

Exhibit B

Charter Application Overview

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

Type of Submission: Existing charter has not been revoked and organizer has not been informed that its charter will not be renewed by its current authorizer.
 Existing charter has been revoked or Organizer has been informed that its charter will not be renewed by its current authorizer.

Name of Charter School(s): Paramount Schools of Excellence

School Address(es): 1203 E. St. Clair St. Indianapolis, IN 46202

Name of Board Chair: Tom Rude

Contact Information: thomas.e.rude@saic.com

317-471-7410

Name of Head of School/Principal(s): Tommy Reddicks

Contact Information: treddicks@paramountindy.org

Year School(s) Opened: PSOE- 2010,POA- 2021, GISA- 2024

Name of Current Authorizer: Trine University

Name of Education Service Provider (ESP) (if applicable): N/A

Current School Information:

School Name(s)	Year Opened	School Address
Paramount Online Academy	2021	1203 E. St. Clair St. Indianapolis, IN 46202
Girls IN STEM Academy	2024	5136 Michigan Rd Indianapolis, IN 46228

School(s)	Grade Levels	Number of Students	School Model
Paramount Online Academy	K-8	188	Online synchronous
Girls IN STEM Academy	K-7	78	STEM all girls school

Projected Student Enrollment

Complete Tab 1 of either the [Enrollment Plan for K-12 Schools](#) or the [Enrollment Plan for Adult High Schools](#), as applicable. Please ensure that you are completing the correct Enrollment Plan.

Signature of Designated Representative

Signature Jana Gustin

Date 3/10/2026

Executive Summary

Paramount Schools of Excellence (PSE) is a public charter school network dedicated to providing high-quality educational opportunities for students in Indianapolis. Since its founding, the organization has remained committed to ensuring that all students receive rigorous academic instruction in a supportive, structured learning environment that prepares them for long-term success. Paramount operates multiple K–8 schools, including **Paramount Online Academy (POA)** and **Paramount Schools of Excellence – Girls IN STEM Academy (GISA)**, each designed to meet the diverse needs of students and families through distinct educational models while maintaining the network’s core commitment to academic excellence and student growth.

Network Mission and Vision

The mission of Paramount Schools of Excellence is to empower all students to persevere and achieve academic success in a culture of excitement, inclusion, and community collaboration. The network’s vision is to create school environments where students are academically and socially supported, enabling them to reach their full potential and become thoughtful contributors to their communities.

Across all campuses, Paramount emphasizes strong instructional practices, data-informed decision making, and a culture of high expectations for both students and staff. The network’s schools are designed to provide structured learning environments that support academic achievement, personal growth, and the development of critical thinking and problem-solving skills.

School Models

Paramount operates multiple school models to meet the diverse educational needs of Indianapolis students.

Paramount Schools of Excellence – Girls IN STEM Academy (GISA) is a K–8 public charter school designed to provide a focused learning environment that encourages girls to develop confidence and interest in science, technology, engineering, and mathematics (STEM). Through rigorous academic programming and integrated STEM experiences, GISA supports students in developing analytical thinking, problem-solving, and collaboration skills while building a strong foundation in core academic subjects.

Paramount Online Academy (POA) provides a flexible virtual learning option for K–8 students across Indiana. The program is designed to meet the needs of students who benefit from a high-quality online learning environment while still receiving strong instructional support and accountability. POA combines digital curriculum with teacher-led instruction, regular student engagement, and structured progress monitoring to ensure that students remain academically

connected and supported. Beginning in the 2026–2027 school year, Paramount Online Academy will expand to include a high school program, starting with 9th grade. The school will implement a deliberate, slow-growth model, adding one grade level each subsequent year until serving grades 9–12. This phased expansion ensures that the program maintains high instructional quality, strong student support systems, and operational stability as it grows. As part of its long-term growth strategy, this gradual approach allows the school to build a strong academic and operational foundation for high school students while maintaining fidelity to the Paramount instructional model.

While each school offers a distinct model, all Paramount schools share common instructional systems, curriculum frameworks, and accountability structures that ensure consistency in educational quality across the network.

Academic Performance

Paramount Schools of Excellence has demonstrated a strong commitment to improving academic outcomes for its students. Across the network, schools implement data-driven instructional practices that allow educators to closely monitor student progress and provide targeted interventions. Teachers and school leaders regularly analyze assessment data to adjust instruction, support struggling learners, and extend learning opportunities for students who are performing above grade level.

The network prioritizes instructional coaching, professional development, and collaborative planning to ensure that teachers have the tools to deliver high-quality instruction. These systems support continuous improvement and sustain academic growth across the network's schools.

Organizational Capacity and Financial Sustainability

Paramount Schools of Excellence maintains a strong operational infrastructure that supports both academic programming and long-term financial sustainability. The network's central office provides support in key areas, including finance, compliance, human resources, and operations, allowing school leaders to focus on instructional leadership and student success.

Paramount has demonstrated responsible fiscal management and maintains sound financial practices, including balanced budgets, transparent financial reporting, and strategic long-term planning. The network's financial stability enables it to sustain current programming while continuing to invest in instructional resources, staff development, and student support services.

Conclusion

Through its commitment to academic rigor, supportive school culture, and responsible financial management, Paramount Schools of Excellence has established itself as a strong educational partner for students and families in Indianapolis. The network's schools—including Girls IN STEM Academy and Paramount Online Academy—offer distinct educational models that

address diverse student needs while maintaining consistent standards of quality and accountability.

Section 1: School Overview

1.) List the school's current board members and provide a brief explanation of the expertise each member brings to the board. Has there been any recent significant board member turnover? How long has the current board chair been in his or her role? Provide, as Attachment 1, resumes for all current board members. Provide, as Attachment 2, a signed Statement of Economic Interest and Conflict of Interest Form (as provided in Exhibit C) for each current board member who is responsible for oversight of the school.

The Paramount team has a proven track record of strong fiscal management, academics, and governance. Several key stakeholders have supported the creation of this charter. The executive leadership team, along with the PSOE Board of Directors, worked to replicate the Paramount Brookside charter in a way that made sense for the school community.

The PSOE Board of Directors consists of the following individuals and community members.
Board President: Tom Rude. Tom serves as an engineer for SAIC. He began serving the organization as a volunteer by supporting robotics in 2013.

Board Vice President: Jude Amu. Jude is an engineer at Cummins Inc. He has been serving on the board since 2017 and has helped to support successful replication. He serves on the finance committee and supports the strategic planning committee.

Board Treasurer: Brittany Eldridge. Brittany is a CPA. Her past work with BLUE, a local accounting firm, gives her a strong fiscal background, allowing her to oversee the organization's financial operations attentively.

Board Secretary: Elsa Mendez is an internal auditor at Ivy Tech Community College. Her expertise in compliance and auditing is a strength that ensures compliance with the school's authorizer.

Other board members include:

James Hazzard- James has served on multiple charter boards and specializes in psychological evaluations of special education students. His background in special education allows him to provide oversight in the organization's special programs.

Mandy Bishop- Mandy has served on the board for 7 years, is also a parent of a PSOE student, and has experience in communications. She helps support the governance committee's work.

Jennifer Phillips- Jennifer is the Deputy General Counsel at Indiana Housing and Community Development Authority. Her legal oversight is helpful when discussing governance topics.

Aster Bekele- Aster has served on the board for multiple years. As a non-profit leader, her experience includes community relations and helps to support the work the PSOE does.

Linda Hicks- Linda has recently joined the board to help support the work of the Girls IN STEM Academy. She sits on the Every Girl Can STEM board and has great insight into STEM education.

Enid Burchett- Enid joined the board this year as a member of the former Andrew J. Brown Academy board. Enid brings experience in leadership and management.

Moussa Ibrahim- Moussa joined the board this year as a member of the former Andrew J. Brown Academy board. Moussa brings his financial background to the board.

There has not been much board turnover in the last several years. The board is stable and has even added three new members this school year.

All board members' resumes can be found in Attachment 1. The Statement of Economic Interest and the Conflict of Interest forms can be found in Attachment 2.

2.) Provide, as Attachment 3, a copy of the board minutes from the last three Board meetings, including the meeting in which the board voted to submit this application.

Board minutes can be found in Attachment 3, but can also be found on our website in the public portal at <https://app2.boardontrack.com/public/9aqpot/home>.

3.) How does the chosen governance model support quality oversight of the school, including monitoring of academic outcomes, financial health, organizational compliance, and school leadership performance? Provide an organizational chart listing governance and operational responsibilities for the organizer and the school(s).

The PSOE board focuses its governance on policy, finance, compliance, and academic oversight. The board has direct, evaluative oversight of the CEO and has voting approval over system-wide performance goals, policies, budget, finances, and accounting. Now that the PSOE system has developed into a network, the Central Office Team serves as an extension of the board via the CEO and executive team. The Central Office Team has ownership of the day-to-day operations, implementation of the school model, and management of the school system. School leadership is mostly responsible for the implementation of systems and processes developed by the Central Office Team. The responsibilities are divided into four categories: Approval, Ownership, Implementation, and review.

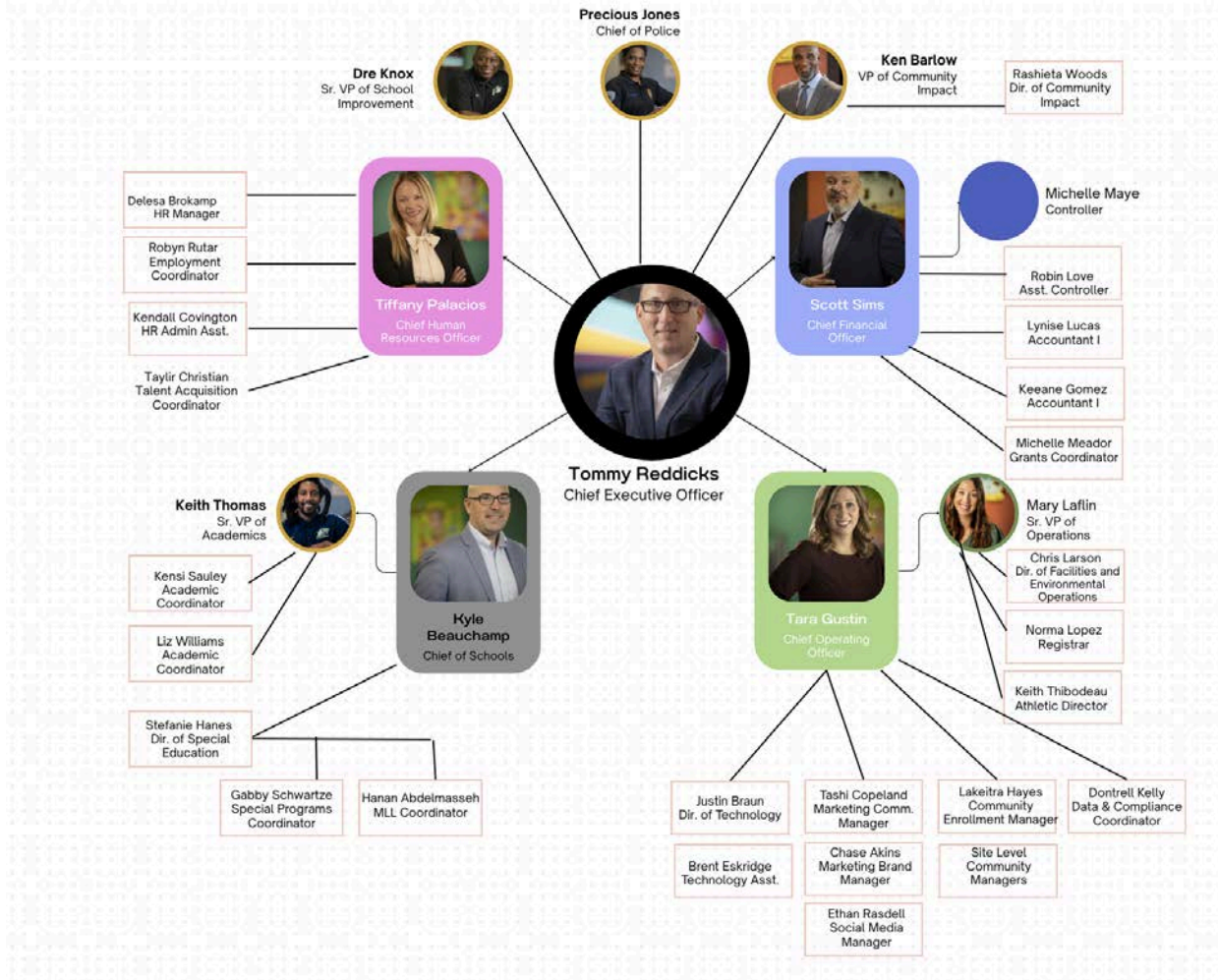
The Board of Directors has approval and ownership of the school budget. Curriculum, performance goals, policies, finance, and accounting are approved by the board as well. They support curriculum reviews to help ensure the best curriculum is chosen for the students. Other

areas of support include school culture, recruitment and hiring of staff, community relations, contracting, and procurement.

The Central Office team has ownership over the school's day-to-day responsibilities. This includes curriculum, school culture, human resources, facilities, and all of finance. The team supports the implementation of various community initiatives that help enhance the school-to-community connection. Various site visits and meetings are scheduled with school leadership to ensure model fidelity.

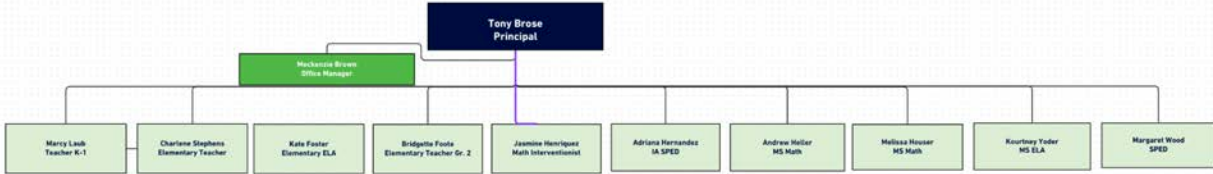
School Leaders at PSOE have full implementation oversight of curriculum, school culture, school and financial policies, human resources, community relations, and facilities management. School leaders receive extensive training and support throughout the year to ensure that they are implementing the PSOE model. Support from the Central Office Team is given in areas that are identified as needing support through various meetings and walkthroughs.

Below is the network-level organizational chart.

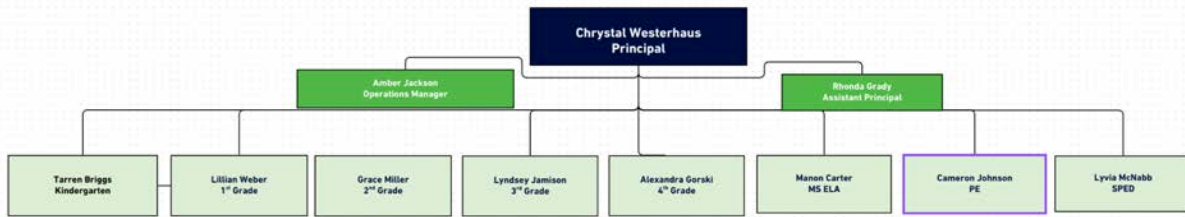


The school-level org charts start with the Principal as the overall leader of the building, and all employees report directly to the school Principal.

Paramount Online Academy
Tony Brose- Principal



Girls IN STEM Academy
Crystal Westerhaus- Principal



4.) Provide, as Attachment 4, copies of the school’s governance documents, including: 1) the organizer’s 501(c)(3) Determination Letter from the Internal Revenue Service, Articles of Incorporation, Bylaws, Conflict of Interest, and Code of Ethics policies.

See Attachment 4

School Management

Describe the school’s leadership and management structure. How does this support the school design, as well as the effective operations of the school? Has there been any recent significant leadership turnover at the school? Provide, as Attachment 5, resumes for all current or proposed members of the school’s administration.

The school operates under a clearly defined leadership and management structure designed to support strong instructional leadership, operational efficiency, and alignment with the school’s educational model.

The school is governed by the Board of Directors, which is responsible for oversight of the organization’s mission, financial health, legal compliance, and long-term strategic direction. The Board sets policy and ensures accountability for academic and operational performance, but does not manage day-to-day school operations.

The CEO, Tommy Reddicks, serves as the organization’s chief administrator and reports directly to the Board of Directors. The CEO is responsible for implementing board policies, overseeing organizational strategy, ensuring regulatory compliance, and managing the leadership team. The CEO also ensures alignment between the school’s mission, instructional model, and operational systems.

The Principal leads the daily academic and operational functions of the school and reports to the CEO. The Principal is responsible for:

- Instructional leadership and academic outcomes
- Implementation of the school’s curriculum and instructional model
- Staff supervision, coaching, and evaluation
- Student culture and discipline systems
- School improvement planning

The Principal is supported by an administrative team made up of all or some of the following: Assistant Principal, Recovery Coordinator, and School Counselor.

The school maintains a stable leadership structure designed to promote continuity and sustained improvement. Any leadership transitions are carefully managed to ensure minimal disruption to school operations and academic programming. When turnover occurs, the organization follows a structured transition and onboarding process to maintain alignment with the school's mission, instructional model, and operational expectations.

At this time, neither school has had leadership turnover.

The following two questions apply only to charter schools that contract with an Education Service Provider (“ESP”) to manage school operations.

Not Applicable

Education Plan/School Design

1) Describe the educational philosophy of the school. Provide an overview of the learning environment, class size and structure, curricula, tools, methods, and instructional strategies used to provide differentiated instruction to meet the needs of all students and that support the school's education plan.

Paramount Schools of Excellence is committed to providing a rigorous, equitable, and student-centered educational program designed to ensure that all students achieve high levels of academic success. The school's educational philosophy is grounded in the belief that strong systems, high expectations, and intentional instructional practices—combined with a focus on the whole child—create the conditions necessary for all students to thrive.

At the core of the model is a standards-aligned, data-driven approach to instruction. Curriculum and instruction are aligned to the Indiana Academic Standards and are implemented through a continuous cycle of assessment, analysis, and instructional adjustment. Educators use multiple sources of student data, including formative, interim, and summative assessments, to inform lesson planning, identify learning gaps, and provide targeted support or enrichment.

Paramount schools provide a structured, safe, and inclusive learning environment that promotes academic focus and positive student behavior. Classrooms are designed to maximize instructional time through consistent routines, clear expectations, and a strong emphasis on student engagement and accountability.

Class sizes are intentionally managed to allow for individualized attention with additional support provided through instructional aides, interventionists, and specialized staff where appropriate. Schools serve students in grades K–8, with a school model that emphasizes both academic development and social-emotional growth.

The instructional program includes a comprehensive, standards-based curriculum across all core content areas, supplemented by enrichment opportunities such as STEM at GISA.

Instruction is enhanced through the integration of technology, including 1:1 student devices, which support personalized learning and access to digital resources. POA uses a variety of digital tools to track student mastery, along with software that allows the teacher to view student work and engagement in real time.

Teachers implement a range of evidence-based instructional strategies to support student learning, including:

- Explicit, standards-aligned instruction with clear learning objectives
- Frequent checks for understanding and ongoing formative assessment
- Flexible grouping and targeted small-group instruction
- Opportunities for student collaboration, discussion, and problem-solving
- Integration of hands-on and experiential learning opportunities to deepen understanding

In addition, students engage in applied learning experiences, including project-based learning and real-world applications, which promote critical thinking, creativity, and student ownership of learning.

Paramount Schools of Excellence prioritizes differentiated instruction and inclusive practices to ensure that the needs of all learners are met. Instruction is tailored through ongoing analysis of student performance data, allowing educators to adjust pacing, provide targeted interventions, and extend learning opportunities.

The school provides a multi-tiered system of supports (MTSS) that includes:

- Targeted intervention blocks and supplemental instruction for students who are not yet meeting grade-level expectations
- Enrichment opportunities for high-achieving and high-ability students
- Specialized services and accommodations for students with disabilities and multilingual learners
- Inclusive classroom settings that promote access to grade-level content for all students

These supports are delivered through collaboration among general education teachers, special education staff, and interventionists to ensure coordinated and effective instruction.

Paramount Online Academy's proposed high school will extend its proven K–8 model into a rigorous, college- and career-focused program for grades 9–12, beginning with 9th grade in 2026–2027. The curriculum structure will be maintained, with all subjects aligned to Indiana Academic Standards, including core subjects alongside electives and emerging pathways. Instruction will follow a structured, data-driven virtual model that combines digital curriculum with teacher-led support, small-group instruction, and ongoing progress monitoring to meet individual student needs. The program will emphasize college and career readiness through personalized learning, goal setting, and exploration of postsecondary opportunities. Pathway design and sophomore through senior opportunities will be developed alongside additional partnerships with colleges and workforce partners in the coming year.

2) Describe how the school's curriculum is aligned with Indiana's Academic Standards, integrated across subjects and grade levels served, and how it will enable students to reach proficiency in core subjects.

POA and GISA use the same curriculum. All curriculum choices are driven by the Indiana Department of Education's approved curriculum. In addition, all curricular decisions are made based on alignment with state academic standards and culturally competent instructional practices. Paramount enhances the state academic standards with a "tried and true" state-approved curriculum to create an overall program of study that includes the depth and breadth necessary to meet the needs of all students. The alignment of teacher curriculum maps to the state academic standards serves two fundamental purposes. First, it assists those students who have not had the benefits of a home rich in literature or the opportunity to experience the world through multiple venues. Second, it allows teachers to use the world as an expansion of the classroom, constructing real-world culminations to units as a platform to engage varied learning styles.

Paramount-approved curriculum provides multiple points of entry for limited language learners, incoming students at low readiness levels, and special needs students. Additionally, Paramount uses an integrated design, blurring the lines of content areas. A cross-curricular model encourages students to explore learning through a variety of approaches. For instance, a STEM lesson may lead out with a math standard, and history often leads out with a language arts perspective (or vice versa). Technology and online educational resources also expand learning and develop learners as self-managers.

Grade-level curriculum maps indicate a focus on core learning objectives, with the core subject lesson plans also including "Fast Fives," authentic assessments, and detailed descriptions of the lesson for the day.

The staff integrates a research-based curriculum taught through the standards to offer an academic program that allows each student to exit the school ready to begin a college preparatory high school. This rigorous college and career focus has led to Paramount students being sought after by local high schools. The schools work to develop and continue strong relationships with local charter high schools. The focus on college and career readiness that has been successful at PSOE is also implemented at both sites.

Paramount Brookside has been an "A" rated school for multiple years, successfully educating students through a rigorous curriculum and an effective school culture. The foundation of this success lies in the Paramount Schools of Excellence Frameworks, which address all areas of the school, including classroom practices, school culture, family engagement, and community engagement. The PSOE Framework is intentional and well-documented, with each aspect of school life designed to complement and strengthen every other school procedure.

The schools use Savvas EnVision Math, a research-based mathematics curriculum that the What Works Clearinghouse has shown to have positive effects on mathematics achievement in elementary school students. Savvas MyView is the reading curriculum. MyView uses

evidence-based reading and writing strategies to support student achievement. A committee will be developed to explore the curriculum for the POA high school immediately.

3) Describe any interim assessments (e.g., DIBELS, ClearSight, NWEA MAP) used by the school to assess student performance and improvement.

Interim assessments are a critical component of the instructional program. The following is a list of those assessments.

1. mClass DIBELS (K-2) also uses parts for the dyslexia assessment
2. ClearSight ELA and Math assessments (Grades 3-8 ELA and Math)
3. CoGAT- used for high ability identification
4. ILEARN checkpoints- used for skill remediation and high ability identification

The high school program will implement a comprehensive assessment system to monitor student performance and growth, aligned to both state accountability and college readiness benchmarks. Interim assessments will measure academic progress in English/Language Arts and Mathematics, as well as PSAT (grades 9–10) and SAT (grade 11), to assess college readiness and align with Indiana accountability requirements. Additional assessments may include ILEARN-related checkpoints, digital diagnostic tools embedded within the online curriculum to provide real-time data on student mastery, and standards-aligned unit and course assessments developed by teachers.

4) Describe how the school collects, manages, and uses student academic data to refine and improve instruction.

Paramount Schools of Excellence implements a comprehensive, systematic approach to the collection, management, and use of student academic data to drive continuous instructional improvement and student achievement. Data use is embedded within the school's instructional model and supports decision-making at the student, classroom, and school levels.

The school utilizes multiple measures to assess student learning and progress, including:

- Formative assessments embedded in daily instruction to monitor real-time understanding
- Interim/benchmark assessments are administered at regular intervals to measure progress toward grade-level standards
- Summative assessments, including state assessments, are used to evaluate overall student proficiency
- Diagnostic assessments to identify specific skill gaps and inform targeted intervention

This balanced assessment system ensures that educators have timely and actionable data on student performance across all content areas.

Student data is systematically organized and maintained through secure data management systems that allow for efficient access and analysis by instructional staff and school leaders. Data is disaggregated by subgroup (e.g., grade level, student populations, and performance

bands) to ensure that achievement gaps are identified and addressed. Teachers and leaders have regular access to dashboards and reports that provide clear, actionable insights into student progress.

Paramount Schools of Excellence has established consistent structures and protocols for data analysis and instructional planning. These include:

- Regular data team meetings in which teachers and instructional leaders review assessment results, identify trends, and determine next instructional steps
- Ongoing progress monitoring to evaluate the effectiveness of instruction and interventions
- Instructional coaching and leadership support to help teachers interpret data and implement responsive strategies

Teachers use data to:

- Differentiate instruction within the classroom through flexible grouping and targeted support
- Adjust pacing and instructional strategies to address identified learning gaps
- Provide enrichment opportunities for students demonstrating advanced mastery
- Inform intervention plans within the school's multi-tiered system of supports (MTSS)

At the school level, leadership teams analyze aggregated data to evaluate program effectiveness, inform professional development priorities, and guide resource allocation. Data is also used to set measurable academic goals and monitor progress toward those goals throughout the year.

This continuous cycle of data collection, analysis, and instructional adjustment ensures that decision-making is responsive, strategic, and focused on improving student outcomes.

5) Is the board satisfied with the school's academic outcomes to date? If not, what corrective actions have the board and the school taken to ensure the school is on a positive academic trajectory?

The board is generally satisfied with the school's academic outcomes and recognizes areas where continued improvement is important, particularly with regard to student assessment performance. The board works closely with network leadership to monitor academic progress and supports strategies designed to strengthen instructional practices and student achievement. These efforts include ongoing data review, targeted academic interventions, professional development for staff, and implementation of evidence-based instructional strategies. The board will continue to monitor progress to ensure the school remains on a positive academic trajectory. The Girls IN STEM Academy has performed exceptionally well and is among the top in the state. While POA's performance is slightly lower, it is still among the best online schools in Indiana.

6) If available, provide, as Attachment 7, a copy of, or a link to, the school's performance report or dashboard for the three (3) most recently completed school years. If available, provide, as Attachment 8, a copy of, or a link to, any formal academic review or evaluation conducted by your current authorizer or a third party on behalf of your current authorizer within the last three (3) years.

See Attachments 7 and 8.

7) Describe the culture of the school and how this culture promotes a positive academic environment and reinforces student intellectual and social development.

POA and GISA are committed to fostering a supportive and inclusive school environment. To achieve this, the school is implementing and planning several policies and structures aimed at addressing the underlying needs of students and providing support to both students and staff.

The schools currently implement the recovery program, along with other PSOE schools. This program is based on multiple research-based approaches that value high expectations, growth over punitive measures, and personal responsibility. The primary programs Recovery is derived from are Restorative Justice, Positive Behavior Intervention Supports (PBIS), and Love and Logic. In order to remain responsive to school and community needs, Recovery was formed in place of adopting a one-size-fits-all approach. While there are pages taken from the playbooks of these programs, Paramount needed the flexibility to think outside the box of what was prescribed by a model developed outside the school's community and do what is right for our children.

The recovery program is modeled on the same tiered, MTSS-style approach. Tier 1 interventions are preventative, educational measures done in the classroom by the teacher to lessen the amount of behavioral disruptions. Students who do not respond to Tier 1 interventions are moved to Tier 2 Recovery, where they work with a counselor and licensed teacher to develop SEL and academic skills simultaneously. Tier 3 Recovery involves more intensive one-on-one and extended hours in the program.

Data is collected from Tier 2 and 3 Recovery to track program efficacy, student progress, and identify academic gaps to address. Based on the information, the school leadership team may develop behavior plans with the support of the Guidance Counselor. Parents are also asked to come in and meet with the school leadership to ensure there is collaboration on the next steps in order to best support the child.

In addition to the recovery program, the structured learning environment provides a safe learning experience for students. When students know the expectations, they rise to meet them. We balance the structure with fun. Kids get excited about being at school. Every student knows their own test data, and they track their progress and get to celebrate with the teacher and school when they meet their goals.

In addition to school-level staff, our Sr. VP of School Improvement visits the schools frequently to provide feedback to teachers and administrators. This ensures that the learning environment of the schools meets the network's expectations. In addition to the Sr. VP of School Improvement, the network-level academic team does weekly visits to ensure the academic program is in line with the expectations.

8) Describe how the school serves students with special needs, including but not limited to those with IEPs, students with Section 504 plans, English learners, students identified as intellectually gifted, and students at risk of academic failure or dropping out.

POA and GISA are dedicated to ensuring that all students, regardless of their background or circumstances, have the opportunity to achieve academic success. These subgroups include economically disadvantaged students, major racial and ethnic groups, students with disabilities, and students with limited English proficiency (LEP).

Students who are economically disadvantaged and from different racial and ethnic groups will receive a variety of services. They will receive targeted instruction throughout the day during independent practice and after-school tutoring if needed. Teachers track student mastery to help track students' progress towards mastery and also to note when a student has full mastery of a skill. Each week, students are given an assessment on each English/Language Arts and Math skill. Using that data, teachers will then assign support during independent practice. This allows students to continue practicing skills that they have not mastered.

Students and families will have access to the online curriculum throughout the school year and summer if they wish to access it. Parent engagement is another support that is provided through our School Community Organization meetings. Parents will remain connected through the school through these meetings, and they will focus on a variety of community and academic topics. The school is a CEP (Community Eligibility Program) school, so all students, regardless of income, receive a free breakfast and lunch.

Students who have disabilities are under the supervision of the Teacher of Record and other Special Education staff at the school. It is ensured that all students with disabilities have a well-developed IEP that addresses specific areas of need. The inclusion model is critical to the success of our students and allows them to get support from both the general education teacher and the special education teacher. The reading and math programs that the schools use have adaptive learning materials, so students are learning the same standards but at their own level. The central office team supports schools in the implementation and oversight of IEPs to ensure that all students' needs are met. Students will also have access to after-school tutoring.

LEP students have a teacher of record who works to create and refine the students' ILPs. This ensures that the goals are accurate and are adapted as the student progresses. The student could receive pull-out or push-in services, depending on their ILP, to help support their academic growth. Using the ELD standards as a guide, the teacher will work with students and group

students at their level. Students are encouraged to stay for after-school tutoring and summer school for extra remediation.

Throughout all of the instruction, data analysis is done to ensure that students are receiving the best possible instruction for their specific needs. Data analysis is done weekly with classroom assessments and also quarterly with interim assessments. The data that is given from these will help the teacher adjust instruction if needed.

Organization and Compliance

1) Is the school currently facing any major operational or organizational challenges, including, but not limited to, problems with facilities, transportation, technology, staffing, enrollment, state or federal funding, etc.? If yes, briefly describe the board's plan to address these challenges.

Neither POA nor GISA is currently experiencing major operational challenges. However, as with many schools, maintaining and increasing enrollment remains an ongoing strategic priority. The board and school leadership continue to focus on strengthening student recruitment and retention through targeted outreach, community engagement, and increased visibility of the school's academic programs and student successes. These efforts include expanding marketing initiatives, building partnerships within the community, and ensuring the school continues to provide a high-quality educational experience that attracts and retains families.

2) Provide a brief description of the history of the school's compliance with applicable laws (e.g., state and federal reporting, special education, etc.) and its current charter.

POA and GISA have maintained a strong record of compliance with applicable state and federal laws, as well as with the requirements outlined in their charters. School leadership works closely with staff and the governing board to ensure timely and accurate completion of required reporting and adherence to all regulatory expectations, including those related to special education, state and federal programs, and financial and operational reporting. To date, the schools have not experienced any significant compliance issues and remain committed to maintaining full compliance with all applicable laws and charter obligations.

3) Identify any current or past litigation, including arbitration proceedings, involving the charter school. Provide, as Attachment 9, copies of: (a) complaints, (b) any responses to complaints, and (c) the results of any arbitration or litigation.

Not Applicable

4) Provide, as Attachment 10, a single complete Statement of Assurances form, attached hereto as Exhibit D, signed by an authorized representative of the applicant group.

See attachment 10

Section II: School Finance

1) Provide as Attachment 11, a copy of the most recent version of the following documents. Audits may include links to the final and released versions.

See attachment 11

Provide, as Attachment 12, a detailed budget narrative that provides a high-level summary of the budget. The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for per-pupil Revenue projections, staffing levels, facilities expenses, and technology costs. The narratives should specifically address:

a) The degree to which the school (and network) budget relies on variable income (e.g., grants, donations, fundraising).

b) The school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than the estimated budget.

c) How the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) special education costs, (b) transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions.

d) Detail how the budget aligns with the proposed execution of the school's mission and focus including staffing, curriculum, professional development, and technology.

e) How the school addressed previous financial compliance issues found by the current authorizer (if applicable).

See attachment 12

Section III: Portfolio Review and Performance Record

1) Provide, as Attachment 13, all reports/data dashboards for the past three years provided to the board related to academic performance.

See Attachment 13

2) List any charter revocations, non-renewals, shortened or conditional renewals, and/or withdrawals/non-openings of schools operated by the organizer and explain.

Not Applicable

3) Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organizer in the last three (3) years, and how such deficiencies or violations were resolved.

Not Applicable

Section IV: Written Acknowledgement of Request

See Attachment 14

Section V: Additional Information Required for Schools that have received notice of charter termination or nonrenewal

A charter school that is seeking to change authorizers after receiving official notice of termination or nonrenewal of its current charter agreement must submit, as **Attachment 15**, a letter, signed by the governing board of the Charter School, which includes or addresses the following information:

1) An explanation of why the current authorizer is terminating or not renewing the charter school's current charter agreement. Please include all correspondence, notices, findings, audits, and any other documentation related to the authorizer's decision to terminate or non-renew.

Not Applicable

2) A statement describing the school's history of compliance (or non-compliance) with all applicable laws and its current charter.

Not Applicable

3) A description of how the governing board has or plans to address the issues raised by the charter school's current authorizer, leading to the authorizer's decision to terminate or non-renew the school's current charter agreement. Please include any documents (e.g., board resolutions, correspondence, contracts, etc.) related to changes made by the governing board to address such deficiencies.

Not Applicable

Attachment 1

Board Member Resumes

Thomas E. Rude

3544 Mossy Rock Drive
Zionsville, Indiana 46077

trude@indy.rr.com

Phone: (317) 769-0289
Cell: (317) 471-7410

OBJECTIVE: Transitioning Army Lieutenant Colonel seeking to establish a senior-level position at IUPUI – Director of Veteran Services.

Accomplished Senior Leader with over 22 years of operational and planning experience. Superb Team Builder. Intuitively understands relating ends and ways to achieve desired end-states given strong operational, logistical, and strategic planning background. Strong communicator. Understands process improvement by incorporating feedback, best practices, and lessons learned in daily operations. Core competencies include:

Project/Program Management
Team Building

Mentoring/Leader Development
Organizational Training

Operational and Strategic Planning
Process Improvement

Professional Experience

Professor of Military Science, Indiana University – Purdue University of Indianapolis (IUPUI), (June 2009 – Present)
Indianapolis, Indiana

Responsible for leading a senior ROTC program consisting of 12 Cadre and 180 students. Responsible for recruiting, retaining, training, and commissioning the future leaders of the U.S. Army. Establish and maintain relations with the leadership of seven universities and local community leaders. Develop and implement policy change to increase the quality and quantity of graduates.

- Continually motivated a staff, with high personnel turnover; gave them ownership, educated them on processes, and increased expectations; resulted in a more cohesive organization focused on student success.
- Increased production to a 30-year high through a series of policy changes; increased entrance standards, increased accountability of academic and military performance, and more personal involvement.
- Negotiated seven formal agreements with the leadership of four universities to increase financial and educational incentives.

Executive Officer, Combat Aviation Brigade, 1st Infantry Division (March 2007 – May 2009)

Tikrit, Iraq and Fort Riley, Kansas

Executive Officer for a brigade comprised of 4180 Soldiers, Sailor, Airmen, and Marines, 206 rotary- and fixed-wing aircraft, and all associated ground support equipment. Managed a ground and air budget of \$42M. Assisted and advised the Brigade Commander on maintenance, personnel, safety, medical, legal, sustainment, communications, and combat operations. Directed and supervised a staff of 120 personnel.

- Led the brigade during the deployment into Iraq; coordinated rail, sea, and air transportation for all personnel and equipment. Coordinated the staff to effectively integrate our combat units throughout northern Iraq.
- Developed and refined processes to provide logistical and maintenance support across four major combat bases; allowed for the safe execution of 250,000 flight hours; four times the normal operating rate.
- Served as a Pilot-In-Command of an AH-64D Longbow Apache; conducted 450 hours of combat missions.

Operations Officer, 2nd Battalion, 101st Airborne Division (June 2005 – February 2007)

Mosul, Iraq and Fort Campbell, Kentucky

Operations Officer for an aviation task force deployed to northern Iraq; comprised of 600 Soldiers, 49 rotary-wing aircraft, and all associated ground support equipment.

- Effectively integrated air assets to support combat and logistical operations, for 12 months of continuous operations, to widely dispersed ground combat units.
- Planned and executed operations from multiple bases; supported Iraqi elections and established a strategic combat outpost near Syria. Developed an inexperienced staff to be effective during split-based operations.
- Led the task force during the re-deployment from Iraq; ensuring positive accountability of Soldiers and equipment during rail, sea, and air transportation with challenging communication capabilities.

Executive Officer, 2nd Battalion, 101st Airborne Division (June 2004 – May 2005)

Fort Campbell, Kentucky and Mosul, Iraq

Executive Officer for a battalion comprised of 400 Soldiers, 24 rotary-wing aircraft, and all associated ground support equipment. Assisted and advised the Battalion Commander on readiness, maintenance, sustainment, and combat operations. Directed and supervised a staff of 30 personnel.

- During preparation for a combat deployment, integrated several new personnel to form a team during a compressed timeline. Monitored risk management and recommended changes as situations changed.
- Led the battalion during the deployment into Iraq; coordinated rail, sea, and air transportation for all personnel and equipment. Coordinated the staff to effectively integrate our combat units with new combat units; reacted to a mission change requiring reorganization of personnel and equipment on a compressed timeline.
- Developed and refined processes to provide operational, logistical, and maintenance support across two major combat bases.
- Served as a Pilot-In-Command of an AH-64D Longbow Apache; conducted 250 hours of combat missions.

Team Chief, 1-337th Aviation, 1st Army (June 2001 – June 2003)

Fort Knox, Kentucky

Chief of an 8-person mentoring and training group charged with the coordination, planning, and execution of aviation training for 14 separate National Guard units over four states. Responsible to conduct annual evaluations and train / validate units prior to deployment to combat.

- Led the training and deployment of North Carolina's Attack Helicopter Battalion; supporting the initial invasion of Iraq in 2003. Coordinated operations, logistical, and staff training over an intense 6-week training exercise.
- Coordinated and evaluated Tennessee's Aviation Squadron during their annual training exercise.

Company Commander, 229th Aviation Regiment (November 1998 – May 2001)

Fort Bragg, North Carolina

Commander of an Attack Helicopter Company with over \$128M in equipment. Responsible for establishing and implementing programs to improve training, equipment maintenance, and logistics/supply chain management.

- Exceeded Department of the Army readiness standards for maintenance and training for 18 consecutive months.
- Oversaw the risk management process for tough, realistic missions; ensured no accidents or incidents.
- In preparation for operations in Bosnia, selected to develop unique tactical procedures during an extensive training exercise.

Training Officer, 6th Cavalry Brigade (October 1997 – October 1998)

Camp Humphreys, South Korea

Chief of an 12-person training section; responsible for focusing training resources for two AH-64A Attack Helicopter battalions and one Patriot battalion forward deployed to South Korea. Coordinated and monitored ground, air, and support operations, supervised the brigade's \$24M flight program and \$8M training account.

- Selected to serve as the liaison to the Ground Component Commander's Operations Coordination Center. Briefed senior officers during training exercises and responsible to coordinate strategic level operations.
- Leveraged current automation to streamline the organization's communication infrastructure; vastly improved efficiency among widely dispersed units.

Education

B.S. Computer Engineering, Rose-Hulman Institute of Technology, Terre Haute, IN, 1992

M.A. Education, University of Saint Mary, Leavenworth, KS, 2004

U.S. Army Flight School, 1993, Master Army Aviator, qualified in five different aircraft.

Command and General Staff College, Fort Leavenworth, KS, 2004

Enid Burchett, MBA

<https://www.linkedin.com/in/enid-burchett/> | (317)-777-5006 | enidburchett@gmail.com

Work Experience

Vendor Relations Manager/ Centene

November 2024 - Present

- Vendor Oversight & Strategic Evaluation:
 - Led enterprise vendor evaluations (Pomelo, BabyLive Advice, Wayspring, Avalon, Tango/WellSky, Premier), driving data-informed decisions that reduced spend and improved prioritization across markets.
 - Defined KPIs and SLAs for Maternal Child Health vendors in collaboration with Clinical Ops, Actuary, and the MCH Workgroup, enhancing accountability and oversight.
- Cross-Functional Collaboration & Communication:
 - Presented evaluation outcomes to 65+ stakeholders (Clinical Ops, Med Econ, Quality, Actuary, Legal), influencing enterprise contracting and reinforcing fiscal accountability.
 - Supported market continuity across AZ, MI, OH, PA, WI, and KY by coordinating stakeholder efforts during key transitions.
- Process Improvement & Tool Development:
 - Authored and implemented the Vendor Project Tracker Manual, now the core onboarding and operational guide for vendor relations.
 - Led eight strategic planning sessions to enhance Project Tracker workflows, improving visibility and efficiency across 20+ projects.
 - Partnered with senior leadership to migrate project tracking from Excel to Smartsheet, increasing reporting accuracy and collaboration.
- Leadership & Professional Development:
 - Mentored and onboarded 5+ FTEs and a Senior Manager, accelerating ramp-up through structured deep-dives on evaluation processes.

Corporate Operations Manager/ Centene

April 2024 - November 2024

- Financial Modeling and Strategic Planning:
 - Develop and refine sizing models to forecast savings for HBR initiatives, including the Start Smart program for your baby (SSFB) and CKD COE, supporting strategic financial planning and cost optimization
- Stakeholder Communication and Coordination:
 - Facilitate regular communication with stakeholders, including clinical teams, internal teams, and executives, to provide updates, gather feedback, and align on project objectives. This approach ensures seamless collaboration and supports the timely preparation of sizing models for premarket approval.
- Technical Expertise and Agility:
 - Edit and maintain SQL scripts for SSFB to add new markets and address critical research questions from the clinical team, expanding the scope of queries and enhancing analytics to provide more comprehensive business insights.
 - Rapidly acquire foundational knowledge of healthcare industry practices demonstrating adaptability and a strong commitment to effectively managing projects and operations within the MedEcon team.
- Project Management and Contributions:
 - Monitoring the progress of ongoing projects, ensure alignment with goals and coordinate with cross-functional teams to address issues or deviations.
 - Refresh the PAC UM dashboard monthly to ensure it provides the most current data and insights.

Director of Data Analytics and Business Intelligence / University of Indianapolis

August 2020 – March 2024

- Leadership and Strategy:
 - Led the development and management of data analytics functions within the President's Office.
 - Directed initiatives in retention modeling, enrollment management, and student behavior assessments to drive data-informed decisions.
 - Implemented right pricing strategies and financial aid modeling to enhance organizational effectiveness.
 - Presented findings and formulated strategies to cabinet level and executive level audiences
- Process Improvement and Innovation:
 - Achieved 93% accuracy with retention modeling, identifying at-risk students and enabling targeted

- resource allocation by the Student Success Department.
 - Designed and rolled out a Housing Dashboard for real-time insights into student housing contracts, aiding in efficient decision-making for dormitory upgrades ensuring efficient resource allocation.
- Project Management and Achievements:
 - Led a Lean Six Sigma project that improved the delivery, accessibility, and readability of the Financial Aid award offer, reducing the awarding process from 36 days to 5 days and enhancing student retention.
 - Led a multi-million-dollar Charting the Future Lilly Endowment Grant project, focusing on recruitment and retention initiatives. Managed and directed the three phases of the project, including the development and execution of strategies for modeling and documentation.
 - Skilled in leading and coordinating partners on complex implementations projects, ensuring smooth communication and alignment across teams
- Data Management and Integration:
 - Led campus-wide efforts to identify, map, organize and cleanse data, improving data availability in the data warehouse .
 - Build and maintain strong vendor relationships, coordinating with external partners to overcome initial data flow challenges and successfully reinstate consistent data pipelines, fostering a more data- informed institutional culture.
 - Developed Tableau and Cognos dashboards and visualizations utilizing SQL for comprehensive reporting, analytics, and dashboard creation, optimizing data utilization across operational, analytical, and strategic domains.
- Cross-Functional Collaboration and Team Development:
 - Collaborated with the marketing team on strategy, name buys, and content tracking, using data insights to enhance marketing effectiveness and align with institutional goals. Partnered with the admissions team to develop targeted outreach strategies, improving engagement and recruitment efforts. Additionally, provided training on Slate CRM to team members, enhancing their proficiency and efficiency with the system.
 - Provided mentorship and training to two green belts at a partner higher education institution, resulting in successful project implementation and subsequent promotions for both individuals

Assistant Director of Financial Aid Systems / University of Indianapolis

August 2018 – August 2020

- Leadership & Operations Management
 - Supervised the delivery and coordination of Federal, State, and University financial aid for all University of Indianapolis students.
 - Managed the Coordinator of Systems Analysis and Operations, providing mentorship and guiding professional development.
- Systems Development & Process Optimization
 - Designed and maintained financial aid system programming, including batch process creation and algorithmic rules, ensuring operational efficiency and regulatory compliance.
 - Implemented a digital document verification tool, doubling the speed of the federal verification process and improving student engagement.
- Strategic Initiatives & Crisis Response
 - Developed cross-functional recruitment strategies aligned with institutional goals.
 - Administered federal HEERF (Higher Education Emergency Relief Fund) during the COVID-19 pandemic, ensuring equitable and timely distribution of emergency aid to students.

Coordinator for Systems Analysis and Operations/ University of Indianapolis

August 2016 – August 2018

- Systems & Data Management
 - Developed and implemented algorithmic budgeting rules and SQL scripts to streamline financial aid processes and improve data accuracy.
 - Enhanced budgeting procedures and reporting capabilities, supporting more efficient financial operations.
- Operational Support & Student Services
 - Managed daily financial aid distribution processes and provided direct counseling support to students and families, ensuring clarity and access to resources.

Operations Supervisor/ Full Beauty Brands

August 2015 – June 2016

- Team Leadership & Performance Management
 - Supervised a high-volume team of 60+ employees in a fast-paced freight department, improving production output and departmental performance.

- Provided tools, training, and support to ensure team success and operational efficiency.
- Strategic Planning & Logistics
 - Oversaw departmental budget allocation and monitoring, optimizing resource use and cost-effectiveness.
 - Fostered cross-level communication to ensure accurate and timely shipping of customer orders.

Certifications and Skills

Certifications: Lean Black Belt Six Sigma, Certification Business Analytics: From Data to Insights - Executive Education Program at the University of Pennsylvania, Philadelphia, PA

Programming Languages: C, Python, Database Query Languages (SQL)

Technical Skills: Database Management: Oracle SQL Developer, Microsoft SQL Server, Teradata

Data Visualization: Tableau Desktop, Tableau Prep, Tableau Online, Power BI, IBM Cognos, SAS EM

Software: LabVIEW, Ellucian Banner, Microsoft Excel, Microsoft Word, Google Suite, Slack, Teams

Experience: Project Management methodologies and tools - Minitab

Other: Trained in emotional intelligence with a focus on effective communication and team dynamics

Languages: Bilingual (Spanish, Fluent)

Education

University of Indianapolis, Indianapolis, Indiana

Master of Business Administration with Concentrations in Finance, Applied Data Analytics

December 2020

Purdue University, West Lafayette, Indiana

Bachelor of Science in Electrical Engineering Technology

May 2015

Moussa Ibrahim

3481 Modesto Ln, Carmel, Indiana 46074

Phone: (812) 602-8801

Email: Moussa.private@outlook.com

PROFESSIONAL SUMMARY

Commercial banking professional specializing in structuring financing solutions for small business clients who face challenges accessing traditional credit. Lead Old National Bank's Empowerment Small Business Loan Program, building lending pipelines and expanding access to capital through partnerships across Indiana.

EDUCATION

University of Southern Indiana – Evansville, Indiana
Bachelor of Science, Professional Studies

EMPLOYMENT EXPERIENCE

Old National Bank – Community Lending Empowerment Specialist, December 2024 – Present

- Lead Old National Bank's Empowerment Small Business Loan Program across Indiana, expanding access to capital for underserved entrepreneurs and small businesses.
- Collaborate with commercial banking team members to structure and advance commercial deals aligned with the Empowerment Loan Program.
- Manage and lead a team of eight Certified Financial Education Instructors (CFEI) to advance Old National Bank's Real-Life-Finance Program.
- Oversee community partnerships across Old National Bank's Indiana footprint.

Old National Bank – Financial Empowerment Officer & Community Development Officer, November 2023 – 2025

- Manage and lead a team of eight Certified Financial Education Instructors (CFEI).
- Oversee community partnerships across Old National Bank's Indiana footprint.
- Identify sponsorship, grant, and lending opportunities for ONB's Development Group.
- Develop tailored financial curricula for nonprofits, schools, government agencies, and businesses in Indiana.

Old National Bank – Financial Empowerment Officer, November 2021 – November 2023 •

- Designed financial literacy courses for diverse organizations, including nonprofits, schools, and businesses.
- Managed and directed a team of eight CFEI instructors conducting statewide workshops.
- Led finance workshops for business banking clients and assisted the Vice President of Community Development.

Old National Bank – Legal Department Support, May 2021 – November 2021

- Conducted legal research for the CEO Council to facilitate the launch of a De Novo Bank.
- Designed and led a seven-week financial empowerment course at Rogers Academy, fostering new partnerships.
- Provided support to the legal department by addressing branch inquiries and managing special projects.

University of Southern Indiana – Student Financial Success Mentor, August 2017 – July 2021

- Evaluated student financial situations and recommended tailored payment plans.
- Developed detailed budgets and provided ongoing support to improve students’ financial habits.

BOARD & COMMITTEE SERVICE

Andrew J. Brown Academy – Board of Directors (Treasurer & Secretary) May 2022 – 2025

Guided the school through a successful charter renewal, purchase of its first building and merger with Paramount Schools of excellence.

Big Brothers Big Sisters of Central Indiana – Finance Committee Member, September 2022 – Present

Review organizational budgets and analyze special and operational funds in collaboration with the CFO.

Goodwill Young Leaders Board – Board Secretary, January 2025 – Present

Service on the Advocacy Committee to organize the annual “Gather for Goodwill” fundraiser, benefiting Indiana nonprofits by distributing funds raised to

Nine13 Sports – Board Member, March 2024 – Present

Promote youth physical activity through mobile cycling programs and workforce development initiatives.

The Children’s Museum of Indianapolis – “Museum by Moonlight” Committee, August 2023 – 2025

Assist in organizing the annual “Museum by Moonlight” fundraiser to support free access for nearby underserved communities.

AWARDS & RECOGNITION

IBJ’s 20 in Their 20’s Twenties (2025)

Recognized as one of Central Indiana’s top emerging leaders for professional excellence, civic engagement, and community impact. Featured in IBJ’s annual magazine highlighting influential young leaders shaping the region’s future.

2025 Finalist for CLD’s “Upcoming Achiever Award”

Selected as a finalist for CLD’s most prestigious recognition, honoring leaders who exemplify character, achievement, and a commitment to uplifting the Indianapolis community.

2024 People’s Choice Award Recipient

Named finalist for the 2024 United Way ELEVATE “Volunteer of the Year” award, which recognizes young professionals whose dedicated service has made a meaningful impact in Central Indiana. Additionally, he received the 2024 “People’s Choice Award,” presented by Katz, Sapper & Miller, which is determined by public vote among all finalists.

2024 FBI Citizens Academy Graduate

Selected to join the 2024 FBI Indianapolis Citizens Academy cohort, comprising seventeen individuals, and graduated in December 2024. This program offers community leaders an inside look at the FBI’s operations, fostering a better understanding of its role in protecting the public.

JENNIFER PHILLIPS

jenniferphillips014@gmail.com

574-276-2220

EDUCATION

J.D., *Summa Cum Laude* May 2019
Civil and Human Rights Law Certificate 3.93 GPA
Indiana University Robert H. McKinney School of Law Rank 1/197

B.A., Professional Writing and Psychology, Spanish minor December 2010
Purdue University, West Lafayette, IN 3.97 GPA

SELECTED WORK EXPERIENCE

Indiana Housing and Community Development Authority (IHCDA)

Deputy General Counsel 10.2022-Present

- Protect IHCDA's interests in real estate sales and foreclosure actions
- Review and draft contracts, policy documents, and legal documents
- Advise and provide legal support to the agency
- Oversee Legal Department in coordination with General Counsel

Emergency Rental Assistance (ERA) Attorney and Compliance Manager 08.2021-10.2022

- Provided legal support to the Indiana ERA program
- Managed the ERA Compliance Department
- Oversaw prevention, detection, and investigation of fraud and non-compliance

Emergency Rental Assistance (ERA) Attorney 02.2021-08.2021

- Provided legal support to the Indiana ERA Program
- Investigated reports of fraud or non-compliance affecting the program

Staff Attorney 10.2019-02.2021

- Drafted and reviewed contracts, agency manuals, and other documents
- Provided legal advice and support
- Reviewed agency decisions regarding termination or denial of housing assistance

Legal Intern (*Contract Position through KHI Solutions*) 01.2019-05.2019

Student Extern (*Legal Externship for Academic Credit*) 05.2018-08.2018

- Drafted lien releases, contracts, motions, proposed orders, and other legal documents
- Reviewed agency documents for compliance with federal laws and regulations
- Developed contract tracking system and dashboard report using Microsoft SharePoint

Indiana University Robert H. McKinney School of Law

Research Assistant to Professor Fran Quigley 07.2018-12.2018

- Researched various faith traditions in relation to health and social welfare policy
- Explored historic and contemporary issues related to faith communities and health care

- Wrote paper examining faith-based perspectives on universal health care

Indiana Department of Revenue (DOR)

Contract Developer

08.2017-09.2018

Contract Position through KHI Solutions

- Advised and trained DOR staff on procurement and contracting processes and requirements
- Processed requisitions, contracts, and purchase orders
- Established procurement process tracking mechanism using Microsoft SharePoint

Indiana Division of Mental Health and Addiction

Administrative Rule Project Manager

08.2017-12.2017

Contract Position through KHI Solutions

- Managed review of state administrative regulations of opioid treatment providers
- Ensured proposed rule changes were consistent with state and federal laws and regulations
- Led meetings with opioid treatment subject matter experts and legal staff

Indiana Family and Social Services Administration (FSSA)

Contract Manager

06.2016-08.2017

- Supervised contract specialist staff in designated area
- Oversaw processing of over 300 FSSA Division of Mental Health and Addiction and State Psychiatric Hospital contracts and grants
- Established processes for new electronic contract signing system

Contract Specialist

03.2014-06.2016

- Prepared contracts and grants funded for FSSA Division of Mental Health and Addiction and State Psychiatric Hospitals
- Collaborated with program, legal, and fiscal staff to draft and negotiate contracts
- Provided training and technical assistance to staff on contract requirements and processes

Indiana Division of Mental Health and Addiction

Special Projects Coordinator

06.2012-03.2014

- Acted as liaison to sub-recipients of federal funding for substance abuse prevention
- Evaluated Request for Funding and Request for Proposal applications
- Produced guidance documents, manuals, and internal forms for substance abuse prevention and problem gambling projects

ACTIVITIES

- In trial period to serve as Paramount Schools of Excellence board member (Nov. 2022 – Present)
- Served as SPOKES Committee member for School on Wheels (Feb. 2020 – March 2022)
- Volunteered conducting phone intakes for Neighborhood Christian Legal Clinic (May 2020 – May 2021)
- Volunteered at the Indiana State Bar Association Talk to a Lawyer Today program (Jan. 2021)
- Co-managed anti-lead poisoning advocacy coalition (Aug. 2018-May 2019)
- Volunteered for the Fair Housing Center of Central Indiana (May 2018-Aug. 2018)
- Participated in service trips to Haiti (June 2009 and June 2018)
- Represented client in social security benefits case for law school Disability Clinic (Fall 2017)
- Served as member of the *Indiana Law Review* (Fall 2016–Spring 2018)

Elsa Mendez

Greenwood, IN 46143 | 630.803.8012 | mendeze4@gmail.com

Professional Experience

IVY TECH COMMUNITY COLLEGE

Internal Auditor, January 2020 – Present

- Audit organizational units for accounting and custodial activities
- Evaluate operations and control activities to advise on improved processes
- Conduct review requests on development or revision of financial or operational systems

INDIANAPOLIS AIRPORT AUTHORITY

Internal Auditor, September 2017 – January 2020

- Plan and implement financial, operational and compliance audits
- Participate in evaluating implementation of Concur T&E system
- Review internal controls and processes
- Aide in review and selection of data analytics program
- Oversee annual warehouse inventory
- Prepare audit memo and workpapers
- Assist external auditors

INDIAN PRAIRIE SCHOOL DISTRICT 204 Aurora, IL

Business Office Asst Manager, January 2011-July 2013

- Assist in systems evaluation for data collection and processing for Transportation and Food Service Depts
- Train admin staff at school buildings on use of new student system
- Facilitate process improvements in areas such as benefits, travel and entertainment, cash handling
- Participate on ad hoc projects

Internal Auditor, October 2008-January 2011

- Conduct fraud, compliance and financial audits to determine internal controls and accounting data reliability
- Facilitate process improvements in areas such as benefits, travel & entertainment, cash handling
- Recommendations implemented in standard guidelines for student funds
- Train staff district wide on best practices

WAYNE COUNTY AIRPORT AUTHORITY Detroit, MI

Staff Internal Auditor, September 2007 - July 2008

- Assess and evaluate expenditure and revenue processes
- Conduct operational and contract compliance audits
- Partake in report writing

DUCHOSSOIS INDUSTRIES Chicago, IL

Senior Accountant, June 1999 - December 2000

- Prepare consolidated financial statements
- Perform monthly variance analysis for headquarters and foreign subsidiaries
- Assist in year-end audit
- Participate in Hyperion accounting software upgrade and implementation

MLC INDUSTRIES Schaumburg, IL
Staff Accountant, September 1998 - June 1999

- Prepare consolidated financial statements for foreign and US companies on a quarterly basis
- Maintain the General Ledger for US books
- Review foreign affiliates' monthly financial statements
- Conduct a revenue audit at Argentinian affiliate
- Provide training to staff at Venezuelan affiliate

(Experience cont.)

PRADO & RENTERIA CPA's PROF CORP. Chicago, IL
Staff Accountant/Auditor, January 1996 - September 1998

- Carry out internal audits for Chicago Public Schools
- Perform audits utilizing Yellow Book audit standards
- Perform Single Audits
- Complete compilation reports for small business owners
- Prepare tax returns for self-employed clients

Education & Other

DEVRY UNIVERSITY

Addison, Illinois

Bachelor of Science in Accounting

CIA Candidate

Spanish Language Fluency

Professional Affiliations

Institute of Internal Auditors (IIA)

Indianapolis Chapter IIA, Programs Committee Member

Association of College & University Auditors (ACUA)

Community Involvement

Indy Reads

Schools on Wheels, Diversity Committee Member

Indiana Latino Institute

Indiana Latino Expo

St. John Garden Door Food Pantry

Mandy Bishop

(317)332-9396

mbishop@wfyi.org

Highly motivated, dependable, and efficient professional with enthusiasm devoted to personal progress as well as team advancement. Goal-oriented team leader successful in time management, task prioritization, project organization, and high-stress situations.

Employment History

WFYI Public Broadcasting <i>Indiana Reading & Information Services Radio Producer/ Director of Operations</i>	07/2014- Present
Self-Employed Caregiver <i>Nanny/ Babysitter</i>	03/2009-10/2015
Landtree Realtors <i>Licensed Real Estate Broker</i>	03/2012-07/2016
R. Falcone Powersports (short-term contracts) <i>Service Advisor/ Parts Specialist/ Website Moderator</i>	09/2012- 05/2013 02/2008- 10/2008
Child Advocates <i>Juvenile Court Advocate/ CASA</i>	03/2007- 05/2012
Olan Mills Portrait Studio <i>Studio Manager/ Lead Photographer</i>	09/2010- 02/2012 <i>*Won "Studio of the Year" Award 2011</i>
Indpls. Metropolitan High School <i>Math & English Paraprofessional Sophomores & Juniors</i>	03/2009- 03/2010
Dreyer Motorsports <i>Assistant Manager/ Service Writer/ Parts & Accessories Specialist</i>	09/2004- 02/2008
A.J. Wright <i>Cash Office Administrator/ Customer Service Coordinator</i>	09/11/01- 04/2005

Education & Training

Southport High School , Indianapolis, IN Courses studied: College Preparation, French, Spanish, and Photo- Journalism	2000-2004
Central Nine Career Center , Greenwood, IN Courses studied: Marketing, Advertising, Economics, and Business Math Member of D.E.C.A. (An Association of Marketing Students) *Won First Place in District Competition/ *Nominated for Indiana President	2002-2004
Service Management- Gold Level through Yamaha	2005
IUPUI International Studies with a focus on Spanish and French language	2005-2010
America Reads & Counts Tutor for Grades Pre-K to 4th	2008-2009
Real Estate Certification Program	March 2012



REFERENCES

Rhonda Breman, Lawyer 317-371-0003

Danielle Owings, Photographer 317-931-8870

I can also refer some of my volunteers to vouch for my work ethic and commitment to success.

On a personal note...

My resume shows a wide range of experience. Since I was 14, I have been working full-time while going to school. I have a passion for learning and like to expand my horizons whenever possible. You may notice most of my employment overlaps and not all of my endeavors are listed here. I am great at multi-tasking. My love for foreign language and culture started in middle school when I began my French studies and carried on to high school where I began Spanish classes too. In college I even tried to tackle German language (that was not for me). In my work experience, I have been a leader. At 14, I managed a Dairy Queen- Assistant Manager key holder, trainer and opened the store alone on the weekends. In high school, I managed a team of eight at an AJ Wright (TJMaxx company). After high school, I started marketing and event planning for companies, which led me to start work in the motorsports industry. Long story short, my life has been a fun, rewarding adventure so far and each experience has led me to something new.

Current Volunteering: Board of Directors, Paramount School of Excellence (Member of the Board who assists with the TURN Festival Planning Committee); Indy Film Fest (event advisor and ticket sales); Family Reunion Coordinator (planning five events a year for approximately 200 members)

Volunteer Experience: Child Advocates, 5 years (A Voice for Children in the Juvenile Court System); WFYI Public Media, 4 years (Phone Operator during Pledge Drives and Event Personnel for festivals and private events); R.I.S.E Learning Center, 2 years (Entertainer at holiday events)

A letter from Fox Racing, Inc. and the managers of Supercross racers Ricky Carmichael and Bubba Stewart regarding an autograph party led by my marketing efforts (2006):

“The open house was five star...great job! I attend these things EVERY weekend and can tell you that this one was one of the most organized that we have been to. Beeker (Bubba’s manager) and I really appreciate the fact that the “marketing” of both Fox superstars was perfect...totally equal. I can promise you that the riders notice EVERYTHING and you making sure that there was equal RC and Bubba representation was perfect.”

Linda M. Hicks

Tenacious and engaging executive recognized for creating value and setting people up for success

Core Expertise

- Global project execution
- Strategic Planning
- Risk management
- Building strategic partnerships
- Coaching and career development
- Lean manufacturing initiatives
- Business process development and execution
- Acquisition due diligence and integration
- Stage Gate and R&D management
- Process design

(317) 618-0349
7107 Bluffridge Blvd.
Indianapolis, IN 46278
jlbdhicks@outlook.com

Professional Experience

Retired chemical industry executive with extensive technology development, implementation, operations and business expertise gained through a 38-year career working as a technology and operations leader.

ECC Horizon/Compliance Field Services

Indianapolis, IN

*Vice President of Midwest Operations
and Business Development*

April 2018-May 2023

Reporting directly to the COO, responsible for the operation of the Midwest region of NJ based private environmental engineering and consulting company. Responsibilities include P&L, business development, project execution and leadership of a staff of geologists, project managers and environmental engineers and scientists.

- Led the development and implementation of a growth plan to pivot the business into broader markets, including transitioning office to new organization once acquired by Compliance Field Services. This included implementing a strategy to obtain DBE/WBE registrations.

Vertellus Specialties Inc.

Indianapolis, IN

Vice President Global Technology

July 2008-Jan 2018

Reporting directly to the CEO, responsible for a \$10 MM global technology organization. Responsibilities included Global Engineering, Research and Development, Process Safety and Quality. Experience in broad technology platforms including continuous and batch operations, environmental designs, and highly hazardous chemical handling and processing.

- Established global technology organization (100+ staff) merging independent groups into one cohesive team and establishing one set of key performance metrics, business processes, training plans, compensation, process safety management, IP management and documentation procedures.
- Established corporate stage gate process to drive growth. \$33 MM of 2015 corporate revenue generated from new products developed within past 5 years.
- Developed and executed a strategy for establishing partnerships with 3rd party engineering, universities and contract research organizations in US, Europe, India and China

Vice President Corporate Technology and Manufacturing

April 2004-July 2008

- Developed and executed a 3-year technology strategy for a business facing severe competitive pressure that resulted in a 30% reduction in variable costs, 50% reduction in energy utilization, and a 20% increase in capacity. Series of projects were implemented resulting in less than one year payback on \$16 MM of capital.
- Member of executive team that delivered \$17 MM of EBITDA from the merger of Reilly Industries and Rutherford Chemicals.
- Led the integration of a \$50 MM revenue acquisition including establishing and executing service agreements for a manufacturing site located within the Evonik facility in Antwerp Belgium.
- Developed a successful strategy to maintain manufacturing fixed costs flat against 3% wage escalation by implementing lean manufacturing initiatives - included outsourcing logistics to a third party provider.
- Achieved a 50% reduction in the corporate lost time injury rate.

Director of Corporate Technology (Reilly Industries)

June 2002-April 2004

- Led the de-commissioning activities for a chemical operation in Belgium including labor negotiations, equipment safeguarding, and IP protection plan.
- Established corporate wide professional ladder for technology staff.
- Led the de-commissioning of a specialty chemical plant in the US and successfully transferred and scaled up process technology for 5 core products.

Director Specialty Chemicals – P&L responsibilities for \$30 MM business (Reilly Industries)

October 1999-June 2002

- Developed and executed a strategic plan improving ROA from -26% to 12% and generating an additional \$4 MM of operating income over a 2 year period by restructuring the business thru existing unprofitable product lines and shutting down certain assets.
- Established and executed a market development and promotional program for a major product line that generated an additional \$2 MM in revenue.
- Led the implementation of an SIOP process within a business utilizing SAP.

Reilly Industries – Engineering

April 1984-Oct. 1999

- Led the design and construction of a \$30 MM pyridine plant in mainland China including negotiation of JV technology licensing agreement and lump sum turnkey engineering contract. Project completed on-time, on budget, and produced product within 30 days of start-up.
- Led the design and construction of a \$19 MM continuous process plant in Indianapolis executed with a Japanese JV partner. This included securing all permits, negotiating technology licensing agreements, manufacturing service agreements, and a reimbursable engineering and construction contract.
- Established engineering services agreements with several US engineering partners to handle peak load. Continue to leverage these relationships for current project pipeline.

Linda M. Hicks

Education and Accomplishments

Education: B.S Chemical Engineering – Grove City College

Accomplishments, Professional Organizations, and Other Expertise and Experience:

- Engineering consultant specifically related to engineering preliminary and detailed design, process safety, P&ID validation and environmental remediation and controls, 2017-present
- Senior Member American Institute of Chemical Engineers
- Senior Member Society of Women Engineers
- Member, Indiana Construction Roundtable
- Member Executive Advisory Board for US Center for Chemical Process Safety (division of American Institute of Chemical Engineers), 2005-2017
- Member Industrial Research Institute 2010-2015
- Skilled in Kepner-Tregoe project management, problem analysis and decision analysis processes.
- Ability to work within SAP environment
- Skilled in Development Dimensions International targeted selection and performance management.
- Co-winner of Money Magazine's Money Hero for the State of Indiana in 2014
- Received Women in HiTech's 2014 "Mentor Me" Leading Light Award for STEM focused community activities
- Named a 2015 Woman of Influence by the Indianapolis Business Journal

Community and Volunteer Activities:

- Marian University – Board of Trustees, June 2022-Present
- Marian University Witchger School of Engineering – Chair of Board of Visitors 2021-Present
- Marian University – Facilities and Maintenance Board Committee – Vice Chair
- Cold Spring Innovation Corporation (for Riverside Education Innovation District) – Board Member, October 2024-Present
- Every Girl Can STEM – Founding Board Member, 2019 – Present, currently Board Treasurer
- Women and HiTech – Emeritus Board member 2023-Present, President 2021-2022, Board Member 2018-2022, member since 2012
- TechPoint Foundation for Youth – Board Chair 2022-2023, Governance Chair 2020-2021, Asset Development Chair 2019, Board Member 2018
- Girls Inc. of Greater Indianapolis – Interim President and CEO January-April 2018, Board Chair 2015-2017, Development Committee Chair 2013-2014, Board Member 2010
- Member St. Monica Parish and Zionsville Presbyterian Church
- Numerous volunteer activities in promoting STEM careers for girls, including media led interviews and discussions, university collaboration, and special programming within schools and other community events

Reference Available Upon Request

BRITTANY ELDRIDGE, CPA

eldridgebre@gmail.com
References upon request

2337 Hanover Road Brownsburg, Indiana
765-309-2623

QUALIFICATIONS FOR PART TIME ACCOUNTING COORDINATOR

- Understand flow of finance/accounting departments
 - Competent in financial statement controls
 - Controller experience
 - 3.5 Years of public auditing experience (Nonprofit 501(c)(3) experience)
-

EDUCATION, PROFESSIONAL REGISTRATION

Certified Public Accountant- CP11200382
Bachelor of Science Accounting— *Purdue University*
Bachelor of Science Business Management- *Purdue University*
Minors- Spanish and International Business

PROFESSIONAL EXPERIENCE

Independent Contractor August 2014-Present

- Contract audit work
- Analysis

Controller November 2013-May 2015
Grandview Pharmacy

- Manage financial operations for independent pharmacy of \$35 million in revenue
- Prepare financials and all supporting documents for annual review
- Maintain daily financial operations
- Work directly with the CFO on a daily basis

Audit Senior 2012-November 2013
Audit Staff 2010-2012
Blue & Co., LLC, Indianapolis, IN

- Manage financial statement audits for entities of revenues in excess of \$279 million
 - Prepare annual financial statements for clients
 - Responsible for delegating, reviewing and completing engagements
 - Liaison between directors, clients, and staff on engagements
 - Work closely with CFOs and Controllers of clients to complete the engagement efficiently and timely
 - Review and critique submitted work by staff
 - Review Account Receivable models and contractual/ bad debt allowance methodologies
 - Analyze and test internal control documentation
 - Audit of pension plans, 401(k), profit sharing, 403(b)
 - Establish audit budgets and manage audit team
 - Engagements with Circular OMB A-133 grant fund requirements (includes Yellow Book)
 - Train staff on audit procedures
 - Run special requested engagements
-

PROFESSIONAL INVOLVEMENT

- Member of American Institute of Certified Public Accountants
-

TECHNICAL SKILLS

-Microsoft Excel and Access	-ProSystem Engagement (Audit Software)	-Sage MAS 90
-ADP (Payroll Processing)	-Framework	- Acc Pac

James D. "Hap" Hazzard, Jr., M.Ed., Ed.S.

Hazzard Institute
Hazzard and Associates, LLC
1004 Breckenridge Drive
Richmond, IN 47374
Phone: 765-373-8080
Cell: 765-760-2391
E-mail: hazzardandassociates@gmail.com

RELATED EXPERIENCE

Consulting School Psychologist, November 1998 to Present

- Conduct independent psychoeducational evaluations for Schools within Indiana and Ohio
- National Institutes of Health – Maternal Phenylketonuria Collaborative Study
- South Carolina Department of Corrections

Director of Special Education and School Psychologist, July 2010 to Present

KIPP: Indianapolis College Preparatory, Indianapolis, Indiana

- Develop and supervise special education programming for the 245 student middle school authorized by the Mayor of Indianapolis. This is a start up special education program mandated by the Indiana Department of Education as resolution to a complaint filed in 2008-2009
- Conduct all psychoeducational evaluation pursuant to Article 7 and the IDEA
- Co-developed and presented Professional Development to teachers and staff on Personality Types and Learning Styles
- Established a therapeutic modified day blended learning program for 8 students with severe emotional/behavioral disabilities, which recently was awarded a KIPP Foundation \$25,000 grant for expansion of our methodologies

Director of Special Education and School Psychologist, August 2006 to June 2010

New Lebanon Local Schools, New Lebanon, Ohio

- Supervised special education and pre-school programs for 220 students and 27 staff members
- Implemented pre-school collaborative program for the district and Head Start increasing number of students served from 7 to over 50 while saving the district in excess of \$300,000 per year
- Served on District Leadership Team to implement the Ohio Improvement Process
- Served as Leadership Team member to improve student behavioral/emotional functioning
- Served on Regional Center Pre-School Task-Force
- Lead implementation of Individual Assistant Team (now RtI) process
- Co-developed and presented Professional Development to middle school teachers on Learning Styles and Inclusionary Practices for Differentiated Instruction

School Psychologist

Boone-Clinton-North West Hendricks Joint Services, Lebanon, Indiana, August 2004 to June 2006

Warren County Educational Service Center, Lebanon, Ohio, August 2003 to June 2004

Norwood City Schools, Norwood, Ohio, August 2002 to June 2003

East Central Special Services Corporation, Connersville, Indiana, August 2000 to June 2002

Kershaw County School District, Camden, South Carolina, August 1992 to July 2000

Counselor

ALPHA Center Drug and Alcohol Abuse Facility, 1992 – 1993

Intern School Psychologist

Beaufort County School District, August 1991 – 1992

Teacher for ED/SC K-5

Charleston County School District, August 1989-1990

Education

Ball State University 2004 to Present – Doctoral studies in Special Education
Ball State University 2006– Licensed as Director of Special Education
Ed. S. The Citadel 1992 – School Psychology
M. Ed. The Citadel 1990 – Counselor Education
B.A. University of South Carolina 1971 – Philosophy
A.A. Southeastern Community College 1970 – English

Certifications

Director of Special Education, Indiana Professional Standards Board
School Psychologist, Indiana Professional Standards Board
Guidance Counselor for grades K-12, Indiana Professional Standards Board
School Psychologist, Ohio Department of Education
School Psychologist II, South Carolina State Department of Education
Guidance Counselor for grades K-12, South Carolina Department of Education
Psycho-Educational Specialist, State of South Carolina, License No. 3230
Special licensure, Teacher of Special Education, Charleston County School District

Committees and Presentations

Buckeye Association of School Administrators' Exceptional Children Committee member 2007 to present
New Lebanon District Leadership Team Standing Committee directing the district's compliance with the Ohio Improvement Process (OIP)
Presenter: Inclusionary Practices for Teachers, Professional Development for New Lebanon Local Schools
Indiana Wesleyan University Mentor Observer for Special Education Field Experiences
Board Member: Galileo Charter School, Richmond, Indiana 2006 to present
Presenter: The Role of Charter School Boards in Special Education Services
Co-developed and presented: Learning Styles of Students and Instructional Styles of Teachers
Chairman of Discipline Committee: rewrote district student code of conduct into new format specific to elementary, middle and high school needs.
Founding member Kershaw County At-Risk Collaborative Committee: a community-wide, inter-agency effort to coordinate the interfacing of human service agencies for more effective services delivery
Member and principle site/model investigator of Kershaw County At-Risk Collaborative: community task-force charged with developing alternative school
Presenter: Carbo Reading Methods to the South Carolina State Conference of Prison Educators, Columbia, South Carolina
Speaker: town meetings in three different cities to disseminate information and gather public input for proposed district-wide programs
Developed suicide response management program for district guidance counselors
Lead psychologist to crisis response team
Psy Chi National Honor Society in Psychology member
Chi Sigma Iota National Honor Society in Counseling member

OHI JUDE AMU

Greenwood, IN, 46143

(414) 324-8176

judeamu@hotmail.com

WORK EXPERIENCE

Cummins Inc, Columbus, IN

September 2005 – Present

Global Technical Function Leader - CES Ammonia Delivery Integration

December 2015 - Present

- Collaborate with regional engineering leaders in India, China, United Kingdom and Latin America to set goals and to address areas of deficiency by establishing global performance standards and processes.
- Formulates employee and department development plans for transferring technical knowledge.
- Directly manage and advice teams on the development and implementation of Electronic software to ensure the Ammonia Delivery system meets all regional regulatory standards for OBD (On-Board Diagnostics).
- Supported design reviews for the Urea Dosing system for new product launches and assume leadership during interactions with Engine Business Unit and other functions needed to ensure delivery of a capable Dosing system.

Product Line Leader - CES Platform & Product Development, Light Duty

October 2014 – December 2015

- Planned and managed financial controls and risk associated with engineering development and testing the global product portfolio for the Ultra High Efficiency, Light Duty Product Line ensuring operations were executed within established budget and to minimize product proliferation.
- Identified product issues, problems, and opportunities to support continuous improvement initiatives and advised leaders regarding the resolution of complex problems
- Provided continuous coaching and advice to FIRG (Failure Incident Review Group) engineers and CES (Cummins Emissions Solutions) Program Tech team member as part of the taskforce to facilitate efficient resolution of critical issues by developing and maintaining schedules, system interface agreements and quality assurance control procedures.
- Facilitated quarterly technical workshop which included international engineering leaders from key suppliers as well as a cross functional teams and leaders within CES.

Cummins Emissions Solution (CES) - Technical Project Leader

October 2013 – October 2014

- Led the technical function of the project associated with a new customer business pursuit by establishing the system requirements that would align with the strategic vehicle direction communicated by the customer.
- Led the technical team through definition and validation of the concept proposals, and construction and presentation of the technical message communicated to the customer.
- Successfully led and completed a CES pre-VPI (Value Package Introduction) project with an International partner to demonstrate and quantify the level of improvement from adopting the new ASDS (Ammonia Storage & Delivery System) technology with respect to NH3 use and Fuel trade-off.
- Provided cross-functional leadership including elements of defining project funding, resolving intellectual property ownership, aligning supplier and customer development partners, and technical concept definition and validation.

VPI System Performance Integration Leader / Manager

July 2011– October 2013

- Coached and managed a team of 5 direct reports in addition to leading a multi-functional technical staff consisting of the system team leads from ATI (Aftertreatment Integration), OBD (On-Board Diagnostics), and CPE (Combustion Performance & Emissions).
- Developed and maintained schedules, system interface agreements, quality assurance procedures and verification & validation plans.

- Managed delivery of the successful completion and launch of the MY2013 and MY2014 engines programs for the Chrysler Pick-up truck, with the additional changes required to meet the new OBD and Greenhouse Gas regulatory requirements.
- Interfaced with customer to insure accurate schedules and timely deliverables through regular weekly Integration meetings and monthly program management reviews with Chrysler Powertrain leaders.
- Identified issues, problems, and opportunities to support continuous improvement initiatives and advised leaders regarding the resolution of complex problems.
- Managed and led the development of strategies to mitigate and control the product-specific risk items.
- Leading a 6 Sigma Project to reduce the total test time to run the Chassis Cert Emissions and demonstration Test cycle by 50% at the Cummins Tech Center.
- Support weekly meetings and regular communications with the PEM (Product Environmental Management) group to discuss and ensure the Chrysler Engine met all the Federal government regulations.

Combustion, Performance & Emissions VPI Team Leader

January 2010 – July 2011

- Led a team of 4 CPE Engineers on the Chrysler 6.7L engine future products program.
- Selected the base engine performance hardware and A/T configuration, and optimized Catalyst thermal regeneration and emission control strategy.
- Applied knowledge of corporate policies and regulating agencies to develop process of engine architectures and control strategies that comply with EPA and ARB emissions and OBD regulations.
- Led and completed a 6 Sigma Project to Reduce Fuel consumption on the MY2013 pickup engine by 11% resulting in reducing total cost of ownership and facilitated meeting or exceeding the GHG requirement.
- Coordinated the development, certification, and compliance verification of the chassis certified vehicle testing.
- Participated in weekly FIRG (Failure Incident Review Group) meetings using the 7-step problem solving process to resolve issues and document in technical reports and databases.
- Worked cross-functionally by leveraging the expertise of other departments and suppliers to ensure utilization of knowledge of engine subsystems.
- Supported and led customer and internal test trips to define and discuss product requirements and capability.

Senior CPE Development Engineer

April 2007 – January 2010

- Developed and optimized the Catalyst chemical and thermal regeneration process for the NAC (NO_x Absorber Catalyst) and DPF (Diesel Particulate Filter) on the 2010 model year Chrysler Pickup products.
- Worked with software/controls program teams to provide specifications for new algorithms required to improve system performance.
- Used Calterm III calibration development tools to tune and log engine operation data.
- Used advanced knowledge of ASSET (Advanced Software System for Engineering Test) to develop specialized test cycles.
- Used CyberCar applications to simulate and run transient emissions cycles to understand the formation and control of regulated and non-regulated emissions of NO_x (oxides of Nitrogen), PM (Particulate Matter), UHC (unburned or partially burned hydrocarbons) and CO (Carbon Monoxide).
- Employed experience with emissions measurement systems and analysis methods to interpret emissions test data from CVS (constant volume sampling) and performance test cells.

Mechanical Development Test Engineer

September 2005 – April 2007

- Conducted engine dyno testing in test cells for the 2007 model year Chrysler products.
- Utilized the McParts oracle database application to track, record, communicate and coordinate the engine test from build to test completion.
- Used FIRG Process to identify, resolve and document reliability concerns with engine hardware parts during testing.
- Used ASSET to run pre-defined test cycles to evaluate engine capability.

College of Engineering, Marquette University, Milwaukee, WI

August 2003 – August 2005

Graduate Teaching Assistant

- Developed software and controls requirements for new algorithms to increase the performance of the sensor analysis process utilizing MatLAB programs and Simulink modeling.
- Conducted research to characterize chemical sensing properties of Thickness-Shear Mode (TSM) Acoustic micro-sensors in various environments.
- Supervised and instructed over 100 students in electric system analysis and techniques.

EDUCATION

Marquette University, Milwaukee, WI

August 2005

Master of Science in Electrical and Computer Engineering

- Thesis: Characterization of acoustic-based chemical sensors in liquid environments for detecting organic pollutants.

Marquette University, Milwaukee, WI

Bachelor of Science in Electrical Engineering

Minor in Computer Science

- Researched designing a Renewable Energy Power Supply for a developing elementary school in Haiti .

SKILLS / ACTIVITIES

- Certified 6-Sigma Green Belt
- Certified 6-Sigma Sponsor
- Solid background in using design software packages such as CAD, Xilinx, P-Spice and MatLAB as well as word processing, spreadsheet and scheduling tools, like MS Word, Excel, Project.
- Creative thinker, adaptable, fast-learner, committed to continuous learning and self-improvement.
- Global minded, lived on 3 continents and accustomed to social/cultural adaptation processes.
- Marquette University College of Engineering Dean's list.
- Marquette University Merit Scholarship
- Member of the National Society of Black Engineers (NSBE)
- Member of the Institute of Electrical Electronic Engineers (IEEE)

Aster Bekele
3734 N. Chester Ave
Indianapolis IN 46218
C: 317-847-8976
aster.bekele@fhcenter.org

EXECUTIVE SUMMARY

Multi-faceted experience with executive management of Felege Hiywot Center; particular strengths include:

- Developing and implementing innovative STEM based gardening programs.
- Working with constituent groups including boards, committees, volunteers, and partner organizations.
- Building and retaining exceptional staffs, volunteers, students and creating excellent work environments.
- Overseeing and coordinating all aspects of budgeting and financial management.
- Leading Felege Hiywot Center from ground zero through periods of substantial growth and transition.

Professional Experience

2012-present

Established youth led farming initiatives

- Researched and studied other Youth Led Farm initiatives
- Pursued professional development for youth and staff
- Developed program to bring urban suburban youth
- Built partnership with other youth organization to assist and partner with our youth
- Successfully established youth leaders to lead and mentor other youth

2004 – 2012

- Established STEM through gardening program for grades K-8th
- Solicited volunteers, organized, maintained and retained these volunteers through the years
- Created a win win partnership plan for professional volunteers in STEM to bring state of the art programs to the youth FHC serves

1979 – 2007

- 1979 graduated with a chemistry degree from IUPUI
- Worked at Eli Lilly and Co in the areas of Diabetic and bone biology research
- 2007-Took an early retirement from Eli Lilly and Co to run Felege Hiywot center full time

Attachment 2

Signed Statements of Economic Interest and Conflict of Interest Forms



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: *Paramount Schools of Excellence*
2. Your full name: *Mandy Bishop*
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. Provide a narrative response:
My background is in marketing and advertising with over 20 years experience in the field.
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"):
Marketing Manager at Jones Lang LaSalle (JLL), lifestyle / retail property management
6. List the name(s) of your spouse's employer(s) and the nature of the business:
company
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. 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. 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. 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. 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 and Title <i>Mandy Bishop, Board Member</i>	Date <i>03/10/2026</i>
Signature 	

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: Paramount Schools of Excellence
2. Your full name: Aster Bekele
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. 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"):
Felege Hiywot Center
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. 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. 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. 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. 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 and Title	Date
<p>Aster Bekele</p> <p>Signature</p> <p><i>Aster Bekele</i></p> <p><small>Aster Bekele (Apr 3, 2026 09:02:52 EDT)</small></p>	<p>04/03/2026</p>

ICSB Conflict of Interest Form

Final Audit Report

2026-04-03

Created:	2026-03-31
By:	Tara Gustin (Tgustin@paramountindy.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAvY-FHrAoBGdnI6TSRNBwY_8uivI04B4Z

"ICSB Conflict of Interest Form" History






-  Document created by Tara Gustin (Tgustin@paramountindy.org)
2026-03-31 - 2:28:47 PM GMT
-  Document emailed to Aster Bekele (aster.bekele@felegehiywot.org) for signature
2026-03-31 - 2:29:01 PM GMT
-  Email viewed by Aster Bekele (aster.bekele@felegehiywot.org)
2026-04-03 - 0:55:35 AM GMT
-  Document e-signed by Aster Bekele (aster.bekele@felegehiywot.org)
Signature Date: 2026-04-03 - 1:02:52 PM GMT - Time Source: server
-  Agreement completed.
2026-04-03 - 1:02:52 PM GMT

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: Paramount Schools of Excellence
2. Your full name: Brittany Eldridge
3. Your spouse's full name: Jeremy Eldridge

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. 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"):
Beyond Accounting and The Eldridge Group, Accounting and Tax practice
6. List the name(s) of your spouse's employer(s) and the nature of the business:
The Eldridge Group, Accounting and Tax practice
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Provide the name and describe the nature of the business:
The Eldridge Group, Accounting and Tax practice
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.
 Yes. Provide the name and describe the nature of the business:
The Eldridge Group, Accounting and Tax practice
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. Provide the name and describe the nature of the business:
The Eldridge Group, Accounting and Tax practice. It is an S Corporation

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. 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 and Title

Brittany Eldridge

Date

3/11/26

Signature

Brittany Eldridge

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: **Elsa Mendez**
Elsa Mendez
2. Your full name: **Elsa Mendez**
Elsa Mendez
3. Your spouse's full name: **Ernesto Ruiz**
Ernesto Ruiz

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. 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"):
Ivy Tech Community College - higher education
6. List the name(s) of your spouse's employer(s) and the nature of the business:
Aptiv - automotive electrical wiring
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. 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. 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. 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. 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 and Title

Elsa Mendez

Signature

Elsa Mendez

Elsa Mendez (Mar 30, 2026 09:53:05 EDT)

Date

Mar 30, 2026

ICSB Conflict of Interest Form

Final Audit Report

2026-03-30

Created:	2026-03-30
By:	Tara Gustin (Tgustin@paramountindy.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA2JCMBR_9VA4S_2UfsoA9MsUsg6bGCbU9

"ICSB Conflict of Interest Form" History






-  Document created by Tara Gustin (Tgustin@paramountindy.org)
2026-03-30 - 1:10:42 PM GMT
-  Document emailed to Elsa Mendez (mendeze4@gmail.com) for signature
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-  Email viewed by Elsa Mendez (mendeze4@gmail.com)
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-  Agreement completed.
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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: Paramount Indy
2. Your full name: Enid Gisselle Burchett
3. Your spouse's full name: Anthony Michael Burchett

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. 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"):
Centene Corp & Health Insurance
6. List the name(s) of your spouse's employer(s) and the nature of the business:
US Government & Department of homeland security (TSA)
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. 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. 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. 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. 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 and Title	Date
<p>Enid Burchett</p> <p>Signature <i>Enid Burchett</i></p> <p><small>Enid Burchett (Mar 31, 2026 14:50:41 EDT)</small></p>	<p>03/31/2026</p>

ICSB Conflict of Interest Form

Final Audit Report

2026-03-31

Created:	2026-03-31
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"ICSB Conflict of Interest Form" History







-  Document created by Tara Gustin (Tgustin@paramountindy.org)
2026-03-31 - 2:31:28 PM GMT
-  Document emailed to enidburchett@gmail.com for signature
2026-03-31 - 2:31:31 PM GMT
-  Email viewed by enidburchett@gmail.com
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-  Signer enidburchett@gmail.com entered name at signing as Enid Burchett
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-  Document e-signed by Enid Burchett (enidburchett@gmail.com)
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-  Agreement completed.
2026-03-31 - 6:50:41 PM GMT

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: Paramount Schools of Excellence.
2. Your full name: James Daughtridge Hazzard, Jr.
3. Your spouse's full name: Delores Brown Hazzard

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. 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"):
Hazzard Institute as husband-and-wife proprietorship.
6. List the name(s) of your spouse's employer(s) and the nature of the business: Hazzard Institute as a professional practice as School Psychologist.
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice? Yes. Provide the name and describe the nature of the business: Hazzard Institute as a professional practice as School Psychologist.
8. Are you and/or your spouse a member of a partnership and/or limited liability company? No.
9. Are you and/or your spouse an officer or director of a corporation?
No.



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.

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.

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

No.

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?

No.

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?

No.

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.

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.

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.

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.

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.	
<p><u>Name and Title:</u> James Daughtridge Hazzard, Jr., Ed.S.</p> <p><u>Signature</u> <u>James Daughtridge Hazzard, Jr.</u></p>	<p><u>Date</u> <u>March 27, 2026</u></p>

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: Paramount Schools of Excellence
2. Your full name: Jennifer Phillips
3. Your spouse's full name: Anthony Phillips

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. 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"):
Indiana Housing and Community Development Authority - state government
6. List the name(s) of your spouse's employer(s) and the nature of the business:
Pivotal
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. 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. Provide the name and describe the nature of the business:
Phillips Consulting LLC (spouse)- provides consultation on utility allowances for real estate developers
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. 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. 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 and Title Jennifer Phillips <u>Signature</u>  <small>Jennifer Phillips (Mar 31, 2026 16:22:18 EDT)</small>	Date 03/31/2026

ICSB Conflict of Interest Form

Final Audit Report

2026-03-31

Created:	2026-03-31
By:	Tara Gustin (Tgustin@paramountindy.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAiGx7lhXunebN5BgsAVM9njA5TFGgVoht

"ICSB Conflict of Interest Form" History







-  Document created by Tara Gustin (Tgustin@paramountindy.org)
2026-03-31 - 2:30:40 PM GMT
-  Document emailed to jenniferphillips014@gmail.com for signature
2026-03-31 - 2:30:44 PM GMT
-  Email viewed by jenniferphillips014@gmail.com
2026-03-31 - 8:16:01 PM GMT
-  Signer jenniferphillips014@gmail.com entered name at signing as Jennifer Phillips
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-  Document e-signed by Jennifer Phillips (jenniferphillips014@gmail.com)
Signature Date: 2026-03-31 - 8:22:18 PM GMT - Time Source: server
-  Agreement completed.
2026-03-31 - 8:22:18 PM GMT

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: [Paramount Schools of Excellence](#)
2. Your full name: [Ohi. Jude Amu](#)
3. Your spouse's full name:

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. 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”):

[Cummins, Inc - Cummins Inc. designs, manufactures, distributes and services diesel, Natural gas, Electric & Hybrid power train Technologies & related component](#)
[Amu-PLUS, LLC - Property Rental & Real Estate.](#)

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. 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. 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. 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. 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 and Title

O. Jude Amu, Board V.P

Date

3/12/2026

Signature

O. Jude Amu

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: Paramount Schools of Excellence
Paramount Schools of Excellence
2. Your full name: Linda M. Hicks
Linda M. Hicks
3. Your spouse's full name: John C. Hicks
John C. Hicks

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. 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:
Retired
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. 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. 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. 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. 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 and Title Linda M. Hicks Signature <i>Linda M. Hicks</i> <small>Linda M. Hicks (Mar 26, 2026 10:56:38 EDT)</small>	Date Mar 26, 2026

ICSB Conflict of Interest Form

Final Audit Report

2026-03-26

Created:	2026-03-26
By:	Tara Gustin (Tgustin@paramountindy.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAWj0NEfD8rOEG9s6OgrtmhcgIRDwZZFXu

"ICSB Conflict of Interest Form" History







-  Document created by Tara Gustin (Tgustin@paramountindy.org)
2026-03-26 - 12:18:37 PM GMT
-  Document emailed to jlbdhicks@outlook.com for signature
2026-03-26 - 12:21:02 PM GMT
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-  Signer jlbdhicks@outlook.com entered name at signing as Linda M. Hicks
2026-03-26 - 2:56:36 PM GMT
-  Document e-signed by Linda M. Hicks (jlbdhicks@outlook.com)
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-  Agreement completed.
2026-03-26 - 2:56:38 PM GMT



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:
Paramount Schools of Excellence
2. Your full name:
MOUSSA IBRAHIM
3. Your spouse's full name:

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. 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"):
OLDS NATIONALE BANK
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. 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. 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. 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. 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.

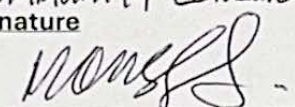
Name and Title	Date
MOUSSA IBRAHIM COMMUNITY LENDING EMPOWERMENT SPECIALIST Signature 	3/10/2026

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:

Paramount Schools of Excellence

2. Your full name:

Tom Rude

3. Your spouse's full name:

Tina Rude

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. 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"):

SAIC

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

MAX Impact Fitness

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

No.

Yes. 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. 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. 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. 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 and Title

Tom Rude
Board President

Date

10 March 2026

Signature

Thomas
Rude

Digitally signed by Thomas Rude
 DN: cn=Thomas Rude, c=US,
 o=Science Applications International
 Corporation,
 email=THOMAS.E.RUDE@saic.com
 Date: 2026.03.10 12:37:27 -04'00'

Attachment 3

Board Meeting Minutes

APPROVED



Paramount Schools of Excellence

Minutes

Paramount Board of Directors Public Meeting

Date and Time

Tuesday December 16, 2025 at 5:30 PM

Location

1203 E. St. Clair St. Indianapolis, IN 46202

(Enter through Door 8)

<https://paramountindy-org.zoom.us/j/82387895106>

Directors Present

B. Eldridge (remote), E. Mendez (remote), J. Hazzard, Jr., J. Phillips (remote), L. Hicks (remote), M. Bishop, T. Rude

Directors Absent

A. Bekele, J. Amu

Guests Present

Chase Akins (remote), Chris Larson (remote), D. Burroughs (remote), D. Kelly (remote), Danny Holle (remote), Dexter Taylor (remote), Dre Knox (remote), Education One (remote), Ethan Rasdell (remote), Justin Braun (remote), K. Beauchamp, Keith Thomas (remote), Ken Barlow (remote), L. Lucas (remote), M. Laflin (remote), Rebecca Norman (remote), Robin Love (remote), Robyn Rutar (remote), S. Sims, Taylir Christian (remote)

I. Opening Items

A. Record Attendance and Guests

B.

Call the Meeting to Order

T. Rude called a meeting of the board of directors of Paramount Schools of Excellence to order on Tuesday Dec 16, 2025 at 5:34 PM.

II. Public Comments

A. Public Comments

No members of the public wished to make a comment.

III. Consent Agenda Review and Approval

A. Review and Approve November Minutes

T. Rude made a motion to approve the minutes from Paramount Board of Directors Public Meeting on 11-18-25.

M. Bishop seconded the motion.

The board **VOTED** to approve the motion.

B. Voucher Approval

Each consent agenda includes minutes from the prior month's meeting(s) and the monthly financial packet, including monthly vouchers.

IV. New Business

A. Vote to Approve 26-27 Calendars

M. Bishop made a motion to approve the 26-27 school year calendars as distributed in Board on Track.

J. Hazzard, Jr. seconded the motion.

The board **VOTED** to approve the motion.

B. Board Resolution for Retirement and Investment Funds

T. Rude made a motion to approve the 4 resolutions and restated plan as discussed.

J. Hazzard, Jr. seconded the motion.

This includes a resolution for compliance, to combine the policies, transfer from 457(b) to 457(f), and for delayed execution to January to align with the tax season.

The board **VOTED** to approve the motion.

C. Finance Update

Scott Sims, Chief Financial Officer, provided an update on the NetSuite transition and our first view at what the system is showing for Q1 of 25-26.

V. Operations Reports

A.

Navigation Team Reports

Kyle Beauchamp, Chief of Schools, provided updates to the board on South Bend construction and school preparations heading into second semester.

B. School Operations Reports

No schools reported for this meeting.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:05 PM.

Respectfully Submitted,
T. Rude

B. Next Meeting

Date: January 16th, 2026

*Board members will conduct a brief public board meeting before the board retreat.

Time: 9:00 am

Zoom Link: <https://paramountindy-org.zoom.us/j/82387895106>

Location: 501 W Maryland St, Indianapolis, IN 46225

APPROVED



Paramount Schools of Excellence

Minutes

Paramount Board of Directors Public Meeting

Date and Time

Friday January 16, 2026 at 9:00 AM

Location

1203 E. St. Clair St. Indianapolis, IN 46202

(Enter through Door 8)

<https://paramountindy-org.zoom.us/j/82387895106>

Directors Present

A. Bekele, B. Eldridge, J. Amu, J. Hazzard, Jr., J. Phillips, L. Hicks, M. Bishop, T. Rude

Directors Absent

E. Mendez

Ex Officio Members Present

T. Reddicks

Non Voting Members Present

T. Reddicks

Guests Present

Elizabeth Williams (remote), Enid Burchett (remote), Hanan Abdelmasseh (remote), K. Beauchamp, K. Gomez, Kendall Covington (remote), Kensi Sauley (remote), L. Lucas, M. Laffin (remote), Rafi Nolan Abrahamian (remote), Robyn Rutar (remote), S. Sims, Stefanie Hanes (remote), T. Gustin, Tashi Copeland (remote), Taylir Christian (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

T. Rude called a meeting of the board of directors of Paramount Schools of Excellence to order on Friday Jan 16, 2026 at 9:10 AM.

II. Public Comments

A. Public Comments

No members of the public wished to make a comment.

III. Consent Agenda Review and Approval

A. Review and Approve December Minutes & Vouchers

T. Rude made a motion to approve the minutes from Paramount Board of Directors Public Meeting on 12-16-25.

M. Bishop seconded the motion.

The board **VOTED** to approve the motion.

IV. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:13 AM.

Respectfully Submitted,

T. Rude

B. Next Meeting

Date: February 10th, 2026

Time: 5:30 PM

Zoom Link: <https://paramountindy-org.zoom.us/j/82387895106>

Location: 1203 E. St. Clair Street Indianapolis (Enter through Door #8)

DRAFT



Paramount Schools of Excellence

Minutes

Paramount Board of Directors Public Meeting

Date and Time

Tuesday February 10, 2026 at 5:30 PM

Location

1203 E. St. Clair St. Indianapolis, IN 46202

(Enter through Door 8)

<https://paramountindy-org.zoom.us/j/82387895106>

Directors Present

B. Eldridge (remote), E. Burchett, E. Mendez (remote), J. Amu (remote), J. Hazzard, Jr., J. Phillips (remote), M. Bishop, M. Ibrahim

Directors Absent

A. Bekele, L. Hicks, T. Rude

Ex Officio Members Present

T. Reddicks

Non Voting Members Present

T. Reddicks

Guests Present

Allison Burgeson (remote), Brent Eskridge (remote), C. Draper (remote), Chase Akins (remote), Chris Larson (remote), Cory Iwaszewski (remote), D. Kelly (remote), D. Taylor (remote), Danny Holle (remote), Delesa Brokamp (remote), Dre Knox (remote), Francesca Jimenez (remote), Julianne Topp (remote), Justin Braun (remote), K. Beauchamp, Keeane Gomez (remote), Keith

Thomas Jr. (remote), Ken Barlow (remote), Kendall Covington (remote), Kensi Sauley (remote), Leanne Parres (remote), Liz Williams (remote), Luke Hartzell (remote), M. Laflin (remote), Molly Provost (remote), Rafi Nolan Abrahamian (remote), Rebecca Norman (remote), Robin Love (remote), Robyn Rutar (remote), S. Sims, Stefanie Hanes (remote), T. Gustin (remote), Tony Brose (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

J. Amu called a meeting of the board of directors of Paramount Schools of Excellence to order on Tuesday Feb 10, 2026 at 5:31 PM.

II. Public Comments

A. Public Comments

No members of the public wished to make a comment.

III. Consent Agenda Review and Approval

A. Review and Approve January Minutes & Vouchers

J. Amu made a motion to approve the minutes from Paramount Board of Directors Public Meeting on 01-16-26.

M. Bishop seconded the motion.

The board **VOTED** to approve the motion.

IV. New Business

A. CAPTRUST

Lead advisor, Craig Draper, provided a quick overview and introduction of the PSOE retirement support his team will provide to PSOE employees.

B. Vote on New Board Members

J. Amu made a motion to vote to add Enid Burchett and Moussa Ibrahim to the PSOE Board of Directors.

J. Hazzard, Jr. seconded the motion.

The board **VOTED** to approve the motion.

V. Operations Reports

A.

Navigation Operations Report

The C-Suite team is working to become familiar with AI tools and resources and recently attended a conference to better understand AI trends in media and communication. Contractors in South Bend are moving ahead despite some weather delays in building construction for that campus. Girls IN STEM Academy is still on schedule to have their sanitary line connected by the March due date.

B. School Operations Report

The Paramount Lafayette administrative team presented school highlights. These highlights included information on school enrollment, academic data with ILEARN and checkpoint data, extracurricular activities, and family engagement.

VI. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:02 PM.

Respectfully Submitted,
J. Amu

B. Next Meeting

Date: March 10th, 2026

Time: 5:30 PM

Zoom Link: <https://paramountindy-org.zoom.us/j/82387895106>

Location: 1203 E. St. Clair Street Indianapolis (Enter through Door #8)

Attachment 4

Governance Documents

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

DEPARTMENT OF THE TREASURY

Date:

AUG 01 2009

PARAMOUNT SCHOOL OF EXCELLENCE INC
212 W 10TH ST STE A375
INDIANAPOLIS, IN 46202

Employer Identification Number:

26-3890401

DLN:

17053191345009

Contact Person:

APRIL D GARRETT

ID# 31493

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Form 990 Required:

Yes

Effective Date of Exemption:

December 29, 2008

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

**AMENDED AND RESTATED ARTICLES OF INCORPORATION
OF
PARAMOUNT SCHOOL OF EXCELLENCE, INC.**

Paramount School of Excellence, Inc. ("Corporation") was incorporated on December 29, 2008 with the filing of Articles of Incorporation with the Indiana Secretary of State on that date. Pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 as amended (the "Act"), specifically IC 23-17-17-8, the Board of Directors of the Corporation now amend the Articles of Incorporation by restating them in their entirety as follows:

**ARTICLE I
NAME**

The name of the Corporation is the PARAMOUNT SCHOOL OF EXCELLENCE, INC.

**ARTICLE II
TYPE OF CORPORATION**

The Corporation is a public benefit corporation.

**ARTICLE III
PURPOSES AND POWERS**

Section 3.1. Purposes of the Corporation. The Corporation is organized and shall be operated exclusively for educational or charitable purposes as may qualify it for exemption from Federal income tax under Section 501 (c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code"), and the regulations promulgated thereunder. Such purposes shall include, but not be limited to the following:

- (a) Provide services as a local educational agency and public charter school serving Indianapolis urban students.

Section 3.2. Powers. Subject to any limitation or restriction imposed by the Act, any other law, or any other provision of these Articles of Incorporation, the Corporation shall have the power:

- (a) To accept, hold, administer, invest and disburse tax charitable, educational, religious, scientific, or literary purposes such funds as may from time to time be given to it by any person, corporation or entity, to receive gifts and make financial and other types of contributions and assistance to charitable organizations described in Section 501 (c)(3) and exempt from income tax under Section 501 (a) of the Code and in general, to do all things that may appear necessary and useful in accomplishing the purposes hereinabove set forth in accordance with the rules

and regulations under Section 501 (c)(3) of the Code.

- (b) To do everything necessary, advisable or convenient for the accomplishment of the purposes set forth in Section 3. 1. hereof, or which shall at any time appear conducive to or expedient for the protection or benefit of the Corporation and to do all things incidental thereto or in connection therewith which are not forbidden by applicable law.
- (c) To have, exercise and enjoy, in furtherance of the purposes set forth in Section 3.1, hereof, all the rights, privileges, and powers granted to corporations under Indiana Code § 23-17-4-2, as now existing or hereafter amended.

Section 3.3. Prohibited Activities.

- (a) Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not engage in or carry on any activities prohibited from being conducted or carried on by an organization exempt from Federal taxation under Section 501(c)(3) of the Code, and the regulations promulgated thereunder, or by a corporation, contributions to which are deductible under Section 170(c)(1) or (2), Section 2055(a)(1) or (2), and Section 2522 (a)(1) or (2) of the Code and the regulations promulgated thereunder.
- (b) No part of the net earnings of the Corporation shall inure to the private benefit of, or be distributable to, any director or officer of the Corporation or any private individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and expenses incurred by such persons.
- (c) Notwithstanding any other provisions of these Articles of Incorporation, the Act or any other law, no substantial part of the activities of the Corporation shall consist of carrying on propaganda, or otherwise attempting, to influence legislation or participating or intervening in (including the publishing or distributing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office, and no donation, gift, contribution or loan shall be made to any organization a substantial part of the activities of which is to carry on propaganda. or otherwise attempt, to influence legislation or participate or intervene in (including the publishing of statements) any political campaign on behalf of (or in opposition to) any candidate for public office.
- (d) No solicitation of contributions to the Corporation shall be made and no gifts, bequests or devises to the Corporation shall be accepted upon any condition or limitation which, in the opinion of the Corporation, may cause the Corporation to lose any exempt status which it may obtain excusing the Corporation from the payment of federal income taxes.

- (e) Notwithstanding any other provision of these Articles of Incorporation, if at any time or times the Corporation shall be a "private foundation" as defined in Section 509 of the Code, then, during such time or times, the Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to tax on undistributed income imposed by Section 4942 of the Code; shall not engage in any act of self-dealing as defined in Section 4949(d) of the Code; shall not retain any excess business holdings as defined in Section 4943(c) of the Code; shall not make any investments in such manner as to incur tax liability under Section 4944 of the Code; and shall not make any taxable expenditures as defined in Section 4945(d) of the Code.
- (f) The Corporation shall not be controlled directly or indirectly by one or more disqualified persons (as defined in Section 4946) other than foundation managers and other than one or more organizations described in Section 509(a)(1) and 509(a)(2).

ARTICLE IV DURATION

The duration of the Corporation's existence shall be perpetual.

ARTICLE V MEMBERSHIP

The Corporation will have no members.

ARTICLE VI DIRECTORS

Section 8.1. Management. The management of the affairs of the Corporation shall be vested in a Board of Directors as defined in the Corporation's Bylaws. No director shall have any right, title, or interest in or to any property of the Corporation.

Section 8.2. Qualification and Removal of Directors. The manner in which the directors shall be chosen and removed from office, their qualifications, powers, duties, Compensation, if any, tenure of office, the manner of calling and holding meetings shall be set forth in the Corporation's Bylaws.

Section 8.3. Number and Term. The number of members and terms of office of directors of the Corporation shall be set forth in the Corporation's Bylaws. The Corporation's initial Board of Directors shall consist of no more than eleven (11) and no fewer than seven (7) directors, their names and addresses being as follow

**ARTICLE VII
DISTRIBUTION OF ASSETS ON DISSOLUTION OR FINAL LIQUIDATION**

Upon the dissolution of the Corporation and after payment, or provision is made for payment of all of its debts and liabilities, the assets of the Corporation shall be distributed first to a nonprofit fund, foundation, or corporation selected by the Corporation's Board of Directors, which is organized and operated, exclusively for charitable or educational purposes, and which has established its tax exempt status under Section 501(c)(3) of the Code; and second to a nonprofit fund, foundation, or corporation selected by a Judge of the Circuit Court of Marion County, Indiana, which is organized and operated under Section 501(c)(3) of the Code.

**ARTICLE VIII
AMENDMENT OF ARTICLES OF INCORPORATION**


The Corporation reserves the right to amend, alter, change, or repeal any provisions contained in these Articles of Incorporation or in any amendment hereto, in any manner now or hereafter prescribed or permitted by the Act or any amendment thereto; provided, however, that such power of amendment shall not authorize any amendment which would have the effect of disqualifying the Corporation as a tax-exempt organization under Section 501(c)(3) of the Code or would have the effect of disqualifying contributions to the Corporation for deductions under Section 170(c)(1) or (2), Section 2055(a)(1) or (2), or Section 2522(a)(1) or (2) of the Code.

**ARTICLE IX
INTENTION THAT CORPORATION QUALIFY FOR EXEMPTION FROM
FEDERAL INCOME, GIFT AND ESTATE TAXES**

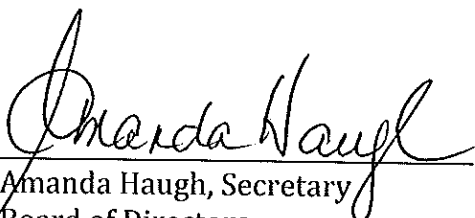
The Corporation intends to qualify as a tax-exempt organization under Section 501(c)(3) of the Code and that contributions to the Corporation shall qualify for deductions from Federal income, estate and gift taxes under Section 170(c)(1) or (2), Section 2055(a)(1) or (2), and Section 2522(a)(1) or (2), respectively, and all questions applicable to the Corporation shall be resolved accordingly, notwithstanding any provision in these Articles of Incorporation that might be construed as comprising this objective. The powers and discretions of the Board of Directors or the officers of the Corporation with respect to administration of the Corporation shall not be exercised or exercisable except in a manner consistent with the Corporation's intent as expressed in this Article. To the extent that any other provision of these Articles of Incorporation conflicts with the Corporation's primary intent as expressed in this Article, giving rise to ambiguity, the ambiguity shall be resolved as directed in this Article. Should there be an ambiguity as to whether any provision necessary for qualification of the Corporation as a tax exempt organization or for qualification of contributions to the Corporation for deductions from Federal income, estate and gift tax is included in these Articles of Incorporation, the ambiguity shall be resolved as directed in this Article.

IN WITNESS WHEREOF, the undersigned being the president and secretary of the Board of Directors execute these Amended and Restated Articles of Incorporation and verified subject to the penalties of perjury that the Board of Directors did duly adopt these Amended and Restated Articles in accordance with the law governing the Corporation.

Dated this 8 day of May, 2012.



Cathleen Nevin, President
Board of Directors



Amanda Haugh, Secretary
Board of Directors

**AMENDED AND RESTATED BYLAWS OF
PARAMOUNT SCHOOLS OF EXCELLENCE, INC.**
(Adopted August 17th, 2021)

ARTICLE I

General

Section 1.1. Name. The name of the corporation is the PARAMOUNT SCHOOL OF EXCELLENCE, INC. d/b/a PARAMOUNT SCHOOLS OF EXCELLENCE (the "Corporation").

Section 1.2. Purpose and Power. Pursuant to the Corporation's Articles of Incorporation, filed with the Indiana Secretary of State on December 29, 2008 which were amended and restated and filed with the Indiana Secretary of State on August 26, 2013(the "Articles"), the Corporation is organized and shall be operated exclusively for educational or charitable purposes as may qualify it for exemption from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provisions of any future United States internal revenue law (the "Code"), and the regulations promulgated thereunder. Such purposes shall include, but not be limited to providing services as a local educational agency and a network of public charter schools serving Indiana students.

Section 1.3. Resident Agent and Registered Office. The name of the resident agent of the Corporation at the time these bylaws were amended and restated is Thomas Reddicks and the address of the registered agent of the Corporation is 3020 Nowland Avenue, Indianapolis, IN 46201. The registered agent and registered office may be changed by filing appropriate notice with the Indiana Secretary of State and will not require further amendment of these bylaws.

Section 1.4. Place of Keeping Corporate Books and Records. The records, documents, and papers of the Corporation shall be kept at any place as directed by the board of directors of the Corporation (the "Board"). In the absence of a direction, the records, documents and papers shall be kept at the principal office of the Corporation.

Section 1.5. Seal. Unless otherwise required by law, the Corporation shall not be required to use a seal. If the Board determines that the Corporation shall use a seal, the seal shall be circular in form and mounted upon a metal die, suitable for impressing the same upon paper.

Section 1.6. Certain References. All references in these Bylaws to the Indiana Nonprofit Corporation Act of 1991 (the "Act") and the Articles shall include the Act and the Articles, respectively, as now in effect or as may be amended hereafter from time to time.

ARTICLE II

Fiscal Year

The fiscal year of the Corporation shall begin each year on July 1st and end on the last day of June of the following year.

ARTICLE III

Membership

The Corporation shall have no members.

ARTICLE IV

Board of Directors

Section 4.1. Powers. The Board shall manage the property and affairs of the Corporation and shall exercise all powers of the Corporation as are not prohibited by the Act, its Articles, or these Bylaws. The corporate powers, property, and affairs of the Corporation, except as otherwise provided by law or these Bylaws shall be vested in, exercised, conducted, and controlled by the Board. The powers of the Board shall include, but not be limited to the following:

- (a) The Board shall have the power to enter into legally binding agreements with any federal, state, county, or local government; or with any private company, funding organization, or individual for the purpose of implementing programs or providing services.
- (b) The Board shall guide major personnel, organizational, fiscal, and program policies.
- (c) The Board shall render final approval of all program proposals and budgets.
- (d) The Board shall determine program priorities and plans, including provisions for evaluating progress versus performance.
- (e) The Board shall establish policies relating to proposed impact, extent and quality of programs.
- (f) The Board shall elect all officers of the Corporation.
- (g) The Board shall have all powers granted to it by any and all applicable Federal and state laws.

Section 4.2. Number of Directors and Term of Office. The Board shall consist of the number of Directors as determined by the Board as may be changed from time to time by the Board, but the Board shall be comprised of at least five (5) Directors and no more than eleven (11) Directors. Directors shall serve staggered three-year terms and may serve any number of consecutive terms.

Section 4.3. Election and Term of Office. Directors shall be elected by the Board at the Annual Meeting of the Corporation held once each calendar year. The term of office shall be three (3) years, with approximately one-third (1/3) of the Directors elected each year.

Section 4.4. Vacancies and Resignations. Should a vacancy occur in the Board during a term of appointment or election, the replacement Director shall be elected by vote of a majority of the remaining Board. Any Director may resign effective upon giving written notice to the President, Secretary, or Board. Unless the notice specifies a later time for the effectiveness of the resignation, the resignation shall be effective when given.

Section 4.5. Suspension or Removal. Any Director may be suspended or removed at any time, with or without cause, by the affirmative vote of two-thirds (2/3) of the actual number of Directors then in office, provided such Director shall be given reasonable notice and an opportunity to be heard before such action is taken.

Section 4.6. Compensation. No Director of the Board shall be compensated for their services, nor may any part of the Corporation's earnings (profits) benefit any Directors or individuals. The Board may establish guidelines to compensate Directors for expenses incurred on behalf of the Corporation or for attending Board functions.

Section 4.7. Regular Meetings. Regular meetings of the Board shall be held at such times and places (within the State of Indiana), as may be fixed by the Board. Such regular meetings of the Board may be held upon such reasonable notice as may be fixed by the Directors and in compliance with the Indiana Open Door Law, IC 5-14-1.5 as amended.

Section 4.8. Annual Meeting of Board. One regular meeting each year shall be designated by the Board as the Annual Meeting, at which time a year end summary financial report shall be given and the Board and officers of the Corporation shall be elected.

Section 4.9. Special Meetings. The President, Vice-President, or any three (3) Directors may call a special meeting of the Board. Notice of the time place and purpose of the special meeting of the Board shall be given to all Directors in compliance with the Indiana Open Door Law, IC 5-14-1.5 as amended.

Section 4.10. Conduct of Meetings. At any meeting of the Directors, a majority of the elected Directors then in office shall constitute a quorum. Each Director shall have one (1) vote. If a quorum exists, action on a matter shall be approved if the votes cast favoring the action exceed the votes cast opposing the action, unless the Act or Articles provide otherwise.

Section 4.11. Meeting Participation. As required by Indiana law, any Director is present at the gathering by attending in person or if the Director participates in the gathering by telephone or other

electronic means, excluding electronic mail. Those Directors that are present shall be counted towards the existence of a quorum or take final action on any matter that comes before the Board.

Section 4.12. Interest of Directors in Contracts. A contract or other transaction between the Corporation and a Director of the Corporation or any other corporation, firm, association, or entity in which the Director is a director, officer or is financially interested, may be either void or voidable because of this relationship or interest. However, if the Director is present at the meeting of the Board (or a committee of the Board) that authorizes, approves, or ratifies the contract or transaction and if: (a) the fact of the relationship or interest is disclosed or known to the Board (or committee) that authorizes, approves, or ratifies the contract or transaction by a vote without counting the vote of the interested Director; and (b) the contract or transaction is fair and reasonable to the Corporation, then the contract or transaction shall be valid. The interested Directors may be counted in determining the presence of a quorum at a meeting of the Board or a committee of the Board that authorizes, approves, or ratifies the contract or transaction. The Board may adopt a conflict of interest policy for the Corporation.

ARTICLE V

Officers and Duties

Section 5.1. Principal Officers. The principal officers of the Corporation shall be a President, Vice President, Secretary, and Treasurer.

Section 5.2. Election and Term of Office. The principal officers of the Corporation shall be chosen annually by the Board at its annual meeting. Each such officer shall hold office for a minimum of one (1) year and until his or her successor shall have been duly chosen and qualified, or until death, resignation, or removal.

Section 5.3. Removal. Any principal officer may be removed with or without cause, at any time, by resolution adopted at a regular or special meeting of the Board by a majority of the Directors then entitled to vote.

Section 5.4. Subordinate Officers. In addition to the principal officers set forth in this Article, the Corporation may have one or more Assistant Vice Presidents, Assistant Secretaries, Assistant Treasurers, and such other officers, agents and employees as the Board may deem necessary or appropriate, each of whom shall hold office for such period, may be removed with or without cause, have such authority and perform such duties as the Board may from time to time determine. The Board may delegate to any principal officer the power to appoint and to remove any such subordinate officers, agents, or employees.

Section 5.5. Resignations. Any officer may resign at any time by giving written notice to the Board, President, or Secretary. Any such resignation shall take effect upon receipt of such notice or at any later time specified therein, unless otherwise specified therein. No acceptance of such resignation shall be necessary to make it effective.

Section 5.6. Vacancies. Any vacancy in any office may be filled by the Board at any regular or special meeting Board.

Section 5.7. President. The President shall be the chairman of the Board and shall preside at all meetings of the Board and shall perform such other duties and have such other powers as, from time to time, may be assigned by the Board. Subject to the control and direction of the Board, the President may enter into any contract or execute and deliver any instrument or document in the name and on behalf of the Corporation. In general, the President shall perform all duties and have all the powers incident to the office of the President, as herein defined, and all such other duties and powers as, from time to time, may be assigned to the President by the Board. The President shall also serve as an advisor to the Board for one (1) year after leaving office.

Section 5.8. Vice President. The Vice President shall perform such duties and have such powers as the Board or President may from time to time assign. In the absence of the President, the Vice President shall perform duties and exercise the powers of the President. The Vice President shall be given first consideration to be President when that office becomes vacant.

Section 5.9. Treasurer. The Treasurer shall have charge and custody of, and be responsible for, all funds and securities of the Corporation and shall deposit all such funds in the name of the Corporation in such banks or other depositories as shall be selected by the Board. The Treasurer shall upon request exhibit at reasonable times the financial records to any of the Directors of the Corporation; shall upon request by the Board, provide a statement of the financial condition of the Corporation at any meeting of the Board; shall receive, and give receipt for, moneys due and payable to the Corporation from all sources; and in general, shall perform all duties incident to the office of Treasurer and such other duties as may be assigned by the President or the Board. The Treasurer shall provide or cause to be provided the year-end summary financial report given at the annual meeting of the Board. The Treasurer may be bonded for the faithful discharge of his or her duties if the Board requires.

Section 5.10. Secretary. The Secretary shall prepare and keep or cause to be kept in the books provided for that purpose the minutes of the meeting of the Board; shall provide all notices required to be given in accordance with the provisions of these Bylaws and the Act; shall be custodian of the records of the Corporation and attest to or authenticate all documents and records of the Corporation, the execution of which on behalf of the Corporation under the Secretary's attestation is duly authorized in accordance with the provisions of these Bylaws; and, in general, shall perform all duties incident to the office of Secretary and such other duties as may be assigned by the President or Board.

ARTICLE VI

Indemnification of Directors and Officers.

Section 6.1. Definitions. For purposes of this Article, the following terms shall have the following meanings:

(a) **"Liabilities" and "Expenses"** shall mean monetary obligations incurred by or on behalf of a person in connection with the investigation, defense or appeal of a Proceeding or in satisfying a claim thereunder and shall include, but shall not be limited to, attorneys' fees and disbursements, amounts of judgments, fines or penalties, excise taxes assessed with respect to an employee benefit plan, and amounts paid in settlement by or on behalf of a Director or officer.

(b) **"Other Enterprise"** shall mean any corporation, partnership, joint venture,

trust, employee benefit plan or other enterprise, whether for profit or not, for which a person is or was serving, at the request of the Corporation, as a director, officer, partner, trustee, employee or agent of said entity.

(c) **"Proceeding"** shall mean any claim, action, suit or proceeding (whether brought by or in the right of the Corporation or Other Enterprise or otherwise), civil, criminal, administrative or investigative, whether formal or informal, and whether actual or threatened or in connection with an appeal relating thereto, in which a Director or officer may become involved, as a party or otherwise, (i) by reason of his being or having been a Director or officer of the Corporation (and, if applicable, an officer, employee or agent of the Corporation) or a director, officer, partner, trustee, employee or agent of an Other Enterprise or arising out his status as such, or (ii) by reason of any past or future action taken or not taken by a Director or officer in any such capacity, whether or not he continues to be such at the time he incurs Liabilities and Expenses under the Proceeding.

(d) **"Standard of Conduct"** shall mean that a person, based on facts then known to the person, discharged the duties as a director or officer, including duties as a member of a committee, in good faith in what he reasonably believed to be in or not opposed to the best interests of the Corporation or Other Enterprise, as the case may be, and, in addition, in any criminal Proceeding had no reasonable cause to believe that his conduct was unlawful. The termination of any Proceeding, by judgment, order, settlement (whether with or without court approval) or conviction or upon a plea of guilty, shall not create a presumption that the party did not meet the Standard of Conduct. The termination of any Proceeding by a consent decree or upon a plea of nolo contendere, or its equivalent, shall create the presumption that the party met the Standard of Conduct.

Section 6.2. Indemnification. If a Director or officer is made a party to or threatened to be made a party to any Proceeding, the Corporation shall indemnify the Director or officer against Liabilities and Expenses incurred by him in connection with such Proceeding in the following circumstances:

(a) If a Director or officer has been wholly successful on the merits or otherwise with respect to any such Proceeding, he shall be entitled to indemnification for Liabilities and Expenses as a matter of right. If a Proceeding is terminated against the Director or officer by consent decree or upon a plea of nolo contendere, or its equivalent, the Director or officer shall not be deemed to have been "wholly successful" with respect to such Proceeding.

(b) In all other situations, a Director or officer shall be entitled to indemnification for Liabilities and Expenses as a matter of right unless (i) the Director or officer has breached or failed to perform his duties as a Director or officer in compliance with the Standard of Conduct and (ii) with respect to any action or failure to act by the Director or officer which is at issue in such Proceeding, such action or failure to act constituted willful misconduct or recklessness. To be entitled to indemnification pursuant to this Section 2(b), the Director or officer must notify the Corporation of the commencement of the Proceeding and request indemnification. A review of the request for indemnification and the facts and circumstances underlying the Proceeding shall be made in accordance with one of the procedures described below; and the Director or officer shall be entitled to indemnification as a matter of right unless, in accordance with such procedure, it is determined beyond a reasonable doubt that (i) the Director or officer breached or failed to perform the duties of the office in compliance with the Standard of Conduct, and (ii) the breach or failure to perform constituted willful misconduct or recklessness. Any one of the following procedures may be used to make the review and determination of a Director's

or officer's request for indemnification under this Section 2(b):

- i. by the Board by a majority vote of a quorum consisting of Directors who are not parties to, or who have been wholly successful with respect to, such Proceeding;
- ii. if a quorum cannot be obtained under (A) above, by a majority vote of a committee duly designated by the Board (in the designation of which, Directors who are parties to such Proceeding may participate), consisting solely of two or more Directors who are not parties to, or who have been wholly successful with respect to, such Proceeding;
- iii. by independent legal counsel selected by a majority vote of the full Board (in which selection, Directors who are parties to such Proceeding may participate); or
- iv. by a committee consisting of three (3) or more disinterested persons selected by a majority vote of the full Board (in which selection, Directors who are parties to such Proceeding may participate.)

Any determination made in accordance with the above procedures shall be binding on the Corporation and the Director or officer.

(c) If several claims, issues or matters of action are involved, a Director or officer may be entitled to indemnification as to some matters even though he is not entitled to indemnification as to other matters.

(d) The indemnification herein provided shall be applicable to Proceedings made or commenced after the adoption of this Article, whether arising from acts or omissions to act which occurred before or after the adoption of this Article.

Section 6.3. Prepaid Liabilities and Expenses. The Liabilities and Expenses which are incurred or are payable by a Director or officer in connection with any Proceeding shall be paid by the Corporation in advance, with the understanding and agreement between such Director or officer and the Corporation, that in the event it shall ultimately be determined as provided herein that the Director or officer was not entitled to be indemnified, or was not entitled to be fully indemnified, the Director or officer shall repay to the Corporation such amount, or the appropriate portion thereof, so paid or advanced.

Section 6.4. Exceptions to Indemnification. Notwithstanding any other provisions of this Article to the contrary, the Corporation shall not indemnify a Director or officer:

(a) For any Liabilities and Expenses for which payment is actually made to or on behalf of a Director or officer under a valid and collectible insurance policy, except in respect of any excess beyond the amount of payment under such insurance; or

(b) The Corporation shall not be liable to indemnify a Director or officer under this Article for any amounts paid in settlement of any Proceeding without the Corporation's prior written consent. The Corporation shall not settle any action or claim in any manner which would impose any penalty or limitation on a Director or officer without the Director or officer's prior written consent. Neither the Corporation nor a Director or officer will unreasonably withhold its or his consent to any proposed

settlement.

Section 6.5. Other Rights and Remedies. The rights of indemnification provided under this Article are not exhaustive and shall be in addition to any rights to which a Director or officer may otherwise be entitled by contract or as a matter of law. Irrespective of the provisions of this Article, the Corporation may, at any time and from time to time, indemnify Directors, officers, employees and other persons to the full extent permitted by the provisions of the Act, or any successor law, as then in effect, whether with regard to past or future matters.

Section 6.6. Continuation of Indemnity. All obligations of the Corporation under this Article shall survive the termination of a Director's or officer's service in any capacity covered by this Article.

Section 6.7. Insurance. The Corporation shall purchase and maintain insurance on behalf of any Director, officer, or other person or any person who is or was serving at the request of the Corporation as a Director, officer, partner, trustee, or agent of an Other Enterprise against any liability asserted against such person and incurred by such person in any capacity or arising out of this status as such, whether or not the Corporation would have the power to indemnify such person against such liability under the provisions of applicable statutes, this Article or otherwise.

Section 6.8. Benefit. The provisions of this Article shall inure to the benefit of each Director or officer and his respective heirs, personal representatives and assigns and the Corporation, its successors and assigns.

Section 6.9. Severability. In case anyone or more of the provisions contained in this Article shall, for any reason, be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability shall not affect any other provision of this Article, but this Article shall be construed as if such invalid, illegal or unenforceable provision or provisions had never been contained herein.

ARTICLE VII

Prohibited Activities

Section 7.1. The Board and organization may not:

- a) Discriminate against any organization and/or individual based on race, gender, sex, age, sexual orientation, nationality and/or country of origin.
- b) Engage in political propaganda, or otherwise attempt to influence legislation.
- c) Participate in any political campaign on behalf of any candidate for public office.
- d) Engage in any of the activities proscribed as prohibited transactions by Section 503(b) of the Internal Revenue Code.

ARTICLE VIII

Amendments

The power to make, alter, amend or repeal these Bylaws is vested in the Board by the approval of at least two-thirds (2/3) of the entire number of Directors then serving. Directors must be given at least five (5) days prior notice of any special or regular meeting of the Board at which an alteration, amendment or repeal of the Bylaws will be considered. Such notice shall be accompanied by a draft of the proposed alteration, amendment or repeal; provided, however, that the Board shall have full power and authority to adopt different language from that contained in such draft in altering, amending or repealing these Bylaws.

IN WITNESS WHEREOF, the undersigned begin the president and secretary of the Board of Directors execute these Amended and Restated Bylaws and verified subject to the penalties of perjury that the Board of Directors did duly adopt these Amended and Restated Articles in accordance with the law governing the Corporation.

Dated this 17th day of August, 2018.

Digitally signed by rudet
DN: cn=rudet, c=US, o=SAIC, ou=Subscribers,
email=THOMAS.E.RUDE@saic.com
Date: 2021.08.23 11:29:49 -04'00'

Thomas Rude, President
Board of Directors

DocuSigned by:

Peggy Blackard

8/26/2021

Peggy Blackard, Secretary
Board of Directors

PSOE Conflict of Interest Policy
Version 1
Effective: 7/19/2022



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Article I Purpose

This Conflict of Interest Policy is designated to help Paramount Schools of Excellence, Inc. (PSOE) identify transactions or arrangements that might present a potential conflict of interest. This policy is further designated to provide PSOE with a procedure that will allow such a transaction or arrangement to proceed if the Chief Operating Officer (CEO) determines the transaction or arrangement is in the best interests of PSOE, is fair and reasonable, and is consistent with PSOE's socially responsible purpose and operating principles.

Article II Definitions

1. Covered Person

A covered person is any director, officer, member of a committee (including advisory) that has CEO- delegated powers, employee or other person designated by the CEO as subject to this Policy.

2. Financial Interest

A covered person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An actual or potential compensation arrangement with PSOE, or with an entity with which PSOE has a transaction or arrangement or is negotiating a transaction or arrangement, or
- b. An actual or potential ownership or investment interest in any entity with which PSOE has a transaction or arrangement or is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

3. Conflict of Interest

A financial interest is not necessarily a conflict of interest. Under Article III, Section 5, a person who has a financial interest has a conflict of interest only if a majority of the Board of Directors decides that a conflict of interest exists.

Article III Procedures

4. Duty of Disclose

In connection with any actual or possible conflict of interest, a covered person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board.

5. Determining Whether a Conflict of Interest Exists; Procedures for Addressing the Conflict of Interest

- a. A covered person with a direct or indirect financial interest may make a presentation to the Board disclosing the financial interest and all material facts at the meeting of the Board considering the conflict of interest. A person who has a conflict of interest shall not participate in or be permitted to hear the Board's discussion of or voting upon the

matter except to disclose material facts and to respond to questions. Such person shall not attempt to exert his or her personal influence with respect to the matter, either at or outside the meeting.

- b. If no presentation is made by the covered person that has a direct or indirect financial interest at a meeting or the Board considering the conflict of interest, the covered person shall disclose to the chair of the meeting all facts material to the conflict of interest, and the chair shall report on the disclosure at the meeting.
 - c. The Board shall decide by majority vote (excluding the person with conflict of interest) whether a conflict of interest exists.
 - d. If the Board determines a conflict of interest exists, the chair of the meeting shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - e. After exercising due diligence, the Board shall determine whether PSOE can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
 - f. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board shall determine by a majority vote of the disinterested Board members whether the transaction or arrangement is in the PSOE's best interests, is fair and reasonable, and is consistent with PSOE's socially responsible purpose and operating principles. In conformity with the above determination, is shall make its decision as to whether to enter into the transaction or arrangement.
6. Violations of the Conflict of Interest Policy
- a. If the Board has reasonable cause to believe the covered person has failed to disclose actual or possible conflicts of interest, they shall inform such person of the basis for such belief and afford the covered person an opportunity to explain the alleged failure to disclose.
 - b. If, after hearing the covered person's response and after making further investigation as warranted by the circumstances, the Board determines the covered person failed to disclose an actual or possible conflict of interest, PSOE shall take appropriate disciplinary and corrective action.

Article IV Records of Proceedings

7. Violations of the Conflict of Interest Policy

The minutes of the Board meeting considering an actual or possible conflict of interest shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the decision of the Board as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

Article V Compensation

8. No Compensation

The Board of Directors and Officers of PSOE shall serve without compensation.

Article VI Annual Certification

9. Annual Certification; Duty to Update

Each covered person shall annually sign a certification in the form attached hereto as Exhibit A. In addition, each covered person shall promptly furnish PSOE with an updated certification in the event that the certification previously furnished to PSOE is no longer true and complete.

Conflict of Interest Certification

Name: _____

Please describe below any relationship, position, or circumstance in which you are directly or indirectly involved, through business, investment, or family, that is or could contribute to a conflict of interest under Paramount School of Excellence, Inc. (PSOE) Conflict of Interest Policy. If none, so state. (If more space is needed, please attach related pages).

Please identify below all organizations that you are affiliated with as a Board member, committee member, employee, consultant, agent or in any other capacity. (If more space is needed, please attach related pages).

I hereby certify that the information set forth above is true and complete to the best of my knowledge. I agree to promptly furnish PSOE with an updated certification in the event that the certification I previously furnished to PSOE is no longer true and complete. I have reviewed, understand, and agree to abide by, the Conflict of Interest Policy of PSOE that is currently in effect.

Signature: _____

School Year Term: _____

Date: _____

Attachment 5

School Administration Resume

Chrystal Westerhaus-Whorton

10846 Greenleaf Dr. Indianapolis, IN | 317-366-6077 | chrystalwesterhaus@gmail.com

Objective

- Working in administration since 2013, I seek to continue my journey in educational leadership. Having learned, taught and led in diverse environments, I aspire to apply my skills any number of ways: to coach leaders and develop them into passionate advocates for youth, to develop the strengths of the young people who will impact future generations, to implement culture change that fosters success for all, and to develop programs that propel all of the above.

Experience

DIRECTOR OF INSTRUCTION AT URBAN ACT ACADEMY | 2012-2023

- Coached staff utilizing an observation and feedback model.
- Partnered with teachers to develop standard aligned materials and lessons.
- Provided oversight for instruction and curriculum. .

PRINCIPAL OF AVONDALE MEADOWS MIDDLE SCHOOL | 2017-2022

- Created a school that was awarded a “B” letter grade rating in year 1, and improved to an “A” letter grade rating by the Indiana Department of Education every year since.
- Oversaw the day-to-day operations for a student body of 175 students and a staff of 20.
- Coached staff and leadership team by creating specific goals with accountability trackers.
- Fostered thoughtful growth as we doubled our student population from year 1 to year 2, including the addition of a 4th grade level in 2022.
- Served as an administrator at special education move-in conferences, annual conferences and manifests.
- Facilitated classroom instructional walkthroughs using the Whetstone database and provide staff with feedback.
- Facilitated staff professional development, including beginning of the year PD, practice clinics and quarterly PD days.
- Evaluated the progress and pulse of the school through instructional walks, observation and feedback.
- Led weekly data meetings to ensure reteaching is closing gaps in learning and comprehension.
- Hired and on-boarded new staff members

- Oversaw the hiring process using a variety of interviewing tools and stressing mission alignment.
- Developed and navigate community partnerships
- Analyzed and develop strategies in response to school data
- Presented school data to the school board; lead and respond to discussion centering on school growth and mission.
- Created plan to increase ILEARN 6th grade math by 14% during the 2021-2022 school year.

ASSISTANT PRINCIPAL | TINDLEY ACCELERATED SCHOOLS | 2013-2016

- Decreased number of discipline referrals by 50%.
- Coached new teachers on teaching methods and techniques.
- Trained staff on the school code of conduct and upheld discipline expectations.
- Conducted audits for lesson plans, gradebooks, and call logs.
- Monitored failing scholars and implemented self-created plans for student achievement.
- Analyzed data regarding culture/discipline/academics and shared results with staff.
- Planned ceremonies, celebrations, and field trips.
- Organized college trips for scholars.

6TH GRADE TEACHER | TINDLEY ACCELERATED SCHOOLS | 2009-2013

- Created strategic curriculum and lesson plans to include a variety of effective strategies and processes that support and increase learning, growth, and success on standard performance indicators.
 - High Achievement on ISTEP: 100% Pass Math and 100% Pass Reading 2013
 - High Achievement on ISTEP: 95% Pass Math and 91% Pass Reading 2012
- Collaborated with a grade level team which drastically increased English, Language Arts test scores.
- Designed effective mechanisms and tie schedules to assess students' progress in reaching defined indicators of achievement for each learning goal.
- Implemented and evaluated student achievement for knowledge and skill.
 - Member of the Response to Instruction Team (2009-2010)
- Provided feedback and remediation. Informed students, staff, and supervisors of the indicators of achievement for each knowledge and skill assessment procedures.
- Planned and conducted field trips and class trips built on the curriculum and linked to the student learning outcomes.
 - Received a grant that allowed scholars to travel to the Tuskegee Airmen Exhibit at Purdue University (2012).

- Developed innovative programs that recognize student achievement.
 - Created and implemented the first Sixth Grade Awards Day Ceremony (2012).
- Chaired the school's National Junior Honor Society (2013).
- Served as a school leader and mentor to new staff members.
- Led Saturday Academies to help reinforce learning skills, concepts, and testing prowess.
- Assistant Coach – Step Team (2011-2012)

1ST & 2ND GRADE TEACHER | JEWEL CHRISTIAN ACADEMY | 2006-2009

Education

M.A., URBAN PRINCIPALSHIP AND EDUCATIONAL LEADERSHIP | 2012 | INDIANA UNIVERSITY (INDIANAPOLIS)

- Indiana Administrative License

B.A, ELEMENTARY EDUCATION | 2004 | PURDUE UNIVERSITY (WEST LAFAYETTE)

- Indiana Licensure/Certification: K-6
- Dean's List 2001
- President, Purdue University Black Student Union (2001-2002)

Skills & Abilities

LEADERSHIP DEVELOPMENT

- SURGE Academy 2020-2021
- National Principal Academy Fellowship 2019-2020

RELAY Graduate School of Education

- Melanated Leader Member 2019-2022
- Innovation School Principal Fellow

The Mind Trust 2016—2017

- 2015-2017 Teen Advisor

Circle City Chapter of Jack and Jill of America

References

Nigena Livingston, Head of School at Urban Act Academy 585-733-6051

Patrick Jones, Former and Founding Principal at Tindley Preparatory Academy (Former Direct Supervisor) 317-292-0309

Luke Lennon, Former Assistant Principal at Tindley Preparatory Academy 317-525-5255

Jeremiah Lockett, Founding Assistant Principal at Avondale Meadows Middle School and Former Tindley Preparatory Teacher of the Year 317-544-9078

Damien Plaza, Founding Teacher at Avondale Meadows Middle School 317-499-3753

Michael Bryant, Pastor of Westside Baptist Church and Former Principal at JEWEL Christian Academy 317-919-2882

Jessica Kohlmeyer, Director of Curriculum at United Schools of Indianapolis, serving Avondale Meadows Middle School 317-750-0838

ANTHONY BROSE

880 Clydesdale Drive
Lafayette, IN 47905

(765) 714-3510
awbrose@outlook.com

LEADERSHIP EXPERIENCE

Indiana Connections Academy Virtual School, Indianapolis, IN

November 2012 - Present

Principal II

- Chaired the school accreditation team and served on local and state level external review teams
- Managed Title I, II, III, IV, ESSER, IDEA, NESP, High Ability, Early Literacy, and Summer School grants
- Implemented Science of Reading training and instructional strategies
- Participated in the Indiana Literacy Cadre
- Recruited, trained, and supervised educators in supporting students in a virtual school environment
- Educated state legislatures about the online learning environment
- Managed the daily operations of the virtual elementary school and middle school levels
- Adapted an instructional priorities model with teachers for the virtual classroom
- Mentored the district-level math specialist in developing an effective K-12 math instructional plan
- Coordinated the high ability program across all levels
- Integrated the use of web-based instructional tools at all levels
- Analyzed student performance data to develop a plan of action to address gaps in academic achievement
- Collected teacher performance data by competency to identify opportunities for professional growth
- Developed an annual in-person leadership retreat for teacher leaders
- Created a teacher led professional development day
- Guided the development of math and English curriculum maps
- Established a professional learning community school culture
- Coordinated and managed all aspects of state required assessments for all grades K-12
 - Led the school state testing team
 - Trained staff in all testing procedures and security protocols
 - Developed internal processes to improve efficiency and productivity
 - Tracked student participation for all assessments
 - Implemented a parent communication plan to increase testing participation

West Central Elementary School, Francesville, IN

July 2007 - November 2012

Principal

- Transitioned the school from a Title I Targeted Assisted School to a Schoolwide Title I school
- Recruited, trained, and supervised highly qualified educators
- Managed the daily operations of the school
- Coordinated and managed all aspects of state required assessments
- Monitored and managed financial accounts, including income from sales, grants, and donations
- Led the school accreditation process
- Facilitated the development of curriculum maps
- Analyzed and disaggregated local and state assessment data

Boswell Elementary School, Boswell, IN

July 2005 - July 2007

Principal

- Managed the daily operations of the school
- Coordinated and managed all aspects of state assessments
- Led the school improvement process
- Assisted in the implementation of a developmental preschool

Suncrest Elementary School, Frankfort, IN

July 2001 - June 2005

Assistant Principal

- Coordinated and managed all aspects of state assessments
- Chaired the school improvement team
- Served on North Central Association external review teams
- Chaired the corporation science curriculum committee
- Organized staff summer professional development retreats
- Facilitated NWEA assessments

TEACHING EXPERIENCE

Tippecanoe School Corporation, Lafayette, IN

August 1995 - May 2001

Hamilton Southeastern School Corporation, Fishers, IN

August 1994 - May 1995

EDUCATION

Harvard University Graduate School of Education

The Principals' Center

Leadership: An Evolving Vision

June 2017

School Turnaround Leaders

June 2016

Butler University

Master of Science, Administration and Supervision

December 2000

EPPSP Group 18

Purdue University

Bachelor of Arts, Elementary Education

December 1993

PROFESSIONAL DEVELOPMENT

- Cognia Engagement Review and eleot training
- Indiana Literacy Cadre
- Enneagram, The Road Back to You
- Indiana Principal Leadership Academy
- Instructional Priorities Model
- Trauma Informed Schools
- Cultural Leadership
- Crisis Prevention Institute
- Creative Problem Solving for General Education Intervention
- Indiana Resource Center for Autism, Indiana University
- Positive Behavioral Intervention Supports
- 7 Habits of Highly Effective People

PROFESSIONAL AND COMMUNITY HONORS

- Fitzgerald Family Endowment Grant
- West Central Community Foundation Scholarship
- Big Brothers and Big Sisters Shining Light Award
- Big Brothers and Big Sisters Student Leadership Award

MEMBERSHIPS AND COMMUNITY INVOLVEMENT

- Indiana Association of School Principals
- Guardian Ad Litem, Kids' Voice

Attachment 6

Not Applicable

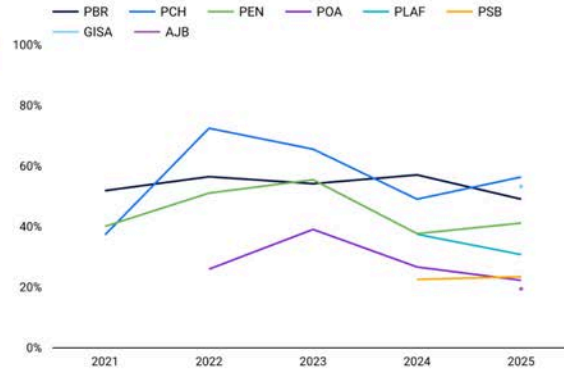
Attachment 7

ILEARN Results- Below are screenshots of ILEARN results for both POA and GISA, in addition to the other Paramount Schools. You will see English/Language Arts, followed by Math, and then the measure of students passing both subjects.

ELA

Percentage of Students At or Above Proficient

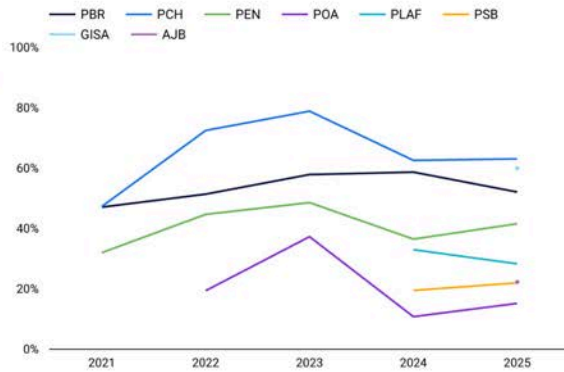
Scho...	2021	2022	2023	2024	2025
PBR	52%	56%	54%	57%	49%
PCH	37%	73%	66%	49%	56%
PEN	40%	51%	56%	38%	41%
POA	-	26%	39%	27%	22%
PLAF	-	-	-	38%	31%
PSB	-	-	-	23%	24%
GISA	-	-	-	-	53%
AJB	-	-	-	-	20%



Math

Percentage of Students At or Above Proficient

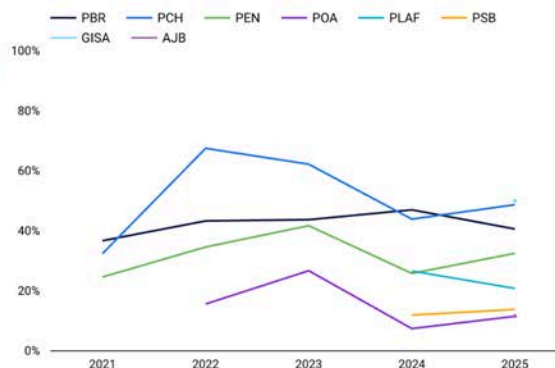
School ...	2021	2022	2023	2024	2025
PBR	47%	51%	58%	59%	52%
PCH	47%	73%	79%	63%	63%
PEN	32%	45%	49%	37%	42%
POA	-	19%	37%	11%	15%
PLAF	-	-	-	33%	28%
PSB	-	-	-	20%	22%
GISA	-	-	-	-	60%
AJB	-	-	-	-	22%



ELA AND MATH

Percentage of Students At or Above Proficient on Both ELA and Math

School	2021	2022	2023	2024	2025
PBR	37%	43%	44%	47%	41%
PCH	32%	68%	62%	44%	49%
PEN	25%	35%	42%	26%	33%
POA	-	16%	27%	7%	12%
PLAF	-	-	-	27%	21%
PSB	-	-	-	12%	14%
GISA	-	-	-	-	50%
AJB	-	-	-	-	12%

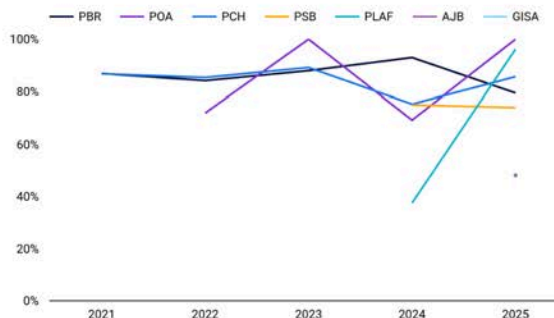


IREAD Data- below shows the pass percentages for the IREAD assessment over time.

3rd Grade - Passing Rates

Data Note: 3rd grade pass rate reflects best Spring/Summer result of first-time third grade cohort, including previous year 2nd grade proficient results

#	School	2021	2022	2023	2024	2025
1	PBR	87%	84%	88%	93%	80%
2	PCH	87%	85%	89%	75%	86%
4	POA	-	72%	100%	69%	100%
5	PLAF	-	-	-	38%	96%
6	PSB	-	-	-	75%	74%
7	GISA	-	-	-	-	-
8	AJB	-	-	-	-	48%



**GISA did not have public data because the sample size was too small. However, the pass rate was 75%.

The Indiana Department of Education also GPS platform that has more data about each school. They can be found here.

[Paramount Online Academy](#)
[Girls IN STEM Academy](#)

Attachment 8

The following are links to the Trine University (current charter authorizer) Performance Dashboard for the three most recently completed school year Annual Reports for each of our schools.

Paramount Online Academy

- [2024-25 Annual Review](#)
- [2023-24 Annual Review](#)
- [2022-23 Annual Review](#)
- [2021-22 Annual Review](#)

Girls IN STEM Academy

- [2024-25 Annual Review](#)

Attachment 9

Not Applicable

Attachment 10

Exhibit D- Statement of Assurances

Exhibit D

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.

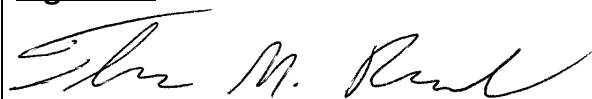
Signature from Authorized Representative of the Charter School Applicant

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 and Title

Tommy Reddicks

Signature



Date

Mar 24, 2026

Attachment 11

Financial Statements
See Google Drive submission

Attachment 12

Budget Narratives

The Paramount Online Academy budget is built on conservative, enrollment-driven assumptions and is intended to support the long-term execution of the school's mission. The model budgets 150 ADM in 2025-26 and grows to 250 ADM by Year 5. Per-pupil state revenue is projected from the state budget proposal, beginning at \$8,543 per student and increasing gradually to approximately \$8,949 by Year 5. On that basis, Basic Support grows from approximately \$1.25 million in Year 1 to \$2.19 million in Year 5, and total revenue grows from approximately \$1.56 million to \$2.63 million over the same period. The budget is intentionally conservative: it assumes no student lunch revenue (as an online school), no innovation grant revenue, and no state capital grant revenue, while interest and contribution income remain minimal.

a) Reliance on variable income.

The school budget relies primarily on predictable public revenue tied to ADM enrollment, not on private philanthropy or fundraising. In Year 1, roughly 81% of revenue comes from Basic Support, about 19% from federal grants, and less than 0.1% from contribution income. This means the model is not materially dependent on donations or fundraising to operate. The only significant non-state revenue source is federal grant funding. At the network level, reserves serve as a contingency backstop, not as a core operating strategy.

b) Contingency plans if revenues are lower than projected.

The budget reflects a conservative approach to both enrollment and spending. If enrollment or revenue is lower than expected, the school's first response will be to adjust staffing to actual enrollment while maintaining a student-to-teacher ratio of 25:1 or less. Additional support roles will be added only as enrollment warrants, and discretionary non-personnel expenditures, including certain technology upgrades, equipment purchases, or timing of nonessential services, can be delayed or reduced. The model also begins with a strong opening cash position of \$400,000, reflects network support in the early years as needed, and turns to operating surplus beginning in Year 3. Thereafter, the model maintains approximately a \$350,000 school-level cash floor, which provides ongoing liquidity and a practical safeguard against revenue volatility.

c) Ensuring sufficient funds for all anticipated expenses.

The budget is structured to ensure the school can cover required operating costs, including student services and statutory obligations. Required retirement plan contributions are included within the payroll taxes and benefits, which grow in line with staffing. Special education costs are not shown as a separate stand-alone line item in the model, but the budget provides capacity for these needs through instructional salaries, benefits, professional services, and federal grant revenue, with network reserves available if service levels or contracted supports exceed initial assumptions. This approach ensures that student access and compliance obligations will be funded ahead of discretionary spending.

d) Alignment of the budget to mission, focus, and program execution.

The budget aligns strongly with the mission to empower all students to persevere and achieve academic success in a culture of excitement, inclusion, and community collaboration by prioritizing spending on people, instruction, and core learning infrastructure. In Year 1, instructional expenses total approximately \$994,000 and administrative/support expenses total approximately \$422,000, with combined salaries and benefits representing the largest share of the budget. This reflects an enrollment-based staffing model designed to keep class size at 25:1 or below while scaling support roles as student needs increase. The budget also supports curriculum implementation and instructional quality through dedicated spending on supplies,

materials, equipment, professional services, and staff training. Technology is a major planned investment, totaling approximately \$145,000 in Year 1 across equipment/materials and contracted services, which supports both instruction and operations. Facility costs are budgeted conservatively through operating facility expenses of approximately \$45,000 and building rent/debt service of approximately \$125,000 in Year 1. Overall, the budget directs the majority of resources toward staffing, instruction, student support, and the operational systems necessary to deliver the school's educational program with fidelity and financial stability.

e) Financial compliance issues

N/A

The Paramount Girls IN Stem Academy budget is built on conservative, enrollment-driven assumptions and is intended to support sustainable startup and long-term execution of the school's mission. Enrollment is projected to grow from 75 ADM in Year 1 to 200 ADM in Year 5. Per-pupil state revenue is projected from the state budget proposal, beginning at \$8,744 per student and increasing gradually to approximately \$9,050 by Year 5. On that basis, Basic Support grows from approximately \$644 thousand in Year 1 to \$1.8 million in Year 5. Total revenue is projected at approximately \$2.00 million in Year 1, \$1.28 million in Year 2, \$1.41 million in Year 3, \$1.71 million in Year 4, and \$2.35 million in Year 5. In addition to Basic Support, the model includes student lunch revenue, property tax revenue, innovation grant revenue, and early federal grant revenue. Staffing assumptions are tied to enrollment, with instructional staffing scaled to maintain a student-to-teacher ratio of 25:1 or less and additional support roles added as enrollment and student needs grow. While the summary budget does not include a detailed FTE schedule, salary and benefit lines scale with enrollment. Major cost drivers over Years 1–5 are instruction, administration/support, facilities, and technology. Instructional expense grows from about \$998,000 in Year 1 to \$1.38 million in Year 5; administrative/support expense grows from about \$716,000 to \$806,000; operating facility expense grows from about \$389,000 to \$420,000, plus building rent/debt service from about \$160,000 to \$188,000; and technology expense grows from about \$85,000 to \$92,000.

a) Reliance on variable income.

The budget is not materially dependent on private donations, fundraising, or philanthropy. Contribution income remains minimal throughout the first five years, at about \$1,400 in Years 1 and 2 and only about \$2,300 by Year 5. However, the school does rely on variable public grant funding during the startup period. Most notably, the budget includes approximately \$1.17 million in federal grants in Year 1, \$169,000 in Year 2, and Innovation Grant revenue ranging from \$105,000 to \$175,000 annually in Years 1–5. As the school grows, the revenue base becomes increasingly anchored in recurring public formula funding. By Years 3–5, Basic Support provides roughly three-quarters of total annual revenue, which is a healthier long-term profile than the startup years.

b) Contingency plans if revenues are lower than projected.

The budget reflects a conservative approach, but it also recognizes that the school is in a startup phase and will operate with planned deficits during the first five years as enrollment builds. The first contingency is to align staffing to actual enrollment and reduce or delay staffing additions if enrollment falls short, while preserving core classroom coverage and the 25:1 or lower student-to-teacher ratio. The second contingency is to defer discretionary spending, including nonessential equipment purchases, staged technology upgrades, and other timing-sensitive operating expenses. The third contingency is access to network liquidity. The financial plan depends on disciplined monthly cash monitoring, enrollment-based staffing

adjustments, and the availability of network reserves to bridge the startup ramp if expected revenues are delayed or reduced.

c) Ensuring sufficient funds for all anticipated expenses.

The budget is structured to ensure the school can cover required operating costs, including student services and statutory obligations. Required retirement plan contributions are included within the payroll taxes and benefits, which grow in line with staffing. Special education costs are not shown as a separate stand-alone line item in the model, but the budget provides capacity for these needs through instructional salaries, benefits, professional services, and federal grant revenue, with network reserves available if service levels or contracted supports exceed initial assumptions. Transportation costs necessary to ensure student access are also not separately itemized in the summary, so they should be treated as a required operating expense and funded ahead of discretionary spending through operating reallocations and, if necessary, network support. This approach ensures that student access and compliance obligations will be funded ahead of discretionary spending: mandatory services will be prioritized first, and lower-priority spending will be adjusted if needed to protect student access and program continuity.

d) Alignment of the budget to mission, focus, and program execution.

The budget aligns with Girls IN Stem Academy's proposed mission and program focus by directing the largest share of resources toward staffing, instruction, and the technology infrastructure needed for a strong STEM program. The most significant investments are in salaries and benefits, which support teachers, school leadership, and student support capacity as enrollment grows. Classroom materials, instructional supplies, and professional services provide the foundation for curriculum implementation, while annual training funds support professional development and instructional quality. Technology is a meaningful ongoing investment, totaling about \$85,000 in Year 1 and more than \$92,000 in Year 5, which is consistent with a school model that depends on devices, software, connectivity, and IT support to deliver a STEM-rich educational experience. Facility-related spending is also significant, totaling roughly \$549,000 in Year 1 and \$608,000 in Year 5 when operating facility costs and building rent/debt service are combined, ensuring stable and appropriate space for the school to operate. Overall, the budget reflects a mission-aligned startup plan that prioritizes staffing, curriculum delivery, professional development, and technology while using conservative assumptions and network support to manage the financial realities of the school's early growth years.

e) Financial compliance issues

N/A

Attachment 13

Academic Performance Reports
See Google Drive submission

Attachment 14

Written Acknowledgement of Request



Tara Gustin <tgustin@paramountindy.org>

POA and GISA

Tara Gustin <tgustin@paramountindy.org>
To: "Gaskill, Emily" <gaskille@trine.edu>
Cc: Tommy Reddicks <treddicks@paramountindy.org>

Wed, Mar 18, 2026 at 12:05 PM

Hi Emily,

I hope this message finds you well.

I am writing to inform you that we are exploring transitioning our authorizer to the Indiana Charter School Board (ICSB) for POA and GISA. At this stage, we are gathering information to better understand the implications, requirements, and potential benefits of such a change.

We value our relationship with Education One and appreciate the support and partnership you have provided. As we move through this phase, we are committed to maintaining open communication and transparency.

Please let me know if you have any questions. Thank you.

Tara Gustin //Chief Operating Officer

Paramount Schools of Excellence

<https://paramountindy.org/>

D: 463-274-3513

