.
14. Referral to the juvenile court having jurisdiction over the student.

Grounds for suspension or expulsion are student misconduct or substantial disobedience. The following include examples of student misconduct or substantial disobedience, but are not limited to:

1. Using violence, force, noise, coercion, threat, bullying, intimidation, fear, passive resistance, or other comparable conduct constituting an interference with school purposes or urging other students to engage in such conduct.
2. Causing or attempting to cause substantial damage to school property, stealing or attempting to steal school property, stealing or attempting to steal school property of substantial value, or repeatedly damaging or stealing school property of small value.
3. NOTE: The state legislature has increased the amount for parental responsibility for school vandalism/property damage. The total amount is \$5,000.00.
4. Intentionally causing or attempting to cause substantial damage to valuable private property, stealing or attempting to steal valuable private property on school grounds or during an educational function or event off school grounds, or repeatedly damaging or stealing private property on school grounds or during an educational function or event off school grounds or during travel to or from school or an educational function or event.
5. Intentionally causing or attempting to cause physical injury or intentionally behaving in such a way as could reasonably cause physical injury to any person.
6. Threatening or intimidating any student for the purpose of or with the intent of obtaining money or anything of value from such student.
7. Knowingly possessing, handling, or transmitting any object that can reasonably be considered a weapon.
8. Knowingly possessing, using, transmitting, or being under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, intoxicant of any kind, or any item that closely resembles or is represented to be any of the foregoing items. Use of a drug authorized by a medical prescription from a physician is not a violation of this subdivision. If the classroom teacher knows or has reasonable evidence to suspect that a student is in possession of, using, transmitting, or under the influence of any intoxicant of any kind, the teacher shall send the student to the principal or assistant principal. The principal or assistant principal is justified in searching the property of a student when the principal or assistant principal has reason to suspect that the student in question has in his/her possession some intoxicant. Student consent is desirable but not necessary.
9. Engaging in the unlawful selling of narcotics or in any other violation of criminal law which constitutes a danger to other students or which constitutes an interference with school purposes.



10. Failing in a substantial number of instances to comply with directions of teachers during any period of time when he is properly under their supervision and when such failure constitutes an interference with school purposes.
11. Violating or repeatedly violating written rules or standards which are reasonably necessary to carry out or to prevent interference with carrying out any educational function and which have been established by the superintendent or his designee or any principal or his/her designee.
12. Intentionally and without provocation verbally assaulting a teacher or staff member while that teacher or staff member is attempting to carry out his/her recognized institutional function(s).
13. Unexcused absence from school.
14. "No student may provide, by sale or otherwise, any substance which he/she represents to be a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant, or intoxicant of any kind. Further, no student may possess or use any substance which the student has reason to believe is, or which has been represented to him/her as, a narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, stimulant, depressant or intoxicant of any kind. In addition, students are prohibited from possessing, using, transmitting or being under the influence of caffeine-based pills, substances containing phenylpropanolamine (PPA), or stimulants of any kind are they available with or without a prescription. This policy does not affect students who are taking prescription drugs as prescribed for them specifically by a licensed physician. Such drugs are to be administered to students pursuant to School City of Hammond's Administrative Regulations."
15. A violation of the rules or prohibitions covered in Board Policy (Prohibiting Gang Activities, Cellular Communication Devices and Electronic Paging Devices).

No student on or about school property or at any school activity shall:

1. Wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign, drawing, graffiti, or other things which may be viewed as evidence of membership or affiliation in any gang;
2. Commit any act or omission, or use any speech, either verbal or nonverbal (gestures, handshakes, drawings, graffiti, other written communications, etc.) showing affiliation in a gang;
3. Use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including but not limited to:
 - soliciting others for membership in any gang;
 - requesting any person to pay for protection or otherwise intimidating or threatening any person;
 - committing any other illegal act or other violation of school district policies;
 - inciting other students to act with physical violence upon any other person.
4. Use or have in his possession any cellular communication device, pocket pager or similar electronic paging device or laser pointer while in any school building or on any school property, during regular school hours or at any other time.



1. Violating or repeatedly violating rules or directions concerning the movement of students, movement or parking of vehicles, day-to-day instructions regarding the operation of a classroom or teaching station, the time or times for commencement of school, or other standards or regulations relating to the manner in which an educational function is to be carried out.

The grounds for suspension or expulsion apply when a student is:

1. On school grounds immediately before, during and immediately after school hours and at any other time when the school is being used by a school group;
2. Off school grounds at a school activity, function, or event; or
3. Traveling to or from school or a school activity, function or event.

NOTE:

I. It will be recommended that a student be expelled for one (1) calendar year when, while on school property, the student possesses, handles, uses, or transmits a firearm as defined in IC 35-47-1-5. The return of the student to school will be at the beginning of the first term after the end of the one- (1-) year period. The superintendent shall notify the county prosecuting attorney's office when a student is expelled under this rule.

II. It will be recommended that a student be expelled for one (1) calendar year when, while on school property, the student possesses, handles, uses, or transmits a bomb as defined in IC 35-41-1-4.8. The return of the student to school will be at the beginning of the first term after the end of the one- (1) year period. The superintendent shall notify the county prosecuting attorney's office when a student is expelled under this rule.

III. It will be recommended that a student be expelled for up to one (1) calendar year when, while on school property, the student possesses, handles, uses or transports a deadly weapon as defined in IC 35-41-1-8. The superintendent shall notify the county prosecuting attorney's office when a student is expelled under this rule.

IV. A student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or an educational function, or the student's removal is necessary to restore order or protect persons on school property. This includes any unlawful activity meeting the above criteria which takes place during weekends, holidays, other school breaks, and the summer period when a student may not be attending classes or other school functions.

V. Book bags, backpacks, large handbags that could conceal contraband must be left in the student lockers and may not be taken from class to class.

VI. All publications that are disseminated on school property must have the prior approval of the principal.

Student Enrollment & Recruitment

To promote awareness for students of all ages and ethnicities, JLB Academy will employ marketing strategies to increase visibility for the schools. This will be achieved through the Use of campus- specific postcards, banners, signs and, potentially, billboards spread through the



Areas in the targeted communities most likely to draw students of various age groups and Ethnicities (i.e., shopping malls, grocery stores, athletic facilities, movie theaters).

Marketing

materials will also include information as to how one can contact PHS to learn more about the campus and the enrollment process

Parents & Community

There are two traditional public schools within the immediate vicinity of the potential location of JLB Academy of Excellence. They are Baily Preparatory Academy, Glen Park Academy for Excellence in Learning. Ambassador Christian Academy is a non-public school. All three schools are within about 20 minutes of the planned site.

Baily Preparatory Academy

Grade	11-12	12-13	13-14	14-15	15-16
Kindergarten	85	86	86	44	50
Grade 1	90	82	75	68	51
Grade 2	105	96	71	57	47
Grade 3	86	104	76	57	62
Grade 4	75	67	72	44	60
Grade 5	66	84	62	52	47
Grade 6	70	69	64	49	42
Grade 7					42
Grade 8					27
Total Enrollment	577	588	506	371	428

2012-2013 Accountability Grade: D



Glen Park Academy for Excellence in Learning

Grade	11-12	12-13	13-14	14-15	15-16
Kindergarten	92	71	72	118	96
Grade 1	87	79	62	113	82
Grade 2	83	80	72	113	98
Grade 3	73	76	81	139	107
Grade 4	98	66	75	127	85
Grade 5	87	77	54	88	94
Grade 6	72	67	66	92	76
Total Enrollment	592	516	482	790	63

2012-2013 Accountability Grades: C



Ambassador Christian Academy

Grade	2011- 12	2012- 13	2013- 14	2014- 15	2015- 16
Pre- Kindergarten			31	30	25
Kindergarten			27	30	31
Grade 1	22	15	30	23	32
Grade 2	26	32	26	23	24
Grade 3	39	21	32	22	25
Grade 4	24	11	24	25	21
Grade 5	20		40	27	18
Grade 6	9		24	22	27



Grade 7	15		19	16	21
Grade 8	9		15	15	11
Grade 9			12	9	9
Grade 10				8	5
Total Enrollment	164	79	280	250	249

2012-2013 Accountability Grade: F

Our Parents

The home/school connection is extremely important to the success of any school. At the JLB Academy this will be no different. What will be different for us is that we will provide strong support to our parents and give them the tools they need to positively contribute to the school climate and culture. All parents will be required to participate in STAND University. Stand University is a free nine week program that will provide parents with extensive information regarding the following:

- School policies and procedures
- School performance data
- Communicating with school administration and teachers
- How to be involved in the school
- State assessments
- Promotion criteria

Trained facilitators will run this 9 week course at the academy and upon completion parents will participate in a graduation ceremony and then be encouraged to volunteer in the school as often as possible.

What makes us different?



Lion University: Three week summer teacher preparation program that will prepare teachers for day one, minute one at JLB.

STAND University: 9 week parent involvement course that will guide parents in building a relationship with the school community.

Teacher Development: Teachers will be involved in constant collaboration and professional development in order to:

- Stay abreast of current trends in education
- Participate in collaboration both horizontally and vertically.
- Analyze and disaggregate data

Student Support: A dedicated student support person to meet the non-academic needs of students

An Intense focus on school climate and high expectations.

Student Assessment

Student assessment will play a major role at JLB Academy. Formative and summative assessments will be used to drive all of our instructional decisions. In addition to mandatory state assessments, students will be assessed using the Measures for Academic Progress (MAP) by NWEA. Students will take this exam 3 times yearly at every grade level,

By the end of the first 5 year charter term:

- At least 80% of the entire student body will meet their projected end of year RIT score on the MAP assessment in both Math and Reading...
- At least 60% of the entire student body will score at or above the norm RIT score on the MAP assessment in both Math and Reading.
- At least 80% of the entire student body will be reading at grade level based on Lexile ranges reported on the MAP Assessment...
- The school will maintain at least a 95% overall attendance rate every year of the first 5 year charter term.
- The number of discipline referrals will decrease by at least 10% each year of the first 5 year charter term.

In addition to the MAP Assessment, teachers will also use the End of Unit Assessments from Everyday Math and Benchmark. This data will be collected by the School Administrator and then compiled to present a clear picture of student strengths and weaknesses. Teachers will then be able to use that data during grade level collaboration to determine reteach and enrich activities, small groups, etc. Teachers will also be expected to use formative assessments daily, either to determine the level of prior knowledge before a lesson, or an exit slip to determine the percentage of students who met the objective for the day. The Head of School will be responsible for leading teachers through data deep dives to expand their knowledge on how to effectively make data driven decisions.



Initially student data will be housed in google docs. Teachers will be responsible for maintaining their own data and the School Administrator will maintain school wide data. Data will also be a part of the school culture as it will be posted throughout the classrooms and the building as well. Students will be expected to become knowledgeable about their own data and be able to communicate it to teachers and parents regularly.

Teachers will be trained by the Head of School, as well as by NWEA trainers to analyze reports and then move from data to instruction.

If the school falls short in meeting its original goals, the school administrative team will take a hard look at the following and make decisions accordingly:

- The effectiveness of teachers via the Charlotte Danielson Evaluation Tool
- The effectiveness of the curriculum
- The culture and climate of the school

Teachers will be evaluated using the Charlotte Danielson Framework. Administrators will be receiving training and be required to become certified evaluators for this framework.

- Teachers receiving two ineffective evaluations in a row could be terminated from their position at the close of that same school year.
- Teachers receiving a needs improvement score twice in a row will be put on probation and will receive a performance plan developed by the Head of the School that will provide targeted support in weak areas.
- Teachers receiving a combination of needs improvement and ineffective will be placed on probation and will receive a performance plan developed by the Head of School that will provide targeted support in weak areas.
- Teachers will be evaluated twice yearly. All evaluations will be unannounced because the expectation is that teachers are teaching high quality lessons daily. Teachers will be given a 7 week window of time during which administrators can come in any time to evaluate.
- Teachers will receive compensation for being rated effective and a larger compensation for being highly effective.

Student data, classroom observations and evaluations will be used as early warning signs that students are not meeting with success on a consistent basis.



10. Describe your strategy and timeline for recruiting and hiring teachers in accordance with IC § 20-24-6. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.

JLB Academy will seek to develop partnerships with several of the area universities and their transition to teaching programs. We will also seek to partner with Teach for America, UTEP etc. Teachers must:

- Have at least a bachelor's degree from an accredited university
- Have a Clear criminal background
- Be eligible to work in the United States

JLB Academy will not have a traditional hiring practice. Potential applicants must go through the following steps in order to be considered for employment in the fall of 2017:

- Complete an application for employment
- After the screening of applications, applicants will be invited to conduct a demonstration lesson for a committee selected by the Head of School.
- After a completion of a successful demo lesson, he/she will be invited to a group interview with the head of school
- After successfully completing the group interview, the teacher will be invited for a second interview with the Head of School. During which time the teacher will be offered a spot in Lion University for summer training.
- After successful completion of Lion University the teacher will be offered a teaching position at JLB Academy for the fall.

11. Transportation. 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. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u).

For now, transportation will not be provided.

4. Safety and Security. Provide the 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

Pastor Damen Bennett comes to us with 10 years of experience in school safety and security. He will be providing this service until school growth demands us to hire more. The school will have the following in place:



- Fire drill procedures
- Emergency evacuation procedures
- Code Green: Danger could be in the area of the school. Teachers are to lock their doors but continue to teach.
- Code blue: Danger is in the building. Teachers are to lock their doors and move students out of sight in their classrooms
- Tornado drills
- A buzzer system in the main office
- Cameras throughout the building
- Sign In/Out procedures
- A tagging and inventory system for all technology.

Facility

If you are in the process of identifying a facility, describe with as much detail as possible the viable facility options that your team has identified. Include in this section how you selected a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Charter school facilities must comply with state and local health and safety requirements as described in IC §§ 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. In addition, charter school applicants must be prepared to follow applicable city or town planning review procedures. Describe the organization's capacity and experience in managing these strategies, including managing build-out and/or renovations. Detail the specific interactions the applicant group has had with state and local agencies to determine whether the identified facilities are suitable and affordable. Explain the inputs, including specific sources of information, the applicant group has used to project all facility related costs. These inputs should be reflected in the facility related expenses included in the 5-Year Budget.

The founding group has not officially identified a facility as of yet. However, we do have one that is being strongly considered. It is currently being used as a school on the east side of Gary, Indiana. It has about 7-10 classrooms; a cafeteria; a computer lab and plenty of space for both outdoor and indoor play.

Very minimal changes will need to be done when it comes to renovations because of the current structure of the building. The technology infrastructure will need to be upgraded, but that will be the biggest change. Our founding group has overseen many construction projects at our current facility and has worked well with the city of Gary to meet all inspection requirements so this endeavor should be no different.

Staci R. Bennett

Objective

To use my education and experience to positively impact instruction and student achievement in an urban school setting.

Experience

September 2014- School City of Hammond Hammond, Indiana
Present

Executive Director for Elementary Education

Responsibilities include but are not limited to:

- The administration and supervision of 14 elementary schools and their principals within the School city of Hammond
- Professional development for all elementary principals
- The institution and training of instructional coaches at all buildings district wide
- Establishing curriculum maps for both Math and ELA
- Principal/teacher evaluations
- Data driven decision making at the district level
- Overseeing the implementation of the 8 turnaround principles in all turnaround schools
- Developing a performance based interview process for hiring administrators
- Prioritizing vertical and horizontal curriculum alignment K-8.
- Implemented a stronger, data-driven system for RtI
- Overseeing the directors of Title I, Special Programs and Language Development

July 1, 2010-September Chicago Public Schools Chicago, Illinois
2014

Turnaround Principal

Responsibilities included but were not limited to the administration and supervision of Bradwell School of Excellence and Carter School of Excellence in the Chicago Public School System. This experience included navigating the school and all stakeholders through the turnaround process; the supervision and evaluation of teachers; Monitoring curriculum and instruction; Data driven decision making and data analysis; Repairing broken systems for success, etc.

August, 2008-June, School City of Hammond Hammond, Indiana
2010

Project Manager

Through the Small Learning Communities Grant, responsibilities included planning for, developing and overseeing a Freshmen Academy for Morton Senior High School.

January 2003- August 2008

School City of Hammond

Hammond, Indiana

Assistant to the Principal

Duties included but were not limited to monitoring student discipline and attendance; curriculum and instruction; supervision of teachers; overseeing school wide testing, etc.

August 1997-January 2003

School City of Hammond

Hammond, Indiana

Teacher

- Responsible for instructing high school students in the care and education of young children.

Education

May 2014-May 2015

Indiana State University

Terre Haute, IN

Ed.S

October 2002-October 2004

University of Phoenix

Phoenix, AZ

MAED

August 1988-June 1993

University of Iowa

Iowa City, IA

B.A. Elementary Education

Accomplishments

- Teacher of the year, School City of Hammond, 1999
- Outstanding Principal, Chicago Public Schools, 2012
- School Turnaround Leaders Institute, Harvard University, 2013

References available upon request

DONNA L. BIGGS
2650 Naples Dr.
Valparaiso, IN 46385
219-242-3883

Education

- M.Ed. (2008)
Indiana University Purdue University, Indianapolis
Major: Educational Leadership
Certification: Building Level Administrator K-12
- B.S. (2000)
University of Nevada, Las Vegas
Major: Special Education
Certification: Mild Disabilities, Severe Disabilities
& Seriously Emotionally Handicapped K-12

Professional Experience

Principal: Crichfield Elementary School, LaPorte Community School Corporation (Fall 2010-present)

- Supervised and evaluated 40+ staff members including teachers, office staff, kitchen staff, maintenance staff, instructional assistants & volunteers
- Established vertical and horizontal data teams to enhance school-wide learning
- Lead staff in ongoing data analysis and data driven instruction
- Established flexible instructional grouping practices
- Increased overall passing percentage on ISTEP+ scores for both low and high achieving students
- Ensured ongoing collaboration and professional development for staff members to ensure continuous school improvement
- Collaborated with corporation administration at all levels
- Organized and chaired corporation committees for high ability students, writing improvement & textbook adoption
- Directed all daily functions and operations of the building for 550+ students Worked closely with the Parent Teacher Association and community to support student needs
- Participated on numerous corporation and school-based committees: CORE Data Team, High Ability Committee, Writing Committee, School Safety & Discipline Committee, Teacher Compensation/Appraisal Committee, Reading Committee, Technology Committee, Response to Instruction Team & Textbook Adoption Committee.
- Community relations, communication & event planning
- Curricular instructional leader
- Testing coordinator

Dean of Students: Morton High School, School City of Hammond (Fall 2008-Fall 2010)

- Development and implementation of the Freshman Academy program
- Supervision of all Freshman Academy staff and students
- Building liaison for students and staff
- Organized and maintained data collection for student trend identification
- Created the master schedule for student and schedules and assessments
- Developed and lead parent/team meetings

Special Education Teacher: Handley Elementary School, LaPorte Community School Corporation (Fall 2004-Fall 2008)

- Served as principal intern from August 2007 to June 2008
- Teacher of Record for all students with disabilities
- Developed and implemented Individualized Education Plans for all special needs students within the general education setting
- Team taught core content curriculum grades K-5
- Provided instructional interventions for students in grades K-5
- Lead professional development for staff regarding the education of and care for special needs students
- Supervised instructional assistants
- Participated as a member of the corporation Autism Team

Special Education Teacher: Aggie Roberts Elementary School, Clark County School District (Fall 2002-Fall 2004)

- Provided instruction and instructional support for students with learning disabilities
- Maintained all records and developed Individualized Education Plans
- Supervised instructional assistants
- Served as a Student Interventions Team member
- Tutored for the American Indian Education Fund
- Mentored student and new teachers

Special Education Teacher: David M. Cox Elementary School, Clark County School District (January 2001-Fall 2002)

- Provided academic and social instruction for students with Autism
- Maintained all records and developed Individualized Education Plans
- Supervised instructional assistants
- Established reverse inclusion model of instruction for students
- Acted as a family/school liaison

Grant Supervisor: University of Nevada, Las Vega: Institute for Low Incidence Disabilities (January 1998-November 1999)

- Developed home-based programs for children with Autism
- Trained home therapy tutor in Applied Behavior Analysis and Discrete Trial Training
- Established scheduling and organization of tutors and family/home programs

8621 Lakewood
Gary, IN 46403

Chivanda M. Goffin

Phone: 708.289.4594
chivanda@gmail.com

Objective Summary

To motivate clients towards achieving academic and personal goals by providing professional counseling services that will result in a successful, educational transition for personal growth and post-secondary plans.

Education

Lewis University, Romeoville, IL Bachelor of Arts in Social Work -May 2006

Lewis University, Romeoville, IL Masters of Arts in School Counseling & Guidance/Mental Health- May 2013

Professional Experience

Regional Mental Health, Merrillville, IN
Therapist II

Sept. 2015- Present

- Provide direct individual, group, couples and family therapy in the home and office. Maintain interaction and communication with client's family and necessary collaterals
- Provide Assessment appropriate diagnostic impression and provide supporting data
- Complete initial client's intake process and treatment plan
-

Edgewater Behavioral Systems, Gary IN
Therapist II/CAF Coordinator

Feb. 2015-Aug. 2015

- Provided assessments for clients within the Circle Around Families program.
- Completed initial client's intake process and treatment plan.
- Provided direct individual, group and family therapy in the home. Maintain interaction and communication with client's family and necessary collateral.
- Provided skill building services, case management, and refer client for any additional consultative services with necessary accompanying information

Thorndidge High School, Dolton, IL
Guidance Counselor Intern

Jan. 2012- Aug. 2012

- Interpreted the school's objectives to students, parents, and the community at large in an effective manner. Provided individual social/emotional counseling.
- Collaborated with staff members to familiarize them with a wide range of services offered by the student personnel services department. Maintain records and its confidentiality.
- Registered new and returning student. Orients student to school and inform them of all services offered. Develop four year academic plans according to career track. Coordinate ACT, EXPLORE, PLAN, and RETIRED ACT testing, including classroom setup, preparing testing material, and overseeing classroom assignments instructors.

Chicago Public Schools, Office of Special Education and Support, Chicago, IL
Administrative Assistant III

Feb. 2007-Nov2011

- Provided administrative support to the director and managers in the Instruction Unit
- Assist with securing placement within the Chicago Public School district for students with special needs
- Prepared, distribute and manage Instruction Unit budget
- Provide front desk assistance to individuals requiring support
- Completed assigned projects in a timely manner
- Provided administrative support to Extended School Year program (ESY)
- Provided administrative support to Early Childhood Special Education Disabilities Team

Churchville Middle School, Elmhurst, IL
Administrative Assistant

Nov. 2006- Feb. 2007

8621 Lakewood
Gary, IN 46403

Chivanda M. Goffin

Phone: 708.289.4594
chivanda@gmail.com

- Provided secretarial services to the principal and school administration
- Orchestrated registration of new and returning students
- Managed data entry for Power School database
- Provided assistance to health aide
- Act as the liaison between parents and school administration
- Prepared, edit, and distribute school newsletter

George Werden Buck Boys & Girls Club, Joliet, IL
Social Work Intern/Tutor

Jan. 2004-May. 2006

- Supervisor of Power Hour Tutoring Program
- Supervised computer room and oversaw classroom operations
- Developed and implemented daily schedule of activities
- Maintained daily records and performed monthly report analyses
- Tutored Elementary and High School students in all core subjects
- Responsible for front desk operations

Computer Skills

- Proficient in Microsoft Office Suite, Windows/Mac OS, Impact and Oracle.
 - SUPERCANS Certificated
-

SHANTEL M. SAMS, SHRM-CP, PHR

(219) 985-4240 • 24111 Mission Creek Court Plainfield, IL 60586 • shantel.m.sams@gmail.com

SKILLS OVERVIEW

Employee Relations	Labor Relations	Grievances & Investigations
Training & Development	Onboarding	Open Enrollment
Employment Law	Benefits	Behavioral Interviews
Performance Management	Diversity	Performance Improvement Plans
ADP, Oracle, Taleo	Microsoft Office	FMLA, STD, Work Comp

EXPERIENCE

Exelon Generation, Morris, IL **December 2013-Present**
Nuclear Generating Station with 900 employees at an Energy Generating and Distribution Company with 30,000 employees worldwide.

Human Resources Manager reporting to the HR Director and Site Vice President

- Strategic Business Partner of the Station Sr. Leadership Team where I provide guidance and implement strategic processes to align with the stations management model focus areas.
- Manage, coach, and mentor the 3 HR Generalist on the HR Team
- Co-Leader of the Nuclear HR Peer Group where I ensure best practices are shared and healthy discussions in the human resources discipline are shared amongst peers.

Sr. Human Resources Generalist reporting to the HR Manager

- Provided strategic HR support to cross functional partners in a unionized generating station supporting 2 labor unions, exempt management staff, contractors, and interns.
- Reduced the number of grievances received by 86% when comparing Q1 and Q2 of 2015 to the same quarters of the 2014 through partnership with union stewards and department managers to ensure issues are resolved outside of the grievance process.
- Conducts annual Rating and Calibration meetings with senior leadership team to ensure compliance of the organization's annual Performance Review process.

Cummins, Seymour, IN **September 2011-May 2013**
Manufacturing Plant with 600 employees at a Global Engine Company with 46,000.

Human Resources Generalist reporting to the HR Manager in a department of 6.

- Provided strategic HR support to cross functional partners in a unionized manufacturing facility supporting 2 labor unions, exempt management staff, contractors, and interns.
- Designed and Facilitated a Plant Specific Onboarding that was benchmarked and adopted by other Cummins Manufacturing Plants.
- Conducted Step 1 & 2 of the Grievance process where most cases were resolved and avoided moving to arbitration.
- Lead Investigator for the plant where I investigated over 40 cases ranging from allegations of harassment, time falsification, theft, code of conduct violations and others.
- Conducted monthly round table meetings with plant management staff to access staffing needs, employee relations issues, and to inform them of HR policy and procedural updates.
- Served as a Certified Facilitator for the organizations Spectrum Diversity Course that all Cummins employee were required to attend annually.
- Daily Union Partnership with the 400+ Bargaining Union Employees, Union Stewards, Area Representatives, DWU and OCU Union Board Members and assured daily compliance to both the Office Committee Union and Diesel Workers Union collective bargaining agreements.

- Conducted annual Rating and Calibration meetings with senior level management staff to ensure compliance of the organization's annual Performance Review process.
- Guided Plant Managers through the Performance Improvement Process when necessary and monitored adherence of the process by both employee and manager by developing a timeline where HR is visible throughout the process.
- Facilitated Contract Training, Performance Management Training and several other Development Trainings for Exempt & Bargaining Union Employees.
- Co-Facilitated Manager/Supervisor Training for new managers and a refresher to established managers on various topics ranging from one-on-one meetings to the progressive discipline policy.
- Trained over 500 employees and managers in eTime, the ADP based Time and Attendance system, which required employees to log time at a time clock which replaced the "honor system" that was previously in place. .
- Conducted Behavioral Interviews in conjunction with hiring managers to ensure the proper candidates are selected to fill openings in the plant.
- Worked in conjunction with the Labor Relations department to communicate the layoff process and recall rights during 2 Union layoffs that effected 500 contract employees and 115 DWU shop employees.
- Conducted a Needs Based Analysis with department managers during a Reduction in Force in 2012 that affected 2000 Cummins employees globally and 14 exempt employees that my department had HR responsibility for.

McCormick Theological Seminary, Chicago, IL July 2008-September 2011
Non-for-profit Seminary with 60 fulltime employees: 20 professors and 40 support staff

Human Resources Assistant reporting the Human Resources Director in a department of 2.

- Administered: Cobra, FMLA, Health/Wellness benefits, Paid Time Off, and Work Comp
- Assisted Human Resources Director with complex employee relations issues
- Screened potential candidates (background checks, reference checks and I-9)
- Projects: Job Analysis, Health Fair, Employee Appreciation Week, Community Service

EDUCATION & CERTIFICATIONS

Keller Graduate School of Business

Masters of Science in Human Resources, Expected Graduation Date: December 2016

Society for Human Resource Management

SHRM-CP, December 2015

HR Certification Institute

PHR Certification, January 2013

Purdue University Calumet

*Bachelor of Science in Management with a concentration in Human Resource,
 Graduation Date: December 2009*

PROFESSIONAL ORGANIZATIONS AND COMMUNITY OUTREACH

Society for Human Resources Management: Member, 2007-Present

Will/Grundy County Human Resources Group: Member, 2014-Present

Jackson County Human Resources Group: Member, 2011-2013

Habitat for Humanity: Board Member, 2013

Jobs for America's Graduates: Program Liaison, 2011-2013

Rodney Brown, 14529 Kimbark Ave., Dolton, IL., 60419, Cell: 708-247-4433
rbrownfashion@gmail.com

Objective

To obtain a position in which my knowledge and experience will positively impact the goals of the organization.

Education

Bloom High School, Diploma 1974-1978

University of Illinois Champaign/Urbana 1978-1983
(B.S. Industrial Psychology)

Awards, Fellowships, Grants

Various awards and certificates
{will explain upon request}

Positions Held

Sleep Inn/ Guest services representative Lansing, IL. 2012- Present

Duties: Administered procedures and policy to achieve sales goals of the organization.
Supervised front desk and housekeeping staff. Established positive customer service environment.

Baymont Inns and Suites/ General Manager Calumet City, IL. 2001-2004

Duties: Administered procedures and policy to achieve sales goals of the organization.
Supervised front desk and housekeeping staff. Established positive customer service environment.

Men's Wearhouse/ Wardrobe Consultant Calumet City, IL. 1996-2001

Duties: Sales duties. Provided knowledge of clothing to customers as well as staff. Maintain Client relations. Assist in inventory procedures.

Secretary of State/ Assistant Manager Chicago Heights, IL. 1994-1996

Duties: Facilitated and executed the intake and processing of applicants. Supervision of staff.
Compiled monthly reports. Managed employee grievance proceedings.

Community and Economic

Development Association/ Human Resources Mgr. Chicago Heights, IL. 1983-1988

Duties: Developed and coordinated program services. Supervision of staff. Maintained monthly reporting Procedures. Maintain data to insure grant stability.

References Upon Request

References:

Dr. Craig Williams South Holland, Il. 773.350.1600 (associate)

Dr. Christian Aikiwowo Flossmoor, Il. 708.906.5457 (associate)

BEATRICE BRYANT

RESUME OF QUALIFICATIONS

3469 Connecticut Street
Gary, IN 46409

(219) 887 - 7616

OBJECTIVE: TO FILL A NEED WHERE MY PUBLIC/PRIVATE TRANSPORTATION INDUSTRY KNOWLEDGE AND DRIVING EXPERIENCE MAY BE FULLY UTILIZED AND FURTHER ENHANCED.

EDUCATION: ATTENDED HAMMOND HIGH SCHOOL, HAMMOND, IN
GED; 1983

EASTSIDE BUSINESS SCHOOL, INDIANAPOLIS, IN
COMPLETED CLERICAL/SECRETARIAL PROGRAM

CERTIFICATION: STATE OF INDIANA; CHAUFFEUR'S LICENSE; NUMBER 8917-43-1798

SUMMARY OF EXPERIENCE AND AREAS OF SPECIALIZED KNOWLEDGE, SKILL AND ABILITY:

- * OVER 15 YEARS OF VARIED EXPERIENCE WITH ADVANCEMENT TO MANAGERIAL LEVELS GAINED WITHIN ENVIRONMENTS INVOLVING EXTENSIVE PUBLIC CONTACT AND WHERE ATTENTION TO DETAIL AND PUBLIC SAFETY WERE OF PRIMARY IMPORTANCE.
- * RECENT BACKGROUND HAS INCLUDED INVOLVEMENT PROVIDING PUBLIC AND PRIVATE BUS TRANSPORTATION. EXPERIENCE INCLUDES PERFORMING PER-OPERATION INSPECTION OF BUS VEHICLES, AND DRIVING BOTH ROUTE SERVICES BOTH LOCALLY IN NORTHWEST INDIANA AND INTERSTATE CHARTER EXCURSIONS INDIANA/ILLINOIS.
- * POSSESS IN-DEPTH KNOWLEDGE OF ALL DEPARTMENT OF TRANSPORTATION RULES AND REGULATIONS ALONG WITH EXTENSIVE TRAINING IN THE PROCEDURES AND TECHNIQUES TO BE USED TO APPROPRIATELY RESPOND TO ACCIDENTS OR EMERGENCY SITUATIONS.
- * SERVICE ORIENTED, QUICK MINDED INDIVIDUAL WHO ENJOYS LEARNING AND READILY ADAPTS TO NEW METHODS AND APPROACHES.
- * ENERGETIC AND ENTHUSIASTIC INDIVIDUAL WITH EXCELLENT COMMUNICATION ABILITY AND A HISTORY OF WORKING WITH PEOPLE OF ALL LEVELS WITHIN OR OUTSIDE OF THE ORGANIZATION.
- * VERY RELIABLE CONSCIENTIOUS PERSON OF GOOD CHARACTER, PERSEVERANCE AND SINCERITY OF PURPOSE.

EXPERIENCE:

08/89 - PRESENT CALUMET BUS COMPANY, SUBSIDIARY OF VANCOM, INC., SOUTH HOLLAND, IL
POSITION: BUS DRIVER; ASSIGNED TO THE GARY, IN., BRANCH

10/84 - PRESENT RED LOBSTER, MERRILLVILLE, IN
POSITIONS:
01/89 - PRESENT: CUSTOMER SERVICE/FOOD SERVER (PART-TIME)
10/87 - 01/89: DINING ROOM MANAGER
10/84 - 10/87: FOOD SERVER

04/72 - 04/81 BALL GLASS COMPANY, DOLTON, IL
POSITION: SELECTOR/PRODUCTION OPERATIONS

08/71 - 04/72: GOLDBLATT'S, HAMMOND, IN
POSITION: FOOD SERVICE EMPLOYEE; WALNUT ROOM RESTAURANT

ADDITIONAL INFORMATION AND REFERENCES AVAILABLE UPON REQUEST

BEATRICE BRYANT
3469 Connecticut Street
Gary, Indiana 46409
(219) 887-7616

JOB OBJECTIVE: The acquisition of a managerial position whereby the synthesis of my career experiences will benefit the organization as well as create a challenging and stimulating environment in which to work.

EXPERIENCE: Dining Room Manager - Red Lobster

- Supervise 85 employees in function of cashier, hostess, bartender, wait staff, and server assistance.
- Charge of scheduling, add-on sales, front house staffing, sanitation, ordering of office and bar supplies.

Food Service line help to Goldblatts

- Server, and replenish containers on line.

EDUCATION: Hammond High School, Hammond, Indiana

GED graduate, 1983.

EastSide Business School, Indianapolis, Indiana

Accounting, filing, typing, electric and wood workshop.

EMPLOYMENT:

1984-Present Red Lobster, Dining Room Manager

1972-1981 Ball Glass, Part-time supervisor, glass inspector, box maker, and shipping department.

1971-1972 Goldblatts, Food Service.

HOBBIES: Bowling, bicycling and reading.

REFERENCES AVAILABLE UPON REQUEST

Staci R. Bennett

Objective

To use my education and experience to positively impact instruction and student achievement in an urban school setting.

Experience

September 2014-
Present

School City of Hammond

Hammond, Indiana

Executive Director for Elementary Education

Responsibilities include but are not limited to:

- The administration and supervision of 14 elementary schools and their principals within the School city of Hammond
- Professional development for all elementary principals
- The institution and training of instructional coaches at all buildings district wide
- Establishing curriculum maps for both Math and ELA
- Principal/teacher evaluations
- Data driven decision making at the district level
- Overseeing the implementation of the 8 turnaround principles in all turnaround schools
- Developing a performance based interview process for hiring administrators
- Prioritizing vertical and horizontal curriculum alignment K-8.
- Implemented a stronger, data-driven system for RtI
- Overseeing the directors of Title I, Special Programs and Language Development

July 1, 2010-September
2014

Chicago Public Schools

Chicago, Illinois

Turnaround Principal

Responsibilities included but were not limited to the administration and supervision of Bradwell School of Excellence and Carter School of Excellence in the Chicago Public School System. This experience included navigating the school and all stakeholders through the turnaround process; the supervision and evaluation of teachers; Monitoring curriculum and instruction; Data driven decision making and data analysis; Repairing broken systems for success, etc.

August, 2008-June,
2010

School City of Hammond

Hammond, Indiana

Project Manager

Through the Small Learning Communities Grant, responsibilities included planning for, developing and overseeing a Freshmen Academy for Morton Senior High School.

January 2003- August 2008

School City of Hammond

Hammond, Indiana

Assistant to the Principal

Duties included but were not limited to monitoring student discipline and attendance; curriculum and instruction; supervision of teachers; overseeing school wide testing, etc.

August 1997-January 2003

School City of Hammond

Hammond, Indiana

Teacher

- Responsible for instructing high school students in the care and education of young children.

Education

May 2014-May 2015

Indiana State University

Terre Haute, IN

Ed.S

October 2002-October 2004

University of Phoenix

Phoenix, AZ

MAED

August 1988-June 1993

University of Iowa

Iowa City, IA

B.A. Elementary Education

Accomplishments

- Teacher of the year, School City of Hammond, 1999
- Outstanding Principal, Chicago Public Schools, 2012
- School Turnaround Leaders Institute, Harvard University, 2013

References available upon request



Attachment 3

School Administrator Timeline

School Administrator

In the fall of 2016, the Board of Directors will be looking to hire a school administrator.

Minimum Requirements

- Master's Degree in Education or related field
- At least 5 years' experience in Education Administration
- Experience in managing school finances
- Experience in curriculum and assessment
- Knowledge of the 8 Turnaround Principles for the state of Indiana
- Proven track record in student achievement
- Strong communication skills with a variety of stakeholders

Proposed Timeline

August 2016: Application process begins

October 2016: Applications reviewed

Initial Interviews with the CEO conducted

November 2016: Second interviews conducted with CEO & Board Members

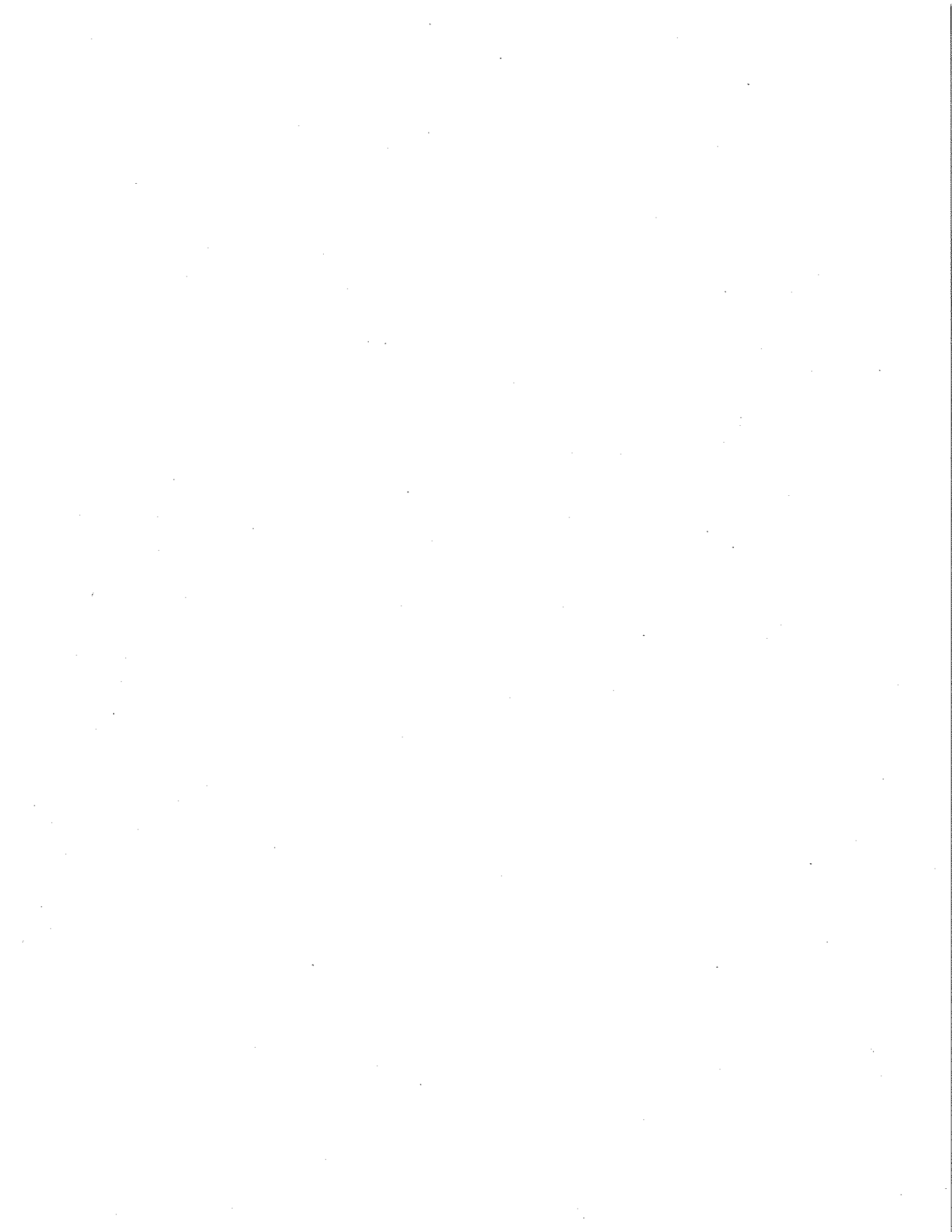
December 2016: Applicant Selected

January 2017: New School Administrator Begins January 9, 2017.

School Administrative/Management Team

Beyond the school administrator, an administrative assistant and student support services person will be put into place. The administrative assistant will be responsible for maintaining the school's office and all that entails. The student support person will initially work alongside the principal to establish community relations. Once the school is up and running, he/she will be responsible for the following:

- PBIS Implementation
- Attendance
- Student supervision
- Managing student behavior
- Home visits
- Conflict resolution
- Crisis management





Indiana Department of Revenue
 Indiana Government Center North Indianapolis, Indiana 46204
Indiana Nonprofit Sales Tax Exemption Certificate

(This certificate may not be used to collect sales tax)

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

TID: 0121956083
LOC: 000
Corresp ID: 1400107081076
Issued: 01/17/2014

1400107081076



FRESH OIL MINISTRIES COMMUNITY OUTREACH CENTER INCORPORATED
 1365 TAFT ST
 GARY, IN 46404-2231

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

(Detach Here)

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

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

Requirements for Sales Tax Exempt Purchases by Nonprofit Organizations:

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

1. In order to qualify for sales tax exemption on purchases, a nonprofit organization, must satisfy the following conditions:

(a) The organization must be named or described in IC. 6-2.5-5-21(b). Organizations named or described in this Code section are organized and operated exclusively for one or more of the following purposes:

Civic	Charitable	Educational	Fraternal
Literary	Religious	Scientific	

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

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

2. In order to qualify for sales tax exemption, purchases must be used for the same purposes for which the nonprofit organization is granted exemption.

3. *Purchases for the private benefit of any member, director, or officer of the nonprofit organization, or for any other individual are not eligible for exemption. Purchases used for social purposes are never exempt.*

B. Purchases by Nonprofit Organization for Resale:

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

The Indiana Secretary of State filing office certifies that this copy is on file in this office.

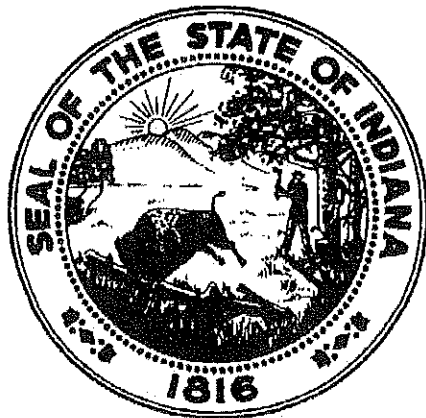
Indiana Secretary of State
Packet: 2012020600320
Filing Date: 02/02/2012
Effective Date: 02/02/2012

State of Indiana
Office of the Secretary of State

CERTIFICATE OF INCORPORATION
of
FRESH OIL MINISTRIES INC.

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, February 02, 2012.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, February 2, 2012.

Charles P. White

CHARLES P. WHITE,
SECRETARY OF STATE

2012020600320 / 2012020671684



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

Form NP-1
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 1365 TAFT ST
 GARY, IN 46404-2231

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

(Detach Here)

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Literary	Religious	Scientific	
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Monasteries	Parochial Schools	Pension Trusts
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3. *Purchases for the private benefit of any member, director, or officer of the nonprofit organization, or for any other individual are not eligible for exemption. Purchases used for social purposes are never exempt.*

B. Purchases by Nonprofit Organization for Resale:

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



Department of the Treasury
Internal Revenue Service
Ogden, UT 84201

In reply refer to: 0441440483
Mar 03, 2009 LTR 147C
20-0171882

FRESH OIL MINISTRIES INC
% DR DAMEN M BENNETT
PO BOX 10279
MERRILLVILLE IN 46411-0279 790

Taxpayer Identification Number: 20-0171882

Form(s):

Dear Taxpayer:

This letter is in response to your telephone inquiry of March 3rd, 2009.

Your Employer Identification Number (EIN) is 20-0171882. Please keep this number in your permanent records. You should enter your name and your EIN, exactly as shown above, on all business federal tax forms that require its use, and on any related correspondence documents.

If you have any questions regarding this letter, please call our Customer Service Department at 1-800-829-0115 between the hours of 7:00 AM and 10:00 PM. If you prefer, you may write to us at the address shown at the top of the first page of this letter. When you write, please include a telephone number where you may be reached and the best time to call.

Sincerely,

Lori Tasker
0145062
Customer Service Representative

Fresh Oil Ministries Inc. Constitutional Bylaws.

ARTICLE 1 DIRECTORS

SECTION 1. NUMBER

The corporation shall have not less than three (3) nor more than fifteen (15) and collectively they shall be known as the Board of Directors. The exact number shall be determined by the Board of Directors.

SECTION 2. QUALIFICATIONS

Directors shall be of the age of twenty-one years or more and citizens of the United States. Shall covenant with accept the Corporation's Statement of Faith.

SECTION 3. POWERS

Subject to the provisions of the laws of this state and limitations in the Articles of Incorporation and these Bylaws relating to action required or permitted to be taken or approved of this corporation, the activities and affairs of this corporation shall be conducted and all corporate powers shall be exercised by or under the direction of the Board of Directors.

SECTION 4. DUTIES

It shall be the duty of the directors to:

- (a) Perform any and all duties imposed on them collectively or individually by law, by the Articles of Incorporation, or by these Constitution/Bylaws;
- (b) Appoint and remove, employ and discharge, and, except as otherwise provided in these Constitution/Bylaws, prescribe the duties and fix the compensation, if any, of all officers, agents and employees of the corporation;
- (c) Supervise all officers, agents and employees of the corporation to assure that their duties are performed properly;
- (d) Meet at such times and places as required by these Constitution/Bylaws;
- (e) Register their addresses with the Secretary of the corporation, and notices of meetings mailed or telegraphed to them at such addresses shall be valid notices thereof.

Fresh Oil Ministries Inc. Constitutional Bylaws.

SECTION 5. TERM OF OFFICE

Each director shall hold office for a period of one year and until his or her successor is elected and qualifies.

SECTION 6. COMPENSATION

Directors shall serve without compensation except that a reasonable fee may be paid to directors for attending regular and special meetings of the board. In addition, they shall be allowed reasonable advancement or reimbursement of expenses incurred in the performance of their duties.

SECTION 7. PLACE OF MEETINGS

Meetings shall be held at the principal office of the corporation unless otherwise provided by the board or at such other place as may be designated from time to time by resolution of the Board of Directors.

SECTION 8. REGULAR MEETINGS

Regular meetings of Directors shall be held on the first Saturday of each quarter (January, April, July, October) at 7:30 p.m., unless such day falls on a legal holiday, in which event the regular meeting shall be held at the same hour and place on the following Saturday.

At the Annual meeting of directors held in October, directors shall be elected by the Board of Directors. Voting for the election shall be by written ballot. Each director shall cast one vote per candidate, and may vote for as many candidates as the number of candidates to be elected to the board. The candidates receiving the highest number of votes up to the number of directors to be elected shall be elected to serve on the board.

SECTION 9. SPECIAL MEETINGS

Special meetings of the Board of Directors may be called by the Chairperson of the Board (The President), the Secretary by any two directors, or, if different, by the persons specifically authorized under the laws of this state to call special meetings of the board. Such meetings shall be held at the principal office of the corporation or, if different, at the place designated by the person or persons calling the special meeting.

SECTION 10. NOTICE OF MEETINGS

Unless otherwise provided by the Articles of Incorporation, these Constitution/Bylaws, or provisions of the law, the following provisions shall govern the giving of notice for meetings of the board of directors:

- (a) Regular Meetings. No notice need be given of any regular meeting of the board of directors.
- (b) Special meeting. At least one week prior notice shall be given by the Secretary of the corporation to each director of each special meeting of the board. Such

Fresh Oil Ministries Inc. Constitutional Bylaws.

notice may be oral or written, may be given personally, by first class mail, by telephone, or by facsimile machine, and shall state the place, date and time of the meeting and the matters proposed to be acted upon at the meeting. In case of facsimile notification, the director to be contacted shall acknowledge personal receipt of the facsimile notice by return message or telephone call within twenty-four hours of the first facsimiles transmission.

- (c) Waiver of Notice. Whenever any notice of a meeting is required to be given to any director of this corporation under provisions of the Articles of Incorporation, these Constitution/Bylaws, or the law of this state, a waiver of notice in writing signed by the director, whether before or after the time of the meeting, shall be equivalent to the giving of such notice.

SECTION 11. QUORUM FOR MEETINGS

A quorum shall consist of members present of the members of the Board of Directors.

SECTION 12. MAJORITY ACTION AS BOARD ACTION

Every act or decision made by a majority of the directors present at a meeting duly held at which a quorum is present is the act of the Board of Directors.

SECTION 13. CONDUCT OF MEETINGS

Meetings of the Board of Directors shall be presided over by the Chairperson of the Board, or, in his or her absence by a Chairperson chosen by a majority of the directors present at the meeting. The Secretary of the corporation shall act as secretary of all meetings of the board, provided that, in his or her absence, the presiding officer shall appoint another person to act as Secretary of the meeting.

Meetings shall be governed by Roberts' Rules of Order.

SECTION 14. VACANCIES

Vacancies on the Board of Directors shall (1) on the death, resignation or removal of any director, and (2) whenever the number of authorized directors is increased.

Any director may resign effective upon giving written notice to the Chairperson of the board, the Secretary, or the Board of Directors, unless the notice specifies a later time for the effectiveness of such resignation. No director may resign if the corporation would then be left without a duly elected director or directors in charge of its affairs, except upon notice to the Office of the Attorney General or other appropriate agency of this state.

Directors may be removed from office, with or without cause, as permitted by and in accordance with the laws of this state.

Fresh Oil Ministries Inc. Constitutional Bylaws.

Unless otherwise prohibited by the Articles of Incorporation, these Constitution/Bylaws or provisions of law, vacancies on the board may be filled approval of the board of directors. If the number of directors then in office is less than quorum, a vacancy on the board may be filled by approval of a majority of directors then in office or by sole remaining director. A person elected to fill a vacancy on the board shall hold office until the next election of the Board of directors or until his or her death, resignation or removal from office.

SECTION 15. NON-LIABILITY OF DIRECTORS

The directors shall not be personally liable for the debts, liabilities, or other obligations of the corporation.

SECTION 16. INDEMNIFICATION BY CORPORATION OF DIRECTORS AND OFFICES

The directors and officers of the corporation shall be indemnified by the corporation to the fullest extent permissible under the law of this state.

SECTION 17. INSURANCE FOR CORPORATE AGENTS

Except as may be otherwise provided under the provisions of the law, the Board of Directors may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation (including a director, officer employee or other agent of the corporation) against liabilities asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not the corporation would have the power to indemnify the agent against such liability under the Articles of Incorporation, these Constitutions/Bylaws or provisions of the law.

Article 2 OFFICERS

SECTION 1. DESIGNATION OF OFFICERS

The officers of the corporation shall be a President, a Secretary/Treasurer. The corporation may also have one or more vice Presidents, Assistant Secretaries, Assistant Treasurers, and other such offices with such titles as may be determined from time to time by the Board of Directors.

SECTION 2. QUALIFICATIONS

Any person may serve as officer of this corporation that is duly elected to the Board of Directors.

SECTION 3. ELECTION AND TERM OF OFFICE

Officers shall be elected by the Board of Directors, at any time, and each officer shall hold office until he or she resigns or is removed or is otherwise disqualified to serve, or until his or her successor shall be elected and qualified, whichever occurs first.

Fresh Oil Ministries Inc. Constitutional Bylaws.

SECTION 4. REMOVAL AND RESIGNATION

Any officer may be removed, either with or without cause, by the Board of Directors, at any time. Any officer may resign at any time by giving written notification to the Board of Directors or the President or Secretary of the corporation. Any such resignation shall take effect at the date of receipt of such notice or at any later date specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The above provisions of this Section shall be superseded by any conflicting terms of a contract which has been approved or ratified by the board and may or may not be filled as the Board shall determine.

SECTION 5. VACANCIES

Any vacancy caused by the death, resignation, removal, disqualification, or otherwise, of any officer shall be filled by the Board of Directors. In the event of a vacancy in any office other than that of President, such vacancy may be filled temporarily by appointment by the President until such time as the Board shall fill the vacancy. Vacancies occurring in offices of officers appointed at the discretion of the board may or may not be filled as the board shall determine.

SECTION 6. DUTIES OF PRESIDENT

The President shall be the Chief Executive Officer of the Corporation and shall be, subject to the control of the Board of Directors, supervise and control the affairs of the corporation and the activities of the officers. He or She shall perform all duties incident to his or her office and such other duties as may be required by law, by the Articles of Incorporation, or by these Constitution/Bylaws, or which may be prescribed from time to time by the Board of Directors. The President shall preside at all meetings of the Board of Directors. Except as otherwise expressly provided by law, by the Articles of Incorporation, or by these Constitution/Bylaws, he or she shall, in the name of the corporation, execute such deeds, mortgages, bonds, contracts, or other instruments authorized by the Board of Directors.

SECTION 7. DUTIES OF SECRETARY

The Secretary shall:

Certify and keep at the principal office of the corporation the original, or a copy, of these Constitution/bylaws as amended or otherwise altered to date.

Keep at the principal office of the corporation or at such other place as the board may determine, a book of minutes of all meetings of the directors, and, if applicable, meetings of committees of directors recording therein the time and place of holding, whether regular or special, how called, how notice thereof was given, the names of those present or represented at the meeting, and the proceedings thereof.

See that all notices are duly given in accordance with the provisions of these Constitution/Bylaws or as required by law.

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Be custodian of the records and of the seal of the corporation and affix the seal, as authorized by law or the provisions of these Constitution/Bylaws, to duly executed documents of the Corporation.

Keep at the principal office of the corporation a membership book containing the name and address of each any member, and, in the case where any membership has been terminated, he or she shall record such in the membership book together with the date on which such membership ceased.

Exhibit at all reasonable times to any director of the corporation, or to his or her agent or attorney, on request therefore, the Constitution/Bylaws, the membership book, and the minutes of the proceedings of the directors of the corporation.

In general, perform all duties incident to the office of Secretary and such other duties as may be required by law, by the Articles of Incorporation, or by these Constitution/Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

SECTION 8. DUTIES OF THE TREASURER

The Treasurer shall:

Have charge and custody of, and be responsible for, all funds and securities of the corporation, and deposit all such funds in the name of the corporation in such banks, trust companies, or other depositories as shall be selected by the Board of Directors.

Receive, and give receipt for, monies due and payable to the corporation from any source whatsoever.

Disburse, or cause to be disbursed, the funds of the corporation as maybe directed by the Board of Directors, taking proper vouchers for such disbursements.

Keep and maintain adequate and correct accounts of the corporation's properties and business transactions, including accounts of it's' assets, liabilities, receipts, disbursements, gains and losses.

Exhibit at all reasonable times the books of account and financial records to any director of the corporation, or to his or her agent or attorney, on request thereof.

Render to the President and directors, whenever requested, an account of any or all of his or her transactions as Treasurer and of the financial condition of the corporation.

Prepare, or cause to be prepared, and certify, or cause to be certified, the financial statements to be included in any required reports.

In general, perform all duties incident to the office of Treasurer and such duties as may be required by law, by the Articles of Incorporation of the corporation, or by these Constitution/Bylaws, or which may be assigned to him or her from time to time by the Board of Directors.

Fresh Oil Ministries Inc. Constitutional Bylaws.

SECTION 9. COMPENSATION

The salaries of the officers, if any, shall be fixed from time to time by resolution of the Board of Directors. In all cases, any salaries received by officers of this corporation shall be reasonable and given in return for services actually rendered to or for the corporation.

ARTICLE 3 COMMITTEES

SECTION 1. EXECUTIVE COMMITTEE

The Board of Directors may, by a majority vote of its members, designate an Executive committee consisting of board members it may determine, and delegate to such committee the powers and authority of the board in the management of the business and affairs of the corporation, to the extent permitted, and except as may otherwise provided, by provisions of law.

By a majority vote of its members, the board may at any time revoke or modify any or all of the Executive Committee authority to delegated, increased or decreased by not below two (2) the number of the members of the Executive Committee, and fill vacancies on the Executive committee from the members of the board. The Executive Committee shall keep regular minutes of its proceedings, cause them to be filed with the corporate records and report the same to the board from time to time as the board may require.

SECTION 2. COMMITTEES

The corporation shall have committees as may from time to time be designated by resolution of the Board of Directors. These committees may consist of persons who are not also members of the board and shall act in an advisory capacity to the board.

SECTION 3. MEETINGS AND ACTION OF COMMITTEES

Meetings and action of committees shall be governed by noticed, held and taken in accordance with the provisions of these Constitution/Bylaws concerning of the Board of Directors, with such changes in the context of such Constitution/Bylaws provisions as are necessary to substitute the committee and its members of the Board of directors and its members, except that the time for regular and special meetings of committees may be fixed by resolution of the Board of directors or by the committee. The Board of Directors may also adopt rules and regulations pertaining to the conduct of meetings of committees to the extent that such rules and regulations are not inconsistent with the provisions of these Constitution/Bylaws.

Fresh Oil Ministries Inc. Constitutional Bylaws.

ARTICLE 4 DISSOLUTION

Upon the dissolution of this corporation, its assets remaining after payment, or provision, of all debts and liabilities of this corporation shall be distributed for one or more exempt purposes within the meaning of Section 501©(3) of the Internal Revenue code or shall be distributed to the federal government, or to a state or local government, for a public purpose. Such distribution shall be made in accordance with all applicable provisions of the laws of this state.

ARTICLE 5 AMENDMENT OF CONSTITUTION/BYLAWS

Subject to the power of this corporation to adopt, amend or repeal the Constitution/Bylaws of this corporation and except as may otherwise be specified under provisions of law, these Constitution/Bylaws, or any of them, may be altered, amended, or repealed and new Constitution/Bylaws adopted by approval of the Board of Directors.

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.

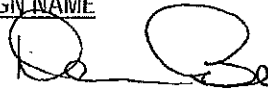
PRINT NAME & TITLE

Dr. Damer Bennett, Pastor

DATE

3/10/16

SIGN NAME



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:
Joyce L. Bennett Academy of Excellence
2. Your full name: Rodney Brown
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
X 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.
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.
 / 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.
 / 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. / we have no such interest. Yes

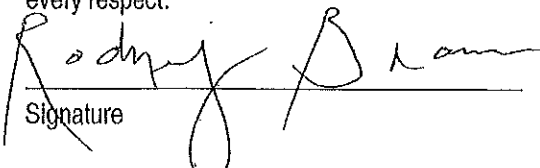
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. / 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, _____, 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 _____ Charter School is true and correct in every respect.



 Signature

3/2/16

 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.

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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:
Joyce L. Bennett Academy of Excellence
2. Your full name: Beatrice Bryant
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
X 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.
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.
 / 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.
 / 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. / 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. / 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, _____, 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 _____ Charter School is true and correct in every respect.

Beatrice Bryant
 Signature

3-2-2016
 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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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:
Joyce L. Bennett Academy of Excellence
2. Your full name: Shantel Marie Sams
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
X 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 preciously served on the board of directors for the Jackson County Habitat for Humanity
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, Shantel Marie Sams, 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 _____ Charter School is true and correct in every respect.

Shantel M. Sams

 Signature

3/7/16

 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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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:
Joyce L. Bennett Academy of Excellence
2. Your full name: Donna L. Biggs
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
X 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.

In my current role as building administrator for a public elementary school, I fulfill many roles that are applicable to this position. I am an instructional leader and curriculum director, safety manager, teacher and support staff evaluator, and chair on several committees within my building and throughout the school corporation in which I serve.

In my previous role as Dean of Students for a public high school, I contributed to the development and establishment of the Freshman Academy program. This program served as a transitional support system to ensure the success of freshman entering the high school environment. An abundance of professional development and supervision went into the start-up and implementation of this program.

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?
X 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.
X 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.
X 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. X 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. X 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.
X 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. X None. Yes

Certification

I, Donna L. Biggs, 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 Joyce L. Bennett Academy of Excellence Charter School is true and correct in every respect.

Donna L. Biggs
Signature

3-1-16
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:
JLB CHARTER SCHOOL
2. Your full name: GLORIA MOODY
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
RESUME 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.

SUMMARY ATTACHED

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.
 NO 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.
 NO 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.
 NO 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.
 NO 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. NO 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. NO we or my family do not anticipate conducting any such business. Yes

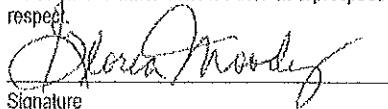
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 NO 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. NON. Yes

Certification

I, **GLORIA MOODY**, 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 JLB Charter School is true and correct in every respect.

Signature



Date

3/3/16

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:
Joyce L. Bennett Academy of Excellence
2. Your full name: Damen M. Bennett
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
X 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.
Hammond Education Foundation Board of Directors
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?
x 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. x Yes
Members of the founding group and Fresh Oil Ministries
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, _____, 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 _____ Charter School is true and correct in every respect.

Signature

Date



3/10/16

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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Background

1. Name of charter school on whose Board of Directors you intend to serve:
Joyce L. Bennett Academy of Excellence
2. Your full name: Staci R. Bennett
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.
Hammond Education Foundation Board of Directors
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
Members of the founding group and Fresh Oil Ministries
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

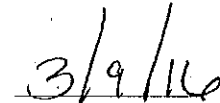
8. Indicate any potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board. None. Yes

Certification

I, _____, 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 _____ 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.

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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:
Joyce L. Bennett Academy of Excellence
2. Your full name: Chivanda Goffin
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.
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

Members of the founding group and Fresh Oil Ministries

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

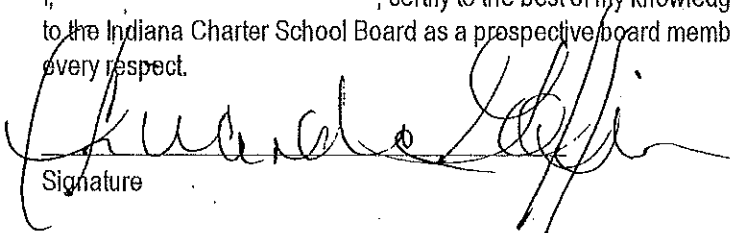
7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you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

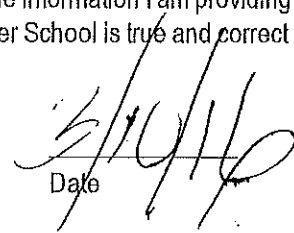
Does not apply to me, my spouse or family. Yes

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, _____, 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 _____ Charter School is true and correct in every respect.


Signature


Date



Code of Ethics & Conflicts of Interest

Ethical Conduct & Practices

The board of directors will adhere to the Employee Conduct and Welfare guidelines. The JLB Academy educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents and members of the community and shall safeguard academic freedom. The JLB Academy educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity and exemplify honesty. The JLB Academy Educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The JLB Academy Educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The JLB Academy Educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the schools of the community.

EMPLOYEE CONDUCT AND WELFARE

All employees are expected to work together in a cooperative spirit to serve the best interests of the school and to be courteous to students, one another, and the public.

Employees are expected to observe the following standards of conduct:

1. Recognize and respect the rights and property of students, parents, other employees, and members of the community.
2. Maintain confidentiality in all matters relating to students and coworkers.
3. Report to work according to the assigned schedule.
4. Notify their immediate supervisor in advance or as early as possible in the event that they must be absent or late. Unauthorized absences, chronic absenteeism, tardiness, and failure to follow procedures for reporting an absence may be cause for disciplinary action.
5. Know and comply with school procedures and policies.
6. Express concerns, complaints, or criticism through appropriate channels.
7. Observe all safety rules and regulations and report injuries or unsafe conditions to a supervisor immediately.
8. Use JLB Academy time, funds, and property for authorized school business and activities only.

All JLB Academy employees should perform their duties in accordance with state and federal law, school policies and procedures, and ethical standards. Violation of policies, regulations, or guidelines may result in disciplinary action, including termination. Alleged incidents of certain misconduct by educators, including having a criminal record, must be reported to the school administrator immediately.

Professional Ethical Conduct, Practices, and Performance

1. The educator shall not intentionally, knowingly, or recklessly engage in deceptive practices regarding official policies of JLB Academy, educational institution, educator preparation program, or the Indiana Department of Education and its certification process.
2. The educator shall not knowingly misappropriate, divert, or use monies, personnel, property, or equipment committed to his or her charge for personal gain or advantage.
3. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
4. The educator shall not use institutional or professional privileges for personal or partisan advantage.
5. The educator shall neither accept nor offer gratuities, gifts, or favors that impair professional judgment or to obtain special advantage. This standard shall not restrict the acceptance of gifts or tokens offered and accepted openly from students, parents of students, or other persons or organizations in recognition or appreciation of service.
6. The educator shall not falsify records, or direct or coerce others to do so.
7. The educator shall comply with state regulations, written local school board policies, and other state and federal laws.
8. The educator shall apply for, accept, offer, or assign a position or a responsibility on the basis of professional qualifications.
9. The educator shall not make threats of violence against school district employees, school board members, students, or parents of students.
10. The educator shall be of good moral character and be worthy to instruct or supervise the youth of this state.
11. The educator shall not intentionally or knowingly misrepresent his or her employment history, criminal history, and/or disciplinary record when applying for subsequent employment.
12. The educator shall refrain from the illegal use or distribution of controlled substances and/or abuse of prescription drugs and toxic inhalants.
13. The educator shall not consume alcoholic beverages on school property or during school activities when students are present.

Ethical Conduct toward Professional Colleagues

1. The educator shall not reveal confidential health or personnel information concerning colleagues unless disclosure serves lawful professional purposes or is required by law.
2. The educator shall not harm others by knowingly making false statements about a colleague or the school system.
3. The educator shall adhere to written local school board policies and state and federal laws regarding the hiring, evaluation, and dismissal of personnel.
4. The educator shall not interfere with a colleague's exercise of political, professional, or citizenship rights and responsibilities.
5. The educator shall not discriminate against or coerce a colleague on the basis of race, color, religion, national origin, age, gender, disability, family status, or sexual orientation.
6. The educator shall not use coercive means or promise of special treatment in order to influence professional decisions or colleagues.
7. The educator shall not retaliate against any individual who has filed a complaint with the IDOE or who provides information for a disciplinary investigation or proceeding under this chapter.

Ethical Conduct toward Students

1. The educator shall not reveal confidential information concerning students unless disclosure serves lawful professional purposes or is required by law.
2. The educator shall not intentionally, knowingly, or recklessly treat a student or minor in a manner that adversely affects or endangers the learning, physical health, mental health, or safety of the student or minor.
3. The educator shall not intentionally, knowingly, or recklessly misrepresent facts regarding a student.
4. The educator shall not exclude a student from participation in a program, deny benefits to a student, or grant an advantage to a student on the basis of race, color, gender, disability, national origin, religion, family status, or sexual orientation.
5. The educator shall not intentionally, knowingly, or recklessly engage in physical mistreatment, neglect, or abuse of a student or minor.

6. The educator shall not solicit or engage in sexual conduct or a romantic relationship with a student or minor.
7. The educator shall not furnish alcohol or illegal/unauthorized drugs to any person under 21 years of age unless the educator is a parent or guardian of that child or knowingly allow any person under 21 years of age unless the educator is a parent or guardian of that child to consume alcohol or illegal/unauthorized drugs in the presence of the educator.
8. The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard.
9. The educator shall refrain from inappropriate communication with a student or minor, including, but not limited to, electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication. Factors that may be considered in assessing whether the communication is inappropriate include, but are not limited to:
 - a. the nature, purpose, timing, and amount of the communication;
 - b. the subject matter of the communication;
 - c. whether the communication was made openly or the educator attempted to conceal the communication;
 - d. whether the communication could be reasonably interpreted as soliciting sexual contact or a romantic relationship;
 - e. whether the communication was sexually explicit; and
 - f. whether the communication involved discussion(s) of the physical or sexual attractiveness or the sexual history, activities.

Corrective Discipline

The purpose of this policy is to state the position of JLB Academy on administering equitable and consistent discipline for unsatisfactory conduct in the workplace. The best disciplinary measure is the one that does not have to be enforced and comes from good leadership and fair supervision at all employment levels.

JLB Academy's own best interest lies in ensuring fair treatment of all employees and in making certain that disciplinary actions are prompt, uniform, and impartial.

Conflicts of Interest

Employees are required to disclose to their supervisor any situation that creates a potential conflict of interest with proper discharge of assigned duties and responsibilities or creates a potential conflict of interest with the best interests of JLB Academy. This includes the following:

1. a personal financial interest,
2. a business interest,
3. any other obligation or relationship, or
4. non-school employment.

An employee with a substantial interest in a business entity or interest in real property must disclose the interest to JLB Academy prior to the award of a contract or authorization of payment. This is done by filing an affidavit with the School Administrator. An employee is also considered to have substantial interest if a close family member (e.g., spouse, parent, child, or spouse's parent or child) has a substantial interest.

Gifts and Favors

Employees may not accept gifts or favors that could influence, or be construed to influence, the employee's discharge of assigned duties.

Copyrighted Materials

Employees are expected to comply with the provisions of federal copyright law relating to the unauthorized use, reproduction, distribution, performance, or display of copyrighted materials (e.g., printed material, videos, computer data and programs, etc.). Rented videos are to be used in the classroom for educational purposes only. Duplication or backup of computer programs and data must be made within the provisions of the purchase agreement.

Associations and Political Activities

JLB Academy will not directly or indirectly discourage employees from participating in political affairs or require any employee to join any group, club, committee, organization, or association. Employees may join or refuse to join any professional association or organization.

Use of JLB Academy resources, including work time, for political activities is prohibited.

Disability Accommodation

JLB Academy is committed to complying fully with the Americans with Disabilities Act (“ADA”) and ensuring equal opportunity in employment for qualified persons with disabilities. All employment practices and activities are conducted on a non-discriminatory

This confidentiality requirement does not apply to an email address:

- (a) Provided to the School by a person who has a contractual relationship with the School or by the contractor’s agent;
- (b) Provided to the School by a vendor who seeks to contract with the School or by the vendor’s agent;
- (c) Contained in a response to a request for bids or proposals contained in the response to similar invitations, soliciting offers, or information relating to a potential contract or provided to the School in the course of negotiating the terms of a contract or potential contract; or
- (d) Provided to the School on a letterhead cover sheet, printed document, or other document made available to the public.

This confidentiality requirement does not prevent the School from disclosing an email address for any reason to another governmental body or to a federal agency.

13. The Head of School or designee shall establish a system by which classes of information are maintained, designating those which shall be permanently maintained, and for all others the period of time such records must be maintained.

14. All grant applications or other assurances shall be reviewed and records maintained in accordance with the program regulations or School assurances.

15. If evidence of the identity of those accessing confidential information, such as student records, is required, the Head of School or designee shall establish a system which informs and trains administrators and others who maintain or grant access to records.

COMPENSATION AND REIMBURSEMENT TO DIRECTORS OF THE GOVERNING BOARD

- 1. No loan shall be made by the Charter Holder to its directors.
- 2. Reimbursements to directors are authorized as directed in bylaws or other action of Board of Directors.
- 3. Directors of the governing body may not receive salaries, bonuses, benefits or other

compensation or payment for any reimbursement of the director except reimbursement of allowable travel expenses including but not limited to personal use of property owned by the Charter Holder or the School in kind transfers of property.

CONFLICTS OF DIRECTORS OF THE GOVERNING BOARD

1. If a director has a substantial interest in a business entity or real property, he shall file before a vote or decision on any matter involving the business entity or real property an affidavit stating the nature and extent of the interest and shall abstain from further participation in the matter if the action will have a special economic effect on the business entity or it is reasonably foreseeable that an action on the matter will have a special economic effect on the value of the real property distinguishable from its effect on the public. The affidavit must be filed with the secretary of the board. If a majority of the directors are required to and do file affidavits of similar interest, the director is not required thereafter to abstain.
2. A person has a substantial interest in a business entity if he owns 10% or more of the voting stock or shares, or owns either 10% or more or \$15,000.00 or more of the fair market value of the business entity, or funds received by the director from the business entity exceeds 10% of the person's gross income for the preceding year. A person has a substantial interest in real property if the interest is a legal or equitable ownership with a fair market value of \$2,500.00 or more. A director is considered to have a substantial interest if he is related to a person in the third degree by consanguinity or affinity who has a substantial interest.
3. A director commits a Class A misdemeanor offense if the official knowingly violates this section.
4. The finding by a court of a violation of this section does not render an action of the Board of Directors voidable unless the measure that was the subject of an action involving a conflict of interest would not have passed the board without the vote of the person who violation the prohibition.