

Exhibit B

**Proposal Overview**

The applicant group’s **designated representative** will serve as the contact for all communications, interviews, and notices from ICSB regarding the submitted application.

**Name of proposed Charter School:** \_\_\_\_\_

**Proposed Charter School location:\*** \_\_\_\_\_

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

**School district of proposed location:** \_\_\_\_\_

**Legal name of group applying for Charter:** \_\_\_\_\_

**Designated representative:** \_\_\_\_\_

**Contact Information (Phone & Email):** \_\_\_\_\_

**Planned opening year for the school:** \_\_\_\_\_

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

**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.

<b>Academic Year</b>	<b>Grade Levels</b>	<b>Student Enrollment (Planned/Maximum)</b>
Year 1		
Year 2		
Year 3		
Year 4		
Year 5		
At Capacity		

Target student population (if any): \_\_\_\_\_

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Please list the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4.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

Authorizer(s): \_\_\_\_\_

Submission date(s): \_\_\_\_\_

Additional Information Required for Experienced Operators

Does the school expect to contract or partner with an ESP or other organization for Charter School management/operation?

Yes                      No

If yes, identify the ESP or partner organization. \_\_\_\_\_

Is Charter School proposing to replicate a proven school model?

Yes                      No

If yes, provide the name and location of at least one school where the model is in use. \_\_\_\_\_

<b>Signature of Designated Representative</b>	
_____	
Name	
	
Signature	_____
	Date



## Polytechnic High School

Purdue Polytechnic High School  
Location: South Bend

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# Executive Summary

## Mission and Vision

Purdue Polytechnic High School South Bend's vision is to create an environment of academic excellence characterized by industry-focused experiential learning; mentors who nurture, guide and trust; and students who develop a natural thirst to learn in preparation for their lifelong journeys. Our vision is twofold: develop a new generation of skilled talent by seamlessly transitioning graduates from high school to college to high-tech, high-wage jobs and; increase the number of underserved and underrepresented students attending higher institutions of learning.

Like many cities, an unacceptably small number of South Bend's students of color and students navigating poverty have the opportunity to succeed in today's workforce or pursue higher education. Despite their skills and potential, many of these students attended high schools that currently do not provide programs that support their success. Our goal is to ensure education becomes their pathway to the American dream.

To achieve this, PPHS South Bend will adopt a blending of secondary and post-secondary education with an infusion of industry leadership and participation. PPHS South Bend will utilize a rigorous STEM design-based curriculum delivered in career-focused learning environment.

We have a deep commitment to providing students with an interdisciplinary approach to education, experiential learning and all the necessary supports to be successful. Our multi-faceted model leverages Purdue University expertise, our dedicated staff, community programming and resources, and industry partnerships through mentorship and internship programs.

## Educational Need and Target Population

The South Bend community has a long history of educational excellence, driven by the presence of Notre Dame University and several high performing private schools. The South Bend Community School Corporation has also had success over the years, but has recently experienced challenges, particularly on the west side of the city. Currently, four elementary schools and one middle school serving the west side of the city have entered into a Transformation Zone strategy designed to turn around academic results that were leading to a state takeover if not corrected. Those schools all feed into South Bend Washington High School which, while it earned a "C" on the most recent accountability results, has struggled significantly with state testing, graduation rates, and college readiness.

In the 2017-18 school year, only 3.7% of students passed both sections of the state standardized assessment exam and in 2018-19, only 5.0 % passed both sections. Just 17% passed the ELA component in 2018-18 and 23.5% last year. In 2018-18, only 4.4% passed the Math section and just 5.5% passed last year. All of these scores fall far below state averages and those of the existing PPHS high school in Indianapolis. The graduation rate at South Bend Washington High School was 78.8%, nearly 10 percentage points below the state average and featured a waiver rate that was twice the state average. For students who took the SAT, the average score was a 901, again falling well short of the state average of 1073. Only 8 of the 149 graduates from 2016-17 pursued any type of STEM-based post-secondary program. Finally, for those students who did pursue a post-secondary route, the freshman GPA posted by those earning a Core 40 diploma was a 1.7. Even worse, the freshman GPA for Black students was just a 1.4 GPA.

All of these statistics point to a central issue: most students growing up on the west side of South Bend are ill prepared to take part in the revitalized economy of the South Bend region and of the economy of the state of Indiana in general. A great deal of credit goes to the South Bend Community School Corporation for recognizing this issue and, through the Transformation Zone process and the potential partnership with PPHS South Bend, dealing with it in a straightforward and aggressive manner.

PPHS South Bend is one way to increase the number of students who are prepared for college and beyond and help close the educational gap for many South Bend students. PPHS South Bend will bring relevant and proven polytechnic education directly to students living in the city. It will provide new learning experiences and fill a gap for students who have STEM capabilities but have no access to tailored programs to ensure their success. Students will be immersed in hands-on, design-based learning experiences – all aimed at promoting achievement in post-secondary education and joining the workforce of the 21st Century. Now more than ever, the need is great to deliver more innovative learning experiences and provide opportunities to high school students who have STEM capabilities but may not have access to tailored programs to ensure their success. This is particularly true for low-income, minority, and educationally disadvantaged students in South Bend.

## Community Engagement

The Purdue Polytechnic High School South Bend leadership team is committed to effectively communicating the model to the community. Without a doubt, these strong partnerships will lead to improved student learning, stronger families and healthier communities. Prior to

charter authorization, the school leader will work closely with community organizations and the South Bend Community School Corporation to share the vision and mission of the school. At our two existing schools in Indianapolis, we meet regularly with community organizations, civic groups, and businesses to solicit their feedback, provide updates on our process and to engage them in the design and operations of the school. Surveys and focus groups have been utilized in Indianapolis to solicit community input, and we would carry that process forward to South Bend. Purdue Polytechnic High School South Bend will continue to work with the community to ensure appropriate communication and to build upon the engagement that has already taken place. The multiple avenues of communication will include news and media outreaches, public information meetings, information booths, website development and social meetings.

At the invitation of South Bend Community School Corporation Superintendent Dr. Todd Cummings and Board of Trustees Chair John Anella, PPHS Head of School Scott Bess presented to the South Bend Community School Corporation Board of Trustees. The Board and district expressed strong interest in continuing the conversation around a partnership.

A third campus of PPHS located in South Bend will provide an accessible high-quality option to more students and families, and will help to retain students who may otherwise leave the district. The school will serve as a source of pride and will be a pillar in the community.

## Education Plan/School Design

The road from high school to higher education can be filled with obstacles that impede college access and success, particularly for low-income, underrepresented minority students. Purdue Polytechnic High School (PPHS) South Bend is designed specifically to provide students with the preparation they need to continue their education at Purdue University or proceed directly to high-tech careers.

The PPHS South Bend curriculum is multidisciplinary and project-based, organized to develop not only deep knowledge but also applied skills and workplace experiences. Instruction at all grade levels will balance practical STEM applications and the humanities, helping students to learn the problem-solving, critical-thinking, communication and leadership skills sought by employers. Students will tackle grand challenges through industry-sponsored projects.

The design process is at the center of everything we do at PPHS South Bend, and we have organized the essential structure of the school to take full advantage of design thinking. We eliminated pre-determined master schedules that separate academic learning into discrete subject areas. Rather, students use design thinking to drive solutions for industry-sponsored challenges. This brings unique emphasis to core academic concepts and empowers students to develop creative and user-centric solutions.

Industry and community partners and Purdue alumni have shown high interest in the PPHS South Bend student mentorship and internship programs. Mentors will provide after-school tutoring and guidance in labs, and will support students in their personal learning community during a project cycle. Students will begin internships in their junior and senior years at PPHS South Bend and will also have multiple opportunities to take dual credit college courses. Because each student's schedule is unique and based on their abilities and interests, accommodating experiences outside the school walls is part of the core structure of the school.

## Vision for Growth

Outline your vision and five-year growth plan for the school. If you are planning to add grades or expand enrollment in subsequent years of school operation, explain your plan and rationale. If applicable, provide an overview of your strategic vision and five-year growth plan for developing additional schools in Indiana, including: years of opening; number and types of schools (grade levels); and projected number of students.

PPHS South Bend will follow a slow growth mode. The school will open with 9th grade and add a grade level each year. The school will be at capacity serving grades 9-12. Purdue Polytechnic High School South Bend will be the third campus to open for Purdue Polytechnic High School. Many elements of the model will be similar to that of our first two schools, and this campus will appropriately serve the unique needs of its neighborhood and families. The Purdue University reputation and the unique model have proven to be very attractive to community leaders and policymakers. The PPHS network anticipates opening multiple school locations within Indiana over the next 10 years.

PPHS South Bend has the support from the network, Purdue University, the diverse board that drives school development, assure accountability, expands network and supports. We have a strong and well-established team with a history of replicating high performing schools across the state of Indiana. The central office team adds crucial capacity to our schools every day in data, compliance, academic, governance, and operations and has built out systems in these areas to support network growth.

# Section I: Evidence of Capacity

## School Governance

### 1) Key Members:

**Scott Bess** is Head of School for Purdue Polytechnic High School brings his experience working with Goodwill Education Initiatives (GEI), Goodwill's arm that identifies and launches new educational opportunities throughout the Indianapolis region, and its Excel Center, a network of high schools for adults who had previously dropped out. In addition, Scott will be working closely with the South Bend school corporation to identify a strong school leader from within the local area.

Scott is the former president & CEO of GEI. Under Scott's leadership, GEI grew from a single, small high school to a network of schools serving over 3,500 students across Indiana. At the time he left GEI to join Purdue, all 11 of the network schools were ranked an "A" or "B" under Indiana's accountability system. The model was licensed to other Goodwill organizations across the country, and GEI supported those schools on a contractual basis. Before assuming this role in 2004, he was chief information officer for Goodwill Industries of Central Indiana and served in similar technology roles in the private sector. Scott began his career as a teacher and coach in the Beech Grove school system. He also served four terms as a member of the Danville Community Schools board. Scott received a bachelor's degree in math education from Purdue and a master's degree in teaching from Marian University, where he was a part of the Turnaround School Leadership program. Scott is also a graduate of the Pahara-Aspen fellowship program.

**Gary Bertoline** is Dean of Purdue Polytechnic Institute (PPI) and serves of the PPHS Board of Directors. Dean Bertoline and PPI are our school's chief sponsors on campus in West Lafayette. Much of our curriculum mirrors the transformational work occurring at PPI. Additionally, many of the career pathways we focus on map directly to programs and majors at PPI. Dean Bertoline and his faculty have been intimately involved in several design elements of the school.

**Maureen Weber** currently serves as Chairwoman of the high school's Board of Directors. Ms. Weber brings extensive knowledge to her leadership role with PPHS. Her career has spanned many sectors, but each has involved a common set of skills – the ability to think critically and creatively, communicate, and solve problems. First an attorney, then deputy commissioner for Indiana's Department of Workforce Development and Bureau of Motor Vehicles, chief operating officer for the Indiana Department of Education, and vice president of customer experience for Indiana University Health, and as Chief Strategy Officer for Project Lead The Way, Maureen led major strategic initiatives that have transformed organizations. She also previously chaired the Indiana State Charter School Board from 2012-15. Today she serves as

the new president & CEO of Early Learning Indiana, the state's oldest early childhood education nonprofit.

The leadership team has deep experience in project-based education, in urban education, and in school startups. Additionally, the team has strong contacts within the business and social sector communities.

PPHS has several key personnel involved in the development of the high school, identified below.

**Tonya Taylor** serves as the Student Services Director, and also comes to Purdue Polytechnic High School from Goodwill Education Initiatives. Tonya has been recognized nationally for her work in designing innovative programs for students with special needs, with a special emphasis on transition plans for students exiting their high school experience.

**Susie Howard** is the Chief of Staff for Purdue Polytechnic High School. Along with coordinating all back office services, Susie heads up the external business relationships with industry partners to drive the design challenge process. Prior to coming to Purdue Polytechnic High School, Susie worked for Indiana Family and Social Services Administration, and EmployIndy, the workforce investment board for Central Indiana.

**Eric Stewart** is the Director of Technology Innovation at Purdue Polytechnic High School. He plans and implements technology to ensure it is integrated into the Purdue Polytechnic High School curriculum to enhance student learning and the STEM experience. Throughout his academic career, Eric has served as a data specialist and technology director in various capacities, always focused on ensuring technology access for all students.

**Charli Renckly-DeWhitt** is the Marketing & Recruitment Coordinator at Purdue Polytechnic High School. She has 4 years of experience in managing and improving recruitment processes for I.T. organizations and is excited to leverage her expertise in business and education to support families through the enrollment process. Prior to this, Charli taught high school Spanish until moving to the United Kingdom to begin postgraduate study in Business Linguistics at the University of Nottingham.

**Stanley Dixon** is a new addition to PPHS. He will be working to improve integrations and processes related to technology. Stanley has worked with educational technologies for over 10 years. Working with Learning Management Systems, Student Information Systems, and innovative technologies in the classroom. He has a passion for efficiency and process. Stanley attended IUPUI in Indianapolis where he earned his Bachelor of Science degree from Indiana University and a certificate of Applied Computer Science from Purdue University.

**Keeanna Warren** began as the PPHS North founding Principal in the fall of 2019. She has been a teacher and administrator with the Excel Center since 2013. As school director, she was

responsible for the academic and operational performance of the Excel Center Meadows. Before joining the Excel Center, she was a middle and elementary school teacher in Washington and a local charter school. Keeanna earned her bachelor’s degree from Purdue University and a master’s degree in teaching from Marian University, where she was a part of the Turnaround School Leadership program.

**Shatoya Ward** is Principal of PPHS Downtown Purdue Polytechnic High School campus and a The Mind Trust Innovation School Fellow. As the founding Principal of Purdue Polytechnic High School, Shatoya helped design and implement the school’s STEM curriculum and hands-on learning experience to more than 350 students. Shatoya is a long-time educator and administrator who began her career in the classroom before becoming a school administrator responsible for the academic and operational performance of several schools within the Excel Center system. She earned her bachelor’s degree in physical education, health and safety science and biology from Marian University. Shatoya earned her master’s degree in leadership administration, also from Marian University.

**School Leader of Purdue Polytechnic High School South Bend: TBD**

2) Qualifications:

	School leadership, administration governance	Curriculum, instruction, assessment	Financial business HR	Performance Management	Parent and Community Engagement	Facilities Management	Legal Compliance
Scott Bess	X		X	X			
Gary Bertoline	X	X					
Maureen Weber	X						X
Susie Howard	X		X				X
Tonya Taylor		X					X
Eric Stewart		X				X	
Charli Renckly			X		X		

DeWhitt							
Stanley Dixon		X		X			
Keeanna Warren	X	X			X		
Shatoya Ward	X	X			X		

3) Resumes **Attachment 1**

4) Governance Structure **Attachment 2**, Board Member Statement of Economic Interest & Conflict of Interest Form

Purdue Polytechnic High School of Indianapolis, Inc. was formed as an Indiana Nonprofit Corporation with IRS designated 501(c)(3) tax exempt status whose purpose is to oversee the operation of Purdue Polytechnic High Schools. The affairs of the corporation are managed, controlled, and conducted by, and under the supervision of a Board of Directors. The officers consist of Chair, Secretary, and Treasurer and such other officers as the Board of Directors may otherwise elect. The role and responsibilities of the Board is described in our charter application and governance documentation which includes articles of incorporation and bylaws.

The Board supports the school in developing students’ academic and lifelong success leading to a positive impact on our communities and local economy. The core functions and responsibilities of the Board of Directors include:

- Act as the final authority for the school.
- Define a clear vision for the school.
- Review, evaluate, and adopt policies related to the school’s operations.
- Set school priorities and expectations.
- Adopt performance standards related to the school’s academic and operational performance.
- Approve annual budgets, set financial goals, monitor finances, and ensure that school accounts are audited.

Pursuant to its bylaws and Articles of Incorporation, the Board is currently composed of nine individuals. Three members of the Board were appointed by a duly authorized representative of Purdue University with the remaining members elected by the Board of Directors. The Board has an executed master services agreement with Purdue University to provide faculty support

and expertise in designing and developing the school's educational model, academic program, and curricula. The Head of School serves as the chief administrator of Purdue Polytechnic High School and reports directly to the Board of Directors. The school principal reports to the Head of School, while all teaching staff and administrative staff report to the principal.

#### 5) Advisory Board

Our plan is to establish a formal advisory board comprised of South Bend community leaders, business leaders and education leaders. The Advisory Board will meet regularly with the school leader to provide guidance.

#### 6) School Principal

PPHS South Bend does not yet have a school leader identified. We plan to have our school leader identified and hired no later than December 2019. Our timeline is as follows.

- **October 2019** - Post position opening to various job boards (DOE, Facebook, LinkedIn, Indeed, ZipRecruiter, CareerBuilder, Monster) and encourage staff to leverage professional networks to identify qualified applicants.
- **October 2019/Early November 2019** - Begin initial interviews with interested candidates
- **November 2019** - Identify 3-4 candidates to invite for an onsite formal interview and tour of our Indianapolis North location
- **December 2019** - Make offer to selected candidate

#### **Qualifications for PPHS South Bend School Leader**

- Current Indiana Administrator's license
- 3+ years in a school-related leadership role
- Prior experience successfully managing professionals
- Familiarity with experiential learning and educating students in a STEM-focused environment
- Experience in urban education preferred
- Strong communicator at a variety of levels.
- Ability to gather and analyze data for informed decision making.
- Possess the essential mindset that all students can succeed.

#### **Duties of PPHS South Bend School Leader:**

- Collaborates with the PPHS Network Team to direct the planning, delivery, assessment, and ongoing improvement of curriculum and assessment programs and in the development of a creative learning environment that challenges students through experiences and projects
- Provides support and leadership to PPHS staff
- Implements process for curriculum, instruction, assessment audits and creates action plans based on audit results
- Reviews course and content data and makes recommendations regarding revisions
- Researches new and innovative curricular practices to incorporate into revised courses
- Maintain a safe learning environment, organize safety drills practices and inspections
- Set educational goals and helped establish policies and procedures to carry them out
- Establishes and maintains PPHS core values and guides all interactions between students, parents, community and industry members to achieve a positive learning environment conducive to the success of the students.
- Manages and monitors students' learning experience to ensure student engagement and accomplish learning goals.
- Evaluate academic, personal growth, and 21st Century skills data.
- Manage the fiscal activities of the school
- Evaluate teaching and coaching techniques to determine areas where improvement is needed
- Lead the effort to recruit, hire, train, and evaluate primary and supplemental staff
- Create opportunities to engage families and community partners in school mission and vision

## 7) Development Team

We hope to identify and hire a school leader by early December 2019. The principal will hire key school-level personnel in early 2020 and instructional staff late spring 2020. Until the principal and key personnel are in place, the PPHS Network team will lead the development of PPHS South Bend. Once the leadership team is hired, the PPHS Network team will continue guidance and support.

## 8) NA

## Section II: School Design

### Innovation

Although not required, ICSB is interested in applications that propose school models with strong potential to accelerate student success through different school designs, curriculum, instructional strategies, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches. Throughout this Section II, please summarize any innovation(s) embodied in the proposed school design and/or implementation plan, including:

- 1) An explanation of how the proposed model is different from traditional school models.
- 2) Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model.
- 3) An explanation of how the model will still permit ICSB to hold the operator to the same high accountability standards to which it holds all authorized schools.

By taking a radically different approach to high school, we plan to change the trajectory of students who otherwise may not matriculate to a postsecondary experience or high paying technical job. Purdue Polytechnic High School (PPHS) South Bend will be the third campus of Purdue University's 9-12 innovation charter high schools. We are the third site in a nationally growing network of college and career readiness charter high schools that will serve as an academic feeder system for Purdue University. The struggles of historically underserved students in Indiana served as a catalyst for the creation of a school designed to move students who are not currently preparing to go on to post-secondary education into a position where they are equipped to take advantage of opportunities to succeed, particularly in technical and STEM-related careers.

We know exposure to different career pathways, work-based learning opportunities and internships will better prepare students for college and future careers. To that end, our students will begin working on challenges and projects created by our business and industry partners. Through the design challenge process, students at PPHS will have multiple contacts with professionals in a variety of career pathways. These contacts range from field trips and project kickoff events to one-on-one mentoring and instructional delivery. For example, in our design challenge, a student could receive instruction on DNA and cell structure from a molecular biologist at Corteva AgroScience. Students will have daily access to mentors to help with project work, core academic skills, and critical 21st Century Skills.

We believe it is essential to provide students with access to a guide who can help them understand what path they want to pursue, and then give them the tools and assistance to get

there. Our staffing model includes a career and college coordinator who will work directly with students to prepare them for all of the non-academic factors that lead to success beyond high school. This includes designing and overseeing programming and resources such as trips to Purdue University's West Lafayette campus, soft-skill development, mentorship program, paid internships, and job shadow opportunities.

We will implement a mentorship program that pairs students with a mentor from a local business or organization to help guide students as they navigate the polytechnic curriculum. Mentors will advise on fields of study, understand the opportunities and challenges ahead and support the student's transition from high school to post-secondary education or the workforce. Our mentorship program will provide academic, social, and emotional support to help students stay engaged at school. Students will benefit from an additional positive adult role model relationship that spans school, life, and work.

The PPHS internship program is one of the core components that sets our educational model apart from other high schools in Indiana. We expect all of our students, by the end of sophomore year, to select a career pathway that most interests them and articulate what they need to do in order to be successful in that pathway. By the end of the senior year, all students will have experienced at least one internship. If the student is going to college, they will also have completed at least one dual credit class and the necessary steps to gain college entrance and financial aid. For students planning to enter the workforce, they will have completed an industry certification in their desired career pathway and will have the skills and materials necessary for successful interviews.

Student success at PPHS is multi-faceted. Certainly, students will be measured by how well they perform on state-mandated tests, their mastery of state standards, and the attainment of a higher level diploma. Once students take the state assessments at the end of their sophomore year, we will use those results in conjunction with the other assessments to have a full picture of their strengths and weaknesses. It is our goal that our school meets or exceeds the state average passage rate for the Math and ELA components of the state standardized assessment, and by using the College Board SAT Suite of assessments, along with the MindPlay and Imagine Math curriculum and assessments, we will have a clear picture of student progress towards that passing goal for state assessments. We also expect students to achieve certification(s) in a technical skill related to one of Indiana's primary career pathways along with transferable dual credit college courses. However, we view all of those accomplishments as activities rather than outcomes.

The overarching theme by which we track our desired outcomes in student success, is how they do when they leave us. For many, that will be how well they persist and succeed in post-secondary education. For others, their success will be in obtaining employment in a high-paying technical position in one of Indiana's primary career pathways. Whichever route they take, the skills and characteristics needed are similar.

Out of our initial class of 150 freshman students, we expect that over two-thirds of them will meet the criteria to be admitted to Purdue University. Through our agreement with Purdue, our

students will receive direct admittance to the Purdue Polytechnic Institute in West Lafayette (formerly the College of Technology) if they meet the minimum targets on the SAT or ACT. Additionally, we are currently in the process of negotiating similar arrangements for direct admission to half of the Colleges at Purdue. These agreements are a true win-win.

In our target area of South Bend, there were only eight out of 149 graduates who enrolled in any type of post secondary STEM programming. There were zero students in the 2017 graduating class who attended Purdue University West Lafayette. From a statewide perspective, of the 48,000 Indiana high school graduates in 2015 who took the SAT, only 101 African-American students and 156 Latino students scored at the average of Purdue's incoming freshman class. Our direct admit agreements provide a tangible incentive to our students and provide Purdue University with access to a robust pipeline of college ready students from groups that are currently underrepresented on campus.

## Curriculum and Instructional Design

### 1) Instructional Framework

Purdue Polytechnic High School has successfully delivered a STEM based curricula with an integrated, hands-on learning environment. Instruction at PPHS is student-centered and teacher-facilitated through personalized learning with an emphasis on diversity and inclusion. PPHS values a holistic and integrated approach to subject mastery because it mirrors real world experiences. Everyday students collaborate in an authentic way to create innovative solutions to real world problems. Students are genuinely engaged in academic content and are thirsty for more knowledge. The school is cultivating citizens who can navigate a world of profound change by taking initiative and developing a growth mindset. The students are prepared for a digital age and a globally diverse society. These young men and women are able to develop and continuously improve user-centric solutions through empathy and technical skill.

Whether one on one, small group or whole group setting, teachers facilitate learning for the students in a way that most effectively utilizes both the students' and instructors' times. Students are placed in personal learning communities (PLCs) promoting collaboration and accountability. These learning communities are led by a teacher serving as a mentor to help students set and achieve academic goals. The PLC sessions convene first thing in the morning and at the end of the day, providing time to reflect on the day's accomplishments and the next day's objectives. Although students work at their own pace, the curriculum has proved to be rigorous and challenging, yet fun and engaging.

The educational model gives students the unique opportunity to master the core subjects through participating in design thinking challenges, blended learning, dojos, and workshops. The majority of the student's schooling involves working on problem-based projects. By working through the projects, the student has learned math, science, reading, writing, and many more skills he or she may have more difficulty learning in a traditional classroom. For example, the third design challenge this year was centered on the question, "How can Indiana contribute to feeding 9 billion people by 2050?". The community partners for the unit were Fair Oaks Farms and Belstra Milling. The cycle began with the students touring the farm and building empathy for the agricultural process. From there, students were provided instructions that allowed them to master the appropriate science standards, which in this case were primarily related to biology. The English standards came in with the writing, reflection, and essays students were asked to complete. In this unit, the math standards were on systems of equations. As part of their design solutions, students had to create cost and revenue graphs to prove that their solutions were mathematically viable. And the design standards are scaffolded throughout the whole unit.

Because learning is authentic students are genuinely excited to come to school everyday. For example, during project cycle 4 for the student set out to help Subaru of Indiana Automotives (SIA) develop a strong talent pipeline to continuously deliver world-class products while simultaneously meeting an increasing consumer demand. To kick the challenge off, students had an opportunity to visit SIA and tour their facility. They also had the opportunity to work with some of the tools of the trade. During the challenge cycle students were able to master topics such as Newton's Law, technical writing and solving inequalities. Students participated in hands on and engaging workshops. In one workshop students had an opportunity to apply their knowledge of Robots, Subaru, and circuits. This has led to an overall better understanding, retention, and application of coursed content.

Through this year many PPHS students have experienced exponential growth in their time management abilities, self-regulation, and advocating for their own needs. Many students began their journey at PPHS lacking the skill to navigate technology, collaborate and cooperate with peers, and manage their own time. Through intentional coaching and support from the team, students have been able to manage their own time and decide how to schedule their own days to meet their needs. Students are able to work with peers to successfully get a job done. At the beginning of the year, students would either work independently or in groups to stay on task. Now, the PPHS students can successfully create their own schedule. This new skillset competitively places the students years above the peers in their age group. Students are now able to advocate for themselves and articulate their needs. The students came in day one needing to be told exactly what to do and when to do it. Now the students are aware of their needs and go about getting their individual needs met.

Because students come from a variety of middle schools, the students will enter at various levels of proficiency. The learning experience is crafted in a way to fit the unique needs of each individual student. This is accomplished through offering multiple avenues to demonstrate mastery and multiple resources for second-access to content. One such avenue is our learning commons. The Quant and Comms Labs, STEM (science) Lab, and Makerspace provide centralized space for students of all ability levels to collaborate, question, and explore the subject matter (including all state academic standards) they encounter in their projects. Collectively, these collaborative learning spaces can be referred to as the Learning Commons. Staffed with their peers in addition to their coaches, the Commons generates a communal culture around each subject area and reduces the stress and anxiety often associated with the study of many of these fields.

The Learning Commons approach has been developed and implemented over the last five years in the Mathematics Assistance Center at IUPUI. The PPHS Learning Commons are more robust and integral to the PPHS curriculum and academic model than most learning centers in secondary settings. Instead of solely focusing on remediation, the PPHS Learning Commons emphasizes collaboration as an essential element of all students' learning.

The Quant Lab is a location for every student to come to while learning and doing quantitative skills and tasks. This can be mathematics coursework, but can also be physics, biology, chemistry, data analysis, and more. Each student in the Quant is both learner and teacher, and engages in exploration and discovery with their peers. Therefore, every student, from the lowest to highest mathematical skill levels, stands to gain from using the space.

Similarly, the Comms Lab is the hub for all things communication, whether visual or written, verbal or nonverbal. The Comms collaborative environment enhances the skills and work of each student in presenting, interpreting, analyzing, and disseminating information, no matter the student's beginning level. Students use the Comms Lab for support from content area experts and their fellow students in writing, reading, and conventions; they may also utilize the Comms Lab as needed during their personal learning time for guidance with proofreading, perfecting their product pitches, MindPlay, and any other communications-based task.

This collaborative environment mirrors the professional learning culture students will encounter in the workplace, and accelerates the pace of skill acquisition as students serve both as teachers and as learners. The Learning Commons provides a space for students to dive more deeply into subject material and create an environment that facilitates learning by doing. Students can hone their scientific understanding of concepts by exploring, prototyping and testing ideas. These labs provide students with opportunities to directly apply the academic content they learn in workshops and learn technologies and equipment utilized in high tech, high demand jobs.

The PPHS model leverages technology in every way possible. We are a one-to-one school as

each student is issued a chromebook during orientation. Each student having a chromebook allows PPHS to have more personalized and student-centered instruction. Our students are dependent on different platforms, tools, and software to facilitate the design process. Most of the student work is collaborative and involves working in teams. Individual chromebooks help with greater student engagement and facilitates better classroom instruction. Accessible technology and equipment also empowers our students and even teachers to do more creative, complex and thorough work. Using technology for learning has given our students the opportunity to develop their digital citizenship skills.

We know exposure to different career pathways, work-based learning opportunities and internships will better prepare our students for college and career. Through the design challenge process, students at PPHS have had multiple contacts with professionals in a variety of career pathways. These contacts range from field trips and project kickoff events to one-on-one mentoring and instructional delivery. For example, within our cycle two challenge one of the design challenges this year, students received instruction on DNA and cell structure from a molecular biologist at Dow AgroSciences.

We believe it is essential to provide students with access to a guide who can help them understand what path they want to pursue, and then give them the tools and assistance to get there. Our staffing model includes a career and college coordinator who works directly with students to prepare them for all of the non-academic factors that lead to success beyond high school. This includes designing and overseeing programming and resources such as trips to Purdue University West Lafayette campus, soft-skill development, mentorship program, and paid internships/job shadow opportunities. From this work, we have already witnessed a growth in the students' understanding of what it take to be college and career ready. Students understand the importance of being punctual and managing their time in balancing multiple projects. Students understand that they are in a professional setting and thus must maintain a positive attitude despite obstacles. Students learned the importance of good teamwork and communication.

PPHS developed a mentorship program that intentionally pairs students with a mentor from a local business or organization to help guide students as they navigate the polytechnic curriculum. The Purdue Polytechnic High School Mentorship Program enhances the school's mission, culture, and student lives. Mentoring is a critical element to executing our mission and vision. PPHS 2 will replicate this mentorship program as it facilitates a mentoring relationship with immediate real world benefits, by coupling business owners and organization leaders with students.

Our students are among the next generation of innovators, scientists, engineers and IT professionals. Mentors advise within their fields of study, understand the opportunities and challenges ahead and support the student's transition from high school to post-secondary education or the workforce. Our mentorship program provides academic, social and emotional support to help students stay engaged at school. Students benefit from an additional positive adult role model relationship that spans school, life and work. Currently, we have 130 prospective mentors who have reached out at some point to engage in the process.

Additionally, we have 62 individuals that have completed all the required steps to mentor and most of those have already been engaged in the building. At this time, 100% of the PPHS students have been paired with a mentor.

The PPHS internship and job shadowing program is one of the core components that sets our educational model apart from other high schools in Indianapolis. During semester 1, all members of the freshman class had the opportunity to participate in a job shadow experience. During this time the students had an opportunity to job shadow someone who works in a field that he/she found interesting. We expect all of our students, by the end of sophomore year, to select a career pathway that most interests them and be able to articulate what they need to do in order to be successful in that pathway. By the end of the senior year, all students will have experienced at least one internship. If the student is going to college, they will also have completed at least one dual credit class and the necessary steps to gain college entrance and financial aid. For students planning to enter the workforce, they will have completed an industry certification in their desired career pathway and will have the skills and materials necessary for successful interviews.

Reinventing high school through the PPHS proposed model was an ambitious endeavor. Some even questioned the feasibility. One of the major success of year 1 is that not only is it possible to implement these largely innovative pieces of the model, but that students are showing academic growth (through NWEA), earning credit attainment, and learning professional soft skills. Students are showing an increased ability to think critically, make decisions, and synthesize knowledge beyond the subject. Students are able to identify, assess, and transfer the information needed to solve real-world problems. Student not only learned how to work cooperatively but can empathize with others. Overall we have witnessed an increase in student engagement and motivation to learn. That, coupled with strong student and staff retention, means that additional years with only continue to be more impactful as best practices are learned and refined.

## 2) Instructional Strategies

Purdue Polytechnic High School's unique approach to scheduling allows each student to receive the personalized help he/she may need. Since there is not a traditional master schedule, school staff can easily create a customizable learning experience that is tailored to the individual student. Teachers and students have very dynamic schedules and move from classroom space to lab space throughout the day. The PPHS schedule includes session times, lengths, and rooms are generated on a weekly basis to meet student learning needs. Various sessions are made optional or mandatory based on students' needs and performance. It is important that we use time strategically to accelerate student learning, particularly for students who are underprepared when they enter high school, and ensure that students do

not fall behind. Each Friday morning, students schedule themselves into a unique set of workshops and dojos for the following week. As a result, every student grouping is unique at each workshop or dojo session. Having students schedule their own calendars on a weekly basis has allowed us to iterate very quickly. If the school team discovers that a large number of students have a particular academic need, a required academic workshop will be put the schedule for the following week. If only a handful of students have a particular need, then a “Dojo” will be put the schedule and only recommend it for the students who need it. The two primary drivers of the school’s schedule are student’s academic needs and the a design cycle.

### 3) Key Educational Features

We anticipate that PPHS South Bend will serve a similar population to our Indianapolis schools. Therefore the educational model for the replication will be very similar. The school is based on five Core Principles: personalized learning, project-based and problem-based design thinking, academic preparation for rigorous careers, and college and career pathways through industry partnerships, and relationships with people, including staff and industry mentors. We anticipate recruiting and engaging industry partners located in the Michiana and South Bend region to collaborate on curriculum projects and work-based learning opportunities.

Additionally, if the population is different from our Indianapolis schools, the PPHS team is prepared to make the necessary changes to fit the population we serve. We will make personnel and budget changes that will allow us to best serve our students. For example, if our students have a higher number of English Language Learners, we will make sure to hire staff and instructors to reflect that population. The PPHS school model works well for a diverse student population.

### 4) **Attachment 6:** Core Curriculum Scope and Sequence

5) NA

## Pupil Performance Standards

Provide the proposed school model’s pupil performance standards, consistent with Indiana’s Academic Standards. In particular:

### 1) **Attachment 7:** Exit Standards Student Promotion Policy

All coursework at Purdue Polytechnic High School South Bend aligns with Indiana Academic

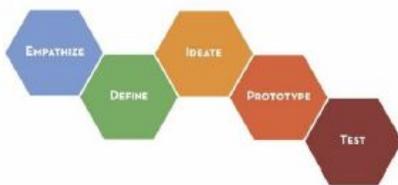
Standards or college requirements for dual credit courses. While exit standards will differ for students depending on their plans of study, there are minimum exit standards required of all students for mathematics, English language arts, and science. Students will work towards a Core 40 diploma, earning credits with the following requirements:

- English / Language Arts: 8 Credits
- Mathematics: 6 Credits
- Science: 6 Credits
- Social Studies: 6 Credits
- Directed Elective: 5 Credits
- Physical Education: 2 Credits
- Health and Wellness: 1 Credit
- General Electives: 6 Credits

In addition to the Indiana State Standard, PPHS utilizes the design thinking approach to learning. At PPHS, we wanted a design process that spoke the language of the educational environment it would inhabit. Not only must our process drive solutions to real world problems, but also the core acquisition of knowledge and skills by our students.

Our design phases encapsulate each of the ideas within the d.school and IDEO models: problem definition and ideation fall within our Analyze phase, discovery encompasses Initiate and Empathize, and so on. Our process uniquely brings emphasis to core academic concepts such as analysis and reflection, empowering students to develop creativity, and user-centric solutions while simultaneously furthering their academic progress.

d.school



IDEO



## 2) Student Promotion Policy

We have extended the usual measurements of student success (test scores, attendance, graduation rates, college acceptance) to meet what we believe are our true measures of success. We have established three levels of student achievement within the school. The

Foundational level is where all students start and acquire content knowledge and are exposed to career pathways. They work on design challenges that are prepared by staff and community partners. Once students exhibit self-regulation and reflection along with advancing academically, they move on to the Core level. Here, they apply the knowledge gained in the previous level, and develop the structure of projects designed by industry partners. They fully explore post-secondary options for career pathways that interest them and participate in individual mentoring, shadowing and summer programs. Once they successfully show mastery of design thinking and personal responsibility, they move on to the Capstone level.

### STUDENT PROGRESSION



PPHS students are self-regulated, self-aware, and self-reflective. The students identify challenges to work on and design projects to solve the problems. They apply their skills in employment, internships, field experiences of on-campus opportunities. They lead teams and participate as team members. They identify their post-secondary path and all of the steps necessary to get there. Students will progress through these levels at different paces, but all will follow the path. Refer to Attachment 7 for the promotion policy.

#### 1) Graduation Requirements

Indiana Graduation Requirements: We will follow the requirements as determined by the State of Indiana.

Credit Hours: Below is an example of the credit hours a typical PPHS student will have in their main course offerings (**not counting credit hours earned in electives, internships, work-based learning etc.**)

Year One		
Course	Credits	
Algebra I or Integrated Math I	2	

English 9	2
Geography and History of the World	2
Introduction to Design Process (Part I)	1
Integrated Chemistry Physics	2
Spanish I	2
Introduction to Engineering	2
Physical Education	2
Preparing for College and Careers	1
Digital Apps and Responsibility	2
<i>Total</i>	<i>18</i>

### Year Two

Geometry or Integrated Math II	2
English 10	2
U.S. History	2
Introduction to Design Process (Part II)	1
Biology	2
Spanish II	2
Principles of Engineering	2
Career Information and Exploration	1
Introduction to Computer Science	2
Health and Wellness	1
<i>Total</i>	<i>17</i>

### Year Three

Government	1
Algebra II or Integrated Math III	2
Physics OR Chemistry OR another 2 credits of a qualifying science course(s)	2
College-Entrance Preparation	1
English 11	2
Engineering Design and Development	2
Personal Financial Responsibility	1
Economics	1
Computer Science I	2
<i>Total</i>	<i>14</i>

<b>Year Four</b>	
Engineering Design & Development *Capstone	2
Speech	1
English 12	2
Finite Mathematics	1
Probability and Statistics	1
Dual Credit Science or Advanced Science	2
<i>Total</i>	9

GPA: Although PPHS is a Mastery and Competency based model, we do recognize the need for a comparable GPA for our students as they move forward into careers and colleges. As students move through the three levels at PPHS, Foundational, Core and Capstone the expectations for their competencies are more stringent.

In most courses, grades are comprised of 50% content knowledge (grade from Edmentum Course) and 50% competency score. The competency score breakdown is located here:

Foundational Student (Typically 9th and 10th grade students)	
Advanced	100%
Proficient	100%
Approaching	80%
No Evidence	50%

Core Student (Typically 10th and 11th grade students)	
Advanced	100%
Proficient	83.5%
Approaching	65%
No Evidence	50%

Capstone Student (Typically 11th and 12th grade students)	
Advanced	100%
Proficient	80%
Approaching	60%
No Evidence	50%

PPHS Competencies include the following skills. Qualitative evidence, competency grades and teacher comments are stored within our SIS, Alma.

- Model development and usage
- Data analysis and interpretation
- Problem solving
- Abstract and quantitative reasoning
- Using tools
- Accuracy and precision
- Historical thinking
- Diverse perspectives
- Personal or collaborative action
- Key ideas & textual support
- Source analysis, integration, and evaluation
- Structural elements & organization
- Synthesize and connect ideas
- Iterative process
- Research process
- Language conventions
- Speaking and listening
- Growth mindset
- Responsibility
- Self-regulation

The exception to the 50% Edmentum and 50% competency formula for student grades are courses in which a lab or physical component is required (Chemistry, Physical Education etc.) The percentage of the grade influenced by the lab portion of the course is based on the frequency and relevance of the labs. The course grading formula will be clearly communicated to students and parents at the beginning of the course. These percentages are turned into grades accordant to CollegeBoard’s standards as presented below.

Percentage (%)	Letter Grade	GPA
97-100	A+	4.0
93-96	A	4.0
90-92	A-	3.7
87-89	B+	3.3

83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
65-66	D	1.0
Below 65	F	0

### Transcripts:

Student grades are communicated to families in a variety of ways throughout the school year. Parents/Guardians can login to Alma or Edmentum and any point to view student progress and estimate their current course grade with the formula mentioned above. Parents/Guardians will also receive a progress report every project cycle (6 weeks) with updated competency progress and current Edmentum grades.

When a student leaves PPHS, either through graduation or a transfer, their current grades will be entered into a permanent transcript. At this time, students will no longer be eligible to return to previous courses and improve their content knowledge grade or competencies. This transcript will mirror what traditional schools provide their students and serve as an official transcript for college applications, scholarship applications etc.

A student can request an official transcript at any time for scholarship applications and college applications. In these cases, students are still eligible to improve competency and Edmentum grades until they are discharged from PPHS.

### Elective Courses:

Students have a variety of ways to participate in elective courses at PPHS. Interest based projects such as Electronic Music Design or Children’s Literature, are one way for students to gain exposure to subjects and material outside of traditional course offerings. Students are offered a wide range of elective courses through Edmentum, listed below.

- Anthropology 1 & 2: Uncovering Human Mysteries
- Archaeology: Detectives of the Past
- Art in World Cultures
- Astronomy: Exploring the Universe

- Biotechnology: Unlocking Nature’s Secrets
- Careers in Criminal Justice
- Cosmetology: Cutting Edge Styles
- Criminology: Inside the Criminal Mind
- Digital Photography 1 & 2: Creating Images with Impact
- Early Childhood Education
- Fashion & Interior Design
- Forensic Science 1 & 2: Secrets of the Dead
- Gothic Literature: Monster Stories
- Great Minds in Science: Ideas for a New Generation
- History of the Holocaust
- Hospitality & Tourism: Traveling the Globe
- Human Geography: Our Global Identity
- International Business: Global Commerce in the 21st Century
- Introduction to Agriscience
- Introduction to Culinary Arts
- Introduction to Manufacturing: Product Design & Innovation
- Introduction to Social Media: Our Connected World
- Law & Order: Introduction to Legal Studies
- Middle School Career Explorations
- Middle School Journalism
- Middle School Photography: Drawing with Light
- Music Appreciation: The Enjoyment of Listening
- Peer Counseling
- Personal & Family Finance
- Personal Psychology 1 & 2: The Road to Self-Discovery
- Principles of Public Service: To Serve & Protect
- Social Problems 1 & 2: A World in Crisis
- Sociology 1 & 2: The Study of Human Relationships
- Sports & Entertainment Marketing

## 2) College and Postsecondary Readiness

Design-based learning is the backbone of PPHS South Bend’s redesigned and re-imagined educational model. Student work is focused on solving problems through design challenges and projects. These problems are presented in the context of real-world issues that come from the cities and neighborhoods our students live in as well as from business and industry partners. Students work with others to develop solutions to complex issues, navigate barriers and arrive at a successful outcome. Industry input will be critical to the success of Purdue Polytechnic High School South Bend. Research strongly suggests that involving employers in education and

training beyond traditional career days and student visits to the workplace can have a dramatically positive impact on workers (and students as future workers) and employers.

Academic content is delivered in the context of the design challenges to enable full integration of subject matter across all academic areas. Instead of using a predetermined master schedule that assumes all students progress at a standard rate, PPHS has created a model where a student's schedule changes on a weekly basis, depending on the design challenge in front of them and the academic skills needed by that student at that point in time. Research indicates that an inquiry based approach to teaching and learning has proven effective in engaging student learning in multiple disciplines, as it aligns with how people learn. Students who already have core academic skills will progress to advanced topics, while students who are behind can continue to work on the necessary skills. All students, however, will be expected to apply the academic skills they are learning, regardless of level, to the design challenge at hand.

Students progress through core academic courses throughout all of the design challenges and are awarded credits at the end of the semester. For grade 9, students can earn up to 18 credits: 12 core academic courses and 6 career pathway courses. Each design challenge has embedded Indiana academic standards that align to the core academic and career pathway courses. Students also have the opportunity to earn elective credits through personalized work.

All of our students will have the academic preparation necessary to demonstrate mastery of state standards and pass state mandated high school graduation exams. We expect Purdue Polytechnic High School students to earn high scores on college entrance exams to qualify for admission to Purdue and other four-year universities. Some Purdue Polytechnic High School students, however, may choose to directly enter the workforce after graduation. These students will work on higher-end technical certifications that will enable them to qualify for jobs that offer higher wages and a career pathway. Whichever route Purdue Polytechnic High School graduates take, we strongly believe all students should be academically prepared to maximize their learning and earning potential.

Most of our students entering ninth grade will have had very limited exposure to STEM career opportunities. All students will learn about major career pathways that offer strong employability options and interact with business professionals through mentor relationships. Students will take part in internships and earn industry-recognized certifications. Purdue Polytechnic High School curriculum will have a heavy emphasis on 21st century skills and the importance of academic excellence, professionalism and collaboration. Purdue Polytechnic High School graduates will be academically prepared to pass high school graduation exams, persist and succeed in post-secondary education, and/or obtain employment in a high-tech, high-wage job.

## School Calendar and Schedule

### **Attachment 8, Proposed School Calendar**

The PPHS South Bend calendar will closely align to the South Bend Community School Corporation 2020-2021 calendar when it is made available. The attached calendar currently aligns to the calendars of our Indianapolis schools. We recognize the PPHS South Bend calendar could shift slightly if we partner with the South Bend Community School District for student transportation.

## School Culture

### 1) School Culture

Each student is part of a small, 15-17-Personal Learning Community (PLC) that stays together for one year. Their Personal Learning Coach builds relationships and helps them build a strong community while working on the goals in their Individual Learning Plans. Personal Learning Communities go on trips together, debate issues, do community service, critique each other's work, plan school activities and more.

Because Personal Learning Communities work closely, a strong team must be built through ongoing trust building activities that create a culture conducive to growing and learning. Personal Learning Coaches invest time towards building a safe, caring learning environment for their students. Each student has a challenging and personalized Individual Learning Plan created collaboratively by the Learning Plan team (the student, parent, personal learning coach, and related PPHS staff member).

PPHS will promote a school culture where all students feel included by displaying diversity as a strength, treating each student as a unique individual, teaching about culture and modeling positive attitudes around diversity.

Respect and diversity are two non-negotiable elements of life and learning at PPHS. The students have a great deal of responsibility for their own learning. However, with the freedom to pursue their interest comes the responsibility to create the kind of community that is a safe learning environment for all students. We respect the diversity within our own community as well as throughout the world. As a community, we seek to understand our cultural, religious, ethnic, gender, orientation and class differences as well as perspectives outside our community.

It is important to create an environment in which students and staff feel comfortable discussing topics and feel valued. Staff members will be mindful to build strong relationships with

students. From that modeled behavior, students will learn to build relationships with each other despite differences. This will be intentional. We will foster positive interactions while learning from and working through negative interactions.

## 2) Typical Student Day

John Smith starts his day at Purdue Polytechnic High School at 8:45 a.m. He and about 15 of his classmates map out their daily plans to meet their academic and project plan goals, while teachers track students' competency levels, academic needs and progress. The first part of his day – called his Personalized Learning Community – also includes instruction on teamwork and employability skills.

Throughout the school day, John meets with his project team to conduct research, identify market needs, brainstorm solutions, build prototypes, conduct trials and test hypotheses – all part of the design-thinking process that helps students take their projects from idea to solution.

John's teachers are mentors, facilitating teams, helping students problem-solve, and providing hands-on assignments. For John, that meant recently learning about Newton's Laws by building a roller coaster for marbles, reading technical articles and learning the physics and mathematics principles associated with Newton's Laws.

He's given the freedom to work with his team during the school day, grab lunch anytime between 11:30 and 1:30 and seek out teachers and mentors when he needs it.

"I really like the freedom they give us," he said. "This is how we are expected to get work done in real life."

## 3) Typical Teacher Day

Coach B, an engineering teacher at PPHS, starts their day off in their Personal Learning Community. These communities are comprised of 10-15 students who he will meet with at the beginning and end of every school day. In PLCs, students and their PLC coaches check over their schedule, making sure there are no issues. They also flag any academic areas they may need support in and check in on students' social and emotional health. Coach B is the main point of contact for the 15 students in his PLC and their parents. If a parent has a concern about a student or a question on their progress, they know they can call or email their student's PLC coach.

After PLC, Coach B packs up his desk and rolls it down the hallway to the Makerspace for Design Team. During Design Team, students are working in groups on their industry partner challenge. For this challenge, students are working hard to answer the question, “How do we optimize a machine?”. At the beginning of the cycle, students might be planning and researching, progressing to building prototypes, rehearsing their pitch and perfecting their business plan towards the end of the cycle. Throughout it all, Coach B is there to lend a hand and troubleshoot. He provides technical support when needed, pushes students to think deeper and takes time to explain high-level Engineering concepts that are related to the project.

When Design Team is over, Coach B makes his way to a Dojo. This is a small group of students who have been identified as struggling with their coursework in Intro to Engineering. Coach B uses this time to provide targeted small group instruction, guidance on where to get support and extra resources.

After the Dojo, Coach B has some time to catch up with colleagues and grab lunch.

He then goes to monitor and provide support in the Personal Learning space. During this time, Coach B provides one on one instruction to students who need help with Math, Science or Engineering Edmentum courses. Students that are working well on their own get a high-five or some encouragement! Coach B is free to pass questions regarding subject areas such as Spanish, English or Art to another content teacher in the PLC space. This way, students have access to an expert in whatever they are struggling in.

Coach B heads to his PLC classroom to end the day. He checks in with students and makes action plans for those that need the support. He makes a mental note to check in with parents to let them know how their students are doing in the morning. He packs up and heads home for the day!

## Supplemental Programming

### 1) Summer School

We offer summer school to all students. We use the term “Finishing School” to reflect the idea that students have an opportunity to finish a course or courses they have not yet finished rather than starting an entire course over again. The courses/programs offered are based on the needs of the students. While there can be some variance in classes offered between our campuses, schools will typically offer the main core courses in English, math, science, and social

studies students need to graduate. All courses offered meet the state requirements for the Summer School Reimbursement Program. The past two school years we have had right around half of our students participate in Finishing School. Students go to school Monday through Friday for a half day (9 AM to Noon) for 3 weeks. Funding is provided by the State of Indiana through a Summer School state reimbursable program.

## 2) Extra- or Co-curricular Activities/Programming

We anticipate offering similar extra-curricular activities to what our Indianapolis campuses currently offer. Several opportunities to participate in co-curricular clubs are offered on Friday afternoons at no cost to our students. Additionally, students are eligible to participate in interest-based projects throughout the school year that focus on a variety of interests including art, journalism, family and consumer sciences, public policy and more.

Extra-curricular activities include, but are not limited to...

- Volleyball
- Soccer
- Basketball
- Football
- Baseball
- Wrestling
- Track & Field
- Cooking Club
- Boxing Club
- Robotics
- Show Choir
- Student Government

These offerings are subject to change based upon student interest.

## 3) Social and Emotional Health Programming

PPHS South Bend is committed to developing a positive, supportive and safe school environment that is conducive to high academic achievement. We want to empower our students to feel they are recognized as valuable assets to society. We want to prepare our students to navigate a world of profound change by taking initiative and developing self-awareness and a growth mindset. By graduation, PPHS South Bend students must demonstrate high levels of social responsibility, personal accountability and independent thinking. PPHS South Bend believes a strong comprehensive social and emotional model should focus on social emotional learning, be workforce aligned, and include academic counseling. In

the staffing model, academic counseling and workforce aligned will be addressed through a Career and College Coordinator. This position is dedicated to supporting students as they look at course selection, diploma types, and postsecondary and workforce options. At PPHS South Bend, we also view our students' social and emotional health as important as academic health. We have a strong commitment to adopting and incorporating best practices and have already initiated that process. As we look to build out our comprehensive social and emotional program our rationale is focused on prevention and being proactive in approach. We feel that this approach aligns with our mission to be student and workforce focused.

PPHS South Bend will take many steps to create a comprehensive program that is proactively focused on wellness and prevention. Currently, our program staffing model includes dedicated Career and College Coordinator that has developed a robust mentoring program. In addition, a Dean of Culture whose focus is on barrier removal for students. A school nurse who is dedicated to addressing the health and wellness needs of students. Finally, It is essential that our comprehensive program includes a school counselor who is dedicated to the social and emotional health of students.

#### 4) Other Student-focused Activities/Programs

As stated previously, students at PPHS South Bend are eligible to participate in interest-based projects, called "Passion Projects" throughout the school year. These are teacher led projects where students bid to participate in projects that align with both their areas of interest and needed competency skills. Previous projects have included, "Shark-Tank" style small business design, Projectiles in Motion, Women in Leadership, Genealogy and Electronic Music Production. These projects offer students the opportunity to demonstrate their competencies, gain new experiences and put their content knowledge into hands-on practice.

## Special Populations and At-Risk Students

### 1) Summary of SPED and ELL plan

PPHS South Bend has a strong mission for special populations and at-risk students: To provide high quality individualized education programs in which all students are empowered to reach their potential and become contributing members of society. The mission of student services is to identify and serve students who meet the federal and state criteria as a student with a disability or identified as a English Language Learner and provide specialized services that empower students to become active members of society based on their individual strengths and abilities. We are committed to ensuring the school is best meeting the needs of all learners through high quality individualized education plans which are vitally important to the

success of those individual students and then entire school.

The innovative curriculum model and structure of PPHS lends itself to being an inclusive environment for all learners. Due to this, students with disabilities and English learners are able to use supports and access the curriculum alongside their peers. In addition, all new incoming students will participate in diagnostic assessments at the beginning of the school year to identify skills gaps. Assessment results and prior performance data will assist teachers and staff in identifying students' knowledge and skills so they close any academic gaps. The school will focus significant resources on extensive tutoring, mentoring, and remediation in grades 9 and 10 to bring students up to grade level and prepare them for higher levels of learning in later grades. Additional supports will continue, as needed, as students progress through grades 11 and 12. Differentiated instruction such as vertical text sets and parallel problems and student grouping techniques will be utilized in all classrooms and subjects so that all students, regardless of achievement level, will have the opportunity and conditions necessary to succeed at the highest level possible. In addition, students aged 24 and under who meet the federal definition of "homeless, neglected, or delinquent" will be provided a free and appropriate public education in the same manner as all other students of Purdue Polytechnic High School South Bend. PPHS South Bend has established safeguards that protect homeless, neglected, or delinquent students from discrimination.

## 2) Programs/Strategies to Identify and Meet Learning Needs

2a) IDEA and Article 7 (511 IAC 7-40-1 ) require that all school districts must identify, locate, and evaluate students with disabilities. Purdue Polytechnic High School does adhere to the child find mandate for all students from birth through age twenty-one (21). The Child Find process occurs during an enrollment period but is also ongoing. After the completion of enrollment paperwork, the Office Manager and/or Teacher of Record (TOR) will begin the child find process by requesting all records from students sending school. If special education records are confirmed then PPHS staff will update the Student Information System, Request appropriate transfers in IIEP, and hold the move in case conference within ten days of enrollment.

2b) PPHS has many supports in place to ensure that students who qualify for special education services have access to high quality services across a continuum of services. It is a priority for PPHS to intentionally program for students across all disability categories. PPHS will examine present levels of performance and use this data to intentionally program for students with disabilities. This information will also be used to craft targeted IEP goals and provide appropriate accommodations in the student's least restrictive environment. Those supports include a variety of assessments that will provide accurate data to best serve students. Strategies for providing a continuum of services may include small group instruction, access to remedial courses, classroom accommodations and other options. Specialized learning environments will also be structured as needed to meet the unique requirements of students

with disabilities. The data will also be used to determine academic needs by disability area to support PPHS in implementing targeted accommodations to students with disabilities. Throughout the year, students will be assessed formally and informally to determine growth and identify areas of need in accordance with their IEP.

2c) The PPHS South Bend student services team will meet regularly to review student data, progress monitor based on students' individual measurable goals, develop and deliver targeted professional development to staff, and ensure compliance of all state and federal regulations. All progress will be shared with parents throughout the year. As a result of this comprehensive plan, PPHS South Bend will remain in compliance with all state and federal regulations.

2d) Based on the IDOE graduation requirements and guidance, all PPHS South Bend students will be working towards an honors or technical honors diploma. In the event a student is unable to pass core classes or meet minimum standards with all available IEP accommodations in place a case conference committee will determine if an alternate diploma track is more appropriate.

2e) All PPHS special education staff will hold an Indiana State Teaching license and certification in special education. All PPHS staff will complete two weeks of professional development prior to the first day of school. At this time, all instructional staff will be trained on all applicable policies, procedures, and guidelines set forth by Indiana laws and regulations, IDEA, Section 504 of the Rehabilitation Act, and ADA. Professional development is an ongoing and continuous practice for the PPHS team. School leadership along with the Director of Student Services will utilize evaluation data to determine the professional development needs of individual instructional staff members. Staff members will be encouraged to pursue professional development and share best practices within their teams and The PPHS network. Communication and collaboration between general and special education teachers is vital to the success of special needs students.

2f) PPHS is committed to meeting the diverse needs of students by providing a continuum of services. This continuum is responsive to student needs. We have adjusted our staffing plan to maintain a small caseload for special education teachers. This ensures that our staff have opportunities to be available to deliver a high quality of services to students with disabilities. In addition, we have the ability to alter a student's daily schedule to best meet their individual needs. This may include having personal learning time with a special education teacher who can provide layered support.

### 3) ELL Students

3a) PPHS South Bend will adhere to all state and federal guidelines with regards to identifying ELL students. If a student has already been enrolled in an Indiana school corporation, PPHS South Bend will attempt to retrieve the original Home Language Survey (HLS). If unable to locate original HLS, PPHS will administer one to identify the native language of all students enrolled. All surveys will be recorded in the student's permanent record.

3b) Students whose first language is other than English will be given a placement test within 10 days of enrollment. WAP-T will only be administered once and will be used to determine English proficiency. Once a student's English proficiency is determined, the ELL coordinator will develop an Individual Learning Plan (ILP). PPHS South Bend has standards for placement of language minority students into instructional programs in accordance with the following criteria:

1. Students must be placed age appropriately.
2. If the student is fluent English proficient, placement will be in the regular instructional program.
3. If the student is limited-English proficient, placement will be made into an appropriate instructional program that provides English language development for a minimum of one (1) hour daily.
4. Review previous educational records of students to determine the grade level attained in his/her home country.

3c) PPHS South Bend will continuously monitor ELL student progress through their classwork, formal and informal assessments, and test results, adjusting instructional planning as applicable based on student progress. Collective data on diagnostic and formative assessments, credit attainment and intermediate grades will be used to determine whether the school is providing sufficient supports for English Language Learners

3d) There will be at least one PPHS South Bend staff member that will hold an Indiana State Teaching license in the area of ELL. All PPHS South Bend staff will complete two weeks of professional development prior to the first day of school. At this time, all instructional staff will be trained on all applicable policies, procedures, and guidelines set forth by Indiana laws and regulations. Professional development is an ongoing and continuous practice for the PPHS South Bend team. School leadership along with the Director of Student Services will utilize evaluation data to determine the professional development needs of individual instructional staff members. Staff members will be encouraged to pursue professional development and

share best practices within their teams and The PPHS network. Communication and collaboration between general and ELL teachers is vital to the success of our English Language Learners.

4) Purdue Polytechnic High School South Bend seeks to ensure that all students who complete its academic program are prepared to seamlessly transition into post-secondary education or the workplace. Therefore, students will be held to high expectations and the school's curricula will be rigorous and designed to challenge students to reach their maximum potential, while weaving in career-focused learning. Because the school is targeting the middle 50% of students, many students will likely enter the school in need of remediation. The school will focus significant resources on extensive tutoring, mentoring, and remediation in grades 9 and 10 to bring students up to grade level and prepare them for higher levels of learning in later grades. The curriculum will provide students with new knowledge and challenge them to apply STEM concepts with design- and problem-based learning to solve real-world challenges that they will face in their careers.

Only after students demonstrate mastery and complete an exit capstone at the end of 10<sup>th</sup> grade, will they select and advance through a defined career cluster in areas of focus that include advanced manufacturing, supply chain and logistics, and computer and information technology. The school's Board and curriculum experts will continuously seek inclusion of additional career clusters that align with Northern Indiana's most high-growth, high-demand careers. Throughout each course progression, curriculum will be infused with career themes related to each career cluster, as well as the common employability skills that the school's industry partners report to be in highest demand (adaptability, interpersonal communication skills, critical thinking, problem solving, and professionalism).

Students who earned a course grade of a D or F or 11th and 12th graders who have not yet passed the state graduation assessments will participate in small group learning communities at school for most of the school day during the immersion sessions. Students may utilize the week to re-engage in projects cycles to improve their levels of mastery and resulting course grade. Teachers facilitate this work, consulting with small groups of students throughout the week. Students who have not passed the required 10th grade state summative assessments will work with teachers to build appropriate intermediate level skills, advanced reasoning skills, reading skills and strategies, and mathematics skills and strategies. Additionally, these students will have the opportunity to engage in activities for part of the school day during the immersion session.

## 5) Intellectually Gifted Students

5a) Purdue Polytechnic High School South Bend appeals to students above grade level because it provides students with ample opportunities to earn dual credit opportunities, work with Purdue University faculty and participate in other campus-based learning opportunities. At the same time, PPHS provides programs that help students' transition from high school to college and college-level courses. Teachers differentiate instruction so that advanced students work at higher levels of Bloom's Taxonomy and Depth of Knowledge models. Through the design-based learning model, students are guided to stretch beyond simply solving a problem and to rather find the root cause of a problem and identify barriers to a solution – including social, economic, and political situations.

5b) There will be at least one PPHS South Bend staff member that will hold an Indiana State Teaching license in the area of High Ability. All PPHS South Bend staff will complete two weeks of professional development prior to the first day of school. At this time, all instructional staff will be trained on all applicable policies, procedures, and guidelines set forth by Indiana laws and regulations. Professional development is an ongoing and continuous practice for the PPHS South Bend team. School leadership along with the Director of Student Services will utilize evaluation data to determine the professional development needs of individual instructional staff members. Staff members will be encouraged to pursue professional development and share best practices within their teams and The PPHS network. Communication and collaboration between general and high ability teachers is vital to the success of our intellectually gifted students.

5c) The progress of intellectually gifted students will be assessed and monitored through standardized assessments, including ILEARN. Students will also be supported in post-secondary assessment tests such as the PSAT, SAT, and ACT, and encouraged to participate in dual credit courses as appropriate.

## Student Recruitment and Enrollment

1) PPHS South Bend will utilize a slow-growth model in which a new grade is added every school year, starting with 9th grade in 2020-2021. This model will enable us to focus our enrollment and recruitment on incoming 9th grade students every school year and current student retention. Our goal is to enroll at least one hundred 9th grade students each school year which would result in a school of approximately four hundred students once

the school offers all grades from 9-12. This would be accomplished through creating and maintaining relationships with families, local feeder schools and community partners.

Families would be invited to a series of informational nights and tours where families would have the opportunity to meet school leaders and learn more about the PPHS model. These tours and informational presentations would be held at a variety of times to work within busy parent's work schedules and obligations, regardless of when those might be. PPHS South Bend would reach out to current 8th grade students within the South Bend Community and their families through email, mailing and in-person means.

PPHS is proud of our excellent community engagement and will participate in a variety of community events within the South Bend community, creating opportunities to interface with a diverse group of families and students.

Our current students come from a variety of sources. We hope to replicate our successful advertisements, social media campaigns and press coverage from our Indianapolis schools in the South Bend area. We also plan to develop relationships with local Jr. High Schools and guidance counselors in order to identify a pipeline of interested students. Our current student recruitment source data is below.

**Word of Mouth: 3%**  
**Social Media: 15%**  
**Website/Internet Search: 17%**  
**Student Referral: 27%**  
**Guidance Counselor: 10%**  
**Radio Ad: 11%**  
**Other (TV, News etc.): 11%**  
**Unknown/Enroll Indy: 6%**

PPHS is committed to providing equitable education regardless of a student's socioeconomic status or current academic standing. We are determined to foster a diverse and inclusive educational model in which all students are welcomed. As such, PPHS will hold a lottery during a "Priority Registration Window" in which student applications will be selected at random from the lottery pool. If all the available seats are filled through the lottery, a randomly generated waitlist will be created and backfilled as needed.

Students who match with PPHS during the "Priority Registration Lottery" will be contacted and invited to attend a registration event. Students/Families will need to confirm their intention to attend PPHS and turn in required documents by a set date in order to hold their spot for the upcoming year.

In the event that the “Priority Registration Window” does not reach capacity, there will be a second “Late Registration Window” that will stay open until the end of the school year, at which point the lottery would take place again.

In the event that more seats are available, PPHS would move to an open enrollment, first come first serve model.

The PPHS marketing and recruitment coordinator is directly responsible for student recruitment. Our marketing and recruitment plan includes high school fairs, school tours, shadow days for prospective students, a media campaign, letters to South Bend School Corporation students and parents, coordination with South Bend School Corporation middle school counselors, targeted middle school outreach, and open houses for prospective families.

Once a student is enrolled in the school, the student will be afforded the opportunity to attend the school in successive years without having to re-apply or partake in a lottery process. PPHS also complies with all Child Find regulations.

Once a student has expressed interest in applying, enquiry tracker will be used to track our enrollment data. Using enquiry tracker is critical to the recruitment/retention success at PPHS South Bend. The following process would be used:

- Students would be directed to the interest form on the “Interest/Apply” page on the website. This data is tracked within Enquiry Tracker.
- Fill out information
- Invitation to a series of Parent Informational Nights
- We would hold one window of “Priority Registration” (January - March) and do a lottery from those applicants as needed.
  - If not, do a first come first serve sign up after that window closes
- Hold a series of 3 registration days where “matched” students could drop off paperwork and tour the school.
- If students do not turn in their paperwork by the 3rd registration day, their spot will be relinquished

PPHS will manage a lottery to match students to seats if there are more applications than there are seats. PPHS lottery policy will give priority status to:

1. In District: “Applicants living within the South Bend School Corporation district.”
2. Siblings “Applicants who have a sibling currently attending a school in a non-terminating grade will receive priority. Siblings are defined as students residing in the same household and/or students sharing the same parent/guardian.”

### 3) **Attachment 9:** Enrollment Policy

## Student Discipline

1) Purdue Polytechnic High School focuses on setting high expectations for all students using positive systems of discipline to emphasize professionalism. Our high expectations for our students reflect our belief in the potential of each student to learn the self-discipline and temperament necessary to succeed in school and life. We believe investing in character education equips students with tools that lead to better judgements.

We will utilize restorative practices because it teaches students to build relationships, be inclusive, and problem solve. These practices require students to reflect on their behavior, take personal responsibility and develop a solution to correct any harm they may have caused. Our ultimate goal is to teach children to be strong, civil-minded problem solvers who make the right decisions. We want to maintain and safe learning environment that allows students to learn from their mistakes and be restored back into the community.

The PPHS South Bend team will work hard to develop a positive, supportive and safe school environment that is conducive to high academic achievement.

### 2) **Attachment 10:** Discipline Policy

Attachment 10 is the school's discipline policy and suspension and expulsion policy. Both policies are communicated to students and parents through the Student Handbook which is updated and distributed annually and made available on the school's website.

## Grievance Policy

**Attachment 11:** Grievance or Complaint Policy

## Parents and Community

1) Other School Options in South Bend

South Bend Community School Corp	Enrollment	9th	10th	11th	12th	Grade
<a href="#">Adams High School (7505)</a>	1913	541	505	455	412	A
<a href="#">Clay High School (7421)</a>	988	261	257	244	226	C
<a href="#">Riley High School (7513)</a>	1148	277	324	264	283	B
<a href="#">Rise Up Academy at Eggleston (7534)</a>	202	1	0	58	143	N/A
<a href="#">Washington High School (7517)</a>	778	205	198	205	170	C
Charter Schools	Enrollment	9th	10th	11th	12th	Grade
<a href="#">Excel Center -South Bend(7566)</a>	281	0	0	181	100	N/A
Independent Non-Public Schools	Enrollment	9th	10th	11th	12th	Grade
Yeshiva of South Bend(D281)	8	4	4	0	0	N/A
Diocese of Fort Wayne - South Bend	Enrollment	9th	10th	11th	12th	Grade
<a href="#">Marian High School (D165)</a>	645	176	149	156	164	A
<a href="#">Saint Joseph High School (D225)</a>	857	209	223	208	217	A

## 2) Student Demand

With the most recent C rating at Washington High School and the current state of racial and socioeconomic inequity in the school, we believe that PPHS provides an excellent alternative for existing student populations. The mission of PPHS is to serve at-risk and underserved student populations, with a diverse student population and a 74% free or reduced lunch rate, we are confident our school will provide a valuable option for students and families who want an option that will undoubtedly prepare them for STEM fields in the future.

With roughly 26% of high school students enrolled in religious or charter school options, it is clear that the South Bend Community is open to a variety of non-traditional options for high school education.

## 3) Family-School Partnerships

There is widespread knowledge that parental and community involvement is one of the most critical factors that lead to a student's educational success and attainment. PPHS South Bend is highly motivated to ensure parents, families, and community partners have an active and engaged voice in the direction of the school. We will have strong, two way communication systems in place to ensure that we include multiple avenues to reach all

stakeholders to communicate our goals and progress. The PPHS Board of Directors and leadership team have worked with a variety of partners to actively engage families and to build and maintain strong family-school partnerships. The staff model includes a community and outreach coordinator who is dedicated to facilitating, engaging and maintaining those partnerships. In addition, PPHS South Bend will collaborate with parents and staff to create a Parent-Teacher Association (PTA). This group will meet on a regular basis to support the overall school mission. The PTA will also focus on fundraising opportunities, membership guidelines, and developing a social media outlet for parents to get additional information. PPHS South Bend will host parent nights six times per year to discuss school goals, student progress and school operations. PPHS South Bend will issue a weekly school newsletter to parents and staff and a monthly newsletter to external partners.

#### 4) Community Resources

PPHS South Bend will continue to leverage our partnership with Purdue University as a major source of community support. Purdue University provides access to events, trainings, career/college planning and more. We anticipate working very closely with Purdue Polytechnic Institute South Bend and with the South Bend Region Chamber of Commerce. We have developed a relationship with the superintendent and school board of trustees of the South Bend Community School Corporation and plan to fully cooperate and share resources as needed with all existing schools and school leadership.

The PPHS Network Academic is intentionally designed in partnership with industry partners. These partnerships ensure that our students are working on real-world problems and will be prepared with the kind of skills that industries are looking for in new hires. We hope to replicate our process from our Indianapolis schools with South Bend industry partners. Our first year, we will have six industry sponsored challenges.

Once a facility is identified, we will be intentional about building strong local partnerships for community resources for our students and families.

#### 5) **Attachment 12:** Evidence of Community Demand and Support/Community Engagement Plan

The Purdue Polytechnic High School South Bend leadership team is committed to effectively communicating the model to the community. Without a doubt, these strong partnerships will lead to improved student learning, stronger families and healthier communities. Prior to

charter authorization, the school leader will work closely with community organizations and the South Bend Community School Corporation to share the vision and mission of the school. At our two existing schools in Indianapolis, we meet regularly with community organizations, civic groups, and businesses to solicit their feedback, provide updates on our process and to engage them in the design and operations of the school. Surveys and focus groups have been utilized in Indianapolis to solicit community input, and we would carry that process forward to South Bend. Purdue Polytechnic High School South Bend will continue to work with the community to ensure appropriate communication and to build upon the engagement that has already taken place. The multiple avenues of communication will include news and media outreaches, public information meetings, information booths, website development and social meetings.

## Performance Management

### 1) Performance Goals

PPHS South Bend holds both itself and its students to high standards. The PPHS Board of Directors established goals that support the PPHS mission to provide a rich integrated learning environment for students by providing them a hands-on, STEM-focused education which teaches the skills and knowledge needed to be successful throughout their careers and paves the way towards admission to a post-secondary institution. Our goals are listed below:

#### Educational Performance Goals:

1. SAT Suite Growth Goals
  - a. 5% increase in students meeting SAT benchmark scores every year assessment is administered
  - b. School meets or exceeds state averages on SAT benchmark scores
2. College and Career Readiness
  - a. 90% of graduates are college and career ready by graduation as determined by the College Board's SAT benchmark and the number of students who get an industry certification
3. School meets or exceeds the state average passage rate for the Math and ELA components of the state standardized assessment in grade 10
4. 75% of students show growth in competency scores from the beginning of the year to the end

#### Organizational Viability Goals:

1. The school will maintain a high student retention rate of 70%.
2. All students have access to an industry or faculty mentor.

School goals are communicated through marketing materials used for student and teacher recruitment, reinforced at staff, student and Board meetings and retreats. The Board receives a metrics dashboard at monthly Board meetings to track progress towards targets and goals. We plan to use nationally normed assessments to measure academic growth of all students. Additionally, these goals helped inform the direct admissions policy criteria with Purdue University. The admissions policy gives PPHS graduates who meet minimal scores on the SAT or ACT direct admission into the Purdue Polytechnic Institute in West Lafayette.

## 2) Formative Assessments

All of the academic goals we have are measured by vertically aligned assessments given over time. Because our students will not take the state standardized assessment until the spring of their sophomore year, we chose to include assessments that could be given early in the freshman year and provide a baseline as students progress through their academic experience. These assessments include Edmentum Exact Path and the SAT Suite . Edmentum allows for progress monitoring, growth measures, and program evaluation. Furthermore, it provides a 360 degree view of our students, including benchmarks, the state standardized assessment, attendance, behavior, reading and other data and information important for student achievement to allow for a clearer picture of the whole child. This information is utilized in order to create a plan to academically support specifically for those who are academically behind. Likewise, we use the PSAT results to provide supports and enhancements to students who are lagging behind the projected college readiness score. We will first administration of the PSAT in October, and will repeat the test in May, which will give us an additional growth data point. For students whose score indicates a strong performance, we will design additional opportunities to continue to challenge them in all areas.

Once our students take the state standardized assessment exam at the end of their sophomore year, we will use those results in conjunction with the other assessments to have a full picture of their strengths and weaknesses. *It is our goal that our school meets or exceeds the state average on Math and ELA components of the state standardized assessment*, and by using Edmentum and the SAT Suite assessments, along with the Mindplay curriculum and assessments, we will have a clear picture of student progress towards that passing goal for the state standardized assessment.

## 3) Data Analysis

Purdue Polytechnic Indianapolis High School has an instructional data analyst

dedicated to full data analytical support. Our lead teachers work closely with the data analyst to collect, evaluation and interpret data. Once the school receives assessment data from formative and/or summative assessments, our staff will upload the data and provide immediate actionable data analysis. Purdue Polytechnic Indianapolis High School will have access to digital dashboards that illustrate disaggregated achievement data across all demographic breakdowns and all exceptionalities. Examples of characteristics used to disaggregate student assessment data include race/ethnicity (country of origin); generation status; immigrant/refugee status; age; gender; free or reduced lunch status; English proficiency level; disability; and other exceptionalities. This information is provided to the school administrative team, with tiered classroom level access made available to teachers. Data is reported as soon as received and uploaded into the data dashboard tool.

#### 4) Student Information System

All Purdue Polytechnic High Schools use Alma as their student information system (SIS). Eric Stewart and Stanley Dixon, and an appointed school staff member all share responsibility in ensuring performance data is available in Alma. In addition to our SIS data, performance data is available from our different learning platforms including but not limited to: Edmentum, MindPlay, Imagine Math, etc. These reports are generated by school staff after training from program trainers and network staff. These reports are curated and organized in a way for staff to easily understand to create actionable plans based on the data they receive. Professional Development for data trainings are coordinated by the Director of Technology Innovation and Director of Curriculum.

#### 5) Training

All schools receive training from a program representative prior to program implementation. Once performance data is available in the varying programs, a trained school staff member or program administrator member will provide training to appropriate school staff. The Director of Curriculum will work with staff to create actionable plans for coaches to implement for students.

#### 6) Monitoring

PPHS South Bend will be data driven and will look at data collectively with school level and network level staff to identify interventions and corrective actions that best reflect the student population. The network level Director of Curriculum will be responsible for

coordinating corrective action and facilitating building level implementation with school leadership. We continuously monitor student performance and implement student-level interventions prior to any concerns reaching ICSB level.

## Section III: Implementation Plan

1) **Attachment 13:** Legal Status and Governing Documents

2) Attachment 13 includes PPHS Articles and Bylaws that contain language compliant with IC § 20-24-3-3.

3) **Attachment 14:** Statement of Assurances Form

### School Staffing Structure

**Attachment 15:** Organizational Charts

### School Leadership & Staff Hiring, Management and Evaluation

1) Staff Recruitment Strategy

PPHS South Bend will implement a variety of recruitment strategies for hiring teachers for the 2020-2021 school year. PPHS has found previous success recruiting from local charter schools, neighboring townships, and teacher/college recruitment fairs. Job postings will be placed on the PPHS website and shared with IDOE, Chalkbeat, Purdue Alumni Association, Purdue Polytechnic Institute, Purdue University College of Education, LinkedIn, and PPHS social media channels.

We will initiate the teacher recruitment process in January for our first cohort of teachers. The staffing plan allows for nine coaches: two humanities, two math, two science, two design, and one special education. We plan to leverage our established recruitment strategies and have also initiated agreements with Purdue University College of Education and Marian University Klipsch Educators College for student teachers to earn their field-based practicum hours at PPHS. We also plan to continue to recruit from the Teachers for Tomorrow and TNTP Teaching Fellows programs.

Ideally, staff will be in place by June 1 2020 to benefit for a full month of professional development prior to the start of the school year. Professional development will continue to be a priority once the school year started.

## 2) Staffing Plan

Teachers at Purdue Polytechnic Indianapolis High School will be licensed to teach in Indiana and will be highly qualified in their content area. Although some teachers may be new to the teaching profession, an ideal teacher candidate will have a demonstrated record of effectiveness in elevating student achievement levels, and experience working in urban education. At full capacity the leadership team will include: school principal, assistant principal, lead teacher, college and career coordinator, community outreach coordinator, and school counselor. In year one, PPHS South Bend will have seven instructional staff including one SPED coordinator. The school will also have an office manager, school nurse and one para-professional (personal learning time monitor). At full capacity, we will have 24 instructional staff including four SPED coordinators and seven PLT monitors. All staff will be trained and fluent in innovative instructional technologies used at the school. PPHS South Bend will be supported by network staff.

## 3) Performance Evaluation

Purdue Polytechnic Indianapolis High School will utilize the RISE rubric for staff evaluation. All teacher evaluation and instructional coaching will focus on improving teachers' ability to support the school's mission to provide a richly integrated learning environment for students and providing them a hands-on, STEM-focused education and teaching the 21st century skills needed to be successful in college and careers. Teachers will receive information and support on the evaluation process during the new teacher induction program prior to the beginning of school, and professional development during the school year will be contextualized through the lens of the RISE rubric. Teachers will practice the student learning objective goal-setting process, selecting and approving end of course assessments and using data points to assess student mastery as they develop design-based learning units.

Purdue Polytechnic Indianapolis High School will evaluate all certificated employees, including teachers and administrators annually. The evaluation process applies to all of the following:

- Classroom teachers (special education teachers use both the RISE Rubric (50%) for their regular classroom teaching as well as the Special Education-Teacher of Record IEP Evaluation Rubric (50% for their special education duties)
- School principal

Certain individuals may provide clinical services on an hourly basis to Purdue Polytechnic Indianapolis High School students on IEPs and 504s. The need for these services is variable each year. These are hourly contractors who are not subject to the annual evaluation process nor performance pay under 20-28-9. These may include but are not limited to OTRs, PTs, autism consultant, and hourly contracted school psychologists.

Clerical staff, instructional assistants, and tutors are not required to hold a teaching license for their positions (although they may happen to hold one). They are not evaluated using the Purdue Polytechnic Indianapolis High School Evaluation Plan, or eligible for performance pay under IC 20-28-9. These employees' direct supervisors conduct performance reviews annually using an evaluation form for non-certificated employees that has led to performance-based pay recommendations.

Certificated employees' evaluations are calculated using the following weights: 50% RISE Teacher Effectiveness Rubric; 25% Student Learning Objectives (SLOs); 25% School-wide Learning Measure

The school principal will collect evidence regarding the employees' work, conducting at least five observations of the employee's work— two extended observations and three short Observations. Evidence collected during observations will be recorded and linked to indicators on the RISE Teacher Effectiveness Rubric Evidence for an observation that will consist of script, coded rubric sections applicable to scripted evidence, and comments offering additional actionable feedback or coaching specific to any area coded as needing improvement or ineffective.

All conferences between evaluators and employees will be documented with notes about the points discussed, uploaded to the evaluation software as an artifact, and tied to the appropriate rubric indicators if evidence emerges during the conference. Announced observations include a pre-observation and post-observation conference, while unannounced observations include a post-observation conference.

Objective measures of student achievement and growth will be part of every employee's evaluation in the form of the School-wide Learning Measure (SWL) for all evaluated employees and the Student Learning Objectives measures (SLOs) created by employees to assess the growth and mastery levels of their students.

Classroom teachers will create one Class SLO (a mastery goal based upon student starting points and covering all/most standards for one class) and one Targeted SLO (a growth/mastery goal targeting a group of students with either a low level of preparedness or unique area of need) for one class that they teach in following the process outlined in the SLO Handbook published by the Indiana Department of Education in 2012. Teachers review at least three common data points (selected in collaboration with staff members who teach the same courses) to determine student readiness levels for help in setting SLO goals. Assessments for measuring

the success of Class SLOs (including ECA) will be chosen by teachers and approved by the head of school using locally-developed forms and guidelines based upon the DOE SLO Handbook published in 2012.

Where state assessments or district standardized assessments do not exist for a particular course, teachers will select/produce common assessments, and they will be encouraged to use these for their Class SLO. The cut score for any locally-created common assessment is set at 70%. Teachers of high ability students may choose to set a higher goal for those students. Teachers of high ability students who must use ISTEP+ as their end of course assessment are asked to use Pass Plus as the passing score for those high ability students and assign a readiness level with that higher bar in mind.

At the end of the school year, each evaluator will examine evidence from observations with the Teacher Effectiveness Rubric. Considering mode and trends in the evidence collected for each indicator, the evaluator will use his/her judgment to assign a final score for each domain on the rubric, weight them according to the rubric domain weights (10% planning, 75% instruction, 15% leadership for teacher rubric, for example), subtract a point if Core Professionalism standards are not met, and determine a final score for the Teacher Effectiveness Rubric portion of the summative evaluation.

#### 4) Performance and Staff Development

If a certificated employee receives a rating of ineffective or improvement necessary, the evaluator and the certificated employee shall develop a remediation plan of not more than ninety (90) school days in length at the start of the next school year to correct the deficiencies noted in the certificated employee's evaluation using locally-developed forms to document the plan and progress monitoring. The plan will include options for professional development including, but not limited to, district workshops, observing effective teachers, web-based and print resources, printed resources and selected sample video clips, help from a literacy or STEM coach to co-plan/co-teach, additional formative observations with coaching, and use of license renewal credits for additional training.

#### 5) School Compensation System Overview

The goal of the compensation model is to fairly compensate highly qualified team members. The structure is meant to incentivize experience, education, and a proven record of success. All full-time school staff will be eligible for benefits including: medical, dental, vision, basic life and AD&D insurance; 403(b)/401(k) retirement plan; and personal and paid holidays off. At a minimum, all teachers will be licensed to teach in Indiana and will be highly qualified in their content area. PPHS Southbend will benchmark against the South Bend Community School District and other schools in the region to ensure a competitive compensation model.

Our five-year budget projections assume an average 3% base salary increase for all

employees, and also budgets for performance bonuses. A 3% merit increase correlates with a highly effective performance evaluation rating. Additionally, PPHS South Bend's budget includes money for staff stipends if they chose to take on additional responsibilities, sponsor a club, or coach a sports team.

## Professional Development

### 1) Professional Development Overview

Those who chose to join the Purdue Polytechnic High School family have the unique opportunity to play a role in transforming education in South Bend. PPHS strives to create an environment of academic excellence and provide the staff opportunities to develop and grow as they are facilitating an academic experience with social supports tailored specifically to the needs of students. PPHS provides high quality professional development opportunities that focused on connecting staff with excellent opportunities. PPHS teacher have the unique opportunity to participate in externships. For example in Indianapolis, PPHS offers a student coding class through Kenzie Academy. Teachers are also provided the option to participate in this course and learn alongside their students. Teachers are encouraged to seek opportunities to work with the school's industry partners. With plans to expand the network, there are growth and leadership opportunities for teachers. They get a chance to collaborate daily and cross curricular with their peers. Teachers get a lot of voice and choice in the process. Teachers have a voice in choice within their craft. These benefits have helped the PPHS team attract top talent to the network.

Purdue Polytechnic High School South Bend will provide teachers with ongoing, job-embedded, and differentiated professional development based on principles of adult learning. For example, adults learn more from opportunities to consider and discuss problems and solutions than from having the "right" solution dictated to them. Differentiation and flexibility characterize professional development, with a focus on teachers being able to improve their individual practice. Job-embedded professional development may include: action research, case discussion, coaching, critical friends groups, data teams/assessment development, examining student work/tuning protocol, implementing individual professional growth/learning plans, lesson study, mentoring, portfolios, Teacher-Based Teams, and study groups.

In addition to professional development days during the school year, the school incorporates structured, formalized time and resources for coaching, collaboration, and reflection during weekly professional learning community meetings. Purdue Polytechnic High School South Bend will continue to monitor and evaluate the implementation of professional development for teachers. The school leadership will develop the professional development calendar for the school year and will delineate outcomes and define measures for making sure that the outcomes are achieved, ensuring that professional development resources are used efficiently and effectively. In addition to weekly meetings, virtual and interactive professional

development

resources will be posted to the school's learning management system, and the school will leverage the learning management system as a collaborative tool for continuous improvement.

## 2) School Leaders Support

Our network leader and Head of School, Scott Bess, brings a track record of successfully developing highly effective school leaders. At the beginning of the school year, our school leader will work with our Head of School reflect on past performance, set yearly goals, and create a unique professional development plan. The school leader will be provided with the opportunity to visit various high performing schools and educational conferences to learn new ideas and stay current.

The Purdue Polytechnic High School Network team meets on a weekly basis to ensure that resources are being appropriately allocated and that each leadership team member is received the necessary support and development. The Purdue Polytechnic High School Board will continue to provide our Head of School support while holding him accountable for managing the school.

## 3) PD Capacity to Improve Student Achievement

The instructional and curricular model of Purdue Polytechnic High School South Bend is innovative and unique, and all teachers will require professional development focused on planning, facilitating, and assessing multidisciplinary, design-based learning. The network will implement a new teacher induction program for all teachers prior to the first day of the school, and as new teachers are hired each year, new teacher induction programming will take place in the summer and throughout the school year. Purdue University will provide training to the network and school level leadership and then the school will then implement a train-the-trainer model.

## 4) Professional Development Calendar

Below is the schedule for professional development prior to school opening and during the school year. Training will be provided by PPHS network staff, instructional staff from both PPHS Indianapolis locations, and curriculum consultants including but not limited to Anne Jones and Knowledgeworks.

Date	Who	What
June 7th-25th	Instructional Staff	<ul style="list-style-type: none"> <li>● Collaborative Curriculum Development</li> <li>● School Improvement Plan</li> <li>● School Improvement Team</li> </ul>
July 20th- 24th	New Staff	<p>Back to School PD:</p> <ul style="list-style-type: none"> <li>● Mission/Vision</li> <li>● Design Thinking 101</li> <li>● Platform Training</li> <li>● SMS Training</li> <li>● Restorative Practices 101</li> <li>● HR Practices</li> </ul>
July 27th- 31st	All Staff	<p>Back to School PD: Goal Setting</p> <ul style="list-style-type: none"> <li>● Goal Setting</li> <li>● Unit Planning/Curriculum Mapping</li> <li>● Department Meetings</li> <li>● Unit Planning/Curriculum Mapping</li> <li>● Department Meetings</li> <li>● Trauma Informed Care</li> <li>● Staff Norms</li> </ul>

August 10th	All Staff	CPI Training CPR Training
September 21st November 9th	All Staff	Instructional Design PD Classroom Management/School Culture Data
December 16th-18th	All Staff	Design Thinking
February 15th	All Staff	Mental Health First Aid Training
March 22nd-26th	All Staff	Best Practices in Technology Integration
May 24th	All Staff	Data Driven Decision Making

5) PD Alignment

We schedule professional development on e-learning days (every six weeks), early release days, and during breaks when students are out of school. *Please refer to the calendar above for the 2020-2021 schedule.* We intentionally built in e-learning days following each industry project cycle so staff have time to iterate and plan for the following cycle. This time is used to reflect on what went well and areas for improvement. It also allows for a dedicated time every six weeks to provide targeted professional development if needed. The professional development scheduled during

school breaks are critical to orienting staff to new systems, tools, improving practices, and addressing high need areas based on interim assessments.

#### 6) PD Evaluation and Effectiveness

Professional development programming will be evaluated to assess the effectiveness and success using a variety of tools including staff google surveys, feedback from school leadership, and consultants.

## Start-Up and Operations

### 1) **Attachment 16:** Detailed Start-up Plan

#### 2) Transportation

Our goal is for PPHS South Bend to be accessible to all students in the South Bend region. The Purdue Polytechnic High School network currently partners with IndyGo to provide Indianapolis students with an annual transit pass in lieu of a yellow school bus service. Students use a special IndyGo pass incorporated on the student ID cards for unlimited access to all regular IndyGo routes. Depending on final facility location, PPHS will explore a similar partnership with South Bend Transpo to provide daily transportation for students. By integrating an annual pass into the student ID our students have expanded transportation access that extends beyond to and from classes to include extracurricular activities and internship/employment opportunities. This innovative partnership in Indianapolis costs significantly less than leveraging other bus services and has been both an efficient and effective transportation option. PPHS staff and families have expressed satisfaction with the Indygo partnership as it has the reputation for being reliable and on time. As a result, tardies have not been an issue due to school provided transportation.

If PPHS South Bend locates in an unused or underused South Bend Community School District building, then PPHS will leverage a partnership with the school district to provide transportation to all students who live within the district boundaries. This will allow students to continue to receive transportation in the same manner as all other district students. Regardless of the transportation option, PPHS will ensure compliance 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). Both South Bend Transpo and South Bend Community School District are in compliance with both statutes.

#### 3) School Safety and Security Plan

We are in the process of creating a comprehensive school safety plan in accordance with the IDOE's Division of School Building Physical Security and Safety recommendations. The plan will be site specific and tailored to our facility once it is selected. Our safety and security plan will include: staff roles and responsibilities, fire and tornado procedures, lock down procedures, guns/weapons, first aid procedures, reunification processes, and evacuation of handicapped and special needs students. We will ensure all staff is briefed about emergencies/disasters/drills at the start of each new school year and annually review the specific emergency guidelines for both the school and the district. We will also ensure all staff understands their responsibilities during any emergency with special attention given to the administrative team, support staff, facilities staff and security. PPHS South Bend will work closely with the designated safety representative, security and fire monitoring service to carry out various drills and to make plans for drills and emergencies.

Additionally, like our other campuses we plan to utilize security cameras and two-way radios to ensure a safe and secure campus. All exits to the facility will be alarmed and all interior and exterior doors will be locked. As with our current campuses, we plan on applying for the Indiana Department of Homeland Security School Safety Grant to expand on our ability to create a safe learning environment for our students.

4) NA

5) **Attachment 17:** Insurance Estimate

PPHS uses Gregory and Appel to advise on business insurance to minimize risk and ensure business sustainability. Attached is our current certificate of liability for our Indianapolis schools. Policies are held with Hanover and Accident Fund. Gregory and Appel will facilitate the addition of PPHS South Bend to our policies and ensure alignment to ICSB requirements including naming ICSB as Additional Insured on a primary basis.

## Facility Plan

1) Facility Options

Purdue Polytechnic High School's Board of Directors and leadership are committed to bringing innovative, high-quality education to South Bend. The board recognizes that the location of our third school will make a significant impact on the school's ability to attract, serve, and retain the intended students. Though PPHS South Bend has not identified an exact charter school facility, the network team has already spent months of site and facility due diligence (including

conversations with the South Bend Community School Corporation) to ensure that our permanent location will be the right fit for our educational model, students and partners. PPHS South Bend will consider several qualifying criteria before choosing our building in the target area. When conducting our facilities search, the PPHS network team will be in search for a building that fits the following:

- within a neighborhood in need of a high-performing high school to effectively draw and serve target demographic
- have an open concept that is welcoming to students and families and aligns with the pedagogical model
- About 55,000 sq feet
- Can accommodate multiple maker spaces with heavy equipment needs
- Accessible to public transit system

The South Bend School Corporation and community stakeholders are looking at reuse of old manufacturing plant and reconfiguration of existing school facilities. The following location options are being considered.

#### Option A:

- Name/location: Renaissance District/Studebaker Building (506 W. South Street, South Bend, IN 46601)
- Current use: Redevelopment
- Opportunities: Open concept, close to business community, accessible to public transit
- Challenges: not on westside , needs renovations

#### Option B:

- Name/location: co-location in a South Bend Community School Corporation building
- Current use: underutilized or unused building
- Opportunities: Convenient location, ample parking, target student population
- Challenges: Needs renovations, co-location

PPHS network has capacity and experience in managing compliance with state and local health and safety requirements as described in IC § 20- 26-7 and IC § 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, including managing build-out and/or renovations. The team has opened two facilities in Indianapolis in the past three years and both schools required interactions and compliance with state and local agencies to ensure the facilities were ready to begin student instruction.

PPHS network has held conversations with the South Bend Community School Corporation, Purdue Polytechnic Institute South Bend, the South Bend Regional Chamber of Commerce, and other entities to help identify facilities that are suitable and affordable. We also anticipate engaging a broker to identify other suitable facilities to meet our needs.

Purdue Polytechnic High School South Bend will open serving students in ninth grade and will add a grade level in each subsequent year until the school reaches full capacity, serving grades 9-12. Purdue Polytechnic's projected maximum student enrollment of 600 will be reached by year four. The school will be intentionally small in order to create a supportive learning community dedicated to assisting students at different levels of high school readiness for the intensive curricula the school will offer. Grade caps at each grade level are set in order to appropriately anticipate student attrition.

2) NA

3) NA

## Budget and Finance

### 1) Accounting Policies and Procedures

PPHS risk management philosophy begins with its corporate structure. Board and staff are subject to various policies designed to minimize risk, including: conflict of interest, financial internal controls, records retention, and a whistleblower policy. This risk management philosophy extends into actual school operations. The Board of Directors bylaws have a specific statement regarding conflicts of interest and the Board formally adopted the policies listed above. These policies outline specific processes and actions and are reviewed and updated as necessary on an annual basis.

During the Pre-Opening phase we will document our accounting policies and procedures and have them reviewed by Greenwalt CPAs. The accounting policies and procedures manual has been approved by the Board of Directors and is reviewed annually for any updates. The school will contract with Milestone Accounting to provide accounting services which will provide us an additional layer of separation of duties to ensure that no one individual has the ability to process receipts or disbursements from beginning to end.

In order to make a purchase, a staff member must prepare a purchase order and get the Principal's approval. It is determined at this time whether there are grant funds available for the purchase. Once approved, the Business Manager places the order for the equipment or supplies and the purchase order is forwarded to the Business Manager for processing. The

Business Manager matches the invoice to the approved purchase order and forwards to the Controller (Milestone Accounting) for entry into the accounting system. The Controller enters the invoice with details as to what fund and/or grant will be utilized to pay for the purchase. Controller prepares an Open Invoice reports on a weekly basis, identifying which invoices should be paid, along with a report detailing current fund balances. The Chief of Staff reviews the report and gives final approval. The Business Manager prints checks for the appropriate invoices. The Head of School signs all checks and the Business Manager is responsible for sending them to the appropriate vendors. The Business Manager is responsible for maintaining all documents related to all purchases per the school's records retention policy. Many of these documents are scanned and kept in a digital format and then shared with appropriate personnel.

As we replicate to open the South Bend location, we do not anticipate changes to the fiscal policies or procedures.

2) **Attachment 18:** Five Year Pro-Forma Budget

3) **Attachment 19:** Budget Narrative

4) **Attachment 20,** Audited Financials and Internal Financial Statements

## Section IV: Portfolio Review and Performance Record

ICSB will base qualification decisions, in substantial part, on the past performance of the organizer and/or ESP. Please provide the following information about existing schools operated either by the organization or any ESP partner.

1) **Attachment 21:** Academic Performance Workbook

2) Attachment 21

3) NA

4) NA

5) NA

6) NA

# Submission of Full Application

**Attachment 23:** Full Application PDF File

Attachment 1: Resumes

264 South 525 West  
Danville, IN 46122  
317-490-7265

# Scott Bess

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## Experience

2016-Present                      Purdue University

### **Head of School**

- Selected to design and launch a high school that provides a completely different experience
- School opened in July, 2017 with 154 students

2004-2016                      Goodwill Education Initiatives

### **President and Chief Operating Officer**

- Grew the organization from a single school with 117 students to a school network with over 3,000 students
- Directed the creation of the Excel Center, a high school for adults who have dropped out of school
  - Initiated licensing of the concept to Goodwill's across the country
- Created the Indiana Network of Indiana Schools, a service organization providing infrastructure needs to traditional, private and charter schools
- Serve on various state-level education and workforce organizations and strategy groups

2002-2004                      Goodwill Industries of Central Indiana

### **Chief Information Officer**

- Dramatically improved customer service within the department.
- Developed strategic plan to facilitate Goodwill's Retail growth plans.
- Increased reliability and scalability of all Goodwill technology infrastructures.

1998-2002                      The Strategy Group

### **Founding Partner**

- Provided technology and business advice to small- and mid-sized businesses

1987-1998                      Cinergy and Alverno

### **Technology Management**

- Initiated new role as Business Analyst at Alverno (Health Care Network)
- Progressed through multiple levels of technology management, culminating with General Manager of one of Cinergy's (now Duke Energy) three business units
- Led the technology portion of a major corporate re-engineering effort
- Guided the technology integration effort resulting from the merger of Public Service Indiana and Cincinnati Gas and Electric

1983-1987 Beech Grove School Corporation

**Teacher and Coach**

- Taught Middle School Mathematics and Computer Technology
- Developed Middle School computer curriculum
- Coached Middle School boys' basketball and High School baseball

**Education**

1979–1983 Purdue University

- B.S. Mathematics Education
- Dean's List

2011 – 2012 Marian University

- Turnaround School Leadership Program
- Master's Degree (M.A. Teaching)

**Boards**

2013 – Present Region 5 Workforce Council

- Appointed by Governor's Office

2013 – 2014, 2016 Accountability Systems Review Panel

- Panel charged to review and revise Indiana school accountability system
- Appointed by Speaker of the House

2012 – Present Ivy Tech Community College Central Region Board

2009 – 2016 EmployIndy Board of Directors

- Served on Executive Committee

2010 – 2012 College Mentors for Kids Board of Directors

- Served on Executive Committee

1998 – 2014 Danville Community School Corporation Board

- Served 4 terms as a member
- School corporation consistently rated as a top-performing corporation
- Developed strategic plan for the corporation, including expansion of alternative education

## Curriculum Vitae

### **GARY R. BERTOLINE, PhD**

Distinguished Professor of Computer Graphics Technology and Professor of Computer & Information Technology  
Dean, Polytechnic Institute  
Purdue University  
West Lafayette, IN 47907  
Cell Phone: 765-586-8861  
E-mail: [gary.bertoline@gmail.com](mailto:gary.bertoline@gmail.com)

#### **EDUCATION**

Ph.D., **The Ohio State University**, Columbus, Ohio in Technology Education.

M.Ed., **Miami University**, Oxford, Ohio in Technology Education.

B.S., **Northern Michigan University**, Marquette, Michigan in Industrial Technology/Engineering Design.

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#### **PROFESSIONAL ACADEMIC EXPERIENCE**

##### **Purdue University:**

**Dean, Polytechnic Institute** 2011 to present

**Associate Dean** for Graduate Programs College of Technology, 2009 to 2011.

**Interim Associate Dean** for Graduate Studies and Research, College of Technology, 2008

**Professor of Computer & Information Technology**, joint appointment, 2007 to present.

**Distinguished Professor of Computer Graphics Technology**, 2007

**Assistant Dean** for Graduate Studies College of Technology, 2006 – 2008.

**Courtesy Appointment Professor of Engineering Education**, Department of Engineering Education, College of Engineering, 2006 to present.

**ITaP Associate Vice President and Founding Director** of the Rosen Center for Advanced Computing and the Envision Center for Data Perceptualization, 2002 to 2006.

**ITaP Senior Research Scientist**, Visualization and Computer Graphics, and Founding Director of the Envision Center for Data Perceptualization, 2001 – 2002.

**Department Head** of Computer Graphics Technology, 1995 to 2001.

**Professor of Computer Graphics Technology** 1995 to present.

**Associate Professor**, 1990 to 1994 Computer Graphics Technology (Formerly Technical Graphics). Granted tenure in 1994.

##### **The Ohio State University:**

**Assistant Professor**, Department of Engineering Graphics, College of Engineering, 1987 to 1990. Held courtesy appointment in the College of Education, Educational Psychology Department.

**Thomas E. French Research Fellowship**, Department of Engineering Graphics, 1986 to 1987.

##### **Wright State University, Lake Campus:**

**Professor and coordinator** of design technology, 1981 to 1985. Promoted to assistant professor and granted tenure January 1985.

Seasoned leader with demonstrated ability to achieve the following across multiple industries and sectors:

- Evaluate organizational performance, identify gaps or misalignment in strategic direction, and create a roadmap to address
- Build a range of options to address organizational challenges and conduct trade-off analyses
- Execute large-scale initiatives in matrixed environments
- Sustain organizational focus to drive results
- Infuse customer focus into operational decision-making
- Lead in complex and ambiguous environments
- Build and maximize high-performing teams
- Disrupt organizational inertia
- Maintain situational awareness and call audibles when required to achieve objectives

**EARLY LEARNING INDIANA** ● Indianapolis, IN

**President & Chief Executive Officer**

(2018 – present)

- Lead an educational non-profit that operates a network of premiere community-based early learning lab schools, serves as an expert partner for early learning providers and is a leading voice driving system-level change throughout the state of Indiana.

**PROJECT LEAD THE WAY** ● Indianapolis, IN

**Senior Vice President & Chief Strategy Officer**

(2015 – 2018)

- Led the development and execution of organizational strategy for a national non-profit serving more than 10K schools focused on empowering approximately 2M K-12 students annually with transportable skills put into practice in STEM settings. Coordinate and continuously align resources across the organization to achieve strategic objectives.
- Responsible for driving enterprise-wide results and implementation of key initiatives at the heart of the organization's strategic change agenda, including establishing sales targets and defining related tactics, modernizing the customer experience and optimizing channel selection for key customer interactions.
- Oversaw department accountable for all aspects of the product lifecycle from inception to development and delivery to ongoing maintenance and evaluation, championing innovation and creativity to ensure competitiveness, differentiation and quality across all product offerings.
- Drove creation and execution of policy positions and government affairs agenda designed to expand market opportunities and eliminate legislative and regulatory barriers to success in target states and across the federal government.
- Served as in-house counsel, responsible for legal oversight and risk mitigation efforts.

**INDIANA UNIVERSITY HEALTH** ● Indianapolis, IN

**Vice President, Customer Experience**

(2011 –2015)

- Led effort to optimize the patient experience across all channels and settings of care. Responsible for identifying key customer pain points and designing and executing strategies to address them.
- Executed multi-year campaign to inspire and empower approximately 30K team members to deliver on the promise of the IU Health brand by overhauling recruiting and on-boarding practices, revamping internal communications, and implementing innovative customer service training, including a first-of-its-kind “gamification” module.
- Instituted Voice of the Customer program, working across the enterprise to deploy 25 advisory councils and an online customer advisory group to provide continuous feedback to operations in real-time.
- Oversaw the operation of iuhealth.org, execution of the IU Health social media strategy, and the launch and rapid expansion of functionality of MyIUHealth, an online patient portal that integrates disparate back-end systems into a unified user experience. Crafted strategy to further expand online services through the targeted use of telemedicine.

**Director, Community Outreach & Engagement**

(2009 – 2011)

- Drove the development and implementation of community engagement strategies, streamlining activities to institute evidence-based practices and ensure measurable outcomes. Prioritized areas of community focus and architected strategies to achieve meaningful impact with respect to each.
- Designed and launched a variety of innovative initiatives, including *Garden on the Go*, a national Hospital Charitable Service Award-winning program bringing at-cost produce to low-income areas in order to combat obesity.
- Grew employee volunteering program tenfold. Engaged thousands of volunteers at IU Health’s Day of Service by coordinating dozens of events across the state.
- Oversaw the accurate reporting of IU Health’s system-wide community benefits, the reporting of which is essential to maintaining the organization’s non-profit status.

**INDIANA DEPARTMENT OF EDUCATION** ● Indianapolis, IN

**Chief Operating Officer**

(2009)

- Oversaw core operations of 250-person agency responsible for administering approximately 50% of the state’s budget, nearly a dozen federal programs and more than \$1B in federal stimulus funds.
- Responsible for a broad portfolio of operational and strategic resources, including the agency’s divisions of finance, legal affairs, information technology and assessment. Assisted in developing communications strategies for key agency initiatives.
- Advised the Superintendent in the development of an aggressive vision and strategic plan for education in Indiana and instituted annual priorities to advance these goals. Aligned agency-wide financial resources and human capital with these established priorities through a comprehensive agency-wide reorganization.

**INDIANA BUREAU OF MOTOR VEHICLES** ● Indianapolis, IN

**Deputy Commissioner, Strategy and Operations**

(2006 – 2008)

- Led department responsible for implementing key elements of the BMV’s transformational agenda and preparing the agency for future reforms by crafting a 5-year roadmap for strategic initiatives.
- Designed and executed “Customer Choices” initiative, a nationally-recognized program aimed at improving customer service by offering convenient service options outside of the traditional license branch. Through an aggressive program launch, this initiative resulted in nearly 300 new partnerships and the launch of a mobile BMV branch in its first eighteen months.
- Managed cross-functional resources to achieve strategic operational goals, including the realignment of annual vehicle registration renewal dates in order to streamline transaction volumes in license branches,

resulting in shorter visit times and related efficiencies.

- Constructed and implemented diverse strategic initiatives, including a program to redirect BMV customers by incentivizing lower-cost service channels and programs aimed at enhancing the security and accuracy of the agency's records.

**INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT ● Indianapolis, IN**

**Deputy Commissioner, Employment Growth**

(2005 – 2006)

- Led Employment Growth Division comprised of approximately 400 employees and four distinct operational areas responsible for carrying out the state's unemployment insurance activities.
- Restored fiscal viability to Indiana's unemployment insurance administration, eliminating a \$2.5M annual operating deficit by streamlining staff and instituting cost-saving reforms, including transitioning unemployment benefits from checks to debit cards.
- Managed the vendor selection, contract negotiations, initial development and implementation of a multi-year, \$30M project to modernize Indiana's unemployment insurance computer system. Realigned core operations to realize efficiencies of the overhauled system.
- Implemented innovative reforms and instituted procedural changes required to bring the state's unemployment insurance appeals and benefits units into compliance with federal standards on a sustained basis for the first time on record.
- Designed legislative agenda and drafted related legislation affecting the unemployment insurance program.

**BARNES & THORNBURG, LLP ● Indianapolis, IN**

**Business, Tax & Real Estate Department Associate**

(2003 – 2005)

- Researched variety of securities compliance issues and prepared required Securities and Exchange Commission filings, including filings in connection with a hostile exchange offer bid.
- Drafted professional services contracts, shareholder rights offering documents, board resolutions and corporate formation documents
- Researched state corporations' laws and advised clients regarding corporate deadlock and other issues impacting closely-held corporations.

**GEORGETOWN UNIVERSITY LAW CENTER ● Washington, D.C.**

Juris Doctor, May 2003, *cum laude*

Senior and Organizational Editor, *Georgetown Journal of Law & Public Policy*

**GEORGETOWN UNIVERSITY SCHOOL OF FOREIGN SERVICE ● Washington, D.C.**

Bachelor of Science in Foreign Service, May 1997, *cum laude*

Concentration: Science and Technology in International Affairs

Honors' Certificate: Landegger Program in International Business Diplomacy

- Founding Chair, Board of Directors, Purdue Polytechnic High School (2015 – present)
- Member, Stand for Children Advisory Board (2012 – present)
- Chair (*appointed Chair by Governor Mitch Daniels*), Indiana Charter School Board (2012 – 2015)
- Executive Committee Member, EmployIndy (2011 – 2015)

- Elected Member, Christ the King School Commission (2013 – 2016)
- Indianapolis Business Journal's *Forty Under Forty* Honoree (2011)
- Admitted and in good standing, Indiana state and federal courts

# SUSIE HOWARD

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## Professional Experience

**Purdue Polytechnic High School**, Indianapolis, IN March 2016 – Current

*Innovative STEM charter high school network*

**Director of High School Initiatives**

- Manage all aspects of external relations: recruit and manage industry partnerships, direct business and alumni engagement, development
- Governance and Board management: chief liaison to Board Officers, lead policy development, manage Board communication
- Network operational growth: develop and direct HR policies, facilitate grant development/fundraising management, manage compliance and reporting
- University liaison: principle contact for Purdue Research Foundation and Purdue Polytechnic Institute

**EmployIndy**, Indianapolis, IN, July 2014-March 2016

*Marion County's workforce investment board with \$18M budget*

**Senior Director, Hire Up Strategic Initiatives**

- Developed strategic initiative to increase technical talent pipeline in Central Indiana
- Convened business, civic and academic stakeholders to develop unified regional workforce vision, strategy and action plan
- Led research and data analysis that guided investments and workforce development programming and training in Marion County
- Instrumental in bringing more than \$13 million in funding to Central Indiana to train and educate technical talent
- Managed \$500,000 planning grant to assist in design and development of Purdue Polytechnic High School

**Indiana Family and Social Services Administration**, Indianapolis, IN, Sept 2010 - May 2013

*Human services state agency with \$9B budget, 4,100 employees and serves 1.3M Hoosiers*

**Deputy Secretary and Chief of Staff**, December 2011 - May 2013

**Deputy Chief of Staff**, May 2011 - December 2011

**Legislative Director**, September 2010 - May 2011

- Led daily operations of a \$9 billion agency delivering social service programs to over 1.3 million Hoosiers
- Directed and monitored five care divisions with approximately 4,100 employees and a network of hundreds of providers responsible for delivering services from 80+ federal and state programs
- Collaborated with the Indiana Hospital Association (IHA) and the state's network of hospitals to successfully author and pass legislation in April 2011 to enable FSSA to leverage fees collected from hospitals resulting in \$200 million in additional revenue for the State of IN and over \$500 million to hospitals over a two year period
- Implemented cost containment strategies in Medicaid program to yield nearly \$200 million in savings to the State of IN over a two year period
- Redefined programmatic and budgetary performance metrics to improve measurement of program outcomes
- Implemented improvements to agency personnel policies on recruiting, staff development, performance management and retention
- Transformed legislative affairs department into effective advocacy arm for the Governor and Secretary
- Successfully implemented FSSA legislative agenda for two consecutive years
- Testified before multiple state legislative hearings and commissions on agency budget, priorities and initiatives
- Worked extensively with key constituencies including: state legislators, lobbyists, IHA, Indiana Health Care Association, PhRMA, managed care organizations, consulting firms Deloitte and HP

**Walgreen Co.**, Washington, DC, Sept 2007 - Aug 2010

*Publicly traded (NYSE:WAG) Fortune 50 Company with 8,000 stores, 247,000 employees and \$70B in annual sales*

### **Manager, Federal Government Relations**

- Member of founding team to build robust and effective in-house government affairs department for nation's largest pharmacy retailer
- Developed and executed federal political strategy and legislative/regulatory action plan by proactively identifying issues and trends that impacted corporate operations and monitored legislation and regulations based on input from appropriate internal business units
- Served as chief advocate for Walgreens priorities with congressional members and federal administration officials on wide range of pharmacy and retailer issues including: Medicare/ Medicaid reimbursement, health care reform, in-store clinics, drug and food safety, e-prescribing, competitive bidding for durable medical equipment, pandemic flu planning, labor law reform, and interchange fees
- Directed company strategy on communication to federal policy-makers on value of acquisition of employer based health clinics companies itrax/CHD Meridian Healthcare and Whole Health Management
- Represented Walgreens interests with trade associations and coalitions including: National Association of Chain Drug Stores, Retail Industry Leaders Association, National Retail Federation, Specialty Pharmacy Coalition, Diabetes Access to Care Coalition
- Facilitated growth in contributions and employee participation in Walgreens Political Action Committee and developed company strategy on designation of funds to political candidates
- Coordinated with community and industry partners to ensure smooth transition for introducing Walgreens stores to the Washington, DC market
- Partnered with AARP to promote national wellness bus tour and free community health screenings

### **U.S. House of Representatives - Committee on Oversight & Government Reform, Washington, DC, Dec 2001 - Sept 2007**

**Senior Professional Staff Member, Jan 2007 - Sept 2007**

**Professional Staff Member, June 2003 - Jan 2007**

**Legislative Assistant, Dec 2001 - June 2003**

- Managed team of four staff responsible for the Committee's health and drug policy portfolio
- Chief Committee liaison to the federal agencies including: the Department of Health and Human Services, Centers for Medicare & Medicaid, the Food & Drug Administration, Centers for Disease Control and Prevention, and the National Institutes of Health
- Planned and organized Committee hearings on variety of public health and drug policy issues including: pandemic influenza, obesity and chronic disease, health information technology, medical device safety, food and drug safety, regulation of Internet pharmacies, and the Office of National Drug Control policy
- Led oversight investigations into issues including: FDA's deficiencies in systems to ensure safety of food and drugs, professional sports and use of performance enhancing drugs, and the 2004 influenza vaccine shortage
- Drafted legislation on public health and drug policy issues including: Internet pharmacy regulation, drug testing in professional sports, reauthorization of the Office of National Drug Control Policy, and the creation of Project Bioshield to accelerate development and procurement of effective countermeasures against bioterrorist threats

### **U.S. House of Representatives – Select Bipartisan Committee to Investigate the Preparation for and Response to Hurricane Katrina, Washington, DC, Sept 2005 - Feb 2006**

**Professional Staff Member**

- Appointed through competitive process to staff high-profile Congressional committee to investigate government disaster preparation and response at all levels
- Planned Select Committee hearings on medical assistance preparation and response to the storm
- Researched and documented the Department of Health and Human Services role in National Response Plan
- Conducted interviews with federal, state and local government officials and medical assistance personnel
- Drafted and published final Select Committee report which led to systemic improvements in emergency response planning in the public and private sectors

## EDUCATION

**The George Washington University**, Master of Arts, Political Management, May 2007

**Bucknell University**, Bachelor of Arts, International Relations, May 2001

## COMMUNITY ENGAGEMENT

- **Women for Riley**, 2016-current
- **Women's Fund of Central Indiana** OPTIONS Alumnae Committee Member, 2014-2017: Active alumnae member of philanthropy education program engaging women in meaningful exploration of personal philanthropy and the needs and issues facing women and children throughout central Indiana.
- **Dress for Success Indianapolis** Volunteer, 2014 - Current
- **The Richard G. Lugar Excellence in Public Service Series**, Class 2011-2012: Selected through competitive process to participate in 12-month political leadership development program.
- **Women in Government Relations**, 2007-2010: Participated as active member of organization committed to promoting and empowering professional women in government relations.
- **Junior League of Washington, DC**, 2003-2006: Served on adult literacy committee and helped establish volunteer activities with the National Book Festival.

# Tonya J. Taylor

4211 First Flight Circle, Zionsville, IN \* (317) 809-4907 \* tonyajtaylor21@gmail.com

## PROFESSIONAL SUMMARY

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Collaborative and innovative educational leader with 15+ years of experience working with special populations of students. Accomplished and results driven professional dedicated to advocating for success for all learners.

## CORE COMPETENCIES

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- Staff Professional Development
- Relationship Building
- Interpretation and Application of Special Education Law
- Innovative Leadership
- Grant Writing
- Adaptability and Flexibility

## PROFESSIONAL EXPERIENCES

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### **Purdue Polytechnic High Schools, Indianapolis, IN**

#### ***Director of Student Services, 2017- Present***

- Oversee the Special Education, 504, Language Minority (ELL) and Social/Emotional (SEL) programs
- Interact, collaborate, and support all school directors, special education site coordinators, and teachers of record
- Oversee and implement all Federal grants including Title I, II, and III and Part B
- Assure all schools and special education staff are implementing compliant special education procedures and programs
- Ensure all schools and ELL staff are implementing compliant language minority procedures and programs
- Monitor local, state, and federal compliance for all schools
- Direct and advise school directors and staff with specific legal procedures, regulations, legislation and programs
- Work with appropriate faculty to develop, maintain, and revise documents based on systematic review and analysis
- Provide effective staff development activities that incorporate the mission of the school, program evaluation outcomes, and input from teachers and others
- Serve as a liaison with other networks, universities, and State Department personnel in order to keep abreast of new educational developments and ideas
- Develop long and short range plans/programs and annual budget for the purpose of ensuring that resources are effectively utilized and used to improve achievement for all students
- Create and implement Board policies for Student Services
- Select, assign, supervise, and evaluate certified and classified staff
- Deliver high quality target professional development for all staff
- Identify and manage all related and community service contracts
- Coordinate manifestation, due process, and all family court responsibilities

### **Marian University, Indianapolis, IN**

#### ***Adjunct Professor, 2018-Present***

- Revise/Refine and manage syllabus materials for graduate level courses
- Facilitate class instruction
- Administer evaluations of student performance based on course deliverables and course rubrics
- Develop online content and other course materials in support of course and weekly outcomes
- Compile and report grade-related information to students and administration

## **Goodwill Education Initiatives, Indianapolis, IN**

### ***Director of Special Education, 2012-2017***

- Interacted, collaborated, and supported 14 schools and 20 special education site coordinators
- Oversaw the Special Education Central Office and directly supervised a staff of 5
- Ensured all schools and special education staff are implementing special education procedures and programs to develop and deliver high quality services to students
- Monitored state and federal compliance for all schools
- Directed and advised school directors and staff with specific legal procedures, regulations, legislation and programs
- Created a special education teacher evaluation tool

## **Zionsville Community Schools, Zionsville, IN**

### ***Special Education Department Chair, 2005-2012***

- Teacher of Record for students with mild and intense support needs
- Created over 250 Individual Education Plans and Functional Behavior Plans in compliance with state and national policies and procedures
- Analyzed data to report on annual goals, collaborated with staff on implementation of the RTI (Response to Intervention) model
- Implemented 1:1 laptop program
- Worked closely with ESL student integration program
- Created and facilitated professional development activities for teachers
- Participated in Universal Design For Learning Technology grant implementation at district level
- Used Co-Teaching model
- Worked extensively with staff and parents
- Supervised a team of 4 special education teachers and 11 paraprofessionals

## **EDUCATION**

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### **I.U.P.U.I**

#### ***Masters of Arts in Special Education, 2005***

- 2014 Director of Special Education License
- 2011 Administrative License
- Mild/Intense Special Education Certification

### **University of Southern Indiana**

#### ***Bachelor of Science in Elementary Education, 2000***

- K-6 Licensed
- Dean's List

## **ADDITIONAL QUALIFICATIONS**

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- Certified Crisis Prevention Intervention trainer (CPI)
- 2019, 2016 Presenter at Council for Exceptional Children (CEC) National Conference
- 2015 Presenter at Indiana Council for Exceptional Children (CEC) State Conference
- Founding member of the Indianapolis Area Special Education Leaders Symposium
- Founding member of the Indianapolis Area SPEDucators
- Member of National Center for Special Education in Charter Schools (NCSECS)
- Member National and State Council for Exceptional Children (CEC)
- Member of National and State Council of Administrators of Special Education (CASE)

# ERIC T. STEWART

6816 Alnwick Court • Indianapolis, Indiana 46220 • erstew72@gmail.com • (317) 797-5544

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## EDUCATIONAL & TECHNOLOGY LEADERSHIP

*Strategic Planning • Project Management • Student Achievement*

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Accomplished Educational Leader with experience in district and school-level operations, data-driven decision making, technology integration, employee evaluations, curriculum development, and assessment design. Results-oriented, decisive leader with proven success in operations and school improvement at urban and suburban schools. Track record of improving efficiencies, student achievement, and state accountability scores through collaborative problem solving.

### CORE COMPETENCIES

- Visionary Leadership
- School Accountability
- Data Collection & Analysis
- Learning Management Systems
- Professional Learning
- Creative Problem Solving
- Student Information Systems
- Instructional Design
- Effective Communication
- Database Management

### PROFESSIONAL EXPERIENCE

**Purdue Polytechnic High School, Indianapolis, Indiana** 4/2017-Present

#### **Director of Technology Innovation**

*Created and implemented technology plan for a new charter school.*

#### **Led instructional technology for two campuses and provided support for technology rollout plan.**

- Provided leadership and support to staff with a focus on the integration of educational technology into the learning process
- Led the implementation of all testing requirements for students
- Assisted in a variety of capacities to aid in the opening of the new schools

**Goodwill Education Initiatives, Indianapolis, Indiana** 10/2004 – 4/2017

#### **Director of Instructional Technology • Data Quality Specialist • Lead Teacher**

#### **School Director • Advisor**

*Provided effective data analytics and decision support for twelve schools, with a budget of \$32 million and serving over 3000 students annually.*

**Led instructional technology and data driven decision support for initiatives including long-range planning, employee management and talent development, curriculum development, budgeting, and grants management. Provided data analysis and IT support to 5 Regional Directors, 12 School Directors, Office of Academics, Special Education Department, Student Services. Redefined instructional delivery and oversaw data collection and interpretation.**

#### **Key Achievements:**

- Provided leadership and support to staff with a focus on the integration of educational technology into the learning process
- Built a foundation of high-quality data for administrative and decision support systems, assisting school teams in setting measurable goals and tracking benchmarks
- Optimized graduation plans leading students to graduate with an industry-recognized credential and/or college credits as well as a high school diploma

- Coordinated and facilitated network architectural upgrade for 12 schools
- Created synchronous and asynchronous online learning courses in the Blackboard Learning Management System
- Developed technology plans for The Excel Center network within Indiana and locations in Austin, TX, Memphis, TN, and Washington, D.C.
- Collaborated with school leadership, teachers, and data team to create unique Tableau data dashboards for central office, school-level, and teacher-level users
- Collaborated on school restructuring and assisted in writing school improvement plan
- Facilitated a departmental restructuring for improved mission support
- Developed a Professional Learning Portal to provide differentiated professional development for school leaders, teachers, and staff

**Culligan of Indiana, Indianapolis, Indiana**

6/2003 – 9/2004

**Route Manager**

*Key Achievements:*

- Managed route drivers for all home, office and commercial accounts
- Optimized delivery efficiency through route reorganization
- Implemented check-in/check-out daily structure to improve accountability

**Salt Express, Inc., Indianapolis, Indiana**

6/2001 – 6/2003

**Co-Owner/Operator**

*Key Achievements:*

- Ran day to day operations of water softener salt delivery company
- Developed marketing plan and effective sales strategy
- Served over 200 customers
- Angie's List Super Service Award Winner

**St. Barnabas School, Indianapolis, Indiana**

8/1998 – 6/2001

**Middle School Social Studies Teacher**

*Key Achievements:*

- Social Studies Department Chair
- Led academic competition teams
- Developed cross-curricular problem based learning units

**Boys Hope Girls Hope, Detroit, Michigan**

7/1997 – 6/1998

**Live-In Mentor**

*Key Achievements:*

- Served as academic guardian for 7 boys attending multiple high schools
- Oversaw daily operation of group home

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## EDUCATION AND CREDENTIALS

**Master of Arts in Education • BALL STATE UNIVERSITY • Muncie, Indiana**  
Indiana Building Level Administrators License

**Indiana Teacher Certification • BUTLER UNIVERSITY • Indianapolis, Indiana**  
Indiana State Teachers Licenses: Government; World History & Civilization (Grades 5-12)

### REFERENCES

Jay Lytle • Chief Information Officer, Goodwill Industries of Central Indiana • jlytle@goodwillindy.org • (317) 524-4529

Jeff Lozer • Executive Director, Indiana Network of Independent Schools • jlozer@inischools.org • (317) 524-4340

Scott Bess • Head of Purdue Polytechnic Indianapolis High School • sbess@purdue.edu • (317) 490-7265

Dr. Schauna Findlay • Director of Learning, Five-Star Technology Solutions • schauna.findlay@gmail.com • (317) 495-5931

Janet Rummel • Vice President, Workforce Alignment Operations and Marketing, Ivy Tech Community College • rummel@ivytech.edu • (317) 921-4874

# Charli Renckly-DeWhitt

Proven professional with a track record of recruiting excellent candidates. Experienced with various Applicant Tracking Systems and Social Media Platforms. Passion for both education and technical sectors and for providing a high-level of customer and client satisfaction. Strong experience in creating and executing marketing and recruiting strategies for branch offices.

## Skills

- SPSS
- Microsoft Office
- ATS Systems
- Deal Entry
- Commission/Profit Calculations
- Prezi
- Camtasia
- GoToMeeting/Webex
- Google Products
- Social Media
- Bloomerang
- Hubspot
- Training

## Experience

### **Marketing and Recruitment Coordinator**

*Experis*

*February 2019– Current*

- Provide direction and best practices for student recruitment
- Design and create marketing collateral
- Develop recruitment and marketing strategies
- Improve communication with both stakeholders, community partners, and families
- Provide expertise in staff recruitment as needed
- Provide guidance and support for community engagement

### **Senior IT Recruiter/ Recruiting Training**

*Experis*

*December 2015 – February 2019*

- Providing technical recruiting expertise for a variety of companies
- Advising aspiring IT professionals in regards to in-demand skills and career opportunities
- Specialized in working with and mentoring new graduates in the IT field
- Use Social Media (Linkedin, Facebook, Twitter, Instagram etc.) to identify and contact candidates
- Liaising with technical department heads to provide support for RFP projects
- Negotiating rates with employees and conducting raise evaluations
- Conduct sales calls and sales meetings as needed
- Writing articles for various technical organizations including addressing skills gaps in workers, hiring college graduates and in-demand technology skill sets
- Identifying, evaluating and hiring technical candidates in a highly competitive environment
- Created a variety of informational and training materials including technical screens for .Net, Java, JavaScript and SQL skillsets.
- Designed and distributed infographics and graphic designs used company-wide
- Developing and overseeing training initiatives on best practices and recruiting technologies
- Ensuring the accuracy of commission calculations monthly
- Calculating monthly gross profit and ensuring each new contract or opportunity would be profitable for our branch
- Demonstrating effective, creative and cost-efficient use of recruiting resources, which included: referrals, internet, job postings, networking and outplacement firms
- Partnering with Account Representatives to develop and implement competitive recruiting strategies and to gain insight on current opportunities

## **Freelance Search Engine Optimization Strategist & Technical Writer**

*Independent*

*January 2014 – Present*

- Consult with web developers and small businesses to improve web traffic and implement additional online marketing strategies
- Monitor and make recommendations and improvements to online campaigns
- Write content for blogs, websites and training manuals

## **Administrative Assistant/Recruiting Coordinator**

*Sentinel Technologies*

*January 2014 – December 2015*

- Supported multiple departments including Sales, HR and Recruiting
- Responsible for all RFPs within the Sales and Technology Departments
- Served as the coordinator on 19 high-level RFPs, winning and implementing 10
- Creating and securing contracts
- Formatting, editing and proofing proposal responses
- Designing marketing material
- Participating in Social Media development
- Posting Jobs to various job boards, including editing HTML and proofreading
- Ensuring EEO compliance
- Training Recruiters on ATS Systems
- Assisting Sales in tracking and calculating commission
- Creating and ensuring accuracy of RFP, RFQ and RFI responses
- Entering deal information including hardware and professional services

## **Teacher**

*Yorktown Public High School*

*August 2013 – August 2014*

- Developed highly engaging lessons and online resources with a focus on contextualized learning practices
- Successfully piloted and implemented “flipped classroom” software and technology into numerous classrooms and teacher curriculums

## **Education**

### **Post-Graduate Study in Business Linguistics**

*University of Nottingham, UK*

### **Bachelor of Arts in Spanish**

**Minor in English**

*Ball State University*

## **Volunteer Experience**

### **Fundraising Chair & Board Member**

Waldo's Muttley Crew Animal Rescue

### **Presenter/Facilitator**

Hour of Code Event at HSE Schools

# Stanley Dixon

stanley@stanleydixon.com  
(317) 850 2256

## OBJECTIVE

To leverage my broad knowledge of and experience in educational technology to empower educators and foster student achievement in an innovative and progressive educational setting.

## SUMMARY OF QUALIFICATIONS

- 7+ years of working with Student Information Systems (SIS) and Learning Management Systems (LMS)
- 10+ years of experience in data and document curation
- 10+ years of experience carrying projects from concept to reality
- Management of Enterprise Systems with over 1000 users
- Able to translate between tech speak and real-world English

## WORK EXPERIENCE

### Purdue Polytechnic High School (Indianapolis, IN)

#### Systems Analyst (07.2019 – Present)

My role is to be a lead in the use and development of an online scheduling tool while assisting in additional technical needs

- Scheduling tool administrator
- LMS / SIS administrator
- Liaison for non-technical staff

### Goodwill Industries of Central & Southern Indiana (Indianapolis, IN)

#### Application Analyst II, GEI (09.2011 – 07.2019)

I focus on process improvement, data quality and security. I am filling the roles of the architect, dba, and security admin for multiple systems. Some systems were inherited, others I was working with from conception. Regardless, I am always able to make systems more secure, organized, and user friendly.

- System Administration for Synergy SIS
- Project Manager and System Administration for Blackboard LMS
- Project Manager and System Administration for Absolute DDS
- Process architect for account provisioning workflow
- Training and support for technology
- Migration from Exchange to Gmail / Google Administration

- Created macros for data quality and easing workloads

### **The College Network (Indianapolis, IN)**

#### **Webmaster and Designer (06.2010 – 09.2011)**

- Cleaned and organized document storage and proprietary CMS
- Designed, Documented and Curated online marketing assets.
- Used multivariate software to analyze / optimize lead generation
- Writing of HTML, CSS, JavaScript, PHP, ASP code (front-end developer)

### **The Basement Design + Motion (Indianapolis, IN)**

#### **Flash Developer (11.2007 – 06.2009)**

- Use of ActionScript 2 & 3, AJAX, HTML, CSS for Flash-based projects
- Involved in projects from conception to launch
- Delivered better than expected results for online marketing game

### **The Children's Museum of Indianapolis (Indianapolis, IN)**

#### **SciencePort Coordinator (09.2006 – 11.2007)**

- Documentation and Flowchart design for presenting to stakeholders
- Proof-of-concept interactives, videos, and branding
- Design and System Administration for Angel LMS
- Instructional documentation for technology in physical and virtual space

## **EDUCATION**

### **Indiana University, School of Informatics (Indianapolis, IN)**

#### **Bachelor of Science in Media Arts & Science (01.2003 – 05.2007)**

### **Purdue University, Department of Computer and Information Science (Indianapolis, IN)**

#### **Certificate in Applied Computer Science (01.2003 – 05.2007)**

### **Ivy Tech (Indianapolis, IN)**

#### **Certificate in ASQ Yellow Belt (2016)**

### **1337 Institute of Technology (Online)**

#### **Certificate in AJAX Development (2016)**

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# S WARD

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5019 Clarkson Drive, Indianapolis, IN 46254 ♦ 317-714-2071 ♦ srj9702@gmail.com

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## PROFESSIONAL SUMMARY

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Seasoned school leader with 16 years as an accomplished educator who cares deeply about student success. Creative positive culture builder who excels at motivating and inspiring staff and students.

## EDUCATION

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**Bachelor of Science:** Physical Education, Health & Safety Science & Biology

**Marian University** - Indianapolis, IN

Licensed to teach 7th -12th Life Science, Health, Physical Education

**Master of Arts:** Building Leadership Administration, 2015

**Marian University** - Indianapolis, IN

Licensed Administrator

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## CERTIFICATIONS

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CPR

QPR

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## SKILLS

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- Managing classroom, and school for diverse populations
  - Expertise in **STEM**
  - Diverse classroom settings
  - Experience with instructional design
  - Inquiry-based learning
  - Instructional best practices
  - Student-centered learning
  - Problem Solving
  - Curriculum development
  - In-depth knowledge of **Indiana** state standards
  - Fiscal Management
  - Time Management
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## WORK HISTORY

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**High School Principal**, 06/2017 to Current

**Purdue Polytechnic High School** – Indianapolis, United States

- Monitored and evaluated educational programs to maintain high-quality performance objectives and standards
- Established positive, stimulating learning environment for students and exciting education-focused setting for teachers
- Prepared school budget and submitted to school board with recommendations for hiring, capital expenditures and cost-saving initiatives
- Modeled expected and appropriate leadership to promote teaching staff and administrative personnel positive interaction with students and families
- Established and maintained rapport with other staff, students, and parents to facilitate communication and academic progress
- Offered constructive feedback to minors under care regarding specific actions, behaviors and words
- Developed activities and integrated technology to diversify instruction
- Performed classroom evaluations to assess teacher strategies and effectiveness

**Innovation School Fellow- Cohort 3**, 06/2016 to 06/2017

**The Mind Trust Inc** – Indianapolis, IN

- Traveled and engaged with leaders at some of the nation's best schools
- Received extensive expertise and feedback on the school design and opening process
- Participated in leadership development opportunities
- Gained access to a network of expert consultants and coaches

**Regional Director**, 04/2015 to 06/2016

**The Excel Center, Goodwill Education Initiative** – Indianapolis, IN

- Managed academic and operational performance of subset of 3-5 schools
- Supervised and evaluated School Directors of assigned Excel Center
- Set performance goals, provided hands-on support and mentor leadership staff of assigned school
- Provided fiscal management and oversight while working in conjunction with the Financial Controller
- Ensured assigned schools were in compliance in special education and authorize audits

**School Director**, 2012 to 2015

**The Excel Center, Goodwill Education Initiative** – Indianapolis, IN

- Provide hands on approach to leadership in the directing, planning, managing, and coordinating the educational goals and vision of the school
- Works with the leadership team to ensure appropriate building management coverage and operations for the entire Excel Center's hours of operation
- Represents the school, as appropriate, in community planning and policy making activities
- Provides leadership in the development of new partnerships and/or methodologies in response to the changing needs concerning students, test results and/or Indiana Academic Standards

**Lead Teacher**, 2011 to 2012

**The Excel Center, Goodwill Education Initiative** – Indianapolis, IN

- Planned, implemented, monitored, and assessed a classroom instructional program which was consistent with The Excel Center regulations and Indiana Department of Education expectations
- Successfully improved student participation and retention in the classroom through integration of positive student incentives
- Work in collaboration with Director and Lead Coach to execute effective course scheduling within student management system

**Science Instructor**, 2010 to 2011

**The Excel Center, Goodwill Education Initiative** – Indianapolis, IN

- Established clear objectives for all lessons, units and projects
- Adapted teaching methods and materials to meet students' varying needs
- Encouraged students to persevere with challenging tasks
- Employed a broad range of instructional techniques to retain student interest and maximize learning
- Taught students to utilize problem solving methodology and techniques during tests
- Communicated with peers, colleagues, administrators and parents to meet and exceed teaching goals
- Assisted in the creation of science curriculum map, assessments and lesson plans in line with state curriculum and school curriculum standards
- Created an interactive classroom atmosphere to maintain student interest and facilitate learning

**Science Instructor**, 2009 to 2010

**Stongate Early College High School** – Indianapolis, IN

- Established clear objectives for all lessons, units and projects
- Adapted teaching methods and materials to meet students' varying needs
- Encouraged students to persevere with challenging tasks
- Employed a broad range of instructional techniques to retain student interest and maximize learning
- Taught students to utilize problem solving methodology and techniques during assignment, labs, and assessments
- Created an interactive classroom atmosphere to maintain student interest and facilitate learning
- Created engaging and dynamic lessons with an emphasis on improving students' written and verbal communication skills
- Identified areas of weakness with individual students and tailored lessons accordingly

**Science Teacher**, 2006 to 2009

**Indianapolis Public Schools** – Indianapolis, IN

- Assisted in developing student-led academic instruction to teach under-privileged students
- Collaborated with a team of faculty to develop science curriculum to improve student achievement on science state exams
- Planned, implemented, monitored, and assessed a classroom instructional program which was consistent with Capstone Unified District regulations and Board of Education goals
- Organized grade records to increase reference speed
- Modified the general education curriculum for special-needs students based upon a variety of instructional techniques and technologies
- Maintained accurate and complete student records as required by laws, district policies and administrative regulations
- Acted as a positive role model for students and colleagues
- Coordinated with the Dean of Students to address discipline issues
- Chaperoned at least 4 dances, sporting events and activities each semester

**Instructional Assistant**, 2003 to 2006

**Indianapolis Public Schools** – Indianapolis, IN

- Coordinated communication between students and school administration to create an effective and culturally-sensitive learning environment
- Emphasized critical thinking through small group activities
- Created monthly academic status reports based on in-depth student evaluations
- Managed classrooms of 20 to 25 high school students during the absence of their teachers
- Communicated with peers, supervising teacher, administrators and parents to meet and exceed teaching goals

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## EXTRACURRICULAR ACTIVITIES

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Coach BasketballMentor

# Keeanna Warren

(317)605-8092 • [keeannawarren@gmail.com](mailto:keeannawarren@gmail.com)

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## SUMMARY OF PROFESSIONAL SKILLS

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- Curriculum Development
- Instructional Coaching
- Data Driven Instruction
- Professional Development
- Recruitment and Hiring
- Departmental Supervision
- Strategic Planning
- Community Engagement
- Proficiency in ASL

## EDUCATION AND LICENSURE

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### Indiana State University

*Doctor of Philosophy (Ph.D.)*

*Educational Administration: School Administration Ph.D.*

Terre Haute, IN

May 2020

### Marian University

*K-12 Building Level Administrator's License, Teaching and Learning Leadership*

*Master of Art in Teaching*

Indianapolis, IN

December 2013

May 2012

### Purdue University

*Bachelors of Art in Sociology with a Minor in Psychology*

West Lafayette, IN

May 2010

### Indiana Department of Education

*Professional Educator License*

- Economics, 5-12
- Elementary Education, K-6
- English as New Language, K-6
- Mathematics, 5-12
- Historical Perspectives, 5-12
- Government and Citizenship, 5-12
- Language Arts, 5-12
- Building Level Administrator, P-12

## PROFESSIONAL EDUCATIONAL EXPERIENCE

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### Purdue Polytechnic High School North

*Principal*

Indianapolis, IN

July 2011- Present

- Provide the strategic direction for the school.
- Develop curricula, assess teaching methods, monitor student achievement, and encourage parent involvement
- Hire and evaluate staff and oversee facilities
- Managed the fiscal activities of the school

### The Mind Trust

*Innovation School Fellow, Purdue Polytechnic High School*

Indianapolis, IN

July 2017-July 2019

- Designed and planned to launch the second campus of PPHS North for fall 2019

### The Excel Center-Meadows

*Director*

Indianapolis, IN

February 2015- Present

- During the 2015-2016 school year increased the number of graduates by 33%
- Rated an "A" school by the Indiana Department of Education during the entire directorship
- Set educational standards and goals, and help establish policies and procedures to carry them out
- Supervised and manage faculty and staff of 25
- Created and maintained a safe and secure educational environment for approximately 370 students
- Managed the fiscal activities of the school
- Observed teaching methods and examined learning materials to evaluate and standardize curricula and teaching techniques, and determined areas where improvement is needed.
- Recruited, hired, trained, and evaluate primary and supplemental staff.
- Created opportunities to engage families and community partners in school mission and vision

### The Excel Center-Meadows

*Lead Instructor*

Indianapolis, IN

July 2013 – February 2015

# Keeanna Warren

(317)605-8092 • [keeannawarren@gmail.com](mailto:keeannawarren@gmail.com)

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- Observed teaching methods and examined learning materials to evaluate and standardize curricula and teaching techniques, and determined areas where improvement is needed
- Collaborated with teachers to develop and maintain curriculum standards, data trends, and set performance goals and objectives
- Influenced recruiting, hiring, training, and evaluating of primary and supplemental staff
- Planned and lead professional development activities for teachers, administrators, and support staff

## **The Excel Center-Meadows**

*College Transition Counselor / Graduate Counselor*

Indianapolis, IN

July 2013- August 2014

- Advised students on issues such as course selection, progress towards post-secondary plans, and career decisions
- Increased the number of college credits earned by over 800%
- Developed and implemented new college and career procedures; as well as created programs, and workshops that promote college and career readiness
- Formed and maintained new community partnerships to support a college readiness school culture
- Increased the graduation rate by over 40%
- Counseled and provided guidance to students regarding personal, academic, or behavioral issues
- Maintained accurate and completed student records, created academic plans and connected students with outside resources

## **The Excel Center-Meadows**

*Night Instructor*

Indianapolis, IN

July 2013 – April 2014

- Substantially increased the number of night students earning credits
- Achieved 83% Math ECA pass rate
- Recruited, trained and managed night tutoring staff
- Planned class schedule that allows students to move through course sequence in order to deliberately increase graduation rates

## **Washington Township Schools –Nora Elementary**

*5th Grade Teacher*

Indianapolis, IN

October 2012- July 2013

- Modified the general education curriculum for special-needs students
- Evaluated data in order to predict outcomes and modify instruction
- Worked with diverse student body, including teaching a class with 16 English Language Learners and 6 Special Education students
- Accomplished a 92% pass rate for ISTEP + Math

## **National Heritage Academies - Andrew J. Brown Academy**

*5th Grade/Middle School Instructor*

Indianapolis, IN

July 2010- October 2012

- Planned, developed, and presented engaging and standard-based learning opportunities for students
- Administered and analyzed data to gauge student learning and drive instruction
- Achieved over a 92% student pass rate on ISTEP+ Math for two consecutive years
- Ensured that at least 83% of students obtained their NWEA growth goal in Math, Reading, and Language

## **PHILANTHROPIC EXPERIENCE**

### **Allegiant Preparatory Academy**

*Board Chair*

Indianapolis, IN

February 2017-Present

- Works with the Head of School, other board officers, and committee chairs to develop the agendas for Board of Director meetings
- Works with the Board of Directors in accordance with the charter school's bylaws and mission, to establish and maintain systems

Attachment 2: Statement of Economic Interest & Conflict of Interest Form (Board of Directors)

Exhibit C

**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve: *Purdue Polytechnic High School*
2. Your full name: *Maurice Weber*
3. Your spouse's full name: *Nicholas Weber*

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

- My resume is attached.  
 My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

*Early Learning Indiana = me  
Freeman Baker Daniels = Spouse*

6. List the name(s) of your spouse's employer(s) and the nature of the business:

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

- No.  
 Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

- No.  
 Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?

- No.  
 Yes. Please provide the name and describe the nature of the business: *I am the President + CEO of Early Learning Indiana, a non-profit provide of early childcare + education.*

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

- No.  
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

Yes. Please identify the business and indicate the nature of the relationship: *My husband's firm provides legal services to the school. My husband is not involved in this account in any way.*

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No. *(Except as described above)*

Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not applicable.

No.

Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.

No.

Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

Not applicable.

No.

Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No. *(Except as described above)*

Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

No.

Yes. Please describe the nature of the potential conflict(s):

9. 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 and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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 the above charter school is true and correct in every respect.

Man Weber

Name

Man Weber

Signature

Sept 27, 2019

Date



Exhibit C

**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve:

*Purdue Polytechnic High School*

2. Your full name:

*Gary K. Bertoline*

3. Your spouse's full name:

*Ada E. Bertoline*

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

*Purdue University - Dean*

6. List the name(s) of your spouse's employer(s) and the nature of the business:

*None*

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?

No.

Yes. Please provide the name and describe the nature of the business:

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?

No.

Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not applicable.

No.

Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.

No.

Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

Not applicable.

No.

Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No.

Yes. Please describe the relationship and the nature of the partnership: *Purdue University is a partner that provides free consulting + access to Purdue campus +*

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

No.

Yes. Please describe the nature of the potential conflict(s): *Faculty.*

9. 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 and the Access to Public Record Act?

- Yes.
- Don't Know/ Unsure.

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 the above charter school is true and correct in every respect.

Gary R. Bertoune

Name

[Handwritten Signature]

Signature

9/24/19

Date

## Curriculum Vitae

### **GARY R. BERTOLINE, PhD**

Distinguished Professor of Computer Graphics Technology and Professor of Computer & Information Technology  
Dean, Polytechnic Institute  
Purdue University  
West Lafayette, IN 47907  
Cell Phone: 765-586-8861  
E-mail: [gary.bertoline@gmail.com](mailto:gary.bertoline@gmail.com)

#### **EDUCATION**

Ph.D., **The Ohio State University**, Columbus, Ohio in Technology Education.

M.Ed., **Miami University**, Oxford, Ohio in Technology Education.

B.S., **Northern Michigan University**, Marquette, Michigan in Industrial Technology/Engineering Design.

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#### **PROFESSIONAL ACADEMIC EXPERIENCE**

##### **Purdue University:**

**Dean, Polytechnic Institute** 2011 to present

**Associate Dean** for Graduate Programs College of Technology, 2009 to 2011.

**Interim Associate Dean** for Graduate Studies and Research, College of Technology, 2008

**Professor of Computer & Information Technology**, joint appointment, 2007 to present.

**Distinguished Professor of Computer Graphics Technology**, 2007

**Assistant Dean** for Graduate Studies College of Technology, 2006 – 2008.

**Courtesy Appointment Professor of Engineering Education**, Department of Engineering Education, College of Engineering, 2006 to present.

**ITaP Associate Vice President and Founding Director** of the Rosen Center for Advanced Computing and the Envision Center for Data Perceptualization, 2002 to 2006.

**ITaP Senior Research Scientist**, Visualization and Computer Graphics, and Founding Director of the Envision Center for Data Perceptualization, 2001 – 2002.

**Department Head** of Computer Graphics Technology, 1995 to 2001.

**Professor of Computer Graphics Technology** 1995 to present.

**Associate Professor**, 1990 to 1994 Computer Graphics Technology (Formerly Technical Graphics). Granted tenure in 1994.

##### **The Ohio State University:**

**Assistant Professor**, Department of Engineering Graphics, College of Engineering, 1987 to 1990. Held courtesy appointment in the College of Education, Educational Psychology Department.

**Thomas E. French Research Fellowship**, Department of Engineering Graphics, 1986 to 1987.

##### **Wright State University, Lake Campus:**

**Professor and coordinator** of design technology, 1981 to 1985. Promoted to assistant professor and granted tenure January 1985.

Exhibit C

**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve:

2. Your full name: *George E. Pillow JR*

3. Your spouse's full name: *Paula Irene Pillow*

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): *Pillow Logistics*

6. List the name(s) of your spouse's employer(s) and the nature of the business: *Retired*

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?

No.

Yes. Please provide the name and describe the nature of the business:

*Pillow Logistics  
TRANSPORTATION CO.*

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

Yes. Please identify the board member and indicate the nature of the relationship:

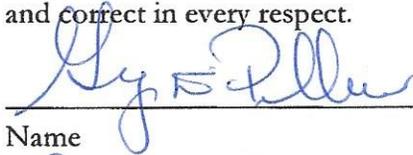
2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
  - No.
  - Yes. Please identify the business and indicate the nature of the relationship:
  
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
  - No.
  - Yes. Please describe the nature of the business that is being, or will be, conducted:
  
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
  - Not applicable.
  - No.
  - Yes. Please describe the relationship:
  
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
  - Not applicable.
  - No.
  - Yes. Please provide a description of the interest:
  
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
  - Not applicable.
  - No.
  - Yes. Please describe the nature of the business:
  
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
  - No.
  - Yes. Please describe the relationship and the nature of the partnership:
  
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
  - No.
  - Yes. Please describe the nature of the potential conflict(s):

9. 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 and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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 the above charter school is true and correct in every respect.

  
Name

George E. Pilla  
Signature

09-23-2019  
Date

## GEORGE E. PILLOW, JR.

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George E. Pillow, Jr. is President and Chief Executive Officer of Pillow Logistics. Pillow Logistics is one of the four largest independent courier companies in the State of Indiana, according to the Indianapolis Business Journal.

Celebrating its thirty-first year in business, Pillow Logistics maintains an impressive client list including: IU Health (Methodist, IU and Riley Hospitals), Andrew's Air Force Base in Maryland, Eskenazi Health Services, Eli Lilly and Company, Customs and Border Protection, and G-Tech (lottery terminals).

George began his road to success at Shortridge High School in Indianapolis. In 1967, he discovered basketball, a favorite past time, which took him to All City, All Sectional, All Regional, All State, and Indiana All Star. He was also named the Outstanding Athlete of the Year at Shortridge High School.

Mr. Pillow went on to Indiana State University, where he established himself as one of basketball's greatest. A few of his most memorable highlights in 1971 include All Conference, Most Valuable Player, Leading Scorer, and Converse All American. George was recently inducted into the Indiana Basketball Hall of Fame, as well as the Indiana State University Hall of Fame.

After graduating from Indiana State University, George embarked on an equally impressive business career, first as a Senior Account Manager at Xerox Corporation, then as Cabinet Member under former Governor Robert Orr. In 1984, George was awarded the Sagamore of the Wabash by Governor Robert Orr; the highest honor in the State given to an individual. His final stop prior to founding Pillow Express Delivery, Inc. was the Assistant Executive Administrator for the Department of Health and Human Services.

Currently Mr. Pillow is serving as a Commissioner on the Indiana Horse Racing Commission of Indiana, as well as a Director on the Board for the Purdue Polytechnic High School. George has served as a trustee of the Children's Museum, the largest children's museum in the United States. He has also served as Executive Board member of the Indianapolis Chamber of Commerce Advisory Board, the Eiteljorg Museum, City of Indianapolis Economic Development Commission, and Stanley K. Lacy Leadership Graduates. George has continued to be a community leader and business advocate by serving with the Organizing Committee to bring the National Athletic Collegiate Association Headquarters from Missouri, Kansas to Indianapolis, Indiana, the Transition Team for Governor-Elect Mitchell Daniels, as well as Committee member for the State of Indiana Interstate I-69 Highway Project; the Assistant Executive Coordinator for the Circle City Classic, and finally, as a Trustee on the Board of Indiana State University and on the board of Directors for the Columbia Club.

Exhibit C

**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve:  
**Purdue Polytechnic High School**
2. Your full name: **Jamala L. Smith**
3. Your spouse's full name: **Micah Smith**

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).  
 My resume is attached.  
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): **IU Health**
6. List the name(s) of your spouse's employer(s) and the nature of the business: **N/A**
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?  
 No.  
 Yes. Please provide the name and describe the nature of the business:  
**The FLOWERS Group - Consulting**
8. Are you and/or your spouse a member of a partnership and/or limited liability company?  
 No.  
 Yes. Please provide the name and describe the nature of the business:  
**The FLOWERS Group, LLC - Consulting**
9. Are you and/or your spouse an officer or director of a corporation?  
 No.  
 Yes. Please provide the name and describe the nature of the business:

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?  
 No.  
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
  - No.
  - Yes. Please identify the business and indicate the nature of the relationship:
  
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
  - No.
  - Yes. Please describe the nature of the business that is being, or will be, conducted:
  
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
  - Not applicable.
  - No.
  - Yes. Please describe the relationship:
  
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
  - Not applicable.
  - No.
  - Yes. Please provide a description of the interest:
  
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
  - Not applicable.
  - No.
  - Yes. Please describe the nature of the business:
  
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
  - No.
  - Yes. Please describe the relationship and the nature of the partnership:
  
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
  - No.
  - Yes. Please describe the nature of the potential conflict(s):

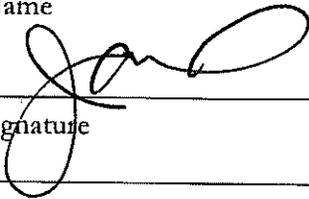
9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

- Yes.  
 Don't Know/ Unsure.

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 the above charter school is true and correct in every respect.

Jamal L. Smith

Name



Signature

9/23/19

Date

Exhibit C

**Statement of Economic Interest & Conflict of Interest Form**  
(Must be completed individually by each Board member)

**Background**

1. Name of charter school on whose governing board you serve:

PURDUE POLYTECHNIC HIGH SCHOOL

2. Your full name:

KENNETH W. KOBE

3. Your spouse's full name:

LISA H. KOBE

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):

RETIRED

6. List the name(s) of your spouse's employer(s) and the nature of the business:

DUKE ENERGY - ELECTRIC UTILITY

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

Yes. Please provide the name and describe the nature of the business:

KENNETH KOBE LLC - FINANCIAL CONSULTING

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

Yes. Please provide the name and describe the nature of the business:

KENNETH KOBE LLC - FINANCIAL CONSULTING

9. Are you and/or your spouse an officer or director of a corporation?

No.

Yes. Please provide the name and describe the nature of the business:

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
  - No.
  - Yes. Please identify the business and indicate the nature of the relationship:
  
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
  - No.
  - Yes. Please describe the nature of the business that is being, or will be, conducted:
  
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
  - Not applicable.
  - No.
  - Yes. Please describe the relationship:
  
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
  - Not applicable.
  - No.
  - Yes. Please provide a description of the interest:
  
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
  - Not applicable.
  - No.
  - Yes. Please describe the nature of the business:
  
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
  - No.
  - Yes. Please describe the relationship and the nature of the partnership:
  
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
  - No.
  - Yes. Please describe the nature of the potential conflict(s):

9. 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 and the Access to Public Record Act?

- Yes.
- Don't Know/ Unsure.

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 the above charter school is true and correct in every respect.

KENNETH V. KIBE

Name



Signature

9/23/19

Date

## RESUME

### **KENNETH V. KOBE**

4326 N. Washington Blvd.  
Indianapolis, In 46205

317-923-8020

[kenvkobe@gmail.com](mailto:kenvkobe@gmail.com)

#### **WORK EXPERIENCE**

Executive Director  
Barnes & Thornburg LLP  
1989 – 2014

Chief Operating Officer of one of the 100 largest law firms in the United States, with 550 attorneys in 12 offices throughout the country.

Indiana State Budget Director  
Office of the Governor  
1985 – 1989

Principal fiscal advisor to the Governor of Indiana; director of an agency responsible for the analysis of budget and revenue issues and the administration of state appropriations.

Deputy Executive Director  
Indiana Department of Commerce  
1985

Chief administrative officer (reporting to the Lt. Governor) of the state's economic development agency.

Director of Financial Services  
Indiana Department of Commerce  
1981-1985

Directed the department's economic development incentive programs.

Chief Fiscal Analyst  
Indiana House Ways & Means Committee  
1978-1981

Principal fiscal advisor to the House majority and Ways & Means Committee chairman.

Mental Health Analyst  
State Budget Agency  
1974-1978

Field Agent  
U.S. Census Bureau  
1973

Peace Corps Volunteer Teacher  
Kenya, East Africa  
1969-1970

## **EDUCATION**

Bachelor of Arts  
Denison University, 1968  
Political Science

Master of Arts in Public Administration  
Ohio State University, 1972  
Public Finance, International Economic Development

## **CURRENT BOARD POSITIONS**

Easter Seals Crossroads of Indianapolis - Treasurer of the Board of Directors

Indiana Institute for Global Health - Board Member and Financial Consultant  
Partnership between Indiana University and Moi University Kenya providing medical research, training and clinical health services in western Kenya

Building Tomorrow – Vice-Chairperson  
Finances and builds primary schools in Uganda

School for Hope, Inc. - Board Member  
Supports St Aloysius Gonzaga Secondary School, serving Nairobi's Kibera slum

Purdue Polytechnic High School – Vice-Chairperson  
Operates two STEM charter schools in Indianapolis, Indiana

Exhibit C

**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve:

Purdue Polytechnic HS

2. Your full name:

Nancy Marchand-Martella

3. Your spouse's full name:

Ronald Martella

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).

My resume is attached.

My resume is not attached. Please provide a narrative response:

5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): Purdue University, Dean

6. List the name(s) of your spouse's employer(s) and the nature of the business:

Purdue University, professor

7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?

No.

Yes. Please provide the name and describe the nature of the business:

8. Are you and/or your spouse a member of a partnership and/or limited liability company?

No.

Yes. Please provide the name and describe the nature of the business:

9. Are you and/or your spouse an officer or director of a corporation?

No.

Yes. Please provide the name and describe the nature of the business:

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?

No.

Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
- No.
- Yes. Please identify the business and indicate the nature of the relationship:
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
- No.
- Yes. Please describe the nature of the business that is being, or will be, conducted:
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
- Not applicable.
- No.
- Yes. Please describe the relationship:
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
- Not applicable.
- No.
- Yes. Please provide a description of the interest:
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
- Not applicable.
- No.
- Yes. Please describe the nature of the business:
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
- No.
- Yes. Please describe the relationship and the nature of the partnership:
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
- No.
- Yes. Please describe the nature of the potential conflict(s):

9. 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 and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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 the above charter school is true and correct in every respect.

Nancy Marchand-Mantella

Name

Nancy Marchand-Mantella

Signature

9-23-19

Date

Exhibit C

**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve:  
*Purdue Polytechnic High School*
2. Your full name:  
*Maria M. Quintana*
3. Your spouse's full name:  
*N/A*

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).  
 My resume is attached.  
 My resume is not attached. Please provide a narrative response: *Retired Consultant Q2U Strategic Advisory LLC*
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):
6. List the name(s) of your spouse's employer(s) and the nature of the business:
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?  
 No.  
 Yes. Please provide the name and describe the nature of the business: *Q2U Strategic Advisory Group*
8. Are you and/or your spouse a member of a partnership and/or limited liability company?  
 No.  
 Yes. Please provide the name and describe the nature of the business: *Q2U Strategic Advisory Group*
9. Are you and/or your spouse an officer or director of a corporation?  
 No.  
 Yes. Please provide the name and describe the nature of the business: *Directory Citizens Energy Group Public Charitable Trust*

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?  
 No.  
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
  - No.
  - Yes. Please identify the business and indicate the nature of the relationship:
  
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
  - No.
  - Yes. Please describe the nature of the business that is being, or will be, conducted:
  
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
  - Not applicable.
  - No.
  - Yes. Please describe the relationship:
  
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
  - Not applicable.
  - No.
  - Yes. Please provide a description of the interest:
  
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
  - Not applicable.
  - No.
  - Yes. Please describe the nature of the business:
  
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
  - No.
  - Yes. Please describe the relationship and the nature of the partnership:
  
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
  - No.
  - Yes. Please describe the nature of the potential conflict(s):

9. 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 and the Access to Public Record Act?
- Yes.
- Don't Know/ Unsure.

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 the above charter school is true and correct in every respect.

Maria M. Quintana  
Name

[Signature]  
Signature

9-25-2019  
Date

Exhibit C

**Statement of Economic Interest & Conflict of Interest Form**

*(Must be completed individually by each Board member)*

**Background**

1. Name of charter school on whose governing board you serve:  
Purdue Polytechnic High School
2. Your full name:  
Robert D Wynkoop
3. Your spouse's full name:  
Corrie S Wynkoop

**Employment**

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).  
 My resume is attached.  
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"):  
Purdue University
6. List the name(s) of your spouse's employer(s) and the nature of the business:  
Domestic Engineer
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?  
 No.  
 Yes. Please provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?  
 No.  
 Yes. Please provide the name and describe the nature of the business:

**Conflict of Interest Disclosures**

1. Do you or your spouse have a personal or business relationship with any other board member for the proposed school?  
 No.  
 Yes. Please identify the board member and indicate the nature of the relationship:

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?  
 No.  
 Yes. Please identify the business and indicate the nature of the relationship:
  
3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?  
 No.  
 Yes. Please describe the nature of the business that is being, or will be, conducted:
  
4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?  
 Not applicable.  
 No.  
 Yes. Please describe the relationship:
  
5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?  
 Not applicable.  
 No.  
 Yes. Please provide a description of the interest:
  
6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?  
 Not applicable.  
 No.  
 Yes. Please describe the nature of the business:
  
7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?  
 No.  
 Yes. Please describe the relationship and the nature of the partnership:
  
8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?  
 No.  
 Yes. Please describe the nature of the potential conflict(s):

9. 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 and the Access to Public Record Act?

Yes.

Don't Know/ Unsure.

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 the above charter school is true and correct in every respect.

Robert wynkoop

Name

DocuSigned by:  
Robert Wynkoop

D91DD04A08B54A2...  
Signature

9/23/2019

Date

## Purdue Polytechnic High School Board of Directors Conflict of Interest Form

Indiana Code 20-24-3-4(c) (2017) requires that the charter school organizer shall submit to the authorizer and Indiana Department of Education a statement of economic interest that contains the same information specified under IC 3-8-9-8 for each board member of the proposed charter school. IC 20-24-3-4(c) (2017)

Please provide the information requested below adding or removing lines as necessary. Indicate N/A for the filer or spouse's name if a field does not apply. The conflict of interest must set forth the following information for the preceding calendar year.

Name of Filer: Thomas S Rewe	
Name of Employer: Eli Lilly + Company	Nature of Business: Pharma

Name of Spouse: Shacara Squire Rewe	
Name of Employer: Microsoft	Nature of Business: Technology

Name of Filer: N/A	
Name of Sole Proprietorship or Professional Practice:	Nature of Business of the Sole Proprietorship or Professional Practice:

Name of Spouse: N/A	
Name of Sole Proprietorship or Professional Practice:	Nature of Business of the Sole Proprietorship or Professional Practice:

Name of Filer: N/A	
Name of any Partnership or Limited Liability Company:	Nature of Business of the Partnership or Limited Liability Company:

Name of Spouse: N/A	
Name of any Partnership or Limited Liability Company:	Nature of Business of the Partnership or Limited Liability Company:

Name of Filer: N/A	
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# THOMAS SCOTT REIVES

[reives\\_thomas\\_scott@lilly.com](mailto:reives_thomas_scott@lilly.com)

Cell: 317-473-1404

## OBJECTIVE

To further my potential as a leader and broaden my manufacturing experience at Eli Lilly.

## RELEVANT WORK EXPERIENCE

**Eli Lilly & Company, Indianapolis, IN** **Nov 2015 - Present**

*Indy Device Manufacturing, Contract Manufacturing Manager (Full-Time)*

- Owned Global Manufacturing for KwikPen plastic component assembly
- Delivered Major Cross-Functional Gross Margin Initiative for Lilly (\$100M+/yr. savings)
- Navigated Manufacturing Issues across the network to deliver 200M+ devices/yr
- Led Devices Diversity & Inclusion Team to elevated engagement and program delivery
- African American Network Executive Committee Member

**Eli Lilly & Company, Enfield, CT** **Jun 2012-Nov 2015**

*North American Logistics Operations, East/West Coast Regional Manager (Full-Time)*

- Provided oversight and direction for all warehouse activities at both regional sites
- Led Major Capital Projects to in-source controlled substances and upgrade security
- Actively interacted with regulatory agencies and Lilly Global Quality Auditors

**Alcoa Power & Propulsion, Morristown, TN** **Nov 2011-Jun 2012**

*Howmet Castings, Manufacturing Supervisor (Full-Time)*

- Responsible for front-end process for complex ceramic core manufacturing
- Managed operations of 3-Shift operation and responsible for daily production

**Alcoa Power & Propulsion, Various Locations** **Jun 2010-Nov 2011**

*Lend Forward Program, Lean Manufacturing Consultant (Full-Time)*

- Led continuous improvement activities in various locations in North America
  - Hampton, VA; Dover, NJ; Acuña, MX; Morristown, TN

**Eli Lilly & Company, Indianapolis, IN** **Jul 2008 - Aug 2009**

*Pharmaceutical Delivery Systems, Process Engineer (Full-Time)*

- Organized EU Launch of Freedom Pen (Humatrope)
- Completed special projects for Luxura (Giessen) and Ergo devices

## COMMUNITY SERVICE

**Purdue Polytechnic High School Board of Directors, (Sep 2018 - Present)**

- Helping to develop and drive the growth strategy for an innovative charter school

**Big Brothers Big Sisters of Central Indiana, (Sep 2016 - Present)**

- Volunteering as a BIG for a Ben Davis High School Student, Class of 2022

**Center for Leadership Development Facilitator, Indianapolis, IN (Fall 2015 - Present)**

- Self-Discovery/Career Exploration Program for HS Students, 13 Week Volunteer 2x/yr

## EDUCATION

*Rose-Hulman Institute of Technology (RHIT), Terre Haute, IN*

M.S. Engineering Management, GPA: 4.0/4.0

**May 2010**

Integrated Project: *“Enhancing Minority Recruiting and Retention Strategy of RHIT”*

B.S. Mechanical Engineering, GPA: 3.98/4.0

**May 2008**

Minor: Spanish Language & Culture (*Conversational/Fluent*)

## EXTRA-CURRICULAR ACTIVITIES

- Various Intramural and Citywide Basketball, Flag Football, Softball Leagues
- NPC Natural Indiana Bodybuilding Competitor, 2016

**Robert D. Wynkoop**  
11 S. 27<sup>th</sup> Street Lafayette IN 47904  
317-435-9774  
rdwynkoop@yahoo.com

## **Professional Experience**

**Purdue University-Office of the Treasurer & CFO, W. Lafayette, IN, April 2013-Current**  
*Purdue University West Lafayette is the second largest public university in Indiana with over 40,000 undergraduate and graduate students.*

### **Senior Director for Auxiliary Services**

- Hired by President Mitch Daniels to lead operational efficiency and cost savings opportunities across the Purdue campus.
- Lead 6 direct reports and 90 total employees with responsibility for Real Estate, Procurement, Parking, Materials Management/Distribution, Fleet, Print Shop and the University Airport. This team has returned \$5M+ to the university to directly assist with student affordability efforts that keep tuition flat.
- Partnered with industry print expert to manage print shop operations for the university. Eliminated \$850,000 in losses. Partnership provides \$100,000 in print savings annually.
- Led the team that negotiated and implemented Purdue's first-of-a kind partnership with Amazon that gives students access to free overnight shipping at two on-campus distribution points. This partnership has provided \$2M+ in direct savings on textbooks to students.
- Contracted services for refrigerated and frozen food storage, saving \$5 million+ in capital expenses.
- Contracted transportation services instead of relying on a fleet of university owned buses, avoiding \$3.5 million in capital expenses to replace 10 aging vehicles.
- Trimmed excess storage by 30,000 sq. ft., resulting in property lease savings of \$130,000 annually.

**State of Indiana- Department of Administration, Indianapolis, IN, May 2005 – March 2013**

*The IDOA is a 200+ employee organization with an annual budget of \$150M that manages Statewide Procurement, Statewide Public Works, Facilities Management, Fleet Services and Minority and Women's Business Enterprise.*

### **Commissioner, June 2010 – March 2013**

- Appointed by Governor Daniels to run key division responsible for extracting cost savings and creating efficiencies throughout state government.
- Lead 7 direct reports to achieve exceptional cost reductions, a track record of no contract or procurement controversies throughout tenure.
- Planned, managed and acted as the state's spokesperson for the multi-agency safety and security plan put in place at the Indiana Statehouse during two high-profile contentious legislative sessions. Both sessions gained national press attention and there were zero security incidents at the State.
- Organized and directed the State's immediate services response to the spring 2012 tornadoes in Southern Indiana through Governor Daniels' One-Stop Shop program. Brought 10+ state agencies and first response organizations to one location providing easy access to over 2000 citizens affected by this disaster.
- Drove year-over-year improvements in Buy Indiana initiative resulting in 85 cents of every dollar spent by the State going to Indiana suppliers and vendors.
- Authorized to serve as 1 of 5 signers on any state government contract.

### **Deputy Commissioner for Procurement Division, May 2005 – May 2010**

- Led 5 direct reports and a staff of 30+ Associates responsible for \$2 billion of the \$4 billion spent by the state every year on outside goods and services.
- Reorganized department to create efficiencies and improve outcomes by dedicating account managers and embedding them in large divisions including Family and Social Services Administration and Department of Corrections to transform to customer-centric model and implement procurement best practices within each division.
- Streamlined division to handle double the work volume while reducing headcount from 45 to 26.
- Responsible for overseeing the Governor's OneIndiana strategic sourcing initiative and member of the 13 person leadership team that sourced 30+ purchasing categories at the State of Indiana to save \$250 million in taxpayer dollars between 2006 and 2012.

## **Robert D. Wynkoop, resume cont.**

- Implemented the Governor's Buy Indiana initiative and created the process for measuring state government's progress towards program goals; Raised state government's Buy Indiana number from 60 cents on the dollar to 85 cents on the dollar

### **International Business Machines (IBM), Indianapolis, IN, June 1999 – May 2005**

*Publicly traded (NYSE:IBM), IBM is a global Fortune 100 firm recognized as the world's top provider of computer products and services.*

#### **Senior Client Executive IBM Healthcare, May 2000 – May 2005**

- Responsible for the overall IBM relationship at Anthem/WellPoint, the largest health insurance company in the US.
- Coordinated the customer sales plan for sales specialists across all lines of IBM products and services.
- IBM received the highest levels of customer satisfaction at Anthem/WellPoint in 2003-2004.
- Directly responsible for driving IBM revenue in Anthem/WellPoint, Clarian Health Partners of IN and Hospital Sisters Health System in Springfield, IL; Produced double digit revenue growth in my accounts for IBM from 2000 – 2004.
- Achieved 130% of sales plan for 2002 and 250% of Q4 sales plan for 2001 allowing team to reach quota for full year; Accomplished 105% of sales plan the 1<sup>st</sup> six months on the job in 2000 with no prior sales experience.

### **Ontario Systems Corporation, Muncie, IN, June 1997 – June 1999**

*Founded in 1980, Ontario Systems builds software to recover consumer and business payments in highly regulated industries.*

#### **Systems Consultant**

- Served as the Project Coordinator for a large client, California Student Aid Commission, preparing for a significant data conversion.
- Achieved Lead Installer status after only three installation projects; Teamed with other system consultants for 4 on-site installation projects, training new clients on a variety of FACS applications.
- Member of the core team that designed, planned, and implemented Ontario Systems' first ever Regional Training Seminar, an intensive, two-day training conference for FACS clients, held in seven different cities across the US.

### **United States Senator Dan Coats, Indianapolis, IN, March 1996 – June 1997**

#### **Project Specialist/Indiana Scheduler**

- As project specialist, assisted Indiana municipalities and communities seeking federal aid in the areas of transportation and emergency management.
- As Indiana Scheduler, served as travel aide and successfully coordinated all aspects of over ten of Senator Coats' trips back to Indiana and other US destinations

### **Lugar for President Committee, Indianapolis, IN, July 1995 – March, 1996**

#### **Call Center System Technical Manager**

- Responsible for the installation and daily management of a call and contact management/predictive dialing system used to contact 300,000+ registered voters in the states of IN, IA, and NH during the 1996 Presidential primaries.
- Staffed and managed 100+ part-time employees who utilized the call system to contact financial supporters in IN and voters in IA and NH.

### **United States Senators Richard G. Lugar & Dan Coats, Fort Wayne, IN June, 1994 – July 1995**

#### **Assistant Regional Director**

- Oversaw the daily duties of an office that serves a 16 county area in Northeast IN.
- Represented both Senators at a variety of events and forums and kept them abreast of issues of importance in that part of the state.
- Staffed both Senator Lugar and Senator Coats on trips to region ensuring that all aspects of their schedule went as planned.

**Robert D. Wynkoop, resume cont.**

## **EDUCATION**

**Taylor University**, Upland, IN, B.A., Business Administration, May 1992

**Ball State University**, Muncie, IN, M.S., Information & Communication Sciences, August 1994

**Harvard University**, IBM Premier Class for Client Representatives, February 2002

## **HONORS AND AFFILIATIONS**

- Member of the Board, Indianapolis Downtown 2010-2013
- Board of Advisors, Hope for Indianapolis *2009-2010*
- Chairman of Leadership Committee, Young Life Arsenal Technical High School *2008-2010*
- Member of the President's Club, Taylor University *2000-current*
- Volunteer, The Oaks Academy *2005-2007*
- Chairman, Pastoral Search Committee for Redeemer Presbyterian Church *2001-2002, 2016*

Curriculum Vitae  
**GARY R. BERTOLINE, PhD**

Distinguished Professor of Computer Graphics Technology and Professor of Computer & Information Technology  
Dean, Purdue Polytechnic Institute  
Purdue University  
West Lafayette, IN 47907  
Phone: 765-494-2552  
E-mail: [bertoline@purdue.edu](mailto:bertoline@purdue.edu)

**EDUCATION**

1987, Ph.D., **The Ohio State University**, Columbus, Ohio in Industrial Technology Education.

1979, M.Ed., **Miami University**, Oxford, Ohio in Technology Education.

1974, B.S., **Northern Michigan University**, Marquette, Michigan in Industrial Technology.

**PROFESSIONAL ACADEMIC EXPERIENCE**

**Purdue University:**

**Dean, Purdue Polytechnic University (formally the College of Technology)** 2011 to present

**Interim Department Head** for Industrial Technology and Organizational Leadership & Supervision, 2010 - 11.

**Associate Dean** for Graduate Programs College of Technology, 2009 to 2011.

**Interim Associate Dean** for Graduate Studies and Research, College of Technology, 2008

**Professor of Computer & Information Technology**, joint appointment, 2007 to present.

**Assistant Dean** for Graduate Studies College of Technology, 2006 – 2008.

**Director of the Envision Center for Data Perceptualization**, 2006 – 2008.

**Courtesy Appointment Professor of Engineering Education**, Department of Engineering Education, College of Engineering, 2006 to present.

**ITaP Associate Vice President and Director** of the Rosen Center for Advanced Computing and the Envision Center for Data Perceptualization, 2002 to 2006.

**ITaP Senior Research Scientist**, Visualization and Computer Graphics, and Director of the Envision Center for Data Perceptualization, 2001 – 2002.

**Department Head** of Computer Graphics Technology, 1995 to 2001.

**Professor of Computer Graphics Technology** 1995 to present.

**Associate Professor**, 1990 to 1994 Technical Graphics. Granted tenure in 1994 and promoted to professor in 1995.

**The Ohio State University:**

**Assistant Professor**, Department of Engineering Graphics, College of Engineering, 1987 to 1990. Held courtesy appointment in the College of Education, Educational Psychology Department.

**Thomas E. French Research Fellowship**, Department of Engineering Graphics, 1986 to 1987.

**Wright State University, Lake Campus:**

**Instructor and coordinator** of design technology, 1981 to 1985. Promoted to assistant professor and granted tenure January 1985.

**GEORGE E. PILLOW, JR.**

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9451 Lafayette Road  
Indianapolis, IN 46278

Home: (317) 329-6527 • Office: (317) 253-3220 • Cell: (317) 557-8876

**EMPLOYMENT**

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President / Owner  
Pillow Express Delivery, Inc.  
5434 N. Keystone Ave  
Indianapolis, Indiana 46202  
*1988 – Present*

Executive Administrator  
State of Indiana  
Department of Health & Human Services  
Indianapolis, Indiana  
*1986 – 1988*

- Responsible for all federal programs, writing and reviewing of Department policies and procedures, supervising implementation, and preparing annual budget

Executive Director  
State of Indiana  
State Housing Board  
Indianapolis, Indiana  
*1982 – 1986*

- Responsible for administration of federally funded housing programs in the state

Senior Account Manager  
Xerox Corporation  
Indianapolis, Indiana  
*1974 – 1982*

- Responsible for sales and marketing for all product lines as well as training and administrative functions

**EDUCATION**

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- B.S. in Environmental Science
- Indiana State University, 1967-1971
  
- School of Public and Environmental Affairs  
Indiana University, 1973-1975
  
- Xerox Management Training, 1975
- Stanley K. Lacey Leadership Development Course, 1985
- National Alliance of Business Development Course, 1989
- Amos Truck School Business Development Course (Dartmouth College), 1994

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**GEORGE E. PILLOW, JR.**

9451 Lafayette Road  
 Indianapolis, IN 46278  
 Home: (317) 329-6527 • Office: (317) 253-3220 • Cell: (317) 557-8876

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**HONORS**

- Center for Leadership Development 1993 Entrepreneur of the Year
- William Henry Entrepreneur of the Year
- Indiana Basketball Hall of Fame, Silver Anniversary Team, 1992
- 1985 Sagamore of the Wabash
- 1982 Xerox President's Club Award for Top Sales Representative
- 1971 College All-American (Basketball)
- 1999 Recipient Governor Award for Community Leadership
- Links Organization Outstanding Entrepreneur for 1999
- Selected to All Century Team at Indiana State University
- Indiana Basketball Hall of Fame

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**ACCOMPLISHMENTS**

- Executive Assistant to Governor Robert Orr
- President's Council Committee for new arena
- Raised \$250,000 for Indianapolis Children's Museum "Life Stories" exhibit
- Co-chairman for Celebration, "A Cause for Education", raised \$60,000 for inner-city youth to attend college of their choice
- Assistant Executive Coordinator, Circle City Classic
- Annual sponsor of the Cosmo Knight Social Club scholarship golf tournament
- Member of transition team, Governor Mitch Daniels

---

**CO-CHAIRMAN OF THE FOLLOWING:**

- Day of Caring, United Way; Opening Ceremonies, 1984 Pan Am Games, Indianapolis
- White River Park State Games
- Grand Opening Madam C.J. Walker Building
- United Negro College Fund
- Star Panel
- Hospitality Larry Bird All-Star Class Basketball Game

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**BOARD MEMBER OF THE FOLLOWING:**

- National Messenger Courier Association
- Madam C.J. Walker
- Indiana Chamber of Commerce
- Indianapolis Chamber of Commerce
- Indiana Regional Minority Business Development Center
- Indianapolis Children's Museum
- Stanley K. Lacy Leadership Executive Committee
- McCoy Advisory Council

**GEORGE E. PILLOW, JR.**

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9451 Lafayette Road  
Indianapolis, IN 46278

Home: (317) 329-6527 • Office: (317) 253-3220 • Cell: (317) 557-8876

**COMMITTEE MEMBER OF THE FOLLOWING:**

- Finance Committee
- United Way of Central Indiana
- Advisory Council – Search Committee member
- Indiana State University
- Organizing Committee, 1991 NCAA Final Four Basketball Tournament
- Indiana Sports Corporation, 1996 Executive Member

# Jamal L. Smith

5700 Scotland Street  
Indianapolis, IN 46234  
(765) 532-1986  
[jamalsmith25@yahoo.com](mailto:jamalsmith25@yahoo.com)

## **Executive Director | Senior Advisor | Chairman | General Manager**

Offering 12+ years of progressive leadership within a multitude of both private and public organizations. Create winning cultures to drive break-through improvement. Emphasis on strategy, execution and leadership all through sustainable process development.

Specialties include Strategic Planning and Execution, Leadership and Talent Management, and Strategic Partnerships & Advisement

### **Highlights Include:**

- ▶ State Executive managing a \$14M budget
- ▶ Served as Senior Advisor to former governor Mitch Daniels
- ▶ Developed marketing & recruitment strategies that yielded increases of more than 300%
- ▶ Accomplished network base and strategic partnerships
- ▶ Facilitated the announcement of the 2008 Olympic Synchronized Swim Team
- ▶ Instrumental in generating \$9 million in revenue and nearly \$2 million in cost savings during career.
- ▶ Appointed by two consecutive governors (Mitch Daniels and Mike Pence) to serve the State of Indiana.

### *Areas of Expertise:*

**General Management  
Government Affairs  
Talent Management  
Team Building / Leadership**

**Strategy Development  
Recruitment & Retention  
Project Management  
Cost Saving Strategies**

**Multi-Million \$ Budget Management  
Continuous Process Improvements  
Strategic Partnerships  
Customer Relationships**

## **PROFESSIONAL HISTORY**

### ***Executive Director***

*Indiana Civil Rights Commission*

*June 2010 – Present  
Indianapolis, Indiana*

### ***Senior Advisor, Minority Affairs***

*State of Indiana (Office of Governor Mitch Daniels)*

*May 2008 – December 2012  
Indianapolis, Indiana*

### ***Director, Marketing & Business Development***

*United States Synchronized Swimming (USSS)*

*May 2005 – April 2008  
Indianapolis, Indiana*

### ***Director, Membership Services***

*Black Coaches Association (BCA)*

*June 2001 – April 2005  
Indianapolis, Indiana*

## MANAGEMENT EXPERIENCE

### Management:

- **Successfully manage agency budget of more than \$14 million**
- **Oversee the implementation** of many of the State's programs and initiatives;
- **Develop and maintain relationships** with a diverse section of community leaders throughout the state of Indiana
- **Develop and cultivate relationships** with various legislature throughout the Indiana General Assembly
- **Developed strategic plan** to market and implement the goals of Governor's major initiatives
- **Developed long & short term recruitment strategies that yielded an increase in membership of more than 300%.**
- **Responsible for soliciting and securing sponsor support** in preparation for 2008 Olympic Games.
- **Maintained productive relationship with sponsors and business partners**
- **Manage Annual Marketing Budget of \$950k+ plus VIK in excess of \$500k**
- **Managed staff of more 50+ employees**
- **Coordinated collaboration between various agencies** resulting in a budget increase of more than \$5mil
- **Managed USSS site committee responsible for RFPs, bids, and awarding of elite level national and international sporting events**
- **Coordinated activities between personnel of National Federation of State High School Association** and the Black Coaches Association.
- **Maintain records** reflecting progress, adverse trends, conclusions, and/or recommendations for the Black Coaches Association.
- **Oversee all matters concerning BCA membership** including the recruitment of coaches and administrators, fees and sponsorship, and maintenance of the Membership Database.
- **Lead Purdue University H&K recruitment efforts resulting in an increase of 200%** minority participation for the graduate school program

## COMMUNITY RELATIONS, COMMISSIONS, & BOARDS

### Commissions, Boards & Community Engagement:

- **Appointed by Indianapolis Mayor to Co-Chair the Your Life Matters (YLM) initiative** – an initiative aimed at identifying barriers and making recommendations to eliminate barriers to success for young people. Focus areas include: Health, Education, Employment, & Juvenile Justice
- **Serve as Chair of the Governor's Commission for Minority and Women Business Enterprises**
- **Serve on NCAA – NIT Site Supervisory Committee** in conjunction with IN Sports Corporation
- **Established working relationships** with private and public organizations, state agencies, as well as community and faith based organizations.
- **Represented the Governor on the Interagency Council for Black and Minority Health**
- **Serve as Governor's Representative on the IN Health Information Technology Board**
- **Serve on IN Cord Blood Bank Board of Directors**

## MARKETING & SALES EXPERIENCE

### Marketing:

- **Lead communication campaign/marketing efforts** that contributed to an increase in the gubernatorial minority vote from 4% (2004) 29% (2008)
- **Developed and Implemented organizational Marketing Plan.**
- **Composed marketing strategies generating an excess of \$1.2 million in sponsorship dollars** for organizational development and operations.
- **Designed and lead BCA Membership marketing campaigns** increasing new membership by more than 300%
- **Developed and Cultivated relationships** with faith-based and community oriented organizations as well as private organizations in order to strategically position the organization within its target market.
- **Developed long & short term recruitment strategies that yielded an increase in membership of more than 300%.**
- **Headed national membership recruitment campaign** aimed at increasing and sustaining high school representation among BCA membership; campaign resulted in 150% increase in high school constituency.
- **Headed Minority Graduate Recruitment Program** for the Health & Kinesiology department at Purdue University. Worked with Department Chair to develop scholarship programs and marketing strategies to attract prospective graduate students, and to increase minority enrollment.
- **Researched, identified, and Recruited prospective companies** for sponsor and cross-promotion opportunities
- **Part of a sales team that generated an excess of \$16M.**

TECHNICAL EXPERIENCE:

**Financial Analysis:**

- Proficient in MS Excel spreadsheets to assist in analyzing individual/group productivity, growth , and track market trends.
- Adept at reading and interpreting financial statements as well as utilizing Excel to create charts and reports used to assess company production.

**Presentation:**

- Proficient in using MS PowerPoint to assist with sales/marketing presentations.
- Proficient in using MS PowerPoint to produce charts and reports used to give an account of revenue and/or company growth.

**Word Processing:**

- Proficient with MS Word to develop letters, proposals, statements and other documents required to accomplish day-to-day work assignments.

**Research:**

- Proficient with the web and all search engines to conduct market research.
- Adept at and familiar with research programs (NUD\*IST, InFo GraPH, Marketing Plan Pro, etc.) used to collect, track, analyze, and report market trends and develop marketing strategies.

EDUCATION:

**Master of Science, Sports Marketing & Athletic Administration, MS**  
**Purdue University**  
West Lafayette, Indiana

*December 2002*

**Bachelor of Arts, History, BA**  
**Wright State University**  
Dayton, Ohio

*May 1999*

REFERENCES:

*Available upon request*

# Maureen Weber

6640 Dean Road, Indianapolis, Indiana 46220  
317.363.2487 • maureenweber@ymail.com

## Professional Summary

Seasoned leader with demonstrated ability to achieve the following across multiple industries and sectors:

- Evaluate organizational performance, identify gaps or misalignment in strategic direction, and create a roadmap to address
- Build a range of options to address organizational challenges and conduct trade-off analyses
- Execute large-scale initiatives in matrixed environments
- Sustain organizational focus to drive results
- Infuse customer focus into operational decision-making
- Lead in complex and ambiguous environments
- Build and maximize high-performing teams
- Disrupt organizational inertia
- Maintain situational awareness and call audibles when required to achieve objectives

## Experience

**EARLY LEARNING INDIANA** • Indianapolis, IN

**President & Chief Executive Officer**

(2018 – present)

- Lead an educational non-profit that operates a network of premiere community-based early learning lab schools, serves as an expert partner for early learning providers and is a leading voice driving system-level change throughout the state of Indiana.

**PROJECT LEAD THE WAY** • Indianapolis, IN

**Senior Vice President & Chief Strategy Officer**

(2015 – 2018)

- Led the development and execution of organizational strategy for a national non-profit serving more than 10K schools focused on empowering approximately 2M K-12 students annually with transportable skills put into practice in STEM settings. Coordinate and continuously align resources across the organization to achieve strategic objectives.
- Responsible for driving enterprise-wide results and implementation of key initiatives at the heart of the organization's strategic change agenda, including establishing sales targets and defining related tactics, modernizing the customer experience and optimizing channel selection for key customer interactions.
- Oversaw department accountable for all aspects of the product lifecycle from inception to development and delivery to ongoing maintenance and evaluation, championing innovation and creativity to ensure competitiveness, differentiation and quality across all product offerings.
- Drove creation and execution of policy positions and government affairs agenda designed to expand market opportunities and eliminate legislative and regulatory barriers to success in target states and across the federal government.
- Served as in-house counsel, responsible for legal oversight and risk mitigation efforts.

**INDIANA UNIVERSITY HEALTH** • Indianapolis, IN

**Vice President, Customer Experience**

(2011 – 2015)

- Led effort to optimize the patient experience across all channels and settings of care. Responsible for identifying key customer pain points and designing and executing strategies to address them.
- Executed multi-year campaign to inspire and empower approximately 30K team members to deliver on the promise of the IU Health brand by overhauling recruiting and on-boarding practices, revamping internal communications, and implementing innovative customer service training, including a first-of-its-

kind “gamification” module.

- Instituted Voice of the Customer program, working across the enterprise to deploy 25 advisory councils and an online customer advisory group to provide continuous feedback to operations in real-time.
- Oversaw the operation of iuhealth.org, execution of the IU Health social media strategy, and the launch and rapid expansion of functionality of MyIUHealth, an online patient portal that integrates disparate back-end systems into a unified user experience. Crafted strategy to further expand online services through the targeted use of telemedicine.

**Director, Community Outreach & Engagement**

(2009 – 2011)

- Drove the development and implementation of community engagement strategies, streamlining activities to institute evidence-based practices and ensure measurable outcomes. Prioritized areas of community focus and architected strategies to achieve meaningful impact with respect to each.
- Designed and launched a variety of innovative initiatives, including *Garden on the Go*, a national Hospital Charitable Service Award-winning program bringing at-cost produce to low-income areas in order to combat obesity.
- Grew employee volunteering program tenfold. Engaged thousands of volunteers at IU Health’s Day of Service by coordinating dozens of events across the state.
- Oversaw the accurate reporting of IU Health’s system-wide community benefits, the reporting of which is essential to maintaining the organization’s non-profit status.

**INDIANA DEPARTMENT OF EDUCATION • Indianapolis, IN**

**Chief Operating Officer**

(2009)

- Oversaw core operations of 250-person agency responsible for administering approximately 50% of the state’s budget, nearly a dozen federal programs and more than \$1B in federal stimulus funds.
- Responsible for a broad portfolio of operational and strategic resources, including the agency’s divisions of finance, legal affairs, information technology and assessment. Assisted in developing communications strategies for key agency initiatives.
- Advised the Superintendent in the development of an aggressive vision and strategic plan for education in Indiana and instituted annual priorities to advance these goals. Aligned agency-wide financial resources and human capital with these established priorities through a comprehensive agency-wide reorganization.

**INDIANA BUREAU OF MOTOR VEHICLES • Indianapolis, IN**

**Deputy Commissioner, Strategy and Operations**

(2006 – 2008)

- Led department responsible for implementing key elements of the BMV’s transformational agenda and preparing the agency for future reforms by crafting a 5-year roadmap for strategic initiatives.
- Designed and executed “Customer Choices” initiative, a nationally-recognized program aimed at improving customer service by offering convenient service options outside of the traditional license branch. Through an aggressive program launch, this initiative resulted in nearly 300 new partnerships and the launch of a mobile BMV branch in its first eighteen months.
- Managed cross-functional resources to achieve strategic operational goals, including the realignment of annual vehicle registration renewal dates in order to streamline transaction volumes in license branches, resulting in shorter visit times and related efficiencies.
- Constructed and implemented diverse strategic initiatives, including a program to redirect BMV customers by incentivizing lower-cost service channels and programs aimed at enhancing the security and accuracy of the agency’s records.

**INDIANA DEPARTMENT OF WORKFORCE DEVELOPMENT • Indianapolis, IN**

**Deputy Commissioner, Employment Growth**

(2005 – 2006)

- Led Employment Growth Division comprised of approximately 400 employees and four distinct operational areas responsible for carrying out the state's unemployment insurance activities.
- Restored fiscal viability to Indiana's unemployment insurance administration, eliminating a \$2.5M annual operating deficit by streamlining staff and instituting cost-saving reforms, including transitioning unemployment benefits from checks to debit cards.
- Managed the vendor selection, contract negotiations, initial development and implementation of a multi-year, \$30M project to modernize Indiana's unemployment insurance computer system. Realigned core operations to realize efficiencies of the overhauled system.
- Implemented innovative reforms and instituted procedural changes required to bring the state's unemployment insurance appeals and benefits units into compliance with federal standards on a sustained basis for the first time on record.
- Designed legislative agenda and drafted related legislation affecting the unemployment insurance program.

**BARNES & THORNBURG, LLP • Indianapolis, IN**

**Business, Tax & Real Estate Department Associate**

(2003 – 2005)

- Researched variety of securities compliance issues and prepared required Securities and Exchange Commission filings, including filings in connection with a hostile exchange offer bid.
- Drafted professional services contracts, shareholder rights offering documents, board resolutions and corporate formation documents
- Researched state corporations' laws and advised clients regarding corporate deadlock and other issues impacting closely-held corporations.

## Education

**GEORGETOWN UNIVERSITY LAW CENTER • Washington, D.C.**

Juris Doctor, May 2003, *cum laude*

Senior and Organizational Editor, *Georgetown Journal of Law & Public Policy*

**GEORGETOWN UNIVERSITY SCHOOL OF FOREIGN SERVICE • Washington, D.C.**

Bachelor of Science in Foreign Service, May 1997, *cum laude*

Concentration: Science and Technology in International Affairs

Honors' Certificate: Landegger Program in International Business Diplomacy

## Community Engagement & Affiliations

- Founding Chair, Board of Directors, Purdue Polytechnic High School (2015 – present)
- Member, Stand for Children Advisory Board (2012 – present)
- Chair (*appointed Chair by Governor Mitch Daniels*), Indiana Charter School Board (2012 – 2015)
- Executive Committee Member, EmployIndy (2011 – 2015)
- Elected Member, Christ the King School Commission (2013 – 2016)
- Indianapolis Business Journal's *Forty Under Forty* Honoree (2011)
- Admitted and in good standing, Indiana state and federal courts

## RESUME

### **KENNETH V. KOBE**

4326 N. Washington Blvd.  
Indianapolis, In 46205

317-923-8020  
[kenvkobe@gmail.com](mailto:kenvkobe@gmail.com)

### **WORK EXPERIENCE**

Executive Director  
Barnes & Thornburg LLP  
1989 – 2014

Chief Operating Officer of one of the 100 largest law firms in the United States, with 550 attorneys in 12 offices throughout the country.

Indiana State Budget Director  
Office of the Governor  
1985 – 1989

Principal fiscal advisor to the Governor of Indiana; director of an agency responsible for the analysis of budget and revenue issues and the administration of state appropriations.

Deputy Executive Director  
Indiana Department of Commerce  
1985

Chief administrative officer (reporting to the Lt. Governor) of the state's economic development agency.

Director of Financial Services  
Indiana Department of Commerce  
1981-1985

Directed the department's economic development incentive programs.

Chief Fiscal Analyst  
Indiana House Ways & Means Committee  
1978-1981

Principal fiscal advisor to the House majority and Ways & Means Committee chairman.



## **Maria M. Quintana**

**Email:** [mquintana@bosepublicaffairs.com](mailto:mquintana@bosepublicaffairs.com)

**Phone:** 317-684-5415

**Fax:** 317-223-0415

### **Profile**

Maria M. Quintana is a senior policy advisor with Bose Public Affairs Group. Quintana has extensive commercial and public finance experience with more than 35 years at JPMorgan Chase. She helps advise and connect state and local government, corporations, universities, health care and non-profit institutions that seek capital strategies for growth. Quintana also serves as an executive branch lobbyist at the federal, state and local levels.

Quintana retired as the executive vice president and managing director for JPMorgan Chase in April 2015 after a career that began in 1979. She advised on many of the State of Indiana's most significant financial transactions throughout her career at JPMorgan Chase.

### **Education**

Quintana earned her bachelor's degree from Indiana University Kelley School of Business and holds an MBA from Indiana Wesleyan University.

### **Honors / Awards**

Quintana has been recognized on several occasions for both her professional and community service. In 2015, Quintana received one of the State of Indiana's highest honors, the Sagamore of the Wabash, presented by Governor Mike Pence. Also in 2015, she was a Girls Inc., Touchstone Honoree. In 2014, she received the NFL's Hispanic Heritage Leadership Award. Quintana was an inductee into the Indianapolis Public Schools Alumni Hall of Fame in 2012 and received the Lis Dailey Award by United Way of Central Indiana for outstanding board service. She was recognized in 2011 with the Center for Leadership Development Minority Business & Professional Achievers Award for Achievement in Financial Services. The Indianapolis Business Journal recognized her as one of Indianapolis' "Women of Influence" in 2010.

### **Appointments / Memberships**

Active in the community, Quintana dedicates her time to advising and assisting numerous organizations. She currently serves as an advisory member of the Local Initiatives Support Corporation and co-chair of Great Places 2020. In addition, she is co-chair of the Indiana University Corporate Diversity Advisory Council, a board member of the Jefferson Awards, and member of the marketing committee for Christel House International.

Her previous community activities include Commissioner for Thriving Cities Thriving State, the Indiana Latino Institute, the United Way of Central Indiana, the Women's Fund of Central Indiana, the Children's Museum of Indianapolis, Independent Colleges of Indiana, the Indianapolis Marion County Building Authority, the Wishard Memorial Foundation, John Boner Community Center, Indiana CPA Society, Community Centers of Indianapolis, Habitat for Humanity, and the Directors Circle for St. Elizabeth Coleman.

## CURRICULUM VITA

### NANCY E. MARCHAND-MARTELLA

Professor and Dean,  
 Purdue University  
 College of Education  
 Beering Hall, Room 6138  
 100 N. University Street  
 West Lafayette, IN 47907-2098  
 (765) 494-2336 Fax: (765) 494-5832  
[nmarchand-martella@purdue.edu](mailto:nmarchand-martella@purdue.edu)  
 @PurdueNancymm  
[Education.purdue.edu](http://Education.purdue.edu)

#### EDUCATION

- |      |  |
|------|--|
| 1991 | Doctor of Philosophy (Special Education)<br>Department of Special Education and Rehabilitation<br>Utah State University, Logan, Utah                               |
| 1987 | Master of Science (Behavior Analysis and Therapy)<br>Behavior Analysis and Therapy, Rehabilitation Institute<br>Southern Illinois University, Carbondale, Illinois |
| 1985 | Bachelor of Arts (Psychology)<br>Department of Psychology<br>Purdue University, West Lafayette, Indiana  |

#### RESEARCH INTERESTS

Multi-tier system of supports  
 Differentiated instruction  
 Effective instruction  
 Classroom management  
 At-risk learners/Students with disabilities  
 Dyslexia

#### PROFESSIONAL EMPLOYMENT AND EXPERIENCE

##### Higher Education

- |                  |  |
|------------------|--|
| 2018-<br>present | <p><u>Purdue University</u><br/> <i>Dean, College of Education</i></p> <ul style="list-style-type: none"> <li>○ Responsibilities           <ul style="list-style-type: none"> <li>● Provide leadership to 149 faculty/staff and 1375 students (550 undergraduates; 825 graduate students) within College and 935 teacher education students outside College</li> <li>● Lead College-wide teacher preparation reform initiative</li> <li>● Provide oversight for eight centers</li> <li>● Serve on various University and College committees</li> <li>● Help ensure accreditation of graduate and undergraduate programs</li> <li>● Provide input on legislation affecting Indiana teacher preparation programs</li> <li>● Assist in fundraising initiatives</li> <li>● Provide course guest lectures on MTSS, special education, and effective instruction</li> <li>● Participate in speaking engagements on behalf of the College</li> <li>● Supervise multiple leadership personnel</li> </ul> </li> </ul> |
|------------------|--|

## Marchand-Martella

2016-  
2018     University of Oklahoma  
          Department of Educational Psychology  
          Norman, OK

*Hardman Endowed Chair in Education (2018)*

- Responsibilities
  - Provide statewide training to Oklahoma educators on MTSS

*Department Chair (2016-2018)*

- Responsibilities
  - Provide leadership to 25 faculty members (across four program areas) along with numerous adjunct and graduate student instructors
  - Provide oversight for two centers
  - Serve as Graduate School Liaison for departmental issues involving graduate students
  - Serve on various departmental, college, and university committees
  - Oversee graduate and undergraduate programs and accreditation/certification requirements
  - Manage budget
- Initiatives/Accomplishments
  - Tutor and Learning Specialist Trainer, NCAA Athlete Academic Support Services Program
  - Faculty mentorship
  - Strategic planning
  - New sign language sequence of courses for College and University (fulfills University foreign language requirement)
  - Canvas Learning Management System training/movement to blended/online learning
  - Undergraduate program growth initiatives (revised special education major, special education minor, sign language courses, service courses to education majors)
  - Graduate program growth initiatives (coordinate programmatic/marketing reviews for low number graduate programs/concentrations)
- Assume Associate Dean Responsibilities during Associate Dean Sabbatical (2017)
  - College graduate student orientation
  - College new faculty orientation
  - Academic program review committee

1995-  
2016     Eastern Washington University  
          Departments of Applied Psychology/Counseling, Educational, and Developmental Psychology (1995-  
          2010) and Education (2010-2016)  
          Cheney, WA

*Graduate Program Director (1998-2012)*

- Responsibilities
  - Provided leadership to nine faculty and field supervisors
  - Coordinated field placements
  - Scheduled courses
  - Supervised adjuncts

*Faculty Member (Assistant Professor [1995-1997], Associate Professor [1997-2000], Professor [2000-2016])*

- Responsibilities
  - Taught 36 quarter credit hours per academic year
  - Conducted research in the area of effective instruction and classroom management
  - Provided departmental, college, university, and professional service
  - Developed graduate program in special education

## Marchand-Martella

- Revised undergraduate special education major and minor

### *Assistant Vice Provost, Running Start Program (1999-2002)*

- Responsibilities
  - Coordinated 16 high school implementation where junior and senior level high school students received Running Start college credits at the university
  - Funded initiatives through state-level grants
  - Managed budget
  - Managed project personnel
  - Conducted research and outreach presentations

1998-  
2016 Washington State University  
Pullman, WA

### *Adjunct Appointment: Graduate Faculty Status*

- Responsibilities
  - Served on doctoral committees as needed

1993-  
1995 University of Montana  
Department of Curriculum and Instruction  
Missoula, MT

### *Faculty Member (Associate Professor)*

- Responsibilities
  - Taught 18 semester hours per academic year
  - Conducted research in the area of effective instruction and classroom management
  - Provided departmental, college, university, and professional service

1992-  
1993 Drake University  
Departments of Psychology, Special Education, and Research and Instructional Design  
Des Moines, IA

### *Faculty Member (Visiting Assistant Professor)*

- Responsibilities
  - Taught 18 semester hours per academic year
  - Conducted research in the area of effective instruction and classroom management
  - Provided departmental service

### *Field Coordinator*

- Responsibilities
  - Identified field sites
  - Supervised students in a master's degree program in collaborative teaching
  - Evaluated program effectiveness

1992 University of Hawaii at Manoa  
Department of Special Education  
Honolulu, HI

### *Adjunct*

- Responsibilities
  - Taught one summer course on assessment

## Marchand-Martella

1991- Gonzaga University  
1992 Department of Special Education  
Spokane, WA

*Faculty Member (Assistant Professor)*

- Responsibilities
  - Taught 18 semester hours per academic year
  - Conducted research in the area of effective instruction and classroom management
  - Provided departmental, college, university, and professional service

### ***Administrative Professional Development***

- Fellow, Deans for Impact Academy Fellowship Program (2019-2020)
- Pennsylvania State Academic Leadership Academy (2017-2018)
- Effective leadership communication series offered by Vice Provost for Faculty Development, University of Oklahoma (2016)

### **Other Experience**

- Behavioral Programming Specialist, The May Center for Child Development, Chatham, MA. (1987-1988).
- Child Developmental Specialist, The May Center for Child Development, Chatham, MA. (1987).
- Behavioral Specialist, Center for Comprehensive Services/Evaluation and Developmental Center, Carbondale, IL. (1985-1987).
- Group Home Associate, Wabash Center, Lafayette, IN. (1985).

### **Certification/Licensure**

- Board Certified Behavior Analyst-Doctoral (BCBA-D) (BACB # 1-13-13036)
- Licensed Board Certified Behavior Analyst, State of Oklahoma (License #1-13-13036) (2016-2020)

### **Memberships**

- International Literacy Association (ILA)
- American Educational Research Association (AERA)
- Association for Behavior Analysis International (ABAI)
- Council for Exceptional Children (CEC)  
CEC Divisions:
  - Division for Culturally and Linguistically Diverse Exceptional Learners
  - Division for Learning Disabilities
  - Teacher Education Division

### **Awards and Recognitions**

- 2015 SIIA CODiE Award Finalist, Best PK-12 Personalized Learning System, *SRA FLEX Literacy*
- 2015 SIIA CODiE Award Finalist, Best Classroom Management Solution, *SRA FLEX Literacy*

Attachment 4: Governance and Operational Structure

Exhibit D

**Governance and Operational Structure**

<b>Function</b>	<b>Governing Board</b>	<b>ESP</b>	<b>School</b>
Performance Goals			
Curriculum			
Professional Development			
Data Management and Interim Student Assessments			
Grade Level Promotion Criteria			
Culture			
Budgeting, Finance, and Accounting			
Student Recruitment			
School Staff Recruitment and Hiring			
HR Services (payroll, benefits, etc.)			
Development			
Community Relations			
Information Technology			
Facilities Management			
Vendor Management / Procurement			
Other Operational Functions, if any			

## Attachment 6: Course Scope and Sequence

## PPHS Course Sequence

Year 1		Year 2		Opportunities	
Course	Credits	Course	Credits	Course	Credits
Algebra I	2	Geometry	2	Music (TBD)	2
English 9	2	English 10	2	Art (TBD)	2
Geography and History of the World	2	U.S. History	2		
Introduction to Design Process (Part I)	1	Introduction to Design Process (Part II)	1		
Integrated Chemistry Physics	2	Biology	2		
Spanish I	2	Spanish II	2		
Introduction to Engineering	2	Principles of Engineering	2		
Physical Education	2	Career Information and Exploration	1		
Preparing for College and Careers	1	Introduction to Computer Science	2		
Digital Apps and Responsibility	2	Health and Wellness	1		
Total	18	Total	17		
Year 3		Year 4		Opportunities	
Course	Credits	Course	Credits	Course	Credits
Government	1	Engineering Design & Development *Capstone	2	Spanish III	2
Algebra II	2	Speech	1	Cooperative Learning Internship	2
Physics OR Chemistry	2	English 12	2	Career Exploration Internship	2
College-Entrance Preparation	1	Finite Mathematics	1	Work-based Learning	2
English 11	2	Probability and Statistics	1	Dual Credit Classes	Varies
Engineering Class (TBA)	2	Dual Credit Science or Advanced Science (ex: Dual Credit Biology or Physics II)	2	Computer Technical Honors Courses	Varies
Personal Financial Responsibility	1			Music (TBD)	2
Economics	1			Art (TBD)	2
Computer Science I	2			Ethnic Studies	1
Total	14	Total	9	Accounting	2

Attachment 7: Academic and Exit Standards

## Policies for Student Promotion to the Next Grade Level

Students will enter the Purdue Polytechnic Indianapolis High School with a supportive learning community dedicated to assisting at different levels of high school readiness for the intensive curricula the school will offer. Extensive tutoring, mentoring and remediation supports will be in place and could include extended school days or summer bridge programs. The first two years of high school education will encompass the best practices in STEM-focused schools nationally. Only after students demonstrate mastery will they advance through a defined career cluster in areas of focus that could include advanced manufacturing, supply chain and logistics, and computer and information technology.

In a rapidly changing technological culture and an ever-growing information-based economy, creative ideas are the ultimate resource; however, our current educational system does little to nourish and allow creativity to be central to learning. Today's system is built around fact-based learning, but the Internet makes almost every desirable fact instantly available through robust search engines. This means that we are preparing students with skills they will rarely need or use while ignoring what they actually need to be successful in the 21st century. At Purdue Polytechnic Indianapolis High School, learning in the 9th and 10th grades (Foundation Level) will be design-based projects focused on science, technology, engineering and mathematics with a connection between those subjects and real-world challenges. The school will teach students how to approach learning with the design thinking process rather than providing answers. Students will learn first-hand about STEM careers through specific real-world challenges and industry partnerships.

Following an exit capstone, students entering 11th grade (Core Level) will select a career cluster, putting them on track to master skills and/or earn college credits and industry credentials. Students will be afforded the opportunity to learn on the high school campus, in cohorts on college campus and in the workplace. In the 12th grade (Capstone Level), students will complete a portfolio of the academic and career exploration accomplishments and work that encompasses all four years.

Along with Purdue faculty, industry partners will be invested in the student experience throughout the educational continuum. Some of the ways the Purdue Faculty and industry partners will be invested is by teaching workshops, providing professional development, teach dual credit courses and supporting students as they prepare for college and/or career.

### Progression

**Foundation -> Core -> Capstone**

## Foundation

*“Students master content, knowledge, skills, and processes that will transfer to all career pathways. Successful completion of foundation level prepares students to access the core level.”*

**Defining characteristic:** Exposure

### **Student Characteristics - Level 1:**

- Learning the basics of design thinking, or may have learned the basics but continues to require guidance in applying them.
- Requires guidance in managing time and setting goals.
- Requires frequent reminders in order to complete tasks.
- Still acquiring broad industry exposure to make an informed decision for Core specialization.
- Acquiring the baseline credits needed to move on to Core.

### **Student Characteristics - Level 2:**

- Understands the basics of design thinking, and begins to apply them on their own.
- Sets and achieves goals on their own.
- Accomplishes tasks on time with relatively few reminders and little guidance.
- May have acquired the baseline credits to move to Core, but is still acquiring the broad industry exposure needed to make an informed specialization decision.

### **Coach Characteristics:**

- Develops baseline skills necessary for success in the PPHS model.
- Walks students through the basics of design thinking and gradually releases to more student agency.
- Significantly emphasizes mindfulness and social/emotional skill development.
- Builds time management and goal setting skills.
- Guides students in obtaining baseline credits needed to move on to Core.
- Coaches from a perspective of broad exposure to many different industries and applications.

### **Criteria for graduation to Core:**

- Exposure to significant industries and career pathways (minimum 1 year time).
- Skill development: design process, critical thinking, social/emotional.
- Minimum credit attainment Level 1: 10 credits, Level 2: 16 credits

### **Example Scenarios:**

- Above grade level, on track social/emotional: 1.5 years, 20+ credits
- Above grade level, social/emotional skill deficit: 2 years, 20+ credits
- At grade level: 1.5 years, 16-18 core credits
- Below grade level: 2 years, 16-18 core credits

## Core

*“Students apply foundational competencies and learn content, knowledge, skills, and processes specific to career pathways. Successful completion of core level prepares students to access the capstone level.”*

**Defining characteristic:** Exploration

### **Student Characteristics - Level 1:**

- Has a working understanding of the steps of the design process and has accumulated a body of foundational knowledge.
- Has decided that challenges in a particular industry spark their interest, and narrows down career interest to 1-3 sectors
- Still needs guidance in defining and shaping projects, both from a time management and competency demonstration perspective.
- May still need reminders to complete tasks and set goals.
- Continues to develop social/emotional skills.
- Acquiring the industry-specific knowledge and secondary credits needed to move on to Capstone.

### **Student Characteristics - Level 2:**

- Has a fluid command of the design process; readily applies different tools and steps in varying orders and frequencies based on need.
- Hones in on challenges of a particular type of industry, and shapes their own projects.
- Has the social/emotional skills to engage effectively with industry partners.
- Is an effective goal-setter, and is able to manage their time and schedule with very little guidance.
- Enrolls in a dual credit course and/or a certification track.

### **Coach Characteristics:**

- Guides students in shaping projects to meet industry needs as well as demonstrate needed competencies.
- Emphasizes fluency with design process - ability to apply components independently based on need.
- Continues to monitor time management and goal setting with greater release of responsibility to student.
- Guides obtainment of secondary credits needed to move on to Capstone.
- Coaches from a perspective of understanding industry needs and building unique background skillsets.

### **Criteria for graduation to Capstone:**

- Exploration of a specific, student-chosen career pathway.
- Skill development: content heavy. Refinement of social/emotional skills as needed.
- Minimum credit attainment 15-16 core credits.

### **Example Scenarios**

- Above grade level: 1 year, 15-16 credits
- At grade level: 1.5 years, 15-16 core credits
- Below grade level: 1.5 years, 15-16 core credit

## Capstone

*“Students apply foundational and core skills. Students demonstrate mastery of the competencies required to successfully fulfill their post-secondary plans.”*

**Defining characteristic:** Experience

### **Student Characteristics:**

- Engaged in a deep, sustained experience connected to the next step in their education or career, such as a mentorship, internship, or dual-credit program.
- Applies design thinking on a daily basis to solve industry and workplace challenges.
- Possesses foundational knowledge and industry-specific skills.
- Has personal command of the social and emotional skills needed to be successful in life and the workplace.
- Sets short and long term goals and acts to meet them.
- Manages a complex schedule with ease.
- Meetings with coaches are defined by seeking advice and support on self-identified areas of improvement.
- Looks forward and plans for next steps.

### **Coach Characteristics:**

- Guides students along diverse paths.
- Coaches students to break down earlier lessons into component parts, reflect, and apply them to daily project work and everyday life.
- Coaches on transferable skills, not content.
- Guides students in self-identification of next steps and makes connections where appropriate.
- Ensures student is ready to graduate and move on to next step in career or education.

### **Criteria for graduation:**

- Depth of experience in chosen career pathway - internship, mentorship, etc.
- Skill application, pathway-specific skill development.
- Minimum credit attainment 5-7 directed electives.
- Parent/student conversation about social/emotional readiness.

### **Example Scenarios**

- Above grade level, college/career ready: 0.5 year, 5-7 credits
- Above grade level, additional college/career development: 1.5 years, 15 credits
- At grade level: 1 year, 10 credits
- Below grade level: 0.5 year, 5-7 credits

Attachment 8: School Calendar and Schedule

# Purdue Polytechnic High School 2020-2021

## School Year Calendar

July 20						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 20						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 20						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 20						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 20						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 20						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

January 21						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 21						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

March 21						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 21						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 21						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 21						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

July 21						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 21						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

School Days	
PD Day for Staff/ No Students	
Staff & Students OFF	
Finishing School	
Wednesday's Early Release (2:30PM)	
Year 1 Student Preview Day	
E-Learning Days	
<b>Parent Nights</b>	
July 31st (Back to School Night)	
September 24th	
November 12th	
Dec 10th (Student Led)	
Feb 18th	
May 20th (Student Led)	
<b>PSAT 8/9 and PSAT/NMSTQ</b>	
<b>ISTEP+Part I: March 9-13</b>	
<b>ISTEP+Part II: April 20-24</b>	
<b>WIDA Access</b>	
<b># Cycle Exams</b>	
September 17th & 18th	
November 5th & 6th	
December 14th & 15th	
February 11th & 12th	
April 15th & 16th	
June 1st & 2nd	
<b>Career/Community Service Days</b>	
Dec 16th	
June 4th	

	Students in School	Staff PD	Staff Staff Off	Staff Days Off
July	0	5	20	5
August	21	0	0	21
September	22	0	0	22
October	17	0	5	17
November	18	0	3	18
December	14	2	9	14
January	19	0	2	19
February	15	1	1	15
March	15	5	3	20
April	20	0	2	20
May	20	0	1	20
June	4	0	0	19
Summer School	185	13	46	210
<b>Total</b>	<b>200</b>			<b>225</b>

Fall Break	Oct 12th -16th
Thanksgiving Break	Nov 25th -27th
Christmas Break	Dec 21st- Jan 1st
Spring Break	Mar 22nd - April 2nd

**Project Cycle Dates for 1st Yr & 2nd Yr:  
Cycle Dates for 3rd Yr. will be determined.**

<b>Cycle 0</b>	August 3th - August 7th (1 week)
<b>Challenge 1/7</b>	August 10th - September 18th (6 weeks)
<b>Challenge 2/8</b>	September 21st - November 6th (6 weeks)
<b>Challenge 3/9</b>	November 9th - December 18th (6 weeks)
<b>Challenge 4/10</b>	January 4th - February 12th (6 weeks)
<b>Challenge 5/11</b>	February 16th - April 9th (6 weeks)
<b>Challenge 6/12</b>	April 20th - June 4th (7weeks)

Attachment 9: Enrollment Policy

### **Purdue Polytechnic High School Admissions and Enrollment Policy**

PPHS South Bend will be a fully accredited tuition-free public charter high school, authorized by the Indiana Charter School Board, and will be in full compliance with the State's requirements for student recruitment. PPHS will provide open enrollment for all high school students who wish to attend the school. Admission to the school will not be limited based on intellectual ability or prior academic performance, disability, race, socioeconomic status, gender, gender identity, religion, sexual orientation or any other factor that may be considered unlawful. Admissions policies will comply with all applicable state and federal laws.

Any interested student or his/her family will be invited to submit an enrollment application to the school until a set deadline date. All scholars who complete and submit a timely enrollment application will be enrolled in the school. PPHS South Bend will work with the South Bend School Corporation to recruit and enroll students.

Once a student is enrolled in the school, the student will be afforded the opportunity to attend the school in successive years without having to re-apply or partake in a lottery process. PPHS also complies with all Child Find regulations.

Once a student has matched, enquiry tracker will be used to track of our enrollment data. Using enquiry tracker is critical to the recruitment/retention success at PPHS South Bend. The following process would be used:

- Students would be directed to the interest form on the Apply page on our website
- Fill out information
- Invitation to a series of Parent Informational Nights
- We would hold one window of "Priority Registration" (January - March) and do a lottery from those if needed.
  - If not, do a first come first serve sign up after that window closes
- Hold a series of 3 registration days where "matched" students could drop off paperwork and tour the school.
- If students do not turn in their paperwork by the 3rd registration day, their spot will be relinquished

Attachment 10: Student Discipline Policy

# Discipline Policy

## Restorative Practices

The PPHS approach to discipline is restorative in nature. Restorative practices focuses on collaborative ways of solving problems and mediating conflict. The goal is mutual understanding and personal growth. This approach is in line with our commitment to building a strong community of trust, understanding and compassion.

Activities that support this approach include:

### *Restorative Conversations*

Used proactively to build community and SEL skills (Personal Learning Community) and to work collaboratively on a problem. Occurring at the moment of a minor occurrence, in a safe space, and after the respondent has accepted responsibility for his/her behavior, or to better understand an incident that has occurred and the root causes of the behavior exhibited.

### *Peer Conferences*

Used in response to repeated inappropriate and/or disruptive behaviors

With regards to discipline, staff members are trained to:

- Discipline with dignity, consistently and with an understanding of the developmental levels of students.
- Listen to what unmet need the student is trying to communicate with his/her behavior
- Maximize teachable moments for the individual and the community

## Examples of Misbehaviors

The following example behaviors are addressed and redirected Personal Learning Coaches and other staff.

- Teasing
- Swearing
- Disrespect
- Dishonesty
- Unpreparedness
- Inappropriate use of devices/equipment
- Uniform violations

If a student's behavior rises to the level of a major violation of school policies, (see examples below) the incident may be referred directly to school administrators (and/or law enforcement when required by law).

- Harassment
- Intimidation
- Fighting
- Physical Aggression
- Extreme Defiance
- Off school grounds without permission
- Vandalism
- Smoking/Vaping and/or possession of smoking/vaping paraphernalia
- Drugs/alcohol and/or possession of drug/alcohol paraphernalia
- Theft
- Verbal and/or Written Threats
- Bomb Threat
- Deliberately visiting inappropriate internet sites and/or print material
- Sexual Harassment
- Sexual Behavior
- Weapons and weapon paraphernalia possession
- Bullying/Cyber-Bullying
- Social media use that is disruptive to school environment
- Inappropriate behavior on bus

Depending on the situation, it is possible that law enforcement may be notified/involved for major violations of school policy.

### **Civility Code Violations**

PPHS is committed to the maintenance of a safe and civil educational environment free from harassment, intimidation or bullying.

Harassment, intimidation, bullying and/or any other behavior that threatens the safety of PPHS students, staff and/or visitors and the civility of our shared space is not welcome and will be met with counteractive restorative measures.

#### *Definitions*

Harassment-any unwelcome and inappropriate verbal or physical conduct, or coercive behavior, where the behavior is known or reasonably ought to be known to be unwanted or welcome

Intimidation-intentional behavior that "would cause a person of ordinary sensibilities" to fear injury or harm. It is not necessary to prove that the behavior was so violent as to cause mean terror or that the victim was actually frightened.

Bullying-the use of force, threat, or coercion to abuse, intimidate or aggressively dominate

others. The behavior is often repeated and habitual. One essential prerequisite is the perception, by the bully or by others, of an imbalance of social or physical power, which distinguishes bullying from conflict. This includes negative social media interactions, in or outside of school environment, that are harassing in nature and/or disruptive to the educational environment.

Hazing- any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate.

### **Harassment/Intimidation/Bullying Policy**

The following is expressly prohibited:

Any intentional\* written, electronic, verbal, photographic or physical act, when the intentional written, verbal, or physical act:

- Physically harms a student or damages the student's property; or
- Has the effect of interfering with a student's education; or
- Is severe, persistent, or pervasive such that it creates an intimidating or threatening educational environment; or
- Has the effect of disrupting the orderly operation of the school. Harassment, intimidation or bullying can take many forms including, but not limited to: intentional acts via social media, texts, emails, snapshots, slurs, rumors, jokes, innuendos, demeaning comments, drawing of cartoons, pranks, gestures, physical attacks, threats, or other written, electronic, online, verbal, or physical actions.

Many actions that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other school policies or building, classroom, or program rules. Violations of this policy include any social media postings.

Hazing in any form is strictly prohibited at Purdue Polytechnic High School.

Consequences and appropriate remedial action for a student could range from positive behavioral interventions up to and including suspension or expulsion. Counseling, restorative discipline, dismissal from school, and/or referral to law enforcement may be employed to change the behavior of the perpetrator and remediate the impact on the victim.

### **Tobacco**

Purdue Polytechnic High School is a tobacco-free campus. PPHS recognizes that the use of tobacco presents a health hazard that can have serious consequences for both the user and the

nonuser.

For purposes of this policy, use of tobacco shall mean all uses of tobacco, including cigar, cigarette, pipe, snuff, or any other matter of substance that contains tobacco, as well as electronic, "vapor," or other substitute forms of cigarettes.

PPHS prohibits the use and/or possession of tobacco by students at all times within any facility owned or contracted for by PPHS.

### **Drugs and Alcohol**

To maintain the safety of students, staff and visitors PPHS is a drug and alcohol-free campus. In addition, drugs and alcohol are expressly prohibited at off-campus school events. This is a no tolerance policy. Any incident violating this policy will be documented and referred to law enforcement when required by law.

We recognize the need for compassionate treatment of those addicted and seeking help and can offer referral services for treatment if needed.

### **Firearms/Deadly Weapons/Destructive Devices**

PPHS will not tolerate the possession of firearms, deadly weapons, destructive devices, instruments, materials, or substances animate or inanimate, that are used for, or are readily capable of, causing death or serious bodily injury by anyone while on PPHS property, at a school-related event, or while enroute to or from school in a school vehicle.

Indiana code states that any student who is identified as bringing a firearm or destructive device to school or on school property; or in possession of a firearm or destructive device on school property; must be expelled for at least one (1) calendar year, with the return of the student to be at the beginning of the first school semester after the end of the one (1) year period.

PPHS requires students to report to the building principal knowledge of firearms, deadly weapons and/or destructive devices and threats of violence by students. Failure to report such knowledge may subject the student to immediate suspension and potential expulsion from school.

Any person found possessing a firearm, deadly weapon or destructive device on PPHS premises, a school vehicle, or on property being used by PPHS for school purposes may be charged with a felony. [I.C. 35-47-9]

This policy shall also encompass such actions as false fire alarms, bomb threats, or intentional calls to falsely report a dangerous condition.

### **Suspension & Expulsion Policy**

The following procedure is followed if suspension of a student is required.

1. Prior to any suspension, the school principal or his/her designee will advise the student in question of the particular misconduct of which he/she is accused and will state the basis for the accusation.
2. The student will be given an opportunity at the time to explain his/her version of the facts to the school principal or his/her designee. Any student whose presence poses a continued danger to persons or property or represents an ongoing threat of disruption may be removed immediately from the school premises without benefit of the above –described procedure. (IC 20-33-8-18)
3. The school principal or his/her designee, shall contact the parent by telephone, contact the parent in person, or send a certified letter to the address of the pupil to the parent or guardian of the student, giving notice of the suspension, the reason (s) for the suspension and establishing a date and time for a conference with the school administration or his/her designee as a requirement of re-admitting the student. The school is required to provide written notice of the suspension to the parent(s) via electronic communication (email, text) or mail that includes the reason for the suspension to the parent or parents of the suspended student. (IC 20-33-8-18)
4. During a suspension, student is forbidden to come on school grounds or to attend or participate in any school-sponsored events. (IC 20-33-8-14)

A student whose presence in school poses a continued danger to any person or property or any ongoing threat of disruption to the academic process shall be immediately removed from the school without the benefit of the prior procedures; however, the necessary procedure shall follow as soon as is practical.

The school is required to provide written notice of the suspension and the reasons to the parent or parents of the suspended student. Any parent or legal guardian of a suspended student has the right to appeal the suspension to the Head of School or designee of Purdue Polytechnic High School. The Head of School or designee will conduct a hearing on the merits of the case. The decision of the Head of School on the merit of the case, as well as the term of suspension, is final. Parents have five days to appeal the suspension in writing.

If the offense warrants a recommendation for expulsion, the school administration makes the recommendation. In the network offices of Purdue Polytechnic, a hearing office conducts a hearing. A determination of whether to expel the student is made by the hearing office; at the hearing, a third party can represent the student. (IC 20-33-8-19)

Until the hearing takes place, the student will remain on suspension. (IC 20-33-8-23)

The Purdue Polytechnic High School Board of Directors will not hear appeals of a student's expulsion. Students who wish to appeal will do so through the Marion County Courts. (IC 20-33-8-19)

Attachment 11: Grievance Policy

## Purdue Polytechnic High School Grievance Policy

Purdue Polytechnic High School South Bend values open and proactive communication among and between the members of the school community, including parents, students, faculty, staff, administration, and the Board. In the event of a conflict between the staff, administrators, or board members of PPHS South Bend and a parent, staff, or community member (current or former), the grievant must first exhaust all available remedies under the school's Grievance Policy.

Purdue Polytechnic High School South Bend procedures for settling differences are designed to support prompt and equitable resolution of disagreements at the lowest possible faculty or administrative level. These procedures guide how faculty, staff, parents and students are expected to express grievances about other members of the school community. The administration and Board both expect that conflict will be addressed and proactively dealt with following the fewest steps of the procedures below. However, if the conflict is not resolved at the lowest faculty or administrative level, the guidelines below provide a process for resolving the conflict.

Accordingly, this policy will be available on the PPHS website and outlines the process the school will use to address complaints or concerns about school or school board policies, practices, or procedures.

Purdue Polytechnic High School South Bend is committed to ensuring that the following procedures are followed:

1. A clear description of how a parent or community member may submit a complaint to the school including contact and submission information;
2. A description of the levels of review of the complaint, including at least the school administration and governing board, and the role played by each individual or group in addressing the complaint;
3. A clear description of the process for appealing a decision to the next level(s) of review including contact and submission information; and
4. A reasonable timeline (no greater than fifteen (15) days) within which complaints will be addressed at the school level.
5. The school's grievance process shall appropriately account for language barriers and provide accommodations to and equal access for families where English is their second language.
6. If the concern involves a student with an IEP or 504 Plan, the school shall follow all State and Federal rules including any ICSB procedures that are aligned with state and federal law.
7. If the concern involves a student safety issue, the school shall immediately notify ICSB's Executive Director.
8. If a complainant feels that the complaint has not been satisfactorily addressed by the school and governing board, the complainant may then bring their concerns to ICSB.

Formal complaints may be emailed to [indianacharterschoolboard@icsb.in.gov](mailto:indianacharterschoolboard@icsb.in.gov) or sent by regular mail to:

Indiana Charter School Board  
Re: Charter School Complaint  
143 West Market Street, Suite 400  
Indianapolis, IN 46204.

Each school must provide a copy of its complaint policy to all parents and students, must post a copy on its website, and must provide a copy upon request.

Attachment 12: Evidence of Support from Community Partners

Please provide, as **Attachment 12**, evidence of demand from the community, evidence of community engagement, and evidence of support from community partners. This attachment may include documentation of public forums held, meetings with community leaders (e.g., mayors, council members, neighborhood leaders), letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed from the partner, as applicable.

**Plan for Community Engagement/Student Recruitment**

<b>Timeline</b>	<b>Event</b>
<b>February 2020</b> <b>March 2020</b> <b>May 2020</b> <b>June 2020</b>	Family Informational Nights in South Bend
<b>Begin as soon as announcement starts</b>	A social campaign using Twitter, Facebook, and Instagram
<b>Begin ASAP</b>	Visit to local Jr. High schools with activity as possible
<b>Begin ASAP</b>	Distribute marketing materials to schools, libraries, community outreach locations
<b>Once per month once the facility is available</b>	School open house and tours / combine with Informational Nights
<b>June 2020</b>	New student BBQ/Family Day
<b>July 2020</b>	Ice Cream Social
<b>August 2020</b>	Back to School night / Ribbon Cutting Ceremony/ Media Coverage
<b>January 2020 - June 2020</b>	Neighborhood Canvassing / Mailers / Events

September 24, 2019

James Betley  
Executive Director  
Indiana Charter School Board  
143 West Market Street, Suite 400  
Indianapolis, IN 46204

Dear Mr. Betley,

Purdue Polytechnic Institute South Bend is pleased to support the Purdue Polytechnic High School South Bend's request for a charter from the Indiana Charter School Board. Supporting this school fits squarely within Purdue University's focus on preparing students for opportunities to grow Indiana's technology-enabled industries and creating an emerging pool of skilled STEM workers.

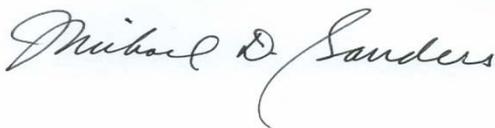
The success of our region, our students and our businesses heavily depends on how well we've prepared talent to succeed in the 21st century economy. We have great potential to build this talent pipeline and reach future workers now as they progress through high school and prepare for post-secondary education and the workforce.

The Purdue Polytechnic High School South Bend provides an answer, targeting South Bend Community School Corporation students who have STEM capabilities but may not have the opportunities to excel. The school focuses on learning-by-doing and will graduate students who have deep knowledge, applied skills, and experiences in STEM fields. These students will be ready to work in high-demand, high-paying jobs that will fuel our businesses and our economy.

This is an exciting learning opportunity that finds its strength in its partnership with higher education and collaboration with industry. We're pleased to be one of those partners. We are committed to working with PPHS and its organizing partners in South Bend as they replicate their innovative model and plan for an August 2020 opening.

Please accept this letter of support for the Purdue Polytechnic High School South Bend. We look forward to a meaningful partnership with its South Bend campus and the community to deliver this innovative learning model to South Bend students.

Sincerely,



Michael D. Sanders  
Director



Gary R. Bertoline  
Dean & Distinguished Professor



1805 Western Ave • P.O. Box 3846 • South Bend, IN 46619  
Phone (574) 472-7300 • FAX (574) 472-7301

Debie M. Coble  
President/CEO

September 29, 2019

James Betley  
Executive Director  
Indiana Charter School Board  
143 West Market Street, Suite 400  
Indianapolis, IN 46204

Dear Mr. Betley,

Goodwill Industries of Michiana, Inc. is pleased to support the Purdue Polytechnic High School South Bend's request for a charter from the Indiana Charter School Board. Our mission at Goodwill Industries of Michiana, Inc. is to strengthen communities by empowering individuals and families through education, training and job placement. Purdue Polytechnic High School (PPHS) South Bend's mission aligns well with our focus on workforce development. The school's goal is to prepare students for opportunities in the state's STEM industries.

The success of our region, our students and our businesses heavily depends on how well we've prepared talent to succeed in the 21st century economy. PPHS South Bend will recruit students to build this talent pipeline and reach future workers now as they progress through high school and prepare for post-secondary education and the workforce. This is an exciting learning opportunity that finds its strength in industry participation and collaboration. We're pleased to be one of those partners, especially with the partnership forming with the South Bend Community School Corporation. As an established community partner in the region, Goodwill Industries of Michiana, Inc. will work to connect PPHS South Bend to local businesses and opportunities.

We look forward to a mutually rewarding relationship and preparing PPHS South Bend students to work in high-demand, high-paying jobs that will fuel our region's businesses and our economy.

Sincerely,

A handwritten signature in black ink that reads "Debie M. Coble". The signature is written in a cursive style.

Debie Coble  
President & CEO  
Goodwill Industries of Michiana, Inc.

*"Strengthen communities by empowering individuals and families  
through education, training and job placement."*

Goodwill-ni.org



**Worship With Us**  
**Faith Temple Church of God in Christ**  
**2313 W. Linden Ave**  
**South Bend, IN, 46628**  
**(574) 232-1719**

September 24, 2019

James Betley  
Executive Director  
Indiana Charter School Board  
143 West Market Street, Suite 400  
Indianapolis, IN 46204

Dear Mr. Betley,

Faith Temple Church of God In Christ and its Board of Directors is pleased to support the Purdue Polytechnic High School South Bend's request for a charter from the Indiana Charter School Board. Supporting this school fits squarely within our church's focus on workforce development and provide post secondary opportunities for underserved minority students.

The success of our region, our students and our businesses heavily depends on how well we've prepared talent to succeed in the 21st century economy. We have great potential to build this talent pipeline and reach future workers now as they progress through high school and prepare for post-secondary education and the workforce.

The Purdue Polytechnic High School South Bend provides an answer, targeting South Bend Community School Corporation students who have STEM capabilities but may not have the opportunities to excel. The school focuses on learning-by-doing and will graduate students who have deep knowledge, applied skills, and experiences in STEM fields. These students will be ready to work in high-demand, high-paying jobs that will fuel our businesses and our economy.

This is an exciting learning opportunity that finds its strength in community participation and collaboration. We're pleased to be one of those partners. We realize the cornerstone to this charter school's success is community partnerships. We are committed to working with PPHS and its organizing partners in South Bend as they replicate their innovative model and plan for an August 2020 opening.

Please accept this letter of support for the Purdue Polytechnic High School South Bend. We look forward to a meaningful partnership with Purdue and the community to deliver this innovative learning model to South Bend students.

Sincerely,

Pastor Kevin Adams  
Senior Pastor

September 24, 2019

James Betley  
Executive Director  
Indiana Charter School Board  
143 West Market Street, Suite 400  
Indianapolis, IN 46204

Dear Mr. Betley,

As a business owner in the city of South Bend, I understand first hand that the success of our region, our students and businesses heavily depends on how well we've prepared talent to succeed in the 21st century economy. We have great potential to build this talent pipeline and reach future workers now as they progress through high school and prepare for post-secondary education and the workforce.

The Purdue Polytechnic High School provides an answer, targeting students who have STEM capabilities but may not have the opportunities to excel. We are excited to welcome them to our community and grow our meaningful partnership. After a successful start, PPHS is ready to replicate and grow its presence in Indiana to serve even more students. The model of industry-focused experiential project-based learning facilitates the acquisition of skills that employers desire: problem-solving, critical-thinking, communication, and collaboration. We support the expansion of PPHS and its critical mission to provide opportunity and education in STEM pathways. Supporting PPHS growth fits squarely within our workforce development focus and we look forward to a partnership with PPHS to expand opportunities to South Bend students

Sincerely,

A handwritten signature in cursive script that reads "Dwight Osborne". The signature is written in dark ink and is positioned above the printed name.

Dwight Osborne



September 26, 2019

James Betley  
Executive Director  
Indiana Charter School Board  
143 West Market Street, Suite 400  
Indianapolis, IN 46204

Dear Mr. Betley,

The Mind Trust is pleased to support Purdue Polytechnic High School South Bend's request for a charter from the Indiana Charter School Board. We have proudly partnered with Purdue Polytechnic High School (PPHS) to support the launch of its first two campuses in Indianapolis. In only its third year, PPHS' initial campus is already among the highest performing public high schools in the entire city.

The success of our state, our students, and our businesses heavily depends on how well we've prepared our young people to succeed in the 21st century economy. We have great potential to build a robust talent pipeline and reach future workers now as they progress through high school and prepare for post-secondary education and the workforce.

The Purdue Polytechnic High School South Bend provides an answer by offering a new option for South Bend students who have STEM capabilities but may not have the opportunities to excel. The school focuses on learning-by-doing and will graduate students who have deep knowledge, applied skills, and experiences in STEM fields. These students will be ready to work in high-demand, high-paying jobs that will fuel our businesses and our economy.

The Mind Trust is committed to exploring a partnership with PPHS and its organizing partners in South Bend as they replicate their innovative model and plan for an August 2020 opening. Please accept this letter of support for the Purdue Polytechnic High School South Bend. I feel strongly that PPHS will be an important addition to the South Bend education landscape.

Sincerely,

Brandon Brown  
CEO  
The Mind Trust

Attachment 13: Governance Documents

**BYLAWS**  
**OF**  
**PURDUE POLYTECHNIC HIGH SCHOOL OF INDIANAPOLIS, INC.**

**ARTICLE I**

**General**

Section 1. Name. The name of the corporation is Purdue Polytechnic High School of Indianapolis, Inc. (the “Corporation”).

Section 2. Address. The street address of the Corporation’s initial registered office is 115 W. Washington Street, Suite 450 South, Indianapolis, Indiana 46204. The initial registered agent in charge of the initial registered office is Susie Howard.

Section 2. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

**ARTICLE II**

**Board of Directors**

Section 1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the “Articles”) and these Bylaws (the “Bylaws”). The Board of Directors shall have the number of members, no less than three (3) and no greater than fifteen (15), as designated by resolution of the Board of Directors from time to time. The Board of Directors shall have the following composition:

- (a) A duly authorized representative of Purdue University shall appoint a number of Directors as follows: if the Board of Directors has seven (7) or fewer members, then two (2) of the members shall be appointed by a duly authorized

representative of Purdue University (“Purdue Directors”); if the Board of Directors has eight (8) to ten (10) members, then three (3) of the members shall be Purdue Directors; if the Board of Directors has eleven (11) to thirteen (13) members, then four (4) of the members shall be Purdue Directors; if the Board of Directors has fourteen (14) or fifteen (15) members, then five (5) of the members shall be Purdue Directors.

(b) The remaining directors of the Corporation (the “Elected Directors”) shall be elected by the Board of Directors in the manner and for terms described in Article II, Section 2.

Section 2. Election and Terms. The term of each member of the Board of Directors, other than the initial directors of the Corporation, shall extend for a period of three (3) years and until his or her successor is appointed or elected and qualified. At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any Elected Director, or at a special meeting, the directors of the Corporation may elect a new director to replace the Elected Director whose term will expire, or has expired. Each such newly Elected Director shall serve for a term of three (3) years, or such other period as is prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. Elected Directors and Purdue Directors may serve any number of consecutive or nonconsecutive terms. Notwithstanding the foregoing, the Incorporator shall name and fix the initial terms of the initial Elected Directors of the Corporation.

Section 3. Quorum and Voting. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws,

the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors. Notwithstanding the foregoing, the following actions shall require the approval of eighty percent (80%) of the directors then in office: a name change of the Corporation, a merger involving the Corporation or the sale of substantially all of its assets, the hiring and/or firing of the school's principal, and expenditures or obligations by the Corporation equal to or exceeding one hundred thousand dollars (\$100,000.00).

Section 4. Special Meetings. The Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) days' notice, as described in Section 7 of this Article II, upon call by the Chair or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Section 6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7. Waiver of Notice. Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8. Means of Communication. The Board of Directors, or a committee thereof, may permit a director or a committee member to participate in a meeting through the use of any means of communication by which all participating directors or committee members, and all members of the public physically present at the place where the meeting is conducted, may

simultaneously hear each other during the meeting, provided that (i) such meeting complies in all respects with the provisions of the Indiana Open Door Law in IC 5-14-1.5-3.6, and (ii) the Board of Directors has adopted a policy to govern participation in meetings by electronic communication pursuant to IC 5-14-1.5-3.6. A director or committee member participating in a meeting by such means shall be considered present in person at the meeting.

Section 9. Resignation, Removal, and Vacancies. A director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of the Corporation. The acceptance of a resignation shall not be necessary to make it effective. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the Chair, or the Secretary.

A Purdue Director may be removed from office at any time, with or without cause, only by a duly authorized representative of Purdue University. An Elected Director may be removed from office at any time, with or without cause, by two-thirds of the directors then in office.

Any vacancy on the Board of Directors created by the resignation or removal of a Purdue Director shall be filled by a duly authorized representative of Purdue University for the remainder of the applicable term. Any vacancy on the Board of Directors created by the resignation or removal of an Elected Director shall be filled by the Board of Directors, and the person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

### ARTICLE III

#### Officers

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. All officers may, but need not, be members of the Board of Directors. An officer may simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. Any officer may be removed by the Board of Directors with or without cause. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 2. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

Section 3. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 4. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the

Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 5. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

## ARTICLE IV

### Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Nominating and Governance Committee. There shall be a Nominating and Governance Committee comprising three (3) directors of the Corporation, appointed by the Board of Directors. At all times, a Purdue Director shall chair the Nominating and Governance Committee. The Nominating and Governance Committee shall submit nominations to the Board of Directors in connection with the Board's election of Elected Directors. The Nominating and Governance Committee may from time to time submit reports or recommendations regarding the governance of the Corporation to the Board of Directors or the Executive Committee.

Section 3. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee and the Nominating and Governance Committee, to accomplish the goals and execute the programs of the Corporation. Such

committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

## ARTICLE V

### Conflicts of Interest

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

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the

Corporation that exceed common courtesies consistent with ethical and accepted business practices.

- (c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.
- (e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as may be prescribed by the Board and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board of Directors shall be responsible for oversight of all disclosures or failures to disclose and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

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

## ARTICLE VI

### Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

Section 2. Definitions.

(a) As used in this Article VI, the phrase “claim, action, suit, or proceeding” shall include any threatened, pending, or completed claim, civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

- (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation;
- (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
- (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

(b) As used in this Article VI, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of

judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

- (c) As used in this Article VI, the term “wholly successful” shall mean
- (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that is within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article VI shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article VI, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article VI and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

## ARTICLE VII

### Contracts, Checks, Loans, Deposits, and Gifts

Section 1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

## ARTICLE VIII

### Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws must be approved in writing by the authorizer of the School (as the term “authorizer” is defined in IC 20-24-1-2.5) prior to the Board of Directors of the Corporation taking any action thereon.

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

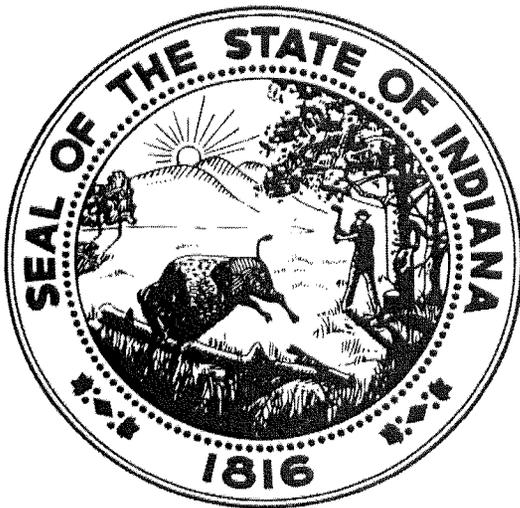
CERTIFICATE OF INCORPORATION

of

**PURDUE POLYTECHNIC HIGH SCHOOL OF INDIANAPOLIS, INC.**

I, CONNIE LAWSON, 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 Friday, August 14, 2015.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, August 14, 2015.

*Connie Lawson*

CONNIE LAWSON,  
SECRETARY OF STATE

APPROVED  
AND  
FILED

*Cornie Lawson*  
IND. SECRETARY OF STATE

ARTICLES OF INCORPORATION

OF

PURDUE POLYTECHNIC HIGH SCHOOL OF INDIANAPOLIS, INC.

RECEIVED  
2015 AUG 14 AM 11:31

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

ARTICLE I

Name

The name of the Corporation is Purdue Polytechnic High School of Indianapolis, Inc.

ARTICLE II

Purposes

This Corporation is a public benefit corporation that shall be organized and operated exclusively to operate a charter school in the State of Indiana and to conduct, support, encourage, and assist such educational, charitable, scientific, and other programs and projects as are described in Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code").

ARTICLE III

Powers

Notwithstanding any other provision of these Articles of Incorporation, neither the Board of Directors nor the Corporation shall have the power or authority to do any act that will prevent the Corporation from being an organization described in Code sections

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

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

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

#### ARTICLE IV

##### Period of Existence

The period during which the Corporation shall continue is perpetual.

#### ARTICLE V

##### Initial Registered Agent and Initial Registered Office

Section 1. The name and address of the initial registered agent in charge of the Corporation's initial registered office are Susie Howard, 115 W. Washington Street, Suite 450 South, Indianapolis, Indiana 46204.

Section 2. The street address of the initial registered office of the Corporation is 115 W. Washington Street, Suite 450 South, Indianapolis, Indiana 46204.

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

ARTICLE VI

Incorporator

The name and address of the Incorporator of the Corporation are Susie Howard, 115 W. Washington Street, Suite 450 South, Indianapolis, Indiana 46204.

ARTICLE VII

Members

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

ARTICLE VIII

Directors

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

ARTICLE IX

Election or Appointment of Directors

The directors of the Corporation, other than the members of the initial Board of Directors, shall be elected and appointed in the manner and for terms as specified in or fixed in accordance with the Bylaws of the Corporation.

ARTICLE X

Initial Board of Directors

The members of the initial Board of Directors of the Corporation shall be elected by the Incorporator. The names and addresses of the members of the initial Board of Directors are as follows:

Dr. Gary Bertoline  
Knoy Hall of Technology, Room 469  
401 North Grant Street  
West Lafayette, Indiana 47907

Julie Griffith  
Hovde Hall, Room 233  
610 Purdue Mall  
West Lafayette, Indiana 47907

Jamal Smith  
100 North Senate Avenue  
Indiana Government Center North, Room N103  
Indianapolis, Indiana 46204

Maureen Weber  
3939 Priority Way South Drive, Suite 400  
Indianapolis, Indiana 46240

ARTICLE XI

No Private Inurement

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

ARTICLE XII

Regulation of Corporate Affairs

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

Section 1. The Corporation shall admit to the charter school that it operates (the "School") students of any race, color, gender, sexual orientation, gender identity, disability,

national or ethnic origin, religion, and ancestry to all the rights, privileges, programs, and activities generally accorded or made available to students at the School. The Corporation shall not discriminate on the basis of race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, or ancestry (or any other characteristics or categories prohibited under federal, state, or local law) in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other School-administered programs.

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

- (a) IC 5-14-1.5, et seq. (Indiana’s Open Door Law);
- (b) IC 5-14-3-1, et seq. (Indiana’s Access to Public Records Act); and
- (c) IC 20-24-8-5 and all IC provisions referenced therein.

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

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

- (a) Engage in any act of self-dealing as defined in Code section 4941(d);
- (b) Retain any excess business holdings as defined in Code section 4943(c);

(c) Make any investment in such manner as to subject the Corporation to tax under Code section 4944; or

(d) Make any taxable expenditure as defined in Code section 4945(d).

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

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

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

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

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

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

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

Section 12. All parties dealing with the Corporation shall have the right to rely upon any action taken by the Corporation pursuant to authorization by the Board of Directors by

resolution duly adopted in accordance with the Corporation's Articles of Incorporation, Bylaws, and applicable law.

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

### ARTICLE XIII

#### Dissolution of the Corporation

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

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

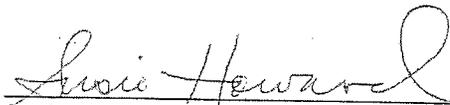
If the assets of the Corporation are insufficient to pay all parties to whom the Corporation owes compensation under provisions (a) through (c) in this Article XIII, the priority of the distribution of assets may be determined by a Judge of the Circuit or Superior Court of Marion County, Indiana (the "Court"). If any assets remain after distribution as outlined above,

they shall be disposed of by the Court exclusively for such purposes and to such organization(s) as the Court shall determine, which are organized and operated exclusively for such purposes.

The undersigned Incorporator hereby adopts these Articles of Incorporation and presents them to the Secretary of State of the State of Indiana for filing.

IN WITNESS WHEREOF, the undersigned Incorporator hereby verifies and affirms, subject to penalties of perjury, that the representations contained herein are true, this

12<sup>th</sup> day of August, 2015.

  
\_\_\_\_\_  
Susie Howard, Incorporator

# INDIANA SECRETARY OF STATE

## RECEIPT

Receipt Number : 1947052

Payment Entry Number : 855698

INDIANA SECRETARY OF STATE  
BUSINESS SERVICES DIVISION  
302 West Washington Street, Room E018  
Indianapolis, IN 46204  
(317) 232-6576

**FAEGRE BAKER DANIELS LLP**  
**300 N MERIDIAN ST**  
**STE 2700**  
**INDIANAPOLIS, IN 46204-1782**

Receipt Date: 08/17/2015

Receipt Status: Closed

The following details your transaction(s) with the Secretary of State's Office :

### Payment Submitted:

Payor	Payment Type	Reference	Comment	Amount
FAEGRE BAKER DANIELS LLP	Check/ MO	502962		\$30.00
Total Amount :				<u>\$30.00</u>

### Transactions posted to this receipt:

Entity Name	Type of Filing	Amount
PURDUE POLYTECHNIC HIGH SCHOOL OF INDIANAPOLIS, INC.	Non-Profit Domestic Corporation : Articles of Incorporation	\$30.00
Total Amount :		<u>\$30.00</u>



# Secretary of State State of Indiana

**Connie Lawson**  
Indiana Secretary of State

**Business Services Division**

Hoosier Business Owners,

I would like to take this opportunity to remind you to file your business entity report with my office.

For-Profit Corporations and Limited Liability Companies (domestic and foreign) are required to file biennial reports. The filing fee is \$30.00 and the report is due during the month the entity was formed. Your first business entity report is due two years after your entity's creation date.

Nonprofit Corporations (domestic and foreign) are required to file annual reports. The filing fee is \$10.00 and the report is due during the month the entity was formed. Your first business entity report is due one year after your entity's creation date.

**If you maintain a current email with my office, a reminder to pay your business entity report will be emailed to you.** Paying your business entity reports in a timely manner will ensure that your business will remain in good standing with the State of Indiana.

My office has launched the Email Manager application in order to assist you with maintaining a current email address. This application will allow you to update your email address at any time. It is available now at:  
<https://myweb.in.gov/SOS/EmailAddressManager/Home/Index>

According to Indiana statute, failure to pay business entity reports will result in your business being **Administratively Dissolved or Revoked**. See Indiana Code 23-1-46-2; 23-1-51-2; 23-18-10-2; 23-18-11-16; 23-17-23-2 or 23-17-26-13.

All business entity reports may be filed online at [www.in.gov/sos/business/3672.htm](http://www.in.gov/sos/business/3672.htm)  
By filing online you will receive a discounted filing fee.

Thank you for doing business in Indiana.

Connie Lawson  
Indiana Secretary of State

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

DEPARTMENT OF THE TREASURY

Date: **APR 15 2016**

PURDUE POLYTECHNIC HIGH SCHOOL OF  
INDIANAPOLIS INC  
115 W WASHINGTON ST STE 450 S  
INDIANAPOLIS, IN 46204

Employer Identification Number:  
47-5125364  
DLN:  
17053299308015  
Contact Person:  
DAVID A DOEKER ID# 31168  
Contact Telephone Number:  
(877) 829-5500  
Accounting Period Ending:  
June 30  
Public Charity Status:  
170(b)() (A) (ii)  
Form 990/990-EZ/990-N Required:  
Yes  
Effective Date of Exemption:  
August 14, 2015  
Contribution Deductibility:  
Yes  
Addendum Applies:  
No

Dear Applicant:

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

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

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

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

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

For important information about your responsibilities as a tax-exempt

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PURDUE POLYTECHNIC HIGH SCHOOL OF

organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

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

Sincerely,

A handwritten signature in black ink, appearing to read "J. I. Cooper". The signature is stylized and somewhat cursive.

Jeffrey I. Cooper  
Director, Exempt Organizations  
Rulings and Agreements

**Purdue Polytechnic High School Board of Directors Code of Ethics**

The Purdue Polytechnic High School Board of Directors strives to be an advocate for all students and to improve education outcomes. All Directors will:

- have integrity in all matters and support the full development Purdue Polytechnic High School
- attend scheduled board meetings
- make policy decisions based on the available facts and appropriate public input
- encourage individual board member expression of opinion and establish an open, two-way communication process with all segments of the community
- communicate, in accordance with board policies, public reaction and opinion regarding board policies and school programs to the full board and superintendent
- bring about desired changes through legal and ethical procedures, upholding and enforcing all laws, state regulations, and court orders pertaining to schools
- refrain from using the board position for personal or partisan gain and avoid any conflict of interest or the appearance of impropriety
- respect the confidentiality of privileged information and make no individual decisions or commitments that might compromise the board or administration.

Attachment 14: Statement of Assurances

Exhibit E

**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 Indiana Code ("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 receiving federal Charter School Program Grant funds 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 *Elementary and Secondary Education Act of 1965, as amended by the Every Student Succeeds Act of 2015*, 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 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 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, fiscal management, or legal and operational 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.

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

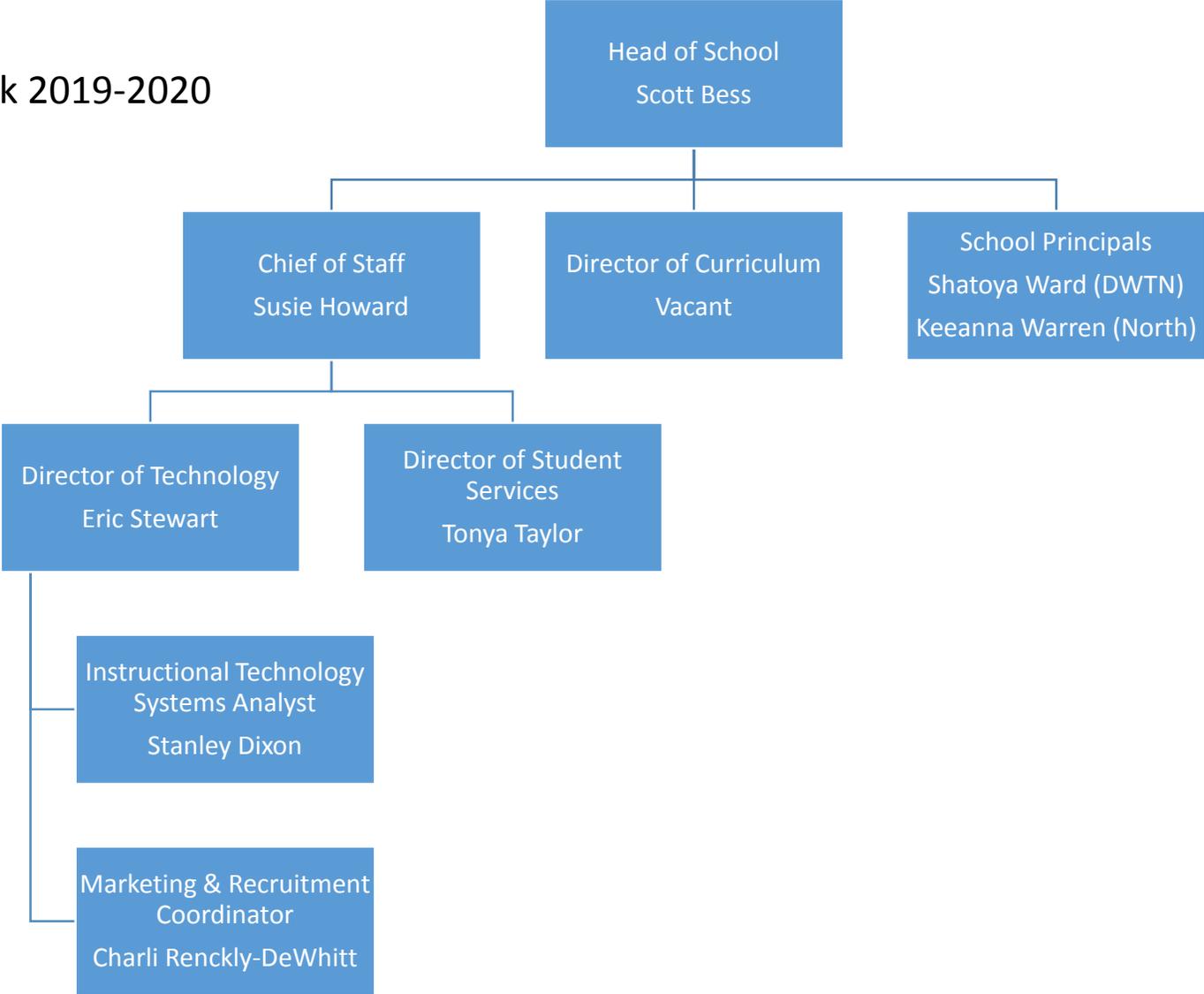
\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

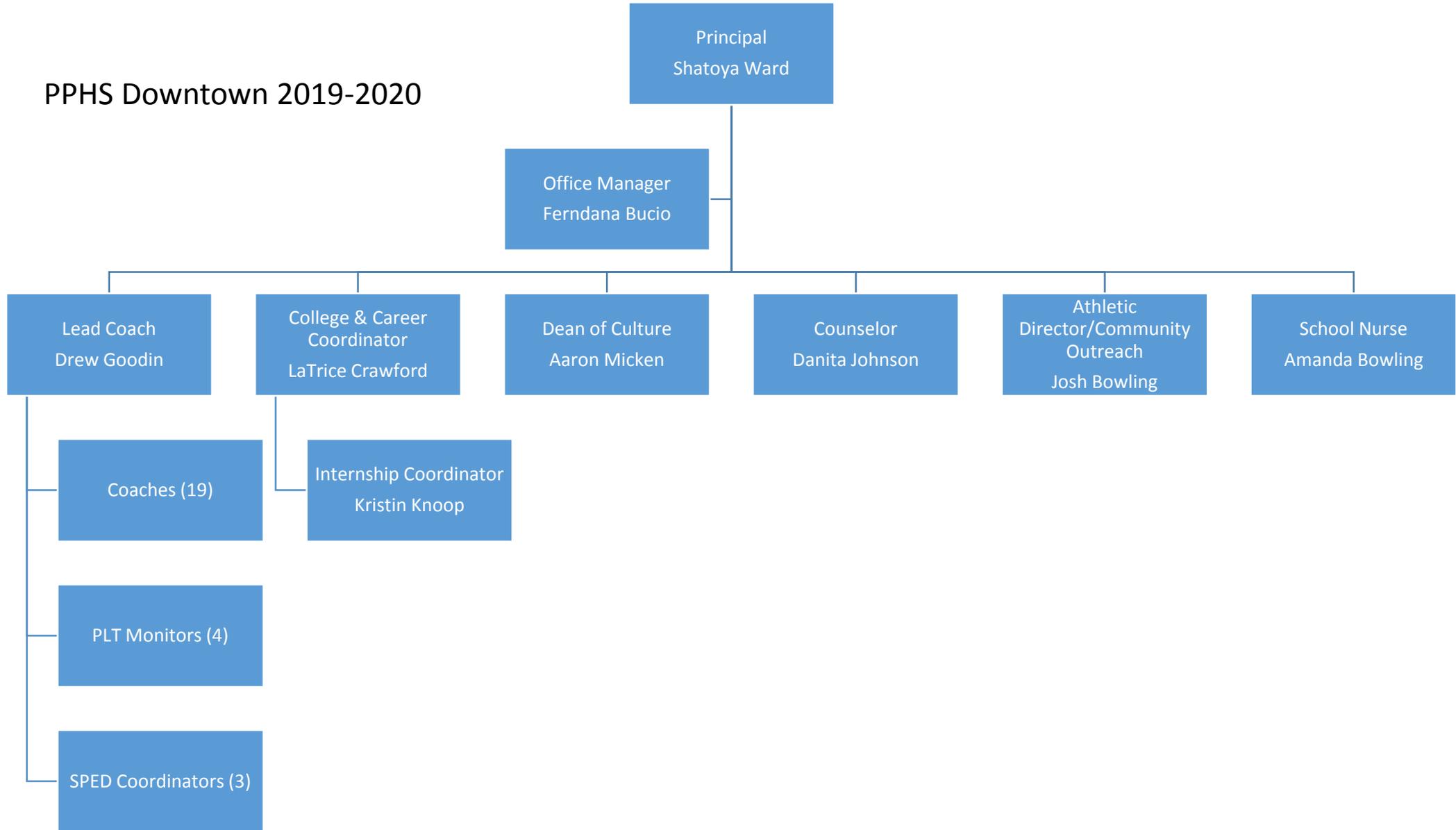
*Scott Beas*

Attachment 15: Organizational Chart

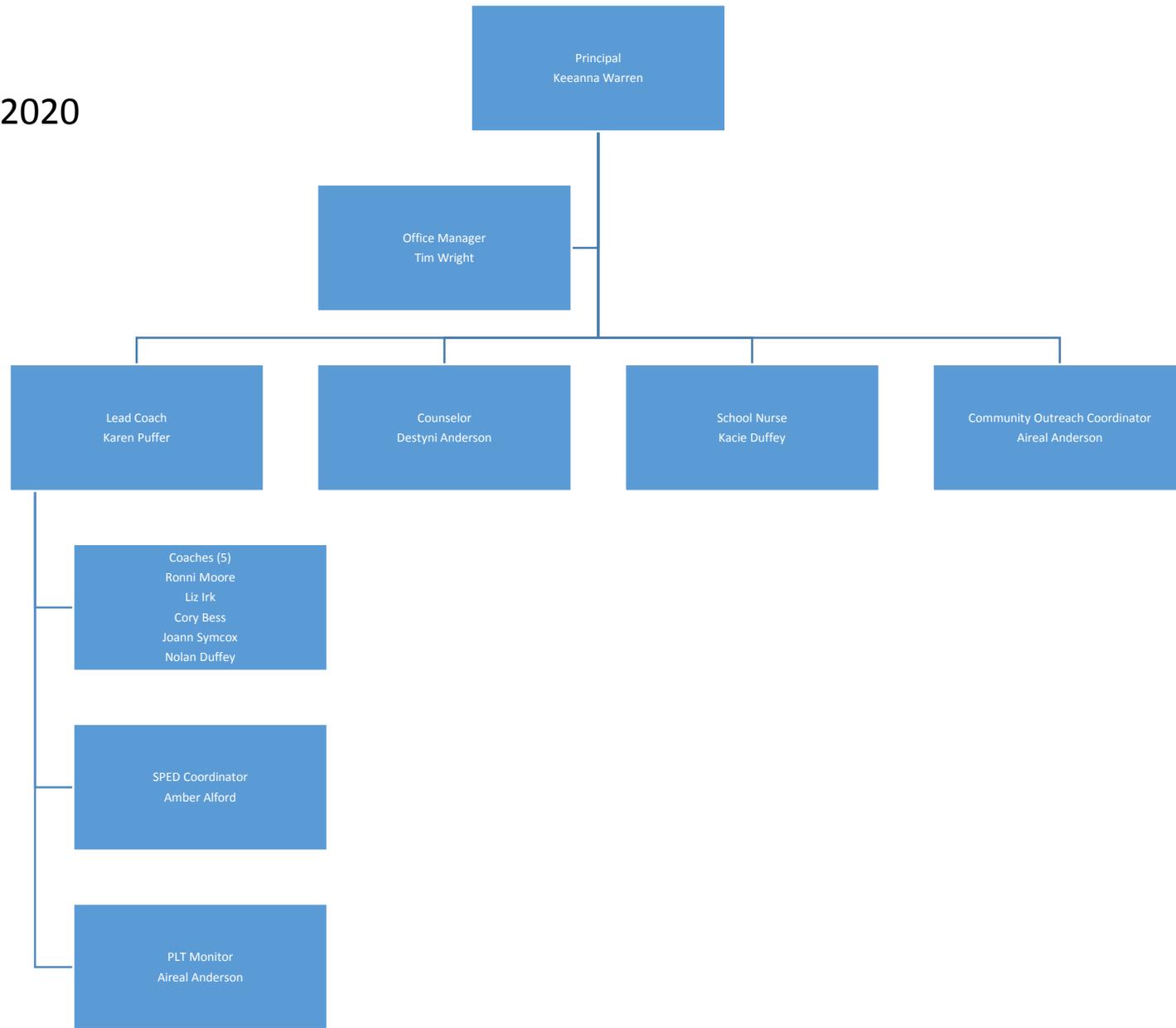
Network 2019-2020



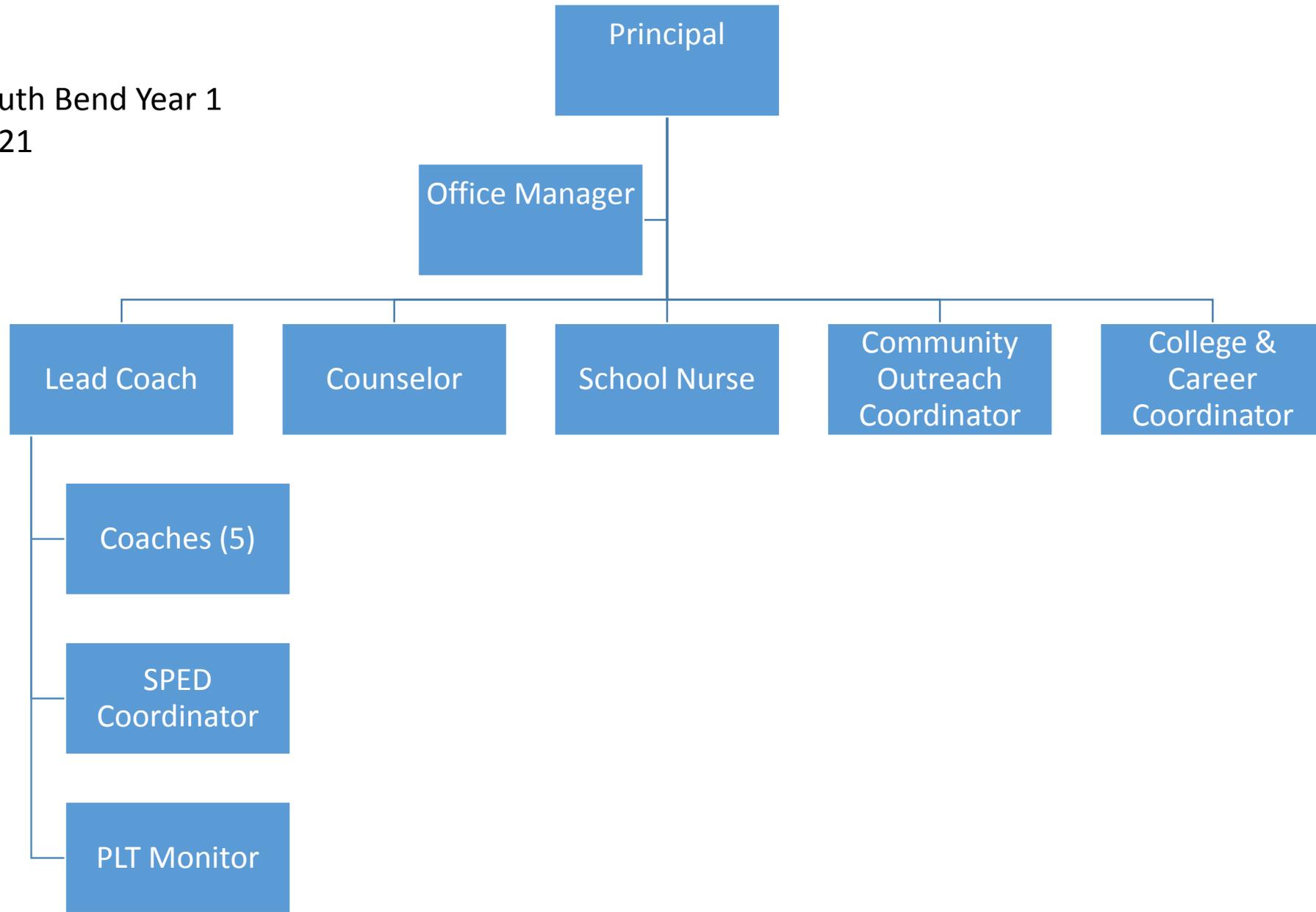
# PPHS Downtown 2019-2020



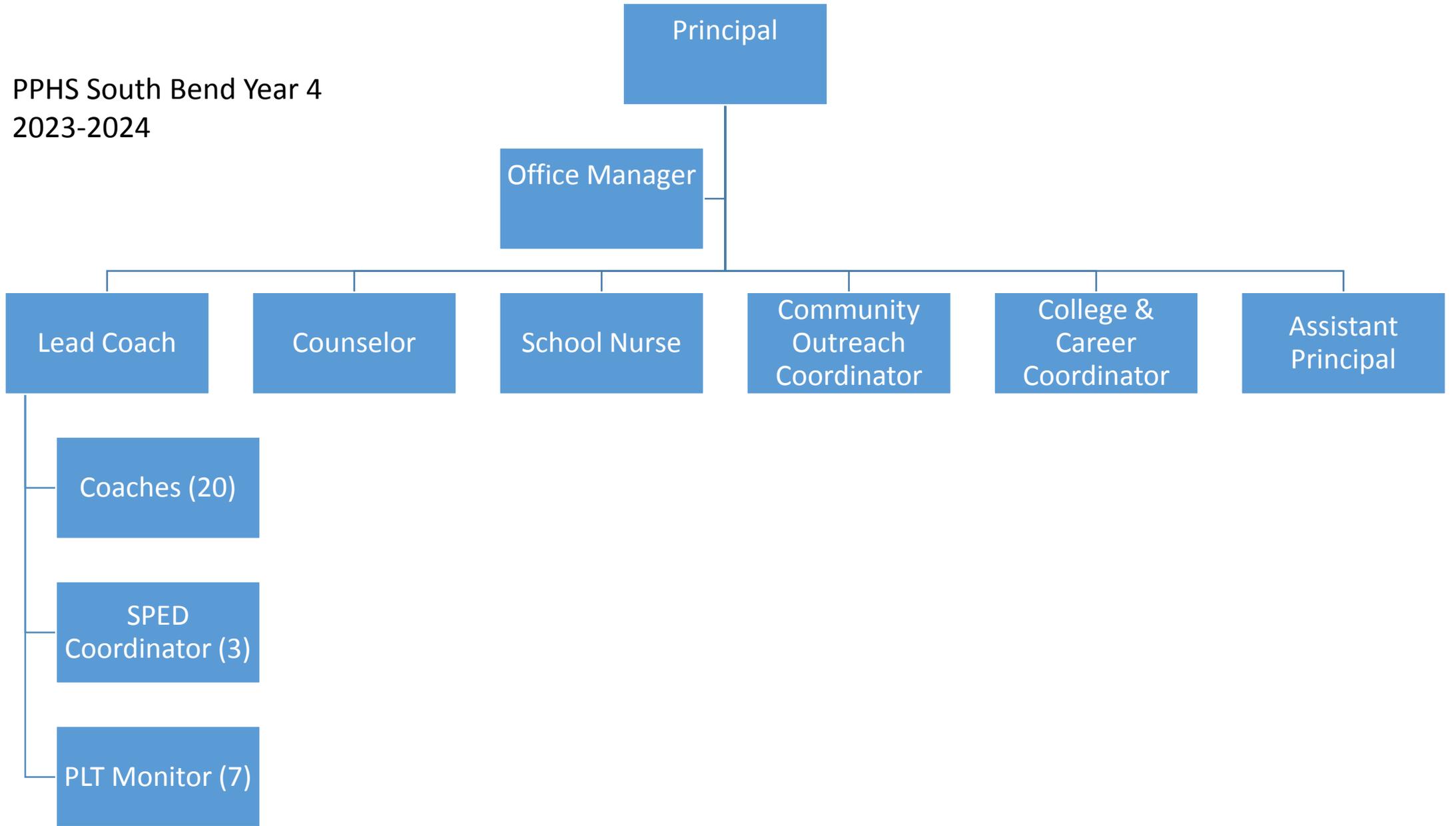
# PPHS North 2019-2020



PPHS South Bend Year 1  
2020-2021



PPHS South Bend Year 4  
2023-2024



Attachment 16: Start-Up Plan

## Attachment 16: Start Up Plan

Purdue Polytechnic High School South Bend is well-positioned to execute the startup plan for a successful opening in the fall of 2020. The following chart provides a timeline of start-up activities that PPHS South Bend will complete from charter approval to opening day.

<b>Timeline</b>	<b>Activity/Milestone</b>	<b>Responsible</b>
Ongoing	Communication, marketing, and community outreach	School Leader, Community & Outreach Coordinator
October 2019	Update marketing plan for student recruitment	School Leader, Community & Outreach Coordinator
December 2019	Charter approved	PPHS Network Team
January 2020	Hire school leadership team	School Leader, PPHS Network Team
January 2020	Select school facility	PPHS Network Team
February 2020	Develop Emergency plan	School Leader
February 2020	Review and amend instructional and assessment plan	PPHS Network Team
February 2020	Review and amend plans for students with exceptional needs	Director of Student Services
February 2020	Post teaching and other staff positions	Chief of Staff
February 2020	Work with landlord and architect to plan building renovations	PPHS Network Team
March-June 2020	Order furniture, technology and curricular materials	Office Manager
April-June 2020	Ensure all vendor contracts are updated to include PPHS South Bend	Chief of Staff

May 2020	Complete instructional staff hiring	School Leader
May 2020	Order all classroom supplies	Office Manager
June 2020	Complete all required checks	School Leader
June 2020	PPHS 2 staff begins professional development	School Leader
June 2020	Move in to facility	PPHS Network Team
June 2020	Secure all inspections for fire, safety and other codes	School Leader
August 3, 2020	First day of school	All Staff

Attachment 17: Insurance Estimate





Attachment 18: Budget Project Workbook

### Instructions for 5-Year Pro Forma Budget Submission

 - Information should be entered into light gray shaded cells.

**Name of Proposed Charter School:** Purdue Polytechnic High School South Bend  
**Planned Opening School Year (YYYY):** 2020  
**Planned Location:** South Bend Community Sch Corp

<a href="#">1. Instructions</a>	<ul style="list-style-type: none"> <li>All organizers submitting a charter application to the Indiana Charter School Board must complete all four BLUE tabs of the 5-Year Pro Forma Budget Template. No information is required to be entered into WHITE cells, they will autofill as information is entered into GREY cells.</li> </ul>
<a href="#">2. Enrollment Projection</a>	<ul style="list-style-type: none"> <li>Please provide a summary of the school's projected enrollment for the proposed grade span for the next five years.</li> </ul>
<a href="#">3. Staffing Plan</a>	<ul style="list-style-type: none"> <li>Please provide a list of administrative, instructional, and other staff along with estimates of proposed salaries and benefits. Please include both full and part-time employees and contractors. Projected salary and benefits should align with Year 0 and 5-Year budgets.</li> <li>The estimated "average salary" for each position should include all taxable amounts (including taxable fringe benefits, stipends, bonuses, awards, and allowances).</li> <li>"Other Insurance" includes health care, long-term care, life, disability.</li> <li>"Other Benefits" are non-taxable benefits (e.g., educational assistance, dependent care assistance, transportation benefits, non-taxable fringe benefits, etc.).</li> </ul>
<a href="#">4. Year 0 - Budget and Cash Flow</a>	<ul style="list-style-type: none"> <li>Please provide budget and cash flow projections for the start-up year (Year 0).</li> </ul>
<a href="#">5. 5-Year Budget</a>	<ul style="list-style-type: none"> <li>Please provide 5-year budget projections (Year 1 - Year 5). Year 0 data will automatically populate once Tab 4 is completed. Note that the information provided in Tab 3 must align with the personnel expenses provided in Tab 5 or Tab 5 will throw an ERROR.</li> </ul>
Notes:	<ul style="list-style-type: none"> <li>Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro-forma budget, reflecting all components - including the regional back office/central office - of the Indiana network.</li> <li>This template is not intended to be exhaustive. If it is unclear to which line a particular item of revenue or expense belongs, add it to the closest approximation or to one of the "other" categories and make a note in the budget narrative.</li> </ul>

### School Enrollment Projections

(must align with Charter Application Enrollment Plan)

School Name: **Purdue Polytechnic High School South Bend**  
 Planned Opening Year: **2020**

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten					
Grade 1					
Grade 2					
Grade 3					
Grade 4					
Grade 5					
Grade 6					
Grade 7					
Grade 8					
Grade 9	100	125	125	125	125
Grade 10		100	125	125	125
Grade 11			90	110	115
Grade 12				90	110
Adult					
<b>Total Adult Enrollment:</b>	0	0	0	0	0
<b>Total K-12 Enrollment:</b>	100	225	340	450	475
<b>Special Education #</b>					
<b>English Learners #</b>					
<b>FRL #</b>					
<b>K-12 Distribution</b>	\$ 686,601.50	\$ 1,566,379.69	\$ 2,366,973.75	\$ 3,132,759.38	\$ 3,306,801.56
<b>Adult Distribution</b>	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Distribution</b>	\$ 686,601.50	\$ 1,566,379.69	\$ 2,366,973.75	\$ 3,132,759.38	\$ 3,306,801.56

The above calculations are estimates based on projected enrollment. The actual distribution to the school will be based on an ADM count of eligible pupils enrolled in the school on two count dates (in September and February).

The Basic Grant amount for K-12 charter schools is \$5,548 in FY2020 and \$5,703 in FY2021. Students in Full Day Kindergarten should be treated as 1 student, students in 1/2 day kindergarten should be treated as 0.5 student. Indiana's Complexity Grant (Complexity Index \* Complexity Amount) provides additional funding to school corporations serving proportionally more students from low-income families. It is based on the percentage of a school corporation's students receiving SNAP, TANF, or foster care services. The above calculation is an estimate based on the complexity index for the school corporation in which the proposed charter school will be located. The school's actual Complexity Grant amount will likely differ. The K-12 Distribution is calculated by multiplying Total Enrollment by the Complexity Grant + the Basic Grant.

The Adult Grant amount for adult high schools is \$6,750. The Adult Distribution is calculated by multiplying Total Enrollment by the Adult Grant.







**Projected New School Annual Operating Budget -- YEARS 1 - 5 (Fiscal Year July 1-June 30)**

School Name: **Purdue Polytechnic High School South Bend**  
 Planned Opening Year: **2020**

**Special Instructions for Schools Contracting with a Management Company:**

Please include a note in the assumptions column and budget narrative if any of the listed amounts include additional service, consulting, facility, or licensing fees paid to a management company or affiliate of a management company that are not included in L 97 (CMO/EMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state whether your facility is leased or purchased from a management company or affiliate of a management company.

REVENUES		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Assumptions
<b>State Revenues - See Footnotes</b>								
1	State Tuition Support - From Tab 2		\$ 686,601.50	\$ 1,566,379.69	\$ 2,366,973.75	\$ 3,132,759.38	\$ 3,306,801.56	
2	State Matching Funds for School Lunch Program		\$ 1,000.00	\$ 1,750.00	\$ 2,500.00	\$ 3,500.00	\$ 3,500.00	
3	Professional Development Grant		\$ -	\$ -	\$ -	\$ -	\$ -	
4	Technology Grants		\$ -	\$ -	\$ -	\$ -	\$ -	
5			\$ -	\$ -	\$ -	\$ -	\$ -	
6	Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -	
7	Textbook Reimbursement		\$ 3,000.00	\$ 5,500.00	\$ 7,500.00	\$ 10,000.00	\$ 10,000.00	
8	Summer School		\$ 7,500.00	\$ 10,000.00	\$ 12,500.00	\$ 15,000.00	\$ 15,000.00	
9	Charter and Innovation Network School Grant (1)		\$ 75,000.00	\$ 168,750.00	\$ 255,000.00	\$ 337,500.00	\$ 356,250.00	
10			\$ -	\$ -	\$ -	\$ -	\$ -	
12	Formative Assessment Grant		\$ 1,500.00	\$ 2,250.00	\$ 3,000.00	\$ 3,500.00	\$ 3,500.00	
13	Performance Based Awards		\$ -	\$ -	\$ -	\$ -	\$ -	
14	Other State Revenue (please describe) - Vocational		\$ 60,000.00	\$ 110,000.00	\$ 160,000.00	\$ 225,000.00	\$ 225,000.00	
15	Special Education Grant		\$ 50,000.00	\$ 100,000.00	\$ 150,000.00	\$ 200,000.00	\$ 200,000.00	
16	Special Education Preschool		\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total State Revenues:</b>			<b>\$ 884,601.50</b>	<b>\$ 1,964,629.69</b>	<b>\$ 2,957,473.75</b>	<b>\$ 3,927,259.38</b>	<b>\$ 4,120,051.56</b>	
<b>Federal Revenues - See Footnotes</b>								
17	Public Charter School Program Grant (2)	\$ 125,000.00	\$ 325,000.00	\$ 225,000.00	\$ 120,000.00	\$ 100,000.00	\$ -	
18	Charter Facilities Assistance Program Grant		\$ -	\$ -	\$ -	\$ -	\$ -	
19	IDEA- Part B Grant (Special Education)		\$ 20,000.00	\$ 30,000.00	\$ 40,000.00	\$ 50,000.00	\$ 50,000.00	
20	Title I		\$ -	\$ 75,000.00	\$ 140,000.00	\$ 200,000.00	\$ 250,000.00	
21	Title II		\$ -	\$ 5,000.00	\$ 7,500.00	\$ 10,000.00	\$ 12,500.00	
22	Federal Lunch Program		\$ 30,000.00	\$ 60,000.00	\$ 90,000.00	\$ 120,000.00	\$ 120,000.00	
23	Federal Breakfast Reimbursement		\$ -	\$ -	\$ -	\$ -	\$ -	
24	Other Federal Revenue (please describe) (3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Federal Revenues:</b>		<b>\$ 125,000.00</b>	<b>\$ 375,000.00</b>	<b>\$ 395,000.00</b>	<b>\$ 397,500.00</b>	<b>\$ 480,000.00</b>	<b>\$ 432,500.00</b>	
<b>Other Revenues</b>								
25	Contributions and Donations from Private Sources	\$ 850,000.00	\$ 350,000.00	\$ 150,000.00	\$ -	\$ -	\$ -	
26	Student and Adult Fees		\$ -	\$ -	\$ -	\$ -	\$ -	
27	Other Fees		\$ -	\$ -	\$ -	\$ -	\$ -	
28	Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
29	Other Revenue (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Other Revenues:</b>		<b>\$ 850,000.00</b>	<b>\$ 350,000.00</b>	<b>\$ 150,000.00</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	
<b>TOTAL REVENUES:</b>		<b>\$ 975,000.00</b>	<b>\$ 1,609,601.50</b>	<b>\$ 2,509,629.69</b>	<b>\$ 3,354,973.75</b>	<b>\$ 4,407,259.38</b>	<b>\$ 4,552,551.56</b>	
<b>EXPENSES</b>								
<b>Administrative Staff - See Footnotes</b>								
30	Executive Administration: Office of Superintendent (4)		\$ -	\$ -	\$ -	\$ -	\$ -	
31	School Administration: Office of the Principal (5)		\$ 100,000.00	\$ 102,000.00	\$ 179,040.00	\$ 182,620.00	\$ 186,274.00	
32	Other School Administration (please describe) (6)		\$ -	\$ -	\$ -	\$ -	\$ -	
33	Business Manager/Director of Finance		\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Administrative Staff:</b>		<b>\$ 100,000.00</b>	<b>\$ 102,000.00</b>	<b>\$ 179,040.00</b>	<b>\$ 182,620.00</b>	<b>\$ 186,274.00</b>	<b>\$ 186,274.00</b>	
<b>Instructional Staff - See Footnotes</b>								
34	Teachers - Regular (7)		\$ 310,000.00	\$ 571,200.00	\$ 842,724.00	\$ 1,124,880.48	\$ 1,147,378.09	
35	Teachers - Special Education		\$ 50,000.00	\$ 102,000.00	\$ 104,040.00	\$ 159,181.00	\$ 163,364.82	
36	Substitutes, Assistants, Paraprofessionals, Aides		\$ 30,000.00	\$ 91,800.00	\$ 156,060.00	\$ 222,853.68	\$ 227,310.75	
37	Summer School Staff		\$ -	\$ -	\$ -	\$ -	\$ -	
<b>Total Instructional Staff:</b>		<b>\$ 390,000.00</b>	<b>\$ 765,000.00</b>	<b>\$ 1,102,824.00</b>	<b>\$ 1,506,915.16</b>	<b>\$ 1,538,053.66</b>	<b>\$ 1,538,053.66</b>	
<b>Non-Instructional/Support Staff - See Footnotes</b>								
38	Social Workers, Guidance Counselors, Therapists (8)		\$ 100,000.00	\$ 102,000.00	\$ 104,040.00	\$ 106,121.00	\$ 108,243.00	
39	Other Support Staff (please describe) (9) - Community Outreach		\$ 35,000.00	\$ 35,700.00	\$ 36,414.00	\$ 37,142.28	\$ 37,885.13	

40	Nurse Services	\$	50,000.00	\$	51,000.00	\$	52,020.00	\$	53,060.40	\$	54,121.61		
41	Instructional Support Staff (10)	\$	-	\$	-	\$	-	\$	-	\$	-		
42	Librarian	\$	-	\$	-	\$	-	\$	-	\$	-		
43	Technology Support	\$	-	\$	-	\$	-	\$	-	\$	-		
44	Maintenance of Buildings, Grounds, Equipment	\$	-	\$	-	\$	-	\$	-	\$	-		
45	Security	\$	-	\$	-	\$	-	\$	-	\$	-		
46	Athletic Coaches	\$	-	\$	-	\$	-	\$	-	\$	-		
<b>Total Non-Instructional/Support Staff:</b>		\$	<b>185,000.00</b>	\$	<b>188,700.00</b>	\$	<b>192,474.00</b>	\$	<b>196,323.68</b>	\$	<b>200,249.73</b>		
<b>Subtotal Wages and Salaries:</b>		\$	<b>675,000.00</b>	\$	<b>1,055,700.00</b>	\$	<b>1,474,338.00</b>	\$	<b>1,885,859.64</b>	\$	<b>1,923,576.83</b>		
<b>Payroll Taxes and Benefits - From Tab 3</b>													
47	Social Security/Medicare/Unemployment	\$	68,512.50	\$	107,153.55	\$	149,645.31	\$	191,414.75	\$	195,243.05		
48	Health Insurance	\$	78,000.00	\$	126,000.00	\$	174,000.00	\$	222,000.00	\$	222,000.00		
49	Retirement Contributions	\$	65,000.00	\$	105,000.00	\$	145,000.00	\$	185,000.00	\$	185,000.00		
50	Other Compensation	\$	-	\$	-	\$	-	\$	-	\$	-		
<b>Total Payroll Taxes and Benefits:</b>		\$	<b>155,832.25</b>	\$	<b>211,512.50</b>	\$	<b>338,153.55</b>	\$	<b>468,645.31</b>	\$	<b>598,414.75</b>	\$	<b>602,243.05</b>
<b>Total Personnel Expenses:</b>		\$	<b>155,832.25</b>	\$	<b>886,512.50</b>	\$	<b>1,393,853.55</b>	\$	<b>1,942,983.31</b>	\$	<b>2,484,274.39</b>	\$	<b>2,525,819.88</b>
<b>Instructional Supplies and Resources - See Footnotes</b>													
51	Textbooks	\$	-	\$	-	\$	-	\$	-	\$	-		
52	Library/Media Services (Other than Staff)	\$	-	\$	-	\$	-	\$	-	\$	-		
53	Instructional Supplies	\$	-	\$	33,000.00	\$	40,000.00	\$	50,000.00	\$	60,000.00	\$	60,000.00
54	Technology Supporting Instruction (11) - covered through network fee	\$	-	\$	-	\$	-	\$	-	\$	-		
55	Student Assessment	\$	-	\$	-	\$	-	\$	-	\$	-		
56	Computers used for Instruction	\$	40,000.00	\$	40,000.00	\$	50,000.00	\$	50,000.00	\$	50,000.00	\$	50,000.00
57	Instructional Software	\$	35,000.00	\$	35,000.00	\$	35,000.00	\$	35,000.00	\$	35,000.00	\$	35,000.00
58	Enrichment Programs (12)	\$	-	\$	-	\$	-	\$	-	\$	-		
<b>Total Instructional Supplies and Resources:</b>		\$	<b>75,000.00</b>	\$	<b>108,000.00</b>	\$	<b>125,000.00</b>	\$	<b>135,000.00</b>	\$	<b>145,000.00</b>	\$	<b>145,000.00</b>
<b>Support Supplies and Resources</b>													
59	Administrative Computers	\$	6,000.00	\$	-	\$	-	\$	-	\$	-		
60	Administrative Software - covered through network fee	\$	-	\$	-	\$	-	\$	-	\$	-		
61	Administrative Technology Services - covered through network fee	\$	-	\$	-	\$	-	\$	-	\$	-		
62	Administration Dues & Fees	\$	-	\$	-	\$	-	\$	-	\$	-		
64	Operational Supplies	\$	-	\$	7,500.00	\$	7,500.00	\$	7,500.00	\$	7,500.00	\$	7,500.00
65	Professional Development	\$	-	\$	3,000.00	\$	3,000.00	\$	4,500.00	\$	4,500.00	\$	4,500.00
66	Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-		
<b>Total Support Supplies and Resources:</b>		\$	<b>6,000.00</b>	\$	<b>10,500.00</b>	\$	<b>10,500.00</b>	\$	<b>12,000.00</b>	\$	<b>12,000.00</b>	\$	<b>12,000.00</b>
<b>Governing Board Expenses</b>													
67	General Board Services - covered through network fee	\$	-	\$	-	\$	-	\$	-	\$	-		
69	Legal Services - covered through network fee	\$	-	\$	-	\$	-	\$	-	\$	-		
70	Board Supplies covered through network fee	\$	-	\$	-	\$	-	\$	-	\$	-		
67	Dues & Fees	\$	-	\$	-	\$	-	\$	-	\$	-		
68	Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-		
<b>Total Board Expenses:</b>		\$	<b>-</b>	\$	<b>-</b>	\$	<b>-</b>	\$	<b>-</b>	\$	<b>-</b>	\$	<b>-</b>
<b>Purchased or Contracted Services</b>													
69	Audit Services - covered through network fee	\$	-	\$	-	\$	-	\$	-	\$	-		
70	Payroll Services - covered through network fee	\$	-	\$	-	\$	-	\$	-	\$	-		
71	Financial Accounting - covered through network fee	\$	-	\$	-	\$	-	\$	-	\$	-		
72	Other Fiscal Services	\$	-	\$	-	\$	-	\$	-	\$	-		
73	Printing, Publishing, Duplicating Services	\$	-	\$	-	\$	-	\$	-	\$	-		
74	Other Professional/Technical Services	\$	-	\$	30,000.00	\$	30,000.00	\$	30,000.00	\$	30,000.00	\$	30,000.00
75	Telecommunication Services	\$	-	\$	25,000.00	\$	25,000.00	\$	35,000.00	\$	35,000.00	\$	35,000.00
76	Insurance - covered through network fee	\$	-	\$	-	\$	-	\$	-	\$	-		
77	Travel	\$	12,500.00	\$	10,000.00	\$	12,500.00	\$	15,000.00	\$	15,000.00	\$	15,000.00
78	Postage	\$	3,000.00	\$	1,000.00	\$	1,000.00	\$	1,000.00	\$	1,000.00	\$	1,000.00
79	Special Education Administration - covered through network fee	\$	-	\$	-	\$	-	\$	-	\$	-		
80	Student Information Services - covered through network fee	\$	-	\$	-	\$	-	\$	-	\$	-		
81	Food Services	\$	-	\$	31,000.00	\$	61,750.00	\$	92,500.00	\$	123,500.00	\$	123,500.00
82	Contracted Transportation Services	\$	-	\$	36,000.00	\$	81,000.00	\$	122,400.00	\$	162,000.00	\$	171,000.00
83	Other Transportation Services (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-		
84	Promotion Expenses - covered through network fee	\$	-	\$	-	\$	-	\$	-	\$	-		
85	Other (please describe)	\$	-	\$	-	\$	-	\$	-	\$	-		
<b>Total Professional Purchased or Contracted Services:</b>		\$	<b>15,500.00</b>	\$	<b>133,000.00</b>	\$	<b>211,250.00</b>	\$	<b>295,900.00</b>	\$	<b>366,500.00</b>	\$	<b>375,500.00</b>
<b>Facilities Expenses</b>													
86	Rent of Buildings, Facilities, and Equipment	\$	8,500.00	\$	123,588.27	\$	281,948.34	\$	426,055.28	\$	563,896.69	\$	595,224.28

1,923,576.83 \$ 0.00

87	Purchase of Furniture & Equipment	\$ 125,000.00	\$ 185,000.00	\$ 125,000.00	\$ 90,000.00	\$ 60,000.00	\$ 60,000.00
88	Electric/Gas	\$ 600.00	\$ 20,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00
89	Water & Sewage	\$ 300.00	\$ 2,000.00	\$ 2,500.00	\$ 3,000.00	\$ 3,500.00	\$ 4,000.00
90	Repair and Maintenance Services (not provided by school personnel)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
91	Custodial Services (not provided by school personnel)	\$ 1,500.00	\$ 25,000.00	\$ 35,000.00	\$ 45,000.00	\$ 50,000.00	\$ 50,000.00
92	Waste Disposal	\$ 360.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00
93	Debt Service for Facilities (Principal & Interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
94	Debt Service for Equipment (Principal & Interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
95	Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Facilities Expenses:</b>		<b>\$ 136,260.00</b>	<b>\$ 357,588.27</b>	<b>\$ 476,448.34</b>	<b>\$ 596,055.28</b>	<b>\$ 709,396.69</b>	<b>\$ 741,224.28</b>
<b>Other Expenses - See Footnotes</b>							
96	ICSB Administrative Fee (13)	\$ -	\$ 13,870.00	\$ 63,389.76	\$ 95,788.97	\$ 126,779.51	\$ 133,822.82
97	CMO/EMO Fee (14)	\$ -	\$ 88,460.15	\$ 157,170.38	\$ 236,597.90	\$ 314,180.75	\$ 329,604.13
98	Bank Fees - covered by network fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
99	Depreciation Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
100	Required Escrow (15)	\$ -	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ -
<b>Total Other Expenses:</b>		<b>\$ -</b>	<b>\$ 102,330.15</b>	<b>\$ 230,560.13</b>	<b>\$ 342,386.87</b>	<b>\$ 450,960.26</b>	<b>\$ 463,426.94</b>
<b>TOTAL EXPENSES:</b>		<b>\$ 388,592.25</b>	<b>\$ 1,597,930.92</b>	<b>\$ 2,447,612.03</b>	<b>\$ 3,324,325.45</b>	<b>\$ 4,168,131.34</b>	<b>\$ 4,262,971.11</b>
<b>SURPLUS / (DEFICIT):</b>		<b>\$ 586,407.75</b>	<b>\$ 11,670.58</b>	<b>\$ 62,017.66</b>	<b>\$ 30,648.30</b>	<b>\$ 239,128.03</b>	<b>\$ 289,580.46</b>

**Footnotes:**

- (1) Beginning in FY2020, new charter schools are entitled to \$750 per student to be used for capital, technology, and transportation costs. Subsequent awards depend on continued funding of the grant in the biennial budget. See IC 20-24-13 for additional crits and more details.
- (2) This is a competitive grant. Funding is not guaranteed. The funding for the PCSB grant is distributed through a reimbursement process. Contact IDOE's Office of Title Grants and Support for more information.
- (3) Unrestricted Federal Revenue Direct from the Federal Government; Restricted Federal Revenue Direct from the Federal Government; Restricted Federal Revenue Through the State, etc.
- (4) Includes the Head of School, School Leader, Executive Director, Chief Executive Officer, as well as associate or assistant executive positions.
- (5) Includes Vice- and Assistant Principals.
- (6) Includes Chief Academic Officers; Directors, Deans, and Coordinators of: Curriculum, Instruction, Faculty, Students, Assessment, Student Affairs, Student Achievement, and similar positions.
- (7) SBOA/Form 9 Classification of teachers is as follows. Expenditure Accounts: Preschool - 11025; Full Day Kindergarten - 11050; Elementary School - 11100; Middle/Junior High School - 11200; and High School - 11300. Object Accounts: Certified Salaries - 110; Non-Certified Salaries - 120; (Temporary) Licensed Employees - 135; (Temporary) Non-Licensed Employees - 136; Stipends - 131; and (Temporary or Permanent) Overtime Salaries - 140.
- (8) Includes Social Workers; Counselors; Psychologists; and Speech, Occupational, and Physical Therapists.
- (9) Secretary; Receptionist; Attendance Clerk; Office Manager; Cafeteria Worker, and other full or part-time employees not specifically described.
- (10) Includes Staffing for Instruction and Curriculum Development, Instructional Staff Training, etc.
- (11) Includes Systems Analysis and Planning, Application Development, Systems Operations, Network Support, and Hardware Maintenance and Support.
- (12) Expenses associated with extra-curricular or athletic activities.
- (13) One half percent (0.5%) of the Basic/Adult Learner Grant amount.
- (14) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All other amounts paid to a management company or affiliate of a management company must be accounted for elsewhere in this worksheet.
- (15) Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.

Attachment 19: Budget Narrative

## **Attachment 19: Budget Narrative**

Our budget allocations are aligned with school priorities and key school design elements. Provided below are the explanation of the assumptions and rationale for each line item within the budget.

### *Assumptions – Revenue*

**State funding:** We determined per pupil funding by utilizing the basic income and using the current South Bend complexity rate. State Special Education and Vocational funding was based on actual revenue from our existing locations, as PPHS South Bend will have similar courses and enrollment as the two Indianapolis schools. Revenue for the charter facility grant was calculated by assuming \$750 per student served. We made estimates for summer school, Medicaid, and mediation testing based on linking it to funding for a school of a similar size.

**Federal funding:** The Federal lunch reimbursement revenue was based on receiving \$3.50 per student for 183 days. We created budget estimates for federal special, Title I, and Title II based on the revenues from our existing schools when they had similar numbers of students.

**Private funding:** We anticipate applying for and being awarded grants from New School Venture Fund, Charter School Growth Fund and The Mind Trust. All three organizations are current funders of the PPHS Indianapolis schools and all three have actively encouraged PPHS to continue expansion and growth. The school's Board and leadership team plans to diligently seek additional revenue sources to support the start-up and ongoing operations of the school. Several philanthropic and private funders will be approached to support the school after the school receives charter approval. and. PPHS South Bend will also apply for the federal Quality Counts Charter School Program grant and Walton Family Foundation Grant, both of which have been awarded to the two existing schools.

**Other income:** Though PPHS will receive additional income from interest, student fees, and other revenue, this revenue was not reflected in the budget as it will have only a nominal impact.

### *Assumptions – Expenses*

**Personnel Cost:** Without a doubt talented teacher and school leader play the most important role in driving student achievement. As a result, personnel are our greatest expense and

we are committed to offering competitive salary and benefits to our staff. We believe that these wages and benefits packages are competitive and financially sustainable. Our staffing model for PPHS South Bend is built based on what worked well for our first two schools. The five-year projections assume an average 2% base salary increase for all employees, and also budgets for performance bonuses. From a staffing standpoint, we are committed to having one special education teacher of record at each grade level. Within the budget, money is included for staff stipends if they choose to take on additional responsibilities, sponsor a club, or coach a sports team.

**Staff Training:** We are committed to providing quality professional development to all school staff through our network team and external partners. Therefore, we budget appropriately and based the PPHS South Bend numbers on what worked well in our first two schools.

**Supplies, Materials, and Technology:** We are committed to fiscally responsible use of supplies. Much of the budgeting for the supplies and material is based on the assumption that our replication site is similar to our first two schools. Crucial to our education model is sustaining a 1:1 computer to student ratio. Our project cycles include at least one field trip; therefore, an appropriate budget is allotted for these experiences. Because we create our curriculum in house, cost stay lower than most schools of a similar size.

**Professional Services:** We budgeted for similar level of special education supports that our current schools offer, both in the year one budget and the five-year projections. PPHS South Bend will also pay 8% of its state support to the network, which covers all back office supports, board expenses, and marketing.

**Facilities Expenses:** We created the facilities budget with the goal of keeping the total occupancy cost in the budget below 18% of our state revenue. We assume we will be leasing space with a graduated increase in square footage until the third year of the school.

**Other:** The budget for additional expenses such as extracurricular activities, student transportation, student lunch, and other food purchases were made based on our Indianapolis schools.

For the purposes of conservative budgeting, no non-committed funds have been included in the school's budget.

#### *Contingency plans and sufficient funds*

Contingency planning is an integral part of the budget process so that unforeseen events, such

as temporary gaps in funding or lower than anticipated financial results or lower than expected enrollment, can be addressed in a timely and efficient manner without disrupting the normal operations of the school. In any event, PPHS South Bend may consider delaying the purchase of some equipment and will explore reductions in staff. Above all, PPHS South Bend will not sacrifice the quality of the educational program or services provided to students. Purdue University has committed to providing financial support to the school in order to fill any operational gaps or budget shortfalls that might occur, and the existing school organization has ample reserves to handle temporary gaps.

Included in the appendix is the detailed five-year budget, cash flow analysis, budget narrative and assumptions, and the most recent financials for the organization.

Attachment 20: Existing Organizer Financials

**Purdue Polytechnic High School of Indianapolis**  
**Balance Sheet**  
**8/31/2019**

ASSETS

CURRENT ASSETS

Cash On Hand	\$	2,347,799
Accounts and Grants Receivable	\$	182,313
Prepaid Expenses	\$	190,412
<b>TOTAL CURRENT ASSETS</b>		<b><u>\$ 2,720,524</u></b>

LONG-TERM ASSETS

Moveable Equipment	\$	1,532,942
Leasehold Improvements	\$	29,079
Accumulated Depreciation	\$	(386,515)
<b>TOTAL LONG-TERM ASSETS</b>		<b><u>\$ 1,175,506</u></b>

<b>TOTAL ASSETS</b>		<b><u><u>\$ 3,896,030</u></u></b>
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LIABILITIES AND NET ASSETS

LIABILITIES

CURRENT LIABILITIES

Accounts Payable and Accrued Expenses	\$	35,624
Credit Cards Payable	\$	1,351
Payroll Liabilities	\$	1,286
Accrued Payroll Expense	\$	172,433
<b>TOTAL CURRENT LIABILITIES</b>		<b><u>\$ 210,694</u></b>

<b>TOTAL LIABILITIES</b>		<b><u>\$ 210,694</u></b>
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NET ASSETS

Unrestricted Net Assets	\$	1,356,272
Temporarily Restricted Net Assets	\$	2,329,064
<b>TOTAL NET ASSETS</b>		<b><u>\$ 3,685,336</u></b>

<b>TOTAL LIABILITIES AND NET ASSETS</b>		<b><u><u>\$ 3,896,030</u></u></b>
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**Purdue Polytechnic High School of Indianapolis**  
**Income Statement**  
07/01/2019 - 08/31/2019

REVENUES	
IN-KIND REVENUE	59,597.16
PRIVATE FUNDING	744,319.55
STATE FUNDING	613,797.72
FEDERAL FUNDING	185,985.39
STUDENT FEES	725.05
OTHER INCOME	116,928.91
TOTAL REVENUES	1,721,353.78
EXPENSES	
PERSONNEL	
Instructional Personnel	276,286.72
Support Services Personnel	0.00
Administrative Personnel	278,862.24
TOTAL PERSONNEL	555,148.96
INSTRUCTIONAL EXPENSES	
Supplies and Materials	38,048.47
Professional Services	36,032.00
Staff Training	9,644.93
TOTAL INSTRUCTIONAL EXPENSES	83,725.40
ADMINISTRATIVE EXPENSES	
Supplies and Materials	18,358.34
Professional Services	186,214.46
Marketing Expense	8,112.33
TOTAL ADMINISTRATIVE EXPENSES	212,685.13
FACILITY EXPENSES	
Building Lease	102,803.38
Utilities	8,263.68
Maintenance	12,288.41
Janitorial	15,606.32
Other Facility Costs	5,764.00
TOTAL FACILITY EXPENSES	144,725.79
SCHOOL LUNCH PROGRAM	10,639.86
STUDENT TRANSPORTATION	115.20
TECHNOLOGY EXPENSES	20,352.70
EXTRA-CURRICULAR EXPENSES	3,994.76
DEPRECIATION EXPENSE	57,434.75
OTHER EXPENSES	12,909.87
TOTAL EXPENSES	1,101,732.42
NET INCOME	619,621.36

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**PURDUE POLYTECHNIC HIGH SCHOOL**

FINANCIAL STATEMENTS

Together with Independent Auditors' Report

JUNE 30, 2018

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**GREENWALT** CPAs

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PURDUE POLYTECHNIC HIGH SCHOOL  
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JUNE 30, 2018 AND 2017

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## INDEPENDENT AUDITORS' REPORT

To the Board of Directors of  
Purdue Polytechnic High School:

We have audited the accompanying financial statements of Purdue Polytechnic High School (an Indiana public charter school, "PPHS"), which comprise the statement of financial position as of June 30, 2018, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

### Management's Responsibility for the Financial Statements

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

### Auditors' Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and *Guidelines for Examination of Entities Receiving Financial Assistance from Governmental Sources*, and *Guidelines for the Audits of Charter Schools Performed by Private Examiners* established by the Indiana State Board of Accounts. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

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

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

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position PPHS as of June 30, 2018, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

*Greenwald CPAs, Inc.*

December 4, 2018

PURDUE POLYTECHNIC HIGH SCHOOL  
STATEMENT OF FINANCIAL POSITION  
JUNE 30, 2018

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**ASSETS**

**CURRENT ASSETS**

Cash	\$ 1,207,388
Grants receivable	583,098
Prepaid expenses	91,875
	<hr/>
<i>Total current assets</i>	<u>1,882,361</u>

**PROPERTY AND EQUIPMENT**

Furniture	466,133
Equipment	105,667
Computer equipment	149,748
Vehicles	93,121
Accumulated depreciation	(100,707)
	<hr/>
<i>Total property and equipment, net</i>	<u>713,962</u>
	<hr/>
<i>Total assets</i>	<u>\$ 2,596,323</u>

**LIABILITIES AND NET ASSETS**

**CURRENT LIABILITIES**

Accounts payable	\$ 290,785
Payroll and other accrued expenses	153,816
	<hr/>
<i>Total current liabilities</i>	<u>444,601</u>

**COMMITMENTS AND CONTINGENCY (NOTES 3,4 AND 7)**

**NET ASSETS**

Unrestricted	1,096,909
Unrestricted board designated	10,000
	<hr/>
<i>Total unrestricted net assets</i>	1,106,909
	<hr/>
Temporarily restricted	1,044,813
	<hr/>
<i>Total net assets</i>	<u>2,151,722</u>
	<hr/>
<i>Total liabilities and net assets</i>	<u>\$ 2,596,323</u>

**PURDUE POLYTECHNIC HIGH SCHOOL**  
**STATEMENT OF ACTIVITIES**  
**FOR THE YEAR ENDED JUNE 30, 2018**

	<b>UNRESTRICTED</b>	<b>TEMPORARILY RESTRICTED</b>	<b>2018</b>
<b>REVENUE AND SUPPORT</b>			
Private funding	\$ 1,237,635	\$ 830,196	\$ 2,067,831
State funding	1,417,100	-	1,417,100
Federal funding	322,045	-	322,045
Other income	38,961	-	38,961
Net assets released from restrictions	<u>1,092,256</u>	<u>(1,092,256)</u>	<u>-</u>
<i>Total revenue and support</i>	<u>4,107,997</u>	<u>(262,060)</u>	<u>3,845,937</u>
<b>EXPENSES</b>			
Salaries and wages	1,346,166	-	1,346,166
Employee benefits	374,741	-	374,741
Staff development and recruitment	36,043	-	36,043
Professional services	688,651	-	688,651
Transportation	40,440	-	40,440
Food cost	82,809	-	82,809
Repairs and maintenance	472	-	472
Classroom, kitchen and office supplies	96,600	-	96,600
Information technology	93,952	-	93,952
Occupancy	304,405	-	304,405
Depreciation	99,087	-	99,087
Insurance	14,288	-	14,288
Other	<u>26,705</u>	<u>-</u>	<u>26,705</u>
<i>Total expenses</i>	<u>3,204,359</u>	<u>-</u>	<u>3,204,359</u>
<b>CHANGE IN NET ASSETS</b>	903,638	(262,060)	641,578
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>203,270</u>	<u>1,306,874</u>	<u>1,510,144</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 1,106,908</u>	<u>\$ 1,044,814</u>	<u>\$ 2,151,722</u>

**NET CHANGE IN CASH**

	<b>2018</b>
<b>CASH FLOWS FROM OPERATING ACTIVITIES</b>	
Cash received from private funding	\$ 2,067,831
Cash received from state and federal funding	1,914,047
Cash received from other income sources	38,961
Cash paid to suppliers and employees	<u>(2,901,006)</u>
<i>Net cash provided by operating activities</i>	1,119,833
<b>CASH FLOWS FROM INVESTING ACTIVITIES</b>	
Purchases of property and equipment	<u>(532,079)</u>
<b>NET CHANGE IN CASH</b>	587,754
<b>CASH, BEGINNING OF YEAR</b>	<u>619,634</u>
<b>CASH, END OF YEAR</b>	<u><u>\$ 1,207,388</u></u>
<b>NON-CASH OPERATING ACTIVITIES:</b>	
In-kind services	<u><u>\$ 479,398</u></u>

**RECONCILIATION OF CHANGE IN NET ASSETS TO  
NET CASH PROVIDED BY OPERATING ACTIVITIES**

	<b>2018</b>
<b>CHANGE IN NET ASSETS</b>	<b>\$ 641,578</b>
<b>ADJUSTMENTS TO RECONCILE CHANGE IN NET ASSETS TO NET CASH PROVIDED BY OPERATING ACTIVITIES</b>	
Depreciation	99,087
<i>Increase (decrease) in operating assets:</i>	
Grants receivable	174,902
Prepaid expenses	(64,754)
<i>Increase (decrease) in operating liabilities:</i>	
Accounts payable	132,463
Payroll and other accrued expenses	136,557
<b>NET CASH PROVIDED BY OPERATING ACTIVITIES</b>	<b>\$ 1,119,833</b>

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

DESCRIPTION OF ORGANIZATION

Purdue Polytechnic High School ("PPHS") is an Indiana public charter high school that was created through the vision of leaders at Purdue University and the City of Indianapolis. PPHS opened with the mission to offer the most beneficial educational experience for students who want to pursue high-tech and STEM-related careers. The school's mission is to create an environment of academic excellence characterized by industry-focused experiential learning; mentors who nurture, guide and trust; and students who develop a natural thirst to learn in preparation for their lifelong journeys. PPHS's main sources of revenue and support are from state and education funding and private grants.

During fiscal year 2018, PPHS operated a high school in downtown Indianapolis authorized by the Office of Education Innovation of the Office of the Mayor of the City of Indianapolis. In June 2018, the Indianapolis Charter School Board approved a second location for Purdue Polytechnic High School.

BASIS OF ACCOUNTING AND USE OF ESTIMATES

The accompanying financial statements were prepared on the accrual basis of accounting. The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America (GAAP) requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of support, revenues and expenses during the reporting period. Actual results could differ from those estimates.

CASH AND CASH EQUIVALENTS

Purdue Polytechnic High School considers all highly liquid debt instruments purchased with a maturity of three months or less to be cash equivalents. There were no cash equivalents at June 30, 2018. Purdue Polytechnic High School maintained cash in excess of Federal Deposit Insurance Corporation (FDIC) limits at June 30, 2018 of approximately \$1,041,000.

GRANTS RECEIVABLE AND PRIVATE FUNDING

Contributions and grants are recognized when the donor makes an unconditional promise to give to PPHS and are recorded at their fair values as revenues and assets in the period the promise is received. Donor-restricted contributions and grants are reported as increases in temporarily restricted net assets. When a restriction expires, temporarily restricted net assets are reclassified to unrestricted net assets. All grants receivable at June 30, 2018 are due within one year. There was no allowance for doubtful accounts at June 30, 2018.

PROPERTY AND EQUIPMENT

Property and equipment is recorded at cost. Depreciation is computed on the straight-line method over estimated useful lives ranging from 3 to 5 years once property and equipment is placed in service. Routine maintenance and repairs are charged to expense as incurred.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

NET ASSETS

In accordance with Accounting Standards for the Preparation of Financial Statement for Not-for-Profit Organizations, PPHS is required to report information regarding its financial position and activities according to three classes of net assets.

Purdue Polytechnic High School maintains the following classifications of net assets:

Unrestricted

These include revenue and expenses from the regular operations of Purdue Polytechnic High School, which are at the discretion of management and the Board of Directors.

Unrestricted – Board Designated

Purdue Polytechnic High School' charter is requires that each school establish an account held in escrow of \$30,000 no later than December of the third year of operations. The escrow account is designated for any potential dissolution of Purdue Polytechnic High School. At June 30, 2018, Purdue Polytechnic High School held \$10,000 in escrow which has been presented as board designated net assets in the statement of financial position.

Temporarily Restricted

These include contributions and grant revenues with restrictions specified by the donors or grantors. When a donor restriction expires, that is, when a stipulated time restriction ends or purpose restriction is accomplished, temporarily restricted net assets are reclassified to unrestricted net assets and reported in the statement of activities as net assets released from restrictions.

At June 30, net assets were restricted for the following purposes:

Startup cost	\$	131,500
Training and technology		765,137
Teacher salaries		48,176
Counseling initiatives		<u>100,000</u>
	\$	<u>1,044,813</u>

Permanently Restricted

These include assets which the donor has stipulated be maintained in perpetuity. Donor-imposed restrictions limiting the use of the assets or its economic benefit neither expire with the passage of time nor can be removed by satisfying a specific purpose. There were no permanently restricted net assets at June 30, 2018.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

STATE AND FEDERAL FUNDING REVENUE RECOGNITION

Revenues primarily come from resources provided under the Indiana Charter Schools Act. Under the Act, Purdue Polytechnic High School receives an amount per student in relation to the funding received by other public schools in the same geographic area. Funding from the State of Indiana is based on enrollment, and is paid in monthly installments in July through June coinciding with the academic school year. Revenue is recognized in the year in which educational services are rendered.

A portion of the Purdue Polytechnic High School's revenue is the product of cost reimbursement grants. Accordingly, Purdue Polytechnic High School recognizes revenue under these grants as costs are incurred.

CONTRIBUTED SERVICES

Pursuant to the Not-for-Profit Organizations Revenue Recognition Accounting Standards for contributed services, contributions of services are recognized if the services received (a) create or enhance non-financial assets or (b) require specialized skills, are performed by people with those skills, and would otherwise be purchased by Purdue Polytechnic High School. Contributions of tangible assets are recognized at fair value when received. The amounts reflected in the accompanying financial statements as in-kind contributions are offset by like amounts included in expenses or additions to property and equipment.

Purdue Polytechnic High School received \$479,398 of in-kind contributions during the year ended June 30, 2018 for staffing at the school. These in-kind contributions have been included in private funding on the statement of activities. They have been treated as non-cash activities for the purposes of the statement of cash flows.

FUNCTIONAL EXPENSE

A summary of expenses by functional classification for the year ended June 30 is as follows:

	<u>2018</u>
Program	\$ 2,081,038
Management and Administrative	1,098,321
Fundraising	<u>25,000</u>
Total functional expenses	<u>\$ 3,204,359</u>

CONCENTRATION OF CREDIT RISK

The majority of state funding relates to legislation enacted by the State of Indiana and grants awarded under state programs. Changes in state legislation could significantly affect PPHS. During 2018, state funding represented 37% of PPHS total revenue.

TAX STATUS

Purdue Polytechnic High School is an Indiana not-for-profit corporation and is exempt from income tax under Section 501(c)(3) of the U.S. Internal Revenue Code. Purdue Polytechnic High School is not considered a private foundation as defined in Section 509(a) of the Internal Revenue Code.

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES, CONTINUED

SUBSEQUENT EVENTS

Subsequent events have been considered through December 4, 2018, which was the date the financial statements were available to be issued. See Note 3.

2. LINE OF CREDIT

PPHS has a line of credit which expires in March 2028. The line allows for maximum borrowings of \$400,000 and a variable interest rate per annum equal to the current yield of the Purdue Investment Pool Cash Loan Fund as of June 30<sup>th</sup> each year, plus one hundred (100) basis points (1%). There was no balance outstanding on the line of credit at June 30, 2018.

3. OPERATING LEASES

In June 2017, PPHS entered an agreement to lease space until June 2018. In June 2018 PPHS entered into an agreement to lease space located within the Indianapolis Circle Centre Mall until June 2019. Rent expense for fiscal year 2018 was \$268,771.

PPHS also leases office equipment under an agreement which expires July 2022. This lease requires minimum monthly payments of \$300 plus various charges for usage overages. Lease expense for equipment was \$3,600 for fiscal year 2018. Subsequent to year-end, PPHS leased additional equipment requiring monthly payments of \$871 through June 2021.

Future minimum payments for operating leases are as follows for the years ending June 30:

2019	\$	404,052
2020		14,052
2021		14,052
2022		3,600
Total	\$	<u>435,756</u>

4. INNOVATION CHARTER SCHOOL NETWORK AGREEMENT

PPHS has an agreement with The Board of School Commissioners of the City of Indianapolis to be an Innovation Network Charter School through June 2022. As part of the agreement, PPHS has authorized its Basic Tuition Support from the State of Indiana to flow through IPS. Beginning July 1, 2018, through the term of the agreement, IPS may deduct \$2,083 monthly from PPHS' Basic Tuition Support for services IPS renders in connection with the agreement.

5. RETIREMENT PLANS

PPHS provides retirement benefits for teaching personnel by participating in the Indiana State Teachers' Retirement Fund ("TRF"), which is a cost-sharing multiple-employer defined benefit retirement plan governed by the State of Indiana and administered by the Indiana Public Retirement System ("INPRS") Board. Contribution requirements of plan members are determined annually by the INPRS Board. In 2018, PPHS contributed 7.5% of compensation for teaching faculty to TRF. Should PPHS elect to withdraw from TRF, PPHS could be subject to a withdrawal fee. PPHS' contributions represent an insignificant percentage of the total contributions received by TRF.

PURDUE POLYTECHNIC HIGH SCHOOL  
 NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2018

**5. RETIREMENT PLANS, CONTINUED**

As of June 30, 2017 (the latest year reported). TRF was more than 85% funded. A copy of the complete annual report for the year ended June 30, 2017 can be obtained at:

[https://www.in.gov/inprs/files/2017\\_INPRSCAFRBookWeb.pdf](https://www.in.gov/inprs/files/2017_INPRSCAFRBookWeb.pdf)

In fiscal year 2018, the retirement plan expense under the TRF was \$60,197.

PPHS provides a 403(b) defined contribution plan to employees who are 18 years of age or older. PPHS provided a discretionary contribution to participating employees who were not eligible for TRF during 2018 for a total of \$62,913.

**6. FEDERAL, STATE, AND LOCAL GRANT AWARDS**

In accordance with guidelines established by the Indiana State Board of Accounts, this federal, state, and local grant information was included to aid in the verification of Indiana financial assistance on the Annual Financial Report (AFR).

Program Name	Grantor Name	CFDA	Revenue	Expense	Funding Type
Federal Lunch Reimbursement	Indiana Department of Education	10.555	\$55,795	\$55,795	Federal grant passed through state or local government
Title I, Part A Cluster	Indiana Department of Education	84.010	\$44,854	\$44,854	Federal grant passed through state or local government
Title II, Part A Cluster	Indiana Department of Education	84.367	\$3,692	\$3,692	Federal grant passed through state or local government
Special Education Cluster (IDEA, Part B)	Indiana Department of Education	84.027	\$22,308	\$22,308	Federal grant passed through state or local government
Charter School Program	Indiana Department of Education	84.282	\$195,396	\$195,396	Federal grant passed through state or local government
Non-English Speaking Program	Indiana Department of Education	N/A	\$1,500	\$1,500	State or Local Government
Basic Tuition Support	Indiana Department of Education	N/A	\$1,067,868	\$1,067,868	State or Local Government
Vocational Education	Indiana Department of Education	N/A	\$160,650	\$160,650	State or Local Government
Charter School	Indiana Department of Education	N/A	\$77,000	\$77,000	State or Local Government

PURDUE POLYTECHNIC HIGH SCHOOL  
 NOTES TO FINANCIAL STATEMENTS  
 JUNE 30, 2018

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6. FEDERAL, STATE, AND LOCAL GRANT AWARDS, CONTINUED

State Special Education	Indiana Department of Education	N/A	\$83,680	\$83,680	State or Local Government
Textbook Reimbursement	Indiana Department of Education	N/A	\$6,689	\$6,689	State or Local Government
High Ability Grant	Indiana Department of Education	N/A	\$12,792	\$12,792	State or Local Government
Teacher Appreciation Grant	Indiana Department of Education	N/A	\$4,620	\$4,620	State or Local Government
Mediation Testing	Indiana Department of Education	N/A	\$2,301	\$2,301	State or Local Government
		Total	\$1,739,145	\$1,739,145	

7. CONTINGENCY

In fiscal year 2018, Purdue Polytechnic High School provided a letter of intent to enter into a seven-year leasing agreement with annual minimum lease payments totaling \$750,600 beginning in fiscal year 2021 and thereafter. The lease shall commence on or about July 1, 2019, contingent upon completion of property improvements.



## INDEPENDENT AUDITORS' REPORT

To the Board of Directors of  
Purdue Polytechnic High School:

We have audited the financial statements of Purdue Polytechnic High School as of and for the year ended June 30, 2018, and our report thereon dated December 4, 2018, which expressed an unmodified opinion on those financial statements, appears on page two. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The statements of financial position and activities by school as of and for the year ended June 30, 2018, in Exhibits I and II, are presented for purposes of additional analysis, as required by the Indiana State Board of Accounts, rather than to present financial position and results of operations of the schools, and are not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audit of financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures, in accordance with auditing standards generally accepted in the United States of America. In our opinion, the statements of financial position and activities by school as of and for the year ended June 30, 2018 are fairly stated, in all material respects, in relation to financial statements as a whole.

*Greenwalt CPAs, Inc.*

December 4, 2018

PURDUE POLYTECHNIC HIGH SCHOOL  
STATEMENT OF FINANCIAL POSITION BY SCHOOL  
JUNE 30, 2018

Exhibit I

<b>ASSETS</b>	<b>DOWNTOWN</b>	<b>SCHOOL TWO</b>	<b>NETWORK</b>	<b>ELIMINATIONS</b>	<b>TOTAL</b>
<b>CURRENT ASSETS</b>					
Cash	\$ 920,949	\$ 85,000	201,439	\$ -	\$ 1,207,388
Grants receivable	565,098	-	18,000	-	583,098
Prepaid expenses	91,875	-	-	-	91,875
<i>Total current assets</i>	<u>1,577,922</u>	<u>85,000</u>	<u>219,439</u>	<u>-</u>	<u>1,882,361</u>
<b>PROPERTY AND EQUIPMENT</b>					
Furniture	466,133	-	-	-	466,133
Equipment	105,667	-	-	-	105,667
Computer equipment	149,748	-	-	-	149,748
Vehicles	93,121	-	-	-	93,121
Accumulated depreciation	(100,707)	-	-	-	(100,707)
<i>Total property and equipment, net</i>	<u>713,962</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>713,962</u>
<i>Total assets</i>	<u>\$ 2,291,884</u>	<u>\$ 85,000</u>	<u>\$ 219,439</u>	<u>\$ -</u>	<u>\$ 2,596,323</u>
<b>LIABILITIES AND NET ASSETS</b>					
<b>CURRENT LIABILITIES</b>					
Accounts payable	\$ 290,209	\$ 576	\$ -	\$ -	\$ 290,785
Payroll and other accrued expenses	140,041	-	13,775	-	153,816
<i>Total current liabilities</i>	<u>430,250</u>	<u>576</u>	<u>13,775</u>	<u>-</u>	<u>444,601</u>
<b>NET ASSETS</b>					
Unrestricted	952,776	(576)	144,709	-	1,096,909
Unrestricted board designated	10,000	-	-	-	10,000
<i>Total unrestricted net assets</i>	<u>962,776</u>	<u>(576)</u>	<u>144,709</u>	<u>-</u>	<u>1,106,909</u>
Temporarily restricted	898,858	85,000	60,955	-	1,044,813
<i>Total net assets</i>	<u>1,861,634</u>	<u>84,424</u>	<u>205,664</u>	<u>-</u>	<u>2,151,722</u>
<i>Total liabilities and net assets</i>	<u>\$ 2,291,884</u>	<u>\$ 85,000</u>	<u>\$ 219,439</u>	<u>\$ -</u>	<u>\$ 2,596,323</u>

**PURDUE POLYTECHNIC HIGH SCHOOL**  
**STATEMENT OF ACTIVITIES BY SCHOOL**  
**FOR THE YEAR ENDED JUNE 30, 2018**

Exhibit II

	<u>DOWNTOWN</u>	<u>SCHOOL TWO</u>	<u>NETWORK</u>	<u>ELIMINATIONS</u>	<u>TOTAL</u>
<b>UNRESTRICTED REVENUE AND SUPPORT</b>					
Private funding	\$ 1,159,613	\$ 215,000	\$ 693,218	\$ -	\$ 2,067,831
State funding	1,417,100	-	-	-	1,417,100
Federal funding	322,045	-	-	-	322,045
Other Income	38,961	-	155,000	(155,000)	38,961
	<u>2,937,719</u>	<u>215,000</u>	<u>848,218</u>	<u>(155,000)</u>	<u>3,845,937</u>
<i>Total revenue and support</i>					
<b>EXPENSES</b>					
Salaries and wages	1,087,756	-	258,410	-	1,346,166
Employee benefits	312,440	-	62,301	-	374,741
Staff development and recruitment	35,467	576	-	-	36,043
Professional services	233,870	130,000	479,781	(155,000)	688,651
Transportation	40,440	-	-	-	40,440
Food cost	82,809	-	-	-	82,809
Repairs and maintenance	472	-	-	-	472
Classroom, kitchen and office supplies	96,600	-	-	-	96,600
Information technology	93,952	-	-	-	93,952
Occupancy	304,405	-	-	-	304,405
Depreciation	99,087	-	-	-	99,087
Insurance	14,288	-	-	-	14,288
Other	25,363	-	1,342	-	26,705
	<u>2,426,949</u>	<u>130,576</u>	<u>801,834</u>	<u>(155,000)</u>	<u>3,204,359</u>
<i>Total expenses</i>					
<b>CHANGE IN NET ASSETS</b>	510,770	84,424	46,384	-	641,578
<b>NET ASSETS, BEGINNING OF YEAR</b>	<u>1,350,864</u>	<u>-</u>	<u>159,280</u>	<u>-</u>	<u>1,510,144</u>
<b>NET ASSETS, END OF YEAR</b>	<u>\$ 1,861,634</u>	<u>\$ 84,424</u>	<u>\$ 205,664</u>	<u>\$ -</u>	<u>\$ 2,151,722</u>

The reports presented herein were prepared in addition to another report prepared for Purdue Polytechnic High School as listed below:

Supplemental Audit Report of Purdue Polytechnic High School

Attachment 21: Academic Performance Workbook



