

Attachment 20
Entire Application

Exhibit B

Proposal Overview

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

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

Name of proposed school: Thomas Carr Howe Community School

School Address: 4900 Julian Ave., Indpls. IN 46201

School district in which school is located: Indianapolis Public Schools

Legal name of group applying for Charter: ReThink Forward Indiana

Designated representative: Misty Ndiritu

Contact Information (Phone & Email): (317) 217-1980 misty@nobleeducationinitiative.com

Planned opening year: Fall 2020

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

Name of Education Service Provider (ESP) (if applicable): Noble Education Initiative

Grade Levels Served (most recently completed school year): 7-12

Student Enrollment (most recently completed school year): 566

Proposed Grade Levels and Student Enrollment

Academic Year*	Grade Levels	Student Enrollment	
		Planned	Maximum
Year 1	K-12	942	970
Year 2	K-12	970	970
Year 3	K-12	970	970
Year 4	K-12	970	970
Year 5	K-12	970	970

*Academic Year refers to the first year the school would operate if approved by ICSB.

Signature of Designated Representative	
<u>Misty Ndinku</u>	
Name	
<u>Misty Ndinku</u>	<u>9/27/19</u>
Signature	Date



Charter School Application
for
Special Management Teams

Revised July 2019

Submitted by ReThink Forward Indiana, Inc.

on September 30, 2019

for Thomas Carr Howe Community High School

Table of Contents

Contents

Executive Summary.....	1
School Governance	6
Education Service Provider.....	14
Education Plan.....	20
Performance Management.....	43
Human Capital	49
Budget and Finance.....	56
Organization and Compliance	58
Performance Record.....	59

Executive Summary

The Executive Summary should provide a concise overview of the school's mission and vision, the applicant's capacity to operate the school, the education model or design, and a detailed description of the school's previous performance under the special management team. In five (5) pages or less, provide an Executive Summary that includes the following elements:

Executive Summary

Mission and Vision. State the mission and vision of the school. The rest of the application should fully align with and support the stated mission.

Mission Statement

The mission of ReThink Forward Indiana and HOWE (HOWE) is to create an environment through a whole-child approach that will strengthen students academically, socially, and emotionally, resulting in confident students who are positive about learning and excited about possibilities for their future. Students will progress with the skills and mindset necessary to not only face reality but, as confident citizens, create a better reality for the next generation.

Vision Statement

The ReThink Forward Indiana and HOWE's vision is to make success attainable for all students as we prepare the next generation to solve the challenges of tomorrow.

Community Engagement. Explain relationships, if any, that you have established to engage students, parents, and the community for the continued operation of the school. If you have assessed demand and/or solicited support, briefly describe these activities and the status of your efforts. If specific community needs and/or values have been incorporated into the school design, please provide detail about how the applicant team determined the existence of those needs and/or values and how they are reflected in the school design.

Relationships have been integrated in the school design to engage students in academic, extracurricular, and wrap around programming. Partners engage in providing academic tutoring, college and career readiness events, and college tours. Additionally, they are engaged in extracurricular programming driving mentoring of youth, providing clubs, and career fairs. Community partners also provide educational services, mental health services, as well as internships for students. The school has a Family Engagement Coordinator that drives partnerships. The partnerships are established and continually support the students.

Governance and Leadership. Provide an overview of the school's governance, management structure, and leadership team. Highlight the strengths of the governing board and leadership team. Explain how the governance and management structure will provide for stable, effective governance, and leadership for the school.

Governance

HOWE will be governed by ReThink Forward Indiana, Inc. (ReThink), which is comprised of Central Indiana leaders in education advocacy, community outreach, service organizations, and business and education partnerships. ReThink possesses decades of leadership experience in advocacy for education options, community resources, economic development, and workforce readiness, which positions the board to lead HOWE forward. These Indianapolis residents and leaders will provide the strength, vision, and oversight necessary for the successful establishment and future operation of HOWE.

Leadership

Ted Feeney currently serves as ReThink's Board Chairman. Mr. Feeney is currently the Director of School Services with the Institute for Quality Education, a state-wide nonprofit organization whose mission is to advance K-12 education polices that benefit all Hoosier children. His previous work in K-12 education came as Director of School Choice for the Indiana Department of Education overseeing both the School Scholarship Tax Credit Program and the Choice Scholarship Program, the nation's most expansive school voucher program.

Jake Medlong currently serves as ReThink's Treasurer. Mr. Medlong has a wealth of community outreach and mentorship experience. He currently serves as the Executive Director for KIDS, Inc. (Kids in Discipleship and Service, Inc.), where he organizes and directs volunteers and staff; directs, plans, and implements policies, objectives, and activities; and establishes goals and procedures for fundraising.

David Mikelsons currently serves as ReThink's Director. Mr. Mikelsons is the Manager of Project Ready and Educational Initiatives for the Indianapolis Urban League, an Indianapolis-based community non-profit to assist African Americans, other minorities, and disadvantaged individuals to achieve social and economic equality through education, workforce training, and health and wellness opportunities. Mr. Mikelsons currently manages five Project Ready sites, including HOWE, where he provides guidance for 11th and 12th graders on college readiness and social and economic issues.

Judy Fackenthal currently serves as a Director for ReThink. Rev. Fackenthal is currently a Reverend at Garfield Park Baptist Church, a position she has held since 1999. Rev. Fackenthal has also been in the role of Field Education Supervisor and Consultant of Supervisors with the Christian Theological Seminary since 1999. During her tenure with the Christian Theological Seminary, Rev. Fackenthal was also a Co-Instructor for *Introduction to Christian Ministry* from 2007 until 2009. Prior to 1999, Rev. Fackenthal held various titles with the Covenant Baptist Church, serving as Minister, Co-Pastor, Associate Minister, and Minister of Christian Education and Music from 1985 until 1999.

Brett Thomas currently serves as a Director for ReThink. Mr. Thomas is currently an Associate Attorney with Hume Smith Geddes Green and Simmons, LLP. As an Associate Attorney, he provides individual, business, and insurance clients with representation, delivering a wide array of personal and business legal needs. Prior to this role, he was an attorney with the Marion County Public Defender Agency from 2015 until 2019, defending clients whose charges ranged from misdemeanors to level two felonies. In this role, he also worked closely with social workers in order to help his clients with certain needs such as mental health treatment, drug rehabilitation, and housing arrangements.

Sara Drake currently serves as a Director for ReThink. Ms. Drake currently serves as an Outpatient Therapist and Lead Clinician at the Adult and Child Health Center in Indianapolis. Prior to her time in this role, Ms. Drake served as the Comprehensive School and Community Treatment Therapist for the Western Montana Mental Health Center. Here, she assessed, diagnosed, and formulated treatment plans for administrating mental health care to youth within a school setting. In this role, she provided immediate interventions of group and individual student therapy, teaching key social-emotional skills and managing each child's individual crisis cycle. Ms. Drake was key in facilitating treatment team communications and meetings, tracking student progress through data, and administering fidelity checks on behavior plans with school staff and student families. She also collaborated with community agencies to assist students' families with accessing resources and support.

ReThink will contract with Noble Education Initiative (NEI) to provide day-to-day, comprehensive school management services to HOWE. NEI is a non-profit Education Service Provider (ESP) with the mission of creating a collaborative group of exceptional professionals who will boldly rethink education and make success attainable for all students, preparing the next generation to solve the complex challenges of tomorrow. NEI brings decades of experience in school management, turnaround operations, innovative program design, and data-driven instruction. This expertise will not only prepare students for the future, but will also develop and train the next generation of school leaders.

NEI has provided education consulting services and professional development training to HOWE since the start of the 2017-18 school year. To better serve HOWE, NEI established an Indiana state leadership team to provide immediate, day-to-day local management of school operations. This experience has given NEI firsthand knowledge of HOWE's current student population, the challenges they face on a daily basis, and what needs to be done to overcome them.

The principal will direct the leadership team, which is comprised of positions that may include, but not be limited to assistant principal(s), dean, guidance counselor(s), instructional coaches, and non-instructional staff such as a registrar, school operations administrator, and administrative assistant(s). The strength of the leadership team is represented in the stability of the principal, assistant principal, guidance counselor(s), and instructional leadership team members, all of whom have served for no less than two years at HOWE. HOWE's accomplishments in culture, academics, college and career readiness, and community outreach was driven by the continuity of the staff, which provides foundational strength in current and future education to students.

Paige Pittman currently serves as the Associate Principal of HOWE. Paige has been a vital part of the leadership team at HOWE since the 2015-2016 school year serving as a Curriculum Resource Teacher for a year and then transitioning to an Assistant Principal of Academics. HOWE has seen a dynamic change in culture and academics under the guidance of the leadership team inclusive of Ms. Pittman. Under her academic guidance, HOWE has earned increased proficiency and growth.

The strengths of the governing board and leadership team developed by NEI will be driven by effective management and accountability while providing support for HOWE. In conjunction, their diverse backgrounds will ensure that all fiscally and academically the school is accountable and successful.

Education Plan/School Design. Provide an overview of the school's education program, including key innovations and non-negotiable elements of the school model. Briefly explain the evidence base that demonstrates how the school model has or will be successful in improving academic achievement for the targeted student population.

The education program is grounded in effective implementation of a rigorous curriculum based on Indiana Academic Standards, which affords all students the opportunity to experience academic enrichment and includes a framework for continuous improvement. Our program design provides all students the structure, routine, and high expectations they need to succeed, while integrating regular cycles of student assessment, review, support and growth. As a result, our academic plan is robust, research-based, and built with continuous learning in mind. To ensure a positive learning environment that supports implementation of our academic program, we actively attend to the development of a positive school culture that meets student social and emotional needs. Our approach to standards-based instruction rests within a strong frame of social and emotional learning (SEL).

For every grade level, the academic plan begins with an instructional calendar, which is developed to incorporate all Indiana Academic Standards and key instructional strategies aimed to nurture and develop SEL competencies. This integrated approach ensures opportunities SEL needs are considered at the forefront of instructional planning and selected strategies and activities are purposeful. Our curriculum is mapped into 7-9 instructional units in grades K-12, employing a cyclical approach to guarantee priority standards are addressed adequately prior to state testing and advancement to the next grade. The instructional calendar, which provides a scope and sequence of standards, allows teachers the ability to adjust instruction based on formative and end-of-unit assessments so that students have every possible opportunity to advance learning.

HOWE will utilize the Eight-Step Continuous Improvement Process, outlined in detail further in the application, developed by Patricia Davenport and Peggy Hinckley (2013). This continuous improvement process will continue to drive delivery of our curriculum and provide a touchstone for all school-based professional learning. The process has been in place for two years and launched with professional development (PD) aimed at instructional leaders to ensure

a thoughtful rollout and implementation with the highest level of fidelity. Teachers were then provided with initial PD to gain a baseline understanding of the eight steps and guided in making connections to our data-driven approach in order to enhance our planning and delivery of effective instruction. Since initial PD, teachers and school leaders have been provided with ongoing implementation and coaching support from NEI as part of a capacity building plan to effectively utilize and monitor the continuous improvement process school-wide.

HOWE recently completed the Cambridge International qualifications process and has been approved to offer Cambridge in grades 7-12, consisting of the Lower Secondary and Upper Secondary programs. HOWE is among the first schools in Indiana to be designated a Cambridge school and we are excited to add this component to our education plan. Implementation of both Cambridge programs will begin in the upcoming school year. Cambridge programs provide students with academic challenges through an international standard of curriculum and instruction that is referenced alongside Indiana Academic Standards. The curriculum is intended to nurture intellectual curiosity and develop a well-rounded global perspective.

Additionally, HOWE will complete the Cambridge International qualifications process to be approved to offer Cambridge International in grades K-8, consisting of the Primary and Lower Secondary programs. Implementation of both Cambridge programs will begin in the upcoming school year. Cambridge programs provide students with academic challenges through an international standard of curriculum and instruction that is referenced alongside Indiana Academic Standards. The curriculum is intended to nurture intellectual curiosity and develop a well-rounded global perspective.

HOWE has opted to provide Indiana's Graduation Pathways in the upcoming school year for our high school students. This exciting new component of our education programming will offer students flexibility in pursuing various routes towards graduation and demonstrating their mastery through different mediums (other than state assessment). We anticipate increased student engagement as students will be able to explore interests more intently and advance their preparation for college or career. HOWE's Graduation Pathways will include options within the three mandatory components: (1) High School Diploma, (2) Learn and Demonstrate Employability, and (3) Postsecondary-Ready Competencies. The Cambridge AICE Diploma will be offered as a pathway option, and Career and Technical Education (CTE) course offerings will be included as options for meeting Postsecondary-Ready Competencies.

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

HOWE plans an expansion to develop a K-12 charter option on the East side of Indianapolis. Currently it serves students in grades 7-12 and would add K-6 in the first year. Enrollment targets are set at 942 in the first year and increase to 970 in all subsequent years. The expansion provides the opportunity for students to opt into an educational setting that is unified in academics, behavior, and extracurricular initiatives and offerings. The increased enrollment plan is aligned with the strategic marketing plan. The opportunity to attend a K-12 community school will ensure students will have access to rigorous and innovative educational opportunities in Indianapolis.

Per its authorization from the SBOE, the School Transition Task Force developed recommendations, informed by local input, as to the appropriate option through which Emmerich Manual High School, Thomas Carr Howe Community High School, Emma Donnan Middle School, and two additional schools will exit turnaround status in June 2020.

In order to gauge community interest in these schools converting to charter schools, community meetings were held in the vicinity of the schools between October 29th, 2018 and February 12th, 2019. Social media was also utilized to engage additional community stakeholders, appearing on over 70,000 pages and prompting over 4,000 online

engagements. Surveys were conducted through both the community meetings and social media campaign, garnering nearly 800 responses from mostly school alumni and area residents, 49% of which reside within the immediate vicinity of the schools. Of those respondents, nearly 60% stated that they support the conversion of HOWE to a charter school. Additionally, over 150 respondents said that converting these schools to a charter was a priority for their community's future.

Concurrently, Special Management Team applications will be submitted by ReThink for Emmerich Manual High School (9-12) and Emma Donnan Elementary and Middle Schools (K-8). These schools will be projected to open under their applications in the 2020-21 school year and serve the same student population as that of the currently attending students.

School Performance. Provide a brief narrative highlighting the school's accomplishments, including financial and academic performance, since its launch. Briefly address both the opportunities and challenges facing the school.

ReThink recognizes opportunities exist at HOWE to increase academic, operational, and financial outcomes. The threat of closure from Indianapolis Public Schools (IPS) has loomed over HOWE since being designated as a turnaround school. This has created an atmosphere of uncertainty with both staff and students. Once HOWE becomes a charter school, the stability that comes with the designation will increase student and staff retention while also providing a more stable outlook for new students and employee candidates. HOWE will be one of the only schools in Indiana to offer the Cambridge program and will begin to offer Graduation Pathways approved by the Indiana State Board of Education, both of which will be a draw for students, parents, and staff alike. Additionally, the accountability matrix will change from a unified school grade for middle and high school as HOWE transitions to a K-12 community school.

In the 2017-18 school year, HOWE made significant improvements in numerous School Report Card categories. On the ISTEP+, HOWE had the 2nd highest passage rate among IPS high schools. On the ELA portion of the ISTEP+, 8th graders doubled their proficiency compared to 2016-17, increasing by 21 percentage points. On the math portion, 8th graders increased their proficiency by 11 percentage points. ISTEP+ growth points on the school accountability report card also increased by 12 points in ELA and 8 points in math. In the 2018-19 school year, HOWE continued to improve, increasing its proficiency on the 10th grade ELA portion of the ISTEP+ to 29.60%, which was a 6-percentage point increase over 2017-18 proficiency.

In addition, according to the past three years of audited financial statements included as **Attachment 14**, HOWE has maintained a positive net position in all years, and the school's total net position at the end the 2017-18 school year was \$493,383, an increase over the 2016-17 school year's total net position of \$326,758.

Section I: School Overview

ICSB is committed to authorizing high-performing charter schools. Only those applicants that demonstrate strong academic performance, fiscal responsibility, and legal and organizational compliance are likely to receive approval.

School Governance

- 1. Identify the key members of the application group, including individuals and/or entities who have contributed substantially to the development of the application or to the school’s development, governance, and/or operation. Clearly identify each individual’s proposed role (eg, governing board member, school leader, key staff member, etc.) and provide a brief explanation of the expertise each individual brings to the school.**

Please see Table 1 below for a list of ReThink Forward Indiana, Inc. board members, their relevant experience, and area of focus/expertise. ReThink Forward Indiana is a newly formed board for the purpose of providing governance to turnaround academies formerly under Indiana State Board of Education authority.

Table 1

Full name	Board Role	Relevant Experience	Area of Focus/Expertise
Ted Feeney	Chairman	Director of School Services for the Institute for Quality Education	Education Policy, Community Development, School Choice, Board Relations
Jake Medlong	Treasurer	Executive Director for KIDS, Inc (Kids in Discipleship and Services, Inc.)	Community Services, College and Career Readiness, Social and Emotional Learning
David Mikelsons	Director	Manager of Project Ready and Educational Initiatives for the Indianapolis Urban League	Equity, Community Partnerships, Mentorships, College and Career Readiness
Judy Fackenthal	Director	Reverend at Garfield Park Baptist Church	Spiritual Leadership, Community Involvement, Mentorship, Teacher/Training, Board Relations
Brett Thomas	Director	Associate Attorney at Hume Smith Geddes Green and Simmons, LLP	Legal Counsel, Board Relations, Administrative Functions
Sara Drake	Director	Outpatient Therapist and Lead Clinician at Adult and Child Health Center	Mental Health Treatment, Youth Intervention, Counseling Services, Social and Emotional Learning, Community Involvement

Ted Feeney currently serves as ReThink’s Chairman. He received his Bachelor of Science in Community Development and Public Administration from Central Michigan University in 2002. Mr. Feeney is currently the Director of School Services with the Institute for Quality Education, a statewide nonprofit organization whose mission is to advance K-12 education polices that benefit all Hoosier children. His previous work in K-12 education came as Director of School Choice for the Indiana Department of Education, overseeing both the School Scholarship Tax Credit Program and the Choice Scholarship Program, the nation’s most expansive school voucher program.

While serving in Indiana state government, Mr. Feeney was a member of the implementation team for the Healthy Indiana Plan (HIP), a healthcare program covering low-income Hoosier adults. He was a recipient of the Governor’s Public Service Achievement Award for this work. He also later worked on the expansion HIP 2.0 healthcare program. Mr. Feeney has also been active volunteering in the Indianapolis community. For six years, he served as a board member for the Butler-Tarkington Neighborhood Association, including a term as President in 2014 and 2015. He also served as a board member for Midtown Indianapolis, the Midtown Economic Council, and was a founding member of the Midtown Anchor Coalition. Mr. Feeney has also been interested in the political process. He is a graduate of the Indiana Leadership Forum, a nonprofit educational organization dedicated to preparing Indiana’s most talented

community and business leaders for greater civic involvement, public service, and leadership roles throughout the state.

Jake Medlong currently serves as ReThink's (Treasurer). He received his Associate degree in Biblical Studies from Calvary Chapel Bible College in 2002, and his Bachelor degree in Biblical Counseling in May 2012. Mr. Medlong has a wealth of community outreach and mentorship experience. He currently serves as the Executive Director for KIDS, Inc. (Kids in Discipleship and Service, Inc.), where he organizes and directs volunteers and staff; directs, plans, and implements policies, objectives, and activities; and establishes goals and procedures for fundraising. Mr. Medlong also serves as an Assistant Pastor/Worship Leader for Horizon Christian Fellowship, where he organizes the volunteer worship band, leads the Pastoral Counseling ministry, and serves on the church board of directors.

David Mikelsons currently serves as ReThink's (Director). Mr. Mikelsons earned his Bachelor Degree from Marion College in 2005, majoring in History and English and minoring in Political Science. Mr. Mikelsons is the Manager of Project Ready and Educational Initiatives for the Indianapolis Urban League, an Indianapolis-based community non-profit to assist African Americans, other minorities, and disadvantaged individuals to achieve social and economic equality through education, workforce training, or health and wellness opportunities. Mr. Mikelsons currently manages five Project Ready sites, including HOWE, where he provides guidance for 11th and 12th graders on college readiness and social and economic issues.

Prior to his time with the Indianapolis Urban League, Mr. Mikelsons held the title of Program Coordinator with the Peace Learning Center, an Indianapolis-based community non-for-profit educational organization that establishes safe and common ways to address differences and promotes processes to help build community and healthy communication for youth, parents, and professionals. During his time as Program Coordinator, Mr. Mikelsons developed programming, met with principals and school counselors, evaluated staff development, scheduled school programs, lead team building sessions, and oversaw staff development. He also developed the Peace School Curriculum, a K-12 program that teaches conflict resolution, team building, and community values & awareness; focusing on the individual as well as youth participation in group and community settings by identifying adults who exemplify values of positive character.

Judy Fackenthal currently serves as a Director for ReThink. Rev. Fackenthal earned her B.S. in Choral Music Education and Special Education from Ball State University in 1978. Rev. Fackenthal is currently a Minister at Garfield Park Baptist Church, a position she has held since 1999. Rev. Fackenthal has also been in the role of Field Education Supervisor and Consultant of Supervisors with the Christian Theological Seminary since 1999. During her tenure with the Christian Theological Seminary, Rev. Fackenthal was also a Co-Instructor for *Introduction to Christian Ministry* from 2007 until 2009. Prior to 1999, Rev. Fackenthal held various titles with the Covenant Baptist Church, serving as Minister, Co-Pastor, Associate Minister, and Minister of Christian Education and Music from 1985 until 1999.

In addition to her professional career, Rev. Fackenthal has also served on both national and regional Denominational Leadership boards. She has held the position of President or Board Chair for numerous organizations, including the USA Board of General Ministries for American Baptist Churches, the American Baptist Foundation Board of Directors, the American Baptist Churches of Greater Indianapolis Board of Directors, and Edna Marion Christian Center Board of Directors. As a testament to her presence in the religious community, Rev. Fackenthal has been a speaker or presenter at over two dozen public engagements between 1997 and 2017.

Rev. Fackenthal also has an active role in mentorship in the community, most notably with the Christian Theological Seminary, where she has mentored seven graduates in the Lilly Student Clergy Peer Group Project. Rev. Fackenthal is also involved in facilitating and leading various workshops and retreats within the religious community.

Brett Thomas currently serves as a Director for ReThink. Mr. Thomas earned his B.S. in Physical Education, Sports Management from Purdue University in 2010, and his J.D. from Southern Illinois University in 2015. Mr. Thomas is currently an Associate Attorney with Hume Smith Geddes Green and Simmons, LLP. As an Associate Attorney, he provides individual, business, and insurance clients with representation, delivering a wide array of personal and

business legal needs. Prior to this role, he was an attorney with the Marion County Public Defender Agency from 2015 until 2019, defending clients whose charges ranged from misdemeanors to level two felonies. In this role, he also worked closely with social workers in order to help his clients with certain needs such as mental health treatment, drug rehabilitation, and housing arrangements.

Prior to his work as an attorney, Mr. Thomas served as a Certified Legal Intern with the Marion County Public Defender Agency, representing clients at bench trials, pre-trial hearings, suppression hearings, and post-trial hearings under the supervision of a licensed attorney. Mr. Thomas also worked as a Legal Intern with the Marion County Civil Court Clerk and as a Criminal Court Clerk with the Marion County Clerk's Office. In addition to his professional legal career, Mr. Thomas is also a member of the Indianapolis Bar Association, holding positions on the Criminal Justice Section Board and the Gold Outing Committee.

Sara Drake currently serves as a Director for Rethink. Ms. Drake earned her B.A. in Cultural Anthropology and Women's Studies while minoring in Communication from Ohio State University in 2008, and her M.A. in Clinical Health Counseling from the University of Montana in 2014. Ms. Drake currently serves as an Outpatient Therapist and Lead Clinician at the Adult and Child Health Center in Indianapolis. In fulfilling these roles, Ms. Drake moves adult toward recovery in an outpatient setting, including traditional therapy skills development, utilizing evidenced-based techniques from various theoretical orientations. She creates and implements person-centered treatment plans, collaborating with other service providers to offer clients comprehensive care that best supports and encourages long term recovery.

Prior to her time with the Adult and Child Health Center, Ms. Drake served as the Comprehensive School and Community Treatment Therapist for the Western Montana Mental Health Center. Here, she assessed, diagnosed, and formulated treatment plans for administering mental health care to youth within a school setting. In this role, she provided immediate interventions of group and individual student therapy, teaching key social-emotional skills and managing each child's individual crisis cycle. Ms. Drake was key in facilitating treatment team communications and meetings, tracking student progress through data, and administering fidelity checks on behavior plans with school staff and student families. She also collaborated with community agencies to assist students' families with accessing resources and support.

Before joining the Western Montana Mental Health Center, Ms. Drake worked as a Student Counseling Intern with Trapper Creek Job Corps, establishing therapeutic relationships with students in one-on-one settings by creating and implementing treatment plans based on individual personal goals. Ms. Drake also implemented drug and alcohol treatment plan called TEAP, providing services in a group setting to at-risk teens. In addition to her professional career, Ms. Drake has also conducted various volunteer work throughout the community, providing services as an adult literacy tutor, summer organizer for Organizing for America, program facilitator for Girls, Inc., an exit pollster for the midterm elections, and a presidential race volunteer for American Federation of State, County, and Municipal Employees.

ReThink will contract with NEI to provide day-to-day management services to HOWE. NEI is a non-profit ESP with the mission of creating a collaborative group of exceptional professionals who will boldly rethink education and make success attainable for all students, preparing the next generation to solve the complex challenges of tomorrow. NEI brings decades of experience in school management, turnaround operations, innovative program design, and data-driven instruction. This expertise will not only prepare students for the future, but also develop and train the next generation of school leaders.

NEI, on behalf of ReThink, will recruit, hire, train, and evaluate the school leadership. The school principal will manage the day-to-day operations of the school with NEI's support and resources. The principal will advise and inform a School Advisory Council (SAC) made up of parents of enrolled students, community partners, school staff, and students (relative to the grade level configuration). The SAC will be kept apprised of all aspects of school operations and provide advice on academic performance, school resources, community events, and matters related to overall student progress and well-being. An organizational chart of HOWE's governance structure is provided in **Attachment 12**.

Please see Table 2 below for a list of School Leaders and Key Staff, their role, and area of focus/expertise:

Table 2

Full Name	Role	Area of Focus and Expertise
Victoria Pittman	Associate Principal	Educational Leadership
Tiffany Evans	Assistant Principal	Educational Leadership
Misty Ndiritu	State Director	Educational Leadership and School Support
Bonnie Hester	State Deputy Director	Operations and Finance

Misty Ndiritu is currently the Indiana State Director for NEI, overseeing all school operations for its managed schools in Indiana. Previously, she served as principal at Emmerich Manual High School. Ms. Ndiritu earned her Bachelor of Science in Health, Physical, and Adaptive Physical Education from Manchester University in 2005. She also earned her Master of Arts in Educational Leadership and Administration from Ball State University in 2011.

In 2014, Ms. Ndiritu became a teacher at Emmerich Manual High School. She was promoted to Dean of Operations in 2015 and to her role as principal in 2016. As principal, Ms. Ndiritu was instrumental in raising Manual's school accountability grade from a perpetual "F" to a "C" for the 2016-17 and 2017-18 school years. She drove the school-wide initiative of maximizing growth for high and low performing subgroups to meet above 93 points in the growth domain for 2017, which resulted in the highest growth of all urban high schools in Indianapolis. In addition, Ms. Ndiritu implemented the school's 8-Step Continuous Improvement Process, fostering an increased instructional focus and improving data-driven instruction school-wide. She also implemented engaged restorative practices which reduced student suspensions by 50%.

Bonnie Hester is currently the Indiana Deputy State Director for NEI, managing all the non-instructional operations, including finance, compliance, and facility/security functions for its schools in Indiana. She earned her Bachelor of Arts in Business Administration and Business Management from the University of Phoenix. Prior to her current role, Ms. Hester served as Regional School Operations Administrator for Charter Schools USA. In this role, she oversaw various aspects of the company's school operations in Indiana, including finance, compliance, non-instructional staff oversight, and facility management. She was key in developing, managing and implementing fiscal resources to support all expenditure requirements, and provided support to strategic financial leadership regarding all financial matters. In addition, Ms. Hester also supported all DOE compliance initiatives, serving as the point of contact for the schools under her oversight on all compliance-related data requests.

Ms. Hester also held the position of Business Administrator for Stonegate Early College High School from 2006 to 2009, where she was responsible for directing, coordinating, and overseeing the business management functions of a local charter school. From 1996 to 2006, she served as Business Manager for Castleton United Methodist Church, a position in which she was responsible for overseeing and supervising the business activities and employees of a large church, as well as ensuring all work performed was aligned with the goals of the United Methodist ministry.

Biographical information for the school leadership team is provided below in response to Question 6.

2. **Please provide, as Attachment 1, full resumes (including contact information) for each member of the applicant group, including all current or proposed governing board members, the proposed school leader, key staff members, and any consultants involved in the application or the school's development, governance and/or operation.**

Please see **Attachment 1**.

3. Please provide, as Attachment 2, a signed Statement of Economic Interest and Conflict of Interest Form (as provided in Exhibit C) for each current or proposed board member who is responsible for oversight of the school.

Please see **Attachment 2**.

4. Please provide, as Attachment 3, a copy of board minutes, if any, from the last three governing board meetings, including the meeting in which the board voted to submit this application.

Please see **Attachment 3**.

5. How does the proposed governance model support quality oversight of the school, including monitoring of academic outcomes, financial health, organizational compliance, and school leadership performance? Please list all proposed board committees, both voting and advisory and provide an organization chart listing governance and operational responsibilities for the organizer and the school(s).

HOWE will be governed by ReThink Forward Indiana, Inc., (ReThink) a non-profit organization organized exclusively for educational purposes. ReThink believes that children of all races and income levels can succeed.

ReThink is comprised of individuals who possess decades of experience in education matters. ReThink's members have managed aspects of not for profit boards, financial management, human resources, workforce engagement, college and career readiness, education operations, and education policy. As the charter holder, ReThink will have ultimate authority over and responsibility for school operations and shall conduct itself in accordance with all applicable laws and regulations. More specifically, ReThink will be responsible for developing and outlining the mission, vision, and values of HOWE; developing the appropriate policies to ensure those fundamentals are maintained; and effectively and properly managing public funds. To ensure HOWE's academic, operational, and financial success, ReThink's primary role will be to:

- Determine and preserve the organization's mission and vision
- Create and oversee the organization's operational policies
- Exercise continuing oversight over charter school operations
- Ensure effective organizational planning
- Ensure adequate resources, finances, and fiscal propriety
- Manage resources effectively (adopt and monitor budget and financials)
- Determine, monitor, and strengthen programs and services
 - Assure programs and services are consistent with the mission
 - Assess the quality of programs and services
- Ensure charter compliance
- Enhance public standing
- Ensure legal and ethical integrity and maintain academic and financial accountability
- Understand laws applicable to charter school board members
- Recruit and orient new board trustees and assess board performance
- Monitor school academic performance and ensure adequate progress is made
- Select the education service provider or charter management organization
- Perform operational oversight of the education service provider or charter management organization
- Attend training and conferences regularly

NEI has provided education consulting services and professional development training to HOWE since the start of the

2017-18 school year. As such, ReThink has entered into a good faith agreement with NEI to assume responsibility and authority for providing education management services to HOWE as the ESP. However, ReThink will retain decision-making and ultimate accountability for HOWE's performance. A draft management contract outlining responsibilities and performance expectations that will be aligned to the goals included in the charter contract has been developed between ReThink and NEI, and is included as part of **Attachment 5**.

The list below outlines and describes the primary responsibilities of NEI as HOWE ESP. Please note that the exact responsibilities for which NEI will be held accountable are subject to the charter contract negotiation process.

- Selecting/Implementing Curriculum – NEI provides a customized curriculum designed to meet local, state, and national standards, including continuous program evaluation, materials selection, student data analysis, student individual education plans, and student record keeping.
- Selecting/Implementing Professional Development Programs – NEI provides professional/school development and implements teacher instructional support, coaching, and mentoring. NEI also ensures government compliance and reporting with regard to teacher certifications.
- Data Management and Selecting/Implementing Interim Assessments – NEI provides accountability standards and sustainable performance measures designed to meet local, state, and national standards.
- Setting School Culture – NEI Implement's HOWE's mission and vision via the curriculum and disciplinary policies and standards. Provides assistance in coordinating parent, teacher, and student organizations.
- Student Recruitment – NEI assesses demographic and market needs in order to develop the enrollment/marketing plan.
- School Staff Recruitment and Hiring – NEI provides personnel administration, including the hiring of the principal, teachers, and other staff, as well as the implementation of personnel procedures and ongoing staffing assistance.
- Financial Management Services – NEI provides financial management services, including General Governmental Accounting Policies, Financial Reporting, Budgeting, Cash Receipts and Deposits, Purchasing and Cash Disbursements, Capital Assets, and Payroll.
- Human Resources Services (Payroll, Benefits, etc.) – NEI provides employee benefits, worker's compensation, 401(k) management, and payroll management.
- Determining Employee Promotion Criteria – NEI Provides compensation planning and performance evaluations.
- Managing Community Relations – NEI provides assistance in coordinating parent, teacher, and student organizations, as well as managing HOWE's partnerships.
- Selecting and Providing Information Technology – NEI designs and develops technology labs and student stations, provides local and wide-area network installation, remote access and software integration, email hosting, and direct technology support/troubleshooting. NEI will also maintain HOWE's student information system and websites.
- Managing Facilities – NEI provides operational design of classrooms and school space and programmatic input for functionality purposes. Procures furniture, fixtures, equipment, supplies, and secures basic utility services (phone, water, electric, and disposal service).
- Vendor Procurement – NEI negotiates contracted services with vendors (food, transportation, security, custodial, etc.).

All school staff will report to the principal who will direct the academic program of the school, oversee services to special populations (Special Education, ELL, High Ability, etc.), provide cultural direction through the school wide behavior plan, direct extra and co-curricular activities, and direct staff in these and other school leadership endeavors. The principal will direct the leadership team, which is comprised of positions that may include, but not be limited to, assistant principal(s), dean, guidance counselor(s), instructional coaches, and non-instructional staff such as a registrar, school operations administrator, and administrative assistant(s). The strength of the leadership team is represented in their stability, most of whom have served for no less than 2 years at HOWE. HOWE's accomplishments in culture,

academics, college and career readiness, and community outreach was driven by the continuity of the staff, which provides foundational strength in current and future service to students.

The relationship between ReThink and NEI will establish clear accountability for the services provided by NEI. ReThink as a whole will be responsible for HOWE’s performance, and NEI will be actively involved in managing school operations to ensure successful outcomes. A strong relationship will exist between HOWE’s principal and Rethink. The principal will provide monthly status reports to ReThink and participate in all board meetings. During board meetings, the principal will present HOWE’s status report and field any questions. NEI will maintain primary responsibility for reporting to ReThink and conducting follow-up action items. The principal will also act as the liaison between ReThink and HOWE’s School Advisory Committee (SAC). ReThink will interact with the SAC primarily through the principal, and vice versa.

The relationship between ReThink and NEI will establish clear accountability for the services provided by NEI. ReThink as a whole will be responsible for HOWE’s performance, and NEI will be actively involved in managing school operations to ensure successful outcomes. A strong relationship will exist between HOWE’s principal and Rethink. The principal will provide monthly status reports to ReThink and participate in all board meetings. During board meetings, the principal will present HOWE’s status report and field any questions. NEI will maintain primary responsibility for reporting to ReThink and conducting follow-up action items. The principal will also act as the liaison between ReThink and HOWE’s School Advisory Committee (SAC). ReThink will interact with the SAC primarily through the principal and vice versa.

Please see **Attachment 12** for Organizational Charts.

Together, ReThink and NEI possess the expertise, knowledge, and experience to ensure that HOWE continues to attain academic, operational, and financial success. To ensure that HOWE is on track to meet its goals for success, ReThink will provide an annual progress report to the ICSB. This report will include:

- HOWE’s progress towards achieving the goals outlined in the charter contract
- HOWE’s financial records, including revenues and expenditures
- The information required in the Charter School Annual Accountability Report, pursuant to IC 20-24-9-2

Table 3 below illustrates ReThink’s internal organizational goals, which will also ensure that HOWE attains academic, operational, and financial success.

Table 3

ReThink’s Organizational Goals	Measurable Objective
Properly Manage and Govern HOWE	<ul style="list-style-type: none"> • Operational policies • Academic and financial accountability • Reporting HOWE’s progress annually to the ICSB • Policies consistent with HOWE’s mission • Ensuring HOWE’s programs and operations are faithful to the terms of the charter, including compliance with statutory and regulatory requirements
Oversee Operational Policies	<ul style="list-style-type: none"> • Adhere to regularly scheduled board meetings in a manner compliant with Open Meeting Laws • Ensure HOWE’s operations align with operational policies and procedures
Ensure Financial Accountability	<ul style="list-style-type: none"> • Annually adopt, maintain and amend (if necessary) the annual operating budget • Create or adopt policies for internal controls • Review and approve financial statements on a consistent basis • Ensure that HOWE’s has contracted with a certified public accountant for the annual financial audit • Review and approve the audit report, including audit findings and recommendations
Accountability for Performance	Implement required reporting policies for NEI. Review the following performance reports from NEI on a periodic basis (monthly, quarterly, or annually as appropriate):

ReThink's Organizational Goals	Measurable Objective
	<ul style="list-style-type: none"> • Financial reports • School report (enrollment, withdrawals, staffing, facility issues, and ongoing activities in HOWE) • Satisfaction surveys • Strategic plan • Annual accountability report

ReThink has not yet established any advisory bodies or councils. However, ReThink may, by resolution, establish standing committees and special committees of the board.

6. If a Principal/Head of School candidate has been identified, please explain why this individual is qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record, including specific evidence that demonstrates the leader's capacity to design, launch, and/or manage a high-performing charter school. If no candidate has yet been identified, provide a timeline, criteria, and process for recruiting and hiring a school leader. Describe the responsibilities of the school's leadership/management team.

Paige Pittman currently serves as the Associate Principal of HOWE. Ms. Pittman holds a Bachelor of Arts degree in English Education from Ball State University and earned her Master of Arts in Educational Leadership from University of Indianapolis. Ms. Pittman is a career educator and began as an English teacher in Indianapolis at a charter school. After several years of teaching she was designated as a TAP Master Teacher and began coaching her colleagues. Ms. Pittman transitioned to HOWE in 2015 as a Curriculum Resource Teacher and was promoted to Assistant Principal in 2016. In the summer of 2019 she was named Associate Principal.

Ms. Pittman has been instrumental in providing professional development and coaching for teachers at HOWE ultimately impacting student learning. During Ms. Pittman's leadership HOWE has seen increased proficiency and growth scores on the state assessment. Ms. Pittman has effectively implemented the Continuous Improvement Model ensuring all students are meeting personalized goals and benchmarks aligned to the state standards.

Ms. Pittman will work in conjunction with the school leadership team, comprised of lead teachers, guidance counselors, behavior support staff, and student services. The school leadership team will oversee all daily operations in the building.

Tiffany Evans currently serves as the Assistant Principal of HOWE and is key in driving the school's culture plan, tracking the effectiveness of school-wide professional development, and acting as school Principal in the Principal's absence. She earned a Bachelor of Science in Sport Administration from Radford University in 2007, a Master of Science in Human Development and Leadership from Murray State University in 2010, and a Master of Education in Educational Leadership from the American College of Education in 2019. Prior to her role as Assistant Principal, she served as the Dean for HOWE, overseeing school-wide student discipline and culture initiatives and providing information regarding teachers' effectiveness and classroom management. Ms. Evans also served as HOWE's Behavior Interventionist/Social Worker, 21st Century Afterschool Program Site Coordinator, and Parent and Community Liaison prior to becoming Dean.

Ms. Evans also assumed the role of Administrative Assistant to the Magnet Grant Coordinator for MSD of Lawrence Township: Welcome Center from 2011 to 2012, where she was responsible for enrollment and data input for 15 schools in the district, and was the first contact with the parent community in order to ensure quality customer service. From 2010 to 2011, she served as a Building Substitute for the Forest Glen School of Spanish Immersion, where she filled in for teachers as needed throughout the building and worked closely with office administration when not serving in a substitute capacity.

7. **If members of the school’s administrative/management team (beyond the school leader) have been identified, please describe their responsibilities and qualifications. If these positions have not yet been filled, explain your timeline, criteria, and process for recruitment and hiring.**

In addition to the board members and key staff listed in Tables 1 and 2, Table 4 below lists other than administrative/management team members that are integral to HOWE’s operations, their role, responsibilities, and qualifications.

Table 4

Full Name	Role	Responsibilities	Qualification
Tiffany Evans	Assistant Principal	Educational Leadership	MA in Educational Leadership
Misty Ndiritu	State Director	Educational Leadership and School Support	MA Educational Leadership
Bonnie Hester	State Deputy Director	Operations and Finance	BS Business Administration and Management
Bryan Reed	Grants Manager	Grants and Finance, College and Career Readiness	MA Education and BS in Business Administration
Robert King	Student Services	Educational Leadership, Compliance	MA Educational Leadership
Kendall Price	After School Programming	Clubs, Sponsorships, Academic Tutoring	BS in Business
Crystal Woolridge	Operations	NSLP, Logistics, Onboarding	BS Communication, Merchandising
Saunnie Knotts	Curriculum Specialist	Curriculum Development, Data	MA Educational Leadership

8. **Please provide, as Attachment 4, a copy of the organizer’s governance documents, including, at minimum, Articles of Incorporation, Bylaws, Conflict of Interest, and Code of Ethics policies. Please also provide evidence that tax-exempt status is being sought or has already been obtained (e.g. a copy of the organizations 501 (c)(3) determination letter from the Internal Revenue Service). Note that while tax-exempt status is not required at the application stage, the organizer must receive such tax-exempt determination before the organizer may provide instruction to students attending the School, unless the organizer receives express written authorization from ICSB’s Executive Director.**

Please see **Attachment 4**.

Education Service Providers

1. **If the school intends to contract with an ESP for school management services, please provide the following information (and provide the requested documentation as Attachment 5):**
 - a) **A brief overview of the ESP’s founding year, mission, leadership team, and the name and location of al charter schools, both within and without Indiana, currently managed by the ESP.**

Noble Education Initiative (NEI) is a non-profit education service provider founded in 2017 with the mission of creating

a collaborative group of exceptional professionals who will boldly rethink education and make success attainable for all students, preparing the next generation to solve the complex challenges of tomorrow. Table 5 below lists all of the schools currently managed by NEI.

Table 5

School	Location
Emma Donnan Elementary School	1202 East Troy Avenue, Indianapolis, Indiana 46203
Emma Donnan Middle School	1202 East Troy Avenue, Indianapolis, Indiana 46203
Emmerich Manual High School	2404 Madison Avenue, Indianapolis, Indiana 46225
Thomas Carr Howe Community High School	4900 Julian Avenue, Indianapolis, Indiana 46201
Knowledge Academy*	5320 Hickory Hollow Parkway, Antioch, Tennessee 37013
Knowledge Academy at the Crossings*	5320 Hickory Hollow Parkway, Antioch, Tennessee 37013
Knowledge Academy High School*	5320 Hickory Hollow Parkway, Antioch, Tennessee 37013

*Please note that NEI assumed management responsibility for Knowledge Academies prior to the start of the 2019-20 school year. As such, these schools have not been included in Attachment 19 – Academic Performance Workbook since the past three years of academic data is not reflective of NEI’s management of the schools.

NEI brings decades of experience in school management, turnaround operations, innovative program design, and data-driven instruction. This expertise will not only prepare students for the future, but also develop and train the next generation of school leaders. Below is a brief overview of NEI’s leadership team.

Sherry Hage – Founder and Chief Executive Officer

Sherry is the founder and Chief Executive Officer of Noble Education Initiative (NEI). She has dedicated her working career to the success of students and teachers throughout the United States. After graduating from the University of Miami with her bachelor’s degree in music, she began her teaching career with the Broward County school system in Fort Lauderdale, Florida. After obtaining her master’s degree in education policy and planning from The University of Maryland, she returned to Florida to teach and serve as an adjunct professor at Florida Atlantic University. As her career progressed she would rise to become a Curriculum Specialist for the Broward County Schools’ district office. During her tenure at Charter Schools USA, Sherry served as the Vice President of Education before being promoted to Chief Academic Officer. As the company’s CAO, Sherry was responsible for both the academic and operational functions of the company’s 84 schools. While she has proven her ability to lead large and diverse teams, deliver excellent results, and effectively scale the growth and development of programs, her real passion revolves around setting children up to reach their dreams.

Mitchell Wise – Chief Operating Officer

Mitchell Wise is Chief Operating Officer for Noble Education Initiative (NEI) and supports all aspects of company operations as a member of the Executive Team. He received his B.S. in Finance from the University of Florida. In addition, he successfully completed a global executive development program with a prior global company where he received full marks. Mr. Wise is responsible for collaborating with the CEO to oversee the overall execution of NEI’s Education Model and Services. He also works with the management team on both strategy and tactical operations. In this capacity, he provides day-to-day operational leadership, including general strategy and project planning; business development; marketing and communications; financial management; and oversight for internal and external policies and procedures that support compliance and adhere to company quality standards.

Most recently, Mr. Wise held the title of Vice President of Business Development at Charter Schools USA where he was responsible for multiple corporate departments to include Business Development, Governance and Enrollment in addition to active involvement in strategic projects. During his tenure, he implemented multiple processes and systems/tools to drive optimal business decisions. This included standardized business development processes for pipeline management and contract record-keeping to ensure company-wide alignment; a model to measure site location viability to drive capacity utilization of new schools; re-structuring departments to improve internal and external customer relations; and, new reporting and forecast tools that led the company to achieve 99.2% of the network-wide enrollment target for 2018-2019. Prior to Charter Schools USA, he worked in multiple global organizations and

successfully filled roles in different functional areas.

Teresa Brown – Director of Curriculum Design and Staff Development

Teresa Brown serves as the Director of Curriculum Design and Staff Development for Noble Education Initiative (NEI) and provides thought leadership in her areas of expertise as a member of the Executive Team. She received a Bachelor of Science in Health Science Education from the University of Florida, and a Master's in Educational Leadership from the American College of Education. She also holds a Florida Professional Teaching Certificate and is a Certified John Maxwell Team Coach, Teacher and Speaker.

Ms. Brown is responsible for the strategic direction and execution of curriculum design, development and implementation as well as leadership and staff development. She has over 20 years of experience in educational delivery and management, progressing through leadership roles as a coach, athletic director, teacher, dean and principal. Ms. Brown served as a Regional Director of Education at Charter Schools USA for Indiana, Georgia and Palm Beach County schools. In this role, she supported school principals by monitoring the effectiveness of programs, strategies and operations, and also by serving as liaison between the schools, the corporate office and the school's governing board. Most recently, she was Vice President of Enrollment at Charter Schools USA. In this capacity, she was responsible for increasing student enrollment in 84 schools while managing a team of Regional Enrollment Managers. She worked collaboratively with school leadership and marketing to focus on specific markets and identify potential populations for the schools that would potentially increase enrollment. She also provided training for state funding, reporting and online registration procedures to Enrollment Managers and Assistant Principals.

Dr. Byron Ernest – Director of Educator Development and Partnerships

Dr. Ernest serves as Director of Educator Development and Partnerships for Noble Education Initiative (NEI). He has extensive teaching and school leadership experience and was the 2010 Indiana Teacher of the Year and 2011 Christopher Columbus Foundation National Outstanding Agriscience Teacher. Dr. Ernest holds Bachelor of Science Degrees in Animal Science and Agricultural Education and a Master's in Education from Purdue University. He received his Doctorate from Walden University in Administrator Leadership for Teaching and Learning. Dr. Ernest also completed the Certificate for Advanced Educational Leadership program at Harvard University where he is continuing his Post-Doctoral Studies. Dr. Ernest currently serves as Secretary to the Indiana State Board of Education (INSBOE). He was appointed to the Indiana State Board of Education by House Speaker Brian Bosma, and also serves as Secretary/Treasurer on the Executive Committee of the National Association of State Boards of Education (NASBE) Board of Directors.

Previously, Dr. Ernest served as Head of Schools for Hoosier Academies. While at Hoosier Academies, he developed a successful teacher leader program, the Focused Leader Academy, for developing an intent-based and distributed leadership school community model. Dr. Ernest also served as principal at Emmerich Manual High School in Indianapolis after it was taken over by the State for receiving seven consecutive failing annual performance grades. As principal, he worked with a new staff to develop a culture of excellence focusing on high student achievement and performance. Prior to going to Manual, he worked as the Department Head for Agriculture Science and FFA at Lebanon Community School Corporation where he started the program from scratch. The program is now one of the largest in the state and is well respected nationally for its focus on teaching science in the context of agriculture.

Sandy Shedenhelm – Director of Curriculum and Instructional Design

Sandy is the Director of Curriculum and Instructional Design for Noble Education Initiative (NEI) and provides thought leadership in her areas of expertise as a member of the Executive Team. She is responsible for the strategic direction and execution of curriculum, assessment, and instructional design. Mrs. Shedenhelm holds a Bachelor of Arts in Elementary Education from Capital University in Columbus, Ohio, and a Master's in Education Administration from the University of Dayton.

Mrs. Shedenhelm has dedicated her career to "rethinking education" to better meet the needs of students and the educators who support them. As a middle school English language arts teacher, she was an early adopter of responsive

teaching practices that transformed her classroom, allowing her students to consistently achieve two or more years of annual growth in reading. As a standards coordinator and instructional coach, she and her team redesigned their approach to curriculum and assessment, significantly raising math achievement across all sub-groups, earning statewide recognition. And as a senior director at a non-profit, Sandy helped countless educators learn how to use assessment to both measure and support learning, authoring a suite of professional learning online courses in formative assessment that are used statewide in Ohio, Tennessee, and Georgia as well as in Hong Kong and Ireland.

Debora Wells – Director of Grants Management

Debora Wells is the Director of Grants Management for Noble Education Initiative (NEI). As such she is responsible for the overall management of multiple federal, state and local grant programs and for grant writing to support the strategic priorities of NEI. Ms. Wells holds a Bachelor of Science in Business Administration from Indiana Wesleyan University, a Master's in Public and Environmental Affairs, and a Master's in Executive Development and Adult Education from Ball State University. Ms. Wells also maintains several professional certifications and certificates.

Most recently, Ms. Wells served as the Indiana Regional Grants Manager for Charter Schools USA. Ms. Wells is retired from the DoD, where she acquired 36 years of experience in the areas of Financial Management, Human Capital and Acquisition. Ms. Wells was instrumental in the drafting and receipt of new Congressional legislation in the Fiscal Year 2012 National Defense Authorization Act, which mandated the DoD Financial Management Certification Program to strengthen the public sector's confidence in the Department's overall financial management expertise. For her role, she received special recognition from the President of the United States and the Secretary of Defense.

Ms. Wells has been awarded the Office of the Secretary of Defense Medal for Exceptional Civilian Service and numerous performance and achievement awards. Other honors she received included the Federal Employee of the Year from the Federal Executive Association and the Outstanding Professional Award from Indiana Wesleyan University.

- b) A summary explanation of how and why the ESP was selected, the specific due diligence conducted by the organizer on the ESP's academic results with a similar student population as well as financial health and stability, and a list of other ESP's assessed during the due diligence process;**

ReThink is currently working with NEI to assist HOWE in transitioning to a charter school. NEI has provided education consulting services and professional development training to HOWE since the 2017-18 school year. This includes, but is not limited to curriculum planning and development, afterschool program services, SPED services, professional development training sessions, submission and management of school grants, transportation, food service, and facilities management.

To better serve HOWE, NEI established an Indiana state leadership team to provide the school with immediate, day-to-day local management of school operations that supports the school leaders and their staff. This experience has given NEI firsthand knowledge of HOWE's current student population, the challenges they face on a daily basis, and what needs to be done to overcome them.

Furthermore, NEI has been able to build and implement a solid academic and cultural foundation within HOWE over the past two years, which will allow them to smoothly transition into the role of ESP and continue building on that foundation without loss of continuity. Under NEI's management, HOWE also achieved a positive financial net position for the both the 2016-17 and 2017-18 school years. As such, ReThink believes that maintaining continuity of school operations by NEI will ensure a smooth transition to a charter school.

- c) A term sheet or other document setting forth a proposed duration of the contract that aligns with ICSB's five-year charter term. As required by IC § 20-**

24-3-2.5, the term sheet or document must specifically address:

- i. Evidence of the ESP's success in serving student populations similar to the targeted populations, including demonstrated academic achievement as well as successful management of nonacademic school functions, if applicable.**

[Please note that according to IC 20-24-3-2.5, this information is listed as a requirement for the application response as opposed to a requirement for the term sheet. Based on the interpretation of statute, this information will not be part of the term sheet, but is instead provided below.]

When comparing the 2018-19 academic performance of the schools that NEI currently manages in Indiana (EMMA Donnan Elementary and Middle Schools, Emmerich Manual High School, and Thomas Carr Howe Community High School) to the other schools within the IPS system, NEI schools are outperforming the IPS school system as a whole. Moreover, the schools that NEI manages achieve this success despite serving a population consisting of 97% FRL students, which is much higher than the IPS average of 63%. This data is even more relevant considering that responses from surveys distributed to HOWE's local community by the School Transition Task Force (discussed on page four of the application) indicated that 2018-19 school data was the most important factor when deciding whether or not to convert HOWE to a charter.

The assessment information outlined below compares 2018-19 academic assessment data for FRL students at NEI-managed schools to assessment data for FRL students at other IPS schools:

- ILEARN: NEI had **43% more** of its FRL students pass both ELA and math than IPS
- ISTEP 10: NEI had **95% more** of its FRL students pass both ELA and math than IPS
- ISTEP Biology: NEI had **68% more** of its FRL students pass than IPS
- IREAD-3: NEI had **5% more** of its FRL students pass than IPS

Furthermore, when comparing all NEI students to all of IPS students NEI students still outperform IPS students in every 2018-19 testing category with the exception of one:

- ILEARN: NEI had **3.7% less** of its students pass both ELA and math than IPS
- ISTEP 10: NEI had **33% more** of its students pass both ELA and math than IPS
- ISTEP Biology: NEI had **7% more** of its students pass than IPS
- IREAD-3: NEI had **5% more** of its students pass than IPS

NEI has been instrumental in driving the significant strides that have been made at HOWE since the start of the 2017-18 school year. HOWE made significant improvements in numerous school accountability categories. HOWE's graduation rate greatly increased from 49% in 2016-17 to 92% in 2017-18, an exceptional school and community achievement. On the 2017-18 ISTEP+, HOWE had the 2nd highest passage rate among all high schools within the IPS system. HOWE's growth points on the School Report Card for the math portion of the ISTEP+ Grade 10 increased by over 50 points compared to 2016-17, and by over 30 points in ELA. Furthermore, on the ELA portion of the ISTEP+, 8th graders doubled their proficiency compared to 2016-17, increasing by 21 percentage points. On the math portion, 8th graders increased their proficiency by 11 percentage points. ISTEP+ growth points on the accountability matrix also increased by 12 points in ELA and 8 points in math. In the 2018-19 school year, HOWE continued to improve, increasing its proficiency on the 10th grade ELA portion of the ISTEP+ to 29.60%, which was a 6-percentage point increase over 2017-18 proficiency. 2018-19 was also the first year that 7th and 8th grade students took the iLearn state assessments. Average ELA proficiency for both 7th and 8th grade students was 20%, and average math proficiency was 10%.

- ii. The roles and responsibilities of the school governing board, the school staff, and the ESP, including the scope of service and resources to be**

provided by the ESP;

- iii. An explanation of the relationship between the school governing board and the ESP, specifying how the governing board will monitor and evaluate the performance of the ESP, including specific performance evaluation measures and timelines;
- iv. A detailed explanation of compensation to be paid to the ESP, including both management fees and all pass-through expenses, such as for curriculum licensing or technology costs;
- v. The methods of contract oversight and enforcement;
- vi. A disclosure statement to explain any existing or potential conflicts of interest between the organizer and the proposed education service provider or any affiliated business entities;
- vii. A provision acknowledging that the school and the authorizer are entitled to any data directly related to the operation or management of the school, such as financial data, enrollment data, demographic data, performance data, and student data, in the possession of the ESP (not including any proprietary, intellectual property, or similarly protected data of the education service provider; and
- viii. The conditions for renewal and termination or the contract.

Please see **Attachment 5**. The Term Sheet is part of the management agreement that will be executed between ReThink and NEI.

- d) A draft of the proposed management contract (if one exists) that is in compliance with ICSB's Requirements for Contracting with Educational Management Organizations, which may be found here:
<https://www.in.gov/icsb.2389.htm>

Please see **Attachment 5**.

- e) Evidence that the ESP is authorized to do business in Indiana; and

Please see **Attachment 5**.

- f) Assurance that the governing board of the organizer is structurally independent of the ESP and shall set and approve school policies. The terms of the service contract must be reached but the organizer and the ESP through an arms-length negotiation in which the organizer is represented but separate and independent legal counsel. Failure by the organizer to engage separate and independent legal counsel for purposes of negotiating the terms of a management agreement may be grounds for rejection of the proposed contract.

ReThink is a not-for-profit organization, members of which are selected by and approved by the governing board and have no affiliation with NEI. ReThink will set and approve all school policies. ReThink already has appropriate ethics and conflict of interest policies in place (**Attachment 4**) that are consistent with state statute. ReThink has identified potential independent legal counsel and will finalize the selection once a charter has been granted. Such counsel will be employed to help negotiate the management agreement, also in consultation with the ICSB Executive Director (as is required by ICSB guidelines). In addition, HOWE will receive an annual independent financial audit from a third-party auditing firm on the board's behalf to ensure proper financial management by NEI.

Section II: School Design

Education Plan

Curriculum and Instruction Design

- 1) **Please provide a framework for the proposed instructional design that reflects the needs of the school's target population and ensure all students meet or exceed the Indiana College and Career Ready Academic Standards. At a minimum, the description should include:**
 - a. **The basic learning environment (eg., classroom-based, independent study, virtual),**

The basic learning environment K-12 will be classroom-based with the opportunity to engage in blended learning opportunities. Blended learning opportunities may be addressed in multiple ways. Students may participate in the flipped classroom model where initial learning is done outside of the classroom and class time is spent practicing, reinforcing learning, and addressing misconceptions. Students may also participate in blended learning through small group and station opportunities, in which technology may be utilized to practice, reinforce learning, or provide remediation while the teacher is working directly with a small group of students.

- b. **Class size and structure,**

While Indiana does not have any required student-teacher ratios, NEI believes that class size makes a difference for students. All classes are within a reasonable size and will include instructional aides should additional support be necessary. All staff members are licensed or participating in a licensure program. Under the accreditation of New Educator Prep Program or within partnerships with TNTP and TFA, all staff members will have the opportunity to enroll in a licensure program.

- c. **An overview of the curriculum**

The education program is grounded in effective implementation of a rigorous curriculum based on Indiana Academic Standards, which affords all students the opportunity to experience academic enrichment and includes a framework for continuous improvement. Our program design provides all students the structure, routine, and high expectations they need to succeed, while integrating regular cycles of student assessment, review, support and growth. As a result, our academic plan is robust, research-based, and built with continuous learning in mind. To ensure a positive learning environment that supports implementation of our academic program, we actively attend to the development of a positive school culture that meets student social and emotional needs. Our approach to standards-based instruction rests within a strong frame of social and emotional learning (SEL).

Our curriculum is mapped into 7-9 instructional units in K-8 and 8-9 instructional units in ninth through twelfth grades, employing a cyclical approach to guarantee priority standards are addressed adequately prior to state testing and advancement to the next grade or graduation. The instructional calendar, which provides a scope and sequence of standards, allows teachers the ability to adjust instruction based on formative and end-of-unit assessments so that students have every possible opportunity to advance learning.

HOWE will utilize the Eight-Step Continuous Improvement Process, developed by Patricia Davenport and Peggy Hinckley (2013), to frame delivery of our curriculum and provide a touchstone for all school-based professional learning. For more information on the Eight-Step Continuous Improvement Process, please see the response to Question 1f in this section below.

As defined in HOWE’s Education Model for Continuous Improvement, high-quality Instructional Focus Calendars (IFCs) clearly articulate the sequence, pacing, priority, and spiraling of the Indiana College and Career Academic Standards. All curricular materials that are selected at HOWE both align to the intent and rigor of the standards AND provide coverage of all elements of the standards.

We will use texts and materials in alignment with waivers application to provide our students a rigorous, differentiated, standards-based curriculum. Table 6 below illustrates the type of resources our leadership team will adopt at HOWE.

Curriculum Utilized in Course Progression

Table 6

Course	Curriculum	Descriptor	Rationale
Math	Curriculum Associates	Classroom curriculum will follow Curriculum Associates Ready books	Excellent math curriculum, provides assistance in identifying remediation needs
	i-Ready	Supplemental with blended learning opportunities	Excellent alignment with ILearn, used for personalized remediation and extension
	Big Ideas	Classroom curriculum will follow National Geographic Learning's Big Ideas books	Excellent math curriculum, provides assistance in identifying remediation needs
	Mathia	Supplemental with blended learning opportunities	Used for personalized remediation and extension
Science	Curriculum Maps Teacher Generated Learning	Blended learning opportunities and supplemental learning opportunities	Whole-group and small group instruction utilized Differentiated instruction
Social Studies	Curriculum Maps Teacher Generated Learning Curriculum Associates	Blended learning opportunities and supplemental learning opportunities Curriculum Associates Prentice Hall World History and US History books	Whole-group and small group instruction utilized Differentiated instruction
ELA	Lexia Power-Up	Supplemental with blended learning opportunities	Personalized remediation and extension
	Ready	Classroom reading curriculum will follow the Ready program	Standard-aligned curriculum that includes scaffolds and assistance in identifying remediation and extension needs
	i-Ready	Supplemental with blended learning opportunities	Excellent alignment with ILearn, used for personalized remediation and extension
	ThinkCERCA	Supplemental with blended learning opportunities	Personalized remediation and extension

Other Key Resources: Writing Rubrics, Portfolios, and Personalized Learning Plans

Writing Rubrics. As part of our balanced literacy plan and structured reading and writing workshop time, HOWE incorporate the use of strong descriptive rubrics to plan instruction and assess student writing. Using Indiana's writing rubrics as a base, we will clarify any evaluative terms found in the state writing rubrics in concrete, objective language. We will make clear distinctions between grade levels. We will intentionally incorporate specific writing techniques that students will learn to apply in each grade level.

Personalized Learning Plans (PLPs). PLPs will be plans that help students track their learning and goals, and allow for self-reflection, goal setting, and action planning. They will include:

- Student information
- Student profile
- Individual student goals and action steps
- Learning expectations
- Transition
- Reflection

Other Integral Components of HOWE's Curriculum: SEL and Career Exploration

Social and Emotional Learning.

A key aspect of our standards-based curriculum is the integration of SEL strategies and activities within instructional units in order to develop student intrapersonal, interpersonal and cognitive skills alongside academic standards. Teachers flexibly employ a variety of strategies, such as cooperative learning groups, PBL and goal-setting, to best fit student SEL needs in the planning and delivery of standards-based lessons.

Career Exploration and CTE Certification.

In order to prepare students to be college and career ready, we will create personalized, rigorous learning experiences that combine the Indiana College and Career Ready Academic Standards and social-emotional skills while continually engaging students in career exploration. It is our goal to ensure that our students are prepared for the future they want after high school, whether it be successfully starting college (i.e., further education) or entering the workforce.

Our students will explore career options at every turn. In middle school, students will have opportunities to participate in enrichment classes, including art, music, physical education, and Spanish. Embedded in our curriculum maps, even our youngest learners will explore careers that align to topics under study. Research has identified middle school as a time when students can benefit the most from career exploration, a process of building self-awareness, learning about potential careers, and developing a plan for reaching future goals. Career exploration engages middle school students at a time when they are at a higher risk for disengaging from learning due to challenges in forming identity, coping with puberty and navigating new environments.

Our high school students will select major and minor areas of interest which will drive the CTE cluster choice of classes. These courses help students identify careers of interest and develop employability skills that will serve them in further education and the workplace. According to a study that compared CTE and non-CTE students as they transitioned into postsecondary education, CTE students are significantly more likely than their peers to say that they developed a clear career goal as well as problem-solving, critical-thinking, communication, time management, and work-related skills.

CTE pathways allow students to not only explore their area of interest, but provide students with opportunities to obtain career certifications in fields such as welding, nursing, and culinary arts.

d. The use of technology in delivering instruction (if applicable),

The learning environment at HOWE will continue to use online resources as one part of the learning process for students. These resources help the teacher to differentiate based on the student's ability level and interest. PowerSchool Unified Classroom is utilized as an all-in-one classroom management system that provides a 360-degree view of student performance, grading, and attendance. This system provides classroom pages used for consistent communication with families and with interactive, online assignments that provide enhanced engagement opportunities. This program is being introduced through a phased approach, beginning this year with approximately 25% of HOWE staff opting into utilizing the full program battery of features. We will increase utilization in the upcoming years and support teachers in using Unified Classroom as an instructional resource for blended learning.

Curricular resources used at HOWE in grades K-8 include:

- Lexia: ELA software
- I-Ready: Math and ELA software; curriculum; benchmark assessments
- Pearson's Indiana Interactive Science: middle school science textbook

Curricular resources used at HOWE in grades 9-12 include:

- Reading Plus: Instructional software used daily in ELA/Reading classes
- Carnegie Learning Mathia: Instructional software used daily in Math classes
- Five Star Technologies Solutions Pivot Software: Used to create diagnostic, formative, and summative assessments aligned to state testing in both ELA and Math; also includes benchmark assessments
- ThinkCERCA: Instructional software serving as a personalized literacy platform.
- Edmentum PLATO: Supplemental course instruction for credit recovery

Students and educators have access to a wide variety of technology to engage in the curricular resources and technology driven instruction. At HOWE, approximately 90% of classrooms have a smartboard. Additionally, students and educators have access to six computer labs of varying size in the building. Laptop and iPad carts are also accessible for classrooms allowing students to engage in personalized use of technology. The use of technology can drive personalized learning plans engaging students in curricular resources that address the academic level of the individual student. Additionally, the technology can be used to provide extended learning for students in the classroom and allow students to complete research for courses, including dual credit research papers. The technology also serves as a resource for HOWE's ELL and SPED populations.

Hardware used to support school curriculum

- Smartboards
- Laptops (HP)
- iPads
- Surface Pro Tablets
- Document Cameras

e. Plans for ensuring the school is staffed with highly effective teachers, and

NEI and ReThink will ensure all staff members are licensed or participating in a licensure program. Under the accreditation of New Educator Prep Program or within partnerships with TNTP and TFA, all staff members will have the opportunity to enroll in a licensure program. Recruitment of educators will be on national and state levels, including local hiring fairs and continual partnerships with local colleges and universities, as well as on national recruiting websites.

f. Any relevant evidence-based support

The following evidence-based support will be implemented:

Eight-Step Process for Continuous Improvement

The Eight-Step Process for Continuous Improvement (Davenport & Hinckley, 2013) is a framework applied to our standards-based curriculum that ensures academic standards are implemented with fidelity and decision making is data-driven. This process is intended to enhance delivery of data-driven instruction for all students in a manner that maximizes our school resources. The process has been in place for three years and launched with professional development (PD) aimed at instructional leaders to ensure a thoughtful rollout and implementation with the highest level of fidelity. Teachers were then provided with initial PD to gain a baseline understanding of the eight steps and guided in making connections to our data-driven approach in order to enhance our planning and delivery of effective instruction. Since initial PD, teachers and school leaders have been provided with ongoing implementation and coaching support from NEI as part of a capacity building plan to effectively utilize and monitor the continuous improvement process school-wide.

The steps in the process are defined below and work to remove subjectivity, eliminate the achievement gap, and create a climate of achievement and success:

1. **Data Disaggregation:** Consists of collecting baseline data from benchmark and standards-based assessments to be used to guide instruction and create student groupings. Personalized Learning Plans (PLPs), and data walls are evidence of this step in the classroom.
2. **Instructional Calendar:** Provides an explicit timeline of when standards that make up the GVC are introduced, taught, and reviewed over the course of the school year and 10 instructional units. The calendar also establishes formative assessment dates to ensure adequate time is allocated to essential standards and enough time is provided for instruction in between assessment periods.
3. **Instructional Focus:** Dependent on the Instructional Calendar and what the data dictates, as evidenced by effective whole-group, small-group, and one-on-one instructional planning and lesson delivery. This step ensures students are provided with the necessary time to practice essential standards prior to being assessed for mastery.
4. **Assessment:** Administered to determine student mastery of standards that are taught within specific units of instruction. Assessments leading up to the administration of FSA and EOC tests include common unit assessments, i-Ready, and classroom-based formative assessments.
5. **Tutorial:** As demonstrated during Success Block, tutorials consist of standards-based re-teaching and remediation provided in small-groups and led by teachers who demonstrate the most success in instructional focus delivery. This ensures students receive the time and instruction to grow and sustain learning.
6. **Enrichment:** As demonstrated during Success Block, enrichment provides students who have demonstrated mastery of the previous unit's standards with an opportunity to stretch their learning and apply their knowledge and in different contexts. This supports students in making connections to the real world and developing intrinsic motivation.
7. **Maintenance:** Consists of a spiral review of standards and continual attention to building and activating background knowledge. This is essential to ensure mastered skills, facts, and concepts are retained long-term.
8. **Monitoring:** Relates to the instructional processes and practices monitored to ensure curriculum and instruction is focused, data-driven, and effective. This is evidenced by classroom walkthroughs, data chats, and the setting of expectation and accountability for standards-based instruction by school leadership.

Research-Based Instructional Strategies

Teachers at HOWE will utilize a research base of student data to ensure that they are providing the most effective evidence-based support through differentiated instruction. Planned teaching and learning strategies have demonstrated efficacy with respect to student retention and learning. Because of this, targeted professional development is provided to teachers to ensure that the instructional strategies best meet the needs of their students. Teachers are provided specific instruction in researched-based instructional strategies beginning with the Teacher Academy workshops prior to the beginning of school and continuing throughout the remainder of the school year.

- 2) **Specify instructional strategies that the school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students. This description must provide a clear and cohesive vision for the school.**

How we decide to teach is important for all learners, especially for students with disabilities, students from culturally or linguistically diverse backgrounds, and students who are achieving significantly behind grade level. For these students, it is vital that we maximize their opportunities to learn by using instructional strategies that correspond to their unique learning needs. That said, the key to success in diverse classrooms is selecting and implementing powerful instructional methods that simultaneously address a variety of different learning needs. Based on individual and classroom-level data, teachers will be provided with targeted professional development to ensure that they are able to effectively deliver the instructional strategies that are best suited for their students. This professional development begins prior to the beginning of school and continues throughout the school year.

Teachers will use a variety of instructional methods to meet the needs of their students, the subjects they teach, and even their own teaching expertise. However, the following instructional methods/strategies will permeate every classroom:

- Direct instruction
- Flexible, small group instruction
- Cooperative learning
- Success Time
- Blended Learning
- Social and Emotional Learning

Direct Instruction

All students will receive direct instruction. With this method students are *not* blamed for their failure to learn as teachers are responsible for student learning. This instructional approach will be used because it is guided by two important principles:

1. All children can learn if we teach them carefully and intentionally.
2. All teachers can be successful when given effective programs and instructional delivery techniques.

As such, teachers will be provided with the most effective programs and given the ability to deliver proven instructional techniques. Teachers will have the opportunity to collaboratively plan lessons from clearly articulated curriculum materials) that are built upon sound learning progressions. Teachers will also receive ongoing support from leadership, outside experts, and their peers.

Direct instruction is not to be confused with didactic teacher-led talking from the front. According to Hattie,¹ direct instruction includes seven major steps:

1. Teacher defines the learning outcomes/targets
2. Teacher defines performance criteria
3. Teacher defines specific engagement activities
4. Teacher presents the lesson including input, modeling, and checking for understanding
5. Students engage in guided practice with teacher-delivered feedback
6. Teacher closes the lesson, reviewing and clarifying the key points to ensure that they will be applied by the student
7. Students engage in independent practice on a repeated schedule

Flexible, Small Group Instruction

Flexible, small group instruction is recognized as a version of direct instruction with fewer learners. The reduced student-teacher ratio of small groups allows educators to connect with individual students, reinforce concepts, and assess comprehension.

Flexible, small-group instruction will support reading, writing, and math instruction. Although differentiation will occur in different ways during whole-group instruction, small group instruction serves as a strong instructional model when differentiating by content. Students might all be working towards a common learning target, but they often will be working to achieve different levels of performance or success criteria. The small-group model allows for targeted instruction to meet students exactly where they are in the learning progression of a standard or target.

School-wide small group instruction will be used as a response to the data from our monthly IFC Assessment of “taught” grade-level standards. A 30-minute Success Block (described in more detail below) will kick-off learning each day for every student. During this time, students will report to different teachers, and even different classrooms, to receive targeted instruction and further practice on any standards not mastered in the previous unit. For those students who demonstrate mastery of all priority standards on the initial IFC Assessment, they will receive enrichment during Success Block.

Cooperative Learning

All students will engage in cooperative learning in which students work together to accomplish shared learning goals. Teams of students engage in a variety of learning activities to improve their own understanding of the intended learning. Each member of the team is not only responsible for learning what is taught, but all for helping teammates learn. It is in cooperative learning where students will have the opportunity to apply their SEL skills in authentic ways. Research by Johnson & Johnson² indicates that cooperative learning, when compared with competitive and individual learning, typically results in:

- Higher achievement
- More caring, supportive, and committed relationship
- Greater health, social competence, and self-esteem

HOWE recognizes that simply putting students in groups is not enough. For the benefits of cooperative learning to be realized, teachers will do the following when structuring student teams:

- Establish positive interdependence among group members;
- Facilitate promotive interaction
- Encourage individual accountability
- Explicitly teach the appropriate social skills
- Encourage teams to reflect on both the processes involved in completing the task and interacting with their peers

Teachers will not only structure groups (shown in photo below) so that the key components likely to facilitate successful cooperation are evident, but they will promote interaction among students. Research indicates that students rarely provide quality explanations or engage in high-level discourse unless they are taught to do so.³

Success Time

Success Time is a school-wide initiative based on the 8-Step Process that includes the use of common monthly unit assessments, grade-level data chats, and flexible grouping. After each unit of standards-based instruction (approximately once per month), our teachers analyze student data and identify individuals who did not demonstrate proficiency to determine students who need remediation or enrichment. Students are then grouped based on skill level, with an instructional focus based on the school’s academic priorities for the school year. Teachers and school administrators have participated in training sessions related to Success Block since August 2017 and were guided through grade level data chats to support full implementation of a daily 30-minute data-driven instructional focus period.

Success Block involves all instructional staff members and provides the dedicated time and space needed for targeted remediation and enrichment. Students are strategically grouped with teachers across grade levels and content areas, with the teachers who were most successful in teaching the unit standards working with students who require targeted remediation in order to reach mastery. For students who have mastered unit standards, enrichment activities are provided to stimulate continued learning and engagement. Success Block is instrumental in providing struggling students with the extra time and focus necessary to make gains in learning and nurtures professional collaboration among staff members. With the added combination of RTI, tutoring, and push-in and pull-out supports, students are provided with the necessary support to ensure they are successful in meeting and exceeding grade level standards.

Blended Learning

HOWE will also offer blended learning experiences for students and ensure teachers build the capacity to flexibly employ the various models listed below.

- *Rotation Model*
 - Example: Students receive instruction from the teacher, participate in centers or independent work, and then complete similar activities on an online software program. Programs that may be utilized in the shared community space include Lexia, IReady, Reading Plus, ThinkCERCA, Book Taco, and/or Mathia.
- *A La Carte Model*
 - Example: Students take an online course with an online teacher of record, but still attend school in a brick and mortar setting. The course is taken while physically in HOWE. Programs that may be utilized in the A La Carte Model include PLATO Online courses via Edmentum.
- *Individualized Learning*
 - Example: Students use programs that move at their pace to develop reading or math skills. They start with an online diagnostic assessment, then are placed within a track. They read passages, answer questions, receive tutorials, solve problems, and move through the program as they progress through their pathway. The teacher monitors use and progress, and the program adjusts according to student performance. Programs that may be utilized include Lexia, IReady, Reading Plus, and Carnegie Learning
- *Flipped Learning*
 - Example: Teachers can use this within a course for all students or for those who need enrichment. Students watch a video or tutorial online on the weekend, the night before, or a day before to be exposed to a concept and develop an understanding on their own. Students then meet with the teacher after the fact to extend learning and practice. Programs that may be utilized include Unified Classroom.

Social and Emotional Learning

The Collaborative for Academic, Social, and Emotional Learning (CASEL) has identified five core competencies that can be taught across any discipline and are critically important for the long-term success of students in today's economy. The competencies that we will work to actively develop are listed below.

- **Self-Awareness**: Students will experience the ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."
- **Self-Management**: Students will experience the ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- **Social-Awareness:** Students will experience the ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social- and ethical-norms for behavior and to recognize family, school, and community resources and supports.
- **Relationship Skills:** Students will experience the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.
- **Responsible Decision-Making:** Students will experience the ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

In addition to the SEL competencies focus outlined above, HOWE teachers actively develop social and emotional intelligence and character education through morning meetings, and quarterly core values recognition ceremonies. We have four core values, and each quarter, we focus on a different core value. In the first quarter, we teach character education and the behaviors we want to see in school through the core value of “integrity.” In the second quarter, we use the mood meter to teach emotional intelligence to support the core value of “passion.” The mood meter was developed by the Yale Center for Emotional Intelligence and is used to explore how emotions impact thoughts and behaviors in the classroom. In the third quarter, we teach civic education through the core value of “purpose.” In the fourth quarter, we examine the biographies of historically significant people to teach “grit.”

- 3) **Please provide, as Attachment 6, a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with Indiana’s Academic Standards. The scope and sequence should clearly reflect how the school’s curriculum is integrated across subjects and grade levels served and how it will result in proficiency.**

Please see **Attachment 6**.

Pupil Performance Standards

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

- 1) **Please provide, in Attachment 7, the school’s academic and, if applicable, Exit, Standards for graduating students for each division of the school as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do.**

Please see **Attachment 7**.

- 2) **Explain the school’s policies and standards for promoting students from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?**

Advancement through the High School curriculum shall be based upon the student’s progress in earning credits necessary for “graduation” as defined by Indiana code IC §20-32-4 in the student’s “expected graduation year” as defined by Indiana code. Earned credit will be provided when the student demonstrates mastery of the Indiana Academic Standards for the course. If a student fails to earn credits that enable the student to progress toward graduation in the student’s “expected graduation year” as defined by Indiana code, the student shall be considered to be retained as defined by Indiana code. In order to be promoted to the next grade, students must receive a passing

grade in a total of three courses from the following subject areas: English language arts (ELA)/English as a second language (ESL), mathematics, science, and/or social science.

Graduation Requirements (High School Only)

High school's approved by ICSB will be expected to meet Indiana Graduation Requirements, described in IC §20-32-4, and explained on the Indiana Department of Education ("IDOE") website: <https://www.doe.in.gov/graduation-pathways>.

- 1) **Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain additional requirements.**

In accordance with IC §20-3-4 HOWE will ensure all student meet the graduation pathways requirements by allowing students the opportunity to determine how best they can meet pathway requirements based on educational interests and postsecondary educational and career goals.

1. **Indiana Diploma Designation:** Students earn will be able to earn credits toward one of the following diploma designations.
 - Core 40, Academic Honors, Technical Honors, General, Cambridge
2. **Learn and Demonstrate Employability:** Students demonstrate desired outcomes based on one of the three experience types earned. Depending on the experience type selected, students may demonstrate the desired outcome by earning dual credit, delivering a presentation, preparing a portfolio or video, securing a letter of employment verification, or completing a project among other approved options that satisfy this requirement.
 - **Project-Based Experience:** Allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question. Criteria for meeting this option successfully is derived from the seven design principles outlined by Buck Institute for Education.
 - **Service-Based Experience:** Integrates academic study with service experience, reflects larger social, economic, and societal issues, and collaborative efforts between students, schools, and community partners. Criteria for meeting this option successfully is grounded in the guidelines from National Youth Leadership Council's eight standards for quality service.
 - **Work-Based Experience:** Activities that occur in a workplace while developing the student's skills, knowledge, and readiness for work. Criteria for meeting this option successfully is based on National Governors Association's four design principles.
3. **Postsecondary-Ready Competencies:** Students work to meet at least one of the following competencies, each with its own grade, score or other requirements: Honors Diploma, ACT, SAT, ASVAB, Industry Certification, Apprenticeship, CTE Concentrator, Dual Credit, or Cambridge

HOWE will implement a 4-point grading scale that is associated with a letter grade. Grades are assigned and credits are determined at the end of each of the two semester in the academic year. Credits are awarded for courses completed with a 60%/D- or above based on mastery-based grading.

Table 7

Grade	Percentage	Grade Points - Regular	Grade Points - Honors	Grade Points - Dual Credit
A	100-93	4.0	4.5	5.0
A-	90-92	3.5	4.1	4.6
B+	88-89	3.2	3.8	4.3
B	83-87	3.0	3.5	4.0
B-	80-82	2.8	3.2	3.7
C+	78-79	2.5	2.9	3.4
C	72-77	2	2.5	3.0
C-	70-72	1.7	2.2	2.6
D+	68-69	1.5	1.9	2.2
D	63-67	1.0	1.5	1.8
D-	60-62	.5	1	1.4
F	0-59	0	0	0

HOWE's mastery-based grading policy is centered around the demonstration of mastery toward standards. Standards are broken down into smaller, defined learning targets that outline the knowledge, skills, and practices that students perform at any given level of achievement in each content area at each grade level. They indicate if students are academically prepared to engage successfully in further studies in each content area, the next grade's material and, eventually at the high school level to verify that they are college and career ready.

These are high-level rubrics that describes progressive levels of mastery for an entire period of learning, such as a unit, a quarter, or an entire year. Unlike rubrics that are created only for summative purposes, all descriptors are written in concrete, objective language, making the learning targets strong evaluative and formative tools.

Additionally, per IC §20-33-2-13 HOWE will put the following contents on their transcripts:

- Attendance records
- Statewide assessment results
- Secondary level and postsecondary level certifications of achievement
- Immunization records
- Dual credit courses taken that are included in the core transfer library

To ensure students are able to opt into courses that meet both the state requirements but their postsecondary and career interests the following electives may be offered:

- **CTE**
 - Business
 - Intro to Business, Sports Management, Principals of Marketing, Administrative and Office Management, Principals of Business Management, Accounting, Strategic Marketing
 - Welding and Manufacturing
 - Welding, Advanced Manufacturing, Industrial Technology
 - Other
 - Commercial Photography, Health Science Education, Education Professions, Culinary Arts
- **CORE**
 - Health, PE, JROTC
 - JROTC, Weight and Physical Conditioning
 - Cambridge
 - Econ, General Paper, Classical Studies
 - Fine Arts
 - Band, Chorus, Art, Piano

- World Languages
 - Spanish, ESL
- Other
 - Quantitative Reasoning, Calculus, Current Issues and Events, Novels, Sociology

2) Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).

In accordance with IC §20-3-4, HOWE will ensure all students meet the graduation pathways requirements by allowing students the opportunity to determine how best they can meet pathway requirements based on educational interests and postsecondary educational and career goals. Pathway descriptions and specific course offerings are outlined above.

Students at HOWE will continue to offer students the opportunity to engage in partnerships that drive experiences for students in trades. Specifically, they will maintain their partnership with Ivy Tech to offer students dual credit welding, culinary arts, photography, and health sciences allowing students to directly enter the workforce. Additionally, students can enroll in the JROTC program within the school engaging interest in the military.

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

Students who are determined to be at risk will be monitored in frequent intervals. HOWE will also be providing mentorship that includes the setting of accountability expectations for attendance and academic performance. At-risk students will also be provided extended and/or alternative learning opportunities in order to keep them on track academically for graduation. Examples of potential programming include:

- Credit Recovery: At-risk students who need to retake or make up a small number of courses are scheduled into the academic intervention room for credit recovery in a single class period during the school day.
- Academic Intervention Room (AIR): At-risk students who need retake or make up a larger number of courses are scheduled into the academic intervention room for credit recovery and/or alternative education in 2, 4, or 6 hour blocks during the school day.
- Night School: Students who are at-risk are offered the opportunity to complete credit recovery courses after the traditional school day in a credit recovery lab setting.
- Blocked Math and ELA Courses: Students who score below grade level in math and/or ELA are placed in remediating lab courses as part of the school day.
- Academic Support within Success: All students who have not successfully completed the requirements for graduation are given academic support through their Success classes. Students who have not passed ISTEP and/or ASVAB are placed in remediation and maintenance Success courses, while students who have passed ISTEP and/or ASVAB are placed in other pathway courses that support and enrich their learning. These enrichment courses include, but are not limited to SAT/ACT prep, peer tutoring, project-based learning, and life skills.

School calendar and Schedule

Please provide, as Attachment 8, a copy of the school’s calendar, as well as the weekly schedule of classes. Provide as an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional

hours/minutes in the day for core subjects such as language arts, mathematics, science and social studies.

Please see **Attachment 8**.

School Culture

Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development. Explain how this culture will be implemented for students, teachers, administrators, and parents starting from the first day of school.

Restorative Practices

HOWE implements evidence-based restorative practices as part of developing a supportive learning environment. Our use of these practices aims to increase accountability for students, strengthen their relationships with peers, and allow them to make more positive choices. We actively provide opportunities for students to:

- Become aware of the impact of their behavior
- Understand the obligation to take responsibility of their actions
- Take steps toward making things right

HOWE community members aim to restore situations in lieu of delivering punitive action when it is appropriate or in addition to punitive action as needed. For example, when a student breaks a relationship with another person, he or she needs to restore that relationship through an apology. When a student vandalizes something, he or she needs to clean it. When a student makes a mess, that student cleans it up. We also provide opportunities for students to reflect on their actions, sometimes through detention, and give more grace to younger students than older students. However, we remain vigilant in teaching appropriate behaviors throughout the year. When there are conflicts, HOWE teachers run peace circles that provide the opportunity to build community in the classroom and discuss appropriate behavior choices to resolve conflict, handle grief, or address other issues students may face.

Implementation of restorative practices has helped us mitigate behavior problems and ensure all members of the school community feel accountable to our success environment. Though we try to protect instructional time for all students and avoid punitive consequences, students who violate a level two, three, or four infractions in the student code of conduct are given appropriate consequences, which may include the use of suspension. Parents are made aware of students' behavior expectations prior to the start of the school year through receipt of the student handbook, which they are required to sign.

SEL and Restorative Practices focused PD and training is provided during Returning Teacher Orientation (RTO) prior to the start of the school year. Throughout the year, initial RTO training is revisited and explored in further depth through monthly PD sessions facilitated by members of the administrative team, or NEI state leadership team members or as appropriate. In these sessions teachers can share best practices and updates on student needs in addition to learning more about specific SEL and Restorative Practices. In addition to these in-house PD opportunities, HOWE staff will have access to network collaboration sessions, as well as external trainings and experts, to enhance ability to effectively implement these frameworks based on need.

Supplemental Programming

- 1) **Will you offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded?**

Summer school opportunities will be provided for all students in grades 7-12. Students are identified for participation in summer school based upon student demonstration of mastery in core courses. Students identified need additional remediation before moving on to the next grade (7-8) or students who are behind in core credit hours needed for graduation. Summer school provides students moving to 9th grade the opportunity to receive credit for a high school course.

Summer school is a four-week long opportunity, with the school day lasting 6 hours, including providing time for breakfast and lunch. Funding for summer school will be based upon application for the Summer School grant, per 511 IAC 12-2-1.

2) Describe the extra-or-co curricular activities or programming the school will offer, how often will they occur and how will they be funded?

Thomas Carr HOWE incorporates a variety of after-school extra- and co- curriculars to support and enhance academic, social, and emotional growth throughout the school year. Athletic participation through IHSAA approved programming include the following:

Table 8

Boys' Sports	Girls' Sports
Basketball	Basketball
Cross Country	Cross Country
Track and Field	Track and Field
Wrestling	Softball
Football	Volleyball

Additional after-school extra- and co- curricular activities offered include cheerleading, culinary arts experiences, student government, robotics, ILearn and IStep tutoring, Hornets in Healthcare, and additional clubs and activities based upon student and staff interest.

After-school enrichments are taught by school personnel or contracted after-school providers. Enrichments can be offered at no cost to students or on a fee basis. Most enrichment activities meet once per week for a nine-week period, for one hour or 1.5 hours. Enrichments can be offered at no cost to students or on a fee basis. Fee-basis enrichments, such as athletics, require a nominal fee of \$40. In addition, we include a stipend in the budget each year and also receive Title IV grant funds to help cover the cost of extra-curriculars

3) Describe the school's programs or strategies to address student mental, emotional, and social development and health

HOWE employees a Behavior Specialist, and has a SEL taskforce. The behavior specialist is able to provide immediate emotional and social guidance for students. The SEL taskforce trains teachers on strategies and lesson planning for SEL within the classroom. In addition, they partner with Community Gallahue who provides mental health counseling for identified students at the school.

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

HOWE has a partnership with Gallahue Health Services. Students who are eligible for Medicaid can receive counseling via a licensed counselor.

Special Populations and At-Risk Students

- 1) **Summarize the school’s overall plan to serve students with special needs, including but not limited to those with IEPs, students with Section 504 plans, English Language Learners (“ELL”), students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school serves, whether through deliberate targeting or otherwise. Questions 2-5 in this section request more detail about how the school will serve each of these student categories. Your response to Question 1 should be a brief summary only.**

HOWE prides itself on serving all students. Our vision is to make success attainable for all students as we prepare the next generation to solve the challenges of tomorrow. To reach all students, HOWE incorporates a variety of methods to identify those who may need additional support of extended support. This include students with special needs, students on a 504, students who are English Language Learners, students who are homeless, students who are at risk, and students who are gifted.

- 2) **Explain how the school identifies and meets the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment. Specify the programs, strategies and supports you provide for students with mild, moderate, and severe disabilities, including:**

- a) **How the school identifies students with special education needs.**

The student intervention team is a general education initiative designed to identify students that may require interventions in order to increase their success academically and/or behaviorally in the school environment. The SIT team will develop interventions to use when collecting data during this process. At the SIT team meeting, the Student Services Coordinator will be responsible for communicating these interventions and data collection procedures to the student’s teachers. The data collected during the SIT team process and collaboration between general and special education staff will allow school personnel to determine which students may be students with potential exceptionalities who need to be referred for initial evaluation for special education.

HOWE has established procedures regarding initial evaluations and reevaluations with a description of the way in which a parent or HOWE representative may request an initial evaluation, the methods used to assign the team, and the procedures used for reevaluations.

HOWE meets the needs of students with Mild, Moderate and Severe by placing them in their least restrictive environment with specific accommodations or modifications, special education services, and related services. All students are placed in the general education to the maximum extent that is appropriate in alignment with LRE law. We believe LRE is a mindset and not a location, which guides our thinking on how students with special needs can participate throughout a day. Some students require more intensive supports, which are provided through a continuum of services that is designed to meet their needs. Students that are not able to appropriately participate in the general education setting are pulled to a self-contained classroom that provides them the proper accommodations, adaptations, or modifications unique to their specific needs. Services such as speech therapy, occupational therapy, physical therapy, audiology, counseling or any other service is provided as prescribed in a student’s IEP.

- b) **The specific, evidence-based instructional programs, practices, and strategies the school employs to provide a continuum of services, ensure students’ access to the general education curriculum, and ensure academic success for students with special education needs.**

A primary evidence-based instructional practice HOWE uses is co-teaching in English and Math classes. All grades provide a learning environment for English and Math classes that feature two licensed teachers, one general education and one special education. Specific co-teaching models are utilized including: one teach one assist, one teach one observe, parallel teaching, alternate teaching, team teaching, and station teaching. Paraprofessionals are also utilized in some science and social studies classes for additional support for these core subjects.

Everything we do is intentionally designed to with the mission of meeting the academic, social, and emotional needs of every child we serve, including special populations and at-risk students. This includes: the design and implementation of curriculum, assessment, and instruction, innovative use of co-teaching, use of PLPs for ALL students, and the structures and school improvement procedures used every day for all students.

HOWE will provide Free and Appropriate Public Education (FAPE) to all students with disabilities in accordance with all state and federal special education guidelines and regulations as provided in the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act. HOWE will implement identification, evaluation, placement, and due process procedures as guided by the Special Education Framework from the Indiana Department of Education.

We will ensure to the maximum extent appropriate that students with disabilities will be educated in the least restrictive environment (LRE). The IEP team, consisting of, at a minimum: one special education teacher, one general education teacher, one parent, guardian, or other representative, and any additional stakeholders with information that will help the team determine the LRE which will also include the services and supports needed for the student with a disability. The IEP team will determine the educational placement for the student with a disability, and this placement will be based on the student's IEP.

Student IEPs and 504s define and explain the supports students need within the classroom in order to meet their annual goals. Teachers will understand and implement the services, modifications, and/or accommodations identified in the student plans. The student services coordinator and SPED coordinator, along with school administrators, will monitor the implementation of services outlined in student plans as well as the effectiveness of services in helping students meet their IEP goals. They will also provide teachers professional development to ensure that all services, modifications, and/or accommodations are implemented as intended.

c) How the school regularly evaluates and monitors the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the IEP.

Per IDEA law, all students undergo an annual case review. This process allows HOWE to review the current present levels of performance in order to understand how best to meet the needs of students once a year. HOWE believes that an IEP is a live document, therefore if a student is not progressing their IEP will be updated accordingly.

To monitor and evaluate the effectiveness our SPED services (i.e., students with disabilities are making progress with their IEP goals AND demonstrating growth and achievement and to determine the need for programmatic modifications) we will evaluate the progressive growth of students with disabilities on standardized assessments and non-standardized assessments in comparison to that of non-disabled students. We also will track students with disabilities longitudinally throughout their time to determine if particular services, or even particular staff members, produce larger learning gains with particular subgroups of students.

d) If applicable, the school's plan for promoting graduation for students with special education needs.

The IEP team meets with the student and parents to review academic progress, a student's individualized goals, and as a part of progress monitoring will review the student's graduation plan. The team reinforces the expectation that all students complete highest degree pathway possible given their ability.

e) How the school provides qualified staffing for students with special education needs.

Our special education program will be led by a certified Special Education Coordinator, who is directly responsible for ensuring compliance with all applicable special education laws and requirements. Our Student Services Coordinator will be responsible for the oversight of all special populations including Special Education, English Language Learners, Section 504 Plans, and Gifted students. This includes compliance with all applicable special education laws and requirements, developing and monitoring Individual Learning Plans (ILP's), developing and monitoring Section 504 Plans, and developing and monitoring planning for Gifted students.

Teacher of Special Education will be licensed teachers (i.e. practitioner and professional) who will serve students meeting the eligibility criteria for special education, as specified in students' IEPs. Based on numbers and need, the school will recruit, hire, and train the appropriate number of teachers, para-professionals, and related service providers (i.e.: speech therapist, occupational therapist, etc.) to adhere to the federal and state guidelines for class size and caseload, ensuring all necessary IEP services are being implemented. Additional services such as speech, language therapy, occupational therapy, and physical therapy will be provided through a contracted vendor. Special education teachers will coordinate the direct instruction and inclusion of SPED students. Learning community teachers will be informed of their responsibilities for their students, trained and guided by the SPED Coordinator, SPED teachers and/or the Principal on how to successfully meet those responsibilities, and will implement any modifications or accommodations in their classes in accordance with students' Individualized Education Plans (IEPs). We will provide a comprehensive professional development program for teachers on data systems, compliance, reporting, and implementation of necessary special. We will participate in any available local and state content meeting for SPED services to foster clear communication and implementation of necessary services. Moreover, to ensure the effective implementation of the RTI2 process and continuous improvement of interventions provided, ongoing professional development for all staff will be conducted by internal staff or external consultants.

3) Explain how the school meets the needs of ELL students, including:

a) How the school identifies ELL students.

Our school identifies ELL students in two ways. First, any student out of state or out of country arriving for the first time is given a Home Language Survey (HLS). If they are new from another school in the state, we request Original HLS from their previous school. Once we know this information, we either administer the W-APT for students who have indicated another language besides English on their HLS or we obtain WIDA scores from their previous schools.

b) The specific instructional programs, practices and strategies the school employs to ensure academic success and equitable access to the core academic program for these students.

Our instructional program is represented through a push-in model with focused instructional ELL classes lead by a certified ESL instructor. We have three bilingual aides as well as the ESL certified instructor that push-in and pull-out students based on needs. We also utilize SIOP training for content-area classes. Outside of the instructional pieces, we implement two Professional Development times for Culturally Responsive Teaching/ESL strategies.

All English Language Learners (ELLs) will receive the same academic content as those students who are native English speakers. ELLs will receive comprehensible instruction for the core curriculum so that they can make academic

progress comparable to that of native English speakers. We offer instructional services mainstream/inclusion instructional delivery models. Mainstream/inclusion instruction provided to ELLs is equal in amount, sequence and scope to the instruction provided to the non-ELs at the same grade levels, while also including specific accommodations and modifications to the curriculum. General education teachers of ELLs will include Sheltered Instruction Observation Protocol (SIOP) language strategies in planning for lessons, assignments, and instructional groups to reduce barriers and to assist in full participation. We will create the most accepting cultural atmosphere possible, such that students of all backgrounds and languages feel welcome and valued.

Instruction will be supported through the use of ELL instructional strategies, such as those identified through SIOP and WIDA Guiding Principles.

Principles, such as but not limited to:

- Provide a climate of warmth and caring which nurtures a sense of comfort
- Seat the student close to the front of the room
- Establish a daily routine in the classroom and prepare the students for any changes
- Use as many of the senses (seeing, hearing, touching, smelling and tasting) as possible to present information to students
- Provide ELLs guidelines for written work and homework assignments
- Provide alternative instruction whenever the class lessons are extremely difficult for ELLs
- Arrange small discussion and talking activities that permit students to practice verbal skills
- Utilize oral techniques, such as cueing, modeling elicitation and chunking
- Utilize graphic organizers such as webbing and semantic maps
- Include language objectives with daily lessons
- Use manipulatives to help students visualize the math concepts
- Allow students to use computational aids such as number lines, abacus, counters and computation charts
- Teach math concepts and computation procedures through games and kinesthetic activities
- Give practice in reading word problems by identifying the key words to determine the operation needed to solve the problem
- Utilize the cooperative learning approach in which the student is given the opportunity for peer instructions

Table 9 below outlines a sampling of the **strategies** that will be used to support ELs across our classrooms:

Table 9

Strategy	Putting the Strategy in Action
<p>Use cognates to develop comprehension in English</p> <p>Cognates are words in two languages that share a similar meaning, spelling, and pronunciation</p>	<ul style="list-style-type: none"> • Read aloud: When you read aloud to your students, ask the ELLs to raise their hand when they think they hear a cognate. Stop reading and discuss that cognate. Point out the subtle differences you hear between the two languages. • Student reading: As ELLs read their texts, ask them to find three or four cognates and write them on sticky pads. Collect those notes and put them on an OUR COGNATES laminated chart. Before the class ends, read or have students read them to the class. Discuss spellings or sounds that are the same and different between the cognates. • Word Sort: Pair students and give each pair a set of cognate cards: one card has the English cognate and the other has the native language cognate.

<p>Help students understand written math problems</p> <p>While <i>key</i> words are very important, they are only one part of the process.</p>	<p>Have students learn key terminology prior to attempting to solve mathematical word problems.</p> <p>Lower Grades Practice problem solving daily by simply asking more questions. For example:</p> <ul style="list-style-type: none"> • How many students brought their homework today? • How many more children brought their homework yesterday? <p>Continue to use key terminology daily and put it in context (e.g., less than, more than, difference, times, each, etc.). Show students how easy it might be to misunderstand the problem.</p> <p>Upper Grades</p> <ul style="list-style-type: none"> • If possible, break up the problem into smaller segments. • Allow students to act out the word problems to better comprehend what they are being asked to solve. • Provide manipulatives to help students visualize the problem. • Take field or walking trips to figure out distances, speed, area covered, etc. • Ask students to do surveys, interviews, hands-on research in real-world situations to figure out percentages, differences, and higher-order math skills.
<p>Implement an effective correction/feedback policy</p>	<p>Focus on one or two concepts at a time when listening to or reading student work. Let students know what you will be focusing on so that they in turn can focus on those particular concepts in the assignment.</p> <p>Circle errors in writing assignments, and have students try to figure out what the mistakes were; scaffold additional support if they struggle.</p>

c) How the school assesses and monitors the progress and success of ELL students, including exiting students from ELL services.

The school utilizes growth on the WIDA exam from year to year, as well as growth on IFC exams and ISTEP to determine success of ELL students. Growth is an important part of all this, as well as proficiency. Students are exited from ESL in technical terms once they score a 5 on the WIDA exam. However, they are also closely monitored through content grades, ISTEP exams, and IFC growth over a two-year period.

To monitor and evaluate the effectiveness our ELL services (i.e. ELLs are making progress in the acquisition of the English language AND demonstrating growth and achievement) and to determine the need for programmatic modifications, we will evaluate the progressive growth of ELLs on standardized assessments and non-standardized assessments in comparison to that of non-ELLs. We will track students longitudinally throughout their time to determine if there is significant difference in the academic achievement of students who were once classified ELL and non-ELLs as measured by standardized assessments and non-standardized assessments. We will track how many students are declassified as ELL as well as the number of instructional years it takes for this declassification to occur.

ELL students will be exited consistent with state policy. English Learners who participate in the 2017-18 administration and subsequent administrations who score 5.0 or higher for both composite and literacy on the WIDA ACCESS may be exited from ELL direct service. Students who exit ELL direct services shall move to transition status for four (4) school years. Students in the first and second years of transition are referred to as T1 and T2 respectively. During this transition period, students must be monitored and served as needed. Students in the third and fourth years of transition are referred to as T3 and T4 respectively. During this transition period, ELL service is not required; however, T3 and T4 students will be included in the EL subgroup with T1 and T2 students for accountability purposes.

Transitional ELLs are considered proficient and may be mainstreamed in the general education setting with careful monitoring for two (2) years. Should a transitional student begin to have difficulty in classes, he or she shall receive meaningful ELL support immediately. Accommodations and modifications should be utilized to support the ELL student. If a student was exited from ELL by another state, the exit shall stand as valid.

d) How the school provides qualified staffing for ELL students.

Each year, the school has one certified EL instructor, three bilingual aides, and typically uses Title III or NESP funds to train content area staff on the SIOP practices. Our EL Coordinator will be responsible for the evaluation, services, and monitoring of ELL. This includes the development, monitoring, and evaluation of Individual Learning Plans (ILPs).

Teachers of English Learners will be endorsed to support English Learners, implementing additional research-based strategies to support English language proficiency while receiving ongoing professional development and support.

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

In order to meet the needs of students performing below grade level, HOWE utilizes small group instruction, the eight-step process for continuous improvement, mandatory teacher office hours, additional opportunities to demonstrate mastery, and night school for exceptional cases.

In our current model, 7th and 8th grade classrooms are scheduled in 90-minute class blocks. Each class period allows for two opportunities for small-group instruction and differentiated centers determined by student data. For grades 9-12, all English and Math teachers are required to pull 1-2 small groups per class period.

At HOWE, the eight-step process for continuous improvement is used to strategically intervene, maintain, and enrich student mastery of standards. As part of this process, teachers work in content-based teams to develop and implement standards-based objective calendars and create assessments. After receiving the data from each unit assessment, students are placed in a remediation or enrichment class to target deficiencies and extend learning of the standard.

Because HOWE utilizes mastery-based grading, students are given multiple opportunities to demonstrate mastery of grade-level standards. If students cannot master the standards within the school day, teachers are required to hold office hours after school as an opportunity for students to achieve mastery.

In the event that a student is unable to find success in the standard classroom environment, students are also given the opportunity to earn credits in our Night School program.

5) Explain how the school identifies and meets the needs of intellectually gifted students, including:

a) The specific evidence-based instructional programs, practices, strategies, and opportunities the school employs or provides to enhance their abilities.

HOWE shall identify students with high ability in the general intellectual and specific academic domains and provide them with appropriately differentiated curriculum and instruction in core content areas. HOWE follows the Indiana Code definitions of a student with high abilities as one who:

- Performs at, or shows the potential for performing at, an outstanding level of accomplishment in at least one domain when compared to other students of the same age, experience, or environment; and:
- Is characterized by exceptional gifts, talents, motivation, or interests (IC 20-36-1-3).

A comprehensive evaluation performed by a multidisciplinary team using a variety of sources of information that are sensitive to cultural, linguistic, and environmental factors or sensory impairments to include the following:

- 1) Review of multiple criteria and multiple assessment measures in procedures followed for:
 - a) Systematic Child Find and Individual Screening:
 1. Systematic child-find for students who are potentially gifted (e.g. a review of school wide and/or grade-level screening data, teacher checklists, state assessment data, and etc.);
 2. Individual screening for students whose needs exceed differentiated general education programming in the areas of: educational performance and creativity/characteristics of giftedness; and
 3. A team review of individual screening results to determine the need for referral for comprehensive assessment.
- 2) Assessment through a multi-modal identification, to include multiple sources of information that provide a collection of evidence measuring the following:
 - a) Individual evaluation of cognition or intellectual ability with scores at the 94th percentile or above with consideration of the standard error of measure within the 90th percent confidence level. When assessing traditionally underrepresented youth, consider alternate cognitive measures that reduce potential cultural and linguistic bias (i.e., nonverbal assessments, general ability index)
 - b) Educational performance; and
 - c) Creativity and/or Characteristics of giftedness (e.g., leadership, motivation, social-emotional functioning).
- 3) Documentation, including observation and/or assessment, of how Intellectual Giftedness adversely affects the child's educational performance in his/her learning environment and the need for specialized instruction and related services (i.e., to include academic and/or nonacademic areas).

Evaluation Participants

Information shall be gathered from the following persons in the evaluation of Intellectual Giftedness:

1. The parent
2. The child's referring teacher, or a general classroom teacher qualified to teach a child of his/her age who is familiar with the student (with a child of less than school age, an individual qualified to teach a child of his/her age, who is familiar with the child); and when appropriate, in collaboration with the EL teacher, when the child is an English Learner
3. A licensed special education teacher and/or a licensed teacher who meets the employment standards in gifted education;
4. A licensed school psychologist, licensed psychologist, licensed psychological examiner (under the direct supervision of a licensed psychologist), licensed senior psychological examiner, or licensed psychiatrist
5. Other professional personnel, as indicated
6. At least one of the evaluation participants [(2), (3), (4), or (5)] must be trained in the characteristics of gifted children

Students who have been identified and qualify for a Gifted Education Program each have an Educational Plan (EP) written yearly which includes a statement of the present levels of educational performance of the child, a statement of goals, including measurable short-term instructional objectives, criteria, a statement of the specific services to be provided to the child, and appropriate objectives, criteria, and evaluation procedures and schedules for determining whether the objectives are being achieved.

Development of the EP will build parent/school relationships, provide a forum for discussing student needs beyond the general curriculum, facilitating changes in instruction and classes, and determining appropriate service options. The EP is reviewed during the year to determine if a goal has been met and/or should be rewritten. An effective Gifted Education Program will focus on writing goals that are high, but achievable, continuously reviewed, create with student and parent input, evaluated for successful completion, and build on each student's strengths and weaknesses.

Our gifted students will spend the majority of the instructional day in the general education setting, but their EP goals will be met through

- Flexible, small group instruction
- Success Block
- Station rotation during blended learning

Flexible, Small-Group Instruction

Based on the ongoing collection of data gleaned from daily planned formative assessment, teachers will form homogeneous groups in the classroom to address gaps in understanding or to provide enrichment of daily learning targets *within* lessons. Gifted students, like their classmates, will benefit from tailored instruction that addresses their misunderstandings or enriches the content or skill being learned.

With the use of PLDs, teachers will be equipped with the learning path to accelerate learning as needed when it is appropriate to move gifted learners at a faster pace than the rest of their peers. Teachers who are gifted-licensed or endorsed will also consult with classroom teachers to plan other enrichment opportunities for gifted learners during small group instruction. For example, project-based learning will provide the structure for the teacher to differentiate by content, process, or product.

Success Block

The 30 minutes of Success Block provides another structure in the school day to meet the needs of gifted students. It will be the expectation that gifted students achieve mastery of the grade-level standards on the IFC Assessment, allowing for dedicated time each day to cluster gifted students together.

Station Rotation During Blended Learning

During station rotation, gifted students will be engaged in activities that are appropriate to their current level of achievement. Through the use of technology, they will be able to engage in activities including but not limited to:

- Accelerating through content at a faster pace;
- Engaging in games in simulations that encourage decision-making, particularly in social settings;
- Creating student-authored books
- Accessing literature and nonfiction texts at their current reading level; and
- Participating in online discussion forms to provide students more opportunities to think more deeply.

Cambridge Program

While it is important to focus on students that are at and below grade-level, it is also essential to challenge intellectually gifted students. HOWE provides the Cambridge Honors Program, certified dual-credit courses, and enrichment Success classes.

Students have the opportunity to take courses sponsored by Cambridge University in Oxford, England. These courses challenge students to think critically about the subject matter through a global lens. To ease the transition to the college environment, HOWE students are able to take dual-credit classes for free through Ivy Tech Community College. These courses not only help alleviate financial stress but also gives students a glimpse into the rigorous course-load they will encounter in college.

Students who have demonstrated mastery of unit standards are placed in an enrichment Success class. These classes focus on project-based learning and applying grade-level or above-grade-level content to real-world scenarios.

b) How the school provides qualified staffing for intellectually gifted students.

HOWE High School hires and retains the highest caliber, qualified teaching staff from year to year. Intellectually gifted students are placed in classes that range from Cambridge International to dual credit courses. These courses are staffed by high quality instructors that often have engaged in coaching peers within the building.

c) How the school assesses and monitors the progress and success of intellectually gifted students.

In addition to continuously monitoring the EPs of our gifted students, teachers will analyze unit pre-assessment data, daily formative assessment data, IFC Assessment results and i-Ready Diagnostic results of our gifted population. We will ask:

- Where are gifted students “entering the learning” with each unit? Can they demonstrate the intermediate criteria or even some of the mastery criteria of the standards prior to instruction? If so, what adjustments are being made at the outset of instruction?
- Are gifted students achieving the general curriculum at a faster pace than their peers?
- Are our gifted learners consistently achieving full mastery of all standards?

For gifted students ahead of pace or easily demonstrating mastery of grade-level standards with minimal support, teachers will plan for appropriate acceleration or enrichment opportunities that extend beyond the general education standards.

For middle school students, tracking enrollment and successful completion of high school math and Spanish classes while still in middle school will also be used as a measure of effectiveness. This data will be used to revise our curriculum, when needed, to further motivate, challenge, and prepare our gifted students.

Student Recruitment and Enrollment

Please provide, as Attachment 9, the school’s Enrollment Policy, which should include the following:

- a) Any admission requirements, including an explanation of the purpose of any preadmission activities for students or parents.
- b) Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent to Enroll forms.
- c) Tentative lottery dates and procedures.
- d) Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

Please see **Attachment 9**.

Student Discipline

- 1) Describe the philosophy of student discipline that supports your school model, including how it is appropriate for your target population, and how discipline practices and procedures are monitored to ensure legal and policy compliance.

HOWE will maintain a secure learning environment at all times. Our discipline policy (**Attachment 10**) is rooted in equipping students, teachers, and all other members of the school community with the tools needed to secure an optimal teaching and learning environment, thus enhancing the opportunity for exemplary academic achievement and personal development.

The philosophy of student discipline that supports our school model is “reach students where they are, teach them where they are.” Our school is in an urban inner-city neighborhood where their backgrounds are a little more demanding than some. Adding a consistent discipline structure to our student’s school experience is necessary in order to continue to keep a positive culture and school atmosphere. Our discipline practices and procedures are monitored closely by our culture team as well as the assistant principal and principal to ensure that the policies and procedures are in compliance with current local, state, and federal regulations.

- 2) **Please provide, as Attachment 10, the school’s Discipline Policy, including a summary of the following:**
 - a) **Practices the school uses to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior.**
 - b) **A preliminary list of the offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled, respectively.**
 - c) **An explanation of how the school takes into account the rights of students with disabilities in disciplinary actions and proceedings.**
 - d) **A description of the appeal process that the school employs for students facing expulsion.**
 - e) **How students and parents are informed of the school’s discipline policy.**

Please see **Attachment 10**.

Grievance Policy

Please provide, as Attachment 11, a copy of the school’s Grievance or Complaint policy. The policy must clearly describe the process the school will use to address complaints or concerns about school or school board policies, practices, or administrative procedures. Please see ICSB’s Charter School Grievance Policy for more details.

Please see **Attachment 11**.

Performance Management

- 1) **Apart from the indicators and measures described above, what other student performance goals does the governing board expect the school to achieve by the end of the first five-year charter term? Goals must be specific and measurable, and must include a timeline by which the governing board will determine whether or not the school has achieved those student performance goals. Note: Goals may include both academic proficiency goals as well as nonacademic measures, e.g. attendance, discipline, retention, participation in extra-curricular activities.**

HOWE’s performance-based educational goals and objectives are designed to focus all stakeholders on student academic achievement and progress. With rigorous academic goals, individual student goal-setting (through student PLPs), and parental support of academic growth, HOWE ensures continually improving student achievement.

Goal-Setting

Kindergarten through Second Grades

Students in kindergarten through second grades will be assessed using interim formative assessments, which measure achievement and growth in ELA/reading and mathematics and will be aligned to the Indiana Academic Standards. HOWE will utilize the nationally normed Curriculum Associates i-Ready Diagnostic Assessments three times per year to monitor student performance and growth. Curriculum Associates is one of the largest curriculum providers in the United States. The computer-based Diagnostic Assessments are adaptive and measure student achievement and growth.

After the fall administration, all students receive end-year Typical Growth targets. A student's grade and achievement level impact their projected Typical Growth targets, such that students in the same grade, at different achievement levels will receive differing Typical Growth targets. Typical Growth targets identify the average annual growth for students in the same grade, scoring at the same achievement level, based upon longitudinal research into the growth of a large and diverse national sample of students. Each grade level has five, stepped targets.

At HOWE, the percentage of Typical Growth targets achieved is used systemically for student, classroom, grade, and school-wide goal setting. The Diagnostic Growth Report identifies progress toward Typical Growth, percent of students meeting Typical Growth targets and improved proficiency level placements. At HOWE, where a majority of students perform below grade level, we aim to make catch-up growth by exceeding 100% of our targets in math and ELA. Our K-2 growth goal is listed below.

Goal: Annually, the median percentage of Typical Growth progress met or exceeded from Diagnostic 1 to Diagnostic 3 on the i-Ready Diagnostic assessments will be at least 100% in each grade level for Math and ELA.

All students with fall and spring scores will be included in i-Ready's grade-level calculations of "*Median percentage of Typical Growth progress met or exceeded.*"

Third Through Twelfth Grades

Goal-setting in grades 3 – 8 will be aligned to the state of Indiana's long-term goals outlined in the state ESSA plan, amended August 5, 2019, and the State A-F Accountability system. Subsequent changes to the Indiana ESSA plan or A-F model will prompt a revision to HOWE's goals in the affected year(s). Per the current ESSA and A-F calculation, each school evaluates individual student success and effectiveness of the curricula by their performance on the state assessments and state alternative assessments, growth on these assessments (Academic Progress), graduation rate, addressing chronic absenteeism, closing achievement gaps, strength of diploma and English language proficiency progress. Any changes made by the IDOE after submission will be adjusted accordingly for HOWE as needed.

HOWE understands and is dedicated to ensuring that all children have a fair, equal, and significant opportunity to obtain a high-quality education and will continually strive for academic excellence on challenging state academic standards and the state assessments.

School's Goals

As of the 2018-19 school year, the Indiana Academic Standards and corresponding assessments have been fully implemented in the subject areas of ELA and mathematics. Currently, the state evaluates K-8 buildings on one scale for purposes of accountability calculations. Therefore, to maintain a level of transparency with our students, parents, and the community at large, HOWE will align its goals to publicly available data calculated school-wide and published annually by the IDOE. If the state implements a new assessment or method of calculating a school grade element, HOWE will treat the initial year of the new assessment or calculation as a baseline and make meaningful and rigorous targets going forward.

HOWE's minimum goal requirements and the methodology to calculate these targets are detailed below for each element of Indiana's ESSA framework: Achievement, Progress, Graduation Rate, English Language Proficiency Progress, Chronic Absenteeism, Closing the Achievement Gap, and Strength of Diploma. The goal calculus aligns to the calculation of long-term targets outlined in Indiana's ESSA plan—reduce non-proficiency or the percent of students not making progress, graduating etc. by 50% over a 6-year period from an initial baseline year in 2016-17. As the first year of the charter term will be the 2020-21 school year, the calculations for each metric and a 6-year projection are displayed in Table 10 below. Year 5 of the charter term is emphasized below. Results from the 2019-20 school year will act as a baseline. Example baseline values are shown as an illustration of the calculation only. HOWE's actual 2019-20 results will act as the true baseline when available.¹ HOWE acknowledges that these are rigorous goals and will be prepared to effectively target instruction to meet these high expectations and achieve student success.

Table 10

			Long-term Goals ² :								
			Baseline		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
			2019-20 EXAMPLE		2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	
	Metric	Calculation	Baseline	Performance Status	Goal	Goal	Goal	Goal	Goal	Goal	Performance Status
Academic Achievement*	3-8 ELA	% Proficient x Participation (participation >95% = 100%)	20	Does Not Meet	27	33	40	47	53	60	Approaches Expectations
	3-8 Math		10	Does Not Meet	18	25	33	40	48	55	Approaches Expectations
	10 ELA	% College Ready x Participation (participation >95% = 100%)	26	Does Not Meet	32	38	45	51	57	63	Meets Expectations
	10 Math		11	Does Not Meet	18	26	33	41	48	56	Meets Expectations
Academic Progress	ELA	% Meeting or Exceeding Annual Growth Target	64	Approaches	67	70	73	76	79	82	Meets Expectations
	Math		51	Approaches	55	59	63	67	71	76	Meets Expectations
Closing Achiev. Gaps	ELA	[90% x (% Low25 meeting growth)] + [10% x (% Top75 meeting growth)]	46	Approaches	51	55	60	64	69	73	Meets Expectations
	Math		40	Approaches	45	50	55	60	65	70	Meets Expectations
Equity	EL Progress	% Met Target or Attain Proficiency (ACCESS)	15	Does Not Meet	22	29	36	43	50	58	Exceeds Expectations
	Chronic Absenteeism	% Persistent Attendee or Improving Attendee	59	Approaches Expectations	62	66	69	73	76	80	Exceeds Expectations
HS Only	Graduation Rate	4-yr Adjusted Graduation Rate	78	Approaches	80	82	84	85	87	89	Meets Expectations
	Strength of Diploma	% Non-waiver graduates with Core 40 desig+	73	Approaches	75	78	80	82	84	87	Meets Expectations

* All participation is assumed to be at or above 95% to ensure earning full points. Goal values displayed have not been multiplied by the Goal Factor.

- In addition to mandatory state assessment and testing requirements (e.g., ILEARN, IREAD-3, IAM, WIDA, and GQE), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, TABE). IDOE guidelines about formative/interim assessments and the formative assessment grant can be found here: <http://www.doe.in.gov/assessment/formative-assessment-grant>.

¹ For new grade levels added as part of this application, 2019-20 baseline data from all IPS schools with relevant grade levels and similar demographic populations will be used as a baseline.

² The state ESSA plan acknowledges the current academic achievement goals will require modification based on the new assessment baseline data. HOWE will make similar adjustments once the state has released their modification calculus.

The use of Curriculum Associates' i-Ready Assessments and i-Ready Instruction at HOWE for grades K-8 will align valid and reliable instructional resources with individual student academic needs. Through a comprehensive system of data reports that support data-driven decision-making at all levels, i-Ready's Diagnostic Assessments provide adaptive tools that accurately and efficiently determine student needs. Instant reporting on diagnostic results help teachers better support individual student needs. Students are automatically placed into personalized learning paths as a result of their i-Ready Diagnostic performance. Each student's unique path consists of online lessons, practice and mastery checks, with a personalized starting point and checkpoints for every student. These online lessons are designed to build conceptual understanding while engaging learners of all levels. The i-Ready assessments and instructional components provide an aligned, adaptive, online program designed to accelerate student growth and ultimately help students reach mastery of grade-level standards. Our teachers will work to maximize the use of i-Ready, keep accurate and timely evaluations of each student, and track student growth and performance consistently and continuously throughout grades K-8.

A large-scale linking study on the relationship between i-Ready Diagnostic and the 2017 ISTEP+ found a strong correlation between i-Ready Diagnostic scores and scores on the 2017 ISTEP+ assessments (Curriculum Associates & Educational Research Institute of America, 2018).

HOWE will also use Pivot INSPECT®, an assessment item bank and suite of over 300 pre-built benchmark assessments. Assessments are composed of items that are written to measure high rigor, college and career readiness standards, including the Indiana Academic Standards. All items include clear rationales for why a student would pick each wrong answer and wrong answers are created based upon the most-likely cognitive disconnects in learning. Rigorous item analyses are conducted to ensure the quality of the items in the formative assessment item bank. Assessments are available for grades 3-11 for English language arts and grades 3-8 and high school for mathematics, with support for both integrated and end-of-course pathways.

Key Data Systems (2016) conducted item- and test-level analyses that determined INSPECT® items were able to discriminate well between high and low performers and correlations with other validated, comprehensive end-of-year tests such as ISTEP were found. Indications that these assessments are highly predictive of various high-stakes tests and measure the intended content standards. See below for a description of the analyses performed.

Five-Star Technology Solutions has been providing Pivot and other services to Indiana educators for over 10 years. Pivot software modules work independently or in concert to help students not only assess students but make student data actionable with a variety of search, reporting, and dashboard functionalities.

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

Administration and instructional leadership will look at weekly assessments to analyze student achievement. Weekly discussions take place with teachers and instructional assistants based on their student's performance.

Collecting and Analyzing Student Academic Data

The primary school-level assessments, i-Ready Diagnostic and IFC Assessments, are both administered by the classroom teachers and followed by **data chats to analyze the data and plan next steps**. Data chats are a critical step in our school improvement process. Our data chats are conducted in teams because we take a school-wide response to the data with every staff member vested in the achievement and growth of every student. Data chats, scheduled meetings within the regular PLC structure, will follow a set process to analyze student data and plan next steps for instruction. The questions that guide each analysis, however, will be crafted to align to particular use of each data point, and driven by the time of year each assessment is administered.

i-Ready Diagnostic

At HOWE, teachers will use i-Ready Diagnostic fall administration results, previous school data, and other new pre-assessment data to set Typical Growth and Stretch Growth goals for their students. The goal will always be to meet students where they are in their learning and grow them as far as possible in the learning progression. Goals will be set for individual students, cohorts, and entire grade levels. For students who are achieving at or above grade level to start the year, Stretch Growth goals will reflect 1.5 years of growth. And for students who are achieving below grade level, Stretch Growth goals will reflect 2 years of growth.

Please note the following about the i-Ready Diagnostic:

- **Typical Growth** marks the annual growth (from fall to spring) for an average student taking the i-Ready Diagnostic. It is based on the observed growth and performance of the millions of students nationwide who have taken the i-Ready Diagnostic. Typical Growth is therefore a descriptive measure of growth; it is not intended to serve as a recommendation for sufficient growth, but it does offer a useful reference point to identify students who are lagging or surpassing median growth.
- **Stretch Growth** sets an ambitious but attainable goal for student growth. The targets for Stretch Growth were set based on observations of the growth of a national sample of students who started at each placement level and achieved grade-level proficiency over time. For students placing below grade level, achieving Stretch Growth is a path to an “On Grade Level, Mid” placement. For students who are already on grade level at the beginning of the year, Stretch Growth provides a target for attaining or maintaining an “On Grade Level, Late” or “Above Grade Level” placement.

With each administration, we know whether each student, each cohort, and each grade level are performing on par with the time of year and grade level. Moreover, i-Ready Diagnostic provides valuable information to inform the RTI² process and instructional grouping recommendations.

Instructional Focus Calendar Assessments

Once data is compiled and disaggregated, PLCs meet to review the data (i.e. data chats) by cohort and subgroup (i.e. economically disadvantaged). They ask questions, such as:

- Does this data confirm the classroom data (i.e. formative and summative) we have collected throughout the unit?
- Were there any surprises? Did some students perform better than we thought they would? Did other students underperform?
- Did our high-achieving students *master* even the most challenging standards tested? If not, why not?
- Did our low-achieving students achieve the novice-level and intermediate-level items?
- What gains in learning did each student make throughout the unit?

Ultimately, the results of the IFC Assessment are used to organize Success Time where students either receive further instruction on standards not mastered or enrichment if all standards are achieved on the initial assessment.

Reporting Data to the School Community

Students will receive progress reports at the midpoint of each quarter. The progress report will communicate to parent(s)/guardian(s) how their students are progressing with TAS being taught and assessed for the quarter as well as their progress with the SEL competencies. Included on the progress report is evidence gleaned from both practice and graded assignments/assessments. This way parent(s)/guardian(s) can see how their children are progressing over the course of each unit. When the IFC Assessment occurs within an interim marking period, those scores are included on the report as well.

Report cards, like progress reports, include both practice and graded assignments. It will be communicated that practice, although vital to student learning, is not calculated into final grades. It is our intent to not have first attempts, or even second attempts, in learning count against students. Grades are reflective of most recent evidence of learning.

Report cards are given at the end of each quarter.

Scores and other valuable data from i-Ready Diagnostics, IFC Assessments, and other classroom assessments will be shared with students and parent(s)/guardian(s) as they are completed, scored, and printed. High-level performance data, like data from interim assessments and state-testing, will also be shared with the governing board throughout the school year.

Moreover, end-of-year state assessment data will be shared with the community at-large through our **Quality Profile** that displays our data around achievement and growth as well as other measures. Our Quality Profile will be sent home to all parent(s)/guardian(s); it will also live on our school website.

- 4) Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting ICSB Charter School Application: Special Management Teams Page 16 the data for classroom teachers, and leading or coordinating professional development to improve student achievement.**

HOWE High School will utilize PowerSchool to manage classroom student performance data. The building principal, assistant principals, guidance counselors, and other predetermined staff members will have administrative access to this tool. All teachers will have access to the non-administrative view, Unified Classroom. HOWE administration and other determined staff will lead and coordinate professional development with the support and direction of NEI in order to improve student achievement data.

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

HOWE High School leadership and staff will receive training from NEI 's regional team in the practices of analyzing, interpreting, and using performance data to improve student learning. Professional Learning Communities (PLCs) will exist in which teachers will meet once a week to analyze individual content assessment with their teams and determine the best course for future instructional practices. This process will occur throughout the entirety of the academic year. State assessed contents (English and math) will utilize the Pivot assessment tool to assess predetermined standards that have been developed through the instructional focus calendars and timelines. Instructional focus assessments occur at the end of a four-week cycle and are broken down by standards at the end of the assessment to map future instructional practices.

- 6) Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by ICSB. Explain what would trigger such corrective actions and who would be responsible for implementing them.**

HOWE will carefully observe and reflect on student academic achievement expectations and goals set forth at the beginning of the academic year. Actions can, and will be taken, throughout the course of the academic year if it is noted that students are in jeopardy of not reaching certain goals. The quality of the created content assessments and ability of staff to break down the collected data will trigger the actions of the individual teams to make corrective instructional practices moving forward. Assessments are embedded via the instructional focus assessment calendar to track individual student achievement. Standards that are not mastered are looped back into future instruction in the form of DoNows and/or bell ringers. Instructional pacing continues while certain standards are seamlessly embedded into the instruction. Assessment data review will occur on behalf of teachers. Academic specialists and administration will facilitate data chats following assessment windows.

Human Capital

School Staffing Structure

Please provide, as Attachment 12, an organizational chart for the proposed school at Year 1 as a charter school and at Full Capacity. The chart should identify all administrative, operational, instructional and non-instructional personnel, as well as any paraprofessionals or specialty teachers. The organizational chart should clearly delineate the roles and responsibilities of the governing board and staff.

Please see Attachment 12.

School Leadership & Staff Hiring, Management and Evaluation

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

Since HOWE is a school that is currently in operation, instructional staff are already employed by the school. However, in instances of additional staff hiring, we will use the process outlined below. Employees will be hired and managed by NEI.

HOWE is an equal opportunity employer and recruits quality staff throughout the year for job openings using a progressive and innovative recruiting plan. All teachers will be hired and employed in accordance with IC § 20-24-6, including the requirement that 90% of full-time teachers possess a license to teach in a public school in Indiana under IC § 20-28-5, or be in the process of obtaining a license to teach in a public school in Indiana under the transition to teaching program established by IC § 20-28-4-2, unless HOWE received a waiver for a lower percentage.

Recruitment will occur locally, state-wide, and nationally through various resources that include:

- HOWE's website
- Employee Referral Program: produces a high volume of quality candidates who have a better understanding of the corporate culture and position requirements resulting in lower turnover.
- Search resume databases and scan social networks
- Job Fairs: hold education job fairs to seek teaching professionals
- College Recruiting: identify colleges and universities, both locally and nationally in order to attract and hire newly graduated teachers
- Online Job Posting Boards: utilize select educational and job recruitment websites to advertise teaching openings
- Minority Organizations: work closely with minority referring organizations to help ensure that the workforce is reflective of the diverse community served

NEI will manage job advertising and conduct applicant screening and refer qualified applicants to the School Principal and administration team to ensure that HOWE's staffing needs are met. A consistent process of screening, interviewing and selecting employees is essential to HOWE's ability to recruit qualified staff. A consistent process ensures that candidates have been provided an equal opportunity to demonstrate and/or articulate their skills and abilities.

The comprehensive teacher and staff recruitment effort is focused on identifying certified teachers who come from diverse backgrounds. The process uses a system of intensive screening designed to hire the most qualified applicants. HOWE will employ a systematic approach to screen applicants to ensure that final candidates meet the qualifications for the position. Screeners ask questions of applicants that focus on their abilities, skills, and experiences in an initial

screening interview. As the applicant pool is narrowed, successful applicants advance toward a more in-depth, behavior-based building-level interview process with the school principal and/or interview team.

The selection process is informed by factors identified in applied psychology, such as interview structure and the phrasing of question prompts, and it draws on effective teacher research. The utilization of research-based interview protocol supports interviewers in distinguishing promising teachers from those with less potential to be effective. The interview process for hiring instructional staff uses a panel or team interview approach assembled by the principal. Final candidates progress to an interview with the principal. The interview protocol asks teacher applicants about their past performance and experience. The interviewer or interview team uses an anchored rubric to evaluate their responses. According to research, six quality indicators of teacher effectiveness ultimately influence student achievement:

1. Pre-requisites of effective teaching;
2. The teacher as a person (i.e., personal attributes)
3. Classroom management and organization
4. Planning for instruction
5. Implementing instruction (i.e., instructional delivery)
6. Monitoring student progress and potential (i.e., student assessment and student expectations)

These quality indicators are explicitly linked to core qualities of effective teachers and allow interviewers to use research-informed questions that relate to core qualities for selecting the best teacher applicants as shown in Table 11 below.

Table 11

Prerequisites of Effective Teaching	Teacher as a Person	Classroom Management and Organization	Planning for Instruction	Instructional Delivery	Assessment
<ul style="list-style-type: none"> • Verbal ability • Content knowledge • Education coursework • Teacher certification • Teacher experience 	<ul style="list-style-type: none"> • Caring • Fairness and respect • Interaction with students • Enthusiasm • Motivation • Dedication to teaching • Reflective practice 	<ul style="list-style-type: none"> • Classroom Management • Organization • Student Discipline 	<ul style="list-style-type: none"> • Importance of instruction • Time allocation • Teacher expectation • Instructional planning 	<ul style="list-style-type: none"> • Instructional strategies • Content and expectations • Complexity • Questioning • Student engagement 	<ul style="list-style-type: none"> • Homework • Monitoring of student progress • Response to student needs and abilities

The minimum selection criteria for instructional staff is listed below.

- Bachelor's Degree or higher in Education and/or area of specialization in the grades he/she is teaching
- Presents positive teaching evaluation history
- Displays exemplary personal presentation and interpersonal skills
- Demonstrates strong written and oral communication skills
- Literate in computer skills
- Demonstrates in-depth knowledge of subject area
- Understands various teaching methods and learning styles
- Ability to make learning exciting and interactive for students
- Committed to the academic development and character development of each student
- Displays enthusiasm, flexibility, and innovative techniques toward education
- Ability to work effectively with parent(s)/guardian(s), students, resource personnel, and other school-wide groups of individuals

- 2) Describe the staffing plan (e.g., leadership, instructional, and support roles; reporting relationships; and accountability for student outcomes) your school will use to ensure that every student has access to excellent teaching. Will the staffing model incorporate technologies, new roles for teachers and other staff, or innovative instructional techniques toward that end? If yes, how?**

Please see **Attachment 15** for our projected staffing matrix.

In order to accurately reflect a staffing model that would be used once HOWE converts to a charter school, we reduced the amount of staff positions that were paid through grant funding. Under this new model, we have a smaller staff, but one that will be strategically trained to ensure individual efficiency and quality, which will allow us to better meet both our current and future school-wide initiatives.

For example, we will implement a co-teaching model as well as smaller class sizes to allow for remedial instruction. We will also continue to expand the tutoring and other after-hours academic programming to extend learning beyond the school day. We will be able to implement these initiatives because our specialists and interventionists will provide co-teaching and coaching in addition to providing general instruction for our students.

However, this smaller model will also require our school to conduct strategic master schedule planning to adjust for advanced and remedial courses. This will also create an opportunity to expand our blended learning offerings, which will allow licensed teachers to lead those courses and provide continued credit recovery options.

- 3) Explain how – and how frequently – the school will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?**

The school leader and teachers will be formally evaluated on an annual basis.

Teachers will be evaluated using the Teacher Feedback and Evaluation Tool (TFET). All teacher evaluations are conducted by the school leader. The TFET is organized by the strategies and behaviors observed inside and outside of the classroom. Additionally, it is aligned to five strategic priority areas: 1) Student Success, 2) Maximized Resources, 3) Development and Innovation, 4) Customer Focused Operational Excellence, and 5) World Class Team and Culture. These focuses reflect a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David Norton's *The Balanced Scorecard* (1996). The five strategic priorities represent HOWE's approach ensuring that the energies, abilities, and specific knowledge of all employees throughout the school and the organization are focused on improving the quality of services required to increase student academic performance and foster student learning.

School leaders will be evaluated using the Principal Performance Evaluation (PPE). School leaders will be evaluated by NEI's Indiana State Director. The PPE is based on the research of Robert J. Marzano and is designed to draw on and incorporate educational leadership practices, including the 21 responsibilities of a school leader, the precepts of continuous improvement, and others developed from Marzano's 35 years of research. These educational best practices are the foundation for the 119 elements within the PPE that measure administrator proficiency on the host of skills and tasks necessary to lead a school, its faculty, and students. The PPE's domains are organized according to five strategic priorities: 1) Academic Excellence, 2) Operational Performance, 3) Culture of Excellence, 4) Financial Health, and 5) Growth. The PPE's evaluation criteria reflect the comprehensive range of instructional leadership practices expected of each administrator and a balanced approach to quality and continuous improvement based on Robert S. Kaplan and David P. Norton's *The Balanced Scorecard* (1996).

4) Explain how the school will handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover. How will the school identify and address development needs or concerns?

In situations of unsatisfactory performance or violations of Employee Handbook policies, HOWE utilizes an Improvement Action Form (IAF) to address concerns in a timely manner and provide the employee with an opportunity to improve on their actions. Execution of an IAF is determined by the principal or assistant principal. Throughout the performance improvement process, the employee will receive coaching from the principal or another member of administration regarding specific directives and goals for improvement. Goals and directives may include, but are not limited to, mentoring assistance, additional professional development training focused on improving identified shortfalls, and classroom observations with corresponding constructive feedback. The employee will have regular check-ins to monitor their progress on achieving the established directives and goals. If the employee does not make adequate progress in achieving the goals outlined in their IAF, HOWE has the option to take further corrective disciplinary action, up to and including termination. In addition, if the unsatisfactory performance results in a more serious issue such as safety concerns or misconduct, the sequential progressive discipline process may be bypassed and escalated to unpaid administrative leave pending investigation and/or separation of employment.

In instances of teacher turnover, HOWE will hire daily or permanent substitute teachers to compensate for the loss of staff until permanent certified teachers are hired to fill the positions. In addition, HOWE will keep a pool of approved teacher applicants to expedite the hiring process for cases of unexpected teacher turnover. In instances of leadership turnover, the school will make all attempts to hire a replacement from within the NEI network. If a suitable replacement cannot be found internally, HOWE can draw from a pool of approved candidates that have completed the 3D Leadership Discovery Process, which is the process used to select school leaders.

If HOWE experiences higher than normal teacher or leadership turnover, then NEI will conduct an audit of former employee reviews. If there is recognizable trend of skill deficiencies among former staff members, and a corresponding lack of development of those skills throughout their employment at HOWE, then NEI, in conjunction with the school and ReThink, will review its professional development offerings to determine if a lack of teacher development is contributing to unsatisfactory performance. If so, then ReThink, the principal, and NEI will collaborate to either create or broaden professional development opportunities designed to foster and hone those skills in order to improve teacher performance.

5) Provide an overview of the school's compensation system (including benefits) and how this aligns with the performance evaluation process. For legislative requirements regarding employee benefits, see, for example, IC § 20-24-6-7.

HOWE will have a performance-based compensation plan that includes the following:

- Performance bonuses for administration based on pre-determined goals
- Participation in various state-approved trainings or programs to provide incentive bonuses for teachers based on student achievement

HOWE's compensation system is structured in a way that rewards high performers based on criteria linked to student achievement. Examples of these are student achievement and school enrollment criteria. ReThink will establish budget criteria, incentives, and other motivating factors that attract, reward, and retain the best employees. When determining an employee's starting salary, several factors are considered, including but not limited to:

- Base pay
- Years of experience the candidate brings with him/her
- Higher education degree of a Masters or Ph.D.
- Critical shortage area: science, math, etc. (as needed)

Once the starting salary is determined, the employee receives increases depending on how well he/she performs. Increases are assessed annually based on local market analysis, cost of living adjustments, budget, and other factors that might justify adjusting the increase amount. The above does not include additional bonus opportunities that teachers are eligible for through school and goal achievement.

Each year, a percentage increase will be built into HOWE's budget for merit increases as funding allows. The proposed budget includes a Performance Assessment Pool that will be utilized for merit increases.

Incentive strategies include, but are not limited to:

- **Merit increases:** Merit increases are built into the budget and awarded based on performance on formal evaluations. In many cases, this allows high-performing staff to meet or exceed what they might earn in the district. Merit increases are awarded in conjunction with the annual performance evaluation period.
- **School-wide Incentive Bonus:** ReThink will work diligently to manage costs so that budget surplus funds can be allocated towards a school-wide incentive bonus to reward all team members for the achievement of specific goals.

Professional Development

1) Describe the professional development that will be offered to school leadership and teaching staff.

Our professional development (PD) plan for school leadership and teachers is informed by data and intended to support our school-wide goals and performance. PD consists of a variety of learning opportunities including content trainings, one-on-one and small group mentoring and coaching, instructional modeling, structured PLCs, consultation, and other formats determined by school need. PD takes place throughout the year and is facilitated by the principal and members of the school leadership team, as well as state team members and external experts. Our principal will oversee the planning and implementation of all teacher PD and state leadership will oversee the planning and delivery of leadership development activities. We are mindful that as school needs change based on data, our plan will be implemented flexibly to allow for even more targeted learning session to take place. Additionally, we are committed to providing our instructional staff with differentiated PD to improve the quality of teaching and learning.

2) Describe how school leaders will be supported and developed throughout the year.

School leaders will be supported in growing instructional knowledge and skills for the purpose of purposefully and effectively implementing the eight step process for continuous improvement. School leaders must be skilled at disaggregating data, facilitating meaningful instructional conversations, and planning effectively to positively impact school improvement. School leaders are charged with monitoring all aspects of our education model and identifying teacher PD needs. In order to do so effectively, our school leader is supported by the state team through leadership training and mentoring described below.

3-D Leadership Training

Provided by NEI, 3-D Leadership Training is an employee development and engagement program structured around monthly trainings and PD, as well as coaching sessions. The idea is that great minds and great motives still matter. All employees with leadership aspirations will have the opportunity to become part of a cohort, which will take part in monthly training gatherings. The 3D Leadership program values and has a systematic approach to identifying the right talent, helping the discover their strengths, develop those strengths, and then distribute that learning throughout the organization.

Principal's/Assistant Principal's Meetings

Provided by NEI, the HOWE building principal and assistant principals meet on a monthly basis with other NEI schools to receive professional development in a myriad of topics that support the individual school wide goals set forth by the

schools. Each NEI school in a determined radius hosts these professional developments in order to share out what is occurring in each school.

Leadership Institute

HOWE's administration joins administration from other NEI schools for a week long, intensive professional development that allows leadership to focus on past school achievement data and create school goals for the upcoming academic school year.

3) Explain how professional development for the faculty will support the education program and build capacity to improve student achievement.

All PD activities are aligned to the Eight Step Process for Continuous Improvement and are designed to positively impact the day-to-day practice of our instructional staff. In particular, the structuring and regularity of PLCs allows us to analyze student data, plan for instruction, create formative assessments, and design responsive teaching approaches. We draw on the following four questions outlined from Dufour and Eaker's *Professional Learning Communities at Work (1998)* to drive effective PLCs:

1. What do students need to know and be able to do?
2. How will we know when they have learned it?
3. What will we do when they haven't learned it?
4. What will we do when they already know it?

PLCs take place for 45-60 minutes per week and include teachers, instructional coaches and a building administrator (principal, assistant principal or dean). During PLCs, teachers are grouped by grade level or department area to plan and problem-solve and innovate.

4) Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods. If known, please describe the individuals or organizations who will provide professional development services.

Leadership Institute

HOWE's administration joins administration from other NEI schools for a week long, intensive professional development that allows leadership to focus on past school achievement data and create school goals for the upcoming academic school year.

Impact Indy

NEI sponsors and organizes an Indianapolis specific, day long professional development training day prior to the start of school. This impactful and productive day consists of keynote speakers and a myriad of breakout sessions that stretch the thinking of those involved and offer individualized, specific professional development.

New Teacher Induction (NTI)

NTI is attended by all new teachers to our school and takes place prior to school opening. NTI is facilitated by the curriculum specialist and is intended to develop a foundation in our education model, lesson planning, classroom and behavior management, and parent communication among other topics.

Returning Teacher Orientation (RTO)

RTO takes place after NTI and is attended by all teachers, new and returning, over 10 days prior to school opening. RTO is facilitated by teachers, academic specialists, interventionists, and administration. This includes an introduction to school-wide initiatives, ethics training, safety and security plans, and behavior management expectations among

other topics. Time during RTO is also provided for team building and lesson planning for the start of the school year. Many of the topics introduced during RTO are revisited during PD sessions throughout the year to develop deeper understanding and ensure effective implementation. For instance, the introduction of DoNow incorporation during this year's RTO will be followed by differentiated PLC sessions based on current levels of teacher implementation and data collected from assessments.

- 5) Include the expected number of days/hours for professional development throughout the school year and explain how the school's calendar, weekly schedule, and staffing plan will be structured to accommodate this plan. Explain how professional development will be aligned with the interim assessment process and adjusted during the year to address areas of need that are identified.**

Our daily schedule is designed to accommodate common grade and subject-level collaborative planning periods. For example, grade level teachers have their special periods all occurring at the same block of time. Our school calendar identifies the specific days throughout the school year that are planned for professional development. Table 12 below shows a sampling of professional development intended to positively impact student achievement and increase leadership capacity at all levels.

Table 12

Professional Development Format	Number/Frequency of Sessions	Facilitator	Description/Sample Topics
NTI	Prior to the start of school with multiple sessions	Curriculum Specialist	Orientation that includes training on new school initiatives, safety and procedural protocols, curriculum, and other pertinent information for the school year.
RTO	Prior to the start of school with multiple sessions	Teachers, Academic Specialist and Interventionists, Administration, Invited Guests	Two-week orientation that includes training on the Eight Step Process for Continuous Improvement, instructional strategies, research based classroom management tools and student motivation, among other topics.
PLCs	Weekly	Team Leads, Academic Specialists, Administration	Sessions aimed at providing all teachers with research-based learning based on school improvement goals. Teachers meet regularly in teams to analyze student data and collaborate on action plans.
Data Chats	Monthly after assessment data is collected	Academic Specialists, Administration	Staff development is provided to teachers by the leadership team to ensure that they are analyzing their students' data for maximum student achievement. Data chats take place regularly and as teachers develop the capacity to assume the role of facilitator, the responsibility of presenting data and accompanying action plans shifts to them.
Principal's Meetings	Monthly	NEI	NEI created professional development covering a myriad of topics that support the individual school wide goals set forth by HOWE.
Full Day PD	Monthly	Teachers, Academic Specialist and Interventionists, Administration, Invited Guests	Planned full-day PD based on school need which may trainings from external experts and differentiated sessions to meet teacher/grade-level instructional needs.

6) Explain how the professional development program will be evaluated to assess its effectiveness and success.

Our leadership team, led by school administration and instructional leadership, will continually monitor the effectiveness of all PD activities with the support of the state team. Performance data at the school, teacher and student level, in addition to trends gathered from instructional rounds and PLC engagement, will be continuously monitored. Additionally, teacher surveys at the end of NTI, RTO, and full-day PD will provide us with the information needed to determine if the PD program is successful.

Budget and Finance

1) Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and the required annual audit. Specify any administrative services expected to be contracted for the school. Describe the school's financial/internal controls. What financial controls will be in place at the network level to ensure long-term financial viability?

ReThink will contract with NEI to provide financial management services to HOWE and will adopt established processes and procedures to ensure fiscal responsibility and sound internal controls. These services include General Governmental Accounting Policies, Financial Reporting, Budgeting, Cash Receipts and Deposits, Purchasing and Cash Disbursements, Capital Assets, and Payroll. However, ReThink will retain ultimate control of HOWE's finances.

As part of its contract, NEI will provide ReThink with:

- The projected annual budget for governing board approval
- Monthly detailed statements of all revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the school whether incurred on-site or off-site, upon request
- Monthly financial statements including a balance sheet, statement of revenues, and expenditures
- Other information on a periodic basis to enable the governing board to (i) monitor NEI's performance and the efficiency of its operation of HOWE, and (ii) furnish reports and information which the school is required to provide pursuant to its charter contract and/or applicable laws

Internal controls are viewed as a means to reduce risk of asset loss and ensure reliability of financial statements as well as compliance with laws and regulations. There are several components to internal control which include: control environment, risk assessment, control activities information and communication, and monitoring. These components are used to establish the internal control policies and procedures.

NEI will develop internal control policies which will be adopted by the governing board via the management agreement. These internal controls include General Governmental Accounting Policies, Financial Reporting, Budgeting, Cash Receipts and Deposits, Purchasing and Cash Disbursements, Capital Assets, and Payroll.

NEI and ReThink will keep accurate financial records pertaining to the operation of HOWE, together with all financial records prepared by or in possession of NEI, and retain all records for a period of time as may be required by the charter contract and/or applicable laws. NEI and HOWE will maintain the proper confidentiality of personnel, students, and other records as required by law.

In order to maintain financial controls and ensure long-term financial viability, HOWE will employ a Business Manager (BM) who acts as a liaison to NEI for human resource, payroll, and financial matters relating to cash collection. The BM also works with the Principal to ensure adherence to ReThink's approved budget. Below is a summary of the finance and accounting functions that the BM performs:

- Deposit funds received from food service sales, aftercare programs, and fundraising into proper
- bank accounts according to company policy
- Submit documentation for all receipts and disbursements made at the school level
- Follow up and collect returned checks from parents
- Prepare and submit instructional related purchase orders according to company policy
- Prepare and submit check requests for certain invoices
- Review and approve expenditure invoices with the principal
- Maintain reconciliation of internal funds account

In addition, ReThink and NEI will maintain a rigorous budget management process that ensures HOWE achieves the desired positive financial results. The process is approached in 3-parts: (1) financial statement preparation, (2) regular review of actual results, (3) continuous forecasting of future results.

Conservative assumptions have been made on the financial budget, especially during the first year, to ensure the financial health of operations. Alternative outcomes will be contemplated before opening the school to safeguard against potential shortfalls. In those situations, where expectations are not met, HOWE will engage in a mitigation process entailing reduction of controllable expenses while maintaining the necessities for the education of the students. As part of the mitigation process, ReThink and NEI closely monitors enrollment during the first year to spend appropriately on enrollment-based expenses, particularly compensation, which is the biggest expense in the budget.

As budget variances arise and are managed, new forecasts will be developed each month to ensure HOWE stays on track financially throughout the year. These forecasts will allow school leadership to make timely management decisions to ensure the financial health of the school and will be presented to the board on at least a quarterly basis.

On an annual basis, ReThink will contract to have a financial audit performed by an independent certified public accounting firm. The governing board may select an audit committee to oversee the audit of the school. The audit is performed in accordance with Generally Accepted Auditing Standards; Government Auditing Standards, issued by the Comptroller General of the United States; and Chapter 10.850. Audited statements will be submitted to the authorizer each year.

- 2) **Please provide, as Attachment 13, a detailed five-year pro-forma budget for the school, including the first year as a charter school, by completing ICSB’s “Budget Projections Workbook” which can be found on the ICSB website: <https://www.in.gov/icsb/2339.htm> under “Step 2: Full Application - Additional Required Forms.”).**

Please see **Attachment 13**.

- 3) **Please provide, as Attachment 14, the last three years of audited financial statements and management letters for the school.**

Please see **Attachment 14**.

- 4) **Please provide, as Attachment 15, a detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the five-year business plan. 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 narrative should specifically address:**

- a) The degree to which the school (and network) budget will rely on variable income (e.g., grants, donations, fundraising).
- b) The school's contingency plan 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) start-up costs, (b) any special education costs incurred, (c) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (d) required retirement plan contributions.

Please see **Attachment 15**.

If a pre-existing non-profit organization will be the charter holder/governing entity, please provide, as **Attachment 16**, for the organization and any related business entities: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements.

Please see **Attachment 16**.

Organization and Compliance

1. Is the school facing any major operational challenges, including challenges with facilities, transportation, technology, school lunch program, etc.? If yes, briefly describe the board's plan to address these challenges.

There are currently no major operational challenges at HOWE. However, there are potential operational challenges that may occur as a result of converting from a public school under IPS to a charter school. Under Indianapolis Public Schools, HOWE's transportation services are currently reimbursable and facility maintenance expenses are covered, in part, by the school district. ReThink is being proactive in identifying these potential challenges and using conservative budget assumptions to assume transportation and facility maintenance costs accordingly.

HOWE, having been directed by the Indiana State Board of Education to apply for a charter, intends to utilize the facility as appointed in IC 20-31-9-9 (d):

(d) If the state board directs the special management team to apply for charter school status under subsection (a)(2), the school is entitled to continue to use the school's facilities in the same manner as a charter school that acquires school facilities under IC 20-26-7-1 is entitled to use school facilities. Indianapolis Public Schools (IPS) has stated that their bond agreement may conflict with IRS code due to "private business use". This concern is addressed as follows:

First, the application submitted, with the encouragement of the Indiana State Board of Education, is to run a public charter school. A public charter school demonstrates clear public use and benefit. Secondly, the applicant ReThink Forward Indiana, is an Indiana non-profit entity and is in process of obtaining its 501c3 IRS designation. Not only is the use of the facility public, the charter applicant's purpose and status also satisfy the requirements of the tax exempt nature of the existing bonds. The HOWE facility shall remain a facility utilized for public use. Lastly, the ownership of the facility shall remain with IPS.

If, for some reason, IPS continues to have concerns regarding the status of the use of the facility at HOWE, IPS Interim Superintendent Aleesia Johnson has acknowledged that IPS, consistent with Indiana law, has the opportunity to enter into an Innovation Agreement with the school. This is exactly the same type of agreement IPS is party involving Phalen

Leadership Academy at George H. Fisher School 93, KIPP Indy Unite, and KIPP Indy College Prep. This is another method to address any structural concern as well and the parties would then enter a Use or Lease Agreement.

ReThink Forward Indiana, Inc. has been and will be in continuous availability for discussions with IPS concerning the usage of the facility and open to partnership to provide clarity for all parties regarding facility usage.

2. **Provide a brief description of the history of the school's compliance with all applicable laws.**

HOWE has not had any compliance issues since being designated a turnaround school in 2012-13 school year.

3. **Identify any current or past litigation, including arbitration proceedings, involving the school. Please provide, as Attachment 17, copies of: (a) complaints, (b) any responses to complaints, and (c) the results of any arbitration or litigation.**

HOWE has not had any legal issues since being designated a turnaround school in 2012-13 school year.

4. **As Attachment 18, please provide a single complete Statement of Assurances form, attached hereto as Exhibit D, signed by an authorized representative of the applicant group.**

Please see **Attachment 18**.

Section III: Performance Record

ICSB bases qualification decisions, in substantial part, on the past performance of the organizer and/or ESP. Please provide the following information about the school:

1. **Please complete ICSB's "Academic Performance Workbook" (found here: <https://www.in.gov/icsb/2339.htm> under "Step 2: Full Application - Additional Required Forms.") and attach as Attachment 19.**

Please see **Attachment 19**.

2. **The first Tab, Portfolio Summary, should include a summary of every charter school in the organization's portfolio, including every charter school currently managed by the proposed ESP partner (if applicable). Please include the following information for every school:**
 - a. **School Name;**
 - b. **Address;**
 - c. **Contact Information;**
 - d. **Name and Contact information for the authorizer;**
 - e. **Year Opened;**
 - f. **Year Closed (if applicable);**
 - g. **Grade Levels);**
 - h. **Number of Students.**
 - i. **The following student demographic and socioeconomic data: free/reduced price lunch status percent, special education percent, minority percent, English language learner percent;**

j. Management Company

Please see **Attachment 19**.

3. In subsequent Tabs of the Academic Performance Workbook, please provide growth and proficiency data for the past three (3) years by grade level in English/Language Arts and Mathematics for each school listed in Tab 1. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results. For High Schools Only, please provide: 4 year graduation rate; College and Career Readiness Indicator percent; and Post-Secondary Attainment %. Include overall Attendance Rate for each grade level if available.

Please see **Attachment 19**.

4. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination, date of termination and whether the termination was for “material breach.”

Neither ReThink nor NEI have ever received a charter contract termination.

5. List any and all charter revocations, non-renewals, shortened or conditional renewals, and/or withdrawals/non-openings of schools operated by the organization and explain.

Neither ReThink nor NEI have ever received a charter contract revocation, nonrenewal, or withdrawal.

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

Neither ReThink nor NEI have ever received any performance deficiencies or compliance violations that have led to authorizer intervention.

Submission of Full Application

Please provide, as Attachment 20, one (1) PDF file that contains all application components, including the School Overview Template, the Proposal Narrative Template, and all required Attachments. This PDF file will be posted on ICSB’s website as required under Indiana law and in accordance with ICSB policy. Therefore, please be certain that this attachment contains no confidential personal information. In addition, please adhere with the guidelines provided under the Notice of Disclosure section on page seven of this document for any other information considered confidential.

Please see **Attachment 20**.

Attachment 1
Applicant Group
Resumes

Ted J. Feeney

295 Williams Drive
Indianapolis, Indiana 46260

(317) 460-4588

ted.j.feeney@gmail.com

SUMMARY OF QUALIFICATIONS AND SKILLS

- Proven leadership in city and community
- Superior communication skills
- Customer service focused
- Superb initiative and dedication on large and politically-sensitive State of Indiana projects
- Highly effective and efficient problem-solving skills
- Goal and results oriented

ACCOMPLISHMENTS WITH STATE OF INDIANA

- Implementation of the Healthy Indiana Plan 2.0 (HIP 2.0) health care program **2014**
- Implementation of the Hoosier Care Connect health care program **2014**
- Directed activities of the most expansive school voucher program in the United States **2012**
- Recipient of Governor's Public Service Achievement Award **2008**
- Implementation of the Healthy Indiana Plan (HIP) health care program **2007**
- Recognized by State Personnel Department for naming State employee newsletter **2007**

LEADERSHIP

- **Indiana Leadership Forum** **Class of 2015**
The Indiana Leadership Forum is a non-profit organization dedicated to preparing Indiana's most talented business and community leaders for political leadership and community service throughout the state. Candidates must be nominated and only 25 are selected each year state-wide. Received training in crisis communications, social media, grassroots campaigns, political campaign management and fundraising.
- **Butler-Tarkington Neighborhood Association** **President, 2014-2015**
As volunteer President (typically 25-35 hours per week) of this sixty-year old non-profit organization, led activities to develop and implement community development plans. The neighborhood was one of the first integrated neighborhoods in the city in the 1940s. The neighborhood of 3,500 homes ranges from million dollar homes to abandoned homes. Activities included:
 - Developed non-profit budget with restricted and non-restricted fund sources
 - Overhauled administrative activities including Article of Incorporation and Bylaws
 - Inventoried non-working streetlights (public-owned and private-owned)
 - Created inventory of abandoned homes and illegal dumping in alleys
 - Infrastructure improvements for streets, sidewalks and ADA-compliance curb cuts
 - During an Indianapolis public safety crisis in 2015, conducted over 75 media appearances and received commendations from City of Indianapolis Public Safety Director and Police District Commander for neighborhood response

- Seen as subject matter expert by media for community development and public safety
- Partnered with local school board for improvement of local traditional public school
- Implemented Butler 2020, the strategic plan for Butler University (located within neighborhood boundaries). Projects included: streetscape, student housing and parking structure with mixed-use retail. Spoke at groundbreaking ceremony along with university president and university trustees.

EDUCATION

Central Michigan University, Mt. Pleasant, Michigan

Bachelor of Science in Community Development/Public Administration

December 2002

COMMUNITY AWARDS

- Indianapolis Ten Point Coalition Neighborhood Crime Fighting Award **2016**
For commitment to building families through creative programs which strengthen and empower men in the community.
- Midtown Momentum Award **2016**
For coalition building with multiple neighborhoods, metropolitan police department, faith-based organizations and other non-profit community organizations.

PROFESSIONAL EXPERIENCE

Director of School Services

April 2018-Present

Institute for Quality Education

Indiana Charter School Network

- **Goal #1:** Manage relationships with member schools
- **Result #1:** Increase vendor usage and prioritize need by school type and issue
- **Goal #2:** Assist other working groups (policy, legislative, outreach and communications) with needed projects and deliverables
- **Result #2:** Help organization and schools with activities in school improvement, increased teacher compensation, coalition building and outreach for annual National School Choice Week

Medicaid Program Integrity Manager

September 2014-April 2018

State of Indiana

Indiana Family and Social Services Administration (FSSA)

Office of Compliance- Program Integrity

- **Goal #1:** Build and enhance program for prepayment review of Medicaid provider claims
- **Result #1:** Receive feedback from Center of Medicare and Medicaid Services (CMS) describing Indiana program as “model for other states to use”
- **Goal #2:** Identify Medicaid providers in need of technical assistance or for review of waste, fraud and abuse of the state Medicaid program
- **Result #2:** Identified over 125 Medicaid providers for review, thus far, which has resulted in \$500,000 of cost avoidance for the state Medicaid program
- **Goal #3:** Collect estate recovery funds from estates of deceased Medicaid recipients
- **Result #4:** Collect over \$17 million in recoveries in 2017, an increase year over year
- Reason for leaving position: New position at Institution for Quality Education

Deputy Policy Director

September 2013-September 2014

State of Indiana

Indiana Family and Social Services Administration (FSSA)
Office of Legislative Affairs and Policy

- **Goal #1:** Worked with appropriate agency divisions on pending legislative reports and study committees
- **Result #1:** Completed and submitted reports to Indiana General Assembly in timely manner
- Reason for leaving position: New state agency head and position eliminated

Director of Health Care Programs

March 2013-September 2013

State of Indiana

Indiana Family and Social Services Administration (FSSA)

Office of Medicaid Policy and Planning

- **Goal #1:** Developed plan to complete overdue (from 2009) Healthy Indiana Plan (HIP) POWER account reconciliation process, one of the primary program requirements
Result #1: Partnered with managed care entities, FSSA fiscal agent and internal FSSA stakeholders to move process forward toward completion; more activity in four months than in previous four years
- **Goal #2:** Developed process to align managed care entity contracting and reporting
Result #2: Partnered with managed care entities and developed schedule in advance of next contracting cycle
- Reason for leaving position: Moved to Office of Legislative Affairs and Policy

Director of School Choice

May 2012-March 2013

State of Indiana

Indiana Department of Education (IDOE)

Office of Education Policy and Innovation

- **Goal #1:** Directed activities of high profile voucher program and increased program awareness
Result #1: Increased participating schools from 241 to 289 and student enrollment from 3,919 to 9,324 in one year's time
- **Goal #2:** Ensured high level of academic achievement of schools participating in voucher program
Result #2: Over 92% of participating schools received a passing grade in State A-F grading
- **Goal #3:** Communicated effectively with participating schools
Result #3: Developed weekly email communication and monthly training WebEx sessions for participating schools in areas of application processing, payment, accreditation, reporting and assessment
- Reason for leaving position: New Superintendent of Public Instruction elected, thus asked to return to state agency (FSSA) where I had a wealth of experience

Government Program Administrator

October 2009-May 2012

State of Indiana

Indiana Department of Education (IDOE)

Office of School and Community Nutrition

- **Goal #1:** Oversight and management of procurement contracts and contract amendments for schools and school districts
Result #1: Increased number of schools utilizing private sector food service management companies from 64 to 96 in two-year time span, producing cost savings for schools and school districts

- **Goal #2:** Oversight and management of school nutrition procurement policy and process
- **Result #2:** IDOE passed all three US Department of Agriculture audits during time period
- Reason for leaving position: Promoted to Director of School Choice

PROFESSIONAL EXPERIENCE

- Golf industry management, sales, club assembly and instruction **1990-2000**
- Human Resources and recruiting **2000-2005**
- State Government **2005-2018**

COMMUNITY DEVELOPMENT INVOLVEMENT

- Member- Parent Teacher Organization of Allisonville Elementary School **2019-Current**
- Member- Dad’s Club of Allisonville Elementary School **2019-Present**
- President- Dad’s Club of Spring Mill Elementary School **2018-2019**
- Member- Parent Teacher Organization of Spring Mill Elementary School **2017-2019**
- Member- MSD Washington Township School District Parent Network **2018-Present**
- President of the Butler-Tarkington Neighborhood Association **2014-2015**
- Secretary of the Butler-Tarkington Neighborhood Association **2013**
- Board Member of the Butler-Tarkington Neighborhood Association **2012-2017**
- Contributing Writer of Indy Midtown Magazine **2016-2017**
- Board Member (Ex Officio) of Midtown Indianapolis, Inc. **2014-2015**
- Indianapolis Department of Public Safety Citizen’s Academy **2015**
- Board Member (Ex Officio) of the Midtown Economic Council **2014-2015**
- Founding member of the Indianapolis Midtown Anchor Coalition **2013-2017**

David R. Mikelsons
6701 N. College Ave
Indianapolis, IN 46220
Email address:david.mikelsons@gmail.com
Cell phone: 317.384.8479

OBJECTIVE

To obtain a position in which I can work in a young, personal goal setting company.

HIGHLIGHTS

Excellent Computer Skills. Microsoft Word, Excel, Outlook & PowerPoint.

SKILLS

- AFSC Certified in HIPP Trainings – In collaboration with local communities and neighborhoods, AFSC's programs foster understanding through cultural development and examination of racial, gender, social and economic diversity.
- Certified in Character Counts – Character Counts is a nationwide program that focuses on six pillars of character, Respect, Responsibility, Trustworthiness, Citizenship, Fairness and Caring. Each pillar is examend, and discussed about how to apply them in real world settings.
- Improved ability to Teach, Enforce, Advocate and Model (T.E.A.M.) good character, by facilitating students, and guiding, but not "showing" them how to develop good character.

EXPERIENCE

Indianapolis Urban League, Indianapolis, Indiana

A Indianapolis-based community non-profit to assist African Americans, other minorities, and disadvantaged individuals to achieve social and economic equality through education, workforce training or health and wellness opportunities.

Manager of Project Ready and Educational Initiatives Indianapolis Urban League- Manages five Project Ready sites, plans and executes college trips, community based events and coordinates youth attendance for the National Youth Summit
(2017-)

Site Coordinator Indianapolis Urban League, Indianapolis, Indiana

Site coordinator of **Project Ready** at Thomas Carr Howe Community School

Working with AVID 11th and 12th graders on college readiness and social and economic issues.

November 2010-

PEACE LEARNING CENTER, Indianapolis, Indiana

A Indianapolis-based community non-for-profit educational organization that educates inspires and empowers people to live peacefully. The PLC establishes safe and common ways to address differences and promotes processes to help build community and healthy communication for youth, parents and professionals.

Americorps-2005- 2006- Facilitator (Worked one-on-one with youth and adults)

2006-2007-Team leader (Scheduled school visits, coached fellow co-workers and worked with youth)

2007-2008- Contractor (Developed program, scheduled school programing and worked on youth team building)

2008-2009- Program Coordinator (developed programing, met with principals and school counselors, evaluated staff development, scheduled school programs, lead team building sessions, oversaw staff development)

Program Coordinator

- Responsible for growing organizational capacity by managing program initiatives and creating communication strategies.
- Supervised a staff of 6, involving training, workflow, quality control and conflict resolution.
- Built a strong client base through personal attention, quality service, and consistent follow through.

- Developed Peace School Curriculum. [A K-12 program that teaches conflict resolution, team building, and community values & awareness. Focusing on the individual as well as youth participation in group and community settings, by identifying adults who exemplify values of positive character.

EXECUJET, Indianapolis, Indiana

1998-2001

A division of American Trans Air. A leading global business aviation organization offering diverse scheduled service and charter flights.

Executive Assistant

- Conducted calendar management, meeting coordination and mail processing.
- Possessed technical proficiency by operating multi-line phone systems, copiers, printers, fax machines and computers.
- Created highly effective organization systems for easy access to critical information and improved office functioning.

E D U C A T I O N

Marion College - Indianapolis, Indiana - 2001-2005 Major: History & English Minor: Political Science

Park Tudor High School - Indianapolis, Indiana - 1993-1997

REFERENCES UPON REQUEST

PROFILE

Adaptive professional with 11+ years of experience and a proven knowledge of community outreach, organizational leadership, and not-for-profit management. Aiming to leverage my skills to successfully fill the Board Member role at your organization.

CONTACT

PHONE:
317-946-0335

WEBSITE:
www.kidsinc-indy.com

EMAIL:
jake@kidsinc-indy.com

ADDRESS:
140 S Butler Ave
Indianapolis, IN 46219

HOBBIES

Hobby #1 Playing guitar
Hobby #2 Playing mandolin
Hobby #3 Photography
Hobby #4 Woodworking

JAKE MEDLONG

EDUCATION

Calvary Chapel Bible College - Indianapolis
Associates in Biblical Studies (May 2002)

Crossroads Bible College
Bachelor's in Biblical Counseling (May 2012)

WORK EXPERIENCE

KIDS Inc (Kids in Discipleship and Service Inc)

Executive Director

October 2011 - Present

- Organize and direct volunteers and staff to provide technical and advisory assistance for programs.
- Direct, plan and implement policies, objectives, and activities of the organization to ensure continuing operations and to maximize returns on donations.
- Establish goals and procedures for fundraising, develop and cultivate donor relationships and coordinate disbursement of funds.

KIDS Inc (Kids in Discipleship and Service Inc)

Boys Outreach Coordinator

February 2008 - October 2011

- Mentoring teenage young men.
- Plan and execute weekly programs for the development of teenagers in the Fountain Square area of Indianapolis.
- Lead and teach weekly Bible studies

Horizon Christian Fellowship – Central

Assistant Pastor / Worship Leader

April 2002 – Present

- Organizing volunteer worship band, arranging, practicing, and performing weekly worship songs.
- Leading the Pastoral Counseling ministry.
- Serving on the church board of directors.

ADDITIONAL SKILLS

- Community Outreach
 - Public Speaking
 - Teaching
-

SARA NICOLE DRAKE
50 N. Sheridan Ave Indianapolis, IN 46219
(c) 317.341.4694 sara.nicole.drake@gmail.com

EDUCATION

THE UNIVERSITY OF MONTANA, Master of the Arts, 2014
Clinical Mental Health Counseling
THE OHIO STATE UNIVERSITY, Bachelor of the Arts, 2008
Majors: Cultural Anthropology and Women's Studies
Minor: Communication

PROFESSIONAL EXPERIENCE

- ADULT AND CHILD HEALTH CENTER** Indianapolis, IN
OUTPATIENT THERAPIST **10/2016-PRESENT**
LEAD CLINICIAN **8/2017-PRESENT**
- Intervenes therapeutically to establish rapport and move SMI adult clients toward recovery in an outpatient setting, including traditional therapy a skills development
 - Utilizes evidenced-based techniques from various theoretical orientations to create and implement person-centered treatment plans that are staffed with a licensed psychologist
 - Created and acts as chair of organization-wide community resource committee
 - Mastered and assists co-workers in learning two different EMR systems to properly document visits and client information
 - Observes and provides feedback for new clinicians regarding treatment meetings, documentation notes, and evaluations to ensure compliance to company policies and exceptional clinical service
 - Collaborates with other providers, both inside and beyond the agency, to provide clients with comprehensive care that best supports and encourages long term recovery
- WESTERN MONTANA MENTAL HEALTH CENTER** Missoula, MT
COMPREHENSIVE SCHOOL AND COMMUNITY TREATMENT THERAPIST **2014-2016**
- Assessed, diagnosed, formulated treatment plans, and administered care for a changing caseload of SED youth within the school setting, as well as maintaining ongoing communication with adult caregivers
 - Supported the family unit and school staff by working to teach social-emotional skills and manage the crisis cycle of each child, including immediate interventions as well as group and individual therapy
 - Collaborated with community agencies and acted as liaison to assist clients' families in gaining resources and support across various settings
 - Facilitated treatment team communication and meetings, tracking treatment progress through student data and administering fidelity check on behavior plans with school staff and client families
- TRAPPER CREEK JOB CORPS** Darby, MT
STUDENT COUNSELING INTERN **2013-2014**
- Established therapeutic relationships with students on center in a one-on-one setting
 - Created and administered counseling treatment plans adolescent residents based on their personal goals
 - Implemented TEAP (drug and alcohol treatment) programming in a 6-session group setting to multiple cycles of at-risk teens
 - Consulted with on-site mental health consultant and supervisor weekly to monitor goal achievement in individual clients, including note writing and video supervision
- UNIVERSITY OF MONTANA** Missoula, MT
GRADUATE TEACHING ASSISTANT **2013-2014**
- Produced and circulated weekly departmental newsletter
 - Acted as contact person between prospective students and the counselor education department, including 20 office hours per week
 - Scheduled and coordinates lab practicum experience for first-year MA student counselors
 - Teaching assistant for *Theories of Counseling and Psychotherapy*, including proctoring exams and grading undergraduate papers

VOLUNTEER EXPERIENCE

INDY READS	2018-PRESENT
<ul style="list-style-type: none">● Adult Literacy Tutor● Weekly tutoring sessions following each student's ILP (Individual Lesson Plan)	
ORGANIZING FOR AMERICA	2011
<ul style="list-style-type: none">● Summer organizer● Directed voter registration events● Recruited volunteers and organized geography-specific campaign planning meetings	
GIRLS, INC	2011
<ul style="list-style-type: none">● Program facilitator● Instructed girls based on pre-arranged curriculum to encourage positive body image in 3rd graders	
MIDTERM ELECTIONS	2007-2008
<ul style="list-style-type: none">● Exit pollster, CITI certified	
AFSCME	2008
<ul style="list-style-type: none">● Presidential race volunteer● GOTV phone banks and leafleting	

ACADEMIC EXPERIENCE

THE UNIVERSITY OF MONTANA- COUNSELOR EDUCATION DEPARTMENT	2013-2014
STUDENT INTERN- INTIMATE RELATIONSHIPS LAB COUNSELOR	
<ul style="list-style-type: none">● Conducted weekly counseling for eight sessions with each client● Established a therapeutic relationship and used therapeutic interventions to provide support● Video-recorded and took notes on each session while receiving weekly supervision	
THE OHIO STATE UNIVERSITY-NORTH AREA	
STUDENT ADMINISTRATIVE ASSISTANT	2005-2008
<ul style="list-style-type: none">● Entered data and maintenance of service requests● Processed general purchasing and requisition of goods● Administrative assistant to over 20 university employees● Proficient in Microsoft & Mac office programs	
ALPHA OMEGA EPSILON, PROFESSIONAL SORORITY	2004-2008
<ul style="list-style-type: none">● Two year Treasurer and Recruitment Chair● Collection of dues and bill payments● Led committee to increase membership	
TRIOTA, WOMEN'S STUDIES HONORARY SOCIETY	2007-2008
<ul style="list-style-type: none">● Treasurer	
OHIO UNION ACTIVITIES BOARD	2007-2008
<ul style="list-style-type: none">● Marketing Committee	

Rev. Judith K. Fackenthal

5808 E. New York Street, Indianapolis, IN 46219

317-435-5364

Email: jufack@gmail.com

Vocational Metaphor/Purpose: Called to be a spiritual midwife-working and ministering alongside others; assisting as they give birth to what God calls forth in them.

Seeking opportunities to guide persons both ordained and non-ordained, who desire a holistic sense of self as they live into their full potential.

Education

- ❖ Ball State University: B.S., 1978
 - Choral Music Education
 - Special Education
- ❖ Christian Theological Seminary: M Div., 1993
- ❖ Spiritual Direction Internship: Benedictine Center, Beech Grove, IN, 2013

Employment

- ❖ Garfield Park Baptist Church (Indianapolis, IN), 1999-present; Minister
- ❖ Christian Theological Seminary, 1999-present; Field Education Supervisor and Consultant of Supervisors
- ❖ Christian Theological Seminary, 2007-2009; Co-Instructor for *Introduction to Christian Ministry*
- ❖ Covenant Baptist Church (Indianapolis, IN), 1996-1999; Minister
- ❖ Covenant Baptist Church, 1993-1996; Co-pastor
- ❖ Covenant Baptist Church, 1989-1993; Associate Minister

- ❖ Covenant Baptist Church, 1985-1989; Minister of Christian Education and Music
- ❖ Judson Press Sales Representative, 1985-1988
- ❖ Covenant Baptist Church, 1982-1985; Minister of Music and Youth

Denominational Leadership (national and regional)

- ❖ American Baptist Churches, USA Board of General Ministries, 2014-current
 - Past-President of BGM 2018-2019
 - President of BGM 2016-2017
 - Vice-President of BGM 2014-2015
 - National Leadership Council (NLC) 2016-2017
- ❖ General Secretary Search Committee-chair 2016-2017
- ❖ United Mission Adaptive Challenge Team for BGM 2014-2015
- ❖ New Baptist Covenant board member 2016-current
- ❖ Development Team of ABCUSA 2016-2019
- ❖ American Baptist Foundation Board of Directors, 2000-2011
 - Board Chair 2008-2011
 - Board Vice Chair 2006-2008
- ❖ American Baptist Churches of Greater Indianapolis Board of Directors
 - 2007-2011
 - 2002-2006
 - 1995-1998
 - 1987-1988 Board President
- ❖ American Baptist Minister's Council of IN/KY, 1997-1999

- Vice-Chair
- ❖ Edna Martin Christian Center (Indianapolis) Board of Directors, 1994-1999
 - 1997-1999 Board Chair

Preaching/Speaking Engagements

- ❖ Evergreen Baptist Association annual meeting, speaker 2017
- ❖ American Baptist Churches of Connecticut-workshop leader, annual meeting speaker 2017
- ❖ American Baptist Churches of Puerto Rico-presenter 2017
- ❖ World Mission Conference of International Ministries of ABCUSA 2016
- ❖ Nagaland Baptist Churches Conference-preacher 2015
- ❖ Christian Theological Seminary-Spirituality and Ministry Class for M.Div. students, 2012-2016; Presentation on Spiritual Direction and Spiritual Practices for seminarians
- ❖ American Baptist Women of Indiana/Kentucky Annual Meeting, October 2014; workshop leader-Homelessness Concerns
- ❖ American Baptist Women's Ministry-Online Forum, May 2014; Speaker for Homelessness Concerns
- ❖ Fifty-Seventh Anniversary sermon: New Covenant Christian Life Center; 2013
- ❖ Tuxedo Park Baptist Church-Semi Annual Family Gathering, May 2011; speaker for Family Gathering meeting-Homelessness Concerns
- ❖ American Baptist Church of Greater Indianapolis-Annual Meeting, May 2011; speaker for annual meeting
- ❖ Christian Theological Seminary-Chapel service, March 2011 and 2015; preacher
- ❖ Christian Theological Seminary- *Introduction to Christian Ministry* classes;
 - Guest Lecturer- Fall and Spring Semesters, 2010-2011

- Guest Lecturer- Spring Semester, 2010
- ❖ Greenwood First Baptist Church- Women's Luncheon, May 2010; keynote speaker
- ❖ American Baptist Churches of Greater Indianapolis- Annual Meeting, May 2007; preacher
- ❖ American Baptist Churches Women's Ministry Gathering-Spring Training (Indianapolis), April 2006; keynote speaker
- ❖ American Baptist Churches/USA Biennial-Preaching Workshop, June 1997; workshop preacher

Mentoring/Supervision

- ❖ Spiritual Director 2013-current
- ❖ Christian Theological Seminary Lilly Student Clergy Peer Group Project-Mentor, 2010-present. Participate with seven recent graduates, serving as mentor/experienced pastor within the group: a three year process.
- ❖ Site Supervisor of SCOFÉ Student at Garfield Park Baptist Church, August 2010-May 2011
- ❖ Mentor for Marion Wesleyan Seminary student, Spring semester 2011. Sought out by neighboring church pastor for six mentoring sessions as required for spiritual formation course.
- ❖ Mentor for Community Church of Greenwood seminary student, 2008-2011. Ongoing mentoring relationship with female student from Trinity Evangelical Seminary to provide the perspective of a female clergy.

Workshop/Retreat Leadership

- ❖ Rhythms of the Spirit Retreats-facilitator and spiritual direction, 2015, 2017, 2018, 2019 (D.C.; Rhode Island, Connecticut, WI)
- ❖ Challenging Conversations Workshop-Central Christian Church, 2019

- ❖ Prayer Retreat-Indianapolis First Baptist, 2018
- ❖ Women's Retreat-Greenwood First Baptist, 2013
- ❖ Garfield Park Baptist Church Annual Fall Retreat, 1999-present; retreat planning and presenter for the following retreat themes:
 - *Living Simply or Simply Living?*
 - *Faced with Grace*
 - *Lectio Divina*
 - *The Spiritual Practice of the Labyrinth*
 - *Transitions of Life*; based on Transitions by Bridges
 - *Joy in Life*
 - *The Church as Family*
 - *Retreat, Reflect, Re-charge, Return* based upon Luke 24:13-35
 - *Mission Possible-Agents in Christ's Kingdom*
 - *The Journey of Light-Spiritual Biography*
 - *Going Nuts for Jesus-Experiential Worship Centers*
 - *Personality and Prayer* (Myers-Briggs)
 - *Centered in Christ*
 - *Dancing Through the Life of Jesus*
 - *Tie Another Knot and Hold On-God's Provision in Life's Difficulties*
- ❖ Garfield Park Baptist Church, 1999-present; Lenten Workshops and Equipping Sessions
 - *The Uprising of the Soul* based on book by Erwin McManus
 - *Silence and Solitude*, 2010
 - *Care of the Soul*, 2010
 - *Spiritual Friends*, 2009
 - *Centering Prayer/Breath Prayer*, 2009
 - *Praying in Color* (based on Praying In Color by Sylvia MacBeth), 2009
 - *The Practice of Paying Attention*, 2009
 - *Journey Inward/Journey Outward* (based on Elizabeth O'Conner's book by the same title), 2007
 - *Taize Worship practices*, 2004
- ❖ Certified Leadership Institute of the American Baptist Churches of Greater Indianapolis and Indiana/Kentucky, 2005; *Clergy Self-Care* workshop leader

- ❖ American Baptist Women of Indiana Spring Conference, 2004; *Leadership* workshop leader
- ❖ American Baptist Women's Officer's Training Retreat, 2002; *Women's Spirituality* workshop leader
- ❖ Middler/Junior Camp at Indiana Baptist Assembly, 1997-1999; Camp Director serving one week each year
- ❖ The Fellowship of American Baptist Musicians Annual Conference, 1987-1993; Counselor/Chaplain for Youth portion of the conference
- ❖ Judson curriculum training workshops, 1985-1987; Curriculum trainer

Publications

- ❖ Garfield Park Baptist Church, 1999-present; monthly newsletter article
- ❖ Board Chair article for the American Baptist Foundation Annual Report, 2010-2011
- ❖ Devotions for Advent published by American Baptist Women in Ministry of IN/KY, 2006
- ❖ Advent Devotion published by American Baptist Minister's Council, 2005
- ❖ "Luke 10:25-37" in Celebrating Justice and Liberation, McKiernan-Allen, Linda, editor, Chalice Press, 2003

Grants

- ❖ *Clergy Renewal Leave* grant from Lilly Endowment, 2007; renewal leave focused on human trafficking and Celtic spirituality
- ❖ *Sacred Spaces* grant from the Center for Congregations in Indianapolis (awarded to Garfield Park Baptist Church), 2004
- ❖ *Computer, Technology, and Ministry* grant from the Center for Congregations in Indianapolis (awarded to Garfield Park Baptist Church), 2000
- ❖ *Summer Enrichment* grant from Lilly Endowment and the Indianapolis Foundation (awarded to Covenant Baptist Church), 1997-1999

Continuing Education Units and Other Trainings in Spiritual Development

- ❖ *Holy Currencies*-Kalidescope Institute, event in Indianapolis, 2015
- ❖ Note: 3 CEU's received for each year as a SCOFE Supervisor, 1999-present
- ❖ Women In Church Leadership; four training events through the Indianapolis Center for Congregations, 2014
- ❖ *Rhythms of the Spirit Conference on Contemplative Practices*, 2014
- ❖ *Creative Worship* workshop, 2014
- ❖ *Walking the Labyrinth* training by Veriditas, February 2011
- ❖ *Renovare and Spirituality* training through Center for Congregations, March 2009
- ❖ *Praying In Color* with Slyvia MacBeth through Center for Congregations, October 2008
- ❖ *Wait on the Lord* Conference through American Baptist Churches/USA Minister's Council, April 2006
- ❖ *Seeing Beyond the Storm* through American Baptist Minister's Council of IN/KY, October 2005
- ❖ *Congregational Transformation and Spiritual Vitality* led by James Furr and Jim Herrington, through the Center for Congregations, 2004-2007; a three year intensive process for pastors and a team of church leaders; including a three year clergy peer group process
- ❖ *Re-Energizing Your Preaching by Listening to Listeners* through American Baptist Minister's Council of IN/KY, November 2004
- ❖ *The Inviting Church: Ministering to New Members* through Alban Institute, May 2002
- ❖ *New Church/New Century* Institute- a six part/two year process through the American Baptist Churches of Wisconsin, June 2000- November 2001
- ❖ *Conference on Ministry with the Aging VIII* through Baptist Homes of Indiana, May 2001
- ❖ *Legal Issues for Pastors* through American Baptist Churches IN/KY, May 2000

- ❖ *Conference on Ministry with Aging* through Baptist Homes of Indiana, May 1998
- ❖ *Project Hope* Conference through Greenlake Conference Center, April 1997
- ❖ *Clergy Mis-conduct Prevention Training* through American Baptist Churches of Indiana and Greater Indianapolis, May 1997
- ❖ *American Baptist National Women's Ministerial Leadership Conference*, September 1996
- ❖ *Building and Leading a Magnetic Church* through Net Results Resource Center, February 1994
- ❖ *American Baptist Seminarians Conference*, October 1992

Personal Spiritual Formation

- ❖ Spiritual Direction, 2010-present; meet monthly with spiritual director
- ❖ Extensive reading related to spirituality, spiritual formation, clergy self-care, and changing dynamics of the Church; see attached bibliography
- ❖ Clergy Support Group, 2002- present; participants share ministry issues and discuss current books related to changing nature of ministry and clergy self-care
- ❖ Annual personal ministry planning and renewal retreat, 2009-present; devote one week at monastery in prayer and discernment for ministerial leadership
- ❖ Clergy Prayer Group, 1994-present; trusted colleagues supporting each other through prayer
- ❖ American Baptist Churches of Greater Indianapolis Minister's Fellowship, 1995-2008; monthly meetings

BRETT BARRETT THOMAS

54 Monument Circle, Fourth Floor
Indianapolis, IN 46204
bthomas@humesmith.com
317-460-0256

BAR ADMISSION

Admitted to practice law in the state of Indiana.

EDUCATION

SOUTHERN ILLINOIS UNIVERSITY, J.D., May 2015

INDIANA UNIVERSITY PURDUE UNIVERSITY INDIANAPOLIS, B.S. Physical Education – Sports Management, August 2010

EXPERIENCE

Hume Smith Geddes Green & Simmons, LLP

Associate Attorney March 2019 – Current

Provide individual, business, and insurance clients with representation in a wide variety of personal and business legal needs.

Marion County Public Defender Agency, Indianapolis, IN

Attorney October 2015 - March 2019

Represented indigent clients after court appointment. Defended clients with criminal charges from misdemeanors to level two felonies. Have done fourteen juries, numerous bench trials and suppression hearings. Worked closely with social workers in order to help clients with needs ranging from mental health treatment, drug rehabilitation, and housing.

Marion County Public Defender Agency, Indianapolis, IN

Certified Legal Intern May 2014 – September 2014 and May 2015-October 2015

Represented indigent clients charged with misdemeanors after court appointment. Under the supervision of a licensed attorney, represented clients at bench trials, pre-trial hearings, suppression hearings, and post-trial hearings such as probation and community corrections violations.

Marion County Civil Court Clerk, Indianapolis, IN

Legal Intern June 2013- September 2013

Worked closely with Judges Heather Welch and Timothy Oakes. Was given tasks by both judges including reviewing pleadings to the court and researching the issues, cite checking the attorneys in briefs submitted to the court, and drafting briefs advising the judges on the issues researched.

Marion County Clerk's Office, Indianapolis, IN

Criminal Court Clerk May 2011- September 2012

First point of contact for the public and attorneys practicing in the Court assigned. Received documents filed with the court, delivered pleadings to the judge for ruling, and updated the information related to cases on the computer system.

ACTIVITIES

Indianapolis Bar Association

Member, October 2015-Current

Criminal Justice Section Board, December 2017-Current

Bench Bar 2019 Planning Committee

Bench Bar 2018 Planning Committee

Bar Leaders Series, Class 16

Gold Outing Committee, November 2018-Current

National Institute for Trial Advocacy Training (NITA)

Attended a week long extensive trial advocacy training under the supervision of Chief Appellate Court Judge Nancy H. Vaidik.

Brett Barrett Thomas
Page 2

MISTY D NDIRITU

5781 Liberty Creek Drive E Indianapolis, IN 46254 ♦ 765.993.9354 ♦ misty.ndiritu@gmail.com

EXPERIENCE

Noble Education Initiative, Indianapolis, IN

State Director (2019-Current)

- Set and monitor strategic and performance goals with school administration
- Monitors operational and financial performance of schools
- Analyzes school accountability matrix data to drive school based academic initiatives
- Conducts professional development and coaching for principals

Emmerich Manual High School, Indianapolis, IN

Principal (2016-19), Dean of Operations (2015-16), Teacher (2014-15)

- Maximized growth for the High Performing and Low Performing subgroups to achieve the highest growth of all urban high schools in Indianapolis reaching above 75% growth targets met in all areas
- Accountability rating increased from F to C, maximizing College and Career Readiness and Growth points on the Indiana State Accountability Matrix
- Implemented the 8-Step Continuous Improvement Process resulting in increased instructional focus and data-driven instruction school-wide
- Engaged restorative practices resulting in a 50% reduction in student suspensions

New Community School, Lafayette, IN

Principal (2011-14), Assistant Principal (2009-11), Teacher (2008-09)

- Designed and implemented a data driven remediation structure resulting in increased proficiency on the state standardized assessment
- Embedded Train the Trainer Professional Development to increase teacher effectiveness, disseminating effective teaching and learning strategies
- Opened a new educational facility, converting multiple campus locations to a single location
- Increased enrollment to meet growth targets, expanded grade levels to include middle school

EDUCATION

Master of Arts: Educational Leadership and Administration

Building Level Administrator License - 2011

Ball State University, Muncie, IN

Bachelor of Science: Health, Physical, and Adaptive Physical Education

All Grade Teaching License - 2005

Study Abroad - Brethren Colleges Abroad - University of Cheltenham, England

Manchester University, North Manchester, IN

DISTINCTIONS

Leadership

- Drove operational initiatives resulting in accountability rating improving from F to C
- Opened a new educational facility: converting a multi-site campus to a single campus
- Reviewed and revised school and employee handbooks for new campus

Completed Trainings:

- 8-Steps Academic Framework
- CPR/First Aid
- Responsive Classroom
- Board Training: Dr. Brian Carpenter
- PowerSchool – Student Information System
- Nonviolent Crisis Intervention

Bonnie S. Hester

5783 Hartle Drive, Indianapolis, IN 46216 | 317.531.7103 | acs03bb@comcast.net

Professional Summary

Professional business administrator and manager with background in accounting and marketing, client relations, and financial management. Highly skilled in managing operational duties of schools and propelling teams toward success. Prior experience in school leadership and administration lends strong leadership abilities to qualifications. Exemplary professional expertise and superior communication skills in both written and spoken form. Previously led teams ranging in size from 15 to 150, and successfully optimized school budgets with positive net balance.

Education

BSBAM UNIVERSITY OF PHOENIX

- Major: Business Administration and Business Management
- Minor: Accounting/Marketing

Skills & Abilities

- Superior leadership skills
- Innovative problem-solving abilities
- Excellent team building abilities
- Proficient in general executive and operational duties

MANAGEMENT

- Partner with various management teams to develop viable and effective school/business strategies.
- Supervise operations of schools to ensure vision is managed and realized on a day-to-day basis.
- Strategize financial, organizational, and grant success of the school through continual development and improvement.

LEADERSHIP

- Brings about strategic change, both within and outside the organization, to meet organizational goals, establish an organizational vision and balances change with continuity and addresses resistance
- Leads and inspires a multi-sector group toward meeting the organization's vision, mission, and goals.
- Manages human, financial, and information resources strategically and devises solutions with an understanding of how to impact business results by making connections between actions, performance, organizational goals and results.
- Builds coalitions internally and with other organizations to achieve common goals.

Experience

DEPUTY STATE DIRECTOR | CHARTER SCHOOLS USA | JULY 2016 TO PRESENT

- Develops, manages and implements fiscal resources to support all expenditure requirements for each of the state schools. Provides support to strategic financial leadership and support on financial matters. Ensures all financial policies and procedures with company objectives.
- Develops and establishes operating policies consistent with overall strategic objectives and ensures their adequate execution; evaluates the effectiveness and results of overall operations on a regular basis and reports findings to the State Director/Superintendent.

- Manages all DOE compliance initiatives for the schools. Is the point of contact for the schools on all compliance-related data requests. Ensures processes are in place to monitor compliance with district, state and federal regulations for school operations.
- Manages school safety processes including emergency preparation, safety drills, and staff training, ensuring compliance with district and state mandates.
- Oversight of security personnel and overall building security; provides recommendations on improvements; develops policies and procedures to improve security.
- Oversight of all non-instructional operations of the school including programs and staff
- Manages all functions of the school operational business and non-instructional staff.
- Advises the State Director and the School Board on the financial resources, and the financial implications of immediate and long-range developments and plans
- Oversees the school's facility and usage, facility regular preventative maintenance (indoor and outdoor) and ensures building safety. Ensures maintenance, janitorial and landscape services are properly carried out.
- Conducts contract analysis, interpretation, implementation, vendor management and oversight for transportation, school lunch and other special programs. Follows all procurement processes, logistical requirements and addresses all family/student concerns.

REGIONAL SCHOOL OPERATIONS ADMINISTRATOR | CHARTER SCHOOLS USA | MARCH 2014 TO JUNE 2016

- Develops, manages and implements fiscal resources to support all expenditure requirements for local schools. Provides support to strategic financial leadership and support on financial matters.
- Supports all DOE compliance initiatives for the schools. Is the point of contact for the schools on all compliance-related data requests.
- Oversight of all non-instructional operations of the school including programs and staff
- Manages all functions of the school operational business and non-instructional staff.
- Oversees the school's facility and usage, facility regular preventative maintenance (indoor and outdoor) and ensures building safety. Ensures maintenance, janitorial and landscape services are properly carried out.
- Conducts contract analysis, interpretation, implementation, vendor management and oversight for transportation, school lunch and other special programs.

BUSINESS ADMINISTRATOR | STONEGATE EARLY COLLEGE HIGH SCHOOL | JUNE 2006 TO APRIL 2009

- Responsible for directing, coordinating and overseeing the business management functions of a local charter school
- Supervised all non-instructional operations of the school including programs and staff (cafeteria, transportation, buildings and grounds, etc.)
- Supervised all functions of the Business Office and personnel
- Advised the School Director and the School Board on the financial resources, and the financial implications of immediate and long-range developments and plans
- Maintained inventories of school property and equipment

BUSINESS MANAGER | CASTLETON UNITED METHODIST CHURCH | OCTOBER 1994 TO MAY 2006

- Responsible for overseeing and supervising the business activities and employees of a large church. Ensured all work performed was aligned with the goals of the United Methodist ministry.
- Responsible for the oversight of all church related business activities as well as daily activities of employees; hire, train and evaluate all employees; and ensured that the church was on track to meet its financial goals.
- Coordinated with all church leaders to develop and implement budgets, prepare reports for and ensured the church complied with all United Methodist goals and objectives.
- Performed all human resource activities, such as hiring, training performance evaluations and discipline for all employees.

Victoria Pittman

5236 Sandwood Drive ♦ Indianapolis, Indiana 46235 ♦ (317) 690-3872 ♦ vpfoulks@hotmail.com

Professional Experience

THOMAS CARR HOWE COMMUNITY HIGH SCHOOL-Associate Principal (May 2019-Present)

- ❖ Serve as school leader in partnership with senior leadership advisor
- ❖ Coordinate and plan two-week teacher orientation
- ❖ Develop and oversee school-wide discipline plan
- ❖ Develop and oversee school-wide academic plan
- ❖ Oversee front office operations including registration, employee onboarding, and counseling/student services
- ❖ Track and monitor student data and school-wide information and report to regional team and state director
- ❖ Lead marketing and enrollment initiatives

THOMAS CARR HOWE COMMUNITY HIGH SCHOOL- Assistant Principal (2016- May 2019)

- ❖ Head of Discipline for Grades 10-12 (2016-2017 School Year)
- ❖ Lead weekly teacher professional development meetings
- ❖ Lead weekly data-disaggregation meetings
- ❖ Organized and coordinated the implementation of a Success period
- ❖ Oversaw instruction and academics for grades 7-12
- ❖ Created the master schedule
- ❖ Served as school testing coordinator
- ❖ Assisted in the development of curriculum
- ❖ Completed baseline, mid-year, and end-of-year evaluations for all teachers using the TFET

THOMAS CARR HOWE COMMUNITY HIGH SCHOOL- Curriculum Resource Teacher (2015-2016)

- ❖ Attended monthly curriculum cadres
- ❖ Conducted daily informal classroom walkthroughs
- ❖ Completed informal classroom evaluations using the TFET
- ❖ Planned and implemented weekly professional development meetings and monthly professional development days
- ❖ Monitored teachers' compliance with instructional requirements
- ❖ Reviewed teachers' weekly lesson plans and provided feedback
- ❖ Completed Leading Edge for Curriculum Resource Teachers

IRVINGTON PREPARATORY ACADEMY- TAP Master Teacher (2012-2015)

- ❖ Attended training sessions lead by TAP and CELL and pass certification examination
- ❖ Lead weekly professional development meetings for all staff members and conduct follow up observations to support professional learning
- ❖ Conducted four formal observations of each teacher in the building and provide feedback in the form of cognitive coaching rooted in the TAP Rubrics during post-conferences
- ❖ Conducted informal walk-throughs and provide oral and written feedback
- ❖ Researched and field tested best practices and support staff in developing them
- ❖ Attended building management meetings and collaborate with school leaders to support teachers
- ❖ Conducted other administrative duties as assigned by Principal

IRVINGTON PREPARATORY ACADEMY- English Teacher (2008-2012)

- ❖ English department head: conducted department meetings to help coach other teachers, organize department reports, and develop and vertically align curriculum.
- ❖ Interview prospective new teachers for positions in the English department as well as other positions in the school system.
- ❖ Participate in the school leadership committee to develop and improve school-wide policy.
- ❖ Participate in a professional learning community to determine and implement interventions for struggling students.
- ❖ Participate in the discipline committee to develop and implement policy for improving school-wide behavior and classroom management.
- ❖ Taught and developed curriculum for AP Literature and Composition, English 10, English 11 English 12, English 9, speech, creative writing, and composition, film literature, and ethnic literature.
- ❖ Advise students on college choice and financial literacy during advisory period.
- ❖ Attend professional development conferences such as NCTE and CELL's PBL workshop.
- ❖ Lead freshman mentoring program

Victoria Pittman

EDUCATION: Bachelors of English Education Ball State University GPA: 3.2
Masters of Educational Leadership University of Indianapolis iLead: GPA 4.0

PROFESSIONAL PRESENTATIONS: Presented about teachers' Individual Growth Plans at Fall 2013 State-Level Master Teacher Meeting
Invited to present at 2011 NCTE Conference about Project Based Learning in the English Classroom
Presented at National CSUSA Conference about small group instruction and stations in the high school classroom

Tiffany R. Evans
7926 Wildwood Farms Lane
Indianapolis, In 46239
tiffanyre.evans@gmail.com
cell: (540) 818-4095

Education:

American College of Education
Degree: Master of Educational Leadership
Area: Educational Leadership

Indianapolis, In
July 2019

Murray State University
Degree: Master of Science
Area: Human Development and Leadership; Youth and Non-Profit Leadership

Murray, Kentucky
May 2010

Radford University
Degree: Bachelor of Science
Area: Exercise Sport and Health Education; Sport Administration

Radford, Virginia
May 2007

Skills:

- Excellent communication skills
- Customer Service
- Proficient use of Outlook, Microsoft Word, PowerPoint, and Excel

Experience:

Thomas Carr Howe Community High School
Assistant Principal

Indianapolis, Indiana
July 2019 – Present

- *Drives Culture Plan*
- *Manages Detention and arranges coverage*
- *Lead Cultural Professional Development*
- *Conduct Walkthroughs and Feedback Weekly*
- *Track Effectiveness of Implementing PD*
- *Track Student Progress Through Class Dojo and Data Cycle*
- *Conduct Restorative Chats*
- *Schedule Parent Meetings*
- *Handles suspension/discipline*
- *Manages entry of discipline in PS and data tracker*
- *Act as Principal when Principal is Absent*
- *Lead Monday culture team Meetings and lead campus monitor meetings*

Dean

May 2018- July 2019

- Ensures school code of conduct is enforced consistently
- Investigates problems of disciplinary concern, documented conversations and reported appropriately
- Assists with enforcement of school discipline policy
- Recommends and assigns appropriate consequences including, detentions, suspensions and

- assignments to AIR (Academic Intervention Reset) Room
- Conducts Peace Circles and restorative conversations for conflict resolution
- Coordinates school bus supervision and after school
- Provides information regarding teachers' effectiveness and classroom management to principal

Behavior Interventionist/Social Worker December 2016-May 2018
21st Century Afterschool Programs Site Coordinator January 2016-May 2019

- Ensures safety for all staff and students
- Facilitates all Positive Behavior Incentive Supports (PBIS)
- Responsible for discipline of all 10th-12th grade students
- Conducts classroom observations for 10th-12th grade teachers, enrichment included
- Coordinate, oversee, and assist with all schoolwide functions
- Discipline and Behavior team lead
- Assists principal with continued progression of behavior systems
- Bridge effective, positive communication between parents and staff
- Student mentor and advocate

Parent and Community Liaison; September 2015-December 2016

- Coordinated monthly parent meetings, activities
- Created and published monthly parent newsletters
- Developed and maintained school Parent Center
- Developed and coordinated the "Howe Parent Council"
- Established community relationships and partnerships to boost parental involvement and school support
- Recruited organizations to host and lead informational meetings
- Overseer of afterschool programs for middle and high school
- Assisted with school wide activities and events
- Actively worked within Leadership Team to improve school-parental culture
- PowerSchool user

Gleaners Food Bank of Indiana/Gleaners Community Cupboard Indianapolis, Indiana
Food Pantry Coordinator August 2012-August 2015

- Specialized in daily operations of the on-site Food Pantry; Gleaners Community Cupboard
- Facilitated daily volunteer training for Gleaners Community Cupboard
- Maintained product placement and food orders
- Created an extensive training plan to mirror exact responsibilities for pantry operations
- Representative for Gleaners Food Bank on behalf of Gleaners Community Cupboard
- Ensure quality customer service at all times: Intake Office and Pantry
- Trained in Civil Rights and TEFAP
- Certified forklift driver

MSD of Lawrence Township: Welcome Center Indianapolis, Indiana
Administrative Assistant to Magnet Grant Coordinator January 2011-August 2012

- Responsible for enrollments and data input for 15 schools in the school district; Skyward
- Worked jointly in the process for the Computerized Admittance Program
- Assisted Magnet Grant Coordinator in various projects with reporting data to the Government
- Specialized in all information regarding Elementary Magnet schools and information in the Township
- Created many documents that are now in constant use within the Township
- As first contact with the parent community and "face of the district; ensured quality customer service

Forest Glen School of Spanish Immersion Indianapolis, Indiana
Building Substitute August 2010-January 2011

- Filled in for teachers as needed throughout the building

- Worked closely with office administration when substituting was not needed for the building
- Briefly used Skyward for records, filing and personal identification cards
- Assisted with the coaching of Forest Glen's Runners Club

Activities:

Member of Zeta Phi Beta Sorority, Inc.
Mentor/Volunteer-Trinity House Academy
Voice of the Victim, Inc.
Women of Excellence, Inc.

References available upon request

Attachment 2

Statement 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:

Thomas Carr Howe Community School

2. Your full name: Ted Joseph Feeney

3. Your spouse's full name: Shannon Lynn Kelley

Employment

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

My resume is attached.

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

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

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

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

No.

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

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

No.

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

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

No.

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

Conflict of Interest Disclosures

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

No.

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

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

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

- Yes.
- Don't Know/ Unsure.

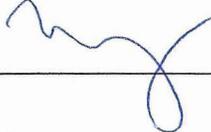
I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.	
<u>Name and Title</u> Ted Feeny - Board Chair <u>Signature</u> 	<u>Date</u> 2/27/2019

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:
Thomas Carr Howe Community School
2. Your full name:
Jacob Medlany
3. Your spouse's full name:
Heidi Medlany

Employment

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

Conflict of Interest Disclosures

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

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

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

Act?

Yes.

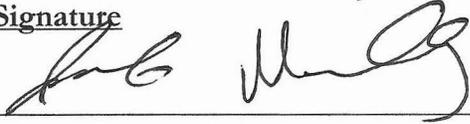
Don't Know/ Unsure.

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

Jacob Medlang

Signature



Date

9/19/19

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:

Thomas Carr Howe Community High School

2. Your full name:

David Mikelsons

3. Your spouse's full name:

N/A

Employment

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

My resume is attached.

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

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"):

Indianapolis Urban League

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

N/A

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

No.

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

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

No.

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

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

No.

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

Conflict of Interest Disclosures

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

No.

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

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

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

Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

Name and Title

David Mikelsons Manager of Project Ready

Date

9-19-19

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:
Thomas Carr Howe Community School
2. Your full name:
Sara Hilde Drake
3. Your spouse's full name:
Matthew Pennington

Employment

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

Conflict of Interest Disclosures

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

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

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

Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

Name and Title

Signature

SARA DRAKE

SARA DRAKE

Date

9/19/19

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:

Thomas^{Care} Howe Community School

2. Your full name:

Rev. Judith K Fackenthal

3. Your spouse's full name:

Fred M Fackenthal

Employment

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

My resume is attached.

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

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

Garfield Park Baptist - solo pastor

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

American Structurepoint architect

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

No.

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

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

No.

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

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

No.

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

Conflict of Interest Disclosures

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

No.

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

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

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

Yes.

Don't Know/ Unsure.

I, certify to the best of my knowledge and ability that the information I am providing to the Indiana Charter School Board as a prospective board member for the above charter school is true and correct in every respect.

Name and Title

Rev. Judith Fackenthal

Signature

Rev. Judith Fackenthal

Date

9-19-2019

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:
TC HOWE COMMUNITY HIGH SCHOOL
2. Your full name: BRETT BARRETT THOMAS
3. Your spouse's full name: N/A

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Please provide a narrative response:
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"):
HUME SMITH GEDDES GREEN & SIMMONS, LLP
6. List the name(s) of your spouse's employer(s) and the nature of the business:
N/A
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Please provide the name and describe the nature of the business:
8. Are you and/or your spouse a member of a partnership and/or limited liability company?
 No.
 Yes. Please provide the name and describe the nature of the business:
9. Are you and/or your spouse an officer or director of a corporation?
 No.
 Yes. Please provide the name and describe the nature of the business:

Conflict of Interest Disclosures

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

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?
 - No.
 - Yes. Please identify the business and indicate the nature of the relationship:

3. Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the school?
 - No.
 - Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?
 - Not applicable.
 - No.
 - Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?
 - Not applicable.
 - No.
 - Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?
 - Not applicable.
 - No.
 - Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?
 - No.
 - Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?
 - No.
 - Yes. Please describe the nature of the potential conflict(s):

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

BRETT B. THOMAS, ASSOCIATE ATTORNEY

Signature



Date

3/13/19

Attachment 3
Board Minutes

MEETING MINUTES

Name of Foundation: ReThink Forward Indiana, Inc.

Board Meeting: September 27, 2019

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
September 27, 2019	11:00 pm	11:56 am	TBD		C. Woolridge
Meeting Location:					
4900 Julian Avenue, Indianapolis, IN 46201					
Attended by:					
Board Members: Jake Medlong Derek Redelman David Mickelson Judith Fackenthal Sarah Drake Ted Feeney			Other Attendees: Misty Ndiritu, State Director Bonnie Hester, State Deputy Director Crystal Woolridge, Operations Coordinator Robert King, Director of Student Services		

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 11:04 am with a Call to Order. Roll call was taken and quorum established.

I. ADMINISTRATIVE

Minutes from previous meetings were discussed and no corrective action taken.

David Mickelson motioned approval of minutes, Jake Medlong seconded motion. Motion Carried.

New Board Member

Offer announced to invite a new board member to ReThink Forward Indy Board. Ted Feeney has a background in education and has worked in many areas of State Level and k-12 educational platforms.

Derek Redelman motioned to invite Ted Feeney to the ReThink Forward Indy Board. 2ND by David Mickelson. Motion carried.

Charter Application

Charter application discussed and the progress of current application development. The process and the next steps after charter application has been submitted was discussed so all members are aware of the process. Noble Education Initiative (NEI) will be hired to be the educational management

company for all 3 charters. At this time pursuing an attorney has been halted and in the future if the board wishes to acquire an attorney they will do so.

Public hearings will be held by the State Charter Board for the community to attend in the near future in regards to the pursuit Charter. Enrollment concerns were mentioned and addressed in relation to the future of the charter and going forward. Justifications for decrease in enrollment have been due to retention rates and testing of various grades. Plans have been set in place to secure retention and increase enrollment.

Resignation from Board Chair was presented by Derek Redelman at 11:40 am. Ted Feeney was then suggested to become the new Board Chair.

MOTION: Judy Facekenthal motion to move chair to Ted Feeney. Motion 2nd by Jake Medlong. Motion carried. Motion accepted and approved by Bonnie Hester.

II. NEW BUSINESS

CODE of Conduct

Code of Conduct for the charter application was discussed and reviewed for approval.

Motion to approve Code of Conduct for charter application by David Mickelson. 2nd by Jake Medlong. Motion Carried

Statement of Assurance

Statement of assurance for charter application reviewed and discussed.

Motion to approve Statement of Assurance for charter application by David Mickelson and 2nd by Jake Medlong.

Approval of Charter Application Submission

Charter application discussed in final format. Board happy with final format and corrections.

Motion to approve charter application and move forward with submission for TC Howe by David Mickelson. 2nd by Sarah Drake. Motion carried.

Motion to approve charter application and move forward with submission for Emmerich Manual by Jake Medlong. 2nd by Judy Fakenthal. Motion carried.

Motion to approve charter application and move forward with submission for Emma Donnan by David Mickelson. 2nd by Sarah Drake. Motion carried.

All schools approved for charter application submission.

III. OLD BUSINESS

- There was no Old Business.

IV. PUBLIC COMMENTS

V. ADJOURNMENT

MOTION: Motion was made by David Mickelson and 2nd by Jake Medlong to adjourn the ReThink Forward Indiana, Inc. September 27, 2019 board meeting. Motion passed unanimously.

Crystal Woolridge

Date: _____

MEETING MINUTES

Name of Foundation: ReThink Forward Indiana, Inc.

Board Meeting: September 19, 2019

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
September 19, 2019	5:43 p.m.	6:45 p.m.	September 27, 2019	11:00 a.m.	B. Hester
Meeting Location:					
4900 Julian Avenue, Indianapolis, IN 46201					
Attended by:					
Board Members: Jake Medlong Derek Redelman David Mickelson Judith Fackenthal Sara Drake			Other Attendees: Misty Ndiritu, State Director Bonnie Hester, State Deputy Director		

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 5:43 pm with a Call to Order. Roll call was taken and quorum established.

I. ADMINISTRATIVE

MOTION: Motion made to approve the August 8, 2019 minutes as submitted was made by Judy Fackenthal and seconded by Sara Drake. Motion was approved unanimously.

II. NEW BUSINESS

State Director Report

Misty discussed that the writing portion of the charter application is complete. The only portion left is the governance portion. Misty will be sending out a link to all board members so that they can review the most recent changes. She asked that they provide any feedback in the form of an email and not make any changes to the application itself. Derek would like to see the following timeline for the review and acceptance of the Charter application:

- Complete review and email notes by COB on Wednesday, September 25, 2019 to Misty.
- Next board meeting will be Friday, September 27, 2019, at 11:00 am at HOWE Regional office.

Amendment of By-Laws

MOTION: A motion was made to approve the amended By-Laws as presented by Judy Fackenthal and seconded by Sara Drake. Motion was approved unanimously.

Board Attorney

Derek discussed that the board will need to hire their own attorney as Charter board. Derek recommended Robert Scott who has experience with charter schools in Indiana. The invoices for this attorney will be paid by ReThink Forward Board going forward.

MOTION: A motion was made by David Mickelson to approve Derek moving forward with contracting with Robert Scott as the board attorney and seconded by Sara Drake. Judy Fackenthal wanted to have another name so that they could process two different organizations prior to moving forward. Bonnie Hester will reach out to a contact for this second person. After this discussion motion was approved by unanimously.

Public Issues

Derek discussed that once the charter application was submitted that it would be sometime in November for the capacity interview with the State Charter Board. He would like all board members present at this meeting. He will notify everyone when he receives the date and time. Derek continued discussion regarding various questions that might arise at this hearing to prep all members of information so they could stay informed on current issues.

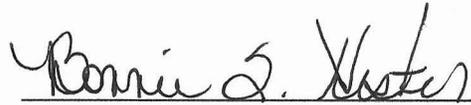
III. OLD BUSINESS

- There was no Old Business.

IV. PUBLIC COMMENTS

V. ADJOURNMENT

MOTION: Motion was made by Judy Fackenthal and second by Sara Drake to adjourn the ReThink Forward Indiana, Inc. September 19, 2019 board meeting. Motion approved unanimously.



Bonnie Hester

Date: 9 / 27 / 19

MEETING MINUTES

Name of Foundation: ReThink Forward Indiana, Inc.

Board Meeting: August 8, 2019

The minutes of Sunshine Law meetings need not be verbatim transcripts of the meeting. These minutes are a brief summary of the events of the meeting.

Date:	Start	End	Next Meeting:	Next time:	Prepared by:
August 8, 2019	5:33 pm	6:14 pm	September 19, 2019	5:30 p.m.	C. Woolridge
Meeting Location:					
4900 Julian Avenue, Indianapolis, IN 46201					
Attended by:					
Board Members: Jake Medlong Derek Redelman David Mickelson Judith Fackenthal Brett Thomas Sara Drake			Other Attendees: Misty Ndiritu, State Director Bonnie Hester, State Deputy Director Crystal Woolridge, Operations Coordinator Jackie Cissell, Director of Community Engagement		

CALL TO ORDER

Pursuant to public notice, the meeting commenced at 5:38 pm with a Call to Order. Roll call was taken and quorum established.

I. ADMINISTRATIVE

After reviewing the minutes there was a corrective action that was brought up by Derek Redelman; he mentioned working with Marion University and that he would have to recuse himself for any votes as related to Marion being involved as an authorizer.

The minutes reviewed with the correction action covered, Brett Thomas motioned approval of minutes, Sara Drake seconded motion. Motion Carried.

II. NEW BUSINESS

State Director Report

Misty went over school changes in leadership. She announced that Dr. Susan Fries named the new Principal at Emma Donnan Elementary and Middle school. Laci McKenzie has now accepted the Assistant Principal position at Emma Donnan Elementary and Middle School. Gregory Smith has moved over Emmerich Manual as the Assistant Principal. Also, Tiffany Evans is new Assistant Principal at HOWE. Mist discussed enrollment numbers and the need to increase and up our marketing efforts. Further discussion on the reasons why enrollment is low and is it based on the changes going forth within the schools. Budget numbers can be adjusted based on where we saw forecasted enrollment numbers when becoming a charter.

Authorizer to Pursue a Charter

Marian University is still interested in becoming an authorizer for the new Charter but is not ready to move forward at this time. The Letter of Intent must be submitted by August 12, 2019. Application for Charter submission is due by September 30, 2019. Gaps have been tightened within the charter application and board agreed to move forward and submit application to Charter Board.

MOTION: Brett Thomas made a motion to submit our Charter applications with the State Charter Board as Authorizer and to have all 3 schools on separate application. Motion was seconded by Judy Fackenthal. Motion carried.

Update On Application Drafting Process

Charter application will be provided for each school and as one. The draft charter application will be sent over by August 21, 2019 for board for review. Discussed meeting in a group offsite to review the application. Jake, Sarah, Brett and Derek will form the group. Adhoc Charter Meeting Review is set for August 29, 2019 at 5:30 pm for feedback to be turned in to Derek Redelman and Misty Ndiritu. Date for charter submission September 19, 2019 at 5:30pm for final review. Calendar invite will be sent out for meetings.

Conflict of Interest Policy

Policy is stating that there is no conflict of interest within the board to send to IRS to gain EIN Number for Non Profit Number

Motion to approve the signing of the Conflict of Interest Policy by Sara Drake; Seconded by Brett Thomas. Motion carried.

Potential board position

Discussion of new board member to replace Kim Preston will be at the next board meeting.

III. OLD BUSINESS

- There was no Old Business.

IV. PUBLIC COMMENTS

V. ADJOURNMENT

MOTION: Motion was made by David Mickelson and second by Sara Drake to adjourn the ReThink Forward Indiana, Inc. August 8, 2019 board meeting. Motion passed unanimously.


Crystal Woolridge

Date: 9/19/19

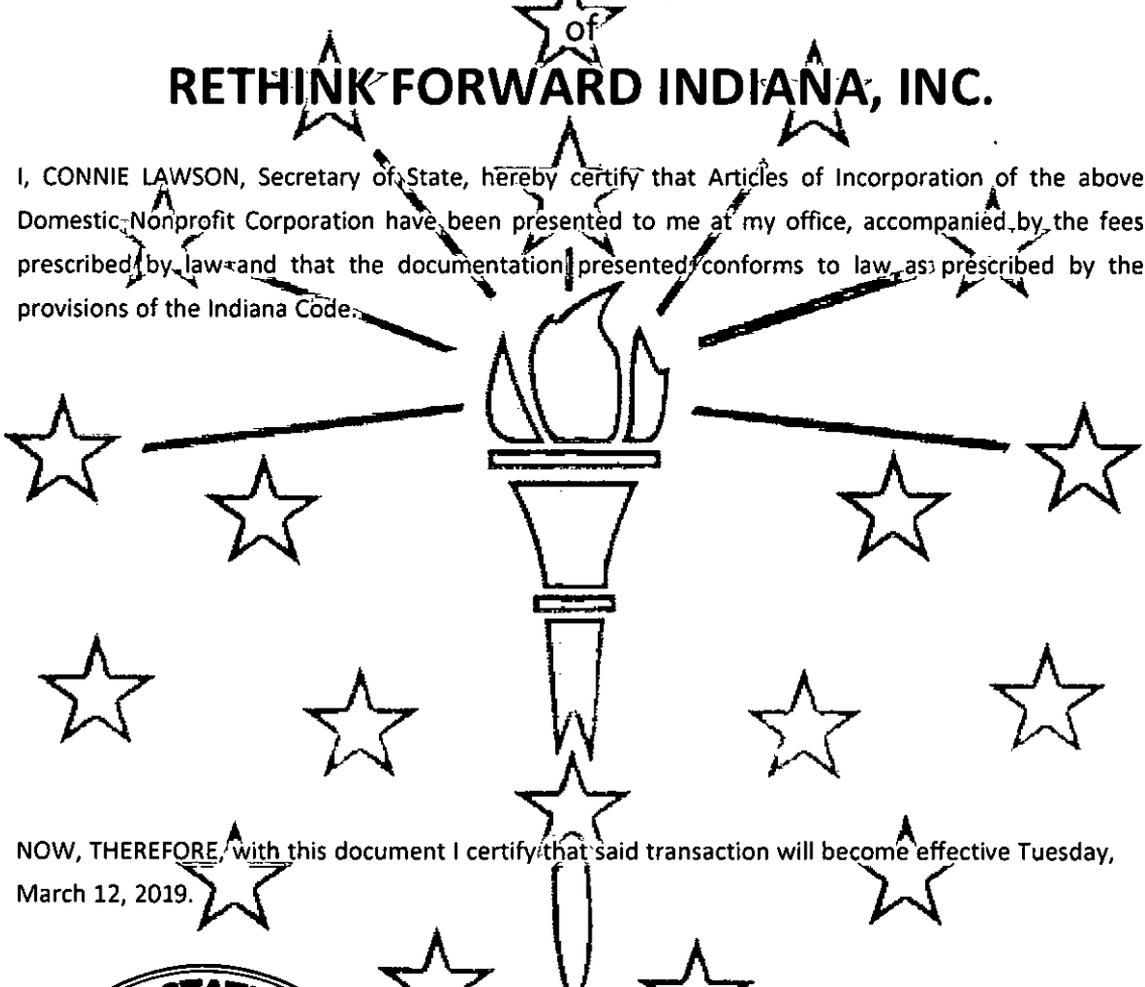
Attachment 4
Governance Documents

State of Indiana
Office of the Secretary of State

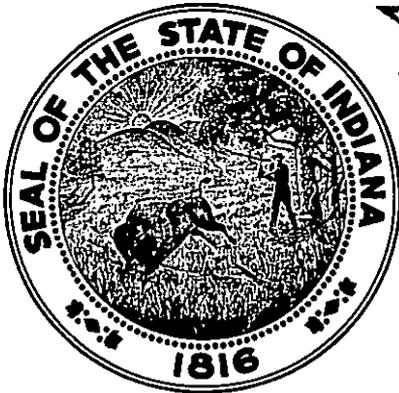
Certificate of Incorporation

of
RETHINK FORWARD INDIANA, INC.

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



NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, March 12, 2019.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, March 13, 2019

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

201903121310223 / 8214549

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



**ARTICLES OF INCORPORATION
DOMESTIC NONPROFIT CORPORATION**
State Form 4162 (R17 / 3-18)

INDIANA SECRETARY OF STATE
RECEIVED
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Approved and Filed
201903121310223/8214649
Filing Date: 03/13/2019
Effective :03/12/2019 10:41
CONNIE LAWSON
Indiana Secretary of State

Indiana Code 23-17-3-2
23-0.5-9-14

FILING FEE: \$50.00

ARTICLES OF INCORPORATION

The undersigned, desiring to form a Corporation (hereinafter referred to as the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (hereinafter referred to as the "Act"), execute the following Articles of Incorporation:

ARTICLE I - NAME AND PRINCIPAL OFFICE

Name of the Corporation: *(The name must include the word Corporation, Incorporated, Limited, Company or an abbreviation thereof.)*
RETHINK FORWARD INDIANA, INC.

Address of Principal Office *(number and street)*

800 Corporate Drive, Suite 124

City

Ft. Lauderdale

State

FL

ZIP code

33334

ARTICLE II - STATEMENT OF PURPOSE

The purposes for which the Corporation is formed are:

Specific language is required by the IRS in this article in order to be approved for 501(c) status. Contact the IRS for assistance.

The purposes for which the Corporation is organized is for transacting any and all lawful business for which corporations may be incorporated under the Indiana Not for Profit Corporation Act and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for charitable, religious, scientific, literary or educational purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and Regulations issued pursuant thereto, as they now exist or as they may hereafter be amended.

ARTICLE III - TYPE OF CORPORATION (CHECK ONLY ONE.)

The Corporation is a:

- public benefit corporation, which is organized for a public or charitable purpose;
 religious corporation, which is organized primarily or exclusively for religious purposes; or
 mutual benefit corporation *(all others)*.

ARTICLE IV - REGISTERED AGENT INFORMATION

To determine if your Registered Agent is a Commercial Registered Agent (CRA), go to INBIZ.in.gov.

Provide either commercial registered agent or noncommercial registered agent information below.

Commercial registered agent

Name of registered agent *(Do not provide address.)*

C T Corporation System

OR

Noncommercial registered agent

Name of registered agent

Address *(number and street)* *(A P.O. Box is not acceptable unless accompanied by a Rural Route number.)*

City

State

IN

ZIP code

E-mail address of the registered agent at which the registered agent will accept electronic service of process

By checking the box, the Signator(s) represent(s) that the Registered Agent named in these Articles of Incorporation has consented to the appointment of Registered Agent.

ARTICLE V - MEMBERSHIP

Indicate if Corporation will have members. Yes No members

ARTICLE VI - INCORPORATOR(S) (INCORPORATORS MAY NEVER BE AMENDED.)

The names and addresses of the officers of the Incorporators is/are as follows:

Name	Number and Street or Building	City	State	ZIP code
Edward J. Pozzuoli	110 SE 6 Street, Suite 1500	Ft. Lauderdale	FL	33301

ARTICLE VII – DISTRIBUTION OF ASSETS ON DISSOLUTION OR FINAL LIQUIDATION

Please note: This section must be completed.

Refer to Indiana Code 23-17-22-5 for permitted activities following Dissolution:

Specific language is required by the IRS in this article in order to be approved for 501(c) status. Contact the IRS for assistance.

The purposes for which the Corporation is organized is for transacting any and all lawful business for which corporations may be incorporated under the Indiana Not for Profit Corporation Act and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for charitable, religious, scientific, literary or educational purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and Regulations issued pursuant thereto, as they now exist or as they may hereafter be amended.

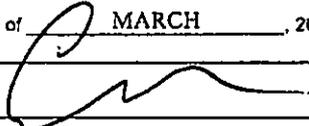
SIGNATURE

In witness whereof, the undersigned _____ **AUTHORIZED AGENT** _____ of said Corporation
(Title)

executes this document, and verifies subject to penalties of perjury, that the facts contained herein are true,

this 11 day of MARCH, 20 19.

Signature



Printed name

Edward J. Pozzuoli

**AMENDED
BYLAWS OF
RETHINK FORWARD INDIANA, INC.,
An Indiana Non-Profit Corporation)**

**ARTICLE 1
NAME**

Section 1.1. Name. The name of the Corporation shall be RETHINK FORWARD INDIANA, INC., an Indiana Non-Profit Corporation (the "Corporation").

**ARTICLE 2
ORGANIZATION**

Section 2.1. Statement of Purposes. The purposes of this Corporation, as expressed in its Articles of Incorporation, shall be for the purpose of transacting any or all lawful business for which corporations may be incorporated under the Indiana Nonprofit Corporation Act of 1991 and to operate within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986. The specific purpose of the Corporation is to assist with the establishment, development and administration of charter schools, and to make grants to further elementary, middle and high school educational programs and facilities and other capital needs for such schools providing elementary, middle and high school educational programs through charter schools, and other charitable activities and to distribute the whole or any part of the income therefrom and the principal thereof exclusively for such purposes, either directly or by contributions to organizations that qualify as exempt organizations under Section 501(c)(3) of the Internal Revenue Code and the Regulations issued pursuant thereto (the "Code"), as they now exist or as they may hereafter be amended.

Section 2.2. Dissolution. In the event of the dissolution of the Corporation, the Board of Directors ("Board") shall, after paying or making provision for the payment of all of the liabilities of the Corporation, dispose of all of the remaining assets of the Corporation, exclusively for the purposes of the Corporation in such manner, or to such organization or organizations organized and operated exclusively for charitable, educational, religious or scientific purposes, as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986 (or the corresponding provisions of any future United States Internal Revenue Law), as the Board shall determine. Any of such assets not so disposed of shall be disposed of by the court having proper jurisdiction in the county where the principal office of the Corporation is then located, exclusively for such purposes or to such organization or organizations, as said court shall determine, which are organized and operated exclusively for such purposes.

**ARTICLE 3
MEMBERSHIP**

Section 3.1. Members. This Corporation is a non-profit, non-stock corporation, and shall have no members other than its Board of Directors serving from time to time.

**ARTICLE 4
BOARD OF DIRECTORS**

Section 4.1. Management. All powers of the Corporation shall be exercised by and under the authority of the Board, and the property, business and affairs of the Corporation shall be managed under the Board's direction. Except as specifically set forth to the contrary herein, the Board may not take any action, except upon the approval thereof by the affirmative vote of a majority of the Board present at a

meeting at which a quorum of at least 50% of the Directors are present. The affirmative vote of a majority of the Directors shall be necessary for all actions by the Board relating to the following:

- 4.1.1. Approval of charitable gifts, transfers, distributions, and grants by the Corporation to other entities;
- 4.1.2. Adoption of an amendment to the Articles of Incorporation or the Bylaws;
- 4.1.3. Organization of a subsidiary or affiliate by the Corporation; and
- 4.1.4. Approval of any merger, consolidation or sale or other transfer of all or a substantial part of the assets of the Corporation.

Section 4.2. Number of Directors. The initial Board shall consist of the Directors named in the Articles of Incorporation. The number of Directors may at any time be increased or decreased by a majority vote of the Board, but in no event shall the number of Directors be fewer than three (3). In the event of an increase in the number of Directors, the additional directorships created shall be filled in the manner prescribed herein for the Election of Directors in accordance with Section 4.4.

Section 4.3. Nomination of Directors. Not less than one (1) month prior to a regular meeting, the Board may appoint a nomination committee to consist of no fewer than two (2) Board members. The nomination committee will compile and submit to the Board a slate of candidates for the directorships and offices to be filled at the upcoming meeting, which slate shall be approved by the Board. If the Board does not approve of any nominee, then the nominee shall be removed from the slate, and the committee may replace the removed nominee with another nominee approved by the Board. These submissions shall be deemed to be nominations of each person named.

Section 4.4. Election of Directors. Directors shall be elected by the Board from a slate of nominees at any meeting when there is an expiring term.

Section 4.5. Vacancies. Vacancies occurring in an elected Directorship, however caused, shall be filled as soon as practicable by election in accordance with the nominating provisions of Section 4.3 and Section 4.4 hereinabove. Except for a Director elected due to the natural expiration of his predecessor's term, a Director so elected to fill a vacancy shall hold office for the remainder of his predecessor's term.

Section 4.6. Resignation or Removal of Directors. A Director of the Corporation may resign at any time by tendering his resignation in writing to the Corporation, which resignation shall become effective upon the date specified therein, or if no date is specified, upon receipt by the Corporation at its principal place of business. Any elected Director may be removed at any time, with or without cause, by a majority vote of the other Directors.

Section 4.7. Compensation of Directors. Directors will not receive compensation for services rendered in their capacities as Directors. However, nothing herein contained shall be construed to preclude any Director from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as a Director or in any other capacity.

Section 4.8. Annual Meetings of the Board. The annual meeting of the Board shall be held without other notice than this Bylaw on the first business day of April of each year, unless the Chairman, or the Board by resolution, provide for a different time and place for the holding of such annual meetings. The annual meeting may be held at such other time and place, without other notice than such resolution.

Section 4.9. Special Meetings. Special meetings of the Board may be called at any time by the Chairman of the Corporation. Further, special meetings of the Board must be called by the Chairman within fourteen (14) days of receipt of a written request of any two (2) or more Directors. Written notice of special meetings shall be given to each Director not less than two (2) days prior to such meeting. The notice shall set forth the time, place and purpose of the meeting. The business to be transacted at any special meeting shall be limited to those items set forth in the notice or waiver thereof.

Section 4.10. Regular Meetings. The Board shall meet at least four (4) times each year, including the annual meeting, each such meeting being approximately three (3) months from the date of the previous regular or annual meeting. The Secretary shall mail notice of all regular and annual meetings to each Director at the address on file with the Secretary at least fourteen (14) days prior to a meeting, indicating the date, place and time of the meeting.

Section 4.11. Quorum and Action of the Board. At least fifty percent (50%) of the Directors must be present in person or present via telecom at a meeting to constitute a quorum for the transaction of business at such meeting. Except as otherwise provided by law, the Articles of Incorporation, or these Bylaws, the affirmative vote of a majority of the Directors present at a meeting at which a quorum is present shall be necessary for an action of the Board. A majority of the Directors present, whether or not a quorum exists, may adjourn any meeting of the Board to another time and place. Notice of any such adjourned meeting shall be given to the Directors who were not present at the time of adjournment.

Section 4.12. Voting Shares of Stock. In the event the Corporation owns shares of stock in another corporation, such shares shall be voted by the Chairman, or his designee, as authorized by a vote of the Board as set forth in Section 4.1 hereinabove.

ARTICLE 5 **OFFICERS**

Section 5.1. Number. The Corporation may have a Chairman, President, Vice President, Secretary and Treasurer, each of whom shall be elected by the Board. Such other officers and assistant officers as may be deemed necessary may be elected or appointed by the Board. Any two (2) or more offices may be held by the same person. Officers need not be residents of the State of Indiana or United States citizens. The failure to elect an officer shall not affect the existence of the Corporation.

Section 5.2. Election and Term of Office. All officers of the Corporation shall be elected by a vote of the Board as set forth in Section 5.1 hereinabove at the annual meeting of the Board. A duly elected officer shall hold office for a term of one (1) year, commencing at the close of the annual meeting, and until the election and qualification of their successors or their earlier death, resignation or removal.

Section 5.3. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise (including removal in the event an officer is not reelected during his term in office) shall be filled by an election by the Board as set forth in Section 5.1 for the remaining unexpired term of such office.

Section 5.4. Resignation or Removal of officers. An officer of the Corporation may resign at any time by tendering his resignation in writing to the Chairman or the Secretary. Resignations shall become effective upon the date specified therein or, if no date is specified, upon receipt by the Corporation. An officer of the Corporation may be removed at any time, with or without cause, at any meeting of the Board by a vote of the Board as set forth in Section 5.1 hereinabove.

Section 5.5. Chairman. The Chairman of the Board shall preside at all meetings of the Board and shall perform such other duties as may be assigned to him by the Board.

Section 5.6. President. The President shall be the principal executive officer of the Corporation and, subject to the control of the Board, shall in general supervise and control all of the business and affairs of the Corporation. He shall act as a duly authorized representative of the Board and the Corporation in all matters in which the Board has not formally designated some other person to act. He shall report as directed to the Board at each meeting. He may sign, with the Secretary or any other proper officer of the Corporation authorized by the Board, deeds, mortgages, bonds, contracts or other instruments which the Board has authority to execute, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these Bylaws to some other officer or agent of the Corporation, or shall be required by law to be otherwise signed or executed; and in general, shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

Section 5.7. Vice-President. The Vice-President shall act in the place and stead of the President in the event of the President's absence, inability or refusal to act, and shall exercise and discharge such other duties as may be required of him by the Board.

Section 5.8. Secretary. The Secretary shall keep or cause to be kept all of the records of the Corporation, record or cause to be recorded the minutes of the meetings of the Board, send out or cause to be sent out all notices of meetings of the Board and all Committees, attest to the seal of the Corporation where necessary or required, and keep or cause to be kept a register of the names and addresses of each Director. The Secretary shall perform such other duties as may be prescribed by the Board.

Section 5.9. Treasurer. The Treasurer shall insure or cause to be insured that a true and accurate accounting of the financial transactions of the Corporation is made and that such accounting is presented to and made available to the Board. The Treasurer shall perform such other duties as may be prescribed by the Board.

Section 5.10. Other Officers. Other officers elected by the Board shall have such duties and responsibilities as the Board deems advisable.

Section 5.11. Succession of Officers. Unless otherwise directed by a vote of the Board, in the event that an officer of the Corporation has not resigned or been removed but is unable to act in such position for a period of one (1) month or more, whether due to disability or other reason, then another officer of the Corporation shall serve in that office until such officer is either removed or is able to perform his services in the following order:

5.11.1. The Vice Chair/Secretary shall perform the services of the Chairman.

5.11.2. The Treasurer shall perform the services of the Secretary and the Vice Chairman.

5.11.3. The Treasurer spot will be open for members at large to communicate their intent to fill opening. After a vote of all members of the board, this opening shall be filled. A simple majority is required.

The purpose of this succession plan is to prepare the leadership of the board. Each Chairman will have served as Vice Chairman/Secretary and Treasurer in order to fully understand all functions of the board. If an executive member of the board no longer wishes to be part of the executive team, the next member in line will move into the role.

Before the new executive board members assume their roles, there shall be a vote to confirm the appointments of said roles. If a majority of the board vote to preclude a success from obtaining the position they are moving to, that person will be precluded from taking that position. The next person in line will assume that position as long as they are confirmed by a majority of the board. If all three positions on the executive board are vacant, members at large may communicate their intention to stop into a role, and a vote shall be taken. For each position, a simple majority of votes is required to fill the position.

Section 5.12. Salaries. Officers will not receive compensation for services rendered as officers of the Corporation. However, nothing herein contained shall be construed to preclude any officer from receiving compensation from the Corporation for other services actually rendered or for expenses incurred for serving the Corporation as an officer or in any other capacity.

ARTICLE 6 **COMMITTEES OF THE BOARD**

Section 6.1. Committees of the Board. The Board may, by resolution, establish standing committees and special committees of the Board. Unless otherwise specified by resolution of the Board or these Bylaws, the Chairman shall annually appoint the members and the chairmen of the standing committees and shall fill vacancies on any standing committee. Appointments by the Chairman shall be made at the annual meeting of the Board. In addition, the Chairman may, if so authorized by the Board, appoint the members and chairmen of such special committees as the Board may create, which members and chairmen may include persons who are not members of the Board. All committee appointments and chairmen appointments must be approved by a vote of the Board.

Section 6.2. Standing Committees. Standing committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each standing committee shall be specified in the resolution creating the committee.

Section 6.3. Special Committees. Special committees shall be created as required by resolution of the Board. The purpose, duties, number of members and reporting requirements of each special committee shall be specified in the resolution creating the committee.

Section 6.4. Committee Members' Term of Office. Unless otherwise specified by resolution of the Board, members of each committee shall continue in office until the next annual meeting of the Board and until their successors are appointed, unless the committee of which they are members shall be sooner terminated by resolution of the Board or until their earlier death, resignation or removal as committee members.

Section 6.5. Committee Meetings. Meetings of any committee may be called by the chairman of such committee or upon the written request of one-third (1/3) of the committee members. The call for any meeting shall be by giving notice of such meeting which sets forth its time and place and is delivered to the residence or place of business of the committee members as listed in the Secretary's office at least two (2) days prior to such meeting. Unless otherwise provided in these Bylaws, a majority of the members of any committee shall constitute a quorum for the transaction of business. After a quorum has been established at a committee meeting, the subsequent withdrawal of committee members from the meeting so as to reduce the number of committee members present to fewer than the number required for a quorum shall not affect the validity of any action taken at the meeting. Each committee shall keep minutes of its meetings and report to the Board as necessary with recommendations.

Section 6.6. Resignation or Removal of Committee Members. A member of any committee may resign at any time by tendering his resignation in writing to the Chairman of the Board. The Board, by a vote, may remove, with or without cause, any member from a committee and specifically, but not by way of limitation, may remove any member from a committee for failing to attend three (3) consecutive meetings of the committee.

ARTICLE 7
INDEMNIFICATION OF DIRECTORS AND OFFICERS

Section 7.1. Indemnification. The Corporation shall indemnify to the fullest extent permitted by law each of its officers, Directors, whether or not then in office (and his executor, administrator and/or heirs) or any person who may have served at its request as a director or officer, of another corporation, partnership, joint venture, trust or other enterprise as well as the executor, administrator and heirs of any of them against all reasonable expenses (including attorneys' fees), judgments, fines and amounts paid in settlement actually and necessarily incurred by him in connection with any threatened, pending or completed action, suit, proceeding or arbitration, whether civil or criminal, administrative or investigative (including any appeal thereof), to which he is or is threatened to be made a party because he is or was a Director, officer, employee or agent of this Corporation, or such other corporation, partnership, joint venture, trust or other enterprise. He shall have no right to reimbursement, however, in relation to matters as to which he has been adjudged liable to the Corporation

for gross negligence or willful misconduct in the performance of his duties to the Corporation. The foregoing right of indemnification shall be in addition to and not exclusive of all other rights to which such Director, officer, employee or agent may be entitled.

Section 7.2. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee or agent of the Corporation or who is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise against any liability asserted against him and incurred by him in any such capacity or arising out of his status as such, whether or not the Corporation would have the power to indemnify him against such liability under the provisions of this Article VII.

ARTICLE 8
CONTRACTS, CHECKS, DEPOSIT BOOKS AND RECORDS

Section 8.1. Contracts. The Board may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation, and such authority may be general or confined to specific instances.

Section 8.2. Loans. No loans shall be contracted on behalf of the Corporation and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board, which authority may be general or confined to specific instances.

Section 8.3. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Corporation shall be signed by such officer or officers, agent or agents of the Corporation and in such manner as shall from time to time be determined by resolution of the Board.

Section 8.4. Deposits. All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board may select.

Section 8.5. Gifts. The Board may accept, on behalf of the Corporation, any contributions, gifts, bequests or devise.

Section 8.6. Books and Records. The Corporation shall keep correct and complete books and records of account and shall keep minutes of the proceedings of its Board and committees of the Board. Any books, records and minutes may be in written form or in any other form capable of being converted into written form within a reasonable time.

Section 8.7. Financial Statements. Not later than two (2) months after the close of each fiscal year, the Corporation shall prepare a balance sheet showing in reasonable detail the financial condition of the Corporation as of the close of its fiscal year, a profit and loss statement showing the results of the operations of the Corporation during its fiscal year, and any other financial statements as may be required by a resolution of the Board. The balance sheets and profit and loss statements shall be filed in the principal office of the Corporation, shall be kept for at least five (5) years, and shall be subject to inspection during business hours by any Board member.

Section 8.8. Actions upon dissolution. "Upon dissolution: (1) the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school, then to any outstanding debt to the common school fund; and (2) remaining funds received from the department shall be returned to the department not more than thirty (30) days after dissolution. If the assets of the charter school are insufficient to pay all parties to whom the charter school owes compensation under subdivision (1), the priority of the distribution of assets may be determined by a court.

ARTICLE 9

CERTIFICATES FOR MEMBERS AND THEIR TRANSFER

Section 9.1. Certificates for Members. The Board shall not initially issue Certificates of Membership. The Board may elect to provide for the issuance of certificates evidencing membership in the Corporation. The form of such certificates shall be determined by the Board. The certificates will be signed by the President or a Vice President and by the Secretary or an Assistant Secretary. The certificates shall be sealed with the corporate seal and shall be separately numbered. The name and address of each member and the date of issuance of the certificates shall be recorded in the corporate records. If a certificate is lost, mutilated or destroyed, it may be reissued in the manner determined by the Board. The certificates shall be non-transferable.

ARTICLE 10

FISCAL YEAR

Section 10.1. Fiscal Year. The fiscal year of the Corporation shall end on June 30th of each year.

ARTICLE 11

CORPORATE SEAL

Section 11.1. Corporate Seal. The Board shall provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the Corporation and the state of incorporation and the words "Corporate Seal".

ARTICLE 12

NOTICE

Section 12.1. General. Whenever, under the provisions of any statute, the Articles of Incorporation or these Bylaws, notice is required to be given to any Director or officer, it shall not be construed to require personal notice; rather, such notice may be given, unless otherwise required by these Bylaws, either personally or sent by first class mail, by e-mail or facsimile (or similar electronic means) or by a nationally recognized overnight courier, charges prepaid, addressed to such Director or officer at his address as the same appears in the records of the Corporation; and three (3) days after the same shall be so mailed or delivered shall be deemed to be the time of the giving of such notice.

Section 12.2. Waiver. Whenever by law, the Articles of Incorporation or these Bylaws notice is required or permitted to be given to any Director or officer, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be equivalent to the giving of such notice. Attendance of a person at a meeting shall constitute a waiver of notice of such meeting, except when the person attends a meeting for the express purpose of objecting at the beginning of the meeting to the transaction of any business because the meeting is not lawfully called or convened. The business to be transacted and the purpose of any special meeting of

the Board shall be specified in any written waiver of notice thereof.

ARTICLE 13
AMENDMENTS

Section 13.1. By Directors. These Bylaws may be amended or repealed wholly or in part, consistent with any bylaws adopted by the Board, at any meeting at which a quorum is present by an election by the entire Board in accordance with Section 4.1 herein above.

**CONFLICT OF INTEREST POLICY
FOR
ReThink Forward Indiana, Inc.**

**Article I
Purpose**

The purpose of the conflict of interest policy is to protect the ReThink Forward Indiana, Inc. (the “Organization”) interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Organization or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. This policy is also intended to identify “independent” directors.

**Article II
Definitions**

1. Interested Person

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

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

- a. An ownership interest or investment in any entity with which the Organization has a transaction or arrangement;
- b. A compensation arrangement with the Organization or with any entity or individual with which the Organization has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Organization is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insignificant in value.

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists, in accordance with this policy.

3. Independent Director -- A director shall be considered “independent” for the purposes of this policy if he or she is “independent” as defined in the instructions for the IRS 990 form or, until such definition is available, the director --

- a. is not, and has not been for a period of at least three years, an employee of the Organization or any entity in which the Organization has a financial interest;
- b. does not directly or indirectly have a significant business relationship with the Organization, which might affect independence in decision-making;
- c. is not employed as an executive of another corporation where any of the Organization's executive officers or employees serve on that corporation's compensation committee; and
- d. does not have an immediate family member who is an executive officer or employee of the Organization or who holds a position that has a significant financial relationship with the Organization.

Article III **Procedures**

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committees with governing board delegated powers considering the proposed transaction or arrangement.

2. Recusal of Self

Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

4. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more

advantageous transaction or arrangement from a person or entity that would give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

5. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV **Records of Proceedings**

The minutes of the governing board and all committees with board delegated powers 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 or conflict of interest was present, and the governing board's or committee's decision 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**

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly,

from the Organization, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Article VI **Annual Statements**

1. Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflicts of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands the Organization is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Board shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII **Periodic Reviews**

To ensure the Organization operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII
Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

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CODE OF CONDUCT
RETHINK FORWARD INDIANA, INC.,
GOVERNING BOARD

Adopted: September 27, 2019

RETHINK FORWARD INDIANA, INC., Governing Board members recognize that they are representatives of the organization and that their personal and professional conduct reflects on the Governing Board. All members will be expected to conduct themselves in a manner in keeping with their role as members of the Governing Board, and ensure that their personal and professional conduct does not have a negative impact on the governing Board or reflect badly on the school's public image, reputation, or credibility.

Acceptable standards of conduct will be established and periodically revised by RETHINK FORWARD INDIANA, INC.'s Governing Board. Governing Board members will be informed of the established Code of Conduct and will acknowledge receipt of and pledge adherence to this Code of Conduct.

RETHINK FORWARD INDIANA, INC., Governing Board members:

Will prepare for Board meetings and participate in a collaborative approach to decision making;

Will behave and interact respectfully while participating on the Governing Board and while representing the school within the community;

May not accept gifts and/or gratuities in their capacity as a Governing Board member;

May not use their position on the governing Board for purposes which are for, or give the appearance of, private gain for themselves or others;

Will not make public statements on behalf of the school or the Governing Board without the Governing Board's approval;

Will uphold confidentiality obligations, specifically, no information regarding children and families of children enrolled at the school may be discussed outside of the Governing Board meetings, and such information shall be limited to only that which is necessary for Governing Board governance purposes and related to school operations and business or decision-making;

Will not convey information learned at Governing Board meetings or while conducting Governing Board business may be discussed or used in any way outside of Governing Board meetings.

Will respect and uphold the authority of the Governing Board to establish, review, or revise the standards of conduct for individuals participating on the Governing Board.

I have received, read, and pledge to adhere to the RETHINK FORWARD INDIANA, INC., Governing Board Code of conduct:



Date: 9/27/2019

Print: Jacob Medlong

Governing Board member.

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Date: 9-27-19

Print: David Mikelsas
Governing Board member

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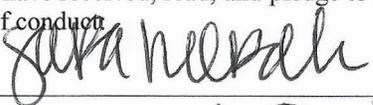
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 Date: 9/27/19

Print: SARA H. DRAKE
Governing Board member

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Rev. Judith Fackenthal Date: 9-27-19

Print: Rev. Judith Fackenthal
Governing Board member

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RETHINK FORWARD INDIANA, INC.,
GOVERNING BOARD**

Adopted: September 27, 2019

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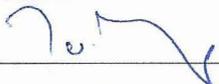
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I have received, read, and pledge to adhere to the RETHINK FORWARD INDIANA, INC., Governing Board Code of conduct:



Print: Ted Feeney
Governing Board member

Date: 9/27/2019

**Application for Recognition of Exemption
 Under Section 501(c)(3) of the Internal Revenue Code**

▶ **Do not enter social security numbers on this form as it may be made public.**
 ▶ **Go to www.irs.gov/Form1023 for instructions and the latest information.**

OMB No. 1545-0056
Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I – XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document)		2 c/o Name (if applicable)	
Rethink Forward Indiana, Inc.			
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)	
800 Corporate Drive	124	84-2468790	
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 – 12)	
Ft. Lauderdale, FL 33334		06	
6 Primary contact (officer, director, trustee, or authorized representative)		b Phone: 954-760-4924	
a Name:		c Fax: (optional) 954-761-8475	
Tanya L. Bower			
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website:			
b Organization's email: (optional)			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY)		02 / 28 / 2019	
12 Were you formed under the laws of a foreign country ? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

Part II Organizational Structure

You must be a corporation (including a limited liability company), an unincorporated association, or a trust to be tax exempt. See instructions. **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1** Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. **Yes** **No**

- 2** Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. **Yes** **No**

- 3** Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. **Yes** **No**

- 4a** Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. **Yes** **No**
- b** Have you been funded? If "No," explain how you are formed without anything of value placed in trust. **Yes** **No**

- 5** Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. **Yes** **No**

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1** Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language.
 Location of Purpose Clause (Page, Article, and Paragraph): Amendment to Articles of Incorporation

- 2a** Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c.
- b** If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Amendment to Articles of Incorporation
- c** See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state:

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a** List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Jake Medlong	Director	140 S. Butler Avenue Indianapolis, IN 46219	\$0.00
Ted Feeny	Director	295 Williams Drive Indianapolis, IN 46220	\$0.00
Judy K. Fackenthal	Director	5808 E. New York Street Indianapolis, IN 46219	\$0.00
David R. Mickelsons	Director	6701 N. College Avenue Indianapolis, IN 46220	\$0.00

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

b List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Susan Fries	Principal - Emma Donnan Elementary and Middle School	4539 Brentridge Pkwy Greenwood, IN 46143	
Michael Wingert	Principal - Emmerich Manual High School	283 Southwind Way Greenwood, IN 46142	
Victoria Pittman	Principal - Thomas Carr Howe Community High School	441 N Dequincy Street Indianapolis, IN 46201	

c List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Noble Education Initiative, Inc.	Management Company	800 Corporate Drive Suite 124 Ft Lauderdale, FL 33334	

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

2a Are any of your officers, directors, or trustees **related** to each other through **family** or **business relationships**? If "Yes," identify the individuals and explain the relationship. Yes No

b Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. Yes No

c Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. Yes No

3a For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

b Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through **common control**? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. Yes No

4 In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

a Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No

b Do you or will you approve compensation arrangements in advance of paying compensation? Yes No

c Do you or will you document in writing the date and terms of approved compensation arrangements? Yes No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- d** Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? **Yes** **No**
- e** Do you or will you approve compensation arrangements based on information about compensation paid by **similarly situated** taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
- f** Do you or will you record in writing both the information on which you relied to base your decision and its source? **Yes** **No**
- g** If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is **reasonable** for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.
-
- 5a** Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c. **Yes** **No**
- b** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?
- c** What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?
Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.
-
- 6a** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through **non-fixed payments**, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
- b** Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation. **Yes** **No**
-
- 7a** Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at **arm's length**, and explain how you determine or will determine that you pay no more than **fair market value**. Attach copies of any written contracts or other agreements relating to such purchases. **Yes** **No**
- b** Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales. **Yes** **No**
-
- 8a** Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f. **Yes** **No**
- b** Describe any written or oral arrangements that you made or intend to make.
- c** Identify with whom you have or will have such arrangements.
- d** Explain how the terms are or will be negotiated at arm's length.
- e** Explain how you determine you pay no more than fair market value or you are paid at least fair market value.
- f** Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.
-
- 9a** Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f. **Yes** **No**

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That Receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past*, *present*, and *planned* activities. See instructions.

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? If "Yes," describe each program that provides goods, services, or funds to individuals. Yes No
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations. Yes No
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. Yes No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. Yes No

Part VII Your History

The following "Yes" or "No" questions relate to your history. See instructions.

- 1 Are you a **successor** to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G. Yes No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. Yes No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past*, *present*, and *planned* activities. See instructions.

- 1 Do you support or oppose candidates in **political campaigns** in any way? If "Yes," explain. Yes No
- 2a Do you attempt to **influence legislation**? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. Yes No
- b Have you made or are you making an **election** to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No
- 3a Do you or will you operate bingo or **gaming** activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. **Revenue and expenses** should be provided for the time periods specified in Part IX, Financial Data. Yes No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies or any written contracts or other agreements relating to such arrangements. Yes No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

- 4a** Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. See instructions. **Yes** **No**
- mail solicitations
 - email solicitations
 - personal solicitations
 - vehicle, boat, plane, or similar donations
 - foundation grant solicitations
 - phone solicitations
 - accept donations on your website
 - receive donations from another organization's website
 - government grant solicitations
 - Other

Attach a description of each fundraising program.

- b** Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. **Yes** **No**
- c** Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. **Yes** **No**
- d** List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.
- e** Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. **Yes** **No**

5 Are you **affiliated** with a governmental unit? If "Yes," explain. **Yes** **No**

6a Do you or will you engage in **economic development**? If "Yes," describe your program. **Yes** **No**

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers **develop** your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. **Yes** **No**

b Do or will persons other than your employees or volunteers **manage** your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. **Yes** **No**

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into **joint ventures**, including partnerships or **limited liability companies** treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. **Yes** **No**

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. **Yes** **No**

b Do you provide childcare so that parents or caretakers of children you care for can be **gainfully employed** (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

c Of the children for whom you provide childcare, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). **Yes** **No**

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other **intellectual property**? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- 11** Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. **Yes** **No**
-
- 12a** Do you or will you operate in a **foreign country or countries?** If "Yes," answer lines 12b through 12d. If "No," go to line 13a. **Yes** **No**
- b** Name the foreign countries and regions within the countries in which you operate.
- c** Describe your operations in each country and region in which you operate.
- d** Describe how your operations in each country and region further your exempt purposes.
-
- 13a** Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. **Yes** **No**
- b** Describe how your grants, loans, or other distributions to organizations further your exempt purposes.
- c** Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. **Yes** **No**
- d** Identify each recipient organization and any **relationship** between you and the recipient organization.
- e** Describe the records you keep with respect to the grants, loans, or other distributions you make.
- f** Describe your selection process, including whether you do any of the following.
- (i)** Do you require an application form? If "Yes," attach a copy of the form. **Yes** **No**
- (ii)** Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. **Yes** **No**
- g** Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.
-
- 14a** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. **Yes** **No**
- b** Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.
- c** Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. **Yes** **No**
- d** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. **Yes** **No**
- e** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. **Yes** **No**
- f** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. **Yes** **No**

Part VIII Your Specific Activities (Continued)

- | | | | |
|-----------|--|--|---|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
- Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years.

1. If in existence less than 5 years, complete the statement for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of:
 - a. Three years of financial information if you have not completed one tax year, or
 - b. Four years of financial information if you have completed one tax year. See instructions.
2. If in existence 5 or more years, complete the schedule for the most recent 5 tax years. You will need to provide a separate statement that includes information about the most recent 5 tax years because the data table in Part IX has not been updated to provide for a 5th year. See instructions.

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years				(e) Provide Total for (a) through (d)
		(a) From _____ To _____	(b) From _____ To _____	(c) From _____ To _____	(d) From _____ To _____		
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	SEE EXHIBIT E					
	2 Membership fees received						
	3 Gross investment income						
	4 Net unrelated business income						
	5 Taxes levied for your benefit						
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)						
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)						
	8 Total of lines 1 through 7						
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)						
	10 Total of lines 8 and 9						
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)						
	12 Unusual grants						
	13 Total Revenue Add lines 10 through 12						
Expenses	14 Fundraising expenses						
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)						
	16 Disbursements to or for the benefit of members (attach an itemized list)						
	17 Compensation of officers, directors, and trustees						
	18 Other salaries and wages						
	19 Interest expense						
	20 Occupancy (rent, utilities, etc.)						
	21 Depreciation and depletion						
	22 Professional fees						
	23 Any expense not otherwise classified, such as program services (attach itemized list)						
	24 Total Expenses Add lines 14 through 23						

Part IX Financial Data (Continued)

B. Balance Sheet (for your most recently completed tax year)

Table with columns for line numbers, descriptions of assets and liabilities, and year-end values. Includes sections for Assets, Liabilities, and Fund Balances or Net Assets.

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a private foundation or a public charity. Public charity status is a more favorable tax status than private foundation status.

- 1a Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed.
b As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3).
2 Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities...
3 Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI.
4 Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation?
5 If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.
a 509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.
b 509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.
c 509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.
d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, h, or i or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.

Part X Public Charity Status (Continued)

- e 509(a)(4) – an organization organized and operated exclusively for testing for public safety.
- f 509(a)(1) and 170(b)(1)(A)(iv) – an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- g 509(a)(1) and 170(b)(1)(A)(ix) – an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.
- h 509(a)(1) and 170(b)(1)(A)(vi) – an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- i 509(a)(2) – an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- j A publicly supported organization, but unsure if it is described in 5h or 5i. You would like the IRS to decide the correct status.

6 If you checked box h, i, or j in question 5 above, and you have been in existence more than 5 years, you must confirm your public support status. Answer line 6a if you checked box h in line 5 above. Answer line 6b if you checked box i in line 5 above. If you checked box j in line 5 above, answer both lines 6a and 6b.

- a (i) Enter 2% of line 8, column (e) on Part IX-A Statement of Revenues and Expenses _____
- (ii) Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," state this.
- b (i) For each year amounts are included on lines 1, 2, and 9 of Part IX-A Statement of Revenues and Expenses, attach a list showing the name and amount received from each **disqualified person**. If the answer is "None," state this.
- (ii) For each year amounts were included on line 9 of Part IX-A Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of Line 10, Part IX-A Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," state this.

7 Did you receive any unusual grants during any of the years shown on Part IX-A Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. **Yes** **No**

Part XI User Fee Information and Signature

You must include the correct user fee payment with this application. If you do not submit the correct user fee, we will not process the application and we will return it to you. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "Exempt Organizations User Fee" in the search box, or call Customer Account Services at 1-877-829-5500 for current information.

Enter the amount of the user fee paid: _____

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please Sign Here

(Signature of Officer, Director, Trustee, or other authorized official)

(Type or print name of signer)

(Date)

(Type or print title or authority of signer)

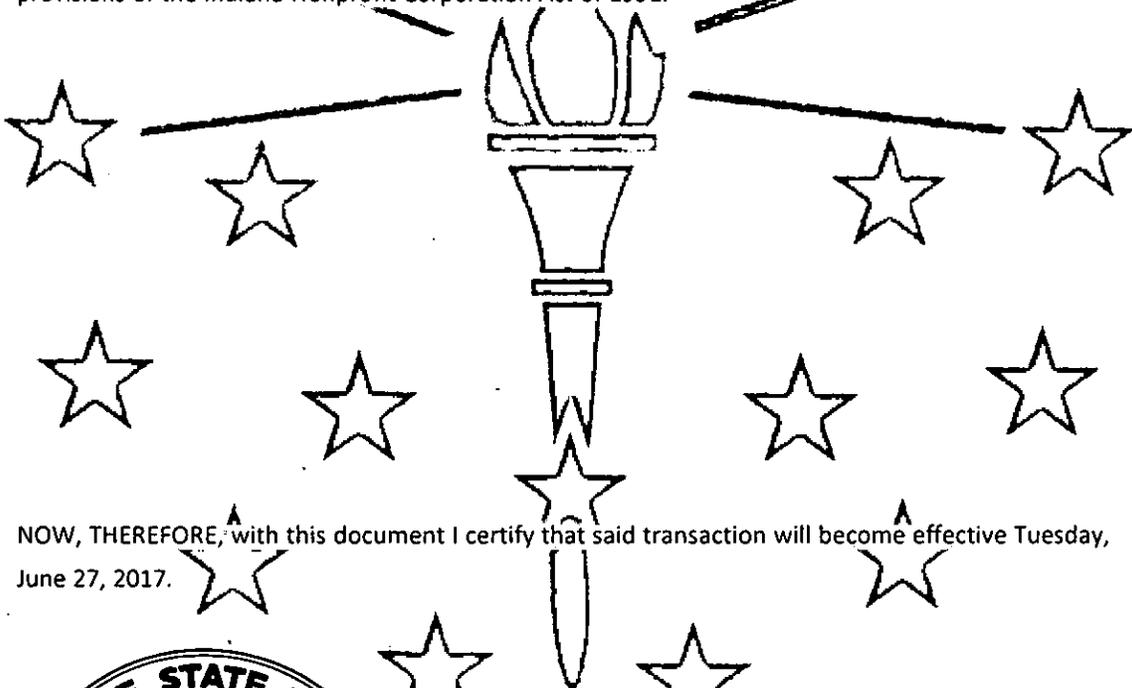
Attachment 5
Education Service
Provider Documentation

State of Indiana
Office of the Secretary of State

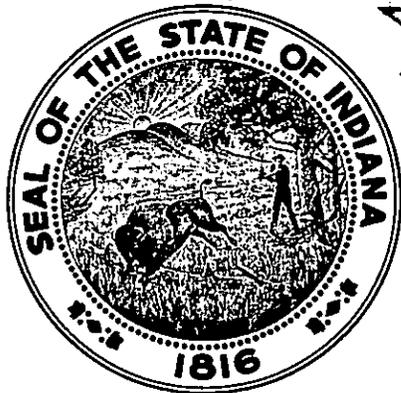
Certificate of Authority

of
NOBLE EDUCATION INITIATIVE, INC.

I, CONNIE LAWSON, Secretary of State, hereby certify that an Application for Certificate of Authority of the above Foreign Nonprofit Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.



NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, June 27, 2017.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, June 29, 2017

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

201706271202636 / 7636655

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

Approved and Filed
 20170627120263677636656
 Filing Date: 06/29/2017
 Effective :06/27/2017 15:44
 CONNIE LAWSON
 Indiana Secretary of State



**APPLICATION FOR CERTIFICATE OF AUTHORITY
 FOREIGN NONPROFIT CORPORATION**
 State Form 37035 (R11 / 6-16)
 Approved by State Board of Accounts, 2016

Indiana Code 23-17-28-1
 23-17-29-3

FILING FEE: \$75.00

**APPLICATION FOR CERTIFICATE OF AUTHORITY OF
 NOBLE EDUCATION INITIATIVE, INC.**

A FOREIGN CORPORATION TO TRANSACT BUSINESS IN THE STATE OF INDIANA.

The undersigned officer, desiring to effectuate the admittance of the above Corporation to transact business in the State of Indiana, certifies the following facts:

ARTICLE I - NAME

Fictitious Name (Only used if name in the application is not available in Indiana.) (See cover page.)
 N/A

ARTICLE II - ADDRESS OF PRINCIPAL OFFICE

Address of Principal Office (number and street) 6278 N. FEDERAL HIGHWAY, SUITE 115	City FORT LAUDERDALE	State FL	ZIP code 33308
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ARTICLE III - REGISTERED OFFICE AND AGENT

Name of Registered Agent (Cannot be the corporation itself.)
 C T Corporation System

Address of Registered Office (number and street or building - PO box not accepted) 150 West Market Street, Suite 800,	City Indianapolis,	State IN	ZIP code 46204
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Required:
 By checking the box, the Signator(s) represent(s) that the Registered Agent named in the application has consented to the appointment of Registered Agent.

ARTICLE IV - DATE OF INCORPORATION AND DURATION OF EXISTENCE

Date of Incorporation in domiciliary state (month, day, year) APRIL 5, 2017	State of Incorporation DELAWARE
--	------------------------------------

The Corporation is perpetual until dissolution.
 OR
 The latest date upon which the Corporation is to dissolve (month, day, year): _____

ARTICLE V - TYPE OF CORPORATION (CHECK ONLY ONE.)

If the Corporation had been incorporated in Indiana, it would be a:

public benefit corporation, which is organized for a public or charitable purpose;
 religious corporation, which is organized primarily or exclusively for religious purposes; or
 mutual benefit corporation (all others).

ARTICLE VI - CORPORATE OFFICERS

List the names and business addresses of the officers of the Corporation. (Please attach additional sheets if necessary.)

Name	Title	Address (number and street, city, and state and ZIP code)
SHERRY HAGE	PRESIDENT	6278 N Federal Hwy, Ste 115, Ft. Laud, FL 33308
SHERRY HAGE	SECRETARY	6278 N Federal Hwy, Ste 115, Ft. Laud, FL 33308
SHERRY HAGE	TREASURER	6278 N Federal Hwy, Ste 115, Ft. Laud, FL 33308

(Continued on the next page.)

Approved and Filed
 201706271202636/7636666
 Filing Date: 06/29/2017
 SHERRY HAGE
 Indiana Secretary of State

ARTICLE VII - BOARD OF DIRECTORS

The names and business addresses of the Board of Directors of the Corporation are as follows: (Please attach additional sheets if necessary)

By checking this box, the Signator(s) represents that the Corporation named in Article 1 is not required to have a Board of Directors in its domiciliary state.

Name	Address (number and street, city, and state and ZIP code)
SHERRY HAGE	6278 N Federal Hwy, Ste 115, Ft. Laud, FL 33308

ARTICLE VIII - MEMBERSHIP

Indicate whether the Corporation has members. Yes No members

SIGNATURE

In witness whereof, the undersigned being the President of said Corporation executes this Application for Certificate of Authority, and verifies subject to penalties of perjury, that the facts contained herein are true, this 27 day of JUNE, 20 17.

Signature: Sherry A. Hage Printed name: SHERRY HAGE

2017 JUN 27 PM 3:45
 RECEIVED
 INDIANA SECRETARY OF STATE

Delaware

The First State

I, JEFFREY W. BULLOCK, SECRETARY OF STATE OF THE STATE OF DELAWARE, DO HEREBY CERTIFY "NOBLE EDUCATION INITIATIVE, INC." IS DULY INCORPORATED UNDER THE LAWS OF THE STATE OF DELAWARE AND IS IN GOOD STANDING AND HAS A LEGAL CORPORATE EXISTENCE SO FAR AS THE RECORDS OF THIS OFFICE SHOW, AS OF THE TWENTY-SEVENTH DAY OF JUNE, A.D. 2017.

AND I DO HEREBY FURTHER CERTIFY THAT THE AFORESAID CORPORATION IS AN EXEMPT CORPORATION.

INDIANA SECRETARY OF STATE
RECEIVED
2017 JUN 27 PM 3:45



Jeffrey W. Bullock
Jeffrey W. Bullock, Secretary of State

6342837 8300C

SR# 20174963912

You may verify this certificate online at corp.delaware.gov/authver.shtml

Authentication: 202785622

Date: 06-27-17

MANAGEMENT AGREEMENT

THIS MANAGEMENT AGREEMENT is made and entered into as of the day of (Month, Day, Year) by and between Noble Education Initiative, Inc., A Delaware Corporation (“NEI”), and ReThink Forward Indiana, Inc. (ReThink), an Indiana non-profit corporation (the “Charter School”).

RECITALS

WHEREAS, the Charter School has an approved charter application (the “Charter Application”) for the operation of (Thomas Carr Howe Community High School) located at 4900 Julian Avenue, Indianapolis, IN 46201 to the Indiana Charter School Board (ICSB) to operate a public charter school; and

WHEREAS, the Charter School has determined that it is in its best interest to contract with a qualified and competent educational service provider to operate the Charter School; and

WHEREAS, NEI is in the business of developing, managing, staffing, and operating public charter schools for non-profit boards; and

WHEREAS, the Charter School wishes to hire NEI, and NEI wishes to be hired by Charter School to manage and operate the Charter School upon the terms and conditions set forth herein; and

NOW, THEREFORE, for mutual and valuable consideration, the receipt and adequacy of which is hereby acknowledged, the parties agree with each other as follows:

ARTICLE I CONTRACTING RELATIONSHIP

A. Authority. The Charter School represents that it is authorized by law to contract with NEI and for NEI to provide educational management services to the Charter School. The Charter School further represents that it has a Charter Application which has been submitted to the ICSB for authorization to organize and operate a public charter school. Upon approval of the Charter Application, the Charter School will enter into a charter contract with the ICSB (the “Charter Contract”). The Charter School is therefore authorized by the Charter Application, Charter Contract and the ICSB to supervise and control such Charter School, and is invested with all powers necessary or desirable for carrying out the educational program contemplated in this Agreement.

B. Agreement. The Charter School hereby contracts with NEI, to the extent permitted by law, for the provision of all labor and supervision necessary for the provision of educational services to students, and the management, operation and maintenance of the Charter School in accordance with the educational goals, curriculum, methods of pupil

assessment, admission policy and criteria, school calendar and school day schedule, age and grade range of pupils to be enrolled, educational goals, and method to be used to monitor compliance with performance of targeted educational outcomes, all as adopted by the Charter School's Board of Directors (the "Board") and included in the Charter Contract between the Charter School and the ICSB. NEI's obligations to the Charter School shall be only as expressly set forth in this Agreement. Duties required to be carried out for the operation of the Charter School which are not expressly set forth herein as being NEI's responsibility shall remain the Board's sole responsibility.

C. Designation of Agents. The Board designates the employees of NEI as agents of the Charter School having a legitimate educational interest such that they are entitled to access to educational records under 20 U.S.C. §1232g, the Family Rights and Privacy Act ("FERPA") and other applicable law. The Board, subject to its discretion, hereby authorizes NEI to communicate with and negotiate on the Board's behalf with all state and governmental agencies, as directed by the Board.

D. Status of the Parties. NEI is a Delaware corporation, and is not a division or a part of the Charter School. The Charter School is an Indiana non-profit corporation with 501(c) (3) IRS designation (pending) authorized by the Charter Contract, and is not a division or part of NEI. The parties to this Agreement intend that the relationship created by this Agreement is that of an independent contractor and does not create an employer employee relationship. Except as expressly provided in this Agreement, no agent or employee of NEI shall be deemed to be the agent or employee of the Charter School. NEI shall be solely responsible for its acts and the acts of its agents, employees and subcontractors. The relationship between NEI and the Charter School is based solely on the terms of this Agreement, and the terms of any other written agreements between NEI and the Charter School.

ARTICLE II TERM

This Agreement shall be effective as of the date first written above and shall continue for an initial term consistent with the term of the Charter Contract unless terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by NEI and the Charter School. After the initial term, then the term of the Agreement shall be extended (i) to the extent NEI performs in accordance with the terms of this Agreement, (ii) in the event that the Charter Contract is extended or replaced, or (iii) in the event the Board approves the extension by express vote. The term of the extension of the Agreement shall correspond to the length of the Charter Contract unless this Agreement is otherwise terminated or cancelled earlier in accordance with this Agreement, or for good cause, as agreed by NEI and the Charter School. Nothing contained in this Agreement shall be construed to restrict or prevent the Charter School from entering into a Management Agreement with any other party for any school other than the Charter School that is the subject of this Agreement.

ARTICLE III FUNCTIONS OF NEI

A. Responsibility. NEI shall be responsible and accountable to the Board for the operation and performance of the Charter School in accordance with the Charter Contract. NEI's responsibility is expressly limited by: (i) the Charter School's Annual Budget, which is to be submitted and approved by the Board as provided in this Agreement, and (ii) the availability of state funding to pay for said services. Neither NEI nor the Charter School shall be required to expend Charter School funds on services in excess of the amount set forth in the Charter School's Annual Budget. There is nothing in the Agreement which shall delegate the ultimate authority of the Charter School.

B. Educational Program. NEI agrees to implement the Educational Program. In the event NEI determines that it is necessary to modify the Educational Program, NEI shall inform the Board of the proposed changes and obtain Board approval, and if required under the Charter Contract, approval of the ICSB. The parties hereto acknowledge that an essential principle of the Educational Program are their flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency, and that the Charter School and NEI are interested in results and not in inflexible prescriptions. Not less than annually, and otherwise as requested, NEI will provide the Board with updated reports on progress towards implementing each of the Charter School's educational goals in the Educational Program.

C. Specific Functions. NEI shall be responsible for the management, operation, accounting and Educational Program at the Charter School. Such functions include:

1. Perform day-to-day management of the Charter School, in accordance with this Agreement, the non-profit purpose of the Charter School, the Charter Contract and subject to the direction given by the Charter School;
2. Implement and administrate the Educational Program, including the selection of instructional materials, personnel, equipment, technology and supplies, and the administration of extra-curricular and co-curricular activities and programs approved by the Charter School. Perform repeated evaluation, assessment and continuous improvement of the educational curriculum and program development and report findings to the Charter School upon its request;
3. Management, selection, and application of technology services required to facilitate operation of the Charter School;
4. Manage personnel functions, including professional development for the Charter School Administrator and instructional personnel and the personnel functions outlined in Article VI of this Agreement including drafting

operations manuals, forms (including teacher offer letters, applications, enrollment and similar forms), and management procedures, as the same are from time to time developed by NEI and as approved or requested by the Charter School;

5. Management of the business administration of the Charter School;
6. Management of the accounting operation, including general ledger management and financial reporting including identifying and applying for non-competitive grants (competitive grants may include fees for application preparation and ongoing management for reporting and compliance), spending and administering any associated grant funding obtained in compliance with the specific terms and conditions of said grants and participating in any audits related thereto, and preparing the proposed Annual Budget for presentation to the Charter School for modification, amendment or approval; provided that any modifications or amendments shall be approved by express vote of the Charter School and be consistent with the staffing and educational models set forth in the Charter Contract; and,
7. Any other function necessary or expedient for the administration of the Charter School pursuant to the Charter Contract.

D. Purchases. Purchases made by NEI on behalf of the Charter School with the Charter School's funds, such as non-proprietary instructional and/or curriculum materials, books and supplies, and equipment will be the property of the Charter School. NEI shall own all proprietary rights to, and the Charter School's proprietary interest shall not include, curriculum or educational materials that are developed or copyrighted or similarly protected by NEI, including without limitation curriculum or educational materials that are developed by NEI with funds from the Charter School. NEI's educational materials and teaching techniques used by or at the Charter School shall be subject to disclosure to the extent required by law. This provision does not apply to any capital items leased or purchased by NEI with NEI's own funds.

E. Subcontracts. NEI shall not subcontract the management, oversight or operation of the teaching and instructional program, except as specifically permitted in this Agreement or with approval of the Board. NEI reserves the right to subcontract any and all aspects of all services it agrees to provide to the Charter School.

F. Place of performance. NEI reserves the right to perform functions other than instruction, such as purchasing, professional development, and administrative functions, off-site, unless prohibited by state or local law.

G. Ongoing Student Recruitment. NEI shall develop and manage ongoing recruitment of students, subject to general recruitment and admission policies of the Charter

School. Students shall be selected in accordance with the procedures set forth in the Charter Contract and in compliance with applicable laws. NEI shall present a plan to the Charter School to solicit and recruit students by various means, which may include but shall not be limited to the following: paid and unpaid media advertisements in a newspaper of general circulation, mailings to parents/guardians of prospective students, word-of-mouth and presentations to interested groups and distribute information through advertisements.

H. Due Process Hearings. NEI shall, at the Board's direction, provide student due process hearings in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality and access to records, to an extent consistent with the Charter School's own obligations, and if necessary retain counsel on behalf of the Charter School. The Board shall retain the right to provide due process as required by law.

I. Legal Requirements. NEI shall provide Educational Programs that meet federal, state, and local requirements, and the requirements imposed under applicable laws and the Charter Contract, unless such requirements are or have been waived.

J. Rules and Procedures. NEI shall recommend reasonable rules, regulations and procedures applicable to the Charter School and is authorized and directed to enforce such rules, regulations and procedures adopted by the Charter School.

K. School Year and School Day. The school year and the school day shall be as required by Indiana law and as determined annually by the Board.

L. Pupil Performance Standards and Evaluation. NEI shall be responsible and accountable to the Board for the performance of students who attend the Charter School. NEI will utilize assessment strategies required by the terms of the Charter Contract. The Board and NEI will cooperate in good faith to identify measures of and goals for Charter School students and school performance, including but not limited to academic achievement and parent satisfaction. NEI shall perform its duties and responsibilities as set forth in this Agreement to the reasonable satisfaction of the Board.

M. Services to Disabled Students and Special Education. NEI shall provide special education services to students who attend the Charter School in conformity with the requirements of state and federal law. NEI may subcontract as necessary and appropriate for the provision of services to students whose special needs cannot be met within the Charter School's program, subject to approval of the Board. Such services shall be provided in a manner that complies with local, state and federal laws and applicable regulations and policies. Consistent herewith, the Board acknowledges the individualized nature of services that may need to be provided to disabled and special needs students and the impact that the provision of such individualized services may have on the Annual Budget. The Board and NEI mutually agree to adjust the Annual Budget as deemed necessary with respect to the provision of services to disabled and special needs students under this paragraph, as required by law.

N. Contract between the Charter School and the ICSB. NEI will not act in a manner that will cause the Charter School to be in breach of its Charter Contract with the ICSB.

O. Unusual Events. NEI agrees to timely notify the Board and/or school administrator of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect the Charter School in complying with its responsibilities hereunder or its responsibilities under the Charter Contract.

P. Student and Financial Records. All student and financial information related to the Charter School shall be available for inspection at the Charter School upon reasonable request consistent with applicable federal and state laws.

Q. Charter School Records/Proprietary. The financial, educational and student records pertaining to the Charter School are Charter School property, and such records are subject to the provisions of the applicable freedom of information act(s) to the extent required by applicable law. All Charter School records shall be physically or electronically available, upon request, at the Charter School. Except as prohibited under the Charter Contract and applicable law, the ICSB and the public shall have access to the Charter School's records.

R. NEI Performance Goals.

- a) Timely submission of required reports set forth in this Agreement;
- b) Strict adherence to the approved Annual Budget for the operation and management of the Charter School, with no aggregate cost over-runs; and
- c) Such performance goals contained within the Charter Contract and the Charter Application

S. Educational and Other Services. Upon Board approval, NEI shall provide certain educational and other services. Such services may include but are not limited to certain technology services, proprietary curriculum and other instructional tools as well as school development services which may be provided by NEI, its affiliates or third-party entity.

**ARTICLE IV
OBLIGATIONS OF THE BOARD**

A. Good Faith Obligation. The Board shall be responsible for its fiscal and academic policy. The Board shall exercise good faith in considering the recommendations of NEI, including but not limited to, NEI's recommendations concerning policies, rules, regulations and budgets. If the Board's unwillingness to adopt NEI's reasonable recommendations with respect to policies, rules, and regulations specifically inhibits NEI's

ability in implementing the school design as set forth in the Charter Application, NEI shall have the option of terminating this Agreement. Any material changes to the Board's bylaws may be grounds for termination by NEI to the extent those changes create obligations for NEI without prior approval.

B. Assistance to NEI. The Charter School shall cooperate with NEI in furnishing all information and submitting all forms and reports required in association with this Agreement, including timely notice of all Board meetings. The Charter School shall timely furnish NEI all documents and records necessary for NEI to properly perform its responsibilities under this Agreement. Governing Board members will comply with mandated compliance requirements and remain current with all such requirements throughout the duration of this agreement.

C. Unusual Events. The Charter School agrees to timely notify NEI of any anticipated or known: (i) material health or safety issues, (ii) labor, employee or funding problems, or (iii) problems of any other type that could adversely affect NEI in complying with its responsibilities hereunder.

D. Retained Authority. The Board shall retain the authority to make reasonable regulations relative to anything necessary for the proper establishment, maintenance, management, and carrying on of the Charter School, including regulations relative to the conduct of pupils while in attendance at the Charter School or en route to and from the Charter School.

E. Food Service. The Charter School shall be managed, operated and administered by or shall otherwise provide authority to NEI to manage, operate and administer the Food Service for the Charter School including but not limited to cause all conditions necessary to satisfy all requirements of the Federal Statutes regarding the National School Lunch Program at 7 C.F.R. §210.1, et seq.

ARTICLE V FINANCIAL ARRANGEMENTS

A. Revenues. Except as hereinafter provided, all monies received by the Board shall be deposited in the Charter School's depository account with a financial institution acceptable to the Board and NEI. The signatories on the account shall only be the Board members or designated NEI employees designated by the Board. Interest income earned on Charter School depository accounts shall accrue to the Charter School. Except as specifically excluded by the terms of this Agreement, the term "Revenues" shall include all funds received by or on behalf of the Charter School, including but not limited to:

1. Funding for public school students enrolled in the Charter School.
2. Special education funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to special education students in the Charter School.

3. Gifted and Talented funding provided by Federal, State and Local Governments that is directly allocable to Gifted and Talented students in the Charter School.
4. At-Risk Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to At-Risk students in the Charter School.
5. Funding provided by Federal, State and Local Governments to the Charter School that is directly allocable to students in the Charter School with limited English proficiency.
6. Federal, State and Local grant sources, including Title I and Charter School startup funds, which is directly allocable to the Charter School.
7. Grants and donations received by the Charter School (except to the extent NEI is not required or involved in soliciting, administering, or managing such grants and/or donations).
8. Fees charged to students and others for extra services as and to the extent permitted by law (all of the above are hereinafter collectively referred to as the "Revenues").

The Board may advance funds to NEI for the fees or expenses associated with the Charter School's operation provided that documentation for the fees and expenses are provided for Board ratification. The Revenues shall be expended by NEI in accordance with the approved Budget and as otherwise authorized by the Board. The expenditure of Revenues received from governmental entities shall be consistent with all applicable regulations and policies, and in the case of private donations, the directives of the donor where applicable. To the extent that there are not sufficient funds in the Operating Account to pay Operating Expenses, NEI may, at NEI's option, deposit funds into the Charter School Operating Accounting ("Operating Advances"). Operating Advances can only be made in accordance with the approved Annual Budget. The Charter School shall reimburse NEI all Operating Advances, together with interest earned thereon from Total Revenues as and when the funds become available; provided, however, that if at the end of each Fiscal Year Total Revenues, after payment of Debt Service and Operating Expense, are insufficient to reimburse all Operating Advances attributable to such Fiscal Year, NEI may forgive the un-reimbursed balance of Operating Advances, including interest earned thereon.

B. Budget. NEI shall manage the budget, accounting, and financial reporting functions for the Charter School in accordance with the Requests of the ICSB, the provisions of the Charter Contract and the approved Annual Budget by the Board.

NEI shall prepare and submit to the Charter School for its approval for each Fiscal Year (July 1-June 30), an Annual Budget for the Charter School. Each Annual Budget

shall state an estimate for the coming Fiscal Year for (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses; (iv) Audit Expenses; and (v) Fund Balance.

Reserve Expenses means the amount of money reflected in the Annual Budget that NEI must deposit into an account for Reserve Expenses. The Reserve Expense Account shall be used for the establishment of reasonable reserves for long-term renewal and replacement of the School Facility or portions thereof. NEI shall obtain approval from the Charter School to withdraw funds from the Reserve Expense Account. There shall be a goal of 1% of funding per year for both the reserve and fund balance.

(i) NEI shall submit to the Charter School for its review and approval a preliminary Annual Budget for each Fiscal Year for the Charter School, on or before June 30th of the current Fiscal Year. It is the intent of this provision that NEI prepare and submit to the Charter School a balanced Annual Budget, which shall provide for full payment of the (i) Total Revenues; (ii) Operating Expenses; (iii) Reserve Expenses, (iv) Audit Expenses and (v) Fund Balance with respect to the Charter School.

(ii) The Charter School must notify NEI in writing that it approves the Annual Budget within thirty (30) days of submission by NEI, which approval shall not be unreasonably withheld or delayed. If the Charter School does not approve the Annual Budget, the Charter School shall give specific reasons therefore and continue to deposit the balance of Total Revenues into the Charter School Operating Account pursuant to its obligations in Article V. If the Charter School does not approve the Annual Budget within thirty days of submission by NEI, Charter School shall be deemed to approve the Annual Budget. NEI and the Charter School acknowledge that a Final Budget shall be completed no later than June 30th.

(iii) NEI may amend the Annual Budget(s) not less frequently than semi-annually in order to reflect the results of the most recent student count and may make such other modifications as it may from time to time find necessary. Any such amendment shall only be valid if approved by the express vote of the Board. NEI shall report any changes upon which the Annual Budget was based within fifteen days after NEI becomes aware of any such change.

(iv) NEI shall operate and manage the Charter School according to its Annual Budget.

(v) NEI shall use reasonable efforts to operate the Charter School within its Annual Budget.

C. Compensation. NEI shall be entitled to an amount not to exceed 10% of “Revenues” for the services outlined in Exhibit “A.” Said amount shall be determined by the Governing Board and set forth within the Governing Board's approved Annual Budget. Compensation shall be payable monthly in arrears in substantially equal monthly installments during such year. The compensation shall be consistent with all applicable law and regulation. To the extent any compensation shall be unpaid at the end of any (past and future) Fiscal Year, such unpaid compensation shall be deferred and due when the School has available net operating revenue.

D. Availability of Funds. NEI shall only be required to perform its responsibilities under this Agreement to the extent that there are sufficient Revenues to make payments in accordance with the terms of the Budget.

E. Financial Reporting. NEI shall provide the Board with:

1. The projected Annual Budget as required by the terms of this Agreement.
2. Detailed statements of all Revenues received, and detailed statements of all expenditures for services and or expenses rendered or incurred to or on behalf of the Charter School, whether incurred on-site or off-site, upon request.
3. Financial statements by the 30th day of the following month as required by law or charter contract, including a balance sheet and statement of revenues and expenditures.
4. Other information on a periodic basis to enable the Board to (i) monitor NEI's performance and the efficiency of its operation of the Charter School, and (ii) furnish reports and information which the Charter School is required to provide pursuant to its Charter Contract and/or applicable laws.

G. Access to Records. NEI shall keep accurate financial records pertaining to its operation of the Charter School, together with all Charter School financial records prepared by or in possession of NEI, and shall retain all of the said records for a period of time as may be required by the Charter Contract. NEI and the Charter School shall maintain the proper confidentiality of personnel, students, and other records as required by law.

H. Review of Operational Budget. The Board shall be responsible for reviewing and approving the Annual Budget of the Charter School as presented by NEI.

I. Annual Audit. The Board shall select and retain an independent auditor, to conduct an annual audit of the Charter School in accordance with the Charter School's authorizing documents. Subject to applicable law, all finance and other records of NEI related to the Charter School will be made available to the Charter School's independent auditor.

J. Start-up Operating Losses. With Charter School approval, NEI may, in its sole discretion, provide funds for operating losses for the Charter School during the startup period. NEI advances shall be budgeted and shall be in amounts acceptable to NEI. NEI shall be reimbursed from the Revenues as and when funds are available.

K. Marketing. Marketing and development costs paid by or charged to the

Charter School shall be limited to those costs specific to the Charter School program and may include costs for the marketing and development of the Charter School.

ARTICLE VI PERSONNEL & TRAINING

A. Personnel Responsibility. NEI shall select and hire qualified personnel to perform services at the Charter School. Personnel shall be employees of NEI, unless otherwise agreed by NEI and the Board. Each party shall be responsible for all compensation for their respective employees. The compensation of all employees will be paid in accordance with the approved Annual Budget referenced in Article V of this Agreement. NEI shall have the responsibility and authority to determine staffing levels, and to select, evaluate, assign, discipline, transfer and terminate personnel consistent with state and federal law.

B. School Administrator. The accountability of NEI to the Charter School is an essential component of this Agreement. Since the responsibility of the School Administrator is critical to the Charter School's success, NEI shall have the authority, consistent with state law, to select and supervise each School Administrator and to hold the School Administrator accountable for the success of the Charter School. NEI shall consult with the Board with respect to the hiring of the School Administrator, and NEI shall remove the School Administrator from the Charter School if the Board is reasonably dissatisfied with his or her performance.

C. Teachers. NEI shall determine the number of teachers, and the applicable grade levels and subjects, required for the operation of the Charter School. NEI shall provide the Charter School with such teachers, qualified in the grade levels and subjects required, as are required by the Charter School. The curriculum taught by such teachers shall be consistent with the Educational Program. Such teachers may, in the discretion of NEI, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, such teachers may also work at other schools managed or operated by NEI. Each teacher assigned to the Charter School shall have such credentials, certifications and experience as may be required under the Charter Contract and applicable laws and shall undergo a criminal background check as if such teacher was employed by the Charter School.

D. Support Staff. NEI shall determine the number and the functions of support staff required for the operation of the Charter School. NEI shall provide the Charter School with qualified staff to efficiently operate the Charter School in accordance with the Charter Contract. The support staff may, in the discretion of NEI, work at the Charter School on a full or part time basis. If assigned to the Charter School on a part time basis, the support staff may also work at other schools managed or operated by NEI.

E. Training. NEI shall provide training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall receive at least the minimum hours of professional development required by applicable

laws. Non-instructional personnel shall receive such training as NEI determines reasonable and necessary under the circumstances.

F. Limitations on Discretion. All decisions made by NEI, and any discretion exercised by NEI, in its determination of staffing levels and its selection, evaluation, assignment, discipline, and transfer of personnel, shall be consistent with the approved Annual Budget, local, state and federal law, and consistent with the parameters adopted by the board and included within the Educational Program.

ARTICLE VII DEFAULT

A. Default. An event of default (“Event of Default”) by either party shall be limited to the following:

1. The Charter School fails to make any payment due hereunder within ten (10) days after the date such payment was due.
2. The Charter School materially breaches any of its other obligations under this Agreement and fails to cure such material breach within sixty (60) days after notice of such breach.
3. If NEI shall under such law as shall be applicable to it commence any case or proceeding, or file any petition in bankruptcy, or for reorganization, liquidation or dissolution, or be adjudicated, insolvent or bankrupt, or shall apply to any tribunal for a receiver, intervener, conservator or trustee for itself or for any substantial part of its property; or if there shall be commenced against it any such action and the same shall remain undismissed for more than sixty (60) days.
4. If NEI is found by an administrative or judicial body to have made fraudulent use of funds, or if an administrative or judicial body has revoked any license that may be required for NEI to carry on its business and perform its obligations and functions under this Agreement.
5. If NEI materially breaches this Agreement. Material Breach includes (i) failure to account for its expenditures or pay the Charter School’s operating costs (provided funds are available to do so), (ii) failure to follow policies, procedures, rules or curriculum duly adopted by the Board which is not in violation of this Agreement or the law, or (iii) insufficient progress has made in attaining student achievement objectives of the Agreement and the Charter Contract, and it is not likely that such objectives can be achieved before expiration of this Agreement, (iv) if the health, safety, or welfare of the students is threatened, (v) violation of law, (vi) the revocation, suspension or termination of licenses/certifications needed for any Charter

School operations solely as direct result of an act or failure to act by NEI, and (vii) the revocation by the ICSB of the Charter Contract solely as the direct result of an act or failure to act NEI. In the event of a material breach, NEI shall have (60) days after receipt of written notice to remedy said breach.

B. Remedies. Upon the occurrence of an uncured Event of Default by either party, the non-breaching party shall be entitled to pursue all remedies available under law or equity, including without limitation, terminating this Agreement upon seven (7) days prior written notice. In the event of termination of this Agreement for any reason by either party prior to the end of this Agreement's term, NEI may, for a fee reasonably acceptable to NEI, provide the Charter School reasonable assistance for up to thirty (30) days to assist in the transition to another administrative or structural arrangement (although NEI shall not be required to provide any assistance to another management company or service provider). However, NEI will abide by all state laws that govern transition obligations, including but not limited to:

- Transfer to such entity of all student records;
- Transferring any and all other non-proprietary information and providing necessary assistance to the new program or education service provider to ensure the least disruption of the Charter School operation as a result of the termination of this agreement;
- Transferring and/or assigning to the Charter School all contracts, agreements, licenses, permissions, and other rights and privileges related to the operation of the Charter School; including, at NEI's option, assignment of contracts for Personnel.

ARTICLE VIII INDEMNIFICATION

Each party to this Agreement does hereby indemnify and hold harmless the other, and the ICSB, and their respective boards of directors, partners, officers, employees, agents, representatives, and attorneys from and against any and all claims, actions, damages, expenses, losses or awards which arise out of (i) its negligence, (ii) its action taken or not taken, or (iii) its noncompliance or breach of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used in this subsection, "party" shall include the party's trustees, directors, officers, employees, agents, representatives and attorneys. Such indemnification may be achieved by the joint purchase of general liability and property insurance policies, or by such other means as the parties may mutually agree.

ARTICLE IX INSURANCE

A. Insurance Coverage. Each party shall maintain such insurance in the coverage amounts as may be required by the Charter Contract, with the other party listed as an additional insured. Revenues from the Charter School will be used to purchase insurances defined in the Charter Contract to operate the Charter School, including the provision of Directors & Officers Liability insurance for the Board. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this paragraph. Each party shall comply with any information or reporting requirements required by the other party's insurers, to the extent reasonably practicable.

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by the Charter Contract and applicable laws, covering their respective employees.

ARTICLE X WARRANTIES AND REPRESENTATIONS

A. Charter School Warranties and Representations. The Charter School represents that it has the authority under law to execute, deliver and perform this Agreement and to incur the obligations provided for under this Agreement. The Board warrants that its actions have been duly and validly authorized, and that it will adopt any and all resolutions or expenditure approvals required for execution of this Agreement.

B. NEI Warranties and Representations. NEI warrants and represents that it is a Delaware corporation authorized to conduct business in the State of Indiana. NEI will comply with all registration and licensing requirements relating to conducting business under this Agreement. The Charter School agrees to assist NEI in applying for such licenses and permits and in obtaining such approvals and consents.

C. Mutual Warranties. The Charter School and NEI mutually warrant to the other that there are no pending actions, claims, suits or proceedings, to its knowledge, threatened or reasonably anticipated against or affecting it, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement.

ARTICLE XI MISCELLANEOUS

A. Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between the Charter School and NEI.

B. Force Majeure. Notwithstanding any other sections of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God or due to war, riot, embargo, fire, explosion, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may terminate this Agreement in accordance with the termination provisions contained in this Agreement if sufficient grounds exist as provided in the Article of this Agreement governing termination.

C. State Governing Law/Waiver of Jury Trial. The rights of all parties hereto shall be subject to the jurisdiction of and be construed according to the laws of the State of Indiana, and subject to venue in Marion County. NEI and the Charter School hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either NEI or the Charter School against the other.

D. Agreement in Entirety. This Agreement constitutes the entire agreement of the parties.

E. Official Notices. All notices and other communications required by the terms of this Agreement shall be in writing and sent to the parties hereto at the facsimile number or address set forth below. Notice may be given by: (i) by facsimile with written evidence of confirmed receipt by the receiving party of the entire notice, (ii) certified or registered mail, postage prepaid, return receipt requested, or (iii) personal delivery. Notice shall be deemed to have been given on the date of transmittal or personal delivery if given by facsimile or personal delivery, or upon the date of postmark if sent by certified or registered mail. Notices to the Charter School shall be sent to the current address of the then current Board President or Chairman, with a copy to the then current Board attorney. The address of the parties hereto for the purposes aforesaid, inclusive of the address of the initial Board President or Chairman and Board attorney, are as follows:

Charter School:

Address:
4900 Julian Avenue
Indianapolis, IN 46201

Phone:
(317) 217-1983

with a copy to:
Address:
Phone:

NEI:

Sherry Hage, President
600 CORPORATE DRIVE, SUITE 105
FORT LAUDERDALE, FL 33334

with a copy to:
C T CORPORATION SYSTEM
1200 SOUTH PINE ISLAND ROAD
PLANTATION, FL 33324

F. Assignment. Either party may assign this Agreement with the written consent of the other.

G. Amendment. This Agreement shall not be altered, amended, modified or supplemented except in writing and approved by the Board and signed by both the President or Chairman of the Board and the President of NEI.

H. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

I. Cost and Expenses. If any party commences an action against another party as a result of a breach or alleged breach of this Agreement, the prevailing party shall be entitled to have and recover from the losing party its reasonable costs and attorneys' fees (including those incurred at appellate levels).

J. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to NEI powers or authority of the Board, which are not subject to delegation by the Board under applicable law.

K. Compliance with Law. The parties to this Agreement agree to comply with all applicable laws and regulations.

L. Compliance with Charter Contract. The parties to this Agreement agree to comply with the terms and conditions set forth in the Charter Contract.

SIGNATURE PAGE TO FOLLOW

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

Noble Education Initiative, Inc.

By:

Name:

Title:

Date:

AND

ReThink Forward Indiana, Inc.

By:

Name:

Title:

Date:

| _____

EXHIBIT "A"

COMPENSATION

Services included:

- Personnel Management
 - Personnel recruitment
 - Personnel screening & selection
 - Benefits administration
 - Standard professional development
- Educational Intellectual Property
- Curriculum Support
- Procurement/Vendor Management
- Finance & Accounting Services

DRAFT

Attachment 6
Course Scope and
Sequence



Kindergarten

Math				ELA			
Time Frame	Unit	Indiana Standard	Assessment Date	Time Frame	Unit	Indiana Standard	Assessment Date
7 weeks	Unit 1: Numbers 1–5	NS.2 NS.4 NS.5 NS.7 CA.3	Week of September 27 th	10 weeks	<u>1-Reading</u> Key Ideas & Details in Literature	RL2.1 RL2.2 RL2.3 RL2.4	Week of November 1 st
4 weeks	Unit 2: Numbers 6–9	NS.2 NS.4 NS.5 CA.3	Week of November 1 st		<u>1- Writing</u>	W2.1 W2.2	
3 weeks	Unit 3: Numbers to 10	NS.2 NS.4 NS.5 NS.6 NS.7 NS.8 NS.9 NS.10 CA.3 CA.4	Week of November 26 th	6 weeks	<u>2 – Reading</u> Key Ideas & Details in Informational Text	RN2.1 RN2.2 RN2.3	Week of December 19 th
					<u>2- Writing</u> Information	W4 W3.2	
7 weeks	Unit 4: Operations and Algebraic Thinking	CA.1 CA.2	Week of February 7 th	6 weeks	<u>3-Reading</u> Craft & Structure in Literature	RL3.1 RL3.2 RV3.1	February 13 th
					<u>3-Writing</u>	W4 W3.3	
5 weeks	Unit 5: Numbers 11–100 Number and Operations in Base Ten	NS.1 NS.2 NS.3 NS.5 NS.11	Week of March 13 th	4 weeks	<u>4- Reading</u> Craft & Structure in Informational Text	RV3.2 RN3.1 RN3.2	March 13 th
4 weeks	Unit 6: Measurement and Data	M.1 M.2 DA. 1	Week of April 17 th		<u>4- Writing</u> Argumentative	W4 W3.1	
5 weeks	Unit 7: Geometry	G.1 G.2 G.3 G.4 CA.5	Week of May 22 nd	4 weeks	<u>5- Reading</u> Compare & Contrast Informational Text	RL4.1 RL4.2	April 17 th
					<u>5 –Writing</u>	W.6.2a W.6.2b	
5 weeks				5 weeks	<u>6-Reading</u> Comparing & Contrasting Literature	RN4.1 RN4.2	May 22 nd
					<u>6-Writing</u> Sentences	W.6.1e W.6.1.a W.6.1.b	



1st Grade

Math				ELA			
Time Frame	Unit	Indiana Standard	Assessment Date	Time Frame	Unit	Indiana Standard	Assessment Date
6 weeks	Number Sense	NS.1 NS.2 NS.3 NS.4 NS.5 NS.6	Week of September 27 th	1 week		SL2.1	
5 weeks	1, 2 – Count, Add, & Subtract	CA.1 CA.2	Week of November 7 th	4 weeks	<u>1-Reading</u> Key Ideas & Details in Literature	RL2.1 RL2.3 RL2.4 RL3.1 RL4.1	Week of September 13 th
5 weeks	3- Learn Facts to 10	CA.1 CA.6	Week of December 19 th		<u>1- Writing</u>	W2.1	
4 weeks	4- Add & Subtract to 20	CA.1 CA.3 CA.4	Week of January 31 st	6 weeks	<u>2 – Reading</u> Key Ideas & Details in Informational Text	RN2.1 RN2.2 RN3.1 RV2.1	Week of November 1 st
2 weeks	5- Tens	CA.7	Week of February 14 th		<u>2- Writing</u> Sentences	W.1a W6.2a W.6.1e W6.2b	
3 weeks	6- Tens & Ones	CA.5	Week of March 6 th	4 weeks	<u>3-Reading</u> Craft & Structure in Literature	RL2.2 RL3.2 RV3.1 RL2.3	Week of December 6 th
4 weeks	7- Shapes	G.1 G.2 G.3 G.4	Week of April 10 th		<u>3-Writing</u> Narratives	W.4 W.3.3 W.6.1b	
3 weeks	8- Time & Money	M.2 M.3	Week of May 1 st	5 weeks	<u>4- Reading</u> Craft & Structure in Literature	RN2.1 RN2.3 RN3.1	Week of January 31 st
3 weeks	9- Measurement & Data	M.1 DA.1	Week of May 22 nd		<u>4- Writing</u> Paragraphs	W.4 W3.3 W.6.1b W.6.2a W.6.2b	
				5 weeks	<u>5- Reading</u> Compare & Contrast Literature	RL4.2 RL2.3 RL2.2	Week of March 6 th
					<u>5 –Writing</u> Poetry	W3.3 RV3.1	
				5 weeks	<u>6-Reading</u> Comparing & Contrasting Non-Fiction	RN2.3 RN3.2 RN4.1 RN4.2	Week of April 17 th
					<u>6-Writing</u> Argumentative Writing	W3.1 W.4 W.6.2a W.6.2b	



	5 weeks	<u>7-Reading & Writing Research</u>	RN4.2 W.5 W.4 W.3.2 RN3.1	Week of May 22 nd
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2 nd Grade							
Math				ELA			
Time Frame	Unit	Indiana Standard	Assessment Date	Time Frame	Unit	Indiana Standard	Assessment Date
5 weeks	1 Number Sense	NS.1 NS.2 NS.3 NS.4 NS.5 NS.6 NS.7	Week of September 13 th	1 week		SL2.1	
4 weeks	2 Addition within 1,000	CA.1 CA.4 CA.5 CA.6	Week of October 11 th	6 weeks	1-Reading Key Ideas & Details in Informational Text	RN2.1 RN2.2 RN2.3 RN3.2	Week of September 20 th
4 weeks	3 Subtraction within 1,000	CA.1 CA.4	Week of November 15 th		1- Writing Responding to NF Text/Writing Sentences	W.1 W.6.1a W.6.1b W.6.2b W.6.1e	
4 weeks	4 Problem Solving & Number Patterns	CA.2 CA.3 CA.7	Week of December 19 th	5 weeks	2 – Reading Key Ideas & Details in Literature	RL2.1 RL2.2 RL2.3 RL2.4	Week of November 1 st
6 weeks	5 Measurement	M.1 M.2 M.3 CA.3 M.4	Week of February 13 th		2- Writing Narratives	W.3.3 W.4 W.6.1a W.6.2a W.6.1b	
4 weeks	6 Time & Money	M.5 M.6 M.7	Week of March 13 th	4 weeks	3-Reading Craft & Structure Informational Text	RN3.1 RN3.3 RV2.1 RV3.2	Week of December 6 th
3 weeks	7 Data Analysis & Graphs	DA.1	Week of April 10 th		3-Writing Informational Text Writing a Paragraph	W.3.2 W.4 W.6.1a W.6.2b	
5 weeks	8 Geometry	G.1 G.2 G.3 G.4 G.5	Week of May 15 th	4 weeks	4- Reading Craft & Structure in Literature	RL3.1 RL3.2 RV3.1	Week of January 17 th
2 weeks	9 Review				4- Writing Poetry	W.3.3 W.4 W.6.1c RV3.1	
				4 weeks	5- Reading Compare & Contrast Informational Text	RN3.1 RN3.2 RN4.1 RN4.2	Week of February 21 st
					5-Writing Opinion Paragraphs	W.4 W.3.1 W.6.1a W.6.1b	
				4 weeks	6-Reading Comparing & Contrasting Literature	RL2.1 RL4.2 RL4.1	



		<u>6-Writing</u> Friendly Letters Responding to Reading	W.3.2 W.4 W.6.2b W.1	Week of March 20 th
	4 weeks	<u>7-Reading & Writing</u> Research	W.5 W.4 RN2.1 RN3.1 RN4.2	Week of April 24 th
	4 weeks	<u>8- Book Clubs/Novel Study</u>	RL2.1 RL2.2 RL2.3 RL2.4 RL3.1 RL3.2	Week of May 22 nd

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3 rd Grade Math				3 rd Grade			
Time Frame	Unit	Indiana Standard	Assessment Date	Time Frame	Unit	Indiana Standard	Assessment Date
2 weeks	1 Number Sense and Place Value	3.NS.1 3.NS.3 3.NS.9	August 27 th	1 week		SL2.1	
2 weeks	2 Computation +/-	3.C.1 3.AT.1	September 13 th	4 weeks	<u>1-Reading</u> Key Ideas & Details in Informational Text	RN2.1 RN2.2 RN3.2 RN2.3	Week of September 13 th
3 weeks	3 Computation x	3.C.2 3.AT.4 3.AT.6 3.C.5 3.C.6	October 4 th		<u>1- Writing</u> RACE Response	W.1 W.6.1a W.6.1e W.3.2	
3 weeks	4 Computation ÷	3.C.3 3.C.4 3.C.5 3.C.6 3.AT.5	November 1 st	4 weeks	<u>2 – Reading</u> Key Ideas & Details in Literature	RL2.1 RL2.2 RL2.3	Week of October 11 th
3 weeks	5 Problem Solving	3.AT.2 3.AT.3	November 26 th		<u>2- Writing</u> Narrative Writing	W.3.3 W.4 W.6.2a W.6.2.b	
4 weeks	6 Time & Money	3.M.3 3.M.4	January 10 th	4 weeks	<u>3-Reading</u> Craft & Structure Informational Text	RN2.1 RN3.1 RN3.3 RV2.1 RV3.2	Week of November 15 th (Writing Week of November 22 nd)
2 weeks	7 What is a Fraction	3.NS.3 3.NS.4 3.NS.5 3.G.4	January 24 th		<u>3-Writing (5 Weeks)</u> Informational Text	W.1 W.4 W.3.2 W.6.1.b W.6.2b	
3 weeks	8 Equivalent Fractions	3.NS.6 3.NS.7 3.NS.8	February 13 th	4 weeks	<u>4- Reading</u> Craft & Structure in Literature	RL2.1 RL3.1 RL3.2 RV3.1	Week of December 19 th
3 weeks	9 Area & Perimeter	3.M.5 3.M.6 3.M.7	March 13 th		<u>4- Writing (3 Weeks)</u> Poetry	W.4 W.6.1c RV2.2	
3 weeks	10 Geometry	3.G.1 3.G.2 3.G.3	April 10 th	5 weeks	<u>5- Reading</u> Compare & Contrast Informational Text	RN4.2 RN2.1 RN2.2 RN4.1 RN3.3	Week of February 7 th
2 weeks	11 Measurement	3.M.1 3.M.2	April 24 th		<u>5 -Writing</u> Persuasive Writing	W.4 W.3.1 W.6.1e RN4.1 RN3.3 ML.1 ML2.1	
1 week	12 Data Analysis	3.DA.1 3.DA.2	May 1 st	5 weeks	<u>6-Reading</u> Comparing & Contrasting Literature	RL2.1 RL4.2 RL4.1	Week of
2 weeks	Assessments	ALL	May 11 th – 22 nd				



		6-Writing Responding to Reading	W.1 W.3.2 W.4	March 13th
	4 weeks	<u>7-Reading & Writing Research</u>	3.W.5 RN4.1 RN4.2	Week of April 17th
	1 week	<u>8- I-LEARN Review</u>	ALL	April 24th – May 22nd
	2 weeks	<u>9- Book Clubs/Novel Study</u>	RN2.1 RN2.2 RN3.1 RL2.1 RL2.2 RL2.3	Week of May 22nd

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4th Grade

Math				ELA			
Time Frame	Unit	Indiana Standard	Assessment Date	Time Frame	Unit	Indiana Standard	Assessment Date
3 Weeks	1 Number Sense Understanding Place Value	4.NS.1 4.NS.2 4.NS.9	Week of August 30 th	1 Week		SL2.1	
2 Weeks	2 Computation/Addition & Subtraction	4.C.1 4.AT.1	Week of September 20 th	6 weeks	1- <u>Vocabulary</u>	RV2.1 RV2.5	Week of September 20 th
4 Weeks	3 Computation/Algebraic Thinking with Multiplication	4.AT.2 4.AT.3 4.AT.4 4.C.7 4.NS.8 4.C.4	Week of October 25 th		<u>Reading</u> Key Ideas & Details in Informational Text	RN2.1 RN2.2 RN2.3 RN3.2	
3 Weeks	3 Computation/Algebraic Thinking with Multiplication	4.C.2 4.AT.6	Week of November 15 th		<u>Writing</u> RACE Response	W.1 W.6.1e W.6.1a W.6.2b	
3 Weeks	4 Division	4.C.3 4.AT.2 4.AT.4	Week of December 13 th	5 weeks	<u>Vocabulary</u>	RV2.2	Week of October 25 th
3 Weeks	5 Understanding Fractions & Decimals	4.NS.3 4.NS.4 4.NS.5 4.NS.6 4.NS.7	Week of January 24 th		2 – <u>Reading</u> Key Ideas & Details in Literature	RL2.1 RL2.2 RL2.3	
2 Weeks	6 Computation w/ Fractions	4.C.5 4.C.6 4.AT.5	Week of February 7 th	5 weeks	<u>Writing</u> Narrative Writing	W.3.3 W.4 W.6.2.a W.6.2.b W.6.1c	Week of December 6 th
3 Weeks	7 Measurement	4.M.4	Week of February 28 th		2- <u>Vocabulary</u>	RV2.4	
3 Weeks	7 Measurement	4.M.1 4.M.2 4.M.3	Week of March 20 th		3- <u>Reading</u> Craft & Structure Informational Text	RN2.1 RN3.2 RN3.3 RV3.2	
3 Weeks	8 Geometry	4.G.1 4.G.2 4.G.3 4.G.4 4.G.5 4.M.5 4.M.6	Week of April 17 th	5 weeks	3- <u>Writing</u> Informative Writing	W.4 W.3.1 W.6.1b W.6.2b	Week of January 31 st
2 Weeks	9 Data Analysis	4.DA.1 4.DA.2 4.DA.3	Week of May 1 st		<u>Vocabulary</u>	RV3.1	
				4 weeks	<u>Reading</u> Craft & Structure in Literature	RL2.1 RL3.1 RL3.2	
					<u>Writing</u> Response to Literature	W.1	
				4 weeks	<u>Vocabulary</u>	RV3.2 RV2.4	
					5- <u>Reading</u> Integration of Knowledge and Ideas in	RN3.1 RN2.1 RN4.1 RN4.2	



1 Week	I-LEARN Review	ALL	May 4th – 8th		Informational Text		Week of February 28th
2 Weeks	Assessments	ALL Standards	May 11th – 22nd		<u>5 - Writing Persuasive Writing</u>	W.3.1 W.6.1d ML.1 ML2.1	
				4 weeks	<u>Vocabulary</u>	RV3.3	Week of March 27th
					<u>6-Reading Integration of Knowledge and Ideas in Literature</u>	RL2.1 RL4.2 RL4.1	
					<u>6-Writing Responding to Reading</u>	W.3.1 W.6.2a	
				2 weeks	<u>7 – I LEARN Review</u>	TBD	
				4 weeks	<u>8- Reading & Writing Research</u>	RN2.2 RN3.1 RN4.2 W.4 W.5 SL4.1 SL4.2	Week of May 22nd

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5th Grade

Math				ELA			
Time Frame	Unit	Indiana Standard	Assessment Dates	Time Frame	Unit	Indiana Standard	Assessment Date
4 weeks	1 Number Sense and Place Value	NS.1 NS.3 NS.4 NS.5 NS.6	Week of September 6 th	1 Week		SL2.1	
2 Weeks	2 Computation/Adding and Subtracting Decimals	C.8 AT.5	Week of September 20 th	6 weeks	3- <u>Vocabulary</u>	RV2.1	Week of September 20 th
					1- <u>Reading</u> Key Ideas & Details in Informational Text	RV2.5 RN3.1 RN2.1 RN2.2 RN2.3	
2 Weeks	3 Computation/ Multiplication	C.1 C.3 C.9 AT.1 AT.8 C.8 AT.5	Week of October 11 th	6 weeks	1- <u>Writing</u> RACE Response	W.1 W.6.1a W.6.1b W.6.2a	Week of November 1 st
					4- <u>Vocabulary</u>	RV2.2	
3 Weeks	4 Computation/ Division	C.2 AT.1 C.8 AT.5	Week of November 7 th	6 weeks	2 – <u>Reading</u> Key Ideas & Details in Literature	RL2.1 RL2.2 RL2.3	Week of November 1 st
2 Weeks	5 Problem Solving	AT.8 AT.5 AT.1	Week of November 26 th		Writing Narrative Writing	W.3.3 W.4 W.6.2.b W.6.1c	
2 Weeks	6 What is a Fraction?	NS.1 NS.2	Week of December 13 th	5 weeks	5- <u>Vocabulary</u>	RV2.4	Week of December 13 th
2 Weeks	7 Computation Fractions/ Adding & Subtraction	C.4 AT.2	Week of January 17 th		3- <u>Reading</u> Craft & Structure Informational Text	RN2.1 RN3.2 RN3.3 RV3.2	
3 Weeks	8 Computation Fractions/ Multiplication & Division	C.5 C.6 C.7 AT.3 AT.4	Week of February 7 th	4 weeks	3- <u>Writing</u> Informative Writing	W.4 W.3.1 W.6.1b W.6.1d	Week of January 31 st
3 Weeks	9 Measurement	M.2 M.3	Week of February 21 st		6- <u>Vocabulary</u>	RV3.1	
2 Weeks	9 Measurement 10 Geometry	M.4 M.5 M.6	Week of March 6 th	4 weeks	4- <u>Reading</u> Craft & Structure in Literature	RL2.1 RL3.1 RL3.2 RL2.2	Week of January 31 st
1 Week		M.1	Week of March 13 th		4- <u>Writing</u> Response to Literature	W.1 W.6.1.e W.6.2b	
2 Weeks		G.1 G.2	Week of April 27 th		<u>Vocabulary</u>	RV3.2 RV2.4	
				4 weeks	5- <u>Reading</u> Integration of Knowledge and Ideas in Informational Text	RN4.2 RN2.1 RN2.2 RN4.1 RN3.3	Week of February 28 th
					5- <u>Writing</u> Persuasive Writing	W.3.1 W. ML.1 ML2.1	
				4	6- <u>Vocabulary</u>	RV3.3	



2 Weeks	11 Algebra	AT.6 AT.7	Week of April 17 th	weeks	<u>6-Reading</u> Integration of Knowledge and Ideas in Literature	RL2.1 RL4.2 RL4.1	Week of March 27 th
2 Weeks	12 Data Analysis	DS.1 DS.2	Week of May 1 st		<u>6-Writing</u> Responding to Reading	W.3.1 W.6.2a	
1 Week	I-LEARN Review	ALL	Week of May 4 th – 8 th		2 weeks	<u>7 – I LEARN Review</u>	TBD
2 Weeks	Assessments	ALL Standards	Week of May 11 th – 22 nd		4 weeks	<u>8- Reading & Writing Research</u>	RN2.2 RN3.1 RN4.2 W.4 W.5 SL4.1 SL4.2

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6th Grade

Math				ELA			
Time Frame	Unit	Indiana Standards	Assessment Date	Time Frame	Unit	Indiana Standard	Assessment Date
5 Weeks	1 Number Sense	NS.1 NS.2 NS.3 NS.4	Week of September 13 th	1 Week		SL2.1	
		NS.6 NS.7		5 weeks	<u>Vocabulary</u>	RV2.1 RV2.5	Week of September 13 th
		NS.3 NS.5			<u>Reading</u> Key Ideas & Details in Informational Text	RN2.2 RN2.1 RN2.3	
6 Weeks	2 Computation	C.1 C.6 C.5	Week of November 1 st	6 weeks	<u>Vocabulary</u>	RV2.3	
		C.2 C.3			<u>Reading</u> Key Ideas & Details in Literature	RL2.1 RL2.2 RL2.3	
		C.2 C.3 C.4			<u>Writing</u> RACE Response	W.1 W.3.2 W.6.1a W6.2a	
		AF.1 AF.2		<u>Writing</u> Narrative Writing	W.3.3 W.4 W.6.2.b W.6.1e		
5 Weeks	3 Expressions and Equations	AF.3 AF.4 AF.5	Week of December 6 th	4 Weeks	<u>Vocabulary</u>	RV2.2	Week of December 6 th
		GM.3 AF.7 AF.8			<u>Reading</u> Craft & Structure Informational Text	RV3.2 RN3.2 RN3.3	
		NS.8 NS.9 NS.10			<u>Writing</u> Informative Writing	W.5 W.3.2 W.6.2b	
GM.1							
3 Weeks	5 2D Geometry	GM.2 GM.4 <i>Perimeter</i>	Week of February 13 th	5 weeks	<u>Vocabulary</u>	RV3.3	Week of January 31 st
		GM.4 <i>Real World</i>			<u>Reading</u> Craft & Structure in Literature	RV3.1 RL3.1 RL3.2	
3 Weeks	6 3D Geometry	GM.5 GM.6	Week of March 6 th		<u>Writing</u> Response to Literature	W.1 W.4 W6.2b	
4 Weeks	7 Inequalities	AF.5 AF.6 AF.5 AF.6	Week of April 10 th		<u>Vocabulary</u>	RV2.4	
		DS.1 DS.2		Week of April 24 th	<u>Reading</u> Integration of Knowledge and	RN4.1 RN4.2 RN4.3	



	Data Analysis	DS.3 DS.4		4 weeks	Ideas in Informational Text		Week February 28th
1 Week	I-LEARN Review	ALL	Week of April 27th – May 1st		Writing Persuasive Writing	W.3.1 ML.1 ML2.1 ML2.2	
3 Weeks	Assessments	May 1st – May 22nd		4 weeks	Vocabulary	RV2.4	Week of March 27th
					Reading Integration of Knowledge and Ideas in Literature	RL2.1 RL2.2 RL4.2 RL4.1	
					6-Writing Responding to Reading	W.3.1	
				2 weeks	7 – ILEARN Review	TBD	
				4 weeks	8- Reading & Writing Research	RN4.2 W.4 W.5 SL4.1 SL4.2	Week of May 22nd

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7 th Grade							
Math				ELA			
Time Frame	Unit	Indiana Standard	Assessment Date	Time Frame	Unit	Indiana Standard	Assessment Date
14 Days	Unit 1: Compute with Integers	7.C.1 7.C.2 7.C.7 7.NS.2 7.C.3 7.C.4 7.NS.1	Sept. 4 - 6	27 days	<u>Unit 1-Reading</u> Key Ideas & Details in Informational Text	7.RN.2.2 7.RN.2.1 7.RN.2.3 W.6.1c W.6.1.d	Sep. 23-27
20 Days	Unit 2: Compute with Rational Numbers	7.NS.3 7.C.3 7.C.7 7.C.8 7.NS.2	Oct. 7 - 8				
16 Days	Unit 3: Ratios and Proportions	7.C.5 7.AF.7 7AF.8 7.C.6	Nov. 11 - 12	28 days	<u>Unit 2- Reading</u> Key Ideas & Details in Literature	7.RL.2.1 7.RL.2.3 7.RL.2.2 7.RL.2.2 7.W.6.1e 7.W.6.1d	Nov. 18-27
15 Days	Unit 4: Graphing Ratios and Proportions	7.C.6 7.AF.4 7.AF.9 7.AF.5 7.AF.8	Dec. 9 - 10				
3 Days	(Preview) Unit 5: Algebra and Functions	7.AF.1 7.AF.2 7.AF.3	Dec 16-19		<u>Unit 2- Writing</u> Narrative Writing	7.W.3.3 7.W.4	
13 Days	Unit 5: Algebra and Functions	7.AF.1 7.AF.2 7.AF.3	Jan. 27 - 28	10 days	<u>Unit 3- Reading/Writing</u> Craft & Structure Informational Text	7.RV.3.2 7.RN.3.2 7.RN.3.3 7.RV.2.1 7.W.6.1e	December 16 -19
16 Days	Unit 6: Angles, Figures, Scale Drawings	7.GM.4 7.GM.1 7.GM.2 7.GM.5	Feb. 24 – 25	27 days	<u>Unit 4- Reading</u> Craft & Structure Literature	7.RL.3.1 7.RL.3.2 7.RV.3.1 7.RV.2.4 7.RV.2.3 7.RV.3.3	February 18-21
11 Days	Unit 7: Area and Volume	7.GM.3 7.GM.6 7.GM.7	Mar. 12-17				
6-8 days	Unit 8: Data and Statistics	7.DSP.3 7.DSP.5 7.DSP.6 7.DSP7 7.DSP.1 7.DSP.2 7.DSP.4	March 26 – April 10	4 days	<u>Unit 4-Writing</u> Analytical essay	7.W.3.1 7.W.4	



5-10 days	ILEARN Review	TBD based on Assessments 1-8	April 11 - 20	17 days	<u>Unit 5- Reading</u> Integration of Knowledge and Ideas in Informational Text	7.RN.4.1 7.RN.4.2 7.W.6.2b 7.W.6.1e	March 18-20
20 days	ILEARN Testing Window		April 20 – May 15				
15 days	Project Based Learning	7.W.4 7.W.5	April 20- May 8	5 days	<u>Unit 5- Writing</u> Argumentative Writing	7.W.3.1 7.W.4	April 6-17
8 days	8th Grade Math Introduction		May 18 - 29	20 days	Ilearn Testing Window		April 20 - May 15
				15 days	<u>Project-Based Learning</u>	7.W.4 7.W.5	April 20- May 8
				5-10 days	<u>Next Grade Standards</u>	TBD based on vertical alignment discussions	

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8 th Grade							
Math				ELA			
Time Frame	Unit	Indiana Standard	Assessment Date	Time Frame	Unit	Indiana Standard	Assessment Date
22 Days	Unit 1: Number Sense	NS.3 NS.4 NS.1 NS.2 C.1 C.2	Sept. 16-17	27 days	Unit 1-Reading Key Ideas & Details in Informational Text	8.RN.2.2 8.RN.2.1 8.RN.2.3 8.W.6.1d 8.RV.2.1 8.RV.3.2	Sep. 23-27
18 Days	Unit 2: Algebra and Functions Part 1	AF.3 AF.7 AF.5 AF.6 AF.4	Oct. 22-23				
16-21 Days	Unit 3: Algebra and Functions-Linear Equations	7.C.5 7.AF.7 7AF.8 7.C.6	Nov. 11 - 19	28 days	Unit 2- Reading Key Ideas & Details in Literature	8.RL.2.1 8.RL.2.3 8.RL.2.2 8.W.6.1b	Nov. 18-27
13-15 Days	Unit 4: Algebra and Functions-Systems of Equations	AF.8	Dec. 5-10				
3-5 Days	(Preview) Unit 5: Geometry and Measurement-Transformations	GM.4 GM.6 GM.3 GM.5	Dec 16-19	6-10 days	Unit 3- Reading/Writing Craft & Structure Informational Text	8.RV.3.2 8.RN.3.2 8.RN.3.3	December 10-19
9 Days	Unit 5: Geometry and Measurement-Transformations	GM.4 GM.6 GM.3 GM.5	Jan. 21-22	27 days	Unit 4- Reading Craft & Structure Literature	8.RL.3.1 8.RL.3.2 8.RV.2.4 8.RV.2.3 8.RV.3.1 8.RV.3.3	Feb. 17-21
16 Days	Unit 6: Geometry and Measurement-Pythagorean Theorem	GM.8 GM.9 GM.7	Feb. 18-19	4 days	Unit 4-Writing Analytical essay	8.W.3	
12 Days	Unit 7: Geometry and Measurement-Volume	GM.1 GM.2	Mar. 9-10	17 days	Unit 5- Reading Integration of Knowledge and Ideas in Informational Text	8.RN.4.1 8.RN.4.3 8.W.6.2b	March 18-20
11 days	Unit 8: Data and Statistics	DSP.1 DSP.3 DSP.5 DSP.6 DSP.2 DSP.4	March 26-27	5 days	Unit 5- Writing Argumentative Writing	8.W.4 8.W.3.1 8.W.6.1.e	March 18-20
				10 days	ILEARN Review	TBD based on Assessments 1-8	April 6-17
5-10 days	ILEARN Review	TBD based on Assessments 1-8	March 28-April 20	20 days		ILEARN Testing Window	April 20 – May 15



20 days	iLearn Testing Window		April 20 – May 15	15 days	<u>Project-Based Learning</u>	7.W.4 7.W.5	April 20- May 8
15 days	Project-Based Learning	W.4 W.5	April 20- May 8				
10 days	Next Grade Standards	TBD based on vertical alignment discussions		5-10 days	<u>Next Grade Standards</u>	TBD based on vertical alignment discussions	May 18-29

DRAFT



9-10 ELA			
Time Frame	Unit #	District Assessed	School Assessed
15 Days	Unit 1: Informative Writing/ Informative Text	✓ +9/10.RN.2.1* ✓ +9/10.RN.2.2* ✓ +9/10.RN.2.3* ✓ +9/10.W.6.1e*	✓ + 9/10.W.4* ✓ + 9/10.W.3.2* ✓ +9/10.RV.2.1*
15 Days	Unit 2: Elements of Story	✓ +9/10.RL.2.1* ✓ +9/10.RL.2.2* ✓ +9/10.RL.2.3* ✓ 9/10.RL.3.2* ✓ 9/10.RV.3.1*	✓ +9/10.W.6.2b* ✓ +9/10.W.3.3*
15 Days	Unit 3: Personal Narrative/ Key Ideas	✓ +9/10.RN.2.1* ✓ +9/10.RN.2.2* ✓ +9/10.RN.3.2* ✓ 9/10.RV.3.2* ✓ 9/10.W.6.2b*	✓ +9/10.W.3.3* ✓ 9/10.W.6.1a-e* ✓ 9/10.W.6.2a,c
15 Days	Unit 4: Persuasion/ Arguments	✓ +9/10.RN.2.3* ✓ +9/10.RN.3.2* ✓ +9/10.RN.3.3* ✓ +9/10.RN.4.1	✓ 9/10.RV.3.2 ✓ +9/10.W.3.1* ✓ 9/10.W.4* ✓ +9/10.W.6.1a-e*
15 Days	Unit 5: Lit Analysis /Arguments	✓ +9/10.RL.2.1* ✓ +9/10.RL.2.2* ✓ +9/10.RL.2.3* ✓ +9/10.RL.3.1* ✓ 9/10.RL.3.2*	9/10.RL.4.1 ✓ +9/10.W.3.1* ✓ 9/10.RV.3.1*
15 Days	Unit 6: Informative Writing/ Author's Purpose	✓ +9/10.RN.2.3* ✓ +9/10.RN.3.2* ✓ +9/10.RN.3.3* ✓ +9/10.RV.3.2* ✓ +9/10.W.6.1b,e*	✓ 9/10.W.5 ✓ +9/10.RN.3.2* ✓ 9/10.RV.3.2 ✓ +9/10.W.3.1*
15 Days	Unit 7: ISTEP/Data-based Review	✓ Standards review based entirely on student data (IFC/ISTEP)	
15 Days	Unit 8: Lit Analysis/ Presentations	✓ +9/10.RL.2.1* ✓ +9/10.RL.2.2* ✓ +9/10.RL.2.3* ✓ +9/10.RL.3.1* ✓ +9/10.RV.3.1* ✓ 9/10.RV.2.4	✓ +9/10.W.3.1* ✓ 9/10.ML.2.1* ✓ 9/10.SL.4.1 ✓ 9/10.SL.4.2 ✓ 9/10.RV.3.3



11-12 th Grade ELA			
Time Frame	Unit #	District Assessed	School Assessed
15 Days	Unit 1: Informative Writing/ Informative Text	<ul style="list-style-type: none"> ✓ +11/12.RN.2.1* ✓ +11/12.RN.2.2* ✓ +11/12.RN.2.3* ✓ +11/12.W.6.1e* 	<ul style="list-style-type: none"> ✓ + 11/12.W.4* ✓ + 11/12.W.3.2* ✓ +11/12.RV.2.1*
15 Days	Unit 2: Elements of Story	<ul style="list-style-type: none"> ✓ +11/12.RL.2.1* ✓ +11/12.RL.2.2* ✓ +11/12.RL.2.3* ✓ 11/12.RL.3.2* ✓ 11/12.RV.3.1* 	<ul style="list-style-type: none"> ✓ +11/12.W.6.2b* ✓ +11/12.W.3.3*
15 Days	Unit 3: Personal Narrative/ Key Ideas	<ul style="list-style-type: none"> ✓ +11/12.RN.2.1* ✓ +11/12.RN.2.2* ✓ +11/12.RN.3.2* ✓ 11/12.RV.3.2* ✓ 11/12.W.6.2b* 	<ul style="list-style-type: none"> ✓ +11/12.W.3.3* ✓ 11/12.W.6.1a-e* ✓ 11/12.W.6.2a,c
15 Days	Unit 4: Persuasion/ Arguments	<ul style="list-style-type: none"> ✓ +11/12.RN.2.3* ✓ +11/12.RN.3.2* ✓ +11/12.RN.3.3* ✓ +11/12.RN.4.1 	<ul style="list-style-type: none"> ✓ 11/12.RV.3.2 ✓ +11/12.W.3.1* ✓ 11/12.W.4* ✓ +11/12.W.6.1a-e*
15 Days	Unit 5: Lit Analysis /Arguments	<ul style="list-style-type: none"> ✓ +11/12.RL.2.1* ✓ +11/12.RL.2.2* ✓ +11/12.RL.2.3* ✓ +11/12.RL.3.1* ✓ 11/12.RL.3.2* 	<ul style="list-style-type: none"> 11/12.RL.4.1 ✓ +11/12.W.3.1* ✓ 11/12.RV.3.1*
15 Days	Unit 6: Informative Writing/ Author's Purpose	<ul style="list-style-type: none"> ✓ +11/12.RN.2.3* ✓ +11/12.RN.3.2* ✓ +11/12.RN.3.3* ✓ +11/12.RV.3.2* ✓ +11/12.W.6.1b,e* 	<ul style="list-style-type: none"> ✓ 11/12.W.5 ✓ +11/12.RN.3.2* ✓ 11/12.RV.3.2 ✓ +11/12.W.3.1*
15 Days	Unit 7: ISTEP/Data-based Review	<ul style="list-style-type: none"> ✓ Standards review based entirely on student data (IFC/ISTEP) 	
15 Days	Unit 8: Lit Analysis/ Presentations	<ul style="list-style-type: none"> ✓ +11/12.RL.2.1* ✓ +11/12.RL.2.2* ✓ +11/12.RL.2.3* ✓ +11/12.RL.3.1* ✓ +11/12.RV.3.1* ✓ 11/12.RV.2.4 	<ul style="list-style-type: none"> ✓ +11/12.W.3.1* ✓ 11/12.ML.2.1* ✓ 11/12.SL.4.1 ✓ 11/12.SL.4.2 ✓ 11/12.RV.3.3



Algebra 1					
Time Frame	Unit Title	Addressed and Assessed	Teaching Window	Assessment Window	Addressed Not Assessed
19 Days	Unit 1 Intro to Algebra 1 and Solving Equations	A1.L.1 A1.L.2 A1.L.3	August 5- 30	September 4-10	
20 Days	Unit 2 Inequalities, Functions, and Slope	A1.F.1 A1.F.3 A1.L.2 A1.L.6 A1.L.8 A1.L.11	September 9- October 4	October 7-11	A1.L.4 A1.F.4
9-11 Days	Unit 3 Graphing Linear Equations and Inequalities	A1.F.4 A1.F.2 A1.L.4 A1.L.5 A1.L.7	October 10- November 1	November 1-7	A1.DS.1 A1.DS.2
19 Days	Unit 4 Graphing Systems of Equations and Functions	A1.SE1.1 A1.F.4 A1.F.2	November 11- December 10	December 17-19 (Finals Week)	
18 Days	Unit 5 Systems of Equations and Inequalities	A1.SE1.3 A1.SE1.4 A1.SE1.2	January 7- 31	February 3-7	
23 Days	Unit 6 Simplifying Radicals Exponents and Polynomials	A1.RNE.3 A1.RNE.5 A1.RNE.7 A1.RNE.4	February 7- March 13	March 16-20	
20 Days	Unit 7 Factoring and Intro to Quadratics	A1.RNE.6 A1.QE.4	March 23- April 24	April 27-May1	
15 Days	Unit 8 Graphing Quadratics and Exponentials	AE.QE.1 AE.QE.2 AE.QE.3 AE.QE.6 AE.QE.7	May 1 – May 19	May 26-28 (Finals Week)	



Geometry				
Time Frame	Unit	Assessed	Teaching Window	Assessment Date
19 Days	1	MA.9-12.G.LP.2 MA.9-12.G.PL.1 MA.9-12.G.PL.2	August 5- 30	September 4-10
20 Days	2	MA.9-12.G.PL.3 MA.9-12.G.PL.4 MA.9-12.G.PL.5	September 9- October 4	October 7-11
9-11 Days	3	MA.9-12. G.T.1 MA.9-12. G.T.9	October 10- November 1	November 1-7
19 Days	4	MA.9-12.G.TR.1 MA.9-12.G.TR.2 MA.9-12. G.T.2	November 11- December 10	December 17-19 (Finals Week)
18 Days	5	MA.9-12.G.TR.2 MA.9-12. G.T.2 MA.9-12. G.T.10	January 7- 31	February 3-7
23 Days	6	MA.9-12.G.QP.3 MA.9-12.G.QP.4 MA.9-12.G.QP.1 MA.9-12.G.QP.2	February 7- March 13	March 16-20
20 days	7	MA.9-12.G.CL3 MA.9-12.G.CL6 MA.9-12.G.CL7	March 23- April 24	April 27- May1
15 Days	8	MA.9-12.G.TS.1 MA.9-12.G.TS.5 MA.9-12.G.TS.6 MA.9-12.G.TS.7 MA.9-12.G.TS.8 MA.9-12.G.TS.9	May 1 – May 19	May 26-28 (Finals Week)



Algebra 2				
Time Frame	Unit	Standard Assessed	Teaching Window	Assessment Window
19 Days	1	AII.CNE.1 AII.CNE.2 AII.CNE.3 AII.CNE.4	August 5- 30	September 4-10
20 Days	2	MA.9-12.AII.F.1 MA.9-12.AII.F.2 MA.9-12.AII. F.5	September 9- October 4	October 7-11
9-11 Days	3	MA.9-12.AII.SE.1 MA.9-12.AII.SE.2 MA.9-12.AII.SE.3	October 10- November 1	November 1-7
19 Days	4	AII.Q.1 AII.Q.2 AII.Q.3 AII.CN.1	November 11- December 10	December 17-19 (Finals Week)
18 Days	5	AII.PR.1 AII.PR.2 AII.PR.3	January 7- 31	February 3-7
23 Days	6	AII.PR.2 AII.PR.3 AII.CNE.2 MA.9-12.AII. EL.2	February 7- March 13	March 16-20
20 Days	7	MA.9-12.AII. EL.3 MA.9-12.AII. EL.4 MA.9-12.AII. EL.5	March 23- April 24	April 27-May 1
15 Days	8	MA.9-12.AII.CNE.2 MA.9-12.AII.PR.2 MA.9-12.AII.PR.3 MA.9-12.AII.CNE.6	May 1 – May 19	May 26-28 (Finals Week)

Attachment 7
Academic and Exit
Standards



Promotion Policies and Exit Standards

Promotion and graduation qualification information will be communicated to parents via the student handbook, website, and at student orientation during registration. All students and families must attend an orientation session.

To be promoted to the next grade, students must receive a passing grade in a total of three courses from the following subject areas: English language arts (ELA)/English as a second language (ESL), mathematics, science, and/or social science. In addition, 3rd grade students must pass IREAD-3 by the summer retake session following the completion of their 3rd grade year. Continual conversations will occur with parents, which may occur as frequent as each quarterly report card. Communication regarding the retention of an elementary student will be made at the end of a school year or over the summer if the student is taking summer school for remediation.

To be Promoted to Grade 8

To be promoted to grade 8, students must receive a passing grade in a total of three courses from the following subject areas: English language arts (ELA)/English as a second language (ESL), mathematics, science, and/or history/social science.

Students who do not meet this criteria will be required to attend summer school. A passing grade in a summer school course will qualify students for promotion to the next grade level.

To be Promoted to Grade 9

To be promoted to grade 9, students must receive a passing grade in a total of six courses from the following subject areas in grades 7 and 8: English language arts (ELA)/English as a second language (ESL), mathematics, science, and history/social science.

Students who do not meet this criteria will be required to attend summer school. A passing grade in a summer school course will qualify students for promotion to the next grade level.

High School Exit Standards

Advancement through the High School curriculum shall be based upon the student's progress in earning credits necessary for "graduation" as defined by Indiana code IC §20-32-4 in the student's "expected graduation year" as defined by Indiana code. Earned credit will be provided when the student demonstrates mastery of the Indiana Academic Standards for the course. If a student fails to earn credits that enable the student to progress toward graduation in the student's "expected graduation year" as defined by Indiana code, the student shall be considered to be retained as defined by Indiana code. In order to be promoted to the next grade, students must receive a passing grade in a total of three courses from the following subject areas: English language arts (ELA)/English as a second language (ESL), mathematics, science, and/or social science.



In accordance with IC §20-3-4 HOWE will ensure all student meet the graduation pathways requirements by allowing students the opportunity to determine how best they can meet pathway requirements based on educational interests and postsecondary educational and career goals.

1. **Indiana Diploma Designation:** Students earn will be able to earn credits toward one of the following diploma designations.
 - Core 40, Academic Honors, Technical Honors, General, Cambridge
2. **Learn and Demonstrate Employability:** Students demonstrate desired outcomes based on one of the three experience types earned. Depending on the experience type selected, students may demonstrate the desired outcome by earning dual credit, delivering a presentation, preparing a portfolio or video, securing a letter of employment verification, or completing a project among other approved options that satisfy this requirement.
 - *Project-Based Experience:* Allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question. Criteria for meeting this option successfully is derived from the seven design principles outlined by Buck Institute for Education.
 - *Service-Based Experience:* Integrates academic study with service experience, reflects larger social, economic, and societal issues, and collaborative efforts between students, schools, and community partners. Criteria for meeting this option successfully is grounded in the guidelines from National Youth Leadership Council's eight standards for quality service.
 - *Work-Based Experience:* Activities that occur in a workplace while developing the student's skills, knowledge, and readiness for work. Criteria for meeting this option successfully is based on National Governors Association's four design principles.
3. **Postsecondary-Ready Competencies:** Students work to meet at least one of the following competencies, each with its own grade, score or other requirements: Honors Diploma, ACT, SAT, ASVAB, Industry Certification, Apprenticeship, CTE Concentrator, Dual Credit, or Cambridge

HOWE will implement a 4-point grading scale that is associated with a letter grade. Grades are assigned and credits are determined at the end of each of the two semester in the academic year. Credits are awarded for courses completed with a 60%/D- or above based on mastery-based grading.



Grade	Percentage	Grade Points - Regular	Grade Points - Honors	Grade Points - Dual Credit
A	100-93	4.0	4.5	5.0
A-	90-92	3.5	4.1	4.6
B+	88-89	3.2	3.8	4.3
B	83-87	3.0	3.5	4.0
B-	80-82	2.8	3.2	3.7
C+	78-79	2.5	2.9	3.4
C	72-77	2	2.5	3.0
C-	70-72	1.7	2.2	2.6
D+	68-69	1.5	1.9	2.2
D	63-67	1.0	1.5	1.8
D-	60-62	.5	1	1.4
F	0-59	0	0	0

HOWE's mastery-based grading policy is centered around the demonstration of mastery toward standards. Standards are broken down into smaller, defined learning targets that outline the knowledge, skills, and practices that students perform at any given level of achievement in each content area at each grade level. They indicate if students are academically prepared to engage successfully in further studies in each content area, the next grade's material and, eventually at the high school level to verify that they are college and career ready.

These are high-level rubrics that describes progressive levels of mastery for an entire period of learning, such as a unit, a quarter, or an entire year. Unlike rubrics that are created only for summative purposes, all descriptors are written in concrete, objective language, making the learning targets strong evaluative and formative tools.

Additionally, per IC §20-33-2-13 HOWE will put the following contents on their transcripts:

- Attendance records
- Statewide assessment results
- Secondary level and postsecondary level certifications of achievement
- Immunization records
- Dual credit courses taken that are included in the core transfer library

To ensure students are able to opt into courses that meet both the state requirements but their postsecondary and career interests the following electives may be offered:

- CTE
 - Business
 - Intro to Business, Sports Management, Principals of Marketing, Administrative and Office Management, Principals of Business Management, Accounting, Strategic Marketing



- Welding and Manufacturing
 - Welding, Advanced Manufacturing, Industrial Technology
- Other
 - Commercial Photography, Health Science Education, Education Professions, Culinary Arts
- **CORE**
 - Health, PE, JROTC
 - JROTC, Weight and Physical Conditioning
 - Cambridge
 - Econ, General Paper, Classical Studies
 - Fine Arts
 - Band, Chorus, Art, Piano
 - World Languages
 - Spanish, ESL
 - Other
 - Quantitative Reasoning, Calculus, Current Issues and Events, Novels, Sociology

Attachment 8
School Calendar and
Schedule

T.C. Howe Community High School

Thomas Carr Community School Bell Schedule			
Period	Traditional	Assembly	Delay
1	8:00-8:44	8:00-8:43	10:00-10:34
2	8:48-9:32	8:47-9:30	10:38-11:12
Success	9:36-10:06	N/A	N/A
3	10:10-10:54	9:34-10:17	11:16-11:50
4	10:58-11:42	10:21-11:04	1:06-1:40
5A Lunch Class	11:46-12:16 11:46-12:30	11:08-11:38 11:08-11:51	11:54-12:24 11:54-12:28
5B Lunch Class	12:34-1:04 12:20-1:04	11:55-12:25 11:42-12:25	12:32-1:02 12:28-1:02
6	1:08-1:52	12:29-1:12	1:44-2:18
7	1:56-2:40	1:16-1:59	2:22-2:56
8	2:44-3:30	2:03-2:46	3:00-3:30

Core Instructional Minutes by Day for Middle School Students	
Daily Minutes	Activity
90 minutes	Literacy Block
45 Minutes	Writing
90 Minutes	Math
45 Minutes	Science
45 Minutes	Social Studies

Core Instructional Minutes by Week for Middle School Students	
Weekly Minutes	Activity
450 Minutes	ELA
450 Minutes	Math
225 Minutes	Writing
225 Minutes	Science
225 Minutes	Social Studies
225 Minutes	Career Exploration
150 Minutes	Remediation or Enrichment in Success Block

T.C. Howe Community High School

2020-2021 School Event Calendar

July 2020						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July	
4	Independence day
20-24	Staff PD Day - NO SCHOOL
27-31	Staff PD Day - NO SCHOOL

August	
3	Back To School Bookbag Drive 11am-1pm
5	Start Quarter 1 - First Day of School - All Students
21	Staff PD Day - NO SCHOOL

September	
7	Labor Day - NO SCHOOL
8	Staff PD Day - NO SCHOOL
11	Interim Report Issue

October	
6	End of 1 st Quarter
7	Start of 2 nd Quarter
12-16	Fall Break
19	Staff PD Day - NO SCHOOL
22	Parent Night Report Card Pick Up

November	
1	Daylight Saving Ends
13	Staff PD Day - NO SCHOOL
20	Interim Report Issued
25	Thanksgiving Break - NO SCHOOL
26	Thanksgiving Break - NO SCHOOL
27	Thanksgiving Break - NO SCHOOL

December	
14	Semester Exams Begin
17	End 1st Semester - Students Last Day
18	Staff PD Day - NO SCHOOL - Weather Make Up
21	Winter Break - NO SCHOOL

January 2021						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May 2021						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

June 2021						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

January	
1	Winter Break - NO SCHOOL
4	Staff PD Day - NO SCHOOL - Weather Make Up
5	Start 3rd Quarter - Students Return
8	Parent Night Report Card Pick Up
18	Martin Luther King Jr. Day - NO SCHOOL
29	Interim Reports Issued

February	
12	Staff PD Day - NO SCHOOL - Weather Make Up
15	President's Day - NO SCHOOL

March	
17	Daylight Savings Begins
12	End of 3rd Quarter
15	Start of 4th Quarter
25	Report Cards Issued for 3rd Qtr- Parent Pick Up
29-2nc	Spring Break - NO SCHOOL

April	
2nd	Spring Break - NO SCHOOL
8	Interim Report Issued

May	
21	Semester Exams Begin
24	Memorial Day - NO SCHOOL
28	Last Day for Students
31	Last Day for Staff - Record Close Out Day
5	Graduation Day

Attachment 9 Enrollment Policy



Thomas Carr Howe Community High School Enrollment Policy

Overview

Thomas Carr Howe Community High School (HOWE) is committed to enrolling a diverse student population and shall abide by the provisions outlined in IC 20-24-5 and Indiana Statutes that forbid discrimination on the basis of race, national origin, gender, marital status, ethnicity, or disability.

HOWE will admit students of any race, color, nationality and ethnic origin, religion, sexual orientation, or gender. Pursuant to IC 20-24-1, HOWE will enroll an eligible student who resides in Indiana and submits a timely application unless the number of applications exceed the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process.

In accordance with IC 20-24-5-5, a charter school may limit new admissions to the charter school to: (1) ensure that a student who attends the charter school during a school year may continue to attend the charter school in subsequent years; (2) ensure that a student who attends a charter school during a school year may continue to attend a different charter school held by the same organizer in subsequent years; and (3) allow the siblings of a student who attends a charter school or a charter school held by the same organizer to attend the same charter school the student is attending.

In addition, IC 20-25-5-5(d) states that during the school year in which an existing school converts to a charter school, the charter school may limit admission to: (1) those students who were enrolled in the charter school on the date of the conversion; and (2) siblings of students described in subsection 1. Students who are currently enrolled at HOWE will have an opportunity to recommit and be guaranteed a seat for the following year prior to the enrollment deadline.

Enrollment will be conducted in two separate rounds and will follow the timeline outlined in the table below:

Round 1	
Open Enrollment Begins	November
Enrollment Deadline	January
Lottery	February
Notification of Lottery Results	February
Round 2	
Open Enrollment Begins	February
Enrollment Deadline	April
Lottery	May
Notification of Lottery Results	May



Lottery Rules:

General

1. For the purposes of the lottery, the following terms are defined as follows:
 - a. All references to dates are defined to mean the CLOSE OF BUSINESS on the date indicated.
 - b. Lottery refers to the selection of applicant names by a random method such as a system generated process or the blind drawing of individual names from a container in sequence until all names in the container have been exhausted.
 - c. Lottery refers to the process whereby all eligible applicants are assigned a random student ID number by the computer-based enrollment system and sorted, by grade, in order of the randomly assigned ID number.
2. All new applicants, including siblings of those already attending HOWE, participate in the lottery irrespective of preference status.
3. Only applications received prior to the end of the open enrollment deadline are eligible to participate in the lottery.
4. All applicants offered a seat shall be required to affirmatively respond to an offer for acceptance and complete the online registration process within the designated time. Those not responding within the designated time will have their offer rescinded.
5. A lottery shall be conducted by a school to include all grades in which the number of applicants exceeds the number of expected seats available.
 - A. If the number of applicants is less than the number of seats anticipated to be available, no system generated lottery shall be conducted for that grade. Instead, all applicants for that grade shall receive an offer of admission.
6. ALL offers of registration shall be made in the order of the lottery results.

Rules: Preferences

1. All preference categories shall be published prior to the lottery being conducted.
2. All applicants entitled to receive an initial placement preference shall be identified PRIOR to the lottery.
3. Preference status entitles an applicant to be offered an available seat ahead of applicants without a preference status.
4. Please note that Federal Law requires immediate enrollment/placement throughout the year of children who are homeless, in new foster care placement, subject to court-ordered change in custody and/or displaced because of an emergency situation.
5. The following preferences shall be considered:
 - a) Applicant sibling of a currently enrolled student.
 - b) Applicant children of an employee of the charter school, and applicant children of a member of the charter school's governing board.

Student Enrollment System

Applications will be made available online through a computer-based enrollment system, which will be accessible on the school website. Once the charter is granted and we begin our transition to becoming a charter school, we will select and implement a student enrollment system that best meets the needs of our



school. The student enrollment system will accept student applications and monitor the number of applications submitted for each grade. The system will manage all aspects of the enrollment process including: online applications, application verification, sibling applicant record-linking, admission preference management, HOWE and computerized lottery options, wait-list management, data exports, and statistical reporting.

Upon submission of an application, the information is reviewed for eligibility of attendance. At each phase of the admission process, the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery, waitlists, and notification of acceptance. If there is an over subscription for any grade level at the end of the open enrollment period, a lottery will be conducted.

All accepted applicants will be provided with access to registration requirements, via the student enrollment system. Documentation required by HOWE is collected for review and verification.

Lottery Procedure

Prior to school opening, an open enrollment period will be established and announced. Students who are currently enrolled at HOWE will have an opportunity to recommit and be guaranteed a seat for the following year prior to the enrollment deadline. During open enrollment, school staff will host informative enrollment meetings for the upcoming school year. These meetings will provide direction for parents/guardians interested in enrolling their child(ren). At the end of the open enrollment period, parents will be notified of acceptance to HOWE or advised that a lottery will be held due to applications exceeding capacity. If capacity is not reached after the established open enrollment period, subsequent applications will be accepted and ordered based on the date the application was received and the preferences extended to the applicant. As seats become available, they will be offered to applicants according to this established order until capacity is reached.

In subsequent years, a recommit period will occur and applications will be accepted each year during an open enrollment period and continuously to maintain capacity in each grade level. All applications will be date/time stamped as they are received and filed by grade level. If the number of applications exceeds the capacity of a program, class, grade level, or building, a random, computer-generated lottery will be held to determine which applicants are admitted. The number of seats available will be determined by the capacity minus the number of students who recommit. All applications received within the open enrollment period will be randomly scheduled for enrollment or placed on a numerical waiting list based on HOWE's available preferences. All applications received after the open enrollment period will be placed at the bottom of the waiting list for that particular program, class, or grade level in the order in which they are received.

Parents will be notified by email of their child's acceptance and will have a specific timeline to respond using the student enrollment system of their decision to attend. If an accepted applicant decides not to attend HOWE, the slot will be given to the next eligible person on the waiting list. Student transfers and re-enrollments will follow the same processes and procedures as new student applicants, including participation in a lottery (if applicable).

Each applicant selected in the lottery will receive an email containing a confirmation code specific only to that applicant. This confirmation code will be linked to the applicant's file in the student enrollment



system.

An applicant will have five (5) business days, starting from the date the offer was made, to respond to the offer online via the student enrollment system. They will have the opportunity to confirm their plans for attendance at HOWE by either accepting or declining the offer in the student enrollment system. If the applicant fails to respond to the offer, in either the affirmative or the negative, the offered seat will be rescinded and offered to the next eligible applicant.

Should the applicant decide to accept the offered seat, they will receive a confirmation email within 24-48 hours of their response. The email will contain instructions for completing the enrollment and registration process. Starting from the day of the applicant's acceptance, the applicant will have 10 business days to complete the online registration form and provide the required documents. If these specified registration items are not submitted within 10 business days, the applicant will lose their seat unless there is a valid reason for a hold (i.e. waiting for proof of residence for a recent move to the area).

Required documentation for registration includes:

- Proof of age
- Proof of residence
- Immunization records
- Academic records
- Other documentation: custody agreements, Gifted documentation, Special Education documentation, IEPs, 504 documentation, testing results

Student Withdrawals

In alignment with Indiana Department of Education processes and procedures, withdrawal documentation will be obtained for each student removed from HOWE's cohort. Acceptable withdrawal documentation is outlined by the Indiana Department of Education. To obtain withdrawal documentation, all persons conducting the removal must complete cohort training and adhere to school and state policies and procedures.

Attachment 10
Student Discipline
Policy



Discipline Policy

Class Dojo

Class Dojo, an online behavior management system, has been implemented to foster positive student behaviors and classroom culture through distributing positive class values and needs work class values. Discipline staff, as well as, teachers use positive reinforcement for desired student behavior and conduct, such as:

- Verbal praise
- Positive phone calls home
- Lunch with teacher
- Student shout outs over the PA system
- Special lunch privileges
- Special class privileges
- Quarterly student point system rewards

Offenses that Warrant Suspension/Expulsion

Offenses for which students in the school must (where nondiscretionary) and may (where discretionary) be suspended or expelled, respectively are listed below:

- Failure to follow directions relating to safety and order in class, school, school-sponsored activities or on the school bus
- Possession, use, distribution and/or sale of tobacco products
- Dispute
- Stealing or use of counterfeit bills
- Possession of stolen property
- Threats/intimidation/ridicule
- Trespassing
- Directing obscene, profane, or offensive language or gestures to a school district employee or agent
- Leaving school grounds or site of any school activity without permission
- False information
- Possession of firearm facsimiles
- Simple assault on a student
- Extortion
- Use of camera
- Simple Battery Upon Students
- Fighting
- Vandalism
- Sexual harassment
- Simple assault on school employee or agent
- Gambling
- Cheating and/or copying the work of others
- Possession, and/or use, distribution of a facsimile of a drug, alcohol, tobacco product or any substance with a potential for abuse
- Threat/intimidation
- Robbery
- Stealing/larceny/theft



- Burglary of school property
- Criminal mischief/vandalism
- Possession of prohibited substance or objects
- Lewd, indecent, or offensive behavior
- Battery upon student resulting in bodily harm
- Inciting or participating in major student disorder
- Unjustified activation of a fire alarm system
- Igniting fireworks, firecrackers, or flammable materials
- Defamation of character
- Stalking
- Unauthorized use of instructional technology
- Major dispute or altercation
- Simple assault upon school district employee or agent
- Bullying
- Harassment
- Possession of fireworks, firecrackers, smoke bombs, lighters, matches, or flammable materials
- Simple battery upon school district employee or agent
- Sexual offenses
- Alcohol
- Drugs
- Arson
- Aggravated battery upon a school employee or agent
- Armed robbery
- Weapon
- Possession of a firearm
- Use of a deadly weapon
- Use of a prohibited object or substance

Rights of Students with Disabilities

The Special Education Lead and/or Teachers of Record (TOR) are a part of every disciplinary encountering involving our Special Education population to ensure the appropriate accommodations are met and legal and policy compliance. Students with disabilities, including but not limited to those with IEPs and 504 plans, are identified in PowerSchool with a yellow triangle. The yellow triangle includes the student's TOR and his or her accommodations. The Special Education Lead ensures that our Special Education students and parents are aware of their rights in each disciplinary action and proceeding.

Appeal Process

Students and parents are informed of the appeal process throughout. Appeals will be made in writing to the board of directors. This process is clearly defined in the expulsion packet.

Informing Parents and Students

Parents and students are informed of our discipline policy upon enrollment by receiving the HOWE Code of Conduct Handbook. Parents then sign a *Code of Conduct Agreement* acknowledging they have read the HOWE Code of Conduct and agree to abide by all regulations within the handbook. They are made aware that by choosing not to follow



the regulations will result in consequences as outlined in the Code of Conduct. Administration sends reminders and/or discipline policy updates to parents via School Messenger. Assemblies are held by administrators, including support staff, to provide reminders and updates to students regarding the discipline policy.

Discipline Matrix

Offense	Description	Range of Consequences
Disruption in Class	Any conduct which is so disruptive as to interfere with the teacher's ability to communicate with the other students or their ability to learn. This would include disrespect toward the teacher, other students or other adults entering the classroom. This would also include minor insubordination toward the classroom teacher.	Take a Break, Buddy Room, Reflection Journal, Referral, Detention, Parent Conference, Saturday School, Suspension
Illegal Organization	Any participation in prohibited secret clubs or societies.	Detention, Parent Conference, Saturday School, Suspension
Disorder Outside of Class	A student must not be disrespectful towards other students outside of class or participate in disruptive conduct that interferes with maintaining order in areas subject to school authority or the failure to follow directions to cease such conduct. This would include disrespect shown toward other students or adults in all school common areas. (Hallways, Lunch Room, Gymnasium, etc.)	Take a Break, Reflection Journal, Referral, Detention, Parent Conference, Saturday School, Suspension
Use of Abusive, Profane, or Obscene Language or Gestures	Must not use inappropriate language or gestures	Take a Break, Buddy Room, Reflection Journal, Referral, Detention, Parent Conference, Saturday School, Suspension
Nonconformity to the General Code of Appearance	Adhere to uniform policy	Referral, Detention, Parent Conference, Saturday School, Suspension
Inappropriate Public Display of Affection	This would include any forms of close physical contact, such as holding hands, hugging, or kissing.	Reflection Journal, Referral, Detention, Parent Conference, Saturday School, Suspension
Unauthorized Absence from Class	Skipping, more than 10 minutes late to class, leaving class without permission, etc.	Reflection Journal, Referral, Detention, Parent Conference, Saturday School, Suspension
Unauthorized use of Personal Electronic Devices	Electronic devices should not be seen, used, or heard unless authorized by the Principal or designee. Electronic devices should not be seen, used, or heard during the student school day (7:45 – 3:45). This includes videotaping any activities on school property. School resources will not be utilized to locate personal electronic devices.	Take a Break, Buddy Room, Reflection Journal, Referral, Detention, Parent Conference, Saturday School, Suspension
Possession, Use, Distribution and/or Sale of Tobacco Products	Tobacco products shall include, but not be limited to, cigarettes, cigars, pipe tobacco, all smokeless tobacco products, snuff, and chewing tobacco. To safeguard the health and safety of school district employees and students, the use of tobacco products on any School property is prohibited. School property, as used herein, shall mean any building owned or part thereof owned or used by the school, and the grounds upon which such building is located.	Suspension, Expulsion, Referral to Law Enforcement
Simple Battery Upon Students	Intentional pushing or striking of another student against the will of the other student. (This would include kicking, slapping, and disruptive hallway behavior including play fighting/horseplay.)	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement



Dispute	Lower level confrontations such as mutual pushing and shoving or altercations, which stop upon verbal command and are resolved without injury or need for physical restraint.	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement
Fighting (Mutual combat, mutual altercation)	When two or more persons mutually participate in physical violence that requires physical restraint and/or results in injury.	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement
Vandalism	Any intentional and deliberate action resulting in injuries or damages by any means of less than \$100 to public property, school district property, or the real estate or personal property belonging to another including, but not limited to, the placement of graffiti thereon or other acts of vandalism.	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement
Stealing or Use of Counterfeit Bills	Any intentional unlawful taking and/or carrying away of property valued at less than \$100 belonging to, or in the lawful possession or custody of another, including, but not limited to, money, jewelry and personal items located in secured lockers, cars, book bags, clothing, or anywhere else on school property or the use of counterfeit money for procuring school items i.e., lunch, fundraisers, uniforms, etc.	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement
Possession of Stolen Property	If a student is caught in possession of a stolen item, their role and subsequent consequence is equal to that of the person committing the theft.	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement
Threats/Intimidation/Ridicule	Verbal, written or printed communication that maliciously threatens injury to a person, property, or reputation of another, or other conduct that demeans or ridicules another. This would include any communications via social network that disrupt the normal school day's procedures.	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement
Trespassing	Willfully entering or remaining in any structure, conveyance, or school property without being authorized, licensed, or invited; or having been authorized, licensed, or invited, is warned by an authorized person to depart and refuses to do so. If a student has been suspended and asked to leave school grounds, parent contact will be made and it is the responsibility of the parent/guardian to pick their child up in a timely manner. The failure to do so will result in making contact with Child Protective Services. A student who has been suspended or expelled from school or school bus and returns to any School property without being authorized to do so is considered to be trespassing and is subject to arrest.	Suspension, Expulsion, Referral to Law Enforcement
Sexual Harassment	Any unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, electronic, or physical contact of a sexual nature when submitting to or rejecting the conduct affects or unreasonably interferes with the learning environment or creates an intimidating, hostile, or offensive educational environment. It includes, but is not limited to, sexually-oriented jokes, verbal/physical advances, touching, pinching, patting, sexually-oriented kidding, teasing, using language that has a double meaning and is sexually suggestive.	Suspension, Expulsion, Referral to Law Enforcement
Directing Obscene, Profane, or Offensive Language or Gestures to a School District Employee or Agent	Any behavior offensive to common propriety or decency directed to a school district employee or agent including, but not limited to, any verbal, written, electronic, or physical conduct such as threats, bullying, slurs, innuendos, or harassment, which has the purpose or the effect of creating an intimidating, hostile, or offensive educational environment.	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement



Leaving School Grounds or the Site of Any School Activity Without Permission	Once students arrive on school property, they are not permitted to leave school property. If students do return after leaving school property unauthorized, consequences will follow and they will not be allowed to return to the general public. Aiding a student to return to school property will result in consequences at the discretion of the school. This includes, but is not limited to opening a side door and/or window.	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement
Simple Assault on School Employee or Agent	An intentional threat by word or act to do violence to the person of another, a school district employee or agent, coupled with the apparent ability to do so, and doing some act, which creates fear in that person.	Suspension, Expulsion, Referral to Law Enforcement
False Information	Students must always tell the truth. Intentionally providing false information to a school district employee or agent including giving false student information, data, and concealment of information directly relating to school business. This includes, but is not limited to, failure to provide correct name, correct phone number or other pertinent data, forgery of school notes, re-admit slips, tardy slips, report cards, hall passes, field trip forms, notes to or from parents/guardians, or any other related materials.	Peer Jury and/or Conflict Mediation, Saturday School, Suspension
Possession of Firearm Facsimiles	Possession, sale, or discharge of any facsimile or toy-type replica of a firearm or other item resembling a firearm that is not included under weapons or possession of a firearm.	Suspension, Expulsion, Referral to Law Enforcement
Gambling	Any participation in games of chance for money and/or other things of value.	Peer Jury and/or Conflict Mediation, Saturday School, Suspension
Cheating and/or Copying the Work of Others	Intentionally copying or using another's work to receive credit or improve grades. Examples would include, but are not limited to, plagiarizing, giving or receiving answers during testing.	Peer Jury and/or Conflict Mediation, Saturday School, Suspension
Possession, and/or Use, Distribution of a Facsimile of a Drug, Alcohol, Tobacco Product or Any Substance with a Potential for Abuse	Possession, and/or Use, Distribution of a Facsimile of a Drug, Alcohol, Tobacco Product or Any Substance with a Potential for Abuse	Suspension, Expulsion, Referral to Law Enforcement
Simple Assault on a Student	An intentional threat, by word or act, to do violence to a student, coupled with the apparent ability to do so, and doing some act, which creates fear in that person.	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement
Extortion	A student may not obtain money or property from an unwilling person by force, threat of force, or other means of coercion.	Suspension, Expulsion, Referral to Law Enforcement
Use of Cameras	Students shall not use cameras (digital, video, cell phone cameras, etc.) to capture images or videos on school property or at a school-sponsored event, except under the following conditions: <ol style="list-style-type: none"> 1. A student may possess and use the camera at the direction of and with direct supervision by a classroom teacher as part of classroom activities. 2. A student may use a camera if that student receives prior permission from the school principal or designee for a specific purpose. 3. A student may use a camera while attending an event held on school grounds, after school hours, and open to the general public, as long as the possession and use are neither disruptive or in any way unlawful. 	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement



Possession of Fireworks, Firecrackers, Smoke Bombs, Lighters, Matches, or Flammable Materials	Possession of Fireworks, Firecrackers, Smoke Bombs, Lighters, Matches, or Flammable Materials.	Suspension, Expulsion, Referral to Law Enforcement
Threat/Intimidation	Any premeditated or repeated threat to cause physical harm to another person with or without the use of a weapon, whether made verbally, in writing, electronically, or by conduct or action, to kill another person or do any act of violence which may cause death and creates reasonable fear or apprehension in that person that such violence is a serious expression of an intent to cause a present or future harm along with the individual having the capability to actually carry out the threat.	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement
Simple Battery Upon School District Employee or Agent	Intentionally touching or striking another person against the will of another; or intentionally causing bodily harm to another or throwing of an object at a school district employee or agent	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement
Robbery (using force to take something from another)	The taking or attempted taking of anything of value that is owned by another person or organization, under the confrontational circumstances of force, or threat of force or violence, and/or by putting the victim in fear.	Suspension, Expulsion, Referral to Law Enforcement
Stealing/Larceny/Theft	Any intentional unlawful taking, carrying, riding away, or concealing the property of another valued at \$100 or more belonging to, or in the lawful possession or custody of, another without threat of violence or bodily harm. This offense also includes the theft of credit cards, debit cards, checks, school keys, and motor vehicles.	Suspension, Expulsion, Referral to Law Enforcement
Burglary of School Property	Breaking, entering, or remaining in a dwelling, structure or conveyance without justification with the intent to commit an offense therein, unless the premises are at the time open to the public or the individual is licensed or invited to enter or remain.	Suspension, Expulsion, Referral to Law Enforcement
Criminal Mischief/Vandalism	Any intentional and deliberate action resulting in damages of \$100 to \$500 to school district property, public property or the real or personal property of another not limited to the placement of graffiti thereon or other acts of vandalism.	Suspension, Expulsion, Referral to Law Enforcement
Possession of Prohibited Substance or Objects	Possession of syringes, over-the-counter drugs, drug paraphernalia, inhalants, pepper spray, or any other object or substance that may bring harm to a person.	Suspension, Expulsion, Referral to Law Enforcement
Lewd, Indecent, or Offensive Behavior	Any behavior offensive to common propriety or decency, including, but not limited to, "mooning," sexting, offensive touching, indecent exposure, possession, distribution, or display of obscene or "hate" material, possession/display of electronic images or text, or similar behavior.	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement
Sexual Harassment	Unwanted and repeated verbal or physical behavior with sexual connotations by a student that is severe or pervasive enough to create an intimidating, hostile or offensive educational environment, cause discomfort or humiliation or unreasonably interfere with the individual's school performance or participation. An incident when one person demands a sexual favor from another under the threat of physical harm or adverse consequence.	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement
Sexual Offenses	Law enforcement must be notified to investigate other sexual contact, including intercourse, without force or threat of force, or subjecting an individual to lewd, sexual gestures, sexual activities, or exposing private body parts in a lewd manner.	Suspension, Expulsion, Referral to Law Enforcement



Battery upon Student Resulting in Bodily Harm	Intentional striking of another student against the will of the other student which causes bodily harm that requires medical treatment. Requires medical documentation.	Suspension, Expulsion, Referral to Law Enforcement
Inciting or Participating in Major Student Disorder	Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others (disruption of all or significant portion of campus activities, school-sponsored events, or school bus transportation).	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement
Unjustified Activation of a Fire Alarm System	This includes deliberately activating, pulling the fire alarm, tampering with the fire extinguisher, or calling in a false alarm.	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement
Igniting Fireworks, Firecrackers, or Flammable Materials	Igniting Fireworks, Firecrackers, or Flammable Materials	Suspension, Expulsion, Referral to Law Enforcement
Defamation of Character	A knowingly false communication, either oral or written, that is harmful or injurious to a school board employee or agent's reputation and/or exposes that person to contempt, scorn or ridicule and jeopardizes the school board employee or agent's employment with the District.	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement
Stalking	Engaging in a pattern of behavior or activity that involves willful, malicious, and repeated following, harassing, or cyber-stalking.	Suspension, Expulsion, Referral to Law Enforcement
Unauthorized Use of Instructional Technology	Abuse/misuse of technology to purposely access, create, produce or distribute pornography and subsequent misuse of technology. Use of another users account to bypass restrictions placed on their own account. Intentionally utilizing a teacher or staff member's account to access district resources that are not intended for student use. Knowingly making unauthorized changes to grades, test scores, or student data on internal or externally hosted systems. Production and/or distribution of pornography or making pornography available on a system or server that is accessible by other users.	Referral, Detention, Loss of Privilege, Parent Conference, Saturday School, Suspension
Major Dispute or Altercation	The willful act of participating in a disruption involving physical contact, with two or more participants in a major dispute or altercation as determined by the principal.	Peer Jury and/or Conflict Mediation, Suspension, Expulsion, Referral to Law Enforcement
Simple Assault Upon School District Employee or Agent	Repeated intentional threats by word or acts to do violence to the person of another, coupled with an apparent ability to do so; and after having been disciplined for a first violation, doing a second (or repeated) act(s) which create(s) a well-founded fear in such other person that such violence is imminent, when the person committing the offense knows or has reason to know the identity or position or employment of the victim.	Suspension, Expulsion, Referral to Law Enforcement
Bullying	Systematically and chronically, inflicting physical hurt or psychological distress, on one or more students or employees that is severe or pervasive enough to an intimidating, hostile or offensive environment, or unreasonably interfere with the individual's school performance or participation.	Suspension, Expulsion, Referral to Law Enforcement
Harassment	Any threatening, insulting, or dehumanizing gesture, use of data or computer software, or written, verbal, or physical conduct that 1) places a student or school employee in reasonable fear of harm to his or her person or damage to his or her property, 2) has the effect of substantially interfering with a student's educational performance, opportunities, or benefits, or 3) has the effect of substantially disrupting the orderly operation of a school including any course of conduct directed at a specific person that causes substantial emotional distress in such a person and serves no legitimate purpose.	Suspension, Expulsion, Referral to Law Enforcement



Alcohol	Any possession of an alcoholic beverage with the intent to use themselves, sell, give away, or otherwise distribute to another person.	Suspension, Expulsion, Referral to Law Enforcement
Drugs	Any possession of a drug with the intent to use themselves, sell, or give away, or otherwise distribute to another person including any substance alleged to be a drug, regardless of its content.	Suspension, Expulsion, Referral to Law Enforcement
Arson	Any willful and malicious burning of any part of a building or conveyance, whether occupied or not, or its contents.	Suspension, Expulsion, Referral to Law Enforcement
Aggravated Battery upon a School Employee or Agent	Intentionally causing bodily harm resulting in disability or permanent disfigurement to a school district employee or agent.	Suspension, Expulsion, Referral to Law Enforcement
Armed Robbery	The taking of money or other property from the person or custody of another by use of a weapon, or in the course of the taking, putting another in fear of the use of a weapon, force, or violence.	Suspension, Expulsion, Referral to Law Enforcement
Weapon	Possession of any dirk (dagger), knife (i.e., switchblade, razor, box cutter, X-Acto knife, sword), metallic knuckles, slingshot, billie, tear gas gun, chemical weapon or device, BB guns, paint guns, air strike guns, or other deadly weapon including a firearm, a common pocketknife, plastic knife, martial arts weapons, bullets, or blunt-bladed table knife, that can inflict serious harm on another or that can place a person in reasonable fear of serious harm.	Suspension Pending Expulsion, Referral to Law Enforcement
Possession of a Firearm	Possession, discharge, use, or sale of any firearm or destructive device on school property, school-sponsored transportation, or during a school-sponsored activity. A firearm is any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive; the frame or receiver of such a weapon; any firearm muffler or firearm silencer, any destructive device, or any machine gun. A "destructive device" means any bomb, grenade, mine, rocket, missile, pipe bomb, or similar device containing an explosive, incendiary, or poison gas and includes any frangible (breakable) container filled with an explosive, incendiary, explosive gas, or expanding gas, which is designed or so constructed as to explode by such filler and is capable of causing bodily harm or property damage.	Suspension Pending Expulsion, Referral to Law Enforcement
Use of a Deadly Weapon	Possession of any deadly weapon, other than a firearm, which is used in a threatening manner and is perceived by the individual being threatened as capable of inflicting physical harm.	Suspension Pending Expulsion, Referral to Law Enforcement
Use of a Prohibited Object or Substance	Use of any prohibited object or substance to strike or to threaten in a manner, which is perceived by the individual being threatened as capable of inflicting physical harm	Suspension Pending Expulsion, Referral to Law Enforcement

Inappropriate Conduct or Disruption on School Bus	Any conduct or disruption on the school bus including, but not limited to, the following: eating, drinking, or littering; failure to sit in assigned seat; improper boarding or departing in an orderly manner; failure to keep aisle and step wells clear; and failure to present bus permit/student ID if one has been issued and is requested.	Loss of bus privileges, parent conference, detention, Saturday school, suspension, expulsion
Failure to Follow Directions Relating to Safety and Order in Class, School, School- Sponsored	Any refusal to comply with lawful and directions of a school district employee or agent that relates to the safety of students or school personnel, or to the maintenance of order while a student is under school jurisdiction.	Loss of bus privileges, parent conference, detention, Saturday school, suspension, expulsion



Activities or on the School Bus		
Failure to Adhere to Safety Considerations on School Bus	Failure to adhere to expected school bus safety considerations include, but is not limited to, failure to remain seated, spitting out of the bus window, boarding or attempting to board a school bus other than the one to which the student is assigned, boarding or departing a school bus at a location other than assigned pick-up or drop-off bus stop without prior school administration permission, yelling out of the bus and making any gesture to others outside of the bus that may be considered offensive to decency or common propriety.	Loss of bus privileges, detention, Saturday school, suspension, expulsion
Unjustified Activation of Bus Emergency Systems	Any unjustified activation of bus emergency doors, emergency windows, or other systems unless directed by the bus operator/attendant, or other authorized school district employee.	Loss of bus privileges, detention, Saturday school, suspension, expulsion
Failure to Adhere to Safety Procedures on School Bus	Failure to adhere to school bus safety considerations which may or may not cause injury to persons or damage to property, including, but not limited to, placing head, arms, legs, or objects outside of the window or door of the bus, throwing objects, substances, or material in or out of the window or door of the bus, throwing objects at a bus, or any other act considered offensive to decency or common propriety.	Loss of bus privileges, detention, Saturday school, suspension, expulsion
Fighting or Battery on a School Bus	Lower level confrontations such as mutual pushing and shoving or altercations, which stop upon verbal command and are resolved without injury or need for physical restraint. Or when two or more persons mutually participate in physical violence that requires physical restraint and/or results in injury.	Loss of bus privileges, suspension, expulsion

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Attachment 11
Grievance Policy



Formal Compliant Procedure

If a complaint is not resolved through the informal complaint procedure, or if an individual elects to file a formal complaint initially, the following formal procedures will be followed.

An individual who believes they have been subject to discrimination, harassment, sexual violence or retaliation or other wrong doing, may file a formal complaint orally or in writing with the Principal. If a report is made to any other employee of T.C. Howe Community High School, orally or in writing, about any complaint, the employee must immediately report that information to the Principal. Complaint forms can be found in the Principal's office.

All allegations of harassment, discrimination, sexual violence or retaliation will be investigated promptly. Members of the school's Leadership team are responsible for investigating complaints.

Investigations will be launched immediately upon the filing of a complaint and will be completed promptly. Typically, the investigation will begin with an interview of the alleged victim to obtain information regarding the identity(ies) of the alleged offender(s), the offensive conduct, the potential witnesses, and the desired resolution. The alleged victim will be offered an opportunity to submit any evidence that they believe relevant to the investigation within 5 school days.

Within 5 school days of receiving the initial complaint, the alleged offender will be informed of the allegations and will be offered an opportunity to submit a written response to the allegations. The alleged offender's response and any supporting materials must be submitted with 3 school days. The investigator will then review the relevant documents and conduct additional interviews as necessary to determine whether there has been a violation of this policy. For example, the investigator may conduct interviews with the alleged offender, the parent(s) or legal guardian(s) of the parties, and/or other individual who may have observed the alleged conduct or may have other relevant knowledge. During the investigation, the investigator will keep both parties apprised of the status of the investigation, to the extent permitted under the Family Education Rights and Privacy Act. The investigator will not require the alleged victim to appear in the same room as the accused.

Upon receiving a complaint, the investigator will consider whether any interim measures should be taken during the investigatory phase of the complaint process to protect the alleged victim from further harassment, sexual violence, or retaliation. For instance, the investigator in conjunction with the Principal and other members of the leadership team, may determine that it is necessary to place the alleged perpetrator in interim suspension or alternative setting, change schedules, or assign a hall monitor to have visual contact with the perpetrator at all times.

While many case investigations may be resolved quickly, some require extensive time to complete. Within 7 school days of the completion of the investigation, the investigator will prepare a report that summarizes the evidence gathered, states whether or not there was a policy violation, and provides recommendations for closure. In determining whether there has been a violation of policy, an investigator will consider a variety of factors, including but not limited to: the nature of the conduct, the age and maturity of the parties, the



frequency of the conduct, the relationship between the parties, and whether the conduct adversely affected the victim's education or environment. The determination will be based on the totality of the circumstances and will be based on the "preponderance of the evidence" (e.g., it is more likely than not that a policy violation occurred). The determination will not take into account any "past relationships" of the alleged victim. The investigator's recommendations may include discipline of the alleged offender up to and including suspension or expulsion (if a student) or suspension or termination of employment (if an employee).

Both parties will then be provided written notice of the outcome of the investigation. If either party is dissatisfied with the outcome, they may appeal to the Principal by filing a written notice of appeal within 5 school days of the date of the written notice of the outcome of the investigation. Within 10 school days of receiving the notice of the appeal, the Principal will review the report prepared by the investigator, the investigator's file, and any other documents or materials provided by the parties and affirm, reverse, or revise the determination and recommendations of the investigator. To the extent the Principal determines the parties should be heard, the alleged victim will not be required to appear in the same hearing room as the accused.

Where there has been a policy violation, T.C. Howe Community High School will make every reasonable effort to stop any conduct in violation of these policies and prevent recurrence. Where appropriate, T.C. Howe Community High School will also take steps to remedy the effects of any violation. Some examples of such remedial measures include: the provision of counseling and/or academic support to the victim or recalculating certain course grades. Any appropriate remedial measures will be determined on a case-by-case individualized basis.

Confidentiality And Record Keeping

T.C. Howe Community High School will make all reasonable efforts to protect the privacy of all parties involved in an investigation and to keep the complaint and investigation confidential; however, confidentiality cannot be guaranteed. Some details or identities may need to be revealed in order to fully investigate the complaint.

T.C. Howe Community High School will maintain records of all complaints of discrimination, harassment, sexual violence or retaliation for a period of no less than 5 years.

False Claims

T.C. Howe Community High School reserves the right to discipline students who have falsely accused another of harassment sexual violence, retaliation, discrimination and/or other wrong doing. Complaints will not be considered "false" solely because it cannot be corroborated. Disciplinary action for making false claims may include suspension or expulsion.

Conclusion

T.C. Howe Community High School has developed this policy to ensure that all its students have the opportunity to learn in an environment free from harassment, discrimination and retaliation. T.C. Howe Community High School will make every reasonable effort to ensure that all necessary persons are familiar

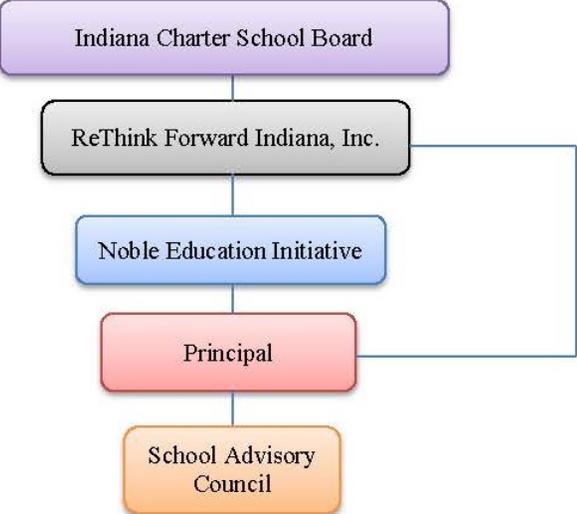


with these policies and aware that any complaint in violation of such policies will be investigated and resolved appropriately. All complaints may be submitted to any members of the T.C. Howe Community High School Leadership team.

DRAFT

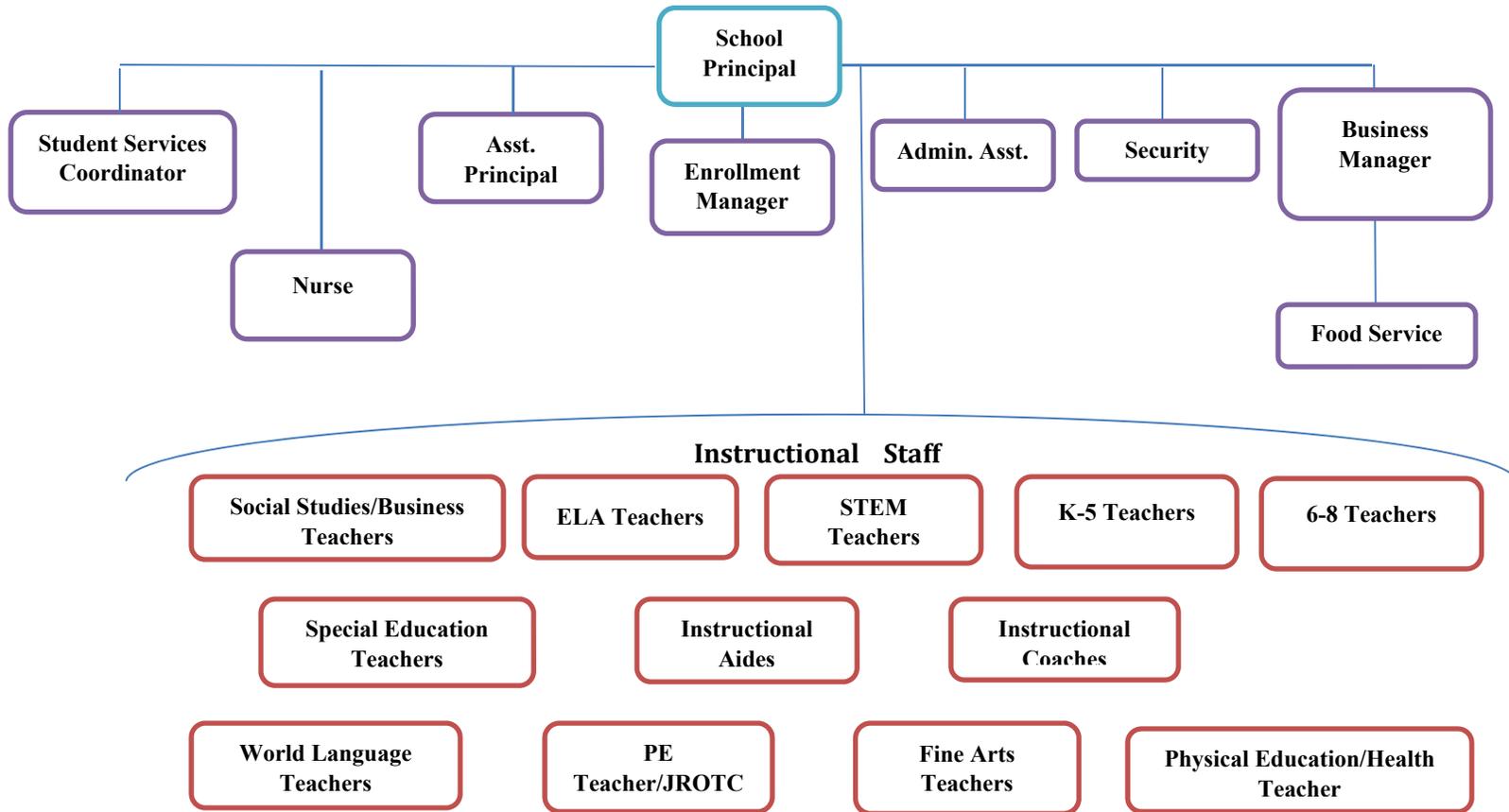
Attachment 12
Organizational Chart

Governance-Level Organizational Chart



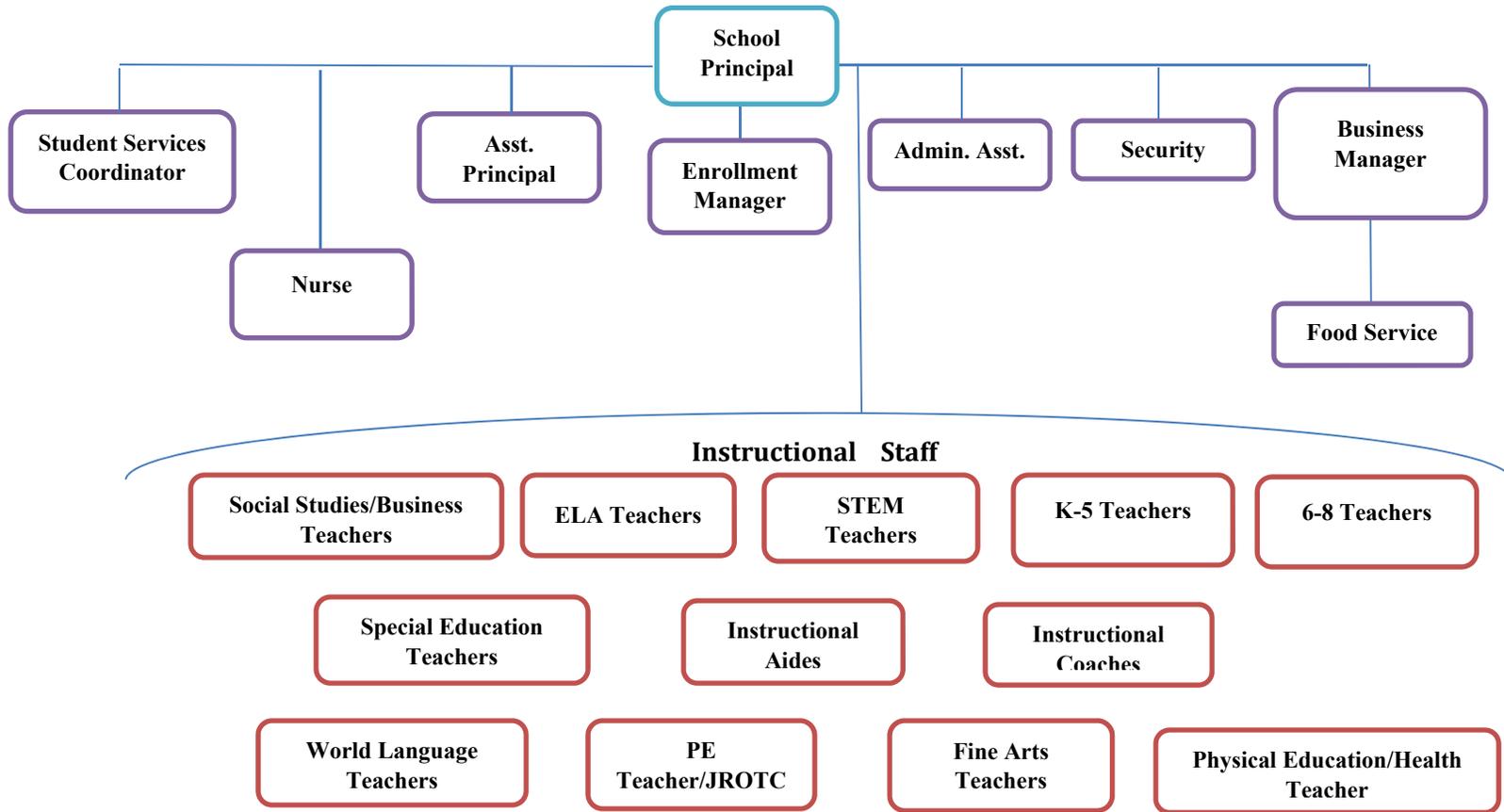
Year 1 School-Level Organizational Chart

Administrative Staff



Year 5 School-Level Organizational Chart

Administrative Staff



Attachment 13
Budget Projections

Instructions for 5-Year Pro Forma Budget Submission

= Information should be entered into light gray shaded cells.

Name of Proposed Charter School:	Thomas Carr Howe High School
Planned Opening School Year (YYYY):	2021
Planned Location:	Indianapolis Public Schools

1. Instructions	<ul style="list-style-type: none"> All organizers submitting a charter application to the Indiana Charter School Board must complete all four BLUE tabs of the 5-Year Pro Forma Budget Template. No information is required to be entered into WHITE cells, they will autofill as information is entered into GREY cells.
2. Enrollment Projection	<ul style="list-style-type: none"> Please provide a summary of the school's projected enrollment for the proposed grade span for the next five years.
3. Staffing Plan	<ul style="list-style-type: none"> Please provide a list of administrative, instructional, and other staff along with estimates of proposed salaries and benefits. Please include both full and part-time employees and contractors. Projected salary and benefits should align with Year 0 and 5-Year budgets. The estimated "average salary" for each position should include all taxable amounts (including taxable fringe benefits, stipends, bonuses, awards, and allowances). "Other Insurance" includes health care, long-term care, life, disability. "Other Benefits" are non-taxable benefits (e.g., educational assistance, dependent care assistance, transportation benefits, non-taxable fringe benefits, etc.).
4. Year 0 - Budget and Cash Flow	<ul style="list-style-type: none"> Please provide budget and cash flow projections for the start-up year (Year 0).
5. 5-Year Budget	<ul style="list-style-type: none"> Please provide 5-year budget projections (Year 1 - Year 5). Year 0 data will automatically populate once Tab 4 is completed. Note that the information provided in Tab 3 must align with the personnel expenses provided in Tab 5 or Tab 5 will throw an ERROR.
Notes:	<ul style="list-style-type: none"> Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro-forma budget, reflecting all components - including the regional back office/central office - of the Indiana network. This template is not intended to be exhaustive. If it is unclear to which line a particular item of revenue or expense belongs, add it to the closest approximation or to one of the "other" categories and make a note in the budget narrative.

Ver. 6.25.2019

School Enrollment Projections

(must align with Charter Application Enrollment Plan)

School Name: Thomas Carr Howe High School
Planned Opening Year: 2021

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	36	36	36	36	36
Grade 1	40	40	40	40	40
Grade 2	50	50	50	50	50
Grade 3	50	50	50	50	50
Grade 4	50	50	50	50	50
Grade 5	50	50	50	50	50
Grade 6	50	50	50	50	50
Grade 7	84	112	112	112	112
Grade 8	112	112	112	112	112
Grade 9	112	112	112	112	112
Grade 10	112	112	112	112	112
Grade 11	112	112	112	112	112
Grade 12	84	84	84	84	84
Adult					
Total Adult Enrollment:	0	0	0	0	0
Total K-12 Enrollment:	942	970	970	970	970
Special Education #	203	209	209	209	209
English Learners #	60	62	62	62	62
FRL #	942	970	970	970	970
K-12 Distribution	\$ 6,759,353.97	\$ 7,032,313.28	\$ 7,032,313.28	\$ 7,032,313.28	\$ 7,032,313.28
Adult Distribution	\$ -	\$ -	\$ -	\$ -	\$ -
Total Distribution	\$ 6,759,353.97	\$ 7,032,313.28	\$ 7,032,313.28	\$ 7,032,313.28	\$ 7,032,313.28

The above calculations are estimates based on projected enrollment. The actual distribution to the school will be based on an ADM count of eligible pupils enrolled in the school on two count dates (in September and February).

The Basic Grant amount for K-12 charter schools is \$5,548 in FY2020 and \$5,703 in FY2021. Students in Full Day Kindergarten should be treated as 1 student, students in 1/2 day kindergarten should be treated as 0.5 student. Indiana's Complexity Grant (Complexity Index * Complexity Amount) provides additional funding to school corporations serving proportionally more students from low-income families. It is based on the percentage of a school corporation's students receiving SNAP, TANF, or foster care services. The above calculation is an estimate based on the complexity index for the school corporation in which the proposed charter school will be located. The school's actual Complexity Grant amount will likely differ. The K-12 Distribution is calculated by multiplying Total Enrollment by the Complexity Grant + the Basic Grant.

The Adult Grant amount for adult high schools is \$6,750. The Adult Distribution is calculated by multiplying Total Enrollment by the Adult Grant.

School Name: Thomas Carr Howe High School
 Planned Opening Year: 2021

- Complete all relevant Grey Shaded areas -> Name of Position, Number of Positions, Average Salary, Health Insurance, Retirement Contribution, and Other Benefit
- Projected salary and benefits should align with Year 0 and 5-Year budgets.
- Please see footnotes below for additional information.

	Year 0			Year 1		
	Number	Average Salary (1)	Total Expense	Number	Average Salary	Total Expense
INSTRUCTIONAL STAFF						
Teachers	23.0	\$ 42,000.00	\$ 966,000.00	37.0	\$ 42,840.00	\$ 1,585,080.00
Instructional Aides	8.0	\$ 28,594.93	\$ 228,759.44	5.0	\$ 29,166.82	\$ 145,834.10
Special Education Teachers	5.0	\$ 41,066.15	\$ 205,330.75	5.0	\$ 41,887.48	\$ 209,437.40
Instructional Coaches	5.0	\$ 45,165.82	\$ 225,829.10	5.0	\$ 46,069.14	\$ 230,345.70
		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -
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		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -
Total Instructional Staff:	41.0		\$ 1,625,919.29	52.0		\$ 2,170,697.20
ADMIN & SUPPORT						
School Leadership	2.3	\$ 87,022.22	\$ 195,800.00	2.3	\$ 88,762.67	\$ 199,716.01
Administrative - Salaried	3.8	\$ 53,529.08	\$ 200,734.05	3.8	\$ 54,585.10	\$ 204,694.14
Administrative Assistant	1.0	\$ 22,800.00	\$ 22,800.00	1.0	\$ 23,256.00	\$ 23,256.00
Student Services Coordinator	4.0	\$ 43,804.63	\$ 175,218.52	4.0	\$ 44,680.72	\$ 178,722.88
Other Support	3.0	\$ 61,843.01	\$ 185,529.03	3.0	\$ 63,079.87	\$ 189,239.61
Security	4.0	\$ 32,988.30	\$ 131,953.20	4.0	\$ 33,648.07	\$ 134,592.28
Food Service	3.0	\$ 16,517.63	\$ 49,552.89	3.0	\$ 16,847.99	\$ 50,543.97
Nurse	1.0	\$ 22,920.00	\$ 22,920.00	1.0	\$ 23,378.40	\$ 23,378.40
		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -
Total Admin & Support Staff:	22.0		\$ 984,507.69	22.0		\$ 1,004,143.29
		Rate/Per Employee Expense	Total Expense		Rate/Per Employee Expense	Total Expense
BENEFITS						
Health Insurance (2)		\$ 4,331.61	\$ 272,891.43		\$ 4,418.24	\$ 326,949.76
Retirement Contributions		\$ -	\$ -		\$ -	\$ -
Social Security (3)		6.2%	\$ 161,846.47		6.2%	\$ 196,840.11
Medicare		1.45%	\$ 37,851.19		1.45%	\$ 46,035.19
Unemployment		2.5%	\$ 65,260.67		2.5%	\$ 79,371.01
Other Compensation (3)		\$ 430.58	\$ 27,126.54		\$ 373.90	\$ 27,668.60

SUMMARY

Year 0	
Total Staff	63.0
Total Salaries:	\$ 2,610,426.98
Total Benefits:	\$ 564,976.31
Total Salaries + Benefits:	\$ 3,175,403.28
Student/teacher ratio	N/A
Student/staff ratio	N/A

Year 1	
Total Staff	74.0
Total Salaries:	\$ 3,174,840.49
Total Benefits:	\$ 676,864.67
Total Salaries + Benefits:	\$ 3,851,705.16
Student/teacher ratio	18:1
Student/staff ratio	43:1

The information provided below does not, and is not intended to, constitute legal advice. Schools should consult with an attorney/accountant for more information.

(1) Amounts paid to "employees" regardless of whether they are full-time, part-time, or limited-time should be listed in the **Average Salary** column (lines 13-45) for each year performed, including salaries, vacation allowances, bonuses, stipends, commissions, and taxable fringe benefits. For more information, see <https://www.irs.gov/publications/p597> "employee" if you have the right to control what will be done and how it will be done. Do not include payments made to "independent contractors" (see (4) below).

(2) **Health Insurance and Retirement Contributions** should be calculated as a per employee expense and entered manually on lines 51 & 52 for each year.

(3) **Social Security, Medicare, and Unemployment** are "employment taxes" which must be collected by the employer for all wages paid individuals who are considered employees on the information entered in the Average Salary column for each year.

(4) All amounts paid to "independent contractors" should be listed in the **Other Compensation** line (line 56) and explained in the budget narrative. The general rule is that an individual is an independent contractor only if they have control or direct only the result of the work and not what will be done and how it will be done. There are many factors used by the IRS to determine whether an individual is an independent contractor or an employee. <https://www.irs.gov/businesses/small-businesses-self-employed/independent-contractor-self-employed-or-employee>. Please note that the IRS has generally found that an individual who is an independent contractor is not an employee and not an independent contractor.

Year 2	
Total Staff	76.0
Total Salaries:	\$ 3,325,730.92
Total Benefits:	\$ 708,287.41
Total Salaries + Benefits:	\$ 4,034,018.33
Student/teacher ratio	18:1
Student/staff ratio	44:1

Year 3	
Total Staff	76.0
Total Salaries:	\$ 3,392,245.60
Total Benefits:	\$ 722,451.69
Total Salaries + Benefits:	\$ 4,114,697.29
Student/teacher ratio	18:1
Student/staff ratio	44:1

Important for any questions about employment matters.

each year. You should include all pay given to an employee for services performed during the year. Generally, a worker who performs services for you is your

employee. The Worksheet calculates these amounts automatically based on the data you enter.

to determine if an individual is an independent contractor if you have the right to control the individual's work. See, How to determine if an individual rendering services as a substitute teacher is considered to be an independent contractor.

Year 4	
Total Staff	76.0
Total Salaries:	\$ 3,460,090.42
Total Benefits:	\$ 736,900.70
Total Salaries + Benefits:	\$ 4,196,991.12
Student/teacher ratio	18:1
Student/staff ratio	44:1

Year 5	
Total Staff	76.0
Total Salaries:	\$ 3,529,292.07
Total Benefits:	\$ 751,638.67
Total Salaries + Benefits:	\$ 4,280,930.74
Student/teacher ratio	18:1
Student/staff ratio	44:1

Annual Operating Budget and Cash Flow Projections -- Fiscal Year 0

School Name: Thomas Carr Howe High School
 Planned Opening Year: 2021

REVENUES		July	August	September	October	November	December
Federal Revenues - See Footnotes							
1	Public Charter School Program Grant	\$ 424,281.08	\$ 424,281.08	\$ 424,281.08	\$ 424,281.08	\$ 424,281.08	\$ 424,281.08
2	Other Federal Revenue (please describe) (1)	\$ 174,867.30	\$ 174,867.30	\$ 174,867.30	\$ 174,867.30	\$ 174,867.30	\$ 174,867.30
Total Federal Revenues:		\$ 599,148.38	\$ 599,148.38	\$ 599,148.38	\$ 599,148.38	\$ 599,148.38	\$ 599,148.38
Other Revenues							
3	Contributions and Donations from Private Sources	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
4	Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
5	Other Revenue (please describe)	\$ 9,134.07	\$ 9,134.07	\$ 9,134.07	\$ 9,134.07	\$ 9,134.07	\$ 9,134.07
Total Other Revenues:		\$ 9,134.07	\$ 9,134.07	\$ 9,134.07	\$ 9,134.07	\$ 9,134.07	\$ 9,134.07
TOTAL REVENUES:		\$ 608,282.45	\$ 608,282.45	\$ 608,282.45	\$ 608,282.45	\$ 608,282.45	\$ 608,282.45
EXPENSES							
Personnel Expenses							
6	Wages, Benefits and Payroll Taxes	\$ 264,616.94	\$ 264,616.94	\$ 264,616.94	\$ 264,616.94	\$ 264,616.94	\$ 264,616.94
Total Personnel Expenses:		\$ 264,616.94	\$ 264,616.94	\$ 264,616.94	\$ 264,616.94	\$ 264,616.94	\$ 264,616.94
Instructional Supplies and Resources - See Footnotes							
7	Textbooks	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
8	Library/Media Services (Other than Staff)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
9	Instructional Supplies	\$ 12,780.28	\$ 12,780.28	\$ 12,780.28	\$ 12,780.28	\$ 12,780.28	\$ 12,780.28
10	Technology Supporting Instruction (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
11	Student Assessment	\$ 252.50	\$ 252.50	\$ 252.50	\$ 252.50	\$ 252.50	\$ 252.50
12	Computers used for Instruction	\$ 9,584.88	\$ 9,584.88	\$ 9,584.88	\$ 9,584.88	\$ 9,584.88	\$ 9,584.88
13	Instructional Software	\$ 4,564.50	\$ 4,564.50	\$ 4,564.50	\$ 4,564.50	\$ 4,564.50	\$ 4,564.50
14	Enrichment Programs (3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Instructional Supplies and Resources:		\$ 29,682.16	\$ 29,682.16	\$ 29,682.16	\$ 29,682.16	\$ 29,682.16	\$ 29,682.16

REVENUES		July	August	September	October	November	December
15	Support Supplies and Resources						
16	Administrative Computers	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
17	Administrative Software	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
18	Administrative Technology Services	\$ 5,050.00	\$ 5,050.00	\$ 5,050.00	\$ 5,050.00	\$ 5,050.00	\$ 5,050.00
19	Administration Dues & Fees	\$ 563.87	\$ 563.87	\$ 563.87	\$ 563.87	\$ 563.87	\$ 563.87
20	Operational Supplies	\$ 4,819.26	\$ 4,819.26	\$ 4,819.26	\$ 4,819.26	\$ 4,819.26	\$ 4,819.26
21	Professional Development	\$ 15,526.46	\$ 15,526.46	\$ 15,526.46	\$ 15,526.46	\$ 15,526.46	\$ 15,526.46
22	Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Support Supplies and Resources:		\$ 25,959.59	\$ 25,959.59	\$ 25,959.59	\$ 25,959.59	\$ 25,959.59	\$ 25,959.59
Governing Board Expenses							
23	General Board Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
24	Legal Services	\$ 1,801.08	\$ 1,801.08	\$ 1,801.08	\$ 1,801.08	\$ 1,801.08	\$ 1,801.08
25	Board Supplies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
26	Dues & Fees	\$ 396.00	\$ -	\$ -	\$ -	\$ -	\$ -
27	Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Board Expenses:		\$ 2,197.08	\$ 1,801.08	\$ 1,801.08	\$ 1,801.08	\$ 1,801.08	\$ 1,801.08
Purchased or Contracted Services							
28	Audit Services	\$ 7,000.00	\$ 7,000.00	\$ -	\$ -	\$ -	\$ -
29	Payroll Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
30	Financial Accounting	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
31	Other Fiscal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
32	Printing, Publishing, Duplicating Services	\$ 2,102.21	\$ 2,102.21	\$ 2,102.21	\$ 2,102.21	\$ 2,102.21	\$ 2,102.21
33	Other Professional/Technical Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
34	Telecommunication Services	\$ 4,393.62	\$ 4,393.62	\$ 4,393.62	\$ 4,393.62	\$ 4,393.62	\$ 4,393.62
35	Insurance	\$ 1,596.24	\$ 1,596.24	\$ 1,596.24	\$ 1,596.24	\$ 1,596.24	\$ 1,596.24
36	Travel	\$ 2,601.17	\$ 2,601.17	\$ 2,601.17	\$ 2,601.17	\$ 2,601.17	\$ 2,601.17
37	Postage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
38	Special Education Administration	\$ -	\$ 4,816.89	\$ 4,816.89	\$ 4,816.89	\$ 4,816.89	\$ 4,816.89
39	Student Information Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
40	Food Services	\$ -	\$ 25,104.54	\$ 25,104.54	\$ 25,104.54	\$ 25,104.54	\$ 25,104.54
41	Contracted Transportation Services	\$ -	\$ 40,881.86	\$ 40,881.86	\$ 40,881.86	\$ 40,881.86	\$ 40,881.86
42	Other Transportation Services (please describe)	\$ -	\$ 10,466.50	\$ 10,466.50	\$ 10,466.50	\$ 10,466.50	\$ 10,466.50
43	Promotion Expenses	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
44	Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Contracted Services:		\$ 20,193.24	\$ 101,463.03	\$ 94,463.03	\$ 94,463.03	\$ 94,463.03	\$ 94,463.03

REVENUES		July	August	September	October	November	December
Facilities Expenses							
45	Rent of Buildings, Facilities, and Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
46	Purchase of Furniture & Equipment	\$ 6,250.00	\$ -	\$ -	\$ -	\$ -	\$ -
47	Electric/Gas	\$ 41,456.13	\$ 41,456.13	\$ 41,456.13	\$ 41,456.13	\$ 41,456.13	\$ 41,456.13
48	Water & Sewage	\$ 6,865.29	\$ 6,865.29	\$ 6,865.29	\$ 6,865.29	\$ 6,865.29	\$ 6,865.29
49	Repair and Maintenance Services (not provided by school personnel)	\$ 12,129.66	\$ 12,129.66	\$ 12,129.66	\$ 12,129.66	\$ 12,129.66	\$ 12,129.66
50	Custodial Services (not provided by school personnel)	\$ 38,338.23	\$ 38,338.23	\$ 38,338.23	\$ 38,338.23	\$ 38,338.23	\$ 38,338.23
51	Waste Disposal	\$ 1,230.50	\$ 1,230.50	\$ 1,230.50	\$ 1,230.50	\$ 1,230.50	\$ 1,230.50
52	Debt Service for Facilities (Principal & Interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
53	Debt Service for Equipment (Principal & Interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
54	Other (please describe)	\$ 136,321.97	\$ 61,698.17	\$ 68,698.17	\$ 68,698.17	\$ 68,698.17	\$ 68,698.17
Total Facilities Expenses:		\$ 242,591.77	\$ 161,717.97	\$ 168,717.97	\$ 168,717.97	\$ 168,717.97	\$ 168,717.97
Other Expenses							
55	Indiana Charter School Board Administrative Fee	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
56	CMO/EMO Fee	\$ 22,749.67	\$ 22,749.67	\$ 22,749.67	\$ 22,749.67	\$ 22,749.67	\$ 22,749.67
57	Bank Fees	\$ 292.00	\$ 292.00	\$ 292.00	\$ 292.00	\$ 292.00	\$ 292.00
58	Depreciation Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
59	Escrow	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Expenses:		\$ 23,041.67	\$ 23,041.67	\$ 23,041.67	\$ 23,041.67	\$ 23,041.67	\$ 23,041.67
TOTAL EXPENSES:		\$ 608,282.46	\$ 608,282.45	\$ 608,282.45	\$ 608,282.45	\$ 608,282.45	\$ 608,282.45
SURPLUS / (DEFICIT):		\$ (0.00)	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00

Footnotes:

- (1) Unrestricted Federal Revenue Direct from the Federal Government; Restricted Federal Revenue Direct from the Federal Government; Restricted Federal Revenue Through the State, etc.
- (2) Includes Systems Analysis and Planning, Application Development, Systems Operations, Network Support, and Hardware Maintenance and Support.
- (3) Expenses associated with extra-curricular or athletic activities.

) -- Pre-Opening Period

January	February	March	April	May	June	Year 0 Totals
\$ 424,281.08	\$ 424,281.08	\$ 424,281.08	\$ 424,281.08	\$ 424,281.08	\$ 424,281.08	\$ 5,091,373.00
\$ 174,867.30	\$ 174,867.30	\$ 174,867.30	\$ 174,867.30	\$ 174,867.30	\$ 174,867.30	\$ 2,098,407.57
\$ 599,148.38	\$ 599,148.38	\$ 599,148.38	\$ 599,148.38	\$ 599,148.38	\$ 599,148.38	\$ 7,189,780.57
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 9,134.07	\$ 9,134.07	\$ 9,134.07	\$ 9,134.07	\$ 9,134.07	\$ 9,134.07	\$ 109,608.86
\$ 9,134.07	\$ 9,134.07	\$ 9,134.07	\$ 9,134.07	\$ 9,134.07	\$ 9,134.07	\$ 109,608.86
\$ 608,282.45	\$ 608,282.45	\$ 608,282.45	\$ 608,282.45	\$ 608,282.45	\$ 608,282.45	\$ 7,299,389.43
\$ 264,616.94	\$ 264,616.94	\$ 264,616.94	\$ 264,616.94	\$ 264,616.94	\$ 264,616.94	\$ 3,175,403.28
\$ 264,616.94	\$ 264,616.94	\$ 264,616.94	\$ 264,616.94	\$ 264,616.94	\$ 264,616.94	\$ 3,175,403.28
\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 30,000.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 12,780.28	\$ 12,780.28	\$ 12,780.28	\$ 12,780.28	\$ 12,780.28	\$ 12,780.28	\$ 153,363.35
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 252.50	\$ 252.50	\$ 252.50	\$ 252.50	\$ 252.50	\$ 252.50	\$ 3,030.00
\$ 9,584.88	\$ 9,584.88	\$ 9,584.88	\$ 9,584.88	\$ 9,584.88	\$ 9,584.88	\$ 115,018.56
\$ 4,564.50	\$ 4,564.50	\$ 4,564.50	\$ 4,564.50	\$ 4,564.50	\$ 4,564.50	\$ 54,774.05
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 29,682.16	\$ 29,682.16	\$ 29,682.16	\$ 29,682.16	\$ 29,682.16	\$ 29,682.16	\$ 356,185.97

January	February	March	April	May	June	Year 0 Totals
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 5,050.00	\$ 5,050.00	\$ 5,050.00	\$ 5,050.00	\$ 5,050.00	\$ 5,050.00	\$ 60,600.00
\$ 563.87	\$ 563.87	\$ 563.87	\$ 563.87	\$ 563.87	\$ 563.87	\$ 6,766.41
\$ 4,819.26	\$ 4,819.26	\$ 4,819.26	\$ 4,819.26	\$ 4,819.26	\$ 4,819.26	\$ 57,831.15
\$ 15,526.46	\$ 15,526.46	\$ 15,526.46	\$ 15,526.46	\$ 15,526.46	\$ 15,526.46	\$ 186,317.50
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 25,959.59	\$ 25,959.59	\$ 25,959.59	\$ 25,959.59	\$ 25,959.59	\$ 25,959.59	\$ 311,515.06
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 1,801.08	\$ 1,801.08	\$ 1,801.08	\$ 1,801.08	\$ 1,801.08	\$ 1,801.08	\$ 21,613.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 396.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 1,801.08	\$ 1,801.08	\$ 1,801.08	\$ 1,801.08	\$ 1,801.08	\$ 1,801.08	\$ 22,009.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 14,000.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 2,102.21	\$ 2,102.21	\$ 2,102.21	\$ 2,102.21	\$ 2,102.21	\$ 2,102.21	\$ 25,226.53
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 4,393.62	\$ 4,393.62	\$ 4,393.62	\$ 4,393.62	\$ 4,393.62	\$ 4,393.62	\$ 52,723.47
\$ 1,596.24	\$ 1,596.24	\$ 1,596.24	\$ 1,596.24	\$ 1,596.24	\$ 1,596.24	\$ 19,154.85
\$ 2,601.17	\$ 2,601.17	\$ 2,601.17	\$ 2,601.17	\$ 2,601.17	\$ 2,601.17	\$ 31,214.06
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 286.95	\$ 286.95
\$ 4,816.89	\$ 4,816.89	\$ 4,816.89	\$ 4,816.89	\$ 4,816.89	\$ -	\$ 48,168.92
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 25,104.54	\$ 25,104.54	\$ 25,104.54	\$ 25,104.54	\$ 25,104.54	\$ -	\$ 251,045.38
\$ 40,881.86	\$ 40,881.86	\$ 40,881.86	\$ 40,881.86	\$ 40,881.86	\$ -	\$ 408,818.63
\$ 10,466.50	\$ 10,466.50	\$ 10,466.50	\$ 10,466.50	\$ 10,466.50	\$ -	\$ 104,664.99
\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00	\$ 30,000.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 94,463.03	\$ 94,463.03	\$ 94,463.03	\$ 94,463.03	\$ 94,463.03	\$ 13,480.19	\$ 985,303.76

January	February	March	April	May	June	Year 0 Totals
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,250.00
\$ 41,456.13	\$ 41,456.13	\$ 41,456.13	\$ 41,456.13	\$ 41,456.13	\$ 41,456.13	\$ 497,473.58
\$ 6,865.29	\$ 6,865.29	\$ 6,865.29	\$ 6,865.29	\$ 6,865.29	\$ 6,865.29	\$ 82,383.47
\$ 12,129.66	\$ 12,129.66	\$ 12,129.66	\$ 12,129.66	\$ 12,129.66	\$ 12,129.66	\$ 145,555.86
\$ 38,338.23	\$ 38,338.23	\$ 38,338.23	\$ 38,338.23	\$ 38,338.23	\$ 38,338.23	\$ 460,058.73
\$ 1,230.50	\$ 1,230.50	\$ 1,230.50	\$ 1,230.50	\$ 1,230.50	\$ 1,230.50	\$ 14,766.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 68,698.17	\$ 68,698.17	\$ 68,698.17	\$ 68,698.17	\$ 68,698.17	\$ 149,681.06	\$ 965,984.73
\$ 168,717.97	\$ 168,717.97	\$ 168,717.97	\$ 168,717.97	\$ 168,717.97	\$ 249,700.86	\$ 2,172,472.37
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 22,749.67	\$ 22,749.67	\$ 22,749.67	\$ 22,749.67	\$ 22,749.67	\$ 22,749.67	\$ 272,996.00
\$ 292.00	\$ 292.00	\$ 292.00	\$ 292.00	\$ 292.00	\$ 292.00	\$ 3,503.99
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 23,041.67	\$ 23,041.67	\$ 23,041.67	\$ 23,041.67	\$ 23,041.67	\$ 23,041.67	\$ 276,499.99
\$ 608,282.45	\$ 608,282.45	\$ 608,282.45	\$ 608,282.45	\$ 608,282.45	\$ 608,282.49	\$ 7,299,389.43
\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ 0.00	\$ (0.04)	\$ 0.00

Projected New School Annual Operating Budget --

School Name: **Thomas Carr Howe High School**
 Planned Opening Year: **2021**

Special Instructions for Schools Contracting with a Management Company:

Please include a note in the assumptions column and budget narrative if any of the listed amounts include additional service, consulting, fac (CMO/EMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for material whether your facility is leased or purchased from a management company or affiliate of a management company.

REVENUES		Year 0	Year 1	Year 2
State Revenues - See Footnotes				
1	State Tuition Support - From Tab 2		\$ 6,759,353.97	\$ 7,032,313.28
2	State Matching Funds for School Lunch Program		\$ 454,301.56	\$ 467,805.21
3	Professional Development Grant		\$ -	\$ -
4	Technology Grants		\$ -	\$ -
5				
6	Gifted and Talented Program		\$ -	\$ -
7	Textbook Reimbursement		\$ -	\$ -
8	Summer School		\$ -	\$ -
9	Charter and Innovation Network School Grant (1)		\$ 706,500.00	\$ 727,500.00
10				
12	Formative Assessment Grant		\$ -	\$ -
13	Performance Based Awards		\$ -	\$ -
14	Other State Revenue (please describe)		\$ -	\$ -
15	Special Education Grant		\$ 687,634.00	\$ 722,234.68
16	Special Education Preschool		\$ -	\$ -
Total State Revenues:			\$ 8,607,789.53	\$ 8,949,853.17
Federal Revenues - See Footnotes				
17	Public Charter School Program Grant (2)	\$ 5,091,373.00	\$ -	\$ -
18	Charter Facilities Assistance Program Grant		\$ -	\$ -
19	IDEA- Part B Grant (Special Education)		\$ 141,500.00	\$ 141,500.00
20	Title I		\$ 811,497.00	\$ 811,497.00
21	Title II		\$ 62,850.00	\$ 62,850.00
22	Federal Lunch Program		\$ -	\$ -
23	Federal Breakfast Reimbursement		\$ -	\$ -
24	Other Federal Revenue (please describe) (3)	\$ 2,098,407.57	\$ 109,206.00	\$ 109,206.00
Total Federal Revenues:		\$ 7,189,780.57	\$ 1,125,053.00	\$ 1,125,053.00
Other Revenues				
25	Contributions and Donations from Private Sources	\$ -	\$ -	\$ -
26	Student and Adult Fees		\$ -	\$ -
27	Other Fees		\$ -	\$ -
28	Interest Income	\$ -	\$ -	\$ -
29	Other Revenue (please describe)	\$ 109,608.86	\$ 110,268.66	\$ 333,148.27
Total Other Revenues:		\$ 109,608.86	\$ 110,268.66	\$ 333,148.27
TOTAL REVENUES:		\$ 7,299,389.43	\$ 9,843,111.19	\$ 10,408,054.44

EXPENSES			
Administrative Staff - See Footnotes			
30	Executive Administration: Office of Superintendent (4)	\$ 102,000.00	\$ 104,040.00
31	School Administration: Office of the Principal (5)	\$ 97,716.01	\$ 99,670.32
32	Other School Administration (please describe) (6)	\$ -	\$ -
33	Business Manager/Director of Finance	\$ -	\$ -
Total Administrative Staff:		\$ 199,716.01	\$ 203,710.32
Instructional Staff - See Footnotes			
34	Teachers - Regular (7)	\$ 1,585,080.00	\$ 1,704,175.20
35	Teachers - Special Education	\$ 209,437.39	\$ 213,626.13
36	Substitutes, Assistants, Paraprofessionals, Aides	\$ 145,834.12	\$ 148,750.80
37	Summer School Staff	\$ -	\$ -
Total Instructional Staff:		\$ 1,940,351.50	\$ 2,066,552.13
Non-Instructional/Support Staff - See Footnotes			
38	Social Workers, Guidance Counselors, Therapists (8)	\$ 178,722.89	\$ 182,297.35
39	Other Support Staff (please describe) (9)	\$ 467,733.72	\$ 477,088.42
40	Nurse Services	\$ 23,378.40	\$ 23,845.97
41	Instructional Support Staff (10)	\$ 230,345.70	\$ 234,952.62
42	Librarian	\$ -	\$ -
43	Technology Support	\$ -	\$ -
44	Maintenance of Buildings, Grounds, Equipment	\$ -	\$ -
45	Security	\$ 134,592.26	\$ 137,284.11
46	Athletic Coaches	\$ -	\$ -
Total Non-Instructional/Support Staff:		\$ 1,034,772.98	\$ 1,055,468.47
Subtotal Wages and Salaries:		\$ 3,174,840.49	\$ 3,325,730.92
Payroll Taxes and Benefits - From Tab 3			
47	Social Security/Medicare/Unemployment	\$ 322,246.31	\$ 337,561.69
48	Health Insurance	\$ 326,949.76	\$ 342,502.36
49	Retirement Contributions	\$ -	\$ -
50	Other Compensation	\$ 27,668.60	\$ 28,223.36
Total Payroll Taxes and Benefits:		\$ 3,175,403.28	\$ 676,864.67
Total Personnel Expenses:		\$ 3,175,403.28	\$ 3,851,705.16
Instructional Supplies and Resources - See Footnotes			
51	Textbooks	\$ 30,000.00	\$ 48,042.00
52	Library/Media Services (Other than Staff)	\$ -	\$ -
53	Instructional Supplies	\$ 153,363.35	\$ 39,621.45
54	Technology Supporting Instruction (11)	\$ -	\$ -
55	Student Assessment	\$ 3,030.00	\$ 4,852.24
56	Computers used for Instruction	\$ 115,018.56	\$ 274,755.70
57	Instructional Software	\$ 54,774.05	\$ 53,763.44
58	Enrichment Programs (12)	\$ -	\$ -
Total Instructional Supplies and Resources:		\$ 356,185.97	\$ 421,034.84

Support Supplies and Resources				
59	Administrative Computers	\$ -	\$ -	\$ -
60	Administrative Software	\$ -	\$ -	\$ -
61	Administrative Technology Services	\$ 60,600.00	\$ 95,142.00	\$ 99,929.40
62	Administration Dues & Fees	\$ 6,766.41	\$ 6,901.74	\$ 7,039.77
64	Operational Supplies	\$ 57,831.15	\$ 58,987.77	\$ 60,167.53
65	Professional Development	\$ 186,317.50	\$ 169,688.73	\$ 173,082.50
66	Other (please describe)	\$ -	\$ -	\$ -
Total Support Supplies and Resources:		\$ 311,515.06	\$ 330,720.24	\$ 340,219.20
Governing Board Expenses				
67	General Board Services	\$ -	\$ -	\$ -
69	Legal Services	\$ 21,613.00	\$ 22,045.26	\$ 22,486.17
70	Board Supplies	\$ -	\$ -	\$ -
67	Dues & Fees	\$ 396.00	\$ 403.92	\$ 412.00
68	Other (please describe)	\$ -	\$ -	\$ -
Total Board Expenses:		\$ 22,009.00	\$ 22,449.18	\$ 22,898.16
Purchased or Contracted Services				
69	Audit Services	\$ 14,000.00	\$ 14,280.00	\$ 14,565.60
70	Payroll Services	\$ -	\$ -	\$ -
71	Financial Accounting	\$ -	\$ -	\$ -
72	Other Fiscal Services	\$ -	\$ -	\$ -
73	Printing, Publishing, Duplicating Services	\$ 25,226.53	\$ 25,731.06	\$ 26,245.68
74	Other Professional/Technical Services	\$ -	\$ -	\$ -
75	Telecommunication Services	\$ 52,723.47	\$ 53,777.94	\$ 54,853.50
76	Insurance	\$ 19,154.85	\$ 40,583.07	\$ 45,453.03
77	Travel	\$ 31,214.06	\$ 31,838.34	\$ 32,475.10
78	Postage	\$ 286.95	\$ 292.69	\$ 298.54
79	Special Education Administration	\$ 48,168.92	\$ 77,137.70	\$ 81,019.15
80	Student Information Services	\$ -	\$ -	\$ -
81	Food Services	\$ 251,045.38	\$ 394,141.24	\$ 405,856.69
82	Contracted Transportation Services	\$ 408,818.63	\$ 614,647.15	\$ 645,575.26
83	Other Transportation Services (please describe)	\$ 104,664.99	\$ 92,392.60	\$ 94,240.46
84	Promotion Expenses	\$ 30,000.00	\$ 30,600.00	\$ 31,212.00
85	Other (please describe)	\$ -	\$ -	\$ -
Total Professional Purchased or Contracted Services:		\$ 985,303.76	\$ 1,375,421.79	\$ 1,431,795.02
Facilities Expenses				
86	Rent of Buildings, Facilities, and Equipment	\$ -	\$ 1.00	\$ 1.00
87	Purchase of Furniture & Equipment	\$ 6,250.00	\$ 98,000.00	\$ 20,000.00
88	Electric/Gas	\$ 497,473.58	\$ 507,423.05	\$ 517,571.51
89	Water & Sewage	\$ 82,383.47	\$ 84,031.13	\$ 85,711.76
90	Repair and Maintenance Services (not provided by school personnel)	\$ 145,555.86	\$ 354,144.28	\$ 361,227.16
91	Custodial Services (not provided by school personnel)	\$ 460,058.73	\$ 469,259.91	\$ 478,645.11
92	Waste Disposal	\$ 14,766.00	\$ 15,061.32	\$ 15,362.55
93	Debt Service for Facilities (Principal & Interest)	\$ -	\$ -	\$ -
94	Debt Service for Equipment (Principal & Interest)	\$ -	\$ -	\$ -
95	Other (please describe)	\$ 965,984.73	\$ -	\$ -
Total Facilities Expenses:		\$ 2,172,472.37	\$ 1,527,920.69	\$ 1,478,519.09

Other Expenses - See Footnotes				
96	ICSB Administrative Fee (13)	\$ -	\$ 130,655.40	\$ 272,139.56
97	CMO/EMO Fee (14)	\$ 272,996.00	\$ 1,055,097.98	\$ 1,099,798.24
98	Bank Fees	\$ 3,503.99	\$ 3,574.07	\$ 3,645.56
99	Depreciation Expense	\$ -	\$ -	\$ -
100	Required Escrow (15)	\$ -	\$ -	\$ -
Total Other Expenses:		\$ 276,499.99	\$ 1,189,327.46	\$ 1,375,583.35
TOTAL EXPENSES:		\$ 7,299,389.43	\$ 8,718,579.36	\$ 8,890,002.99
SURPLUS / (DEFICIT):		\$ 0.00	\$ 1,124,531.83	\$ 1,518,051.44

Footnotes:

- (1) Beginning in FY2020, new charter schools are entitled to \$750 per student to be used for capital, technology, and transportation costs. Sub more details.
- (2) This is a competitive grant. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Cont
- (3) Unrestricted Federal Revenue Direct from the Federal Government; Restricted Federal Revenue Direct from the Federal Government; Restr
- (4) Includes the Head of School, School Leader, Executive Director, Chief Executive Officer, as well as associate or assistant executive positions.
- (5) Includes Vice- and Assistant Principals.
- (6) Includes Chief Academic Officers; Directors, Deans, and Coordinators of: Curriculum, Instruction, Faculty, Students, Assessment, Student Aff
- (7) SBOA/Form 9 Classification of teachers is as follows. Expenditure Accounts: Preschool - 11025; Full Day Kindergarten - 11050; Elementary Sc Certified Salaries - 120; (Temporary) Licensed Employees - 135; (Temporary) Non-Licensed Employees - 136; Stipends - 131; and (Temporary or
- (8) Includes Social Workers; Counselors; Psychologists; and Speech, Occupational, and Physical Therapists.
- (9) Secretary; Receptionist; Attendance Clerk; Office Manager, Cafeteria Worker, and other full or part-time employees not specifically describ
- (10) Includes Staffing for Instruction and Curriculum Development, Instructional Staff Training, etc.
- (11) Includes Systems Analysis and Planning, Application Development, Systems Operations, Network Support, and Hardware Maintenance an
- (12) Expenses associated with extra-curricular or athletic activities.
- (13) One half percent (0.5%) of the Basic/Adult Learner Grant amount.
- (14) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and des management company must be accounted for elsewhere in this worksheet.
- (15) Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting

YEARS 1 - 5 (Fiscal Year July 1-June 30)

ility, or licensing fees paid to a management company or affiliate of a management company that are not included in Line 97 is, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state

Year 3	Year 4	Year 5	Assumptions
\$ 7,032,313.28	\$ 7,032,313.28	\$ 7,032,313.28	
\$ 467,805.21	\$ 467,805.21	\$ 467,805.21	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ 727,500.00	\$ 727,500.00	\$ 727,500.00	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ 736,679.37	\$ 751,412.96	\$ 766,441.22	
\$ -	\$ -	\$ -	
\$ 8,964,297.86	\$ 8,979,031.45	\$ 8,994,059.71	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ 141,500.00	\$ 141,500.00	\$ 141,500.00	
\$ 811,497.00	\$ 811,497.00	\$ 811,497.00	
\$ 62,850.00	\$ 62,850.00	\$ 62,850.00	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ 109,206.00	\$ 109,206.00	\$ 109,206.00	
\$ 1,125,053.00	\$ 1,125,053.00	\$ 1,125,053.00	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ 475,013.31	\$ 619,716.95	\$ 767,314.57	E-rate and other revenues
\$ 475,013.31	\$ 619,716.95	\$ 767,314.57	
\$ 10,564,364.17	\$ 10,723,801.40	\$ 10,886,427.28	

\$ 106,120.80	\$ 108,243.22	\$ 110,408.08	
\$ 101,663.73	\$ 103,697.00	\$ 105,770.95	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	

\$ 207,784.53	\$ 211,940.21	\$ 216,179.03	
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\$ 1,738,258.70	\$ 1,773,023.88	\$ 1,808,484.36	
\$ 217,898.66	\$ 222,256.63	\$ 226,701.76	
\$ 151,725.82	\$ 154,760.33	\$ 157,855.54	
\$ -	\$ -	\$ -	

\$ 2,107,883.18	\$ 2,150,040.84	\$ 2,193,041.66	
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\$ 185,943.30	\$ 189,662.16	\$ 193,455.40	
\$ 486,630.25	\$ 496,362.77	\$ 506,289.86	Administrative staff, Grants Manager, JROTC
\$ 24,322.89	\$ 24,809.35	\$ 25,305.53	
\$ 239,651.67	\$ 244,444.70	\$ 249,333.60	Instructional Coaches
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ 140,029.79	\$ 142,830.39	\$ 145,687.00	
\$ -	\$ -	\$ -	

\$ 1,076,577.89	\$ 1,098,109.37	\$ 1,120,071.39	
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\$ 3,392,245.60	\$ 3,460,090.42	\$ 3,529,292.07	
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\$ 344,312.93	\$ 351,199.18	\$ 358,223.15	
\$ 349,352.24	\$ 356,338.92	\$ 363,466.20	
\$ -	\$ -	\$ -	
\$ 28,786.52	\$ 29,362.60	\$ 29,949.32	

\$ 722,451.69	\$ 736,900.70	\$ 751,638.67	
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\$ 4,114,697.29	\$ 4,196,991.12	\$ 4,280,930.74	
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\$ 51,468.59	\$ 52,497.96	\$ 53,547.92	
\$ -	\$ -	\$ -	
\$ 41,959.88	\$ 42,799.07	\$ 43,655.06	
\$ -	\$ -	\$ -	
\$ 5,198.33	\$ 5,302.29	\$ 5,408.34	
\$ 34,913.74	\$ 35,612.02	\$ 36,324.26	
\$ 57,172.28	\$ 58,315.72	\$ 59,482.04	
\$ -	\$ -	\$ -	

\$ 190,712.82	\$ 194,527.07	\$ 198,417.61	
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\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ 101,927.99	\$ 103,966.55	\$ 106,045.88	
\$ 7,180.57	\$ 7,324.18	\$ 7,470.66	
\$ 61,370.88	\$ 62,598.29	\$ 63,850.26	
\$ 176,544.15	\$ 180,075.04	\$ 183,676.54	
\$ -	\$ -	\$ -	

\$ 347,023.59	\$ 353,964.06	\$ 361,043.34
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\$ -	\$ -	\$ -	
\$ 22,935.89	\$ 23,394.61	\$ 23,862.50	
\$ -	\$ -	\$ -	
\$ 420.24	\$ 428.64	\$ 437.22	
\$ -	\$ -	\$ -	

\$ 23,356.13	\$ 23,823.25	\$ 24,299.71
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\$ 14,856.91	\$ 15,154.05	\$ 15,457.13	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ 26,770.59	\$ 27,306.01	\$ 27,852.13	
\$ -	\$ -	\$ -	
\$ 55,950.57	\$ 57,069.58	\$ 58,210.97	
\$ 50,907.40	\$ 57,016.29	\$ 63,858.24	
\$ 33,124.61	\$ 33,787.10	\$ 34,462.84	
\$ 304.51	\$ 310.60	\$ 316.82	
\$ 82,639.54	\$ 84,292.33	\$ 85,978.17	
\$ -	\$ -	\$ -	
\$ 405,856.69	\$ 405,856.69	\$ 405,856.69	
\$ 658,486.76	\$ 671,656.50	\$ 685,089.63	
\$ 96,125.27	\$ 98,047.77	\$ 100,008.73	
\$ 31,836.24	\$ 32,472.96	\$ 33,122.42	
\$ -	\$ -	\$ -	

\$ 1,456,859.09	\$ 1,482,969.88	\$ 1,510,213.77
------------------------	------------------------	------------------------

\$ 1.00	\$ 1.00	\$ 1.00	
\$ 15,000.00	\$ 15,000.00	\$ 15,000.00	
\$ 527,922.94	\$ 538,481.40	\$ 549,251.03	
\$ 87,425.99	\$ 89,174.51	\$ 90,958.00	
\$ 368,451.71	\$ 375,820.74	\$ 383,337.16	
\$ 488,218.01	\$ 497,982.37	\$ 507,942.02	
\$ 15,669.80	\$ 15,983.19	\$ 16,302.86	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	

\$ 1,502,689.45	\$ 1,532,443.22	\$ 1,562,792.06
------------------------	------------------------	------------------------

\$ 272,139.56	\$ 272,139.56	\$ 272,139.56
\$ 1,117,153.48	\$ 1,134,855.84	\$ 1,152,912.24
\$ 3,718.47	\$ 3,792.84	\$ 3,868.69
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -

\$ 1,393,011.51	\$ 1,410,788.24	\$ 1,428,920.50
------------------------	------------------------	------------------------

\$ 9,028,349.87	\$ 9,195,506.84	\$ 9,366,617.74
------------------------	------------------------	------------------------

\$ 1,536,014.30	\$ 1,528,294.56	\$ 1,519,809.54
------------------------	------------------------	------------------------

requent awards depend on continued funding of the grant in the biennial budget. See IC 20-24-13 for additional criteria and

act IDOE's Office of Title Grants and Support for more information.

icted Federal Revenue Through the State, etc.

fairs, Student Achievement, and similar positions.

:hool - 11100; Middle/Junior High School - 11200; and High School - 11300. Object Accounts: Certified Salaries - 110; Non-Permanent) Overtime Salaries - 140.

ied.

d Support.

cribe how the fee is calculated in the budget narrative. All other amounts paid to a management company or affiliate of the

in year 2 with a balance of \$30,000 by year 4.

Attachment 14 School Audits

Thomas Carr Howe Community High School

A Division of the Indiana Department of Education

Basic Financial Statements
For the Year Ended June 30, 2018

Thomas Carr Howe Community High School

Table of Contents

Independent Auditor's Report	1-3
Management's Discussion and Analysis (not covered by Independent Auditor's Report)	4-7
Basic Financial Statements	
Government-wide Financial Statements:	
Statement of Net Position	8
Statement of Activities	9
Fund Financial Statements:	
Balance Sheet - Governmental Funds	10
Statement of Revenues, Expenditures and Change in Fund Balances - Governmental Funds	11
Statement of Assets and Liabilities - Agency Fund	12
Notes to Basic Financial Statements	13-22
Required Supplementary Information	
Budgetary Comparison Schedule	23
Schedule of Proportionate Share of Net Pension Liability - Public Employees' Retirement Fund	24
Schedule of Proportionate Share of Net Pension Liability - Teachers' Retirement Fund 1996 Account	25
Schedule of Contributions - Public Employees' Retirement Fund	26
Schedule of Contributions - Teachers' Retirement Fund 1996 Account	27
Additional Information	
Combining Schedule of Revenues, Expenditures and Changes in Fund Balances - Other Governmental Funds	28

Thomas Carr Howe Community High School

Table of Contents (continued)

Supplemental Schedules

Schedule of Expenditures of Federal Awards	29
Notes to Schedule of Expenditures of Federal Awards	30

Internal Controls and Compliance

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	31-32
Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance	33-34
Schedule of Findings and Questioned Costs	35

INDEPENDENT AUDITOR'S REPORT

To the Office of Education Innovation
Thomas Carr Howe Community High School
A Division of the Indiana Department of Education
Indianapolis, Indiana

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Thomas Carr Howe Community High School (the "School"), a Division of the Indiana Department of Education, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

CPA's + Trusted Advisors

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the School, as of June 30, 2018, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, schedules related to pensions and budgetary comparison information on pages 4 through 7 and 23 through 27 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The combining and individual nonmajor fund financial schedule is presented for purposes of additional analysis and is not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepting in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

The combining and individual nonmajor fund financial schedule is presented for the purpose of additional analysis and is not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 29, 2019, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



KEEFE McCULLOUGH

Fort Lauderdale, Florida
March 29, 2019

MANAGEMENT'S DISCUSSION AND ANALYSIS

As management of Thomas Carr Howe Community High School (the "School"), a Division of the Indiana Department of Education, we offer readers of the School's basic financial statements this narrative overview and analysis of the financial activities of the School for the year ended June 30, 2018 and 2017.

Management's discussion and analysis is included at the beginning of the School's basic financial statements to provide, in layman's terms, the current position of the School's financial condition. This summary should not be taken as a replacement for the audit which consists of the basic financial statements.

Financial Highlights

For the fiscal year ended June 30, 2018, total assets and deferred outflows were \$ 1,582,148, total liabilities and deferred inflows were \$ 1,088,765, and total net position was \$ 493,383. For the fiscal year ended June 30, 2017, total assets and deferred outflows were \$ 1,440,920, total liabilities were \$ 1,114,162, and total net position was \$ 326,758.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the basic financial statements.

Government-Wide Basic Financial Statements: The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private sector business.

The statement of net position presents information on all of the School's assets, liabilities, and deferred inflows/outflows of resources, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net position changed during the year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected revenues and services rendered but unpaid).

The government-wide financial statements include all governmental activities that are principally supported by grants and entitlements from the state for full-time equivalent funding. The School does not have any business-type activities. The governmental activities of the School primarily include instruction and instructional support services.

The government-wide basic financial statements can be found on pages 8 and 9 of this report.

Fund Basic Financial Statements: A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds: Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide basic financial statements, governmental fund basic financial statements focus on near-term inflows and outflows of spendable resources, as well as balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the School's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the School's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures and change in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The School maintains several individual governmental funds. Information is presented in the governmental fund balance sheet and the governmental fund statement of revenues, expenditures and change in fund balances. The General Fund, Title I - School Improvement Grant Fund and Title I Fund are considered to be the School's major funds.

The School adopts an annual budget for its governmental funds. A budgetary comparison schedule has been provided to demonstrate compliance with the budget.

The governmental fund financial statements can be found on pages 10 and 11 of this report.

Agency Fund: In addition, the School has one Agency Fund which is a student activity fund. This fund is formed for education and school purposes.

The Agency Fund financial statement can be found on page 12 of this report. The assets and liabilities of this fund are not included in the government-wide statement of net position.

Notes to Basic Financial Statements: The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements. The notes to basic financial statements can be found on pages 13 through 22 of this report.

Government-Wide Financial Analysis

The School's net position was \$ 493,383 at June 30, 2018. The amount of \$ 680,911 represents net investment in capital assets and \$ (187,528) represents unrestricted net position (deficit). The School's net position was \$ 326,758 at June 30, 2017, which represents net investment in capital assets of \$ 498,386 and unrestricted position (deficit) of \$ (171,628).

**Thomas Carr Howe Community High School
Management's Discussion and Analysis
June 30, 2018**

Our analysis in the table below focuses on the net position of the School's governmental activities:

**Thomas Carr Howe Community High School
Net Position**

	<u>June 30, 2018</u>	<u>June 30, 2017</u>
Assets:		
Current and other assets	\$ 801,920	\$ 754,919
Capital assets, net of depreciation	680,911	498,386
Total assets	<u>1,482,831</u>	<u>1,253,305</u>
Deferred Outflows of Resources	<u>99,317</u>	<u>187,615</u>
Liabilities:		
Current liabilities	823,516	778,696
Noncurrent liabilities	212,848	332,981
Total liabilities	<u>1,036,363</u>	<u>1,111,677</u>
Deferred Inflows of Resources	<u>52,402</u>	<u>2,485</u>
Net Position:		
Net investment in capital assets	680,911	498,386
Unrestricted (deficit)	<u>(187,528)</u>	<u>(171,628)</u>
Total net position	<u>\$ 493,383</u>	<u>\$ 326,758</u>

Governmental Activities

The results of this year's operations for the School as a whole are reported in the statement of activities on page 9. The following table provides a condensed presentation of the School's revenues and expenses for the year ended June 30, 2018 and 2017:

**Thomas Carr Howe Community High School
Change in Net Position**

	<u>June 30, 2018</u>	<u>June 30, 2017</u>
Revenues:		
General revenues:		
State aid unrestricted	\$ 3,413,134	\$ 3,675,492
Miscellaneous income	136,039	116,609
Program revenues:		
Charges for services	60,776	63,787
Operating grants and contributions	3,803,548	2,616,663
Total revenues	<u>7,413,497</u>	<u>6,472,551</u>
Functions/Program Expenses:		
Costs of school operations	6,958,655	6,150,578
Food services	288,217	266,832
Total governmental activities	<u>7,246,872</u>	<u>6,417,410</u>
Change in net position	166,625	55,141
Net position, beginning of year	<u>326,758</u>	<u>271,617</u>
Net position, end of year	<u>\$ 493,383</u>	<u>\$ 326,758</u>

As reported in the statement of activities, the cost of governmental activities was \$ 7,246,872. These activities were primarily funded by the School's state aid and governments that subsidized certain programs with grants.

Fund Financial Statements

Governmental Funds - The School's instruction and support services activities are reported in the General Fund, Title I - School Improvement Grant Fund, Title I Fund and the nonmajor special revenue funds. The governmental funds are reported on a modified accrual basis. Only those assets that are "measurable" and "currently available" are reported. Liabilities are recognized when incurred.

Capital Assets

At June 30, 2018, the School had capital assets of \$ 680,911, net of accumulated depreciation, invested in computer equipment and furniture and equipment. A detailed schedule is on page 17 in the notes to the basic financial statements.

Budgetary Highlights

The School was under enrolled by twenty-four students, resulting in lower state aid revenue than budgeted. The School received just over \$ 2.7 million in federal grants, which was higher than budgeted by approximately \$ 385,000 due to higher Title I funding than anticipated. The School spent approximately \$ 438,000 more than budgeted, mainly due to qualifying capital outlay grant expenditures as well as \$ 95,000 of expenditures that were covered by insurance proceeds. The Operator contributed approximately \$ 255,800 in order to help mitigate the School's deficit.

Economic Factors and Next Year's Budget

Fiscal year 2018 state aid revenue remained in line with fiscal year 2017 driven by flat enrollment growth year over year. For fiscal year 2019, enrollment increased by 2%, year over year. Grant funding will remain at fiscal year 2018 levels for 21st Century, Title II and IDEA, but Indiana Department of Education School Improvement Grants (SIG), are decreasing 8% from \$ 2.5 million to \$ 2.3 million.

Requests for Information

If you have any questions about this report or need additional information, please write Hillary Daigle, Vice President of Finance, Charter Schools USA, 800 Corporate Drive, Suite 700, Fort Lauderdale, Florida 33334.

BASIC FINANCIAL STATEMENTS

Thomas Carr Howe Community High School
Statement of Net Position
June 30, 2018

	Governmental Activities
Current Assets:	
Cash	\$ 418,044
Other receivables	47,928
Due from other governments	289,528
Prepaid items	39,731
Deposits	<u>6,689</u>
Total current assets	801,920
Noncurrent Assets:	
Capital assets (depreciable), net of accumulated depreciation	<u>680,911</u>
Total assets	<u>1,482,831</u>
Deferred Outflows of Resources:	
Deferred outflows related to pensions	<u>99,317</u>
Current Liabilities:	
Accounts payable and accrued liabilities	554,674
Salaries and wages payable	150,417
Due to other schools	96,829
Compensated absences	<u>21,596</u>
Total current liabilities	<u>823,516</u>
Noncurrent Liabilities:	
Net pension liability	205,649
Compensated absences	<u>7,199</u>
Total noncurrent liabilities	<u>212,848</u>
Total liabilities	<u>1,036,363</u>
Deferred Inflows of Resources:	
Deferred inflows related to pensions	<u>52,402</u>
Net Position:	
Net investment in capital assets	680,911
Unrestricted (deficit)	<u>(187,528)</u>
Total net position	<u>\$ 493,383</u>

The accompanying notes to basic financial statements are an integral part of these statements.

Thomas Carr Howe Community High School
Statement of Activities
For the Year Ended June 30, 2018

	<u>Expenses</u>	<u>Program Revenues</u>			<u>Governmental</u>
		<u>Charges for</u>	<u>Operating</u>	<u>Capital</u>	<u>Activities</u>
		<u>Services</u>	<u>Grants and</u>	<u>Grants</u>	<u>Net (Expense)</u>
			<u>Contributions</u>	<u>and</u>	<u>Revenue and</u>
				<u>Contributions</u>	<u>Change in</u>
					<u>Net Position</u>
Functions/Programs:					
Costs of school operations	\$ 6,958,655	\$ 60,776	\$ 3,552,667	\$ -	\$ (3,345,212)
Food services	<u>288,217</u>	<u>-</u>	<u>250,881</u>	<u>-</u>	<u>(37,336)</u>
Total governmental activities	<u>\$ 7,246,872</u>	<u>\$ 60,776</u>	<u>\$ 3,803,548</u>	<u>\$ -</u>	<u>(3,382,548)</u>
General purpose revenues:					
State aid unrestricted					3,413,134
Miscellaneous income					<u>136,039</u>
Total general purpose revenue					<u>3,549,173</u>
Change in net position					166,625
Net position, beginning of year					<u>326,758</u>
Net position, end of year					<u>\$ 493,383</u>

The accompanying notes to basic financial statements are an integral part of these statements.

**Thomas Carr Howe Community High School
Balance Sheet - Governmental Funds
June 30, 2018**

	<u>General Fund</u>	<u>Title I - School Improvement Grant</u>	<u>Title I</u>	<u>Total Nonmajor Funds</u>	<u>Total</u>
Assets:					
Cash	\$ 418,044	\$ -	\$ -	\$ -	\$ 418,044
Other receivables	47,928	-	-	-	47,928
Due from other governments	210,976	28,910	20,126	29,516	289,528
Due from other funds	78,552	-	-	-	78,552
Prepaid items	39,731	-	-	-	39,731
Deposits	6,689	-	-	-	6,689
Total assets	<u>\$ 801,920</u>	<u>\$ 28,910</u>	<u>\$ 20,126</u>	<u>\$ 29,516</u>	<u>\$ 880,472</u>
Liabilities:					
Accounts payable and accrued liabilities	\$ 554,674	\$ -	\$ -	\$ -	\$ 554,674
Salaries and wages payable	150,417	-	-	-	150,417
Due to other schools	96,829	-	-	-	96,829
Due to other funds	-	28,910	20,126	29,516	78,552
Total liabilities	<u>801,920</u>	<u>28,910</u>	<u>20,126</u>	<u>29,516</u>	<u>880,472</u>
Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total liabilities and fund balances	<u>\$ 801,920</u>	<u>\$ 28,910</u>	<u>\$ 20,126</u>	<u>\$ 29,516</u>	<u>\$ 880,472</u>
Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Position					
Total governmental fund balance					\$ -
Capital assets used in governmental activities are not financial resources and are not reported in the funds:					
Capital assets cost					2,341,811
Accumulated depreciation					(1,660,900)
Long-term assets are not available to pay for current period expenditures and, therefore, are not recorded in the funds:					
Deferred outflows related to pensions					99,317
Liabilities not payable with current available resources are not reported as fund liabilities in the governmental fund statements. All liabilities, both current and long-term are reported in the government-wide statements:					
Net pension liability					(205,649)
Deferred inflows related to pensions					(52,402)
Compensated absences					(28,794)
Net position of governmental activities					<u>\$ 493,383</u>

The accompanying notes to basic financial statements are an integral part of these statements.

**Thomas Carr Howe Community High School
Statement of Revenues, Expenditures and
Change in Fund Balances - Governmental Funds
For the Year Ended June 30, 2018**

	General Fund	Title I - School Improvement Grant	Title I	Total Nonmajor Funds	Total
Revenues:					
State aid	\$ 3,865,797	\$ -	\$ -	\$ 311,360	\$ 4,177,157
Federal sources	-	1,016,898	1,243,847	486,805	2,747,550
Private sources	352,751	-	-	-	352,751
Other income	136,039	-	-	-	136,039
Total revenues	4,354,587	1,016,898	1,243,847	798,165	7,413,497
Expenditures:					
Costs of school operations	4,306,030	1,016,898	733,923	547,284	6,604,135
Food services	37,336	-	-	250,881	288,217
Capital outlay	11,221	-	509,924	-	521,145
Total expenditures	4,354,587	1,016,898	1,243,847	798,165	7,413,497
Net Change in Fund Balances	-	-	-	-	-
Fund Balances - beginning of year	-	-	-	-	-
Fund Balances - end of year	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance of Governmental Funds to the Statement of Activities					
Net change in fund balance - total governmental funds					\$ -
Governmental funds report capital outlays as expenditures, in the statement of activities these costs are allocated over their useful lives as depreciation:					
Cost of capital assets					521,145
Provision for depreciation					(338,620)
Certain items reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds:					
Change in net pension liability					119,407
Changes in deferred outflows related to pensions					(88,298)
Change in deferred inflows related to pensions					(49,917)
Change in compensated absences					2,908
Change in net position of governmental activities					<u>\$ 166,625</u>

The accompanying notes to basic financial statements are an integral part of these statements.

Thomas Carr Howe Community High School
Statement of Assets and Liabilities - Agency Fund
June 30, 2018

	<u>Student Activities</u>
Assets:	
Cash and cash equivalents	\$ <u>21,212</u>
Total current assets	\$ <u><u>21,212</u></u>
Liabilities:	
Due to students	\$ <u>21,212</u>
Total liabilities	\$ <u><u>21,212</u></u>

The accompanying notes to basic financial statements are an integral part of these statements.

Note 1 - Organization and Operations

In 2011, the State Board of Education (“SBOE”) exercised its statutory authority to intervene in the management of certain schools that had been deemed failing for six years under Public Law 221 and the state’s school accountability system. As a result, the SBOE assigned the Indiana Department of Education (“IDOE”) to contract with third party “turnaround school operators” to manage the schools during the turnaround process. The schools were part of the Indianapolis Public Schools District. In 2013, the mayor of the City of Indianapolis successfully petitioned the SBOE for oversight of the turnaround school operators that manage these schools from the IDOE to Office of Education Innovation (“OEI”). In June 2015, Indianapolis turnaround schools transitioned to joint oversight by the SBOE and IDOE. Thomas Carr Howe Community High School (the “School”) is one of the turnaround schools.

Note 2 - Summary of Significant Accounting Policies

Basis of presentation: The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the School’s accounting policies are described below:

Government-wide basic financial statements: The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). Both the government-wide and fund financial statements categorize primary activities as either governmental or business-type. All of the School's activities are classified as governmental activities.

In the government-wide statement of net position, the governmental activities column is presented on a consolidated basis, if applicable, and is reported on a full accrual, economic resource basis, which recognizes all noncurrent assets and receivables as well as all noncurrent debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The net costs, by function, are also supported by general revenues (unrestricted contributions, miscellaneous revenue, etc.). The statement of activities reduces gross expenses by related program revenues, operating and capital grants and contributions. Program revenues must be directly associated with the function. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reflects capital-specific grants. For the year ended June 30, 2018 the School had program revenues of \$ 3,864,324.

This government-wide focus is more on the ability to sustain the School as an entity and the change in the School's net position resulting from the current year's activities.

Fund financial statements: The accounts of the School are organized on the basis of funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, equity, revenues and expenditures.

The School reports the following major governmental funds:

General Fund - This fund is used to account for all operating activities of the School except for those required to be accounted for in another fund.

Note 2 - Summary of Significant Accounting Policies (continued)

Title I - School Improvement Grant Fund - This fund is used to account for all federal dollars received under this Title I program.

Title I - This fund is used to account for all federal dollars received under this Title I program.

Measurement focus and basis of accounting: Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied. Governmental funds use the current financial resources measurement focus and the governmental-wide statement uses the economic resources measurement focus.

Governmental activity in the government-wide basic financial statements is presented on the full accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds basic financial statements are presented on the modified accrual basis of accounting under which revenue is recognized in the accounting period in which it becomes susceptible to accrual (i.e., when it becomes both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within sixty days after year-end or soon enough thereafter to be used to pay liabilities of the current period. The School uses an availability period of six months for recognition of governmental grant revenue.

Cash and cash equivalents: The School considers all demand accounts and money market funds which are not subjected to withdrawal restrictions to be cash and cash equivalents. The School routinely maintains cash balances at a financial institution which exceeds federally insured amounts. The School has not experienced any losses in such accounts and does not believe it is exposed to any significant credit risk associated with its cash and cash equivalents.

Prepaid items: Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items.

Due to and due from other funds: Interfund receivables and payables arise from interfund transactions and are recorded by all funds affected in the period in which transactions are executed. The balances result from the time lag between the dates that interfund goods and services are provided or reimbursable expenditures occur, transactions are recorded in the accounting system, and payments between funds are made.

Capital assets: Property and equipment purchased or acquired are capitalized at historical cost or estimated historical cost. Capital assets are defined by the School as assets with a cost of \$ 750 and useful life of over one year. Donated property and equipment assets are valued at the estimated fair market value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized and depreciated over the remaining useful lives of the related fixed assets. Other costs incurred for repairs and maintenance are expensed as incurred.

Depreciation on all capital assets is provided on the straight-line basis over the estimated useful lives as follows:

Furniture and equipment	5 years
Computer equipment	3 years

Note 2 - Summary of Significant Accounting Policies (continued)

Deferred outflows/inflows of resources: In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will *not* be recognized as an outflow of resources (expense/expenditure) until then. The School has deferred outflows relating to the net pension liability that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period(s) and so will *not* be recognized as an inflow of resources (revenue) until that time. The School has deferred inflows relating to the net pension liability that qualify for reporting in this category.

Unearned revenue: Unearned revenue arises when the School receives resources before it has a legal claim to them.

Compensated absences: The School's policy permits employees to accumulate earned but unused paid time off, which is eligible for payment upon separation from service. The liability for such leave is reported as incurred in the government-wide financial statements. A liability for those amounts is recorded in the governmental funds only if the liability has matured as a result of employee resignations or retirements. The liability for compensated absences includes salary-related benefits, where applicable. Payments for compensated absences are generally paid out of the General Fund.

Net position: Net position is classified in three categories. The general meaning of each is as follows:

- Net investment in capital assets - represents the difference between the cost of capital assets, less accumulated depreciation reduced by the outstanding balances of borrowings used for the acquisition, construction or improvement of those assets.
- Restricted - consists of net position with constraints placed on their use either by 1) external groups such as creditors, grantors, contributors, or laws or regulations of other governments, or 2) law through constitutional provisions or enabling legislation.
- Unrestricted (deficit) - indicates that portion of net position that will need to be provided to fund future operations.

Sometimes the School will fund outlays for a particular purpose from both restricted and unrestricted resources. In order to calculate the amounts to report as restricted - net position and unrestricted - net position in the government-wide financial statement, a flow assumption must be made about the order in which the resources are considered to be applied. It is the School's policy to consider restricted - net position to have been depleted before unrestricted - net position is applied.

Note 2 - Summary of Significant Accounting Policies (continued)

Fund balance: The governmental fund financial statements present fund balances based on the provisions of GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement provides more clearly defined fund balance classifications and also sets a hierarchy which details how the School may spend funds based on certain constraints. The following are the fund balance classifications used in the governmental fund financial statements:

- **Nonspendable** - this classification includes amounts that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. The School classifies inventories, prepaid items, long-term notes receivable and deposits as nonspendable since they are not expected to be converted to cash or are not expected to be converted to cash within the next year.
- **Restricted** - this classification includes amounts that are restricted for specific purposes by external parties such as grantors and creditors or are imposed by law through constitutional provisions or enabling legislation.
- **Committed** - this classification includes amounts that can be used for specific purposes voted on through formal action of the governing body. The committed amount cannot be used for any other purpose unless the governing body removes or changes the commitment through formal action.
- **Assigned** - this classification includes amounts that the governing body intends to use for a specific purpose but they are neither restricted nor committed. The School classifies existing fund balance to be used in the subsequent year's budget for elimination of a deficit as assigned.
- **Unassigned** - this classification includes amounts that have not been restricted, committed or assigned for a specific purpose within the General Fund.

The details of the fund balances are included in the Governmental Fund Balance Sheet on page 10.

Sometimes the School will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned and unassigned fund balance in the government fund financial statements a flow assumption must be made about the order in which the resources are considered to be applied. It is the School's policy to consider restricted fund balance to have been depleted before using any of components of unrestricted fund balance. Further, when the components of unrestricted fund balance can be used for the same purpose, committed fund balance is depleted first, followed by assigned fund balance. Unassigned fund balance is applied last.

Budget: Annual budgets are adopted on a basis utilizing accounting principles generally accepted in the United States of America and consistent with state law for the general and special revenue funds. The budget document presents information by function.

Use of estimates: The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Thomas Carr Howe Community High School
Notes to Basic Financial Statements
June 30, 2018

Note 2 - Summary of Significant Accounting Policies (continued)

Date of management review: Subsequent events were evaluated by management through March 29, 2019, which is the date the financial statements were available to be issued.

Note 3 - Capital Assets

Capital asset balances and activity for the year ended June 30, 2018 are as follows:

	Balance at July 1, 2017	Additions	Deletions	Balance at June 30, 2018
Capital assets, depreciable:				
Furniture and equipment	\$ 375,092	\$ 293,721	\$ -	\$ 668,813
Computer equipment	<u>1,445,574</u>	<u>227,424</u>	<u>-</u>	<u>1,672,998</u>
Total capital assets, depreciable	<u>1,820,666</u>	<u>521,145</u>	<u>-</u>	<u>2,341,811</u>
Accumulated depreciation:				
Furniture and equipment	199,353	111,407	-	310,760
Computer equipment	<u>1,122,927</u>	<u>227,213</u>	<u>-</u>	<u>1,350,140</u>
Total accumulated depreciation	<u>1,322,280</u>	<u>338,620</u>	<u>-</u>	<u>1,660,900</u>
Net capital assets	<u>\$ 498,386</u>	<u>\$ 182,525</u>	<u>\$ -</u>	<u>\$ 680,911</u>

Note 4 - Due from Other Schools

The School, Emma Donnan Middle School, Emma Donnan Elementary School, and Emmerich Manual High School are related as they are all divisions of the Indiana Department of Education which are operated by CSUSA (Note 5). As of June 30, 2018, the financial statements include an amount due to these schools of \$ 96,829 for shared expenses.

Note 5 - School Operation Contract

The Indiana Department of Education entered into a contract with Charter Schools USA, Inc. ("CSUSA") as a turnaround school operator to perform all duties and obligations necessary to operate the School. The contract commenced on July 1, 2012 and shall remain in effect through June 30, 2020. Pursuant to the contract, CSUSA shall receive monthly payments based upon the yearly ADM counts, which occur in September and February, as provided for under Indiana Code 20-43. The School's accounts payable balance has an amount due to CSUSA for \$ 516,207 at June 30, 2018.

Note 6 - Retirement Plans

The employees of the School have the option of participating in one of the following Plans:

401(k) Plan

During the year ended June 30, 2018, the School offered all of its full-time employees who had attained 21 years of age, a retirement plan under Internal Revenue Code Section 401(k). The employee is allowed to contribute up to a maximum of 100% of his/her annual gross compensation, subject to certain limitations. The Plan provides for a discretionary employer matching contribution of the participant's annual elective deferral to the Plan. As determined annually by the School's management, the School may also make a discretionary profit sharing contribution, which is allocated among the participants based on a pro rata formula. Participants are immediately vested in their own contributions and earnings on those contributions. Participants become vested in School contributions and earnings on School contributions according to the following schedule:

<u>Years of Service</u>	<u>Vesting Percentage</u>
1	25%
2	50%
3	75%
4	100%

Nonvested contributions are forfeited upon termination of employment and such forfeitures are used to reduce any employer contribution. For the year ended June 30, 2018, the School contributed a matching amount of \$ 5,051.

Indiana Public Retirement System

Plan Description

The School elected to become a participating employer in the Indiana Public Retirement System (INPRS), a cost-sharing multiple employer retirement system that acts as a common investment and administrative agent for units of state and local government in Indiana. INPRS is governed by state statutes I.C.S. 5-10.2 and 5-10.3. As such, it is INPRS's responsibility to administer the law in accordance with the expressed intent of the Indiana General Assembly. The School contributes to two plans under INPRS; the Public Employees' Retirement Fund (PERF) and the State Teachers' Retirement Fund 1996 Account (TRF 1996). Both are qualified plans under Internal Revenue Code Section 401(a) and are tax exempt.

Benefits

PERF and TRF 1996 are contributory defined benefit plans that cover substantially all School employees. Retirement benefits vest after 10 years of service. Participants are eligible for early retirement with 100% of the defined benefit plan if certain conditions are met. A participant may retire with full benefits at age 60 with 15 or more years of service or at age 55 if the participant's age plus years of service equals 85 or more (Rule of 85). If neither of the above conditions are met, a participant may retire with 100% of the pension benefit at age 65 with 10 or more years of service. This annual pension is equal to 1.1% times the average annual salary times the number of years and months of INPRS-covered employment. The average annual salary used for calculating the pension benefit uses the 20 highest calendar quarters, in groups of 4 consecutive calendar quarters with no quarter used more than once. Participants who retire between the ages of 50 and 59 with 15 or more years of service receive a pension benefit that is reduced by various percentages according to the participant's age. The plans also provide disability and survivor benefits.

Note 6 - Retirement Plans (continued)

Contributions

The participants are required to make a contribution of 3% of their annual salary to their defined contribution account that may be withdrawn at any time with interest should a participant terminate employment. The School is required by State statute to contribute at an actuarially determined rate to PERF and TRF 1996. The rate for PERF was 11.2% of annual covered payroll. The rate for TRF 1996 was 7.5% of annual covered payroll. The contribution requirements of participants are determined by State statute.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2018, the School reported liabilities of \$ 143,167 for its proportionate share of the PERF's net pension liability and \$ 62,482 for the TRF 1996's net position liability for a total net pension liability of \$ 205,649. The net pension liability was measured as of June 30, 2017, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on a projection of the School's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined. At June 30, 2017, the School's proportion was .0000321 percent for PERF, which was a decrease of .0000103 percentage points from its proportion measured as of June 30, 2016 and the School's proportion was .0000944 percent for TRF 1996, which was a decrease of .0000754 percentage points from its proportion measured as of June 30, 2016.

For the year ended June 30, 2018, the School recognized pension expense of \$ 24,691. At June 30, 2018, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources		
	PERF	TRF 1996	Total
Differences between expected and actual experience	\$ 2,608	\$ 3,491	\$ 6,099
Differences between projected and actual earnings on pension plan investments	15,468	14,345	29,813
Change of assumptions	2,299	9,451	11,750
Changes in proportion and differences between School contributions and proportionate share of contributions	-	4,525	4,525
School contributions subsequent to the measurement date	18,187	28,943	47,130
Total	\$ 38,562	\$ 60,755	\$ 99,317

Thomas Carr Howe Community High School
Notes to Basic Financial Statements
June 30, 2018

Note 6 - Retirement Plans (continued)

	Deferred Inflows of Resources		
	PERF	TRF 1996	Total
Changes in proportion and differences between School contributions and proportionate share of contributions	\$ <u>52,402</u>	\$ <u>-</u>	\$ <u>52,402</u>

\$ 47,130 reported as deferred outflows of resources related to pensions resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2019. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	PERF	TRF 1996	Total
2019	\$ (16,871)	\$ 5,433	\$ (11,438)
2020	\$ (15,158)	\$ 10,256	\$ (4,902)
2021	\$ 772	\$ 5,037	\$ 5,809
2022	\$ (770)	\$ 763	\$ (7)
2023	\$ -	\$ 1,786	\$ 1,786
Thereafter	\$ -	\$ 8,537	\$ 8,537

Actuarial assumptions: The total pension liability in the June 30, 2017 actuarial valuation was determined using the following actuarial assumptions, applied to all pensions included in the measurement:

	PERF	TRF 1996
Future salary increases	2.50%-4.25%	2.50% - 12.50%
Inflation	2.25%	2.25%
Cost of living increases	2019-2020 - 13th check 2021-2032 - 0.40% 2033-2037 - 0.50% 2038 and on - 0.60%	2019-2020 - 13th check 2021-2032 - 0.40% 2033-2037 - 0.50% 2038 and on - 0.60%

Mortality rates were based on the mortality table from the RP-2014 Mortality Table with Social Security Administration generational improvement scale from 2006. The demographic assumptions were updated as needed for the June 30, 2017 actuarial valuation based on results of the study.

For the PERF, the most recent comprehensive experience study was completed in April 2015 and was based on member experience between June 30, 2010 and June 30, 2014. The demographic assumptions were updated as needed for the June 30, 2017 actuarial valuation based on the results of the study. For the TRF 1996, the actuarial assumptions used in the June 30, 2017 valuation are based on plan experience from July 1, 2011 to June 30, 2014.

Note 6 - Retirement Plans (continued)

The long-term return expectation for the defined benefit retirement plans was determined by using a building-block approach and assumes a time horizon, as defined in the INPRS Investment Policy Statement. A forecasted rate of inflation serves as the baseline for the return expectation. Various real return premiums over the baseline inflation rate have been established for each asset class. The long-term expected nominal rate of return has been determined by calculating a weighted average of the expected real return premiums for each asset class, adding the projected inflation rate, and adding the expected return from rebalancing uncorrelated asset classes. The target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Fixed income - ex inflation - linked	20.0%	2.2%
Fixed income - inflation - linked	7.0%	0.8%
Public equity	22.0%	4.4%
Real estate	7.0%	6.5%
Private equity	14.0%	5.4%
Commodities	8.0%	2.3%
Absolute return	10.0%	2.7%
Risk parity	12.0%	5.2%
Total	100.0%	

Discount rate: The discount rate used to measure the total pension liability was 6.75 percent. The projection of cash flows used to determine the discount rate assumed that the contributions from employers, would at the minimum be made at the actuarially determined required rates computed in accordance with the current funding policy adopted by the INPRS Board, and contributions required by the State of Indiana would be made as stipulated by State statute. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (6.75 percent). Based on these assumptions, the defined benefit pension plans' fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefits to determine the total pension liability.

Sensitivity of the School's proportion share of the net pension liability to changes in the discount rate: The following presents the School's proportionate share of the net pension liability calculated using the discount rate of 6.75 percent, as well as what the School's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (5.75 percent) or 1-percentage-point higher (7.75 percent) than the current rate:

	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
School's proportionate share of the net pension liability for PERF	\$ 208,803	\$ 143,167	\$ 88,605
School's proportionate share of the net pension liability (asset) for TRF 1996	\$ 156,154	\$ 62,482	\$ (13,044)

Note 6 - Retirement Plans (continued)

Pension plan fiduciary net position: Detailed information about the pension plan's fiduciary net position is available in the separately issued stand-alone financial report of the Indiana Public Retirement System. This report may be obtained by writing the Indiana Public Retirement System, One North Capitol, Suite 001, Indianapolis, IN 46204, by calling (888) 526-1687, by emailing questions@inprs.in.gov, or by visiting www.in.gov/inprs.

Note 7 - Risk Financing

The School is exposed to various risks of loss related to torts, thefts of, damage to, and destruction of assets and natural disasters. The School has obtained property insurance from commercial companies including, but not limited to, general liability and errors and omissions insurance. There have been no claims in excess of insurance coverage limits during the past three years.

REQUIRED SUPPLEMENTARY INFORMATION

**Thomas Carr Howe Community High School
 Budgetary Comparison Schedule
 For the Year Ended June 30, 2018**

	<u>Original and Final Budget</u>	<u>Actual</u>	<u>Variance</u>
Revenues:			
State aid	\$ 4,284,299	\$ 4,177,157	\$ (107,142)
Federal sources	2,361,589	2,747,550	385,961
Private sources	303,444	352,751	49,307
Other income	<u>25,792</u>	<u>136,039</u>	<u>110,247</u>
Total revenues	<u>6,975,124</u>	<u>7,413,497</u>	<u>438,373</u>
Expenditures:			
Costs of school operations	6,638,769	6,604,135	34,634
Food services	262,839	288,217	(25,378)
Capital outlay	<u>73,516</u>	<u>521,145</u>	<u>(447,629)</u>
Total expenditures	<u>6,975,124</u>	<u>7,413,497</u>	<u>(438,373)</u>
Net Change in Fund Balance	-	-	-
Fund Balance, beginning of year	<u>-</u>	<u>-</u>	<u>-</u>
Fund Balance, end of year	\$ <u><u>-</u></u>	\$ <u><u>-</u></u>	\$ <u><u>-</u></u>

Thomas Carr Howe Community High School
Schedule of Proportionate Share of Net Pension Liability
Public Employees' Retirement Fund
Last 10 Fiscal Years *
(Unaudited)

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Thomas Carr Howe Community High School's proportion of the net pension liability	0.0000324%	0.0000321%	0.0000424%	0.0000538%
Thomas Carr Howe Community High School's proportionate share of the net pension liability	\$ 143,251	\$ 143,167	\$ 192,563	\$ 219,089
Thomas Carr Howe Community High School's covered-employee payroll	\$ 159,188	\$ 203,376	\$ 257,685	\$ 316,375
Thomas Carr Howe Community High School's proportionate share of the net pension liability as a percentage of its covered-employee payroll	89.99%	70.40%	74.73%	69.25%
Plan fiduciary net position as a percentage of total pension liability	78.9%	76.6%	75.3%	77.3%

* This schedule is intended to present information for ten years. However, until a full ten-year trend is compiled, the pension plan will present information for those years for which the information is available.

**Thomas Carr Howe Community High School
Schedule of Proportionate Share of Net Pension Liability
Teachers' Retirement Fund 1996 Account
Last 10 Fiscal Years *
(Unaudited)**

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Thomas Carr Howe Community High School's proportion of the net pension liability	0.0001243%	0.0000944%	0.0001698%	0.0001313%
Thomas Carr Howe Community High School's proportionate share of the net pension liability	\$ 16,663	\$ 62,482	\$ 132,493	\$ 69,114
Thomas Carr Howe Community High School's covered-employee payroll	\$ 284,902	\$ 488,956	\$ 359,712	\$ 545,325
Thomas Carr Howe Community High School's proportionate share of the net pension liability as a percentage of its covered-employee payroll	5.85%	12.78%	36.83%	12.67%
Plan fiduciary net position as a percentage of total pension liability	98.00%	90.40%	87.8%	91.1%

* This schedule is intended to present information for ten years. However, until a full ten-year trend is compiled, the pension plan will present information for those years for which the information is available.

**Thomas Carr Howe Community High School
Schedule of Contributions
Public Employees' Retirement Fund
Last 10 Fiscal Years *
(Unaudited)**

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Contractually required contribution	\$ 24,092	\$ 19,617	\$ 20,746	\$ 31,404
Contributions in relation to the contractually required contribution	<u>24,092</u>	<u>19,617</u>	<u>20,746</u>	<u>31,404</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Thomas Carr Howe Community High School's covered employee payroll	\$ 215,112	\$ 159,188	\$ 203,376	\$ 257,685
Contributions as a percentage of covered payroll	11.20%	12.32%	10.20%	12.19%

* This schedule is intended to present information for ten years. However, until a full ten-year trend is compiled, the pension plan will present information for those years for which the information is available.

**Thomas Carr Howe Community High School
Schedule of Contributions
Teachers' Retirement Fund 1996 Account
Last 10 Fiscal Years *
(Unaudited)**

	<u>2018</u>	<u>2017</u>	<u>2016</u>	<u>2015</u>
Contractually required contribution	\$ 34,235	\$ 22,313	\$ 34,458	\$ 29,614
Contributions in relation to the contractually required contribution	<u>34,235</u>	<u>22,313</u>	<u>34,458</u>	<u>29,614</u>
Contribution deficiency (excess)	\$ <u><u>-</u></u>	\$ <u><u>-</u></u>	\$ <u><u>-</u></u>	\$ <u><u>-</u></u>
Thomas Carr Howe Community High School's covered employee payroll	\$ 472,108	\$ 284,902	\$ 488,956	\$ 359,712
Contributions as a percentage of covered payroll	7.25%	7.83%	7.05%	8.23%

* This schedule is intended to present information for ten years. However, until a full ten-year trend is compiled, the pension plan will present information for those years for which the information is available.

ADDITIONAL INFORMATION

**Thomas Carr Howe Community High School
Combining Schedule of Revenues, Expenditures and
Changes in Fund Balances - Nonmajor Governmental Funds
For the Year Ended June 30, 2018**

	School Lunch	Title II	IDEA	Perkins	21st Century Community Learning Centers	Total Nonmajor Governmental Funds
Revenues:						
State sources	\$ -	\$ -	\$ 311,360	\$ -	\$ -	\$ 311,360
Federal sources	250,881	62,850	-	43,369	129,705	486,805
Total revenue	250,881	62,850	311,360	43,369	129,705	798,165
Expenditures:						
Current:						
Costs of school operations	-	62,850	311,360	43,369	129,705	547,284
Food services	250,881	-	-	-	-	250,881
Capital outlay	-	-	-	-	-	-
Total expenditures	250,881	62,850	311,360	43,369	129,705	798,165
Net Change in Fund Balances	-	-	-	-	-	-
Fund Balances, beginning	-	-	-	-	-	-
Fund Balances, ending	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

SUPPLEMENTAL SCHEDULES

**Thomas Carr Howe Community High School
Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2018**

<u>Federal Grantor/Pass-Through Grantor/ Program Title</u>	<u>CFDA Number</u>	<u>Contract/Grant Number</u>	<u>Expenditures</u>	<u>Transfers to Subrecipients</u>
Federal Agency Name:				
U.S. Department of Agriculture - Passed through the Indiana Department of Agriculture - Child Nutrition Cluster -	10.553	-	\$ 43,662	\$ -
National School Breakfast Program	10.555	-	207,219	-
National School Lunch Program				
Total Child Nutrition Cluster			<u>250,881</u>	<u>-</u>
Total U.S. Department of Agriculture			<u>250,881</u>	<u>-</u>
U.S. Department of Education -				
Passed through the Indiana Department of Education - Title I Cluster				
Title I Grants to Local Educational Agencies	* 84.010	-	1,243,847	-
Title I Grants to Local Educational Agencies - School Improvement Grant	* 84.010A	-	<u>1,016,898</u>	<u>-</u>
Total Title I Cluster			<u>2,260,745</u>	<u>-</u>
Title II Improving Teacher Quality	84.367	-	62,850	-
Career and Technical Education	84.048	-	43,369	-
21st Century Community Learning Centers Grant	84.287	-	<u>129,705</u>	<u>-</u>
Total U.S. Department of Education			<u>2,496,669</u>	<u>-</u>
Total expenditures of federal awards			<u>\$ 2,747,550</u>	<u>\$ -</u>

* Denotes a major program

See notes to schedule of expenditures of federal awards.

Thomas Carr Howe Community High School
Notes to Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2018

Note 1 - Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the School for the year ended June 30, 2018. The information in the Schedule of Expenditures of Federal Awards is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements of Federal Awards*, (Uniform Guidance). Because the Schedule presents only a selected portion of the operations, it is not intended to and does not present the financial position, change in net assets, or cash flows of the School.

Note 2 - Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance and/or OMB Circular A-87, *Cost Principles for State, Local and Indian Tribal Governments*, wherein certain types of expenditures are not allowable or are limited as to reimbursements.

Note 3 - Indirect Cost Rate

The School did not elect to use the 10% de minimis indirect cost rate.

Note 4 - Contingency

The grant and contract revenue amounts received are subject to audit and adjustment. If any expenditures or expenses are disallowed by the grantor agencies as a result of such an audit, any claim for reimbursement to the grantor/contract agencies would become a liability of the School. In the opinion of management, all grant and contract expenditures are in compliance with the terms of the agreements and applicable Federal and state laws and other applicable regulations.

INTERNAL CONTROLS AND COMPLIANCE

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Office of Education Innovation
Thomas Carr Howe Community High School
A Division of the Indiana Department of Education
Indianapolis, Indiana

We have audited in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Thomas Carr Howe Community High School (the "School"), a Division of the Indiana Department of Education, as of and for the year ended June 30, 2018, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated March 29, 2019

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



KEEFE McCULLOUGH

Fort Lauderdale, Florida
March 29, 2019

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Office of Education Innovation
Thomas Carr Howe Community High School
A Division of the Indiana Department of Education
Indianapolis, Indiana

Report on Compliance for Each Major Federal Program

We have audited Thomas Carr Howe Community High School's (the "School"), a Division of the Indiana Department of Education, compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2018. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2018.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School’s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



KEEFE McCULLOUGH

Fort Lauderdale, Florida
March 29, 2019

**Thomas Carr Howe Community High School
 Schedule of Findings and Questioned Costs
 For the Year Ended June 30, 2018**

A. Summary of Auditor’s Results

1. The auditor’s report expresses an unmodified opinion on the financial statements of Thomas Carr Howe Community High School.
2. No material weaknesses relating to the audit of the financial statements are reported in the Independent Auditor’s Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*.
3. No instances of noncompliance material to the financial statements of Thomas Carr Howe Community High School were disclosed during the audit.
4. No material weaknesses relating to the audit of the major Federal program is reported in the Independent Auditor’s Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance.
5. The auditor’s report on compliance for the major Federal program for Thomas Carr Howe Community High School expresses an unmodified opinion.
6. There are no audit findings relative to the major Federal program for Thomas Carr Howe Community High School reported in Part C of this schedule.
7. The program tested as a major program is as follows:

<u>Federal Program</u>	<u>CFDA No.</u>
U.S. Department of Education – Title I Grants to Local Educational Agencies - Title I Grants to Local Educational Agencies - School Improvement Grant	84.010 84.010A

8. The threshold for distinguishing Types A and B programs was \$ 750,000.
9. Thomas Carr Howe Community High School was determined to be a low-risk auditee.

B. Findings - Financial Statements Audit

No matters were reported.

C. Findings and Questioned Costs - Major Federal Awards Program

No matters were reported.

D. Other Issues

1. No management letter is required because there were no findings required to be reported in a separate management letter.
2. No schedule of prior audit findings is required because there were no prior audit findings related to Federal programs.
3. No corrective action plan is required because there were no findings reported under the Uniform Guidance.

Thomas Carr Howe Community High School

A Division of the Indiana Department of Education

Basic Financial Statements
For the Year Ended June 30, 2017

Thomas Carr Howe Community High School

Table of Contents

Independent Auditor's Report	1-3
Management's Discussion and Analysis (not covered by Independent Auditor's Report)	4-7
Basic Financial Statements	
Government-wide Financial Statements:	
Statement of Net Position	8
Statement of Activities	9
Fund Financial Statements:	
Balance Sheet - Governmental Funds	10
Statement of Revenues, Expenditures and Change in Fund Balances - Governmental Funds	11
Statement of Assets and Liabilities - Agency Fund	12
Notes to Basic Financial Statements	13-22
Required Supplementary Information	
Budgetary Comparison Schedule	23
Schedule of Proportionate Share of Net Pension Liability - Public Employees' Retirement Fund	24
Schedule of Proportionate Share of Net Pension Liability - Teachers' Retirement Fund 1996 Account	25
Schedule of Contributions - Public Employees' Retirement Fund	26
Schedule of Contributions - Teachers' Retirement Fund 1996 Account	27
Schedule of Investment Returns - Public Employees' Retirement Fund	28
Schedule of Investment Returns - Teachers' Retirement Fund 1996 Account	29
Additional Information	
Combining Schedule of Revenues, Expenditures and Changes in Fund Balances - Other Governmental Funds	30

Thomas Carr Howe Community High School

Table of Contents (continued)

Supplemental Schedules

Schedule of Expenditures of Federal Awards	31
Notes to Schedule of Expenditures of Federal Awards	32

Internal Controls and Compliance

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	33-34
Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance	35-36
Schedule of Findings and Questioned Costs	37

INDEPENDENT AUDITOR'S REPORT

To the Office of Education Innovation
Thomas Carr Howe Community High School
A Division of the Indiana Department of Education
Indianapolis, Indiana

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Thomas Carr Howe Community High School (the "School"), a Division of the Indiana Department of Education, as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

CPA's + Trusted Advisors

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the School, as of June 30, 2017, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, schedules related to pensions and budgetary comparison information on pages 4 through 7 and 23 through 29 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The combining and individual nonmajor fund financial schedule is presented for purposes of additional analysis and is not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepting in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

The combining and individual nonmajor fund financial schedule is presented for the purpose of additional analysis and is not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated March 16, 2018, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



KEEFE McCULLOUGH

Fort Lauderdale, Florida
March 16, 2018

MANAGEMENT'S DISCUSSION AND ANALYSIS

As management of Thomas Carr Howe Community High School (the "School"), a Division of the Indiana Department of Education, we offer readers of the School's basic financial statements this narrative overview and analysis of the financial activities of the School for the year ended June 30, 2017 and 2016.

Management's discussion and analysis is included at the beginning of the School's basic financial statements to provide, in layman's terms, the current position of the School's financial condition. This summary should not be taken as a replacement for the audit which consists of the basic financial statements.

Financial Highlights

For the fiscal year ended June 30, 2017, total assets and deferred outflows were \$ 1,440,920, total liabilities and deferred inflows were \$ 1,114,162, and total net position was \$ 326,758. For the fiscal year ended June 30, 2016, total assets and deferred outflows were \$ 1,706,178, total liabilities were \$ 1,434,561, and total net position was \$ 271,617.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the basic financial statements.

Government-Wide Basic Financial Statements: The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private sector business.

The statement of net position presents information on all of the School's assets, liabilities, and deferred inflows/outflows of resources, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net position changed during the year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected revenues and services rendered but unpaid).

The government-wide financial statements include all governmental activities that are principally supported by grants and entitlements from the state for full-time equivalent funding. The School does not have any business-type activities. The governmental activities of the School primarily include instruction and instructional support services.

The government-wide basic financial statements can be found on pages 8 and 9 of this report.

Fund Basic Financial Statements: A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds: Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide basic financial statements, governmental fund basic financial statements focus on near-term inflows and outflows of spendable resources, as well as balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the School's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the School's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures and change in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The School maintains several individual governmental funds. Information is presented in the governmental fund balance sheet and the governmental fund statement of revenues, expenditures and change in fund balances. The General Fund, Title I - School Improvement Grant Fund and Title I Fund are considered to be the School's major funds.

The School adopts an annual budget for its governmental funds. A budgetary comparison schedule has been provided to demonstrate compliance with the budget.

The governmental fund financial statements can be found on pages 10 and 11 of this report.

Agency Fund: In addition, the School has one Agency Fund which is a student activity fund. This fund is formed for education and school purposes.

The Agency Fund financial statement can be found on page 12 of this report. The assets and liabilities of this fund are not included in the government-wide statement of net position.

Notes to Basic Financial Statements: The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements. The notes to basic financial statements can be found on pages 13 through 22 of this report.

Government-Wide Financial Analysis

The School's net position was \$ 326,758 at June 30, 2017. The amount of \$ 498,386 represents net investment in capital assets and \$ (171,628) represents unrestricted net position (deficit). The School's net position was \$ 271,617 at June 30, 2016, which represents net investment in capital assets of \$ 436,456 and unrestricted position (deficit) of \$ (164,839).

**Thomas Carr Howe Community High School
Management's Discussion and Analysis
June 30, 2017**

Our analysis in the table below focuses on the net position of the School's governmental activities:

**Thomas Carr Howe Community High School
Net Position**

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Assets:		
Current and other assets	\$ 754,919	\$ 1,110,192
Capital assets, net of depreciation	498,386	436,456
Total assets	<u>1,253,305</u>	<u>1,546,648</u>
Deferred Outflows of Resources	<u>187,615</u>	<u>159,530</u>
Liabilities:		
Current liabilities	778,696	1,133,624
Noncurrent liabilities	332,981	296,014
Total liabilities	<u>1,111,677</u>	<u>1,429,638</u>
Deferred Inflows of Resources	<u>2,485</u>	<u>4,923</u>
Net Position:		
Net investment in capital assets	498,386	436,456
Unrestricted (deficit)	<u>(171,628)</u>	<u>(164,839)</u>
Total net position	<u>\$ 326,758</u>	<u>\$ 271,617</u>

Governmental Activities

The results of this year's operations for the School as a whole are reported in the statement of activities on page 9. The following table provides a condensed presentation of the School's revenues and expenses for the year ended June 30, 2017 and 2016:

**Thomas Carr Howe Community High School
Change in Net Position**

	<u>June 30, 2017</u>	<u>June 30, 2016</u>
Revenues:		
General revenues:		
State aid unrestricted	\$ 3,675,492	\$ 3,604,015
Miscellaneous income	116,609	77,531
Program revenues:		
Charges for services	63,787	64,273
Operating grants and contributions	2,616,663	2,973,427
Total revenues	<u>6,472,551</u>	<u>6,719,246</u>
Functions/Program Expenses:		
Costs of school operations	6,150,578	6,570,890
Food services	266,832	229,420
Total governmental activities	<u>6,417,410</u>	<u>6,800,310</u>
Change in net position	55,141	(81,064)
Net position, beginning of year	<u>271,617</u>	<u>352,681</u>
Net position, end of year	<u>\$ 326,758</u>	<u>\$ 271,617</u>

As reported in the statement of activities, the cost of governmental activities was \$ 6,417,410. These activities were primarily funded by the School's state aid and governments that subsidized certain programs with grants.

Fund Financial Statements

Governmental Funds - The School's instruction and support services activities are reported in the General Fund, Title I - School Improvement Grant Fund, and the nonmajor special revenue funds. The governmental funds are reported on a modified accrual basis. Only those assets that are "measurable" and "currently available" are reported. Liabilities are recognized when incurred.

Capital Assets

At June 30, 2017, the School had capital assets of \$ 498,386, net of accumulated depreciation, invested in computer equipment and furniture and equipment. A detailed schedule is on page 17 in the notes to the basic financial statements.

Budgetary Highlights

The School's enrollment was higher than budget by approximately 85 students. The higher enrollment, along with a higher than anticipated rate per student, resulted in higher than budgeted state source revenue of about \$ 1.1 million. Because of the higher enrollment and rate per student, the School received less support from the turnaround operator, resulting in lower than budgeted private source revenue. The School received less Title I funding than budgeted, which resulted in overall revenues being less than budgeted by approximately \$ 330,000. Due to the increased enrollment, the School spent more on instructional and other operating expenses driving costs of school operations to be higher than budgeted.

Economic Factors and Next Year's Budget

Fiscal year 2017 state aid revenue increased driven by higher enrollment. For fiscal year 2018, enrollment growth is flat, year over year. Grant funding will remain at fiscal year 2017 levels for 21st Century, Title II and IDEA, but Indiana DOE School Improvement Grants (SIG) are dropping 21% from \$ 3.1 million to \$ 2.5 million.

Requests for Information

If you have any questions about this report or need additional information, please write Hillary Daigle, Vice President of Finance, Charter Schools USA, 800 Corporate Drive, Suite 700, Fort Lauderdale, Florida 33334.

BASIC FINANCIAL STATEMENTS

Thomas Carr Howe Community High School
Statement of Net Position
June 30, 2017

	Governmental Activities
Current Assets:	
Cash	\$ 22,427
Other receivables	23,884
Due from other governments	642,779
Prepaid items	59,140
Deposits	<u>6,689</u>
Total current assets	754,919
Noncurrent Assets:	
Capital assets (depreciable), net of accumulated depreciation	<u>498,386</u>
Total assets	<u>1,253,305</u>
Deferred Outflows of Resources:	
Deferred outflows related to pensions	<u>187,615</u>
Current Liabilities:	
Accounts payable and accrued liabilities	601,925
Salaries and wages payable	146,689
Due to other schools	4,036
Due to Agency Fund	2,269
Compensated absences	<u>23,777</u>
Total current liabilities	<u>778,696</u>
Noncurrent Liabilities:	
Net pension liability	325,056
Compensated absences	<u>7,925</u>
Total noncurrent liabilities	<u>332,981</u>
Total liabilities	<u>1,111,677</u>
Deferred Inflows of Resources:	
Deferred inflows related to pensions	<u>2,485</u>
Net Position:	
Net investment in capital assets	498,386
Unrestricted (deficit)	<u>(171,628)</u>
Total net position	<u>\$ 326,758</u>

The accompanying notes to basic financial statements are an integral part of these statements.

Thomas Carr Howe Community High School
Statement of Activities
For the Year Ended June 30, 2017

	<u>Expenses</u>	<u>Program Revenues</u>			<u>Governmental</u>
		<u>Charges for</u>	<u>Operating</u>	<u>Capital</u>	<u>Activities</u>
		<u>Services</u>	<u>Grants and</u>	<u>Grants</u>	<u>Net (Expense)</u>
			<u>Contributions</u>	<u>and</u>	<u>Revenue and</u>
				<u>Contributions</u>	<u>Change in</u>
					<u>Net Position</u>
Functions/Programs:					
Costs of school operations	\$ 6,150,578	\$ 63,787	\$ 2,365,037	\$ -	\$ (3,721,754)
Food services	<u>266,832</u>	<u>-</u>	<u>251,626</u>	<u>-</u>	<u>(15,206)</u>
Total governmental activities	<u>\$ 6,417,410</u>	<u>\$ 63,787</u>	<u>\$ 2,616,663</u>	<u>\$ -</u>	<u>(3,736,960)</u>
General purpose revenues:					
State aid unrestricted					3,675,492
Miscellaneous income					<u>116,609</u>
Total general purpose revenue					<u>3,792,101</u>
Change in net position					55,141
Net position, beginning of year					<u>271,617</u>
Net position, end of year					<u>\$ 326,758</u>

The accompanying notes to basic financial statements are an integral part of these statements.

**Thomas Carr Howe Community High School
Balance Sheet - Governmental Funds
June 30, 2017**

	<u>General Fund</u>	<u>Title I - School Improvement Grant</u>	<u>Title I</u>	<u>Total Nonmajor Funds</u>	<u>Total</u>
Assets:					
Cash	\$ 22,427	\$ -	\$ -	\$ -	\$ 22,427
Other receivables	23,884	-	-	-	23,884
Due from other governments	199,195	180,333	44,004	219,247	642,779
Due from other funds	443,584	-	-	-	443,584
Prepaid items	59,140	-	-	-	59,140
Deposits	6,689	-	-	-	6,689
Total assets	<u>\$ 754,919</u>	<u>\$ 180,333</u>	<u>\$ 44,004</u>	<u>\$ 219,247</u>	<u>\$ 1,198,503</u>
Liabilities:					
Accounts payable and accrued liabilities	\$ 601,925	\$ -	\$ -	\$ -	\$ 601,925
Salaries and wages payable	146,689	-	-	-	146,689
Due to other schools	4,036	-	-	-	4,036
Due to Agency Fund	2,269	-	-	-	2,269
Due to other funds	-	180,333	44,004	219,247	443,584
Total liabilities	<u>754,919</u>	<u>180,333</u>	<u>44,004</u>	<u>219,247</u>	<u>1,198,503</u>
Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total liabilities and fund balances	<u>\$ 754,919</u>	<u>\$ 180,333</u>	<u>\$ 44,004</u>	<u>\$ 219,247</u>	<u>\$ 1,198,503</u>
Reconciliation of the Balance Sheet of Governmental Funds to the Statement of Net Position					
Total governmental fund balance					\$ -
Capital assets used in governmental activities are not financial resources and are not reported in the funds:					
Capital assets cost					1,820,666
Accumulated depreciation					(1,322,280)
Long-term assets are not available to pay for current period expenditures and, therefore, are not recorded in the funds:					
Deferred outflows related to pensions					187,615
Liabilities not payable with current available resources are not reported as fund liabilities in the governmental fund statements. All liabilities, both current and long-term are reported in the government-wide statements:					
Net pension liability					(325,056)
Deferred inflows related to pensions					(2,485)
Compensated absences					(31,702)
Net position of governmental activities					<u>\$ 326,758</u>

The accompanying notes to basic financial statements are an integral part of these statements.

**Thomas Carr Howe Community High School
Statement of Revenues, Expenditures and
Change in Fund Balances - Governmental Funds
For the Year Ended June 30, 2017**

	<u>General Fund</u>	<u>Title I - School Improvement Grant</u>	<u>Title I</u>	<u>Total Nonmajor Funds</u>	<u>Total</u>
Revenues:					
State aid	\$ 4,094,927	\$ -	\$ -	\$ 302,200	\$ 4,397,127
Federal sources	-	707,515	575,447	588,584	1,871,546
Private sources	87,269	-	-	-	87,269
Other income	116,609	-	-	-	116,609
	<u>4,298,805</u>	<u>707,515</u>	<u>575,447</u>	<u>890,784</u>	<u>6,472,551</u>
Expenditures:					
Costs of school operations	4,246,512	641,464	346,868	580,024	5,814,868
Food services	15,206	-	-	251,626	266,832
Capital outlay	37,087	66,051	228,579	59,134	390,851
	<u>4,298,805</u>	<u>707,515</u>	<u>575,447</u>	<u>890,784</u>	<u>6,472,551</u>
Net Change in Fund Balances	-	-	-	-	-
Fund Balances - beginning of year	-	-	-	-	-
Fund Balances - end of year	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance of Governmental Funds to the Statement of Activities					
Net change in fund balance - total governmental funds					\$ -
Governmental funds report capital outlays as expenditures, in the statement of activities these costs are allocated over their useful lives as depreciation:					
Cost of capital assets					390,851
Provision for depreciation					(328,921)
Certain items reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds:					
Change in net pension liability					(36,853)
Changes in deferred outflows related to pensions					28,085
Change in deferred inflows related to pensions					2,438
Change in compensated absences					(459)
Change in net position of governmental activities					<u>\$ 55,141</u>

The accompanying notes to basic financial statements are an integral part of these statements.

**Thomas Carr Howe Community High School
Statement of Assets and Liabilities - Agency Fund
June 30, 2017**

	<u>Student Activities</u>
Assets:	
Cash and cash equivalents	\$ 14,825
Due from General Fund	<u>2,269</u>
Total current assets	\$ <u><u>17,094</u></u>
 Liabilities:	
Due to students	\$ <u>17,094</u>
Total liabilities	\$ <u><u>17,094</u></u>

The accompanying notes to basic financial statements are an integral part of these statements.

Note 1 - Organization and Operations

In 2011, the State Board of Education (“SBOE”) exercised its statutory authority to intervene in the management of certain schools that had been deemed failing for six years under Public Law 221 and the state’s school accountability system. As a result, the SBOE assigned the Indiana Department of Education (“IDOE”) to contract with third party “turnaround school operators” to manage the schools during the turnaround process. The schools were part of the Indianapolis Public Schools District. In 2013, the mayor of the City of Indianapolis successfully petitioned the SBOE for oversight of the turnaround school operators that manage these schools from the IDOE to Office of Education Innovation (“OEI”). In June 2015, Indianapolis turnaround schools transitioned to joint oversight by the SBOE and IDOE. Thomas Carr Howe Community High School (the “School”) is one of the turnaround schools.

Note 2 - Summary of Significant Accounting Policies

Basis of presentation: The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the School’s accounting policies are described below:

Government-wide basic financial statements: The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). Both the government-wide and fund financial statements categorize primary activities as either governmental or business-type. All of the School's activities are classified as governmental activities.

In the government-wide statement of net position, the governmental activities column is presented on a consolidated basis, if applicable, and is reported on a full accrual, economic resource basis, which recognizes all noncurrent assets and receivables as well as all noncurrent debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The net costs, by function, are also supported by general revenues (unrestricted contributions, miscellaneous revenue, etc.). The statement of activities reduces gross expenses by related program revenues, operating and capital grants and contributions. Program revenues must be directly associated with the function. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reflects capital-specific grants. For the year ended June 30, 2017 the School had program revenues of \$ 2,680,450.

This government-wide focus is more on the ability to sustain the School as an entity and the change in the School's net position resulting from the current year's activities.

Fund financial statements: The accounts of the School are organized on the basis of funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, equity, revenues and expenditures.

The School reports the following major governmental funds:

General Fund - This fund is used to account for all operating activities of the School except for those required to be accounted for in another fund.

Note 2 - Summary of Significant Accounting Policies (continued)

Title I - School Improvement Grant Fund - This fund is used to account for all federal dollars received under this Title I program.

Title I – This fund is used to account for all federal dollars received under this Title I program.

Measurement focus and basis of accounting: Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied. Governmental funds use the current financial resources measurement focus and the governmental-wide statement uses the economic resources measurement focus.

Governmental activity in the government-wide basic financial statements is presented on the full accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds basic financial statements are presented on the modified accrual basis of accounting under which revenue is recognized in the accounting period in which it becomes susceptible to accrual (i.e., when it becomes both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within sixty days after year-end or soon enough thereafter to be used to pay liabilities of the current period. The School uses an availability period of six months for recognition of governmental grant revenue.

Cash and cash equivalents: The School considers all demand accounts and money market funds which are not subjected to withdrawal restrictions to be cash and cash equivalents. The School routinely maintains cash balances at a financial institution which exceeds federally insured amounts. The School has not experienced any losses in such accounts and does not believe it is exposed to any significant credit risk associated with its cash and cash equivalents.

Prepaid items: Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items.

Due to and due from other funds: Interfund receivables and payables arise from interfund transactions and are recorded by all funds affected in the period in which transactions are executed. The balances result from the time lag between the dates that interfund goods and services are provided or reimbursable expenditures occur, transactions are recorded in the accounting system, and payments between funds are made.

Capital assets: Property and equipment purchased or acquired are capitalized at historical cost or estimated historical cost. Capital assets are defined by the School as assets with a cost of \$ 750 and useful life of over one year. Donated property and equipment assets are valued at the estimated fair market value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized and depreciated over the remaining useful lives of the related fixed assets. Other costs incurred for repairs and maintenance are expensed as incurred.

Depreciation on all capital assets is provided on the straight-line basis over the estimated useful lives as follows:

Furniture and equipment	5 years
Computer equipment	3 years

Note 2 - Summary of Significant Accounting Policies (continued)

Deferred outflows/inflows of resources: In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will *not* be recognized as an outflow of resources (expense/expenditure) until then. The School has deferred outflows relating to the net pension liability that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period(s) and so will *not* be recognized as an inflow of resources (revenue) until that time. The School has deferred inflows relating to the net pension liability that qualify for reporting in this category.

Unearned revenue: Unearned revenue arises when the School receives resources before it has a legal claim to them.

Compensated absences: The School's policy permits employees to accumulate earned but unused paid time off, which is eligible for payment upon separation from service. The liability for such leave is reported as incurred in the government-wide financial statements. A liability for those amounts is recorded in the governmental funds only if the liability has matured as a result of employee resignations or retirements. The liability for compensated absences includes salary-related benefits, where applicable. Payments for compensated absences are generally paid out of the General Fund.

Net position: Net position is classified in three categories. The general meaning of each is as follows:

- Net investment in capital assets - represents the difference between the cost of capital assets, less accumulated depreciation reduced by the outstanding balances of borrowings used for the acquisition, construction or improvement of those assets.
- Restricted - consists of net position with constraints placed on their use either by 1) external groups such as creditors, grantors, contributors, or laws or regulations of other governments, or 2) law through constitutional provisions or enabling legislation.
- Unrestricted - indicates that portion of net position that is available to fund future operations.

Sometimes the School will fund outlays for a particular purpose from both restricted and unrestricted resources. In order to calculate the amounts to report as restricted - net position and unrestricted - net position in the government-wide financial statement, a flow assumption must be made about the order in which the resources are considered to be applied. It is the School's policy to consider restricted - net position to have been depleted before unrestricted - net position is applied.

Note 2 - Summary of Significant Accounting Policies (continued)

Fund balance: The governmental fund financial statements present fund balances based on the provisions of GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement provides more clearly defined fund balance classifications and also sets a hierarchy which details how the School may spend funds based on certain constraints. The following are the fund balance classifications used in the governmental fund financial statements:

- **Nonspendable** - this classification includes amounts that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. The School classifies inventories, prepaid items, long-term notes receivable and deposits as nonspendable since they are not expected to be converted to cash or are not expected to be converted to cash within the next year.
- **Restricted** - this classification includes amounts that are restricted for specific purposes by external parties such as grantors and creditors or are imposed by law through constitutional provisions or enabling legislation.
- **Committed** - this classification includes amounts that can be used for specific purposes voted on through formal action of the governing body. The committed amount cannot be used for any other purpose unless the governing body removes or changes the commitment through formal action.
- **Assigned** - this classification includes amounts that the governing body intends to use for a specific purpose but they are neither restricted nor committed. The School classifies existing fund balance to be used in the subsequent year's budget for elimination of a deficit as assigned.
- **Unassigned** - this classification includes amounts that have not been restricted, committed or assigned for a specific purpose within the General Fund.

The details of the fund balances are included in the Governmental Fund Balance Sheet on page 10.

Sometimes the School will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned and unassigned fund balance in the government fund financial statements a flow assumption must be made about the order in which the resources are considered to be applied. It is the School's policy to consider restricted fund balance to have been depleted before using any of components of unrestricted fund balance. Further, when the components of unrestricted fund balance can be used for the same purpose, committed fund balance is depleted first, followed by assigned fund balance. Unassigned fund balance is applied last.

Budget: Annual budgets are adopted on a basis utilizing accounting principles generally accepted in the United States of America and consistent with state law for the general and special revenue funds. The budget document presents information by function.

Use of estimates: The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Thomas Carr Howe Community High School
Notes to Basic Financial Statements
June 30, 2017

Note 2 - Summary of Significant Accounting Policies (continued)

Date of management review: Subsequent events were evaluated by management through March 16, 2018, which is the date the financial statements were available to be issued.

Note 3 - Capital Assets

Capital asset balances and activity for the year ended June 30, 2017 are as follows:

	Balance at July 1, 2016	Additions	Deletions	Balance at June 30, 2017
Capital assets, depreciable:				
Furniture and equipment	\$ 244,586	\$ 130,506	\$ -	\$ 375,092
Computer equipment	<u>1,185,229</u>	<u>260,345</u>	<u>-</u>	<u>1,445,574</u>
Total capital assets, depreciable	<u>1,429,815</u>	<u>390,851</u>	<u>-</u>	<u>1,820,666</u>
Accumulated depreciation:				
Furniture and equipment	135,563	63,790	-	199,353
Computer equipment	<u>857,796</u>	<u>265,131</u>	<u>-</u>	<u>1,122,927</u>
Total accumulated depreciation	<u>993,359</u>	<u>328,921</u>	<u>-</u>	<u>1,322,280</u>
Net capital assets	<u>\$ 436,456</u>	<u>\$ 61,930</u>	<u>\$ -</u>	<u>\$ 498,386</u>

Note 4 - Due from Other Schools

The School, Emma Donnan Middle School, Emma Donnan Elementary School, and Emmerich Manual High School are related as they are all divisions of the Indiana Department of Education which are operated by CSUSA (Note 5). As of June 30, 2017, the financial statements include an amount due to these schools of \$ 4,036 for shared expenses.

Note 5 - School Operation Contract

The Indiana Department of Education entered into a contract with Charter Schools USA, Inc. ("CSUSA") as a turnaround school operator to perform all duties and obligations necessary to operate the School. The contract commenced on July 1, 2012 and shall remain in effect through June 30, 2020. Pursuant to the contract, CSUSA shall receive monthly payments based upon the yearly ADM counts, which occur in September and February, as provided for under Indiana Code 20-43.

The School's accounts payable balance has an amount due to CSUSA for \$ 579,341 for invoiced services.

Note 6 - Retirement Plans

The employees of the School have the option of participating in one of the following Plans:

401(k) Plan

During the year ended June 30, 2017, the School offered all of its full-time employees who had attained 21 years of age, a retirement plan under Internal Revenue Code Section 401(k). The employee is allowed to contribute up to a maximum of 100% of his/her annual gross compensation, subject to certain limitations. The School contributed a matching amount of \$ 19,606 for the year ended June 30, 2017.

Indiana Public Retirement System

Plan Description

The School elected to become a participating employer in the Indiana Public Retirement System (INPRS), a cost-sharing multiple employer retirement system that acts as a common investment and administrative agent for units of state and local government in Indiana. INPRS is governed by state statutes I.C.S. 5-10.2 and 5-10.3. As such, it is INPRS's responsibility to administer the law in accordance with the expressed intent of the Indiana General Assembly. The School contributes to two plans under INPRS; the Public Employees' Retirement Fund (PERF) and the State Teachers' Retirement Fund 1996 Account (TRF 1996). Both are qualified plans under Internal Revenue Code Section 401(a) and are tax exempt.

Benefits

PERF and TRF 1996 are contributory defined benefit plans that cover substantially all School employees. Retirement benefits vest after 10 years of service. Participants are eligible for early retirement with 100% of the defined benefit plan if certain conditions are met. A participant may retire with full benefits at age 60 with 15 or more years of service or at age 55 if the participant's age plus years of service equals 85 or more (Rule of 85). If neither of the above conditions are met, a participant may retire with 100% of the pension benefit at age 65 with 10 or more years of service. This annual pension is equal to 1.1% times the average annual salary times the number of years and months of INPRS-covered employment. The average annual salary used for calculating the pension benefit is an average of the participant's highest five years of employment earning within the 10 years preceding retirement. Participants who retire between the ages of 50 and 59 with 15 or more years of service receive a pension benefit that is reduced by various percentages according to the participant's age. The plans also provide disability and survivor benefits.

Participants have two choices regarding their annuity savings account which holds their required contributions. They may elect to receive the contributions and accumulated earnings in a lump sum at retirement, or, they may choose to receive the annuity amount as a monthly supplement to their employer-provided pension described in the paragraph above.

Contributions

The participants are required to make a contribution of 3% of their annual salary to an annuity savings account that may be withdrawn at any time with interest should a participant terminate employment. The School is required by State statute to contribute at an actuarially determined rate. The rate for PERF was 11.2% of annual covered payroll. The rate for TRF 1996 was 7.5% of annual covered payroll. The contribution requirements of participants are determined by State statute.

Note 6 - Retirement Plans (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2017, the School reported liabilities of \$ 192,563 for its proportionate share of the PERF's net pension liability and \$ 132,493 for the TRF 1996's net position liability for a total net pension liability of \$ 325,056. The net pension liability was measured as of June 30, 2016, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on a projection of the School's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined. At June 30, 2016, the School's proportion was .0000424 percent, which was a decrease of .0000114 percentage points from its proportion measured as of June 30, 2015 for PERF and the School's proportion was .0001698 percent, which was an increase of .0000385 percentage points from its proportion measured as of June 30, 2015 for TRF 1996.

For the year ended June 30, 2017, the School recognized pension expense of \$ 48,572. At June 30, 2017, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources		
	PERF	TRF 1996	Total
Differences between expected and actual experience	\$ 3,959	\$ -	\$ 3,959
Net difference between projected and actual earnings on pension plan investments	31,518	41,570	73,088
Change of assumptions	8,496	38,411	46,907
Changes in proportion and differences between School contributions and proportionate share of contributions	-	12,428	12,428
School contributions subsequent to the measurement date	15,355	35,878	51,233
Total	\$ 59,328	\$ 128,287	\$ 187,615

	Deferred Inflows of Resources		
	PERF	TRF 1996	Total
Differences between expected and actual experience	\$ -	\$ 1,169	\$ 1,169
Changes in proportion and differences between School contributions and proportionate share of contributions	1,316	-	1,316
Total	\$ 1,316	\$ 1,169	\$ 2,485

Note 6 - Retirement Plans (continued)

\$ 51,233 reported as deferred outflows of resources related to pensions resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2018. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30,	PERF	TRF 1996	Total
2018	\$ 15,549	\$ 12,654	\$ 28,203
2019	\$ 9,923	\$ 12,654	\$ 22,577
2020	\$ 12,060	\$ 21,331	\$ 33,391
2021	\$ 5,125	\$ 11,941	\$ 17,066
2022	\$ -	\$ 4,252	\$ 4,252
Thereafter	\$ -	\$ 28,408	\$ 28,408

Actuarial assumptions: The total pension liability in the June 30, 2016 actuarial valuation was determined using the following actuarial assumptions, applied to all pensions included in the measurement:

	PERF	TRF 1996
Future salary increases	2.50%-4.25%	2.50% - 12.50%
Inflation	2.25%	2.25%
Cost of living increases	1.00%	1.00%

Mortality rates were based on the mortality table from the RP-2014 Mortality Table with Social Security Administration generational improvement scale from 2006. The demographic assumptions were updated as needed for the June 30, 2016 actuarial valuation based on results of the study.

For the PERF, the most recent comprehensive experience study was completed in April 2015 and was based on member experience between June 30, 2010 and June 30, 2014. The demographic assumptions were updated as needed for the June 30, 2016 actuarial valuation based on the results of the study. For the TRF 1996, the actuarial assumptions used in the June 30, 2016 valuation are based on plan experience from July 1, 2011 to June 30, 2014.

The long-term return expectation for the defined benefit retirement plans was determined by using a building-block approach and assumes a time horizon, as defined in the INPRS Investment Policy Statement. A forecasted rate of inflation serves as the baseline for the return expectation. Various real return premiums over the baseline inflation rate have been established for each asset class. The long-term expected nominal rate of return has been determined by calculating a weighted average of the expected real return premiums for each asset class, adding the projected inflation rate, and adding the expected return from rebalancing uncorrelated asset classes. The target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

Note 6 - Retirement Plans (continued)

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Fixed income - ex inflation - linked	20.0%	2.3%
Fixed income - inflation - linked	7.0%	0.6%
Public equity	22.0%	4.9%
Real estate	7.0%	3.7%
Private equity	14.0%	5.7%
Commodities	8.0%	2.2%
Absolute return	10.0%	3.9%
Risk parity	12.0%	5.1%
Total	100.0%	

Discount rate: The discount rate used to measure the total pension liability was 6.75 percent. The projection of cash flows used to determine the discount rate assumed that the contributions from employers and where applicable from the members, would at the minimum be made at the actuarially determined required rates computed in accordance with the current funding policy adopted by the INPRS Board, and contributions required by the State of Indiana would be made as stipulated by State statute. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (6.75 percent). Based on these assumptions, the defined benefit pension plans' fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefits to determine the total pension liability.

Sensitivity of the School's proportion share of the net pension liability to changes in the discount rate: The following presents the School's proportionate share of the net pension liability calculated using the discount rate of 6.75 percent, as well as what the School's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (5.75 percent) or 1-percentage-point higher (7.75 percent) than the current rate:

	1% Decrease (5.75%)	Current Discount Rate (6.75%)	1% Increase (7.75%)
School's proportionate share of the net pension liability for PERF	\$ 276,565	\$ 192,563	\$ 122,743
School's proportionate share of the net pension liability for TRF 1996	\$ 294,958	\$ 132,493	\$ 2,630

Pension plan fiduciary net position: Detailed information about the pension plan's fiduciary net position is available in the separately issued stand-alone financial report of the Indiana Public Retirement System. This report may be obtained by writing the Indiana Public Retirement System, One North Capitol, Suite 001, Indianapolis, IN 46204, by calling (888) 526-1687, by emailing questions@inprs.in.gov, or by visiting www.in.gov/inprs.

Note 7 - Risk Financing

The School is exposed to various risks of loss related to torts, thefts of, damage to, and destruction of assets and natural disasters. The School has obtained property insurance from commercial companies including, but not limited to, general liability and errors and omissions insurance. There have been no claims in excess of insurance coverage limits during the past three years.

REQUIRED SUPPLEMENTARY INFORMATION

**Thomas Carr Howe Community High School
 Budgetary Comparison Schedule
 For the Year Ended June 30, 2017**

	<u>Original and Final Budget</u>	<u>Actual</u>	<u>Variance</u>
Revenues:			
State aid	\$ 3,291,204	\$ 4,397,127	\$ 1,105,923
Federal sources	2,224,868	1,871,546	(353,322)
Private sources	1,284,618	87,269	(1,197,349)
Other income	<u>1,544</u>	<u>116,609</u>	<u>115,065</u>
Total revenues	<u>6,802,234</u>	<u>6,472,551</u>	<u>(329,683)</u>
Expenditures:			
Costs of school operations	6,359,278	5,814,868	544,410
Food services	195,924	266,832	(70,908)
Capital outlay	<u>247,032</u>	<u>390,851</u>	<u>(143,819)</u>
Total expenditures	<u>6,802,234</u>	<u>6,472,551</u>	<u>329,683</u>
Net Change in Fund Balance	-	-	-
Fund Balance, beginning of year	<u>-</u>	<u>-</u>	<u>-</u>
Fund Balance, end of year	\$ <u><u>-</u></u>	\$ <u><u>-</u></u>	\$ <u><u>-</u></u>

**Thomas Carr Howe Community High School
Schedule of Proportionate Share of Net Pension Liability
Public Employees' Retirement Fund
Last 10 Fiscal Years *
(Unaudited)**

	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Thomas Carr Howe Community High School's proportion of the net pension liability	0.0000326%	0.0000424%	0.0000538%	0.0000648%
Thomas Carr Howe Community High School's proportionate share of the net pension liability	\$ 143,165	\$ 192,566	\$ 219,089	\$ 170,319
Thomas Carr Howe Community High School's covered-employee payroll	\$ 161,871	\$ 203,376	\$ 257,685	\$ 316,375
Thomas Carr Howe Community High School's proportionate share of the net pension liability as a percentage of its covered-employee payroll	88.44%	94.68%	85.02%	53.83%
Plan fiduciary net position as a percentage of total pension liability	76.6%	75.3%	77.3%	84.3%

* This schedule is intended to present information for ten years. However, until a full ten-year trend is compiled, the pension plan will present information for those years for which the information is available.

**Thomas Carr Howe Community High School
Schedule of Proportionate Share of Net Pension Liability
Teachers' Retirement Fund 1996 Account
Last 10 Fiscal Years *
(Unaudited)**

	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Thomas Carr Howe Community High School's proportion of the net pension liability	0.0000923%	0.0001698%	0.0001313%	0.0002107%
Thomas Carr Howe Community High School's proportionate share of the net pension liability	\$ 62,482	\$ 132,493	\$ 69,114	\$ 10,020
Thomas Carr Howe Community High School's covered-employee payroll	\$ 278,827	\$ 488,956	\$ 359,712	\$ 545,325
Thomas Carr Howe Community High School's proportionate share of the net pension liability as a percentage of its covered-employee payroll	22.41%	27.10%	19.21%	1.84%
Plan fiduciary net position as a percentage of total pension liability	90.40%	87.8%	91.1%	99.1%

* This schedule is intended to present information for ten years. However, until a full ten-year trend is compiled, the pension plan will present information for those years for which the information is available.

**Thomas Carr Howe Community High School
Schedule of Contributions
Public Employees' Retirement Fund
Last 10 Fiscal Years *
(Unaudited)**

	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Contractually required contribution	\$ 19,617	\$ 20,746	\$ 31,404	\$ 54,715
Contributions in relation to the contractually required contribution	<u>19,617</u>	<u>20,746</u>	<u>31,404</u>	<u>54,715</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Thomas Carr Howe Community High School's covered employee payroll	\$ 161,871	\$ 203,376	\$ 257,685	\$ 316,375
Contributions as a percentage of covered payroll	12.12%	10.20%	12.19%	17.29%

* This schedule is intended to present information for ten years. However, until a full ten-year trend is compiled, the pension plan will present information for those years for which the information is available.

**Thomas Carr Howe Community High School
Schedule of Contributions
Teachers' Retirement Fund 1996 Account
Last 10 Fiscal Years *
(Unaudited)**

	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Contractually required contribution	\$ 22,313	\$ 34,458	\$ 29,614	\$ 54,599
Contributions in relation to the contractually required contribution	<u>22,313</u>	<u>34,458</u>	<u>29,614</u>	<u>54,599</u>
Contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Thomas Carr Howe Community High School's covered employee payroll	\$ 278,827	\$ 488,956	\$ 359,712	\$ 545,325
Contributions as a percentage of covered pa	8.00%	7.05%	8.23%	10.01%

* This schedule is intended to present information for ten years. However, until a full ten-year trend is compiled, the pension plan will present information for those years for which the information is available.

Thomas Carr Howe Community High School
Schedule of Investment Returns
Public Employees' Retirement Fund
Last 10 Fiscal Years *
(Unaudited)

	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Annual money-weighted annual rate of return, net of investment expenses	7.60%	1.11%	0.32%	12.33%

* Schedule is intended to show information for ten years. Additional years will be displayed as they become available.

Thomas Carr Howe Community High School
Schedule of Investment Returns
Teachers' Retirement Fund 1996 Account
Last 10 Fiscal Years *
(Unaudited)

	<u>2017</u>	<u>2016</u>	<u>2015</u>	<u>2014</u>
Annual money-weighted annual rate of return, net of investment expenses	8.14%	1.01%	0.57%	12.71%

* Schedule is intended to show information for ten years. Additional years will be displayed as they become available.

ADDITIONAL INFORMATION

**Thomas Carr Howe Community High School
Combining Schedule of Revenues, Expenditures and
Changes in Fund Balances - Nonmajor Governmental Funds
For the Year Ended June 30, 2017**

	School Lunch	Title II	IDEA	Perkins	21st Century Community Learning Centers	Total Nonmajor Governmental Funds
Revenues:						
State sources	\$ -	-	\$ 302,200	-	-	\$ 302,200
Federal sources	251,626	11,504	45,945	130,371	149,138	588,584
Total revenue	251,626	11,504	348,145	130,371	149,138	890,784
Expenditures:						
Current:						
Costs of school operations	-	11,504	348,145	71,237	149,138	580,024
Food services	251,626	-	-	-	-	251,626
Capital outlay	-	-	-	59,134	-	59,134
Total expenditures	251,626	11,504	348,145	130,371	149,138	890,784
Net Change in Fund Balances	-	-	-	-	-	-
Fund Balances, beginning	-	-	-	-	-	-
Fund Balances, ending	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

SUPPLEMENTAL SCHEDULES

**Thomas Carr Howe Community High School
Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2017**

Federal Grantor/Pass-Through Grantor/ Program Title	CFDA Number	Contract/Grant Number	Expenditures	Transfers to Subrecipients
Federal Agency Name:				
U.S. Department of Agriculture - Passed through the Indiana Department of Agriculture - Child Nutrition Cluster -	10.553	-	\$ 50,176	-
National School Breakfast Program	10.555	-	201,450	-
National School Lunch Program				
Total Child Nutrition Cluster			<u>251,626</u>	<u>-</u>
Total U.S. Department of Agriculture			<u>251,626</u>	<u>-</u>
U.S. Department of Education - Passed through the Indiana Department of Education - Title I Cluster				
Title I Grants to Local Educational Agencies	*	84.010	575,447	-
Title I Grants to Local Educational Agencies - School Improvement Grant	*	84.010A	707,515	-
Total Title I Cluster			<u>1,282,962</u>	<u>-</u>
Title II Improving Teacher Quality	84.367	-	11,504	-
Career and Technical Education	84.048	-	130,371	-
Special Education Grants to States - IDEA, Part B	84.027	-	45,945	-
21st Century Community Learning Centers Grant	84.287	-	149,138	-
Total U.S. Department of Education			<u>1,619,920</u>	<u>-</u>
Total expenditures of federal awards			<u>\$ 1,871,546</u>	<u>\$ -</u>

* Denotes a major program

See notes to schedule of expenditures of federal awards.

Thomas Carr Howe Community High School
Notes to Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2017

Note 1 - Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards includes the Federal grant activity of the School for the year ended June 30, 2017. The information in the Schedule of Expenditures of Federal Awards is presented in accordance with the requirements of Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements of Federal Awards*, (Uniform Guidance). Because the Schedule presents only a selected portion of the operations, it is not intended to and does not present the financial position, change in net assets, or cash flows of the School.

Note 2 - Summary of Significant Accounting Policies

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance and/or OMB Circular A-87, *Cost Principles for State, Local and Indian Tribal Governments*, wherein certain types of expenditures are not allowable or are limited as to reimbursements.

Note 3 - Indirect Cost Rate

The School did not elect to use the 10% de minimis indirect cost rate.

Note 4 - Contingency

The grant and contract revenue amounts received are subject to audit and adjustment. If any expenditures or expenses are disallowed by the grantor agencies as a result of such an audit, any claim for reimbursement to the grantor/contract agencies would become a liability of the School. In the opinion of management, all grant and contract expenditures are in compliance with the terms of the agreements and applicable Federal and state laws and other applicable regulations.

INTERNAL CONTROLS AND COMPLIANCE

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Office of Education Innovation
Thomas Carr Howe Community High School
A Division of the Indiana Department of Education
Indianapolis, Indiana

We have audited in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Thomas Carr Howe Community High School (the "School"), a Division of the Indiana Department of Education, as of and for the year ended June 30, 2017, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated March 16, 2018

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



KEEFE McCULLOUGH

Fort Lauderdale, Florida
March 16, 2018

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Office of Education Innovation
Thomas Carr Howe Community High School
A Division of the Indiana Department of Education
Indianapolis, Indiana

Report on Compliance for Each Major Federal Program

We have audited Thomas Carr Howe Community High School's (the "School"), a Division of the Indiana Department of Education, compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2017. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2017.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School’s internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School’s internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



KEEFE McCULLOUGH

Fort Lauderdale, Florida
March 16, 2018

**Thomas Carr Howe Community High School
 Schedule of Findings and Questioned Costs
 For the Year Ended June 30, 2017**

A. Summary of Auditor’s Results

1. The auditor’s report expresses an unmodified opinion on the financial statements of Thomas Carr Howe Community High School.
2. No material weaknesses relating to the audit of the financial statements are reported in the Independent Auditor’s Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*.
3. No instances of noncompliance material to the financial statements of Thomas Carr Howe Community High School were disclosed during the audit.
4. No material weaknesses relating to the audit of the major Federal program is reported in the Independent Auditor’s Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance.
5. The auditor’s report on compliance for the major Federal program for Thomas Carr Howe Community High School expresses an unmodified opinion.
6. There are no audit findings relative to the major Federal program for Thomas Carr Howe Community High School reported in Part C of this schedule.
7. The program tested as a major program is as follows:

<u>Federal Program</u>	<u>CFDA No.</u>
U.S. Department of Education – Title I Grants to Local Educational Agencies - Title I Grants to Local Educational Agencies - School Improvement Grant	84.010 84.010A

8. The threshold for distinguishing Types A and B programs was \$ 750,000.
9. Thomas Carr Howe Community High School was determined to be a low-risk auditee.

B. Findings - Financial Statements Audit

No matters were reported.

C. Findings and Questioned Costs - Major Federal Awards Program

No matters were reported.

D. Other Issues

1. No management letter is required because there were no findings required to be reported in a separate management letter.
2. No schedule of prior audit findings is required because there were no prior audit findings related to Federal programs.
3. No corrective action plan is required because there were no findings reported under the Uniform Guidance.

Thomas Carr Howe Community High School

A Division of the Indiana Department of Education

Basic Financial Statements
For the Year Ended June 30, 2016

Thomas Carr Howe Community High School

Table of Contents

Independent Auditor's Report	1-3
Management's Discussion and Analysis (not covered by Independent Auditor's Report)	4-7
Basic Financial Statements	
Government-wide Financial Statements:	
Statement of Net Position	8
Statement of Activities	9
Fund Financial Statements:	
Balance Sheet - Governmental Funds	10
Statement of Revenues, Expenditures and Change in Fund Balances - Governmental Funds	11
Statement of Assets and Liabilities - Agency Fund	12
Notes to Basic Financial Statements	13-21
Required Supplementary Information	
Budgetary Comparison Schedule	22
Schedule of Proportionate Share of Net Pension Liability - Public Employees' Retirement Fund	23
Schedule of Proportionate Share of Net Pension Liability - Teachers' Retirement Fund 1996 Account	24
Schedule of Contributions - Public Employees' Retirement Fund	25
Schedule of Contributions - Teachers' Retirement Fund 1996 Account	26
Schedule of Investment Returns - Public Employees' Retirement Fund	27
Schedule of Investment Returns - Teachers' Retirement Fund 1996 Account	28
Additional Information	
Combining Schedule of Revenues, Expenditures and Changes in Fund Balances - Other Governmental Funds	29

Thomas Carr Howe Community High School

Table of Contents (continued)

Supplemental Schedules

Schedule of Expenditures of Federal Awards	30
Notes to Schedule of Expenditures of Federal Awards	31

Internal Controls and Compliance

Independent Auditor's Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	32-33
Independent Auditor's Report on Compliance for Each Major Program and on Internal Control Over Compliance Required by the Uniform Guidance	34-35
Schedule of Findings and Questioned Costs	36

INDEPENDENT AUDITOR'S REPORT

To the Office of Education Innovation
Thomas Carr Howe Community High School
A Division of the Indiana Department of Education
Indianapolis, Indiana

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Thomas Carr Howe Community High School (the "School"), a Division of the Indiana Department of Education, as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the School's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

CPA's + Trusted Advisors

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the School, as of June 30, 2016, and the respective changes in financial position for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the management's discussion and analysis, schedules related to pensions and budgetary comparison information on pages 4 through 7 and 22 through 28 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board, who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the School's basic financial statements. The combining and individual nonmajor fund financial schedule is presented for purposes of additional analysis and is not a required part of the basic financial statements. The schedule of expenditures of federal awards is presented for purposes of additional analysis as required by Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, and is also not a required part of the basic financial statements.

The schedule of expenditures of federal awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepting in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

The combining and individual nonmajor fund financial schedule is presented for the purpose of additional analysis and is not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements and, accordingly, we do not express an opinion or provide any assurance on it.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated April 25, 2017, on our consideration of the School's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control over financial reporting and compliance.



KEEFE McCULLOUGH

Fort Lauderdale, Florida
April 25, 2017

MANAGEMENT'S DISCUSSION AND ANALYSIS

As management of Thomas Carr Howe Community High School (the "School"), a Division of the Indiana Department of Education, we offer readers of the School's basic financial statements this narrative overview and analysis of the financial activities of the School for the year ended June 30, 2016 and 2015.

Management's discussion and analysis is included at the beginning of the School's basic financial statements to provide, in layman's terms, the current position of the School's financial condition. This summary should not be taken as a replacement for the audit which consists of the basic financial statements.

Financial Highlights

For the fiscal year ended June 30, 2016, total assets and deferred outflows were \$ 1,706,178, total liabilities and deferred inflows were \$ 1,434,561, and total net position was \$ 271,617. For the fiscal year ended June 30, 2015, total assets and deferred outflows were \$ 1,567,952, total liabilities were \$ 1,215,271, and total net position was \$ 352,681.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the School's basic financial statements. The School's basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the basic financial statements.

Government-Wide Basic Financial Statements: The government-wide financial statements are designed to provide readers with a broad overview of the School's finances, in a manner similar to a private sector business.

The statement of net position presents information on all of the School's assets, liabilities, and deferred inflows/outflows of resources, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the School is improving or deteriorating.

The statement of activities presents information showing how the School's net position changed during the year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected revenues and services rendered but unpaid).

The government-wide financial statements include all governmental activities that are principally supported by grants and entitlements from the state for full-time equivalent funding. The School does not have any business-type activities. The governmental activities of the School primarily include instruction and instructional support services.

The government-wide basic financial statements can be found on pages 8 and 9 of this report.

Fund Basic Financial Statements: A fund is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The School, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds: Governmental funds are used to account for essentially the same functions reported as governmental activities in the government-wide financial statements. However, unlike the government-wide basic financial statements, governmental fund basic financial statements focus on near-term inflows and outflows of spendable resources, as well as balances of spendable resources available at the end of the fiscal year. Such information may be useful in evaluating the School's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for governmental funds with similar information presented for governmental activities in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the School's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures and change in fund balances provide a reconciliation to facilitate this comparison between governmental funds and governmental activities.

The School maintains several individual governmental funds. Information is presented in the governmental fund balance sheet and the governmental fund statement of revenues, expenditures and change in fund balances. The General Fund, Title I - School Improvement Grant Fund and Title I Fund are considered to be the School's major funds.

The School adopts an annual budget for its governmental funds. A budgetary comparison schedule has been provided to demonstrate compliance with the budget.

The governmental fund financial statements can be found on pages 10 and 11 of this report.

Agency Fund: In addition, the School has one Agency Fund which is a student activity fund. This fund is formed for education and school purposes.

The Agency Fund financial statement can be found on page 12 of this report. The assets and liabilities of this fund are not included in the government-wide statement of net position.

Notes to Basic Financial Statements: The notes provide additional information that is essential for a full understanding of the data provided in the government-wide and fund financial statements. The notes to basic financial statements can be found on pages 13 through 21 of this report.

Government-Wide Financial Analysis

The School's net position was \$ 271,617 at June 30, 2016. The amount of \$ 436,456 represents net investment in capital assets and (\$ 164,839) represents unrestricted net position (deficit). The School's net position was \$ 352,681 at June 30, 2015, which represents net investment in capital assets of \$ 519,630 and unrestricted position (deficit) of (\$ 166,949).

**Thomas Carr Howe Community High School
Management's Discussion and Analysis
June 30, 2016**

Our analysis in the table below focuses on the net position of the School's governmental activities:

**Thomas Carr Howe Community High School
Net Position**

	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Assets:		
Current and other assets	\$ 1,110,192	\$ 927,412
Capital assets, net of depreciation	436,456	519,630
Total assets	<u>1,546,648</u>	<u>1,447,042</u>
Deferred Outflows of Resources	<u>159,530</u>	<u>120,910</u>
Liabilities:		
Current liabilities	1,133,624	950,342
Noncurrent liabilities	296,014	187,982
Total liabilities	<u>1,429,638</u>	<u>1,138,324</u>
Deferred Inflows of Resources	<u>4,923</u>	<u>76,947</u>
Net Position:		
Net investment in capital assets	436,456	519,630
Unrestricted (deficit)	<u>(164,839)</u>	<u>(166,949)</u>
Total net position	<u>\$ 271,617</u>	<u>\$ 352,681</u>

Governmental Activities

The results of this year's operations for the School as a whole are reported in the statement of activities on page 9. The following table provides a condensed presentation of the School's revenues and expenses for the year ended June 30, 2016 and 2015:

**Thomas Carr Howe Community High School
Change in Net Position**

	<u>June 30, 2016</u>	<u>June 30, 2015</u>
Revenues:		
General revenues:		
State aid unrestricted	\$ 3,604,015	\$ 4,791,458
Miscellaneous income	77,531	75,117
Program revenues:		
Charges for services	64,273	67,126
Operating grants and contributions	2,973,427	2,792,604
Total revenues	<u>6,719,246</u>	<u>7,726,305</u>
Functions/Program Expenses:		
Costs of school operations	6,570,890	7,452,520
Food services	229,420	258,369
Total governmental activities	<u>6,800,310</u>	<u>7,710,889</u>
Change in net position	(81,064)	15,416
Net position, beginning of year	<u>352,681</u>	<u>337,265</u>
Net position, end of year	<u>\$ 271,617</u>	<u>\$ 352,681</u>

As reported in the statement of activities, the cost of governmental activities was \$ 6,800,310. These activities were primarily funded by the School's state aid and governments that subsidized certain programs with grants.

Fund Financial Statements

Governmental Funds - The School's instruction and support services activities are reported in the General Fund, Title I - School Improvement Grant Fund, Title I Fund and the nonmajor special revenue funds. The governmental funds are reported on a modified accrual basis. Only those assets that are "measureable" and "currently available" are reported. Liabilities are recognized when incurred.

Capital Assets

At June 30, 2016, the School had capital assets of \$ 436,456, net of accumulated depreciation, invested in computer equipment and furniture and equipment. A detailed schedule is on page 17 in the notes to the basic financial statements.

Budgetary Highlights

The school was under enrolled by 176 students, driving state source revenues to be lower than the budget by approximately \$ 1.39 million. The school received approximately \$ 2.1 million in federal and state grants, including approximately \$ 735,000 from Title I - School Improvement Grant to pay for qualifying expenses. Total expenditures were lower than the budget by approximately \$ 1.04 million, mainly due to the previously mentioned under enrollment. The turnaround operator made a contribution to the school of approximately \$ 545,000 to help mitigate the deficit.

Economic Factors and Next Year's Budget

In fiscal year 2016, Indianapolis reduced the School Improvement Grant. There were also reductions in Perkins, IDEA, Title I and Title II offset by an increase in the 21st Century grant. The school is on track to receive an increase in these grants in the upcoming fiscal year.

Requests for Information

If you have any questions about this report or need additional information, please write Hillary Daigle, Vice President of Finance, Charter Schools USA, 800 Corporate Drive, Suite 700, Fort Lauderdale, Florida 33334.

BASIC FINANCIAL STATEMENTS

Thomas Carr Howe Community High School
Statement of Net Position
June 30, 2016

	Governmental Activities
Current Assets:	
Cash	\$ 118,385
Other receivables	8,018
Due from other governments	810,911
Due from other schools	159,430
Prepaid items	6,759
Deposits	<u>6,689</u>
Total current assets	1,110,192
Noncurrent Assets:	
Capital assets (depreciable), net of accumulated depreciation	<u>436,456</u>
Total assets	<u>1,546,648</u>
Deferred Outflows of Resources:	
Deferred outflows related to pensions	<u>159,530</u>
Current Liabilities:	
Accounts payable and accrued liabilities	961,003
Salaries and wages payable	149,189
Compensated absences	<u>23,432</u>
Total current liabilities	<u>1,133,624</u>
Noncurrent Liabilities:	
Net pension liability	288,203
Compensated absences	<u>7,811</u>
Total noncurrent liabilities	<u>296,014</u>
Total liabilities	<u>1,429,638</u>
Deferred Inflows of Resources:	
Deferred inflows related to pensions	<u>4,923</u>
Net Position:	
Net investment in capital assets	436,456
Unrestricted (deficit)	<u>(164,839)</u>
Total net position	\$ <u><u>271,617</u></u>

The accompanying notes to basic financial statements are an integral part of these statements.

Thomas Carr Howe Community High School
Statement of Activities
For the Year Ended June 30, 2016

	Program Revenues			Governmental	
	Expenses	Charges for Services	Operating Grants and Contributions	Capital Grants and Contributions	
				Net (Expense) Revenue and Change in Net Position	
Functions/Programs:					
Costs of school operations	\$ 6,570,890	\$ 63,950	\$ 2,762,534	\$ -	\$ (3,744,406)
Food services	<u>229,420</u>	<u>323</u>	<u>210,893</u>	<u>-</u>	<u>(18,204)</u>
Total governmental activities	<u>\$ 6,800,310</u>	<u>\$ 64,273</u>	<u>\$ 2,973,427</u>	<u>\$ -</u>	<u>(3,762,610)</u>
General purpose revenues:					
State aid unrestricted					3,604,015
Miscellaneous income					<u>77,531</u>
Total general purpose revenue					<u>3,681,546</u>
Change in net position					(81,064)
Net position, beginning of year					<u>352,681</u>
Net position, end of year					<u>\$ 271,617</u>

The accompanying notes to basic financial statements are an integral part of these statements.

**Thomas Carr Howe Community High School
Balance Sheet - Governmental Funds
June 30, 2016**

	General Fund	Title I - School Improvement Grant	Title I	Total Nonmajor Funds	Total
Assets:					
Cash	\$ 118,385	\$ -	\$ -	\$ -	\$ 118,385
Other receivables	8,018	-	-	-	8,018
Due from other governments	463,816	110,020	206,504	30,571	810,911
Due from other funds	347,095	-	-	-	347,095
Due from other schools	159,430	-	-	-	159,430
Prepaid items	6,759	-	-	-	6,759
Deposits	6,689	-	-	-	6,689
	<u>1,110,192</u>	<u>110,020</u>	<u>206,504</u>	<u>30,571</u>	<u>1,457,287</u>
Total Assets	\$ <u>1,110,192</u>	\$ <u>110,020</u>	\$ <u>206,504</u>	\$ <u>30,571</u>	\$ <u>1,457,287</u>
Liabilities:					
Accounts payable and accrued liabilities	\$ 961,003	\$ -	\$ -	\$ -	\$ 961,003
Salaries and wages payable	149,189	-	-	-	149,189
Due to other funds	-	110,020	206,504	30,571	347,095
	<u>1,110,192</u>	<u>110,020</u>	<u>206,504</u>	<u>30,571</u>	<u>1,457,287</u>
Total liabilities	1,110,192	110,020	206,504	30,571	1,457,287
Fund Balances					
	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total	\$ <u>1,110,192</u>	\$ <u>110,020</u>	\$ <u>206,504</u>	\$ <u>30,571</u>	\$ <u>1,457,287</u>

**Reconciliation of the Balance Sheet of
Governmental Funds to the Statement of
Net Position**

Total governmental fund balance	\$ -
Capital assets used in governmental activities are not financial resources and are not reported in the funds:	
Capital assets cost	1,429,815
Accumulated depreciation	(993,359)
Long-term assets are not available to pay for current period expenditures and, therefore, are not recorded in the funds:	
Deferred outflows related to pensions	159,530
Liabilities not payable with current available resources are not reported as fund liabilities in the governmental fund statements. All liabilities, both current and long-term are reported in the government-wide statements:	
Net pension liability	(288,203)
Deferred inflows related to pensions	(4,923)
Compensated absences	(31,243)
Net position of governmental activities	<u>\$ 271,617</u>

The accompanying notes to basic financial statements are an integral part of these statements.

**Thomas Carr Howe Community High School
Statement of Revenues, Expenditures and
Change in Fund Balances - Governmental Funds
For the Year Ended June 30, 2016**

	General Fund	Title I - School Improvement Grant	Title I	Total Nonmajor Funds	Total
Revenues:					
State aid	\$ 3,914,291	\$ -	\$ -	\$ 317,415	\$ 4,231,706
Federal sources	575,300.00	734,548	575,300	413,187	1,723,035
Private sources	686,974	-	-	-	686,974
Other income	77,531	-	-	-	77,531
Total revenues	<u>5,254,096</u>	<u>734,548</u>	<u>575,300</u>	<u>730,602</u>	<u>6,719,246</u>
Expenditures:					
Costs of school operations	5,028,602	734,548	439,193	519,709	6,282,859
Food services	18,527	-	-	210,893	229,420
Capital outlay	206,967	-	136,107	-	206,967
Total expenditures	<u>5,254,096</u>	<u>734,548</u>	<u>575,300</u>	<u>730,602</u>	<u>6,719,246</u>
Net Change in Fund Balances	-	-	-	-	-
Fund Balances - beginning of year	-	-	-	-	-
Fund Balances - end of year	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Reconciliation of the Statement of Revenues, Expenditures and Changes in Fund Balance of Governmental Funds to the Statement of Activities					
Net change in fund balance - total governmental funds					\$ -
Governmental funds report capital outlays as expenditures, in the statement of activities these costs are allocated over their useful lives as depreciation:					
Cost of capital assets					206,967
Provision for depreciation					(290,141)
Certain items reported in the statement of activities do not require the use of current financial resources and, therefore, are not reported as expenditures in governmental funds:					
Change in net pension liability					(107,864)
Changes in deferred outflows related to pensions					38,620
Change in deferred inflows related to pensions					72,024
Change in compensated absences					(670)
Change in net position of governmental activities					<u>\$ (81,064)</u>

The accompanying notes to basic financial statements are an integral part of these statements.

**Thomas Carr Howe Community High School
Statement of Assets and Liabilities - Agency Fund
June 30, 2016**

	<u>Student Activities</u>
Assets:	
Cash and cash equivalents	\$ <u>35,944</u>
Total current assets	\$ <u><u>35,944</u></u>
 Liabilities:	
Due to students	\$ <u>35,944</u>
Total liabilities	\$ <u><u>35,944</u></u>

The accompanying notes to basic financial statements are an integral part of these statements.

Note 1 - Organization and Operations

In 2011, the State Board of Education (“SBOE”) exercised its statutory authority to intervene in the management of certain schools that had been deemed failing for six years under Public Law 221 and the state’s school accountability system. As a result, the SBOE assigned the Indiana Department of Education (“IDOE”) to contract with third party “turnaround school operators” to manage the schools during the turnaround process. The schools were part of the Indianapolis Public Schools District. In 2013, the mayor of the City of Indianapolis successfully petitioned the SBOE for oversight of the turnaround school operators that manage these schools from the IDOE to Office of Education Innovation (“OEI”). In June 2015, Indianapolis turnaround schools transitioned to joint oversight by the SBOE and IDOE. Thomas Carr Howe Community High School (the “School”) is one of the turnaround schools.

Note 2 - Summary of Significant Accounting Policies

Basis of presentation: The financial statements of the School have been prepared in conformity with accounting principles generally accepted in the United States (GAAP) as applied to governmental units. The Governmental Accounting Standards Board (GASB) is the accepted standard-setting body for establishing governmental accounting and financial reporting principles. The more significant of the School’s accounting policies are described below:

Government-wide basic financial statements: The School's basic financial statements include both government-wide (reporting the School as a whole) and fund financial statements (reporting the School's major funds). Both the government-wide and fund financial statements categorize primary activities as either governmental or business-type. All of the School's activities are classified as governmental activities.

In the government-wide statement of net position, the governmental activities column is presented on a consolidated basis, if applicable, and is reported on a full accrual, economic resource basis, which recognizes all noncurrent assets and receivables as well as all noncurrent debt and obligations.

The government-wide statement of activities reports both the gross and net cost of each of the School's functions. The net costs, by function, are also supported by general revenues (unrestricted contributions, miscellaneous revenue, etc.). The statement of activities reduces gross expenses by related program revenues, operating and capital grants and contributions. Program revenues must be directly associated with the function. Operating grants include operating-specific and discretionary (either operating or capital) grants while the capital grants column reflects capital-specific grants. For the year ended June 30, 2016 the School had program revenues of \$ 3,037,700.

This government-wide focus is more on the ability to sustain the School as an entity and the change in the School's net position resulting from the current year's activities.

Fund financial statements: The accounts of the School are organized on the basis of funds. The operations of the funds are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, equity, revenues and expenditures.

The School reports the following major governmental funds:

General Fund - This fund is used to account for all operating activities of the School except for those required to be accounted for in another fund.

Note 2 - Summary of Significant Accounting Policies (continued)

Title I - School Improvement Grant Fund - This fund is used to account for all federal dollars received under this Title I program.

Title I Fund - This fund is used to account for all federal dollars received under this Title I program.

Measurement focus and basis of accounting: Basis of accounting refers to the point at which revenues or expenditures/expenses are recognized in the accounts and reported in the financial statements. It relates to the timing of the measurements made regardless of the measurement focus applied. Governmental funds use the current financial resources measurement focus and the governmental-wide statement uses the economic resources measurement focus.

Governmental activity in the government-wide basic financial statements is presented on the full accrual basis of accounting. Revenues are recognized when earned and expenses are recognized when incurred.

The governmental funds basic financial statements are presented on the modified accrual basis of accounting under which revenue is recognized in the accounting period in which it becomes susceptible to accrual (i.e., when it becomes both measurable and available). "Measurable" means the amount of the transaction can be determined and "available" means collectible within sixty days after year-end or soon enough thereafter to be used to pay liabilities of the current period. The School uses an availability period of six months for recognition of governmental grant revenue.

Cash and cash equivalents: The School considers all demand accounts and money market funds which are not subjected to withdrawal restrictions to be cash and cash equivalents. The School routinely maintains cash balances at a financial institution which exceeds federally insured amounts. The School has not experienced any losses in such accounts and does not believe it is exposed to any significant credit risk associated with its cash and cash equivalents.

Prepaid items: Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items.

Due to and due from other funds: Interfund receivables and payables arise from interfund transactions and are recorded by all funds affected in the period in which transactions are executed. The balances result from the time lag between the dates that interfund goods and services are provided or reimbursable expenditures occur, transactions are recorded in the accounting system, and payments between funds are made.

Capital assets: Property and equipment purchased or acquired are capitalized at historical cost or estimated historical cost. Capital assets are defined by the School as assets with a cost of \$ 750 and useful life of over one year. Donated property and equipment assets are valued at the estimated fair market value as of the date received. Additions, improvements and other capital outlays that significantly extend the useful life of an asset are capitalized and depreciated over the remaining useful lives of the related fixed assets. Other costs incurred for repairs and maintenance are expensed as incurred.

Depreciation on all capital assets is provided on the straight-line basis over the estimated useful lives as follows:

Furniture and equipment	5 years
Computer equipment	3 years

Note 2 - Summary of Significant Accounting Policies (continued)

Deferred outflows/inflows of resources: In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, *deferred outflows of resources*, represents a consumption of net position that applies to a future period(s) and so will *not* be recognized as an outflow of resources (expense/expenditure) until then. The School has deferred outflows relating to the net pension liability that qualify for reporting in this category.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, *deferred inflows of resources*, represents an acquisition of net position that applies to a future period(s) and so will *not* be recognized as an inflow of resources (revenue) until that time. The School has deferred inflows relating to the net pension liability that qualify for reporting in this category.

Unearned revenue: Unearned revenue arises when the School receives resources before it has a legal claim to them.

Compensated absences: The School's policy permits employees to accumulate earned but unused paid time off, which is eligible for payment upon separation from service. The liability for such leave is reported as incurred in the government-wide financial statements. A liability for those amounts is recorded in the governmental funds only if the liability has matured as a result of employee resignations or retirements. The liability for compensated absences includes salary-related benefits, where applicable. Payments for compensated absences are generally paid out of the General Fund.

Net position: Net position is classified in three categories. The general meaning of each is as follows:

- Net investment in capital assets - represents the difference between the cost of capital assets, less accumulated depreciation reduced by the outstanding balances of borrowings used for the acquisition, construction or improvement of those assets.
- Restricted - consists of net position with constraints placed on their use either by 1) external groups such as creditors, grantors, contributors, or laws or regulations of other governments, or 2) law through constitutional provisions or enabling legislation.
- Unrestricted - indicates that portion of net position that is available to fund future operations.

Sometimes the School will fund outlays for a particular purpose from both restricted and unrestricted resources. In order to calculate the amounts to report as restricted - net position and unrestricted - net position in the government-wide financial statement, a flow assumption must be made about the order in which the resources are considered to be applied. It is the School's policy to consider restricted - net position to have been depleted before unrestricted - net position is applied.

Note 2 - Summary of Significant Accounting Policies (continued)

Fund balance: The governmental fund financial statements present fund balances based on the provisions of GASB Statement No. 54, *Fund Balance Reporting and Governmental Fund Type Definitions*. This Statement provides more clearly defined fund balance classifications and also sets a hierarchy which details how the School may spend funds based on certain constraints. The following are the fund balance classifications used in the governmental fund financial statements:

- **Nonspendable** - this classification includes amounts that cannot be spent because they are either not in spendable form or are legally or contractually required to be maintained intact. The School classifies inventories, prepaid items, long-term notes receivable and deposits as nonspendable since they are not expected to be converted to cash or are not expected to be converted to cash within the next year.
- **Restricted** - this classification includes amounts that are restricted for specific purposes by external parties such as grantors and creditors or are imposed by law through constitutional provisions or enabling legislation.
- **Committed** - this classification includes amounts that can be used for specific purposes voted on through formal action of the governing body. The committed amount cannot be used for any other purpose unless the governing body removes or changes the commitment through formal action.
- **Assigned** - this classification includes amounts that the governing body intends to use for a specific purpose but they are neither restricted nor committed. The School classifies existing fund balance to be used in the subsequent year's budget for elimination of a deficit as assigned.
- **Unassigned** - this classification includes amounts that have not been restricted, committed or assigned for a specific purpose within the General Fund.

The details of the fund balances are included in the Governmental Fund Balance Sheet on page 10.

Sometimes the School will fund outlays for a particular purpose from both restricted and unrestricted resources (the total of committed, assigned, and unassigned fund balance). In order to calculate the amounts to report as restricted, committed, assigned and unassigned fund balance in the government fund financial statements a flow assumption must be made about the order in which the resources are considered to be applied. It is the School's policy to consider restricted fund balance to have been depleted before using any of components of unrestricted fund balance. Further, when the components of unrestricted fund balance can be used for the same purpose, committed fund balance is depleted first, followed by assigned fund balance. Unassigned fund balance is applied last.

Budget: Annual budgets are adopted on a basis utilizing accounting principles generally accepted in the United States of America and consistent with state law for the general and special revenue funds. The budget document presents information by function.

Use of estimates: The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect certain reported amounts and disclosures. Accordingly, actual results could differ from those estimates.

Reclassifications: Certain amounts presented in the prior year data have been reclassified in order to be consistent with the current year's presentation.

Note 2 - Summary of Significant Accounting Policies (continued)

Date of management review: Subsequent events were evaluated by management through April 25, 2017, which is the date the financial statements were available to be issued.

Note 3 - Due From Other Governments

Due from other governments at June 30, 2016 consists of amounts due from the State of Indiana for Title I funding, Perkins Grant funding, School Improvement Grant funding, IDEA funding, 21st Century Grant funding, and transportation funding.

Note 4 - Capital Assets

Capital asset balances and activity for the year ended June 30, 2016 are as follows:

	Balance at July 1, 2015	Additions	Deletions	Balance at June 30, 2016
Capital assets, depreciable:				
Furniture and equipment	\$ 240,333	\$ 4,253	\$ -	\$ 244,586
Computer equipment	982,515	202,714	-	1,185,229
Total capital assets, depreciable	<u>1,222,848</u>	<u>206,967</u>	<u>-</u>	<u>1,429,815</u>
Accumulated depreciation:				
Furniture and equipment	85,517	50,046	-	135,563
Computer equipment	617,701	240,095	-	857,796
Total accumulated depreciation	<u>703,218</u>	<u>290,141</u>	<u>-</u>	<u>993,359</u>
Net capital assets	<u>\$ 519,630</u>	<u>\$ (83,174)</u>	<u>\$ -</u>	<u>\$ 436,456</u>

Note 5 - Due from Other Schools

The School, Emma Donnan Middle School, Emma Donnan Elementary School, and Emmerich Manual High School are related as they are all divisions of the Indiana Department of Education which are operated by CSUSA (Note 6). As of June 30, 2016, the financial statements include an amount due from these schools of \$ 159,430 for shared expenses.

Note 6 - School Operation Contract

The Indiana Department of Education entered into a contract with Charter Schools USA, Inc. ("CSUSA") as a turnaround school operator to perform all duties and obligations necessary to operate the School. The contract commenced on July 1, 2012 and shall remain in effect through June 30, 2016. The contract was renewed for an additional two (2) years. Pursuant to the contract, CSUSA shall receive monthly payments based upon the yearly ADM counts, which occur in September and February, as provided for under Indiana Code 20-43.

The School's accounts payable balance has an amount due to CSUSA for \$ 801,296 for invoiced services.

Note 7 - Retirement Plans

The employees of the School have the option of participating in one of the following Plans:

401(k) Plan

During the year ended June 30, 2016, the School offered all of its full-time employees who had attained 21 years of age, a retirement plan under Internal Revenue Code Section 401(k). The employee is allowed to contribute up to a maximum of 100% of his/her annual gross compensation, subject to certain limitations. The School contributed a matching amount of \$ 2,792 for the year ended June 30, 2016.

Indiana Public Retirement System

Plan Description

The School elected to become a participating employer in the Indiana Public Retirement System (INPRS), a cost-sharing multiple employer retirement system that acts as a common investment and administrative agent for units of state and local government in Indiana. INPRS is governed by state statutes I.C.S. 5-10.2 and 5-10.3. As such, it is INPRS's responsibility to administer the law in accordance with the expressed intent of the Indiana General Assembly. The School contributes to two plans under INPRS; the Public Employees' Retirement Fund (PERF) and the State Teachers' Retirement Fund 1996 Account (TRF 1996). Both are qualified plans under Internal Revenue Code Section 401(a) and are tax exempt.

Benefits

PERF and TRF 1996 are contributory defined benefit plans that cover substantially all School employees. Retirement benefits vest after 10 years of service. Participants are eligible for early retirement with 100% of the defined benefit plan if certain conditions are met. A participant may retire with full benefits at age 60 with 15 or more years of service or at age 55 if the participant's age plus years of service equals 85 or more (Rule of 85). If neither of the above conditions are met, a participant may retire with 100% of the pension benefit at age 65 with 10 or more years of service. This annual pension is equal to 1.1% times the average annual salary times the number of years and months of INPRS-covered employment. The average annual salary used for calculating the pension benefit is an average of the participant's highest five years of employment earning within the 10 years preceding retirement. Participants who retire between the ages of 50 and 59 with 15 or more years of service receive a pension benefit that is reduced by various percentages according to the participant's age.

Participants have two choices regarding their annuity savings account which holds their required contributions. They may elect to receive the contributions and accumulated earnings in a lump sum at retirement, or, they may choose to receive the annuity amount as a monthly supplement to their employer-provided pension described in the paragraph above.

Contributions

The participants are required to make a contribution of 3% of their annual salary to an annuity savings account that may be withdrawn at any time with interest should a participant terminate employment. The School is required by State statute to contribute at an actuarially determined rate. The rate for PERF was 11.2% of annual covered payroll. The rate for TRF 1996 was 7.5% of annual covered payroll. The contribution requirements of participants are determined by State statute. The School's contributions, including employee contributions, to the plan totaled \$ 78,250 for the year ended June 30, 2016.

Note 7 - Retirement Plans (continued)

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

At June 30, 2016, the School reported a liability of \$ 288,203 for its proportionate share of the net pension liability. The net pension liability was measured as of June 30, 2015, and the total pension liability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The School's proportion of the net pension liability was based on a projection of the School's long-term share of contributions to the pension plan relative to the projected contributions of all participating employers, actuarially determined. At June 30, 2015, the School's proportion was .0000538 percent, which was a decrease of .0000110 percentage points from its proportion measured as of June 30, 2014 for PERF and the School's proportion was .0001313 percent, which was a decrease of .0000794 percentage points from its proportion measured as of June 30, 2014 for TRF 1996.

For the year ended June 30, 2016, the School recognized pension expense of \$ 51,424. At June 30, 2016, the School reported deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	PERF		TRF 1996	
	Deferred Outflows of Resources	Deferred Inflows of Resources	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	\$ 8,951	\$ -	\$ -	\$ (4,923)
Net difference between projected and actual earnings on pension plan investments	16,337	-	8,915	-
Change of assumptions	18,520	-	32,174	-
Changes in proportion and differences between School contributions and proportionate share of contributions	6,722	-	1,005	-
School contributions subsequent to the measurement date	25,960	-	40,946	-
Total	\$ <u>76,490</u>	\$ <u>-</u>	\$ <u>83,040</u>	\$ <u>(4,923)</u>

\$ 66,906 reported as deferred outflows of resources related to pensions resulting from School contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the year ended June 30, 2017. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized in pension expense as follows:

Year Ended June 30:	PERF	TRF 1996
2017	\$ 16,142	\$ 2,965
2018	\$ 16,142	\$ 2,965
2019	\$ 9,011	\$ 2,965
2020	\$ 9,235	\$ 9,674
2021	\$ -	\$ 2,414
Thereafter	\$ -	\$ 16,188

Note 7 - Retirement Plans (continued)

Actuarial assumptions: The total pension liability in the June 30, 2015 actuarial valuation was determined using the following actuarial assumptions, applied to all pensions included in the measurement:

	PERF	TRF 1996
Future salary increases	2.50%-4.25%	2.50% - 12.50%
Inflation	2.25%	2.25%
Cost of living increases	1.00%	1.00%

Mortality rates were based on the mortality table from the RP-2014 Mortality Table with Social Security Administration generational improvement scale from 2016. The demographic assumptions were updated as needed for the June 30, 2015 actuarial valuation based on results of the study.

For the PERF, the most recent comprehensive experience study was completed in April 2015 and was based on member experience between June 30, 2010 and June 30, 2014. The demographic assumptions were updated as needed for the June 30, 2015 actuarial valuation based on the results of the study. For the TRF 1996, the actuarial assumptions used in the June 30, 2015 valuation are based on plan experience from July 1, 2011 to June 30, 2014.

The long-term return expectation for the defined benefit retirement plans was determined by using a building-block approach and assumes a time horizon, as defined in the INPRS Investment Policy Statement. A forecasted rate of inflation serves as the baseline for the return expectation. Various real return premiums over the baseline inflation rate have been established for each asset class. The long-term expected nominal rate of return has been determined by calculating a weighted average of the expected real return premiums for each asset class, adding the projected inflation rate, and adding the expected return from rebalancing uncorrelated asset classes. The target allocation and best estimates of geometric real rates of return for each major asset class are summarized in the following table:

Asset Class	Target Allocation	Long-Term Expected Real Rate of Return
Fixed income - ex inflation - linked	24.0%	2.7%
Fixed income - inflation - linked	7.0%	0.7%
Public equity	22.0%	5.7%
Real estate	7.0%	2.7%
Private equity	10.0%	6.2%
Commodities	8.0%	2.0%
Absolute return	10.0%	4.0%
Risk parity	12.0%	5.0%
Total	100.0%	

Discount rate: The discount rate used to measure the total pension liability was 6.75 percent. The projection of cash flows used to determine the discount rate assumed that the contributions from employers and where applicable from the members, would at the minimum be made at the actuarially determined required rates computed in accordance with the current funding policy adopted by the INPRS Board, and contributions required by the State of Indiana would be made as stipulated by State statute. Projected inflows from investment earnings were calculated using the long-term assumed investment rate of return (6.75 percent). Based on these assumptions, the defined benefit pension plans' fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefits to determine the total pension liability.

Note 7 - Retirement Plans (continued)

Sensitivity of the School's proportion share of the net pension liability to changes in the discount rate: The following presents the School's proportionate share of the net pension liability calculated using the discount rate of 6.75 percent, as well as what the School's proportionate share of the net pension liability would be if it were calculated using a discount rate that is 1-percentage-point lower (5.75 percent) or 1-percentage-point higher (7.75 percent) than the current rate:

	<u>1% Decrease (5.75%)</u>	<u>Current Discount Rate (6.75%)</u>	<u>1% Increase (7.75%)</u>
School's proportionate share of the net pension liability for PERF	\$ 323,176	\$ 219,089	\$ 132,679
School's proportionate share of the net pension liability (asset) for TRF 1996	\$ 184,801	\$ 69,114	\$ (22,614)

Pension plan fiduciary net position: Detailed information about the pension plan's fiduciary net position is available in the separately issued stand-alone financial report of the Indiana Public Retirement System. This report may be obtained by writing the Indiana Public Retirement System, One North Capitol, Suite 001, Indianapolis, IN 46204, by calling (888) 526-1687, by emailing questions@inprs.in.gov, or by visiting www.in.gov/inprs.

Note 8 - Risk Financing

The School is exposed to various risks of loss related to torts, thefts of, damage to, and destruction of assets and natural disasters. The School has obtained property insurance from commercial companies including, but not limited to, general liability and errors and omissions insurance. There have been no claims in excess of insurance coverage limits during the past three years.

REQUIRED SUPPLEMENTARY INFORMATION

**Thomas Carr Howe Community High School
 Budgetary Comparison Schedule
 For the Year Ended June 30, 2016**

	<u>Original and Final Budget</u>	<u>Actual</u>	<u>Variance</u>
Revenues:			
State aid	\$ 5,625,653	\$ 4,231,706	\$ (1,393,947)
Federal sources	1,989,743	1,723,035	(266,708)
Private sources	68,840	686,974	618,134
Other income	<u>77,864</u>	<u>77,531</u>	<u>(333)</u>
Total revenues	<u>7,762,100</u>	<u>6,719,246</u>	<u>(1,042,854)</u>
Expenditures:			
Costs of school operations	7,381,825	6,282,859	1,098,966
Food services	260,695	229,420	31,275
Capital outlay	<u>119,580</u>	<u>206,967</u>	<u>(87,387)</u>
Total expenditures	<u>7,762,100</u>	<u>6,719,246</u>	<u>1,042,854</u>
Net Change in Fund Balance	-	-	-
Fund Balance, beginning of year	<u>-</u>	<u>-</u>	<u>-</u>
Fund Balance, end of year	\$ <u><u>-</u></u>	\$ <u><u>-</u></u>	\$ <u><u>-</u></u>

**Thomas Carr Howe Community High School
Schedule of Proportionate Share of Net Pension Liability
Public Employees' Retirement Fund
Last 10 Fiscal Years *
(Unaudited)**

	<u>2016</u>	<u>2015</u>	<u>2014</u>
Thomas Carr Howe Community High School's proportion of the net pension liability	0.0000424%	0.0000538%	0.0000648%
Thomas Carr Howe Community High School's proportionate share of the net pension liability	\$ 192,562	\$ 219,089	\$ 170,319
Thomas Carr Howe Community High School's covered-employee payroll	\$ 203,376	\$ 257,685	\$ 316,375
Thomas Carr Howe Community High School's proportionate share of the net pension liability as a percentage of its covered-employee payroll	94.68%	85.02%	53.83%
Plan fiduciary net position as a percentage of total pension liability	75.3%	77.3%	84.3%

* This schedule is intended to present information for ten years. However, until a full ten-year trend is compiled, the pension plan will present information for those years for which the information is available.

**Thomas Carr Howe Community High School
Schedule of Proportionate Share of Net Pension Liability
Teachers' Retirement Fund 1996 Account
Last 10 Fiscal Years *
(Unaudited)**

	<u>2016</u>	<u>2015</u>	<u>2014</u>
Thomas Carr Howe Community High School's proportion of the net pension liability	0.0001698%	0.0001313%	0.0002107%
Thomas Carr Howe Community High School's proportionate share of the net pension liability	\$ 132,493	\$ 69,114	\$ 10,020
Thomas Carr Howe Community High School's covered-employee payroll	\$ 488,956	\$ 359,712	\$ 545,325
Thomas Carr Howe Community High School's proportionate share of the net pension liability as a percentage of its covered-employee payroll	27.10%	19.21%	1.84%
Plan fiduciary net position as a percentage of total pension liability	87.8%	91.1%	99.1%

* This schedule is intended to present information for ten years. However, until a full ten-year trend is compiled, the pension plan will present information for those years for which the information is available.

**Thomas Carr Howe Community High School
Schedule of Contributions
Public Employees' Retirement Fund
Last 10 Fiscal Years *
(Unaudited)**

	<u>2016</u>	<u>2015</u>	<u>2014</u>
Contractually required contribution	\$ 20,746	\$ 31,404	\$ 54,715
Contributions in relation to the contractually required contribution	<u>20,746</u>	<u>31,404</u>	<u>54,715</u>
Contribution deficiency (excess)	\$ <u><u>-</u></u>	\$ <u><u>-</u></u>	\$ <u><u>-</u></u>
Thomas Carr Howe Community High School's covered employee payroll	\$ 203,376	\$ 257,685	\$ 316,375
Contributions as a percentage of covered payroll	10.20%	12.19%	17.29%

* This schedule is intended to present information for ten years. However, until a full ten-year trend is compiled, the pension plan will present information for those years for which the information is available.

**Thomas Carr Howe Community High School
Schedule of Contributions
Teachers' Retirement Fund 1996 Account
Last 10 Fiscal Years *
(Unaudited)**

	<u>2016</u>	<u>2015</u>	<u>2014</u>
Contractually required contribution	\$ 34,458	\$ 29,614	\$ 54,599
Contributions in relation to the contractually required contribution	<u>34,458</u>	<u>29,614</u>	<u>54,599</u>
Contribution deficiency (excess)	\$ <u><u>-</u></u>	\$ <u><u>-</u></u>	\$ <u><u>-</u></u>
Thomas Carr Howe Community High School's covered employee payroll	\$ 488,956	\$ 359,712	\$ 545,325
Contributions as a percentage of covered payroll	7.05%	8.23%	10.01%

* This schedule is intended to present information for ten years. However, until a full ten-year trend is compiled, the pension plan will present information for those years for which the information is available.

Thomas Carr Howe Community High School
Schedule of Investment Returns
Public Employees' Retirement Fund
Last 10 Fiscal Years *
(Unaudited)

	<u>2016</u>	<u>2015</u>	<u>2014</u>
Annual money-weighted annual rate of return, net of investment expenses	1.11%	0.32%	12.33%

* Schedule is intended to show information for ten years. Additional years will be displayed as they become available.

Thomas Carr Howe Community High School
Schedule of Investment Returns
Teachers' Retirement Fund 1996 Account
Last 10 Fiscal Years *
(Unaudited)

	<u>2016</u>	<u>2015</u>	<u>2014</u>
Annual money-weighted annual rate of return, net of investment expenses	1.01%	0.57%	12.71%

* Schedule is intended to show information for ten years. Additional years will be displayed as they become available.

ADDITIONAL INFORMATION

**Thomas Carr Howe Community High School
Combining Schedule of Revenues, Expenditures and
Changes in Fund Balances - Nonmajor Governmental Funds
For the Year Ended June 30, 2016**

	<u>School Lunch</u>	<u>Title II</u>	<u>IDEA</u>	<u>Perkins</u>	<u>21st Century Community Learning Centers</u>	<u>Total Nonmajor Governmental Funds</u>
Revenues:						
State sources	\$ 215	\$ -	\$ 317,200	\$ -	\$ -	\$ 317,415
Federal sources	<u>210,678</u>	<u>17,576</u>	<u>22,218</u>	<u>43,155</u>	<u>119,560</u>	<u>413,187</u>
Total revenue	<u>210,893</u>	<u>17,576</u>	<u>339,418</u>	<u>43,155</u>	<u>119,560</u>	<u>730,602</u>
Expenditures:						
Current:						
Costs of school operations	-	17,576	339,418	43,155	119,560	519,709
Food services	210,893	-	-	-	-	210,893
Capital outlay	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total expenditures	<u>210,893</u>	<u>17,576</u>	<u>339,418</u>	<u>43,155</u>	<u>119,560</u>	<u>730,602</u>
Net Change in Fund Balances	-	-	-	-	-	-
Fund Balances, beginning	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
Fund Balances, ending	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

SUPPLEMENTAL SCHEDULES

**Thomas Carr Howe Community High School
Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2016**

Federal Grantor/Pass-Through Grantor/ Program Title	CFDA Number	Contract/Grant Number	Expenditures	Transfers to Subrecipients
Federal Agency Name:				
U.S. Department of Agriculture -				
Passed through the Indiana Department of Agriculture -				
Child Nutrition Cluster -				
National School Breakfast Program	10.553	-	\$ 29,358	\$ -
National School Lunch Program	10.555	-	<u>181,320</u>	<u>-</u>
Total Child Nutrition Cluster			<u>210,678</u>	<u>-</u>
Total U.S. Department of Agriculture			<u>210,678</u>	<u>-</u>
U.S. Department of Education -				
Passed through the Indiana Department of Education -				
Title I Cluster				
Title I Grants to Local Educational Agencies	* 84.010	-	575,300	-
Title I Grants to Local Educational Agencies - School Improvement Grant	* 84.010A	-	<u>734,548</u>	<u>-</u>
Total Title I Cluster			<u>1,309,848</u>	<u>-</u>
Title II Improving Teacher Quality	84.367	-	17,576	-
Career and Technical Education	84.048		43,155	
Special Education Grants to States - IDEA, Part B	84.027	-	22,218	-
21st Century Community Learning Centers Grant	84.287	-	<u>119,560</u>	<u>-</u>
Total U.S. Department of Education			<u>1,512,357</u>	<u>-</u>
Total expenditures of federal awards			<u>\$ 1,723,035</u>	<u>\$ -</u>

* Denotes a major program

Thomas Carr Howe Community High School
Notes to Schedule of Expenditures of Federal Awards
For the Year Ended June 30, 2016

Note 1 - Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards includes the grant activity of Thomas Carr Howe Community High School and is presented in accordance with the requirements of the Uniform Guidance. Therefore, some amounts presented in these schedules may differ from amounts presented in or used in the preparation of the financial statements.

Note 2 - Contingency

The grants and contracts revenue received are subject to audit and adjustment. If any expenditures or expenses are disallowed by the grantor agencies as a result of such an audit, any claim for reimbursement to the grantor agencies would become a liability of the Organization. In the opinion of management, all grant expenditures are in compliance with the terms of the grant agreements and applicable Federal, state and local laws and regulations.

Note 3 - Indirect Cost Rate

The Organization did not elect to use the 10% de minimis indirect cost rate.

INTERNAL CONTROLS AND COMPLIANCE

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER
FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED
IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Office of Education Innovation
Thomas Carr Howe Community High School
A Division of the Indiana Department of Education
Indianapolis, Indiana

We have audited in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund and the aggregate remaining fund information of Thomas Carr Howe Community High School (the "School"), a Division of the Indiana Department of Education, as of and for the year ended June 30, 2016, and the related notes to the financial statements, which collectively comprise the School's basic financial statements, and have issued our report thereon dated April 25, 2017.

Internal Control over Financial Reporting

In planning and performing our audit of the financial statements, we considered the School's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the School's internal control. Accordingly, we do not express an opinion on the effectiveness of the School's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent or detect and correct misstatements on a timely basis. *A material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the School's financial statements will not be prevented, or detected and corrected on a timely basis. *A significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of the internal control over financial reporting was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over financial reporting that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the School's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the School's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.



KEEFE McCULLOUGH

Fort Lauderdale, Florida
April 25, 2017

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE
FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL
OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Office of Education Innovation
Thomas Carr Howe Community High School
A Division of the Indiana Department of Education
Indianapolis, Indiana

Report on Compliance for Each Major Federal Program

We have audited Thomas Carr Howe Community High School's (the "School"), a Division of the Indiana Department of Education, compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the School's major federal programs for the year ended June 30, 2016. The School's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the School's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the School's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the School's compliance.

Opinion on Each Major Federal Program

In our opinion, the School complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2016.

Report on Internal Control Over Compliance

Management of the School is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the School's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the School's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. *A significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.



KEEFE McCULLOUGH

Fort Lauderdale, Florida
April 25, 2017

**Thomas Carr Howe Community High School
Schedule of Findings and Questioned Costs
For the Year Ended June 30, 2016**

A. Summary of Auditor’s Results

1. The auditor’s report expresses an unmodified opinion on the financial statements of Thomas Carr Howe Community High School.
2. No material weaknesses relating to the audit of the financial statements are reported in the Independent Auditor’s Report on Internal Control over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with *Government Auditing Standards*.
3. No instances of noncompliance material to the financial statements of Thomas Carr Howe Community High School were disclosed during the audit.
4. No material weaknesses relating to the audit of the major Federal program is reported in the Independent Auditor’s Report on Compliance for Each Major Program and on Internal Control over Compliance Required by the Uniform Guidance.
5. The auditor’s report on compliance for the major Federal program for Thomas Carr Howe Community High School expresses an unmodified opinion.
6. There are no audit findings relative to the major Federal program for Thomas Carr Howe Community High School reported in Part C of this schedule.
7. The program tested as a major program is as follows:

<u>Federal Program</u>	<u>CFDA No.</u>
U.S. Department of Education - Title I Grants to Local Educational Agencies	84.010
Title I Grants to Local Educational Agencies - School Improvement Grant	84.010A

8. The threshold for distinguishing Types A and B programs was \$ 750,000.
9. Thomas Carr Howe Community High School was determined to be a low-risk auditee.

B. Findings - Financial Statements Audit

No matters were reported.

C. Findings and Questioned Costs - Major Federal Awards Program

No matters were reported.

D. Other Issues

1. No management letter is required because there were no findings required to be reported in a separate management letter.
2. No schedule of prior audit findings is required because there were no prior audit findings related to Federal programs.
3. No corrective action plan is required because there were no findings reported under the Uniform Guidance.

Attachment 15
Budget Narrative

Thomas Carr Howe Community High School

Revenue Assumptions

- Pupil Revenue funding is assumed at \$8,655 per student in Year 1. This is based on the latest funding amounts published by the Indiana Department of Education.
- Food service revenue consists of a combination of full-paid lunches and reimbursement from the National School Lunch Program (Table 15.1).

Table 15.1

Year 1	Year 2	Year 3	Year 4	Year 5
\$454,302	\$467,805	\$467,805	\$467,805	\$467,805

Other revenue, which includes a 2% assumed increase to per-pupil funding each year as well federal e-rate funding, is shown in Table 15.2 below.

Table 15.2

Year 1	Year 2	Year 3	Year 4	Year 5
\$109,609	\$111,801	\$114,037	\$116,318	\$118,644

Expense Assumptions

- Average teacher wage is assumed at \$40,000.
- Performance-based bonus is included in the budget as outlined in the table below. However, ReThink may use HOWE's remaining fund balance each year to increase bonus compensation at their discretion.

Table 15.3

Year 1	Year 2	Year 3	Year 4	Year 5
\$16,014	\$16,819	\$17,156	\$17,499	\$17,849

- NEI management fees are calculated as a percentage of revenue at 10% in in all years (Table 15.4).

Table 15.4

	Year 1	Year 2	Year 3	Year 4	Year 5
Final Management Fee	\$1,054,879	\$1,099,575	\$1,116,925	\$1,134,623	\$1,152,675

- In accordance with IC 20-26-7-1, rent is calculated at 0% of revenue in all years (Table 15.5).

Table 15.5

Year 1	Year 2	Year 3	Year 4	Year 5
\$0	\$0	\$0	\$0	\$0

- Daily transportation cost for 10 busses is assumed at \$341 with 2% inflation for Year 2 and beyond (Table 15.6).

Table 15.6

	Year 1	Year 2	Year 3	Year 4	Year 5
Projected Transportation Expense	\$614,647	\$645,575	\$658,487	\$671,656	\$685,090

Thomas Carr Howe Community High School

- Instructional technology costs (hardware used for instruction and instructional software) assumptions for each year are outlined in Table 15.7 below.

Table 15.7

Year 1	Year 2	Year 3	Year 4	Year 5
\$328,519	\$100,277	\$92,086	\$93,928	\$95,806

- Table 15.8 below shows the 5-year projected staffing matrix.

Table 15.8

	Year 1	Year 2	Year 3	Year 4	Year 5
School Leadership	2.25	2.25	2.25	2.25	2.25
Administrative-Salaried	3.75	3.75	3.75	3.75	3.75
Administrative Assistant	1.00	1.00	1.00	1.00	1.00
Student Services Coordinator	4.00	4.00	4.00	4.00	4.00
Nurse	1.00	1.00	1.00	1.00	1.00
Other Support	3.00	3.00	3.00	3.00	3.00
Plant Operations	4.00	4.00	4.00	4.00	4.00
Food Service	3.00	3.00	3.00	3.00	3.00
Total Administrative Staff	22.00	22.00	22.00	22.00	22.00
Teachers	37.00	39.00	39.00	39.00	39.00
Instructional Aides	5.00	5.00	5.00	5.00	5.00
ESE/Special Education Teachers	5.00	5.00	5.00	5.00	5.00
Curriculum Resource Teacher	5.00	5.00	5.00	5.00	5.00
Total Instructional Staff	52.00	54.00	54.00	54.00	54.00

- Cumulative fund balance of at least 3% of total revenue is achieved by Year 1 and a balance of \$7,226,702 is reached by the end of Year 5 (Table 15.9). These funds will be maintained for HOWE and used at ReThink’s discretion.

Table 15.9

	Year 1	Year 2	Year 3	Year 4	Year 5
Cumulative Fund Balance	\$1,124,532	\$2,642,583	\$4,178,597	\$5,706,892	\$7,226,702
% to Revenue	10.7%	24.0%	37.4%	50.3%	62.7%

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

HOWE anticipates receiving grant funding for Title I (\$811,500 each year), Title II (\$62,850 each year), Title III (\$2,700 each year), IDEA (\$141,500 each year), the Perkins Grant (\$57,811), the Homeland Security Grant \$29,000 each year), and the Charter and Innovation Network School grant (\$750 per student each year). Total grant revenue assumptions are outlined in Table 15.10 below.

Thomas Carr Howe Community High School

Table 15.10

Year 1	Year 2	Year 3	Year 4	Year 5
\$1,831,533	\$1,852,583	\$1,852,583	\$1,852,583	\$1,852,583

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

Conservative assumptions have been made on the financial budget, especially during the first year, to ensure the financial health of operations. As part of the mitigation process, ReThink and NEI will closely monitor enrollment during the first year to spend appropriately on enrollment-based expenses, particularly compensation, which is the biggest expense in the budget. Alternative outcomes will be contemplated before assuming responsibility of school operations to safeguard against potential shortfalls. If expectations are not met, HOWE will engage in a mitigation process entailing reduction of controllable expenses while maintaining the necessities for the education of the students.

If revenue shortfalls occur due to lower than expected enrollment, a revised budget will be created and submitted to the district. Variable expenses will be adjusted to compensate for the revenue shortfall. For example, staff and associated expenses will be reduced as required comparable to the reduced enrollment. Budgets are revised as necessary to achieve balance and align costs with revenue in a manner that is least disruptive to the learning environment.

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

ReThink will approve HOWE’s budget on an annual basis and conduct budget management throughout the year using a 3-part process: (1) review and approval of financial statements, (2) review of budget vs. actual variances, and (3) forecasting of future results. The first part of the process is the preparation of HOWE’s monthly financial statements. These financial statements are prepared by NEI and are distributed electronically to both school leadership and ReThink. Monthly financial statements are prepared using Generally Accepted Accounting Principles specific to governmental entities. Monthly financial statements include a comparison of actual results to the approved budget to facilitate the second part of the process. Through forecasting, the third part of the process, the governing board is able to make timely decisions to ensure the financial health of HOWE.

Attachment 16 Existing Organizer Audits and Financial Statements

Since Rethink Forward Indiana, Inc. is a non-profit governing board organized for the purpose of operating charter schools, and does not currently operate a charter school, Attachment 16 is not applicable.

Attachment 17 Litigation Documentation

Since Thomas Carr Howe Community High School does not currently have any pending litigation, Attachment 17 is not applicable.

Attachment 18
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.

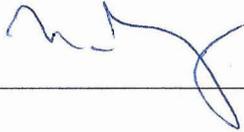
Signature from Authorized Representative of the Charter School Applicant

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

Ted Feeney - Board Chair

Signature



DATE

9/27/2019

Attachment 19
Academic Performance
Workbook

Organizer/Management Company Portfolio Summary

Please complete for each school currently or formerly operated by the organizer or management company. Insert addition

School Information					
School Name	Address	Contact Information	Name and Contact Information for Authorizer	Year Opened	Year Closed (if applicable)
1 Emma Donnan Elementary School (EDES)	1202 East Troy Avenue, Indianapolis, IN 46203	317-217-1979	Indiana Charter School Board Ron Sandlin-Senior Director, School Performance 143 W. Market Street, Suite 500, Indianapolis, IN 46204 (317) 232-0962	2015-2016	N/A
2 Emma Donnan Middle School (EDMS)	1202 East Troy Avenue, Indianapolis, IN 46203	317-217-1979	Indiana Charter School Board Ron Sandlin-Senior Director, School Performance 143 W. Market Street, Suite 500, Indianapolis, IN 46204 (317) 232-0963	2012-2013	N/A
3 Emmerich Manual High School (EMAN)	2405 Madison Avenue, Indianapolis, IN 46225	317-396-0064	Indiana Charter School Board Ron Sandlin-Senior Director, School Performance 143 W. Market Street, Suite 500, Indianapolis, IN 46204 (317) 232-0964	2012-2013	N/A
4 Thomas Carr Howe Community High School (HOWE)	4900 Julian Avenue, Indianapolis, IN 46201	317-217-1980	Indiana Charter School Board Ron Sandlin-Senior Director, School Performance 143 W. Market Street, Suite 500, Indianapolis, IN 46204 (317) 232-0965	2012-2013	N/A

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Grade Levels	Number of Students	FRL %	Special Education %	Minority %	ELL %	Management Company
K-6	249	97%	7.5%	72.0%	12.0%	Noble Education Initiative
7-8	179	97%	7.5%	58.0%	9.4%	Noble Education Initiative
9-12	630	97%	23.0%	55%	10.0%	Noble Education Initiative
7-12	519	97%	18.0%	67.0%	9.3%	Noble Education Initiative

Organizer/Management Company Portfolio Summ

Please complete for each school currently or formerly operated by the organizer or management compa

School Performance

Please provide the most recent **three years** of academic data, if available, for each school listed on Tab 1, inserting additional Tabs as necessary fo

School Name:	Emma Donnan Elementary School
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Year 1:	2018-19	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument Used
		K	96%	N/A	69%	N/A	iReady
		1	44%	N/A	31%	N/A	iReady
		2	58%	N/A	47%	N/A	iReady
		3	23%	N/A	48%	N/A	iLearn
		4	24%	N/A	35%	N/A	iLearn
		5	29%	N/A	26%	N/A	iLearn
		6	9%	N/A	9%	N/A	iLearn

Year 1:	2017-2018	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument Used
		K	N/A	N/A	N/A	N/A	N/A
		1	N/A	N/A	N/A	N/A	N/A
		2	N/A	N/A	N/A	N/A	N/A
		3	0%	116.5	0%	95.7	ISTEP+
		4	0%	116.5	28.60%	95.7	ISTEP+
		5	29.50%	116.5	31.10%	95.7	ISTEP+
		6	30.20%	116.5	23.30%	95.7	ISTEP+

Year 2:	2016-2017	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument Used
		K	N/A	N/A	N/A	N/A	N/A
		1	N/A	N/A	N/A	N/A	N/A
		2	N/A	N/A	N/A	N/A	N/A
		3	0%	120.7	0%	108.3	ISTEP+
		4	33.30%	120.7	0%	108.3	ISTEP+
		5	39.00%	120.7	35.70%	108.3	ISTEP+
		6	47.80%	120.7	41.30%	108.3	ISTEP+

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ny. Insert additional rows as needed

or additional schools. Insert additional rows as necessary for each grade level.

4-Year Grad Rate	CCRI	Attendance Rate	Post-Secondary Attainment %
N/A	N/A	85.7%	N/A
N/A	N/A	90.3%	N/A
N/A	N/A	91.4%	N/A
N/A	N/A	92.6%	N/A
N/A	N/A	93.1%	N/A
N/A	N/A	94.1%	N/A
N/A	N/A	93.7%	N/A

4-Year Grad Rate	CCRI	Attendance Rate	Post-Secondary Attainment %
N/A	N/A	85.7%	N/A
N/A	N/A	90.3%	N/A
N/A	N/A	91.4%	N/A
N/A	N/A	92.6%	N/A
N/A	N/A	93.1%	N/A
N/A	N/A	94.1%	N/A
N/A	N/A	93.7%	N/A

4-Year Grad Rate	CCRI	Attendance Rate	Post-Secondary Attainment %
N/A	N/A	100%	N/A
N/A	N/A	99.9%	N/A
N/A	N/A	100%	N/A
N/A	N/A	100%	N/A
N/A	N/A	100%	N/A
N/A	N/A	100%	N/A
N/A	N/A	100%	N/A

Organizer/Management Company Portfolio Summ

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School Performance

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School Name:	Emma Donnan Middle School
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Year 1:	2018-19	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument Used
		7	20%	N/A	11%	N/A	iLearn
		8	32%	N/A	24%	N/A	iLearn

Year 1:	2017-2018	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument Used
		7	38.20%	113.9	29.90%	105.6	ISTEP+
		8	35.10%	113.9	26.90%	105.6	ISTEP+

Year 2:	2016-2017	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument Used
		7	31.00%	71.3	14.70%	84.5	ISTEP+
		8	22.90%	71.3	13.10%	84.5	ISTEP+

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or additional schools. Insert additional rows as necessary for each grade level.

4-Year Grad Rate	CCRI	Attendance Rate	Post-Secondary Attainment %
N/A	N/A	86.9%	N/A
N/A	N/A	84.2%	N/A

4-Year Grad Rate	CCRI	Attendance Rate	Post-Secondary Attainment %
N/A	N/A	86.9%	N/A
N/A	N/A	84.2%	N/A

4-Year Grad Rate	CCRI	Attendance Rate	Post-Secondary Attainment %
N/A	N/A	90.2%	N/A
N/A	N/A	87.8%	N/A

Organizer/Management Company Portfolio Summ

Please complete for each school currently or formerly operated by the organizer or management compa

School Performance

Please provide the most recent **three years** of academic data, if available, for each school listed on Tab 1, inserting additional Tabs as necessary f

School Name:	Emmerich Manual High School
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Year 1:	2018-2019	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument Used
		9	N/A	N/A	N/A	N/A	N/A
		10	28.00%	N/A	7.50%	N/A	ISTEP+ Grade 10
		11	N/A	N/A	N/A	N/A	N/A
		12	N/A	N/A	N/A	N/A	N/A

Year 1:	2017-2018	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument Used
		9	38.70%	N/A	21.20%	N/A	Engrade
		10	23.60%	83.2	7.90%	91.4	ISTEP+ Grade 10
		11	40%	N/A	21%	N/A	Engrade
		12	47%	N/A	27%	N/A	Engrade

Year 2:	2016-2017	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument Used
		9	28.00%	53.00%	20.00%	51.00%	NWEA
		10	25.60%	95.3	10.10%	91.8	ISTEP+ Grade 10
		11	46.0%	N/A	41.0%	N/A	NWEA
		12	N/A	N/A	N/A	N/A	N/A

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or additional schools. Insert additional rows as necessary for each grade level.

4-Year Grad Rate	CCRI	Attendance Rate	Post-Secondary Attainment %
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

4-Year Grad Rate	CCRI	Attendance Rate	Post-Secondary Attainment %
78.30%	50.50%	86.50%	N/A
78.30%	50.50%	87.10%	N/A
78.30%	50.50%	85.00%	N/A
78.30%	50.50%	78.90%	N/A

4-Year Grad Rate	CCRI	Attendance Rate	Post-Secondary Attainment %
78.00%	46.90%	85.50%	N/A
78.00%	46.90%	84.00%	N/A
78.00%	46.90%	82.20%	N/A
78.00%	46.90%	78.50%	N/A

Organizer/Management Company Portfolio Summary

Please complete for each school currently or formerly operated by the organizer or management company

School Performance

Please provide the most recent **three years** of academic data, if available, for each school listed on Tab 1, inserting additional Tabs as necessary for

School Name:	Thomas Carr Howe Community High School
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Year 1:	2018-19	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument Used
		7	16.70%	N/A	9%	N/A	iLEARN
		8	22.70%	N/A	10.60%	N/A	iLEARN
		9	N/A	N/A	N/A	N/A	N/A
		10	29.60%	N/A	0%	N/A	ISTEP+ Grade 10
		11	N/A	N/A	N/A	N/A	N/A
		12	N/A	N/A	N/A	N/A	N/A

Year 1:	2017-2018	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument Used
		7	18.90%	80.1	0%	84.5	ISTEP+
		8	41.70%	80.1	31.40%	84.5	ISTEP+
		9	35.00%	N/A	23.00%	N/A	Engrade
		10	23.50%	101.8	0%	136.5	ISTEP+ Grade 10
		11	N/A	N/A	N/A	N/A	N/A
		12	N/A	N/A	N/A	N/A	N/A

Year 2:	2016-2017	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument Used
		7	37.40%	68.3	22.30%	76.9	ISTEP+
		8	20.60%	68.3	19.70%	76.9	ISTEP+
		9	36.00%	28.00%	33.00%	61.00%	NWEA
		10	21.30%	69.3	0%	83.2	ISTEP+ Grade 10
		11	30.00%	N/A	41.00%	N/A	NWEA
		12	N/A	N/A	N/A	N/A	N/A

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or additional schools. Insert additional rows as necessary for each grade level.

4-Year Grad Rate	CCRI	Attendance Rate	Post-Secondary Attainment %
N/A	N/A	91.80%	N/A
N/A	N/A	88.20%	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A
N/A	N/A	N/A	N/A

4-Year Grad Rate	CCRI	Attendance Rate	Post-Secondary Attainment %
N/A	N/A	91.80%	N/A
N/A	N/A	88.20%	N/A
91.80%	5.30%	82.90%	N/A
91.80%	5.30%	78.10%	N/A
91.80%	5.30%	76.60%	N/A
91.80%	5.30%	73.70%	N/A

4-Year Grad Rate	CCRI	Attendance Rate	Post-Secondary Attainment %
N/A	N/A	90.90%	N/A
N/A	N/A	83.50%	N/A
48.70%	6.50%	83.80%	N/A
48.70%	6.50%	81.70%	N/A
48.70%	6.50%	83.10%	N/A
48.70%	6.50%	74.60%	N/A