

PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

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

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

Legal name of group applying for charter(s):

Promise Academy Inc.

Names, roles, and current employment for all persons on applicant team:

Daria Parham, School Leader, Elementary Teacher
Indianapolis Public Schools

Donielle Johnson, Instructional Coach, Elementary Teacher
Pike Township

Ayana Wilson-Coles, Intervention Coach, Elementary Teacher
The Indianapolis Project School

Kirsten Robbins, Intervention Coach, Elementary Teacher
The Indianapolis Project School

Designated applicant representative:

Ayana Wilson-Coles

Address:

3450 Garden Grove Drive

Indianapolis, IN 46214

Office and cell phone numbers:

317-291-2929

Email address:

ayana.wilson@att.net

Provide the requested information for each school included in this proposal.

(You may add lines to the table if needed.)

Proposed School Name	Opening Year	School Model (e.g., college prep, dropout recovery)	Geographic Community *	School District(s) in Proposed Location	Grade Levels at Full Enrollment
The Promise Academy	2013	College Prep, Culturally Relevant	Indianapolis, IN	Indianapolis Public Schools	K-8

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

Proposed Grade Levels and Student Enrollment

Provide the following information for each charter school included in this proposal. Specify the planned year of opening for each, the grade levels served, and both the planned and maximum number of enrolled students by grade level for each year. (You may duplicate the table as needed.)

Proposed School Name:	The Promise Academy	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)	K-3 (2013)	225/250
Year 2	K-4	300/325
Year 3	K-5	375/400
Year 4	K-6	450/475
Year 5	K-7	525/550
At Capacity	K-8	675/700

Do any of the proposed schools expect to contract or partner with an Education Service Provider (ESP) or other organization for school management/operation?* Yes ☒ No ☐

If yes, identify the ESP or other partner organization: The Leona Group

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

Yes ☐ No ☒

If yes, identify the authorizer(s):

Planned submission date(s):

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

Authorizer(s):

N/A

Submission date(s):

N/A

Executive Summary

Mission and Vision for Growth in Indiana

The mission of The Promise Academy (TPA) is to close the achievement gap by increasing the graduation rate of Indiana students in various ethnic groups who have the lowest percentage rates while simultaneously ensuring that all students gain the essential skills needed for high school, college and successful careers. This will be achieved by providing college and career academic and social preparatory skills for all students. The mission of The Promise Academy is to also reduce cultural discontinuity in classrooms which plays a part in the educational success of students.

The Promise Academy will open in the fall of 2013 and initially serve the Kindergarten through third grade student population who reside in the United Northwest Area of Indianapolis (UNWA). However, TPA is open to all students in the greater Indianapolis area. Many of the students that reside in these areas are African American and Hispanic and live below the national poverty level.

The benefits of servicing students in a school with a dual focus on a college readiness and culturally relevant curriculum is that it enables and empowers students to be active learners as they come to appreciate the uniqueness and blessing of their own cultural history as well as that of others. It is by instilling in students, a healthy sense of self-worth and impressing upon them the notion of their intrinsic value and the understanding and appreciation of other cultures, that The Promise Academy will cultivate lifetime leadership among the talented students of Indianapolis and prepare them for college and successful careers.

The vision of The Promise Academy projects an educational setting in which the current dire statistics of students of various ethnic groups are replaced with success stories of achievement all across the board. According to the Indiana Department of Education, in 2011, the graduation rate of Black students was 75.15%, Hispanic students was 80.57% and Multiracial students was 80.27% compared to White students with 87.81% and Asian students with 88.67%. We the founding members of TPA want to change these numbers and the lives of students. Pupils who attend TPA will reach their academic and social potential in a rigorous college preparatory and meaningful culturally relevant learning environment. They will be provided with a developmentally appropriate education that emphasizes high academic and social expectations for all students; the opportunities, resources and environment necessary to be lifelong learners; the skills and encouragement needed to be productive, responsible citizens in a changing, global society, and the support required to develop a healthy self-concept leading to sound judgment and appropriate, ethical decision making. Our vision is to promote high academic and creative achievement, value students' funds of knowledge (values, and beliefs), promote a partnership with our families and community, and also educate/promote sustainability. Our school will graduate high achieving individuals that will be prepared for high school and college and as a result, will be productive members of the local and global community.

The Promise Academy's strategic vision and five year-growth plan is to ultimately educate students in Kindergarten through eighth grade by adding on a new grade each year. The rationale for this model is to establish the proper school climate and to provide a rich academic foundation for students in the early childhood years as they continue to move up in grades. TPA will open in the fall of 2013 with 225 students in grades K-3. Kindergarten will consist of three classes and first, second and third grade will each have two classes. There will be 25 students in each class

with a total population of 225 students. Enrollment through the eighth grade will eventually be 675 students.

As an organizer, The Promise Academy does not have plans to open additional schools. If approved, The Promised Academy would like to contract with The Leona Group, L.L.C. The Leona Group has been successful in operating over 58 schools in five states for over sixteen years and after doing due diligence on our part, we feel this potential partnership would be successful for our students and our school.

Educational Need

The founders of The Promise Academy believe all students can learn and be successful. Research shows that the graduation rates for minority students are much lower than their counterparts. Moreover, of those students who do go on to graduate from high school and attend college, learned and displayed attitudes and behavioral attributes mastered in college readiness skills, play a huge role. Research also shows that culturally responsive and relevant teaching that incorporates aspects of ethnically and culturally diverse students' cultural values into academic tasks and lessons, actually facilitates their performance. We will strive to close the achievement gap between minority students and their counterparts in addition to promote an appreciation for the arts, encourage students to think critically and advocate for social justice.

The Promise Academy's goal is to provide low-income students with a world-class education that includes mastery of academic skills. This goal is to be met by catering to the needs of the child and parent, respecting them as partners in education. Currently, many existing schools in the UNWA neighborhood have low student performance rates on ISTEP+ English/Language Arts and Mathematics portions. These schools are not meeting the academic needs of the population they enroll (i.e. minority students, students with special needs, exceptional learners, etc.)

<u>Schools in UNWA Neighborhood</u>	<u>ISTEP+ Percent Passing E/LA and Math</u>
Elder W Diggs School 42	42.48%
James Whitcomb Riley School 43	51.27%
Wendell Phillips School 63	36.2%
Flanner House Elem School (Charter)	47.9%

The Promise Academy will embrace and respect diverse cultures. Establishing a charter school of this sort will give parents a choice in public education that will satisfy both quality and equality barometers. Learning will be fostered through the Workshop Model and Inquiry Based Curriculum. These types of studies teach critical thinking skills and core knowledge concepts that mesh well with Common Core Standards. Students will achieve individual success through flexible grouping, cooperative learning, guided, and independent practice. Learners will be exposed to curriculum that strays away from traditional rote memorization towards thinking critically and being agents of change in the global society.

The Promise Academy will provide students with a culturally relevant curriculum that emphasizes self-awareness, creativity, and personal growth. As a college preparatory and

culturally relevant school, TPA will provide a student-centered curriculum that incorporates fine arts, technology, and best practices to inspire a passion for learning. TPA will adopt the principles of Kwanzaa as our value system. Unity (Umoja), self-determination (Kujichagulia), collective work and responsibility (Ujima), cooperative economics (Ujamaa), creativity (Kuumba), purpose (Nia), and faith (Imani) will be the core values that are aligned with the academic and social curriculum. In addition, we will partner with families and community members to enhance self-esteem and promote social responsibility.

Target Population

The Promise Academy will create a rigorous learning environment that will meet the needs of all students in spite of their educational need. TPA intends to initially educate students in grades Kindergarten through third grade and eventually reach eighth grade. The majority of TPA students will come from the United Northwest Area of Indianapolis (UNWA). Nevertheless, TPA is open to all students in the greater Indianapolis area. We expect that the student population will be 80 % African American, 10% Latino, and 10% other with over 85% of the enrolled students qualifying for free and reduced lunch.

The governance structure and collaboration between authorizer, academy board and management team will allow The Promise Academy to effectively meet the existing and emerging needs of the community it serves. Dynamic, dedicated and caring staff will know every child by name, by face, and by family. More than just a school, TPA will be a family of learners. By building meaningful relationships with families, the community, businesses and organizations, the academy will quickly develop a reputation as a quality school of choice that sincerely cares. The clean, caring, and safe environment of the academy will set it apart from other schools in the community.

Wrap-around services will include enrichment services and structured activities for students, and the academy will be responsive to the needs of its families. Full-day kindergarten and before-and after-school programming will be provided. Opportunities for educational clubs, activities and sports will be provided based on student and family needs and desires which will be determined by review of survey data.

Parents and guardians will play a significant role in the development and implementation of the school's program. They will be encouraged to take an active role in the daily educational lives of their children. Valuing parental contributions to the educational and social climate at the school will create a strong sense of community and belonging at The Promise Academy. Family involvement will be warmly encouraged at the academy and a strong parental involvement program will be instituted. The leadership team will incorporate 1) volunteering; 2) providing tools for better parenting; 3) communication; 4) creating a home learning environment; 5) shared decision making; and 6) utilizing community collaboration by using parents as resources to the larger community.

Community Engagement

The mission of the organizing members of The Promise Academy is to form partnerships with businesses and organizations in the local community. We believe in the notion that "it takes a village to raise a child." We therefore, spoke with church leaders about potential partnerships, as well as spoke to one of their congregations. Additionally, we communicated with community members and leaders of various organizations within the local community. We have been successful in establishing initial partnerships, based on the anticipation of the school's opening. The Organizers of TPA met with Wendy Cooper, Economic Development Manager of Flanner House. Flanner House is a staple in the community. It provides many services to the members of

the community. The Promise Academy and Flanner House will partner when the school opens. Flanner House has offered to assist with tutoring services and use of library meeting rooms and materials. The organizers also met with the park manager of Watkins Park, Alonzo Johnson. The park is a tremendous resource for the community. Mr. Johnson agreed to allow TPA to use Watkins Park's facilities as needed for informational meetings and recruitment fairs prior to opening. The partnership will continue beyond TPA's opening. Additionally, Dennis Bland, President of The Center for Leadership Development, has agreed to partner with The Promise Academy. CLD is a community organization that provides resources for minority students in Indianapolis to be successful. Services promote education, self-esteem, financial literacy, goal setting, and leadership. TPA will refer its students to CLD when they are in the fourth grade. To enhance our curriculum, TPA will partner with Gary Holland, the creator of The Historic Journey culturally relevant curriculum. The Historic Journey is currently used in Indianapolis Public Schools to fulfill the cultural competency requirement mandated by the state of Indiana. Mr. Holland will provide resources as well as professional development. More partnerships are currently being pursued.

In addition to the partnerships listed previously, the organizers of TPA have also received over 155 signatures on a petition urging Charter School Organizers to approve The Promise Academy's opening. Parents and community members completed a needs assessment to give TPA's organizers a better understanding of what the needs of the community are. One hundred percent of the families that completed the survey felt it was important for their children to be taught curriculum that embraces their culture. Additionally, those that completed the survey also felt it was important for schools to provide additional resources to the parents of their students.

Education Plan/School Design

Students at The Promise Academy deserve a relevant, rigorous and safe environment in which they have an equal opportunity to learn and experience involvement in the type of activities that will help them develop into productive citizens. The skills they will acquire via a college preparatory and culturally relevant education will allow them to become informed learners, enter prepared into secondary education and then on to productive careers. Students will receive a challenging and rigorous academic curriculum supported with enrichment activities, hands-on and real-life experiences, community resources, and active parent participation and involvement.

The Promise Academy will provide a rigorous and challenging curriculum for our students. It will include teaching Common Core Standards, while incorporating a culturally relevant curriculum that explores social issues. TPA will use the Understanding by Design (UbD) Framework for teaching. This educational framework's goal is to achieve deeper and more lasting understandings. Teachers will focus on larger concepts, principles, or processes as they apply to new situations and beyond the subject matter.

Students who attend The Promise Academy will be engaged in Reading and Writing through the Lucy Calkin's Workshop Model. Using the workshop model allows the teacher to differentiate teaching for all students, regardless of ability level. Teachers will use this model for Math instruction, as well. TPA will include inquiry-based curriculum for science and social studies. Inquiry-based teaching is a pedagogical approach that invites students to explore academic content by posing, investigating, and answering questions.

Network Governance and Leadership

A Board of Directors will govern The Promise Academy. The Board is comprised of parents, educators, business persons, a social worker, college professor, minister and members of the community.

The board plans to contract with an educational service provider who has successful experience in working with urban students and has a presence in the state of Indiana. TPA has chosen The Leona Group as its proposed ESP. Board members will work collaboratively with the ESP to ensure their vision is realized in the areas of curriculum development and implementation; fiscal health and stability; faculty and staff development; and strategic and long-term planning for the school. With the issuance of a charter contract, the board plans to contract with The Leona Group to provide comprehensive services, assuring that the academy completes a successful start-up and ongoing program with a reputation for top-quality academics and financial stability.

The school leader will be the instructional leader as well as the supervisor of all employees in the building. The school leader directs the educational team, which includes office staff, teachers, support services and the assistance of community partners and parents, in creating specific academic and extracurricular programs that meet the varied needs of students. She will assure the overall success of the academic program, the financial well-being of the academy, compliance with all laws and regulations, strong parental satisfaction and the attainment of authorizer and stakeholder expectations. Teachers who are highly qualified to teach at the elementary level will be hired. The ESP will ensure that teachers meet all the requirements for teaching in Indiana.

The proposed School Leader, Daria Parham, has already been chosen. It is the responsibility of the school leader to report to the board on all aspects of the academy including curriculum, assessment and evaluation. In addition, she will provide written reports to the board on new initiatives, community involvement, dual enrollment, data management, facilities, and an array of non-academic initiatives.

The authorizer provides objective performance outcomes and will hold the academy, board and ESP accountable for measurable growth indicators. These metrics will be shared with the broader community, including parents, board members and students. The authorizer outlines the responsibility for collecting data in the charter oversight process by holding TPA to the standards of traditional public schools.

The authorizer is charged with the responsibility of legally executing the contract and/or withdrawing the contract *if* the academy is found to be remiss in following the contractual obligations in its agreement. The authorizer is also dually charged with overseeing that the academy is following all state laws with fidelity.

The Promise Academy board of directors is responsible for ensuring that achievement goals are being met and that students are meeting or exceeding the academic goals and ISTEP and IREAD3 scores. The board is also charged with understanding its charter contract and board policies in addition to knowing state and federal laws governing schools. Moreover, the board of directors has fiduciary responsibility for the financial and budgetary integrity of the school.

The Educational Service Provider (ESP) is contracted by the board of directors to work side-by-side with the school leader, authorizer and board to improve learning and achievement for The Promised Academy students. The ESP acts as the infrastructure that provides the necessary help to guarantee that the operation runs smoothly for staff and students. The ESP may also provide assistance with curriculum and professional development, marketing and communication, finance, grants and statutory compliance, human resources, technology, special and bilingual education, and special projects related to real estate and lease negotiations.

Founding Group

Please see Attachment 1, Founding Group Resumes

<u>Name</u>	<u>Relevant Experience</u>	<u>Proposed Role in School</u>
Daria Parham	<ul style="list-style-type: none"> ○ Teacher with 8 years of experience in an urban environment. ○ Master's Degree in Education ○ Indiana Administrator's License 	Founding Group Organizer (School Leader)
Donielle Jones	<ul style="list-style-type: none"> ○ Master's Degree in Education ○ 9 years experience in an urban setting. ○ Indiana Administrator's License 	Founding Group Organizer (Instructional Coach)
Ayana Wilson-Coles	<ul style="list-style-type: none"> ○ Teacher in an urban setting ○ Master's Degree in Education ○ Candidate for PhD 	Founding Group Organizer (Intervention Coach)
Kirsten Robbins	<ul style="list-style-type: none"> ○ Nationally Board Certified Teacher ○ Master's Degree in Education 	Founding Group Organizer (Intervention Coach)
David Jones	<ul style="list-style-type: none"> ○ Engineer ○ Business Owner ○ Mentor ○ Founder of The Breakfast Club, mentoring group 	Board Member (Secretary)
Aaron Jefferson	<ul style="list-style-type: none"> ○ Engineer ○ Adjunct faculty member at Indiana Wesleyan University's MBA Program ○ Mentor ○ Holds Certification for teaching Secondary Mathematics 	Board Member (Treasurer)
Patryce Moore	<ul style="list-style-type: none"> ○ Social Worker ○ Experience with at-risk teens and young mothers ○ Serves as a Board Member for Say Y.E.S ○ Active member of the community 	Board Member (President)
Carol Matern	<ul style="list-style-type: none"> ○ IUPUI Associate Professor ○ National Board Certified Teacher ○ Partnership School Coordinator for IUPUI 	Board Member
Adrienne Slash	<ul style="list-style-type: none"> ○ Program Support Coordinator, Girls INC. ○ Background in fundraising, 	Board Member

	volunteer recruitment, and youth development	
Rev. Dr. Ivan Hicks	<ul style="list-style-type: none"> ○ Pastor ○ Community Leader ○ Associate Dean at United Theological Seminary ○ Holds a PhD in African American studies 	Board Member
Jukobie Russell	<ul style="list-style-type: none"> ○ Works heavily in community outreach programs ○ Experienced Grant Writer ○ Background in Financial Management 	Board Member

The Promise Academy founding group is comprised of four public school teachers. The group came together as a result of reoccurring conversations about the current state of public education. The group was specifically frustrated with the amount of minority students and lower income students who were continually failing in schools. As educators, they had first-hand experiences and have spent a significant amount of time researching best practices to remedy this issue. They believed an innovative school should be created where every student could be successful in spite of their backgrounds. The group strives to create a school environment where students' culture and experiences would be embraced and acknowledged as assets rather than deficits, and where higher education would be the central focus.

The members of The Promise Academy's founding group possess various qualifications to make our school successful. The founding members have been in education with the combined experience of over 20 years. These educators have a passion and experience for working with children in the urban schools and continually develop themselves professionally.

Daria Parham is a native of Indianapolis, and is currently a teacher with Indianapolis Public Schools with over eight years of experience in an urban school district. It has always been her goal to return to the inner-city to improve education. Ms. Parham will serve as the school leader at The Promise Academy. Ms. Parham graduated from Indiana University in 2003, with a Bachelors of Science in Education. She decided to continue her education, earning a Masters Degree and Administrator's License at Indiana Wesleyan University. Throughout her career, Ms. Parham has been fortunate to function in various educational settings. She was a Transitional Coach with Indianapolis Teaching Fellows, which allowed her to gain experience mentoring and evaluating new teachers to the district. Ms. Parham's current principal has trusted her to maintain student discipline, on many occasions, during his absence. Ms. Parham has a strong commitment to seeing the youth in Indianapolis succeed.

Donielle Jones has 10 years experience in education at Central Elementary in Pike Township. She holds her undergraduate degree from Indiana University Purdue University in elementary Education, a master's degree in education and a K – 12 Administrative License from Indiana Wesleyan University. Mrs. Jones is known as a positive teacher leader at her school and believes that all children can learn.

Ayana Wilson-Coles has been in education for the past 6 years. She is also a native of Indianapolis, and currently teaches at The Indianapolis Project School. She has been a part of The Project School since its opening. Working for a newly opened charter school has provided

her with unique experience that will help make The Promise Academy prosperous. Mrs. Coles has a Masters degree in Language Education from Indiana University, and has completed an additional 14 hours towards a Doctorate degree in Language Education. Through her studies and teaching experience, Mrs. Coles developed a passion for teaching students who struggle with literacy. She has been trained in Reading and Writing workshop, as well as other teaching methods that help students succeed in literacy. In addition, Mrs. Coles has spent time studying culturally relevant pedagogy and critical pedagogy. To continue her studies she recently began pursuing a Doctorate degree in Urban Education at Indiana University Purdue University Indianapolis. Mrs. Coles has also mentored several pre-service teachers as well as newly hired teachers at The Project School.

Kirsten Robbins is a National Board Certified Teacher with 8 years of teaching experience in an urban setting. She has had leadership experience acting as intermediate team leader and as a member of an administrative council. She worked closely with the community as teacher representative to the local school council. She has worked for McGraw-Hill training teachers in the implementation of the Everyday Math curriculum. She has also led professional development in reading and writing workshop.

The Promise Academy's Board of Directors consists of members of the Indianapolis community. They bring a wealth of experience and qualifications that add to the founding group.

Carol Matern has been an educator for over 30 years. She has been a general educator, a special educator, a Reading Recovery teacher, a literacy coach and an assistant principal. Currently she is in the position of Clinical Faculty for the IU School of Education on the IUPUI campus. She teaches a variety of classes, including literacy classes as well as methods classes for meeting the needs of all learners. Her current position also entails the responsibilities of the Partnership School Coordinator, which includes working with public school districts within Marion County in securing field site placements. Carol's credentials include undergraduate and graduate degrees from Ball State University in elementary education and special education, as well as a Master's degree in Educational Leadership from Butler University. She is presently pursuing a PhD. in Literacy, Culture and Language from Indiana University. Carol was a National Board Certified Teacher in the area of middle childhood generalist. She is the current recipient of the Outstanding Teaching award for the IU School of Education for Clinical Faculty.

David Jones has experience in successfully running a company through all business phases as part owner of Starting 5 entertainment. His responsibilities included developing the mission and vision of the organization, maintaining the financial health of the organization, marketing products and services, and responding to the needs of various stakeholders. As an extension of Starting 5, Mr. Jones was able to transfer his skills by organizing a recreational league of basketball into an organization, The Breakfast Club, which has since entered into a business partnership with a community recreation center and provides mentoring to youth in the community. Additionally, Mr. Jones has coached AAU basketball teams. This experience further proved the importance of providing positive role models for children in settings that go beyond the home.

Patryce Moore has worked in the community for over 10 years. She has provided support and education to pregnant mothers and has conducted several health fairs and outreach programs. Mrs. Moore has served as a board member to Say YES, a non-profit organization that provides before and after care to students as well as summer programs. She is currently working with non-profit organizations such as Black Breast Feeding Coalition, which brings awareness to young mothers about the importance of breast-feeding. Additionally, she has trained with community

grant funded programs. Mrs. Moore's experience has helped her become skilled at working with parents and helping them to feel supported.

Dr. Ivan Douglas Hicks has served as the Senior Minister of the historic First Baptist Church North Indianapolis, Indiana since April of 1999. Dr. Hicks was awarded the Doctor of Philosophy Degree in African American Studies from Temple University in Philadelphia, Pennsylvania. Renowned Afrocentric scholar, Molefi Kete Asante provided mentorship to Dr. Hicks in his course work and dissertation preparation. He currently serves as the Associate Dean of African American Studies at United Theological Seminary. In this capacity, among other responsibilities, he developed a comprehensive African American Studies Department for the Seminary, infusing an African American Studies Curriculum into the Master of Divinity program. He is also a proud alumnus of Morehouse College in Atlanta, Georgia where he was a campus leader and community organizer. He founded the Morehouse Mentoring Program. A pillar of the community, he strives to empower youth of this city with culturally relevant teachings.

Adrianne Slash has been serving the Indianapolis community since 2007. She has extensive community ties and is skilled in the areas of community partnerships, fund raising, volunteer recruitment and youth development programming. While working for United Way of Central Indiana, Ms. Slash worked on the Major Gifts team responsible for securing donations from individuals of \$10,000 or more annually. In this capacity she was very successful. Since Joining the Girls Inc. family she has witch gears to building partnerships and creating meaningful engagement for girls ages 6-18 in the Greater Indianapolis Area. Ms. Slash holds a B.A. in Political Science from Hampton University in Hampton, Virginia. She is a member of Alpha Kappa Alpha Sorority, Incorporated, Junior League of Indianapolis and Co-Chair of the 2011 and 2012 Diversity Volunteer Recognition Awards.

Aaron Jefferson is an Indianapolis native and a graduate of Rose-Hulman Institute of Technology where he earned his Bachelor of Science in Electrical Engineering. He also holds a MBA from Indiana University and a teaching certificate in secondary mathematics from Indiana Wesleyan. He holds a management position with Delphi Corporation, where he has developed an advancing career over the past 14 years, including a 3-year assignment in Juarez, Mexico. He also holds an adjunct faculty position at Indiana Wesleyan teaching graduate level MBA classes. As an active community member, he has worked with underprivileged youth through church and other non-profit community organizations. Aaron believes education can be an equalizer of social inequality and that all children deserve a quality education.

Jukobie Russell has worked in a variety of fields. He has been an educator working with gifted and talented students as well as a behavioral specialist for special education students. Mr. Russell has developed programs, special events, and complete athletic programs. He has served as a trainer for specific curriculums. Mr. Russell has also created curriculum for various companies. In addition to his experience in education, Mr. Russell has worked heavily in community outreach programs. His duties included writing successful grants, redesigning/managing programs, staff selection/management/evaluation, and financial program management with budgets in excess of \$300,000. He has held the responsibility of managing facilities and ensuring their sufficiency.

School Leader and Leadership Team

Please see Attachment 2, Head of School/Principal Candidate Resume

Please see Attachment 3, School Administrators' Resumes

Daria Parham is a native of Indianapolis, and is currently a teacher with Indianapolis Public Schools, with over eight years of experience in an urban school district. It has always been her

goal to return to the inner city to improve education. Ms. Parham will serve as the school leader at The Promise Academy. Ms. Parham graduated from Indiana University in 2003, with a Bachelors of Science in Education. She decided to continue her education, earning a Masters Degree and Administrators License at Indiana Wesleyan University.

Throughout her career, Ms. Parham has been fortunate to function in various educational settings. She was a Transitional Coach with Indianapolis Teaching Fellows, which allowed her to gain experience mentoring and evaluating new teachers to the district. Ms. Parham's current principal has trusted her to maintain student discipline, on many occasions, during his absence.

During her tenure as a classroom teacher, she was afforded many opportunities to develop her leadership skills. She served in the capacity as grade level team leader, gifted and talented school coordinator, and building level TESA coordinator. In addition to having a successful teaching career, she continually serves her community by mentoring and tutoring youth in her spare time. She has also assisted in securing community partnerships, curriculum development and planning for The Promise Academy

The Promise Academy feels Ms. Parham is the best candidate for the School Leader Position. In her quest for effective change in education, Ms. Parham strives to fulfill the central mission of providing all students with opportunities for quality learning in a safe and nurturing environment.

According to Ms. Daria Parham, educating students is the most exciting and extraordinary career she could have ever chosen. As Ms. Parham states, "As the School Leader of The Promise Academy, I will introduce initiatives that encourage creativity and ideas that will challenge each teacher to challenge each student in the classroom. As an educator, I will carry myself as a friendly, competent, and hardworking leader who is committed to guiding our children to become confident, coherent, and curious learners. I recognize how dynamic our children are and I will concentrate on the things that will give every child, every chance, every day."

The Promise Academy is planning to apply for grant funds under the federal Public Charter Schools Program (PCSP). These funds will allow The Promise Academy to compensate Ms. Parham, the school leader, as she works to develop the school. If The Promise Academy is not granted these funds, Ms. Parham will continue working in her current corporation and work on development of the school in her spare time.

Government

Please see Attachment 4, Governance Documents

Please see Attachment 5, Statement of Assurances

Governing Board

Please see Attachment 6, Board Member Information

Please see Attachment 7, Code of Ethics and Conflict of Interest Policies

Governance Structure and Composition.

The Promise Academy's board of directors shall be an independent board consisting ideally of seven members (no less than five members, no more than nine), appointed by the Indiana Charter Schools Board. The board shall be a strong, dedicated, represent a range of community interests and support the charter-school role and mission.

The existing development team has identified potential board members who are very much in-tune with the proposed community and is well prepared to bring to life the Promise Academy. The members firmly believe in the school's philosophy and its benefits for their community's children. They have worked with educators in their community and with the proposed management company's curriculum staff to select the curriculum included in this application. The members are committed and eager to see their vision of a public charter school, where all students are expected to achieve at their highest potential, come to fruition.

Governing Entity's Responsibilities.

The Promise Academy board of directors shall have all the powers and duties permitted by law to manage the business, property and affairs of the academy. The academy board is responsible for assuring that the academy operates according to the terms and conditions of its charter contract and applicable law. The academy board shall set all educational, fiscal and administrative policies for the academy.

The officers of the school corporation shall be a president, vice president, secretary and treasurer, each of whom shall be a member of the board of directors and shall be selected by the board of directors. The board of directors may also appoint such other agents as it may deem necessary for the transaction of business.

The academy is incorporated as a non-stock, directorship nonprofit corporation. The academy board shall have at least five but no more than nine members, as determined by the Indiana Charter School Board, which shall select the members of the academy board.

With the issuance of a contract, the academy board may contract with a service provider to implement the academy's educational program as set forth. If the academy board retains a service provider, that service provider will be responsible for the performance of the academy and will be accountable to the academy board. A service provider must report to the academy board at regularly scheduled times and upon any request by the academy board. The proposed board of directors intends to contract with The Leona Group to guarantee the academy completes a successful start-up and ensures an ongoing program with a reputation for top-quality academics and financial stability.

The day-to-day operation of the academy will be the responsibility of the school leader, who will have the authority to operate the school and supervise the staff.

Procedures.

The board meeting is the venue at which the board is authorized to perform its duties and functions. All meetings shall be properly noticed, and a quorum shall be present for any formal action to take place.

The board shall hold one Annual Organizational Meeting and monthly regularly scheduled board meetings. Special Meetings and/or Emergency Meetings will be held only as needed and in accordance with open meetings law.

Each meeting shall have an agenda that is approved at the start of the meeting, following the call to order and roll call. The meeting will follow the agenda and the presiding officer will maintain order, flow and focus.

Agenda topics may vary by meeting, but will generally consist of the following items:

I. Call to Order and Roll Call

II. Public Comment* (limited to agenda items only)

III. Approval of Agenda

IV. Consent Calendar

- A. Approval of Regular Board Meeting Minutes

V. Correspondence

VI. Treasurer's Report

- A. Cash Forecast Statements

VII. Old Business

VIII. New Business

IX. Reports

- A. The Leona Group LLC
- B. School Leader
- C. Parent Teacher Organization (PTO)

X. Committee Reports

XI. Extended Public Comment* (items not on agenda only)

XII. Comments from the Board (items not relating to II and XI)

XIII. Reconfirmation of Next Meeting: Date/time

XIV. Adjournment

5. Ethics and Conflicts of Interest. Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest. Provide, as **Attachment 7**, the board's Code of Ethics and Conflict of Interest policy. ***NOTE: There is no page limit for this attachment.***

Ethics

Respect for the academy from parents, staff members, students, authorizer and taxpayers, requires the honest, ethical and dependable conduct of all board members. The integrity of the board of directors is critical in maintaining positive relationships. To fulfill its responsibilities to the Academy, it is important for the board of directors to:

- Be motivated by an earnest desire to serve Promise Academy and the children of the community in the best possible way.
- Remember first and foremost that the greatest concern must always remain the educational welfare of the students attending the academy.
- Attend all regularly scheduled and special board meetings, and become informed concerning the issues to be considered at those meetings.
- Recognize that the board should discuss fully at publicly held board meetings all decisions with regards to policy and operations.
- Keep the lines of communication open between the board, the Leona Group, students, parents, faculty, and the community.
- Not use the school, or any part of its program, for my own personal advantage, or the advantage of my family, friends or supporters.

- Vote for a closed session when appropriate, but consider secret communications among board members to be improper and unethical.
- Expect, in board meetings, to spend more time on educational programs than on routine business details.
- Recognize that authority rests with the board in legal session, and not with the individual members of the board.
- Make no disparaging remarks, in or out of the board meeting, about other members of the board or their opinions.
- Express your honest and most thoughtful opinions frankly, in board meetings, in an effort to have all decisions made in the best interests of the children and the schools.
- Insist that all members of the board participate fully in board action, and recommend that when subcommittees are appointed they serve only in an advisory capacity.
- Abide by majority decisions of the board.
- Endeavor to keep informed on all local, state, and national educational developments of significance so that you may become a better school board director.
- Understand the role of a director and public officer, and avoid any potential conflicts of interest.

Conflict of Interest

When an individual applies for board membership, it is essential that they disclose any potential conflicts of interest to the authorizer. Once appointed, the director is responsible for ensuring that potential conflicts of interest are avoided. Potential conflicts of interest must be disclosed so that appropriate action is taken to avoid any potential ramifications.

Potential conflicts of interest include, but are not limited to:

- Service in a public office that could create a conflict of interest or incompatibility of public office
- Familial relations among board members
- Employment, or employment of spouse, by the management company
- Self or spouse acting as a guarantor of any loan for the academy
- Self or spouse leasing or selling any real property to the academy
- Self or spouse engaging in the sale of any supplies, materials, equipment, or property to the academy
- Self or spouse providing any start-up funds to the academy
- Self, spouse, or any close family member, having any ownership interest, whether directly or indirectly, in any corporation partnership, association, or other legal entity which will enter into a contract with the academy.
- Any other matter in which you are involved that is or may be incompatible with the discharge of the duties of a public school academy board member, or which may impair or tend to impair your independence of judgment or action in the performance of the duties of the position.

Advisory Bodies.

The board of directors may utilize an advisory body (committee) to do research, conduct studies, and make recommendations to the board in an advisory capacity. A committee shall be specifically charged by the board, and is not authorized to make any decision or take any action on behalf of the board.

Generally, the board president is authorized to appoint members of the board to serve on a specific standing committee for a term of one year. This is done following the Annual

Organizational Meeting, and the term of the committee expires on the date of the next Annual Organizational Meeting.

At this time, no specific standing committees or advisory bodies have been planned.

Grievance Process.

Parents and/or students are encouraged to actively engage in providing feedback to the school board of directors. In the event of a grievance, the individual can file a complaint with the board by either emailing them directly or attending a board meeting. The board will then take steps to investigate the problem and respond to the parent in a timely manner.

Individuals wishing to address the board of directors above are requested to sign in with the board secretary prior to the start of the meeting. Complaints or concerns regarding Board members or school employees associated with the Academy shall first be addressed in writing and delivered to the board president at least five (5) days prior to the board meeting. The board will not verbally respond to public comments but may follow up in the most appropriate and time-effective manner.

School Management Contracts

Please see Attachment 8, Education Service Provider (ESP) Documentation

Network Vision, Growth Plan & Capacity

Please see Attachment 9, Organization's Business Plan

Please see Attachment 10, Organizational Charts

Function	Network/Management Organization Decision- Making	School Decision Making
Performance Goals		TPA Board of Directors in collaboration with school leader
Curriculum	The Leona Group recommends	Adopted by TPA Board of Directors
Professional Development	TLG & School Leader in alignment with the Board-approved school improvement plan	TPA Board of Directors approved school improvement plan
Data Management and Interim Student Assessments	School leader and educational staff	
Grade Level Promotion Criteria	School leader	

Culture	TLG staff through day-to-day management of school culture	Vision set forth by TPA board of directors
Budgeting, finance and accounting	TLG implements board-approved budget	TPA board approves budget
Student Recruitment	TLG communications and marketing team supports efforts of school leader and staff	Provides vision
School staff recruitment and hiring	School leader, with support from TLG human resources	
HR Services	TLG human resources department	
Development	School leader with support from TLG support departments	
Community relations	School leader and staff with support from TLG	TPA Board of directors
Information Technology	TLG finance team	
Facilities management	TLG special services team	
Vendor management, procurement	TLG	Board approves contracts exceeding threshold

Education Plan

Please see Attachment 11, Course Scope and Sequence

Curriculum and Instructional Design

Literacy Instruction

The Promise Academy will use the Workshop Model to teach reading and writing. Teachers will be trained in reading and writing workshop by initially participating in Professional Learning Communities (PLC) facilitated by trained staff members and eventually attending the Teachers College, Columbia University Reading and Writing Project's annual conference at Columbia University. A curriculum map will be created to ensure that teachers are meeting all of the common core standards. Teachers will use this map as a guide when planning teaching points. In addition to the state standards, The Promise Academy will purchase the Reading and Writing Workshop Units of Study curriculum resources distributed by the Teachers College Reading and Writing Project to teach students.

The workshop model is based on Pearson and Gallagher's Gradual Release of Responsibility model. Teachers model a desired strategy during a mini-lesson. The students then go and practice the strategy during independent work time. During this time in reading workshop, students are reading books that are on their independent reading level determined by running records. During writing workshop students are writing independently. Throughout this time the teacher will conduct one on one and small group conferences to gauge the strengths and needs of each student in literacy and to plan ahead for their academic needs. Using the workshop model provides students with opportunities to read and write independently which is not the norm in traditional public schools. Research shows the more students are able to read and write about topics that interest them, the better readers and writers they will become. The Promise Academy will be a charter school that implements new and innovative curriculum such as the Workshop Model for its students.

Math Instruction

The Workshop model will also be used to teach math. The Everyday Math curriculum will be used as a guide for math instruction. We will align the common core standards with the Everyday Math curriculum to create a curriculum map to ensure all the standards are met. The Everyday Math curriculum uses a workshop model of instruction. The Everyday Math curriculum is a comprehensive Pre-K through 6th grade mathematics curriculum developed by the University of Chicago School Mathematics Project. The curriculum features balanced instruction, real-life problem solving, multiple opportunities for basic skills practice, an emphasis on communication, and opportunities for more connections between home and school. Proper implementation of the Everyday Math curriculum has been shown to improve test scores.

Science and Social Studies Instruction

A Science and Social Studies curriculum map will be created. The Promise Academy will also use the Historic Journey curriculum as a resource for Science and Social Studies lessons. In addition to Historic Journey, teachers will also use a project-based and inquiry-based approach when instructing students. Projects will be created by teachers and students based on the content taught during Science and Social Studies. Project frequency will be determined by grade level. Each project will be based on a social justice issue explored by the students. An emphasis will be placed on integrating all subject areas in the projects that students create.

Technology will be infused into the classroom daily. Each classroom will have a minimum of three computers for students to use for projects and access to literacy and math educational websites.

Pupil Performance Standards

Please see Attachment 12, Academic and Exit Standards

Policies and Standards for promoting students:

Students will be promoted to the next grade if they possess the knowledge and skills appropriate to their grade levels as demonstrated on multiple measurements by their academic performance, attendance, and ISTEP.

Academic Performance

1. Final report card grade in reading "C" or better for the academic year. A report card grade of 'C' shall, at minimum, reflect satisfactory unit test scores in reading and consistent completion of cultural projects.
2. Final report card grade in mathematics "C" or better for the academic year. A report card grade of "C" shall, at a minimum, reflect satisfactory unit test scores in mathematics and consistent completion of homework.

Attendance

3. No more than nine (9) unexcused absences

Academic Performance in a Value Systems Project (8th grade only)

4. Final report card grade in Values Systems Project will be a "C" or better for the academic year. (The project will consist of a compilation of all of the all of the Principles of Kwanzaa)

ISTEP

5. Passing score on the ISTEP test. A non-passing score on the mathematics or reading portion of the ISTEP will result in a special review of all of the student's work and grades to determine next steps for that student

Those students who **meet** all applicable Academic Performance and Attendance criteria noted above shall automatically be promoted to the next grade level.

Those students who **fail to meet** all applicable Academic Performance and Attendance criteria noted above shall be promoted to the next grade only upon satisfactory completion of a detailed and rigorous summer school program. This also requires pre and post assessment data to be used as a measure for successful completion of the current grade level.

Automatic review of Academic Performance, Attendance, and Projects

The performance of all students shall be automatically reviewed through a systematic process. TPA shall maintain a process that is applied consistently throughout the school for determining whether any student should be promoted. Immediately after the school receives the report card

grades, the appropriate TPA administration shall run grade distribution reports for their standards based report cards. This report will identify all students not meeting standards in the school.

Parent Notification

During the last week of school following the automatic review process, parent(s)/guardians will receive a promotion determination notice identifying whether their child satisfies all the requirements for promotion. Parents/Guardians shall have five calendar days following the receipt of the promotion notice to submit in writing to the building Leaders or designee's to review their children's academic performance or attendance records. As parent of the appeal the parent/guardian may provide any additional information regarding their child that would justify waiving the requirements set forth in this policy and promoting the students to the next grade.

The Promise Academy will use the Common Core Standards for Math and English/Language Arts and the Indiana Academic Standards for Science and Social Studies for all grades K-8. Students who have met the required benchmark and classroom assessments throughout the year will be promoted to the next grade. Parent – Teacher conferences will be held three times a year. Fall and spring conferences will be mandatory for all parents and teachers. Conferences will also be held for students who are not making adequate progress by the winter quarter so parents will be made aware of interventions and strategies that are being put in place for their child at that time. Final decisions of promotion and/or retention will be made at the spring conferences.

School Calendar and Schedule

Please see Attachment 13, School Calendar and Schedule

The Promise Academy recognizes that expanding instructional time is an effective way to boost learning. Therefore, TPA will use a Balanced Calendar and has added 10 additional school days to the standard 180-day calendar. Extending the school year allows more time for remediation during the school year, when the concepts are taught, as opposed to remediation during the summer. Families who struggle to find childcare or pay childcare expenses will benefit from an extended school year, as will children who are in sub-par childcare during summer vacation.

The school calendar will begin in early August and end in June. The students Instructional Day will begin at 7:40am until 3:30pm. From 3:30pm until 4:15pm TPA students will be engaged in Visual/Fine Arts Enrichment three days a week. The students are then dismissed at 4:15pm. Students will be dismissed at 3:30 on Wednesday and Friday of each week.

TPA teachers are required to report to school from 7:40am until 3:45pm each day except Wednesdays. Staff members at The Promise Academy will participate in weekly Professional Learning Communities each Wednesday from 3:30pm-5:00pm. TPA teachers will also participate in professional development bi-monthly.

Students will be engaged in an uninterrupted Literacy Block 120 minutes each day. The students will participate in Word Study, Reading Workshop and Writing Workshop during this time. TPA students will also be engaged in a 90-minute Math Block each day, as well as, 30 minute Social Studies and Science Blocks. Each day, students will participate in 30 minutes of Target Time. During this time, each student will be grouped according to results from Math and Language Arts Benchmarks. All staff members will be assigned a group at this time. Some students will receive remedial intervention, while other students participate in enrichment activities.

TPA students will participate in 30 minutes of Related Arts each day. Each student will participate in Physical Education, Art or Spanish.

TPA feels Visual/Fine Arts Enrichment is an important piece to the daily routine. This type of enrichment promotes creativity, high self-esteem, and discipline. Students are afforded the opportunity to demonstrate their skills outside of the academic setting. "Arts education enables those children from a financially challenged background to have a more level playing field with children who have had those enrichment experiences," says Eric Cooper, president and founder of the National Urban Alliance for Effective Education.

School Culture

The Promise Academy will have a positive culture that values the background that each student brings with them. Students and teachers will feel a pride in their personal heritage as well as in the collective culture. High expectations and standards will be set for behavior as well as academics. The school will offer a safe place for students to express themselves and explore new ideas. Families and community members will feel welcomed and valued as members of our learning community.

In order to create and maintain a successful school culture, teachers, students, and the community all have to be involved. Teachers will be trained in using Responsive Classroom, an academic and social curriculum that will be used as our Positive Behavior Support (PBS) as well as in the seven principles of Kwanzaa. An orientation will be held for students, parents, and community partners before the start of the school year to start building relationships and establishing expectations.

In order to maintain our ties with the community, we will hold quarterly Family Nights as well as offer workshops for parents. They will purposely be arranged to serve the academic and social needs for students and the roles that families play in the success of their children.

Summary of a Student's Typical Day

7:40am -8:00am	Breakfast
8:00 am - 8:20am	Morning Meeting
8:20am - 10:20am	Literacy Block (Writing Workshop, Reading Workshop)
10:20 am -10:30 am	Restroom Break
10:30 am -11:00 am	Related Arts
11:00 am -12:00pm	Social Studies/Science
12:00 pm -1:00 pm	Lunch/Recess
1:00pm-1:10pm	Restroom Break
1:10pm-2:40pm	Math Block
2:20pm-2:50pm	Closing Circle
2:50pm-3:00pm	Transition Time
3:00pm-3:30pm	Target Time
3:30pm-4:15pm	Visual/Fine Arts Enrichment
4:15pm	Dismissal

Summary of a Teacher's Typical Day

The teacher walks through the cafeteria and greets the students as they eat breakfast. Shortly thereafter, she/he is at her/his door to greet students as they come in from breakfast. She/he sits

down in a circle with her/his students for morning meeting and leads them through the Greeting, Sharing, Activity, and the Morning Message. She/he wraps up morning meeting and moves /his students to the classroom library area for the mini lesson to launch reading workshop/writing workshop. During reading workshop, she/he confers with individual students in conferences as they work. After reading, she/he helps the students' transition into writing. After a mini-lesson, she/he pulls kids in small groups to help them target specific areas of their writing. When her/his students leave for art, she/he meets with her/his grade level partner and the leadership team to reflect on lessons from the past week as well as plan for the days ahead. When her/his students return, she/he is full of new ideas. For the science lesson, she/he leads her/his class through a lab activity on plants. In social studies students are working in groups to create posters about their community. She/he checks in frequently with all of the groups. When her/his class goes to lunch, a few students stay behind to have lunch in the class with her/him and discuss a book they have read. After lunch she/he takes the kids to recess. The afternoon starts with a hands-on math project on fractions. While students are working on their projects or in stations, she/he pulls a small group of students to work with those who are struggling. Class ends with a closing circle, and everyone shares the best part of their day. She/he helps students gather their belongings and sends them off to target time. Her/his small target time group comes in and they work on new comprehension skills. When target time ends she/he helps to get the kids to their arts enrichment classes. She/he gets many hugs and smiles as the kids say goodbye.

Supplemental Programming

1. Summer school will be offered for all students that have not made adequate progress for the previous grade level year. We anticipate that approximately 20% of our student body will be required to attend summer school. 3rd grade students who did not pass the IREAD-3 test will automatically qualify for summer school. Summer school will last 3 weeks from 8 – 12pm Monday – Friday. Half of each day will be dedicated to literacy, and the other half will be dedicated to math. Funding for summer school will come from state and federal grants.

2. Performing Arts Enrichment classes will be held after school beginning in the spring of the first year of opening. Classes will be held 3 days a week for 45 minutes each. Students will have a choice of which classes they would like to take. For example dance, drama, art, music, etc. will be offered. These enrichment classes will be funded by grants.

3. We will form a partnership with a health services provider in order to ensure that our students' emotional and mental health needs are met. Students and families who appear to need or request help will be referred for services. We will also use Responsive Classroom techniques to help our students in their mental, emotional, and social development. Additionally, students will be taught the Kwanzaa values to maximize their success. These values will be taught and discussed daily.

4. The Promise Academy will also have “target time” during the school day. Target time is 30 minutes daily of Enrichment/Intervention for every child. Every staff member will be working with a small group of students based on their needs.

Special Populations and At-Risk Students

The Promise Academy understands that students come with a wealth of experiences and abilities and will enroll any student, regardless of need or ability. TPA firmly believes that all students can learn and will provide an atmosphere in which every child can be successful. Students with

special needs will be identified in a timely manner to ensure they are receiving the interventions needed. TPA will hire highly qualified teachers with appropriate certifications. Additionally, classroom teachers will be expected to differentiate their instruction. TPA will employ two intervention coaches that will work with students who are in need of additional help.

The Promise Academy will employ Highly Qualified Special Education certified staff to ensure our special student populations receive services required by the federal Individuals with Disabilities Education Act (IDEA). Teachers will have mild, moderate, and severe certifications. During the registration process, the parent will be able to notify the school of any special services their child has received if applicable. TPA will also contact the student's previous school for records and educational plans. If the student has an IEP or a 504 plan, the Promise Academy's IEP team will meet to hold a case conference to determine a plan to meet the individual needs of the student. The IEP Team will consist of the school leader and special education teachers. The team will meet weekly to monitor the students' progress and needs. During the meetings, the team will discuss modifications, accommodations and recommendations for identified students. Each student's progress will be kept in the ISTART7 system. The school leader will also appoint a Compliance Monitor within the IEP team. This person will collaborate with the school leader to ensure TPA is in compliance with each student's IEP requirements. The Promise Academy's IEP team will also receive ongoing professional development to ensure they have current information and strategies for meeting students' needs.

The Promise Academy will follow each individual student's IEP, Section 504 plan, and LEP. TPA will use the Workshop Model in the areas of Reading, Writing and Math. This model allows the general education teacher to differentiate instruction in the classroom, which will be beneficial to students with special needs. The students will receive a combination of inclusion and individualized instruction, based on the IEP. In the student handbook, The Promise Academy will include a non-discriminatory notice. The non-discriminatory notice will also be visible in the school building. The Promise Academy intends to provide all services that are required by a student's IEP. However, TPA will contract with outside agencies will provide services such as speech, physical therapy, and occupational therapy if needed.

English Language Learners (ELL)

The Promise Academy's registration form will include questions about the student's primary language. The Academy will also contact the student's previous school to obtain additional information as needed. If the student's primary language is not English, they will be referred to the ELL teacher to receive testing for English Language Proficiency. Each ELL student will receive inclusion as well as individualized instruction, as needed. The Promise Academy will employ Highly Qualified ELL teachers to ensure our students have the highest quality interventions possible for their success depending on the amount of students requiring services. If there are a limited amount of students requiring ELL services, TPA will contract services accordingly.

In addition to differentiating instruction, TPA intends to incorporate the SIOP model into its curriculum to meet the needs of ELL students. Students will be monitored using the LAS Links assessment in the fall and spring. This assessment will determine rather or not students are progressing and if the students no longer need services. Parents can also request that their students no longer need services.

The Promise Academy will use the Response to Intervention (RTI) Process to identify students that are not meeting grade level expectations or that are exceeding grade level expectations and implement necessary interventions. Students will be referred to RTI based on data from formative assessments. The RTI team will consist of intervention coaches, the instructional coach, and a classroom teacher. The RTI Team will meet with the student's teacher to develop intervention strategies based on the student's Tier Group. The RTI Team will meet a minimum of once a month to analyze data and discuss and document each student's progress. The RTI Team will create criteria to determine if a student is making progress. In the event the student is not making sufficient progress with the interventions put in place, the team will put more intensive interventions in place for the student. The RTI Team will use the data obtained from the interventions put in place to determine whether the student should be referred for Special Education services. The RTI Team will attend professional development opportunities to ensure the students receive the most current and effective interventions. In addition, the RTI Team will train the general education staff on the RTI Process.

TPA will employ two intervention coaches that will work closely with teachers to provide support to students who are not meeting grade level expectations. The intervention coaches will work with students in small groups and individually. Additionally, TPA will include time each day, Target Time, to add additional interventions and enrichment.

High Ability Students

The Promise Academy will employ teachers and school leaders that have Gifted/Talented Certification. The staff will receive ongoing professional development in this area as well. The Promise Academy will administer The Cognitive Abilities Test (CogAT) as well as Scales for Identifying Gifted Students (SIGS) as tools for identifying High Ability Students. The students will be identified by standardized testing results as well as teacher referral. After students are identified, they will be placed in High Ability Cluster groups. The students' needs will be met daily through differentiated instruction from the classroom teacher. Students will receive accelerated instruction as well as enrichment.

Student Recruitment and Enrollment

Please see Attachment 14, Enrollment Policy

Student Recruitment and Enrollment

As soon as a charter is granted, strong community marketing, strategic paid advertising effort and a comprehensive public relations campaign will be launched to ensure prolific communication and equal access to the greater community.

Grass-roots communications and marketing will be primary, used for both awareness and enrollment campaigns. A team of volunteers, including the development team, board of directors, school leader and parents will be identified and will work to inform the community.

Representatives will visit daycares, church organizations, residential communities, community clubs, libraries and local community events, building relationships and requesting to post or distribute promotional materials about the school. In conjunction with this initiative, paid advertising will be used to reinforce and complement the branding and messaging of the grassroots campaign.

The education service provider will support marketing and public relations efforts through collaborative development of the school's branding identity and production of support materials and advertising. Identity-suite components will include a school logo, stationery, envelopes, mailing labels, fax and memo forms and business cards. Preliminary support advertising materials

may include fliers, brochures, posters, direct mail, radio and/or television advertising, banners, newspaper advertising and temporary school signage. In addition, a school Web site will be developed and prominently advertised.

Until the academy's facility has a permanent office telephone number, a 1-800 number will be advertised. This number will be answered during the workday by representatives who can answer questions about charter schools and this academy in particular. In the evening, an answering service will obtain the caller's contact information and distribute the message for follow-up the next business day.

In the event that the school utilizes "Intent to Enroll" forms as part of its marketing materials, these forms shall serve only to collect directory information to populate a contact database facilitating future communications. It will be clearly communicated that such forms do not guarantee admittance to the school but rather express a family's interest in the school.

The proposed academy will be a free, public school and adheres to all requirements outlined by its charter authorizer and federal and state law regarding enrollments. The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin. Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings. In the spring, the school holds an advertised open enrollment period, during which any Indiana resident may apply. In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.

The proposed enrollment timeline is as follows:

1. By the end of February each year, the academy determines students who intend to return the next academic year.
 - a. Determine academy point person responsible for collecting and tabulating re-enrollment applications.
 - b. Determine method by which children will return their applications. We recommend that these forms are returned to the students' teachers, who will pass them on to the enrollment point person daily for tabulation.
 - c. Send letters and re-enrollment forms to existing parents, including deadline, reminding parents that their child's spot will not be held unless they return the form.
 - d. Determine the number of students that will be returning.
 - e. Begin contacting the parents that have not submitted a re-enrollment application by telephone.
 - f. Current students who do not reserve a seat by the school's stated deadline can enroll only by submitting a new application. These students can only enroll if there are spaces available in the requested grade for new applications.
2. Determine the number of interested siblings planning to attend as new students.
 - a. Siblings of re-enrolling students have priority for available spaces. Parents should fill out enrollment forms for interested siblings.
3. Fill grades with re-enrollees and siblings (by mid-March)
 - a. Determine the number of students re-enrolling by grade level for the next school year.
 - b. Determine the number of spaces available per grade for new students.
 - c. List the number of student sibling requests and determine whether a sibling lottery is needed.

- d. If there are more sibling applicants than spaces at a particular grade, the academy must have a public lottery for the spaces available. Any sibling not admitted by random selection drawing shall be placed on a waiting list for enrollment should a space become available for the requested grade.
4. Conduct Kindergarten Roundup (February through March)
5. Accept new applications during open enrollment (March through May)
 - a. During the open enrollment period new applications are time- and date-stamped for legal purposes.
 - b. The enrollment period and lottery date will be publicly advertised as required by law.
6. Conduct the lottery (after open enrollment period)
 - a. Approximately 1 ½ weeks after open enrollment concludes on a weekday evening between 4:30 and 7 p.m.
 - b. The lottery must take place in a public location and at a date and time advertised to the public (the date and time advertised in the published legal notice and/or media release).
 - c. Names are drawn by grade level until all open spaces are filled, documenting carefully, and keeping a master list.
 - d. Notify all parents in writing about the lottery results – welcome letters to those drawn and regrets letters to those not randomly selected. Also provide information on next steps, such as registration information for those who were selected and waiting list procedures for those whose names were not drawn.
7. Accept late applications (throughout spring and summer)
 - a. The school continues to accept applications (time & date stamp applications) after the advertised open enrollment period. Students applying for grades in which space is still available may be immediately accepted.
 - b. Students applying for grades in which spaces are not available should be added to the waiting list in the order in which the applications are received. If there is already a waiting list from the open enrollment period and lottery, these names should be placed in order of receipt at the bottom of the waiting list.
8. Register students (after lottery, August)
 - a. Once an application is accepted, formally register each student, using appropriate forms. Parents should be told to bring birth certificates, immunization records and other needed information. Parents will be informed that a child is not officially enrolled until all required information is provided.
 - b. Provide specific registration times/events to help gather needed information from parents and welcome families to the school.
9. Orientation (May through June)
 - a. New and current parents benefit from an organized school orientation. Provide student handbooks, school process and procedure information, etc.

Student Discipline

Please see Attachment 15, Student Discipline Policy

The top priority of The Promise Academy is to provide a positive school climate. Behaving appropriately is an essential aspect of learning. Without a disciplined atmosphere the teacher cannot teach effectively and the learner cannot learn.

TPA teachers will use The Responsive Classroom Model as a resource for our discipline plan, in which students and teachers collaborate to develop classroom expectations. This method encourages positive community building that will transfer into other areas in school.

All behavior has consequences. It is the assurance that these consequences will occur that guides us in choosing appropriate behaviors. In having this Discipline Plan, TPA is attempting to provide a safe environment in which students can learn, feel valued and develop responsibility for their own behaviors and academic progress.

The Promise Academy's Discipline Plan is divided into three components that will work together for the common goal of student success. The components are Classroom, School Wide, and Principal Implementation. TPA will have a clear and concise set of expectations for students in each component of implementation. TPA will work to ensure originality of student work and communicate the importance of that to the students.

The Discipline Plan will be available to all parents and students. The plan will be in the Parent/Student Handbook, which will be administered during open houses and other school functions, on the school website and Facebook page.

Classroom Implementation

Students learn best when their classrooms are places where they feel safe, are challenged, and is a joyful setting that frees them to learn. At the heart of the Responsive Classroom approach are ten classroom practices that help teachers create such an environment.

CLASSROOM PRACTICES

<i>Morning Meeting:</i> Gathering as a whole class to greet one another to share news, and warm up for the day ahead.	<i>Guided Discovery:</i> Introducing materials in a format that encourages creativity and responsibility
<i>Rule Creation:</i> Helping students create rules that allow all class members to reach their learning goals.	<i>Academic Choice:</i> Increasing student motivation by differentiating instruction
<i>Interactive Modeling:</i> Teaching Children to notice and internalize expected behaviors through modeling	<i>Classroom Organization:</i> Setting up the physical room in a way that encourages independence, cooperation and productivity
<i>Positive Teacher Language:</i> Using words and tones that promote children's active learning.	<i>Working with Families:</i> Hearing families' insights and helping them understand the school's teaching approaches.
<i>Logical Consequences:</i> Responding to misbehavior in a way that allows students to fix and learn from their mistakes.	<i>Collaborative Problem Solving:</i> Using conferencing and role-playing and other strategies to resolve problems with students.

(www.responsiveclassroom.org, 2012)

School Wide Implementation

At all times students are expected to be courteous and respectful to other students, teachers, educational assistants, librarians, custodians, secretaries, volunteers, substitutes and administration.

Hallways/Entrances/Exits/Bathroom Rules

1. Walk in the hallways.
2. Keep your hands, feet and objects to yourself.
3. Move quietly in the hallways during class time.
4. Use assigned entrances and exits.

Lunchroom Expectations

1. Follow directions of supervisors.
2. Keep hands, feet and objects to yourself (No throwing of objects or food).
3. Use inside voices. (Shouting, Yelling and being Boisterous is not allowed).
4. Remain in your seats until dismissed. (Deposit garbage when dismissed).
5. Clean up after yourself.
6. Raise your hand if you need assistance

Playground Expectations

1. Follow directions of staff.
2. Keep hands, feet and objects to yourself.
3. Use polite and respectful language and manners.
4. Don't throw things.
5. Use playground equipment safely as directed by staff.
6. Come in immediately when called by the teacher to end recess.
7. Stay in designated areas of play.

School Leader Implementation

Addressing Positive Behavior

When a student is referred to the School Leader for good behavior/work as part of the Teacher's Classroom Plan, the student will receive any of the following consequences:

1. Verbal Praise
2. A special certificate or note
3. Special Announcement over schools "PA" system
4. Monthly Principal's Breakfast

Addressing Inappropriate Behavior

When a student is referred to the School Leader for misbehavior, they will be given a Disciplinary Referral Form as part of the Teacher's Classroom Discipline Plan or the School-Wide Discipline Plan. For inappropriate behavior, the student may receive any of the following consequences depending on the circumstance and severity. The Promise Academy's School Leader will address misbehavior by following the Tier I, II, and III Model. Parents will be contacted and will receive a copy of the Disciplinary Referral depending on the severity.

<u>Tier</u>	<u>Type of Misbehavior</u>	<u>Possible Corrective Action</u>
TIER III	<ul style="list-style-type: none">• Threat of Bodily Harm• Fighting• Inappropriate Touching• Setting a False Fire Alarm• Insubordination (Failure to comply)• Bomb Threat• Battery• Possession of a Weapon• Gambling• Physical Aggression• Bullying	<ul style="list-style-type: none">• In School Suspension• Out of School Suspension• Administrative Conference with Student and Parent• Expulsion (Follow Due Process Procedures)

TIER II	<ul style="list-style-type: none"> • Insubordination (Failure to comply) • Argumentative • Physical Aggression • Verbal Aggression • Incites others to Violence or Disruption • Excessive Classroom Disruption 	<ul style="list-style-type: none"> • Written Parent Notification • Counselor-Parent Conference • Written Parent Notification • In-School Suspension • Follow Behavior Plan • Privileges restricted
TIER I	<ul style="list-style-type: none"> • Classroom Disruption • Possession of Toy/Electronic Device • Gum and/or Candy • Refusal to Work • Tardy 	<ul style="list-style-type: none"> • Expectations Restated • Teacher-Student Conference • Administrative Conference • Send to Buddy Classroom (Timeout) • Follow Behavior Plan • Parent Phone Call • Student-Parent-Teacher Conference • Warning • Privileges restricted

Rights of Students with Disabilities

The Individuals with Disabilities Education Act (IDEA) is a federal law enacted in 1990 and reauthorized in 1997 and 2004. It is designed to protect the rights of students with disabilities by ensuring that everyone receives a free appropriate public education (FAPE), regardless of ability. Furthermore, IDEA strives not only to grant equal access to students with disabilities, but also to provide additional special education services and procedural safeguards. The Promise Academy will adhere to a student's IEP concerning discipline. If a student has an IEP, a case conference will convene prior to any due process procedure.

Due Process

Every student has the right to an education. Whenever a student is deprived of his/her right to an education through disciplinary proceedings such as suspension or expulsion, the student is entitled to due process. This right to due process includes the right to a notice and fair hearing prior to the administration of long-term suspension or expulsion.

All long-term suspensions and expulsions must be evaluated in a formal hearing. During this hearing, the student has the right to:

- * Know what specific rules were violated
- * Have the decision regarding the suspension/expulsion decided by an impartial three person panel
- * Bring evidence and witnesses on the student's behalf
- * Bring legal counsel
- * Have the hearing be closed to the public to protect the privacy of the student

If a school official or the board of education denies you your right to due process, you can use this as a defense to a suspension or expulsion decision. A denial of due process procedures is grounds for the reversal of a suspension or expulsion decision of the board of education and for your immediate reinstatement to school.

In an emergency situation, you can be denied your due process rights, but only temporarily. If the school believes that you pose an immediate threat to yourself or others, the school staff can suspend you immediately for up to ten days without giving you a hearing. However, the due process procedures must be provided as soon as possible. Only in emergency situations can due process be provided following the application of discipline.

Expulsions (Appeal Process)

Within thirty school days of the principal's or designee's determination to recommend expulsion, the student is entitled to a hearing. The student receives written notice of an expulsion hearing at least ten days prior to the hearing. This notice includes:

- * Date and place of the hearing.
- * The specific facts and charges upon which the proposed expulsion is based.
- * A copy of the district disciplinary rules which relate to the alleged violation.
- * Explanation of the right for the student or student's parent or guardian to appear in person, or to obtain and be represented by an attorney.
- * Explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
- * Explanation of the right to confront and question all witnesses who testify at the hearing and to question all other evidence presented.
- * Explanation of the right to present evidence on the student's behalf, including witnesses.

A student is entitled to one postponement of an expulsion hearing. Once the hearing has started, it must be conducted without any unnecessary delay. A parent or guardian may also choose to waive their rights and agree to a stipulated decision.

A parent or guardian must file a formal appeal there within thirty days from the date the expulsion was ordered by the Board of Education. A board decision to suspend an expulsion order does not affect the requirements for filing an appeal.

How Parents are informed of the School's Discipline Policy

Discipline is the ability for a person to take responsibility for their actions/choices. Students need to be taught how to accept this responsibility. All classroom teachers will follow the Responsive Classroom discipline plan in place in their rooms that reinforces good behavioral choices and works to eliminate negative behaviors. Students are the key components to these plans and it is essential that they learn how to solve problems and make choices that are for the good of all (including him/herself). Teachers will send home copies of their classroom discipline plan and our discipline policy will be in the parent/student handbook. Parents will be made aware of any changes or updates to the policies.

Parents & Community

Please see Attachment 16, Evidence of Support from Community Partners.

The employees of the Promise Academy will be advocates for meaningful school/family engagement with our parents. We will reach out to parents and listen to parents, help them find a

meaningful role in education, collaborate with them, and help them become effective advocates for their children's learning and development.

Sufficient Demand to meet Enrollment Projections

The organizers of The Promise Academy have been in contact with many members and organizations in the community. We listened to the community's needs and have used this information to guide our planning. After informing the community members of our goals, many parents showed a great deal of interest in the school. The Organizers will plan enrollment fairs, attend community meetings, partner with local daycares and other community organizations to promote and market the school.

Parental Involvement Prior to Opening

Prior to opening, parents will attend at least two informational meetings. These meetings will be lead by the School Leader and the Promise Academy's staff. The parents will be informed of student expectations, as well as, expectations for parents. Parents will also learn strategies that will help their students be successful.

Ongoing Parental Involvement

Promise Academy will continuously keep parents informed about all events at the school. We will use as much technology as possible. The Promise Academy will do this through the school's website, Facebook, Twitter, and weekly newsletters. Parents will also attend Parent-Student-Teacher Conferences semi-annually, quarterly Parent Information Workshops, quarterly Family Fun Night, and Open Houses.

Community Resources

The Promise Academy has been successful in establishing initial partnerships, based on the anticipation of the school's opening. See Attachment 16

Flanner House

The Organizers of TPA met with Wendy Cooper, Economic Development Manager of Flanner House. Flanner House is a staple in the community. It provides many services to the members of the community. The Promise Academy and Flanner House will partner when the school opens. Flanner House has offered to assist with tutoring services and use of library meeting rooms and materials.

Watkins Park

The organizers also met with the park manager of Watkins Park, Alonzo Johnson. They are a tremendous resource for the community. Mr. Johnson agreed to allow TPA to use Watkins Park's facilities as needed for informational meetings and recruitment fairs prior to opening. The partnership will continue beyond TPA's opening.

Center for Leadership Development (CLD)

Dennis Bland, President of The Center for Leadership Development, has agreed to partner with The Promise Academy. CLD is a community organization that provides resources for minority students in Indianapolis to be successful. Services promote education, self-esteem, financial literacy, goal setting, and leadership. TPA will refer its students to CLD when they are in the fourth grade.

The Historic Journey

To enhance our curriculum, TPA will partner with Gary Holland, the creator of The Historic Journey culturally relevant curriculum. The Historic Journey is currently used in Indianapolis Public Schools to fulfill the cultural competency requirement mandated by the state of Indiana.

Mr. Holland will provide resources as well as professional development. More partnerships are currently being pursued.

Community Support

In addition to the partnerships listed previously, the organizers of TPA have also received over 155 signatures on a petition urging Charter School Organizers to approve The Promise Academy's opening. Parents and community members completed a needs assessment to give TPA's organizers a better understanding of what the needs of the community are. One hundred percent of the families that completed the survey felt it was important for their children to be taught curriculum that embraces their culture. Additionally, those that completed the survey also felt it was important for schools to provide additional resources to the parents of their students. The Promise Academy will use this information to guide future planning.

Performance Management

In addition to mandatory state assessment and testing requirements (ISTEP+, IREAD-3, IMAST, ISTAR, and ECA, as applicable), the primary interim assessments the school will use to assess student learning needs and progress throughout the year are:

- Acuity
- Unit Assessments
- Formative/Classroom Assessments

The school will collect and analyze student academic achievement data, to refine and improve instruction, and report the data to the school community. For the 2013-2014 school year, the staff will use Response to Intervention (RtI) to address students' diverse needs and foster school improvement. Designed for use in the general classroom, RtI uses graduated levels, or tiers, of support, individualized goals, and frequent monitoring to tackle students' specific learning and behavioral problems. TPA staff will get assistance from reputable agencies in order to get training using student assessment data to designate reading tier placement for each student. Using the Acuity as a universal screener, school leaders and staff will set up reading intervention groups, or RtI tier placements, for its students. All students will receive Tier 1, or core, instruction. Students scoring "some risk" will be placed in Tier 2 and will receive additional targeted instruction to supplement the core instruction. Students scoring "at risk" were placed in Tier 3, where they will receive small-group or one-on-one intensive interventions in addition to core instruction.

Ongoing data collection and analysis are an important part of RtI, so TPA staff will incorporate this process into their weekly Professional Learning Communities/grade level meetings. During these meetings student work will be used as an informative type of data and a primary data source. Student work samples often points directly to a specific academic standard, and teachers can often see where students are struggling to understand a concept. Teachers can learn a lot about students' skills and difficulties by analyzing work samples.

TPA will collect and analyze data by using Power School. This electronic student information system will contain all manners of data such as demographic, attendance, grades (grade books), and achievement data. The Instructional Coach along with the Office Manager will be responsible for the data warehouse. When the budget allows, Data Director will be purchased to assist in the ongoing analyzing and warehousing of data that will interpret the data for classroom teachers. This system is designed for teacher use at the classroom level. It can not only interpret data, but with high quality professional development of the tool, can be a way to formatively assess using the Common Core State Standards and any other teacher created assessments, allowing for re-teaching and the modification of instruction in real time. Because the standards

are embedded in the tool, teachers can be very specific about their assessment down to the student. Across other classrooms; data can be compared to allow for best practices sharing among teachers.

The Promise Academy will have a school improvement team that meets at least monthly to meet ensure that the school engages in the school improvement cycle of gathering data, studying and interpreting that data, creating a plan, and ensuring the implementation and evaluation of all strategies set forth by the collective committee. The administration along with the Instructional Coach will be an integral part of this team.

Leading or coordinating professional development to improve student achievement is the Instructional coach. This individual will be intimately involved, not only with the school improvement team, but in aggregating data from classroom observations and walkthroughs, attending grade level meetings, reviewing lesson plans and providing feedback to teachers and ultimately making professional development decisions based on this data. This person will also conduct staff professional development surveys and use this data as means to address professional development needs as well.

School leadership and teachers will receive training and support in analyzing, interpreting, and using performance data to improve student learning. Training for the school leadership is a sophisticated system that will support professional improvement, development, and promotion. Professional development is encouraged and provided monthly on an ongoing basis to continue this professional teaching and learning cycle. TPA staff will be provided training during which all academy staff from all content areas will learn how to properly implement research-based instructional strategies. In addition, TPA staff will regularly participate in teacher planning meetings and observing classroom instruction to assess the effectiveness of the strategies and provide feedback for improvement.

Professional development will lead teachers in using this process to examine content standards, develop common assessments to gauge student learning, analyze results from these assessments and others to determine student success, and plan how to refine instruction to scaffold or enrich student understanding.

Using interim assessments, TPA teacher teams will analyze data such as student work samples and brainstorm adjustments to instruction to meet both the enrichment needs of high-achieving students and the intervention needs of struggling students.

Corrective actions would be triggered for the school:

- a) by the school's failure to meet the goals established in its charter contract with its authorizing agency.
- b) by the school earned a rating of "D -- Academic Watch" or "F -- Academic Probation."
- c) if less than 70% of the school's student population meets growth targets in core subject areas, regardless of where they began.

Corrective actions would include:

- A school Review by an external team. The review would include an audit of the curriculum availability and instruction and assessment practices in the building. The core instructional program would be thoroughly reviewed and the instructional staff would receive significant feedback.

- Performance data, including trend data and subgroup breakouts, would be reviewed. Past instructional activity would be related to performance data to ascertain what worked and what did not.
- Data would be examined by teacher to determine whether or not individual teachers were failing in their delivery.
- If the school received an "F -- Academic Probation rating," the Leader would definitely be replaced. The leader may or may not be replaced in other circumstances depending upon review findings.
- An improvement plan, including possible changes in expectations, delivery methodologies, and staffing would be developed from the information in the reviews by a committee that consisted of school leadership, instructional staff, and management team. This plan would be detailed and have specific, measureable, attainable, and time bound action steps. These steps would be connected to specific persons and have stated timelines.
- The improvement plan would be checked periodically (quarterly reviews) to ensure progress and to possible allocate funding in the direction of that which is need of improvement. A formal re-adoption or amendment to the improvement plan would be made at least annually.

Human Capital

Attracting, retaining, supporting and developing high-performing teachers is essential to providing quality instruction and ensuring student achievement. It is the Academy's intention to offer a highly competitive package of total compensation and professional opportunities which will attract and retain excellent teachers. The performance management and evaluation systems will also work to ensure that ineffective teachers do not remain in the system and perpetuate student failure. Strategies to promote employee retention include:

- Competitive base pay and annual bonus opportunities
- Highly competitive health and welfare benefits
- Staff surveys to gauge employee satisfaction and address areas of concern
- High quality professional development
- Frequent feedback and coaching to enhance professional skills
- An atmosphere of teamwork and teacher participation in decision making
- Exit interviews with departing staff to identify opportunities to improve the school climate, and analysis of staffing trends with support from the management company, as appropriate
- Management company support for positive employee relations practices, effective resolution of complaints, and advice and counsel to management to respond to employee relations concerns or challenges.

Professional Development: The administration and staff will participate in several in-house workshops and professional development trainings that will be held by the administrator and/or instructional coach, team leader(s), consultants, or other appropriate resources. Specific sessions will include:

- Crisis Prevention and Intervention (CPI)
- Curriculum Development
- Character Development
- Test Development and Administration
- Response to Intervention

- Differentiated Instruction / Data Chats
- Others as indicated by Promise's curriculum/application
- Other areas as appropriate

The assessment program will be used to inform all stakeholders (students, parents and teachers) about where the students are succeeding and what areas need strengthening. The data from assessments will serve as a feedback system to guide teachers in lesson planning and individualizing instruction. Information about individual progress is also essential in helping teachers provide timely and appropriate interventions and differentiated activities for students. For example, the results of the baseline assessments will be used to formulate the instructional focus calendar which identifies targeted goals throughout the year and may be adjusted based on interim assessment data.

The Instructional Coach is a key player in ensuring that teachers plan, execute, and assess the intended curriculum. The Coach is responsible for evaluation lesson plans, giving feedback to teachers, modeling and coaching for teachers to help them improve, and ensuring that the intended curriculum is planned, taught, and assessed. (See enclosed Instructional Coach job description.)

Promise Academy's School Improvement Plan (SIP) will ensure that school-wide student assessment performance data is shared with all stakeholders. The Educational Excellence School Advisory Council (EESAC Committee) will develop the plan to ensure input from all stakeholders including teachers, students and parent representatives. The governing board members will approve the SIP each year. The School's Annual Report will include supporting documentations and specific learning objectives. This report will be available to all stakeholders on an annual basis.

Training, coaching, mentoring, and evaluating employees are key roles played by the School Leader. The Leader will be expected to conduct informal classroom observations frequently and will share the results of these observations with instructional staff. At least three times per school year, the Leader will formalize his/her observations using the "Essential Elements Profile" (EEP) document.

The EEP refers to the key elements of instruction which we believe to be critical to student achievement. The EEP is designed to be both qualitative and quantitative, and to serve as a vehicle to communicate areas in which the teacher can improve or enhance instruction.

Leaders are encouraged to use a variety of techniques to encourage employees to be actively involved in evaluating and enhancing their own performance; these techniques might include self-evaluation, peer-to-peer feedback, student feedback, involving the Curriculum Coach or other key people in the school in observing and assessing performance, gathering feedback from parents, and others. Ultimately, at least once per school year, every staff member will have a formalized performance evaluation. (In their first year, new employees will also have an initial evaluation in December.) All employees will have a final evaluation in March or April of the school year. Currently, for teachers, this model evaluation provided by TLG covers many of the same elements as were addressed throughout the year during the EEP; along with additional elements such as Parent Communication, Extra Curricular Activities, and certification status. *See Sample Teacher Appraisal Form:*

**THE LEONA GROUP
TEACHER APPRAISAL FORM**

TEACHER NAME (print)		SCHOOL	SUBJECT(S)/GRADE(S)
DATE OF HIRE	TIME IN POSITION	APPRAISAL PERIOD	NEXT APPRAISAL
APPRAISER NAME (print)		APPRAISER TITLE:	DATE OF THIS APPRAISAL

RATINGS SCALE

- 5 OUTSTANDING:** Always exceeds performance standards and expectations, takes initiative and shows creativity. Demonstrates a level of mastery in the appraisal category which would allow the teacher to mentor other teachers.
- 4 VERY GOOD:** Consistently exceeds performance standards and expectations, displays initiative and shows creativity.
- 3 SATISFACTORY:** Consistently accomplishes assigned duties and meets performance standards and expectations.
- 2 IMPROVEMENT NEEDED:** Performance is inconsistent and often does not meet expectations.
- 1 NOT SATISFACTORY:** Often fails to meet performance standards & expectations. Must show improvement to succeed in current position.

FOCUS ON THE CURRICULUM

	LESSON DESIGN: Content and language objectives aligned to state standards, included in lesson plans & posted daily. Lesson plans show adaptation for various proficiencies. Meaningful activities reflect stated objectives. Links made between past learning and new concepts.
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Comments

	ACCOMMODATIONS & MODIFICATIONS: modifications and accommodations are effectively documented and incorporated into lesson plans for all learners including IEPs and English language learners. .
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Comments

FOCUS ON THE INSTRUCTION

	ENTHUSIASTIC INSTRUCTION: Teacher demonstrates excitement for teaching through use of voice inflection, physical gestures and proximity. Teacher listens to students and shares relevant experiences to enhance lessons. Provides positive recognition to students regularly.
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Comments

INSTRUCTIONAL RELEVANCY: Introduces reviews and reinforces content and language objectives, key vocabulary and key concepts. Clearly explains academic tasks and connects concepts to background and experiences of students. Initiates and creates experiences that motivate students.

Comments

LESSON DELIVERY: Utilizes a variety of learning strategies, question types/levels and supplemental materials to clarify and add meaning. Speech/language appropriate to student proficiency levels.

Comments

REVIEW & ASSESSMENTS: Key vocabulary and lesson concepts are reviewed in comprehensive manner. Frequent checking for understanding and specific feedback to students throughout lesson. Formal and informal assessments directly linked to lesson objectives. Formal assessments model state achievement format.

Comments

FOCUS ON THE LEARNER

ENGAGED LEARNING: Students understand assignments and directions. All students actively participate and are engaged in learning. Joy of learning is evident.

Comments

STUDENT INTERACTIONS: Opportunity is provided for all students to clarify and expand on key concepts. Students are supported as they explore ideas and thoughts. There are frequent opportunities for interactions/discussions between teacher and students.

Comments

MODIFICATIONS IMPLEMENTED: Instructional accommodations and modifications are implemented based upon needs and assessments.

Comments

FOCUS ON THE ENVIRONMENT

CARING & RESPECTFUL ENVIRONMENT: Teacher demonstrates respect for students and adults. Students demonstrate mutual respect, support and teamwork. There is a climate of caring, trust and openness in the classroom.

Comments

CLASSROOM APPEARANCE: Appropriate instructional visuals and student work are displayed. Classroom is clean and inviting. Seating is appropriate for a variety of instructional strategies.

Comments

BEHAVIOR MANAGEMENT: Students are aware of standards for classroom behavior and demonstrate that through their conduct. Techniques allow for most behavior management intervention to take place in the classroom. Consistently and proactively supports the school's discipline/management program. Consistently fulfills supervision responsibilities as assigned.

Comments

FOCUS ON COLLABORATION

INTERPERSONAL RELATIONS/PROFESSIONALISM: Works cooperatively with school leadership, faculty and staff. Endeavors to foster a cooperative work environment. Interacts professionally with the public when representing the school. Maintains confidentiality in sensitive matters. Is honest and forthright in communicating and interacting. Dress and conduct are consistently professional.

Comments

UTILIZES RESOURCES/WORKS COOPERATIVELY: Effectively uses co-teaching strategies; works well with specialists for effective intervention of student needs; supports school-wide initiatives and programs related to student progress (i.e., RTI, reading programs, behavior programs, etc.).

Comments

FOCUS ON THE SCHOOL

EXTRACURRICULAR ACTIVITIES: Volunteers and participates in school's extracurricular clubs and activities. Actively seeks to add quality and value to these programs. Actively supports school improvement plan.

Comments:

PARENT CONTACT/FEEDBACK: Contacts all parents/guardians on a regular basis to report on student attendance and progress and holds parent conferences as appropriate. Demonstrates awareness of/sensitivity to the needs and expectations of parents. Provides regular and appropriate feedback.

Comments:

SPECIAL ASSIGNMENTS: Completes and submits special assignments in a thorough and timely manner. Effectively participates in school committee work.

Comments:

STATE TEST PREPARATION: Willingly participates in school-wide activities and programs to prepare students to be successful on state-mandated tests.

Comments:

EMPLOYEE CREDENTIALS:

This section used to note status of employee's teaching credentials. Does employee meet requirement to be Highly Qualified. If not, what must employee do to reach highly qualified status? (For AZ only: What is status of employee's fingerprint clearance card?)

**EMPLOYEE
COMMENTS:**

Attach additional sheet if necessary.

GOALS/OBJECTIVES: Use the space below to list performance goals and/or career growth objectives for the employee to focus on during the upcoming performance appraisal period.

Attach an additional sheet if necessary.

The signatures below indicate that a conference has been held and the appraisal has been reviewed between the employee and the appraiser. Employee's signature indicates that s/he has received the appraisal. Employee may include his/her comments, which will become part of the employee's file. School Leader's signature indicates that if s/he was not the appraiser, s/he has reviewed the appraisal and supports the ratings and comments as indicated.

Employee Signature _____	Date _____
Appraiser Signature _____	Date _____
School Leader's Signature _____	Date _____

The performance evaluation process is further designed to facilitate discussion between the Leader and the employee about personal and career goals. The performance evaluation is an excellent opportunity for the employee to identify his or her own aspirations, and for the Leader to advise the employee about areas of skill or knowledge which require short- and long-term development to attain identified goals. Additionally, the performance evaluation gives the Leader information on both individuals and on the school staff as a whole, to help guide the planning of professional development activities or other interventions to improve staff skills and effectiveness.

Should the Leader identify a problem with performance or behavior at any time during the school year, the Leader will be expected to address the concern with the employee without waiting for the scheduled formal performance evaluation. Concerns which are unresolved or not corrected may be addressed as part of the corrective action process described.

As required by Indiana Senate Bill 1, the Academy will evaluate whether TLG's existing format for teacher evaluation is adequate. It is likely that changes will be needed in order to incorporate the requirements of SB1, including requirements that student performance growth measure make up a significant part of the Teacher evaluation rating; and to provide for ratings of 'highly effective', 'effective', 'improvement necessary', or 'ineffective'.

The Leader will similarly be evaluated annually (twice-annually in the Leader's first year.) The evaluation tool for the Leader is significantly weighted for measures of school success and student success. It also incorporates assessment of leadership skills and operational success. In those areas, internal departments give feedback which is used by the evaluator in determining the final score on each rated area.

The academy intends to delegate day-to-day policies related to personnel management to our management company partner. We will look to TLG to set personnel policies and to administer those policies through the School Leader, who will consult with TLG and with the Board as needed. TLG's general approach to human resources management is consistent with a philosophy of site-based decision making. This approach is intended to give the Academy School Leader wide discretion to implement policies, procedures and work expectations which best suit the needs of the school and its constituencies, and which meet the Board's expectations for excellence in instruction and for high-quality operational management. Most importantly, the School Leader establishes the climate and systems which will best advance the school's educational mission.

The Board will hold TLG accountable for meeting certain fundamental expectations of professional conduct by all staff members. This will include a prohibition against harassment or unlawful discrimination; an expectation that staff members conduct themselves in accordance with the highest standards of professional practice; that staff members deal openly and directly with supervisors and with one another; that all staff members maintain high standards of ethics; and that school personnel maintain a standard of care for supervision, control and protection of students commensurate with their assigned duties and responsibilities.

The Academy and TLG share the core belief that all children can learn at high levels. Dedication to this belief is in turn expected from every staff member. To translate belief into instructional results, employees at the school are expected to embody core values of respect for others, to promote learning in small, caring environments, and to be accountable to students and parents. To accomplish student proficiency goals, all employees are themselves expected to perform at high levels.

Performance and behavior standards are outlined, at a high level, in the TLG Employee Handbook. Each employee receives this handbook up on hire and acknowledges, in writing, that it has been received, read and understood. School-specific performance and behavior standards will also be communicated in school handbooks, during induction and training, during professional development, through the observation and evaluation processes, through direct communication with, and modeling by, the School Leader, and in many other venues throughout the school.

Systems of professional development, observation, feedback and evaluation are designed to assist individuals to perform to their best potential. When people do not perform at their best, or when

staff members violate rules or standards for behavior, a progressive disciplinary process will generally be used, with the desired outcome being improvement of performance or elimination of the undesirable behavior. The general sequence of corrective action events proceeds as follows:

1. Verbal counseling and/or performance coaching
2. Written warning or reprimand, if the problem is not resolved
3. Formal performance improvement plan
4. Final written warning or reprimand, if the problem remains unresolved
5. Administrative leave of absence
6. Termination of employment, if corrective action and/or performance improvement planning has not resolved the problem

At each stage of the process of corrective action after verbal counseling, individuals are informed of the potential consequences – termination of employment – if they fail to improve their performance or fail to cease the unacceptable conduct. Unfortunately, at times, counseling and other efforts toward performance improvement are unsuccessful and individuals must be terminated. Such decisions are made by the School Leader. Before a termination decision is implemented, the School Leaders are expected to seek guidance from TLG, to assure that the process and written documentation have been provided. Careful review is given to termination recommendations, to ensure consistency and fairness across the organization, and to ensure the school's litigation exposures are minimized.

Management may on occasion make termination decisions without utilizing the corrective action process, if an employee's inappropriate conduct is so egregious as to warrant more immediate action. Such situations might include gross negligence, insubordination, abandonment of job, and the like.

With respect to Teachers, the requirements of SB1 which relate to contracting and dismissal will be followed.

Compensation:

In addition to a competitive base salary, if the school's financial situation permits the expenditure, every employee is eligible for an annual bonus, based on individual performance, providing significant incentive to perform at high levels. Merit increases and performance-based bonuses will allow teachers at the school to increase their total compensation -- if their performance warrants it -- more quickly than they would under a standard salary schedule or matrix. Attainment of advanced degrees will be regarded with salary increases and/or bonuses to the extent that the degree attainment had a positive impact on performance and student achievement, but will not result in automatic or "step"-type increases in compensation.

Benefits: It is our intention that the staff at the Academy will be employed by the management company which will offer its industry-leading program of benefits.

In addition to base wages, employees are eligible for a full array of benefits which make up an important and significant piece of total compensation. TLG pays approximately 90% of the benefit premiums for full-time employees, as well as for all eligible dependents including spouse, children to age 26, and disabled dependent children of any age. Two options are available for employees to select, a "base plan" with low employee premiums and modest co-pays and deductibles, or a "buy-up" plan with higher premiums but lower co-pays, coinsurance and deductibles. All full-time employees, and part-time employees who meet eligibility requirements, can participate in a 401(k) retirement program with a generous employer match and immediate

vesting. Health and disability benefits can be purchased by part-time employees through payroll deduction. Additional supplemental benefits are available for purchase by employees, including:

Flexible Spending Accounts

All regular employees, both full- and part-time, can opt to participate in the flexible spending accounts, which allow employees to set aside a portion of their income on a pre-tax basis, with regular payroll deductions, to be used to pay for qualified health care expenses and/or dependent care expenses while also gaining tax savings.

Paid Time Off Work, full-time employees

Full-time regular employees earn personal time to use for illness or to handle compelling personal business; paid holidays; and paid bereavement leave. Full-time year-round employees also receive paid vacation.

Employee Assistance Program

This benefit is available for full-time regular employees and family members. It provides 24-hour assistance from master's-level counselors for work, home, financial, personal or family issues.

Pre-paid Legal Services

Both full- and part-time employees may elect to participate in this plan, which provides the opportunity to receive legal services for a low monthly fee. Also available to purchase via payroll deduction is identity theft protection, which helps avoid identity theft and allows recovery of the costs to victims of this crime.

Waiver of Benefits: Upon providing evidence of coverage under another group or individual medical or dental plan outside of the school, employees will be eligible for medical, dental and vision coverage to be waived in part or all of the coverage each year. This election will be made at the time of eligibility, during annual open enrollment, or in the event of a family status change.

Total Compensation

The complete package of compensation provided through TLG encompasses much more than salary. Through our partnership with TLG, we are proud to provide a strong and competitive benefit that is customizable to the needs of each individual. The cost and value of the benefits package significantly enriches the employee's income and can be worth up to as much as 30-50% of base salary.

Professional Development

The School Leader and the Instructional Coach will be supported through monthly professional development. These monthly gatherings include topics designated in the school improvement plan and some of the specific needs of TPA.

These may include data team meetings, Response to Intervention, and the Responsive Classroom to name a few.

Responsive Intervention: August 1, October 4

Responsive Classroom: August 2

Assessments: Testing, Data Collection and Analysis: August 2

Assessments: Testing, Data Collection and Analysis: December 20

Positive Behavior Support: March 14

Assessments: Testing, Data Collection and Analysis: May 23

This schedule will allow teachers to meeting throughout the year to discuss and collaborate about real time data. This will also allow teachers to view interim data at key points in the year, so that adjustments

to instruction can be made. Coupling this with the weekly grade level meetings will ensure that all teachers have the appropriate amount time to become well acclimated to the unique aspects of the school, including the culturally relevant portion of educational program. This portion of the school curriculum can be woven into the Positive Behavior Support program in the building.

Start-Up & Operations

Please see Attachment 17, Start Up Plan

Please see Attachment 18, Insurance Coverage

Transportation

The school anticipates providing transportation to students and expects to receive transportation services commensurate with Indiana statute. We aspire for students to get to and from school in manners of similar proportion to traditional public school counterparts. The school leader will solicit input and feedback from parents on transportation in order to design and implement a system responsive to the needs of students and families.

In the event that a student enrolled in the school is homeless or has special needs, they shall be ensured services comparable to those services offered to other students in the school including transportation services; educational services for which the child or youth meets the eligibility criteria, such as services provided under title I of the Elementary and Secondary Education Act of 1965 or similar State or local programs, educational programs for children with disabilities, and educational programs for students with limited English proficiency; programs for gifted and talented students and school nutrition programs.

Safety & Security

In a recent survey of more than 2,500 parents whose students attended a Leona Group-managed charter school, 97.5% rated their school as being safe and secure. Likewise, Promise Academy will create a safe, welcoming, and respectful school climate and positive peer culture that facilitates student attachment to school and counters harassment and other negative behaviors. The school will utilize a proactive approach to safety and emergency management.

Promise Academy will communicate its school code of conduct to students and their families via the student handbook, distributed at the beginning of the school year. This policy shall communicate clear expectations regarding appropriate behavior, bully-safe zone and a zero-tolerance for physical violence. Teachers will be well-equipped with a Crisis Management Plan that details standard responses to a variety of emergency situations. In addition, the academy will be in compliance with state requirements for safety drills.

All staff will be expected to participate in the monitoring and facilitation of a safe, respectful school environment including:

- Hall and perimeter monitoring during school day
- Monitoring of hall and perimeter after school
- Visitors greeted and directed to office
- Monitoring of student arrival, drop off and dismissal
- Routinely check critical areas of the school during instructional times
- Monitor student transitions
- Assist with after school activities

The school leader, in collaboration with the board, may employ additional safety processes, procedures and equipment as deemed necessary and appropriate, which may include security personnel, video surveillance equipment, monitored building entry, enhanced property lighting, alarm systems, gated parking and other such measures.

Facility Plan

The development team is working judiciously to identify a school site that is most viable, not only in terms of location but also physical structure and acceptable use. The location for Promise Academy will possess appropriate zoning and occupancy certifications from the city that would enable it to operate as a school. The facility will comply with state and local health and safety requirements as described in IC § 20-26-7, 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies. In addition, the development team is prepared to follow applicable city or town planning review procedures.

Assisting the development team is Special Projects Director Adam Schnelker of The Leona Group. Schnelker is a graduate of Purdue University and holds a bachelor's degree in organizational leadership and supervision with a business management focus. He has been with TLG since 2001 and has many years of experience in site development and acquisitions ranging from ground up construction to remodels and lease negotiations for all states and all facility related compliance items. The independence of public school academy boards to lease, purchase and renovate their properties is an important part of the partnership between TLG and its client schools. Leases for property are between landlords and boards and do not involve the management company. The Leona Group does offer its services to its schools in identifying suitable buildings; complying with the requirements of relevant portions of the laws pertaining to public school facilities; recommending architects, contractors and developers for board consideration; negotiating leases in consultation with boards; and, when appropriate and within the financial abilities of the schools, assisting in arranging capital financing for the purchase of buildings.

Budget & Finance

Please see Attachment 19, Budget & Staffing Workbook

Please see Attachment 20, Budget Narrative

The school will have an individual Budget Manager and Budget Assistant to create budgets, monitor expenses and pay bills. The Leona Group Staff Accountant will produce financial statements, journal entries and other financially related transactions. The Leona Group Finance Assistant will record bank transactions and reconcile bank accounts, which are reviewed and approved by the Staff Accountant. All of these individuals are supervised by The Leona Group's Director of Budget and Finance and all have extensive experience in their fields. The schools' annual audits will be handled completely by the Budget and Finance Department of The Leona Group with various contributions from all members of the department as well as contributions from other departments of The Leona Group. The annual audit will serve as the annual financial report. The Leona Group also employs a Risk Manager who will be in charge of obtaining all necessary liability insurance for the schools.

1. Preparing budget information for Board review - Budgets are prepared by a Budget Manager in concert with the School Leader and Leona Group Regional Vice-President with input from other departments within The Leona Group. The final product is presented to the Board for approval.
2. Preparing monthly financial reports - Monthly financial reports are prepared by the Staff Accountant and Budget Manager and are approved by the Director of Budget and Finance before being presented to the Board.
3. Paying all invoices and within what period of time - The Budget Assistant is responsible for entering all invoices for the school and every effort is made to pay by the due date. Checks are run once a week. Coding is approved by the Budget Manager and the check run must be approved by the Director of Budget and Finance before checks can be printed.
4. Preparing and handling payroll for employees, submitting payroll taxes, providing fringe benefits for your employees, providing a retirement plan for employees - The Leona Group's Human Resources Department handles all payroll related transactions including the payment of salaries and taxes, provision of fringe benefits and provision of a retirement plan.
5. Handling insurances for the School not related to employment - The Leona Group employs a Risk Manager who is in charge of ensuring proper insurance coverage for all insurable situations.
6. Preparing budgetary and monthly information in the format required by the Authorizer - Any financial information required by the Authorizer is submitted by a Leona Group Regional Vice-President's Assistant in the required format.
7. Working with the Board appointed auditors in preparing the annual audit - The Leona Group will handle the annual audit start to finish with whatever auditing firm is selected by the Board. The Leona Group has a proven record of working with many different audit firms for the last fifteen years.
8. Budget versus actual review - Actual revenue and expenses are reviewed monthly against the budget to ensure that the Academy remains viable for the present school year. Adjustments are made throughout the year as necessary to bring expenses into line with revenues.

Portfolio Review & Performance Record

Please see Attachment 21, Portfolio Summary

Please see Attachment 22, Indiana School Financials

Please see Attachment 23, Operator Financials

Please see Attachment 24, Litigation Documentation

Measures of Growth in Michigan

Ed Yes! Composite Grade are a compilation of student scores on the Michigan Education Assessment Program (MEAP) tests; the MI-Access alternate assessments for students with disabilities; AYP designation; and in various, self-reported, school performance indicators – such as family involvement in the schools, curriculum, student attendance, and professional development for its teachers.

Adequate Yearly Progress (AYP) is a cornerstone of the federal *No Child Left Behind Act* (NCLB) of 2001. In Michigan, it measures year-to-year student achievement on the Michigan Education Assessment Program (MEAP) for elementary and middle schools, or the Michigan Merit Examination (MME) for high schools. Other indicators, such as the number of students who participate in the assessments and graduation rate for high schools, are also considered in the calculation.

NCLB Phase(s) - If a school does not make Adequate Yearly Progress (AYP) two consecutive years, the school will be identified as needing improvement. The sanctions, also called phases, guide schools through a series of corrective actions leading up to the State taking over.

Other measures of success

Parent surveys

Enrollment

Saginaw Preparatory Academy

The Leona Group TLG took over the school's management in 2004. Under the school's new leadership, a major restructuring, thorough curriculum review and intensive staff development initiatives resulted in significant academic gains. By the following year, MEAP scores reached all-time highs. The school has made AYP every year since and maintains an "A" on the state report card. Saginaw Preparatory Academy's success in creating a safe, clean, and orderly student-centered learning environment, district leadership, staff, and strong support from The Leona Group and Saginaw Valley State University.

	Saginaw Preparatory Academy		State Average		Saginaw City Public	Buena Vista Public
	2005	2004	2005	2004	2005	2005
4 ELA	76	22	69	64	63	35
4 math	65	27	73	73	60	33
5 science	81	24	79	78	58	23
5 social studies	25	0	26	31	12	1

MEAP 2007 -2010 Trend Data and MDE's School Report card

Saginaw Preparatory Academy K-8						School Report Card History			
Percent Proficient							Ed Yes! Composite Grade	AYP Status	NCLB Phase
	2010	2009	2008	2007					
3 Reading	100	100	91	100		2004- 2005	D	Yes	3
3 Math	100	100	100	95					

					2005-2006	B	Yes	0
4 Reading	87.7	90.5	95.2	100				
4 Math	96.0	97.6	100	88.9	2006-2007	B	Yes	0
5 Reading	87.5	92.9	71.4	100	2007 - 2008	B	Yes	0
5 Math	97.8	60.7	89.3	92				
					2008-2009	A	Yes	0
6 Reading	82.4	97.5	67.6	84.2				
6 Math	75.8	95	88.2	89.5	2009-2010	A	Yes	0
7 Reading	85.7	88.6	73.3	77	2010-2011	A	Yes	0
7 Math	88	82.9	93.3	74				
8 Reading	63	89.5						
8 Math	59	73.7						

Cesar Chavez Academy Elementary school

CCA District started in 1995 as a single, lower elementary campus site with approximately 200 students. Since then, the district has grown to 2000 students K-12 spread out across four locations; CCAE Lower K-2, CCAE Upper 3-5, CCAMS 6-8, and CCAHS 9-12. The district also maintains waiting lists at every grade level. They also contribute their success in creating a safe, clean, and orderly student-centered learning environment, district leadership, staff, and strong support from The Leona Group and Saginaw Valley State University.

MEAP 2007 -2010 Trend Data and MDE's School Report card

Cesar Chavez Academy ES Percentage Proficient					School Report Card History			
	2010	2009	2008	2007		Ed Yes! Composite Grade	AYP Status	NCLB Phase
3 Reading	79.6	86.3	75.6	93.4	2006-2007	C	Yes	0
3 Math	97.3	98.9	93.6	85.5				
					2007 - 2008	C	No	0
4 Reading	80.5	52.9	81.6	51.3				
4 Math	95.8	90.1	92.2	65.8	2008-2009	B	Yes	0
5 Reading	66.9	68.4	60.3	65.4	2009-2010	B	Yes	0
5 Math	73	75.4	68.8	59.3				
					2010-2011	A	Yes	0

César Chávez Academy and *Saginaw Preparatory Academy* can attribute their distinctive performance to the implementation of a Balanced Assessment System. The academies assessment system is an intricate part of teaching and learning. A litany of formative, benchmark and summative assessments provide data to deliver instruction, diagnoses student level for ability grouping, plan professional development and evaluate the effectiveness of the curriculum. In addition to the Balanced Assessment System, the instructional design model *Understanding by Design* (UbD) is common to both schools. CCA and SPA maintain a *system* for improving student achievement. Through standards-driven curriculum, instructional design, assessments and professional development both schools can ensure quality control in the alignment of curriculum,

instruction and assessment. While each facet of the design may not be identical, both schools have proven pathways for increasing student achievement.

Cesar Chavez Academy District is located in southwest Detroit which is home to the largest concentration of Latinos in Michigan. The District has one of the largest concentrations of Spanish speaking students in the state and Latino student demographics constitute more than 85% of schools enrollment. Spanish is the primary language spoken in the majority of homes and more than 50% of the school's students require some level of English language support. In spite of challenges with language, the staff minimizes the barriers and provides students with meaningful instruction and full coverage of MDE, s Grade Level Content Expectation (GLCES).

Cesar Chavez Academy introduced the concept of a Curriculum Management Plan to The Leona Group

Research, conducted by Ron Edmonds, Dr. Lawrence Lezotte, and others has produced convincing evidence that schools must establish, implement and maintain several internal systems in order to be successful. Over the past thirty years, there has been a plethora of research centered on effective schools and what effective schools do to ensure student achievement. Much of this research has been incorporated into seven correlates, as Edmonds and Lezotte coined them. They include a clear, focused mission, a safe and orderly environment, high expectations for all students, effective instructional leadership, the opportunity to learn, frequent monitoring of student progress and positive home-school relations. As research has proven time and again, all seven of these correlates, working in tandem within a school environment can and will produce high student achievement. The Curriculum Management Plan (CMP) was developed to convey the intent of the leadership and guides the development, scope, alignment and evaluation of the written curriculum in all subject area. It also ensures quality control of the curriculum and instructional process. Instead of leaving the primary function of a school to chance, a comprehensive Curriculum Management Plan recognizes that student learning is a result of a well-planned series of events.

Daria Parham
5118 Whisenand Dr.
Indianapolis, IN 46254
Email: parhamd@ips.k12.in.us

Dedicated, resourceful, and enthusiastic educator with a genuine interest in children's learning. I am committed to teaching my students using best practices to meet their academic needs. I am Involved in many components of an educational environment including technology, mentoring students, and parent/community involvement.

Education

May 2009	Administrator Licensure Program Indiana Wesleyan University
December 2007	Master of Education Degree, Indiana Wesleyan University
December 2003	Bachelors of Science degree in Elementary Education, Indiana University Bloomington, IN

Professional Experience

Indianapolis Public Schools-Theodore Potter School #74, Teacher 01/04-Present

Indianapolis Teaching Fellows-Cooperating Teacher
Summer 2009

- Support and guide the Teaching Fellow so that the Fellow had multiple opportunities to observe my teaching, work with student cooperative learning groups and teach lessons from the summer school curriculum.

Indianapolis Teaching Fellows-Transitional Coach
Fall 2009

- Observed assigned Fellow for a minimum of five hours, I prepared for and lead a minimum of ten hours of debrief conversations and planning sessions, and commit to a minimum of four hours of follow-up communication via phone and email.
 - Met with the Teaching Fellows to review Instructional Design and Delivery, as well as Classroom Management and Culture.
-

- Consistently incorporated student work, organizational tools, school-specific curriculum and other artifacts from my own classroom to provide the Fellows with specific tools to make Teaching for Student Achievement a reality.
- Communicated with ITF staff and Marian University supervisors on a weekly basis about Fellows' progress toward goals.

- Documented and reported Fellows' progress in meeting goals on an ongoing basis, at the mid point of the intervention cycle and formally at the end of the intervention cycle.

Summer Advantage-Academic Teacher
Summer 2011

Professional Development

- ❖ Writer's Workshop through Indiana Writer's Partnership
- ❖ Literacy: Reading Comprehension Strategies
- ❖ Teach First Professional Development
- ❖ Indiana State University RTI Academy
- ❖ TESA Training
- ❖ IEA Association Representative Training
- ❖ The Crisis Prevention Institute (CPI) Training

Leadership Responsibilities

- ❖ Curriculum Mapping Lead Teacher
- ❖ Building Math Lead Teacher
- ❖ Response to Intervention (RTI) Team
- ❖ Site Based Decision Making Co-Chairperson
- ❖ IEA Association Representative
- ❖ Gifted & Talented Program Lead Teacher
- ❖ Lead Teacher during Principal Absences

References

Donielle Johnson
Teacher: Central Elementary
School
MSD Pike Township
317-435-6056
Arthur Hinton
Assistant Principal
Abraham Lincoln Elementary
MSD Perry Township
317-925-6653

Christina Shaul
Magnet Director
Indianapolis Public Schools
317-226-4670
La Meca Knight
Inclusion Teacher
Theodore Potter Foreign Language Magnet
Indianapolis Public Schools
812-369-7205

Donielle Jones
8326 Picadilly Court
Indianapolis, IN 46256
doljohns@yahoo.com
(317) 435-6056

Education

December 2007	Administrator Licensure Program Indiana Wesleyan University
May 2005	Master of Education Degree, Indiana Wesleyan University
May 2002	Bachelors of Science degree in Elementary Education, Indiana University Purdue University of Indianapolis

Professional Experience

07/02 -Present	Central Elementary School – MSD Pike Township Grade 3 Teacher
Summers '03 – '07	Summer School – MSD Pike Township Lead Teacher

Professional Development

- ❖ Writer's Workshop through Indiana Writer's Partnership
- ❖ Literacy: Lucy Calkins Reader's and Writer's Workshop
- ❖ C.L.A.S.S. Workshops
- ❖ Math and Science Cohort
- ❖ Creating Multiple Intelligence lessons for all learners
- ❖ Brain – Based Learning techniques
- ❖ Inquiry Workshops
- ❖ Inquiry based AYP Models

Leadership Responsibilities

- ❖ Standards Based Education Team Leader
- ❖ Positive Behavior Support Lead Teacher
- ❖ Grade Level Team 3 Leader
- ❖ NWEA Data Coach
- ❖ Facilitator of Numerous Book Clubs throughout the year
- ❖ ICAN technology coach

Ayana Wilson
3450 Garden Grove Dr.
Indianapolis, IN 46214
317-361-2574

Philosophy of Education

All children can learn. It does not matter where they come from, what gender they are, or what race they happen to be. It is the teacher's obligation to find all necessary means available to educate their students and meet all of their needs. Students deserve to learn in a positive, productive environment where they work collaboratively with the teacher. They should be allowed to make decisions in the classroom and have their voices being heard. Not only is it the job of the student to learn from the teacher, but teachers can also learn from students. Everyday they bring new ideas and experiences to the classrooms that need to be honored and respected. Parental involvement is also very important. Teachers, as well as administrators, need to provide a welcoming and inviting feeling for the parents and maintain a positive relationship with them.

Education

Indiana University School of Education
Bloomington, IN
Degree: Doctor of Philosophy, Language Education, 2010-2015

- G.P.A. 3.8

Indiana University School of Education at IUPUI
Indianapolis, IN
Degree: Masters of Science, Language Education, 2008-2010

- G.P.A. 3.8

Indiana University School of Education at IUPUI
Indianapolis, IN
Degree: Bachelors of Science, Elementary Education, May 2006

- Major: Elementary Education
- Licensure: Indiana Teaching License K-6
- G.P.A.: 3.2

Teaching Experience

4/5 Teacher, The Project School, Indianapolis, IN
Responsibilities
July 2008/Currently

- Plan and implement daily lesson plans for a multi-age classroom
- Assess students through authentic assessments
- Develop and implement Reading, Writing, and Math Workshop
- Collaborate with other teachers on a daily basis
- Tutor for students who struggle in math, reading, and writing
- Mentor for newly hired teachers
- Created projects guided by student interest in order to teach social studies and science

Responsibilities:

- Plan and implement daily lesson plans
- Assess students daily through authentic and standardized assessments
- Organize Reading and Writing Workshops
- Tutor for struggling readers
- Remediation teacher during intersession

Related Experience

Facilitator of Mentoring Programs

Aug. 2011/Currently

Responsibilities:

- Created an implemented Project 202 mentoring program for boys of The Project School, and Project Beautiful Inside and Out mentoring program for girls of TPS
- Prepared and facilitated mentoring lessons
- Organized fundraising events

Activities/Participation

- Indiana Partnership for Young Writers Leadership Group
- Responsive Classroom Training
- Reading Workshop training at Columbia University
- 2011 Commencement Speaker at the IU School of Education at IUPUI

References

Carol Matern, Professor

Indiana University School of Education at IUPUI

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Anne Oceipka, Professor

Indiana University School of Education at IUPUI

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Beth Berghoff

Indiana University School of Education at IUPUI

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Kirsten Anderson Robbins

773-991-1504

8037 Tanager Court, Indianapolis, IN 46256

kirrobbins@gmail.com

CERTIFICATION: Indiana Accomplished Practitioner license in General Education and Gifted & Talented Education

TEACHING EXPERIENCE:

August 2011 – present

The Project School

- Taught a 5th/6th grade multiage class
- Member of the committee to improve discipline
- Facilitator of the Keep Indianapolis Beautiful Club

August 2009 – July 2011

Indiana Math and Science Academy

- Taught 4th grade and 5th grade high ability class
- Intermediate Lead Teacher
- Mentored beginning teachers and ran professional development seminars on Everyday Math and the Guided Reading Curriculum
- Coached girls' basketball and the Science Olympiad team
- ISTEP passing rate of 100% in reading and 95% in math and science in spring 2010
- Received several grants and ran a successful fundraiser

September 2004 – June 2008

Wendell Smith Elementary School, Chicago IL

- Taught 3rd grade, 4th grade, and a 3rd/4th split
- Organized annual "Family Read Night" and a "Poetry Café" for students and parents
- Mentored beginning teachers
- Member of the Committee to Improve Math Instruction
- Teacher representative to the Local School Council
- Coached girls' basketball

RELATED EXPERIENCE:

Consultant

McGraw-Hill

- Coach and train teachers and principals in the successful implementation of Everyday Math

Facilitator/Mentor to National Board Candidates

Nurturing Teacher Leadership Program

Instructor of Gifted Students

Summers 2002 – 2007

Texas State University Challenge Camp, San Marcos TX

- Planned and taught hands-on lessons in science, creative writing, and storytelling
- Was responsible for discipline and behavior management

Student Teacher

September – December 2002

Austin Independent School District, Austin TX

- Taught 3rd grade in an inclusion classroom
- Participated in a special cohort group whose goal was to incorporate technology into the teaching of other subject areas

SPECIAL ACCOMPLISHMENTS:**Concept Schools 2010****Teacher of the Year****National Board Certified Teacher****Math Differentiation Training Video**

My planning and implementation of differentiated instruction was chosen by the creators of the Everyday Math curriculum at the University of Chicago to be used for a training video. The video was filmed during a lesson in my classroom and included an interview with me about how to plan for differentiated instruction using Everyday Math.

EDUCATION:**Master of Education****Elementary Education 2002**

Texas State University, San Marcos, TX

- Additional specializations: Teaching the Gifted and Talented
- Integrating Technology

Bachelor of Arts**English and Psychology 1996**

Williams College, Williamstown, MA

PATRYCE J. MOORE

3831 Rue Verlaine Indianapolis, Indiana 46220
317-698-2718
pajmoore98@hotmail.com

EDUCATION

Indiana University-Purdue University of Indianapolis Indianapolis, IN
Master's degree in Social Work May 2004

Indiana University Bloomington, IN
Bachelor's degree in Social Work May 2002

Broad Ripple High School Indianapolis, IN
Diploma May 1998

EXPERIENCE

Medical Social Worker Indianapolis, IN
Wishard Health Services-Grassy Creek Health Center Oct. 2011-present

- Advocate for patients within the hospital system
- Refer to appropriate resources
- Initial Assessments
- Utilize community resources

Great Beginnings Prenatal Care Coordination Indianapolis, IN
Wishard Health Services May 2004-Oct.2011

- *Prenatal care coordinator*
- Provided home visits and initial assessments to pregnant women.
- Assisted in developing individualized care plans.
- Provided therapeutic short-term counseling.
- Completed documentation in a timely manner.

Stamp Out Syphilis Program Indianapolis, IN
Marion County Health Department Sept. 2003- Jan. 2004
Outreach Worker

- Provided outreach services to communities in Marion County.
- Provided education materials during community health fairs and events.

Indiana University School of Social Work Indianapolis, IN
Research Assistant Oct. 2002-May 2003

- Kept professors informed of current and developing research policies and statistics.

RELATED EXPERIENCE

Indiana University School of Nursing MOM Project

Indianapolis, IN
Aug. 2003- May 2004

Support counselor, MSW Intern

- Provided individual and family counseling to prenatal and postnatal high risk families.
- Facilitated parenting groups.
- Organized clients files, institutional paperwork and developed consent forms.
- Referred families to appropriate agencies.

Midtown Youth 2 Adult Mental Health Services

Indianapolis, IN
Jan. 2003-May 2003

Midtown Mental Health Counselor, MSW Intern

- Assisted clients with meeting goals/objectives of treatment plans.

PROFESSIONAL AFFILIATIONS

Member-Indiana Breastfeeding Coalition of Marion County (2008-present)

Board Member-Say Y.E.S Inc. (2007-present)

Trainer-Community Based Doula Program (2006-present)

Member-Indiana Black Breastfeeding Coalition (2006-present)

Member-Indiana Healthy Baby Consortium (2004-present)

SPECIAL SKILLS

Work well independently and as a team player

Compassionate and keen interest in individual care and well being

Good interpersonal and communication skills

David K. Jones

Objective

To work in a challenging marketing position.

Professional experience

2006 - Present SAIC Indianapolis, Indiana **Software Engineer**

- Design embedded C software for weapon simulation test sets used on Military aircrafts. These test sets are used to verify aircraft wiring and functionality prior to weapon loading.
- Develop in-house aircraft simulation software using embedded C, which reduces the time and costs associated with conducting on-site integration/regression trips.
- Responsible for on-site software integration and regression testing of weapon simulation test sets at various Military bases.
- Create test procedures used by Military personnel to operate weapon simulation test sets.
- Provide technical support and training to Military clients on the operation and functionality of weapon simulation test sets.
- Responsible for compiling and delivering software integration presentations during test readiness reviews.

2003 - 2009 Starting 5 Entertainment Indianapolis, Indiana **Founder**

- Responsible for marketing and promoting monthly events, which resulted in a 40% average increase in event attendance.
- Negotiate and built relationships with local businesses to acquire event sponsorship.
- Assist in the design and maintenance of company website.

1999 - 2006 Delphi Kokomo, Indiana **Software Engineer**

- Team Lead of the Software Manufacturing Test group. Responsible for tracking and producing weekly and monthly status reports.
- Developed RAM download routines used during end of line testing to verify powertrain hardware prior to assembly plant delivery.
- Tested embedded C and assembly language code through the use of regression test and bench verification.
- Developed and executed Functional Test Procedures.
- Utilized serial data tools, logic analyzer and oscilloscope to debug software.
- Provided on site support at vehicle assembly plants. Led effort to re-

program over 4,800 vehicles prior to dealership delivery avoiding the need for a recall.

- Trained off site employees. These efforts led to the opening of satellite test centers in Lafayette, IN and Juarez, Mexico.

Education

Masters of Business Administration – Management

2004 - 2006 Indiana Wesleyan University Marion, Indiana

- G.P.A: **3.9/4.0**
- Class Representative.

Bachelors of Arts – Computer Science

1995 - 1999 William Penn University Oskaloosa, Iowa

- G.P.A: **3.0/4.0**

Skills

- Assembly, C, Visual C++, Visual BASIC, HTML programming languages.
- 68HC08, 68HC12, HCS12, 68300 Motorola microprocessors.
- Oscilloscope, logic analyzer, debugger, serial data test tools.
- Microsoft Office - Word, Excel, PowerPoint, Project, Outlook, Visio.

Accreditations

- Dale Carnegie graduate.
- Team Captain for the William Penn University basketball team.
- Member of the 2007 Relay for Life Committee.
- A.A.U Basketball Coach.

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(317) 358-6077
aaron.jefferson@att.net

The Promise Academy Board Treasurer
Aaron Maurice Jefferson

Education: Indiana Wesleyan University, Indianapolis, IN
Secondary Mathematics Teaching Certificate, May 2008

Indiana University, Kelley School of Business
Master of Business Administration, May 2002

Rose-Hulman Institute of Technology, Terre Haute, IN

Bachelor of Science Degree, Electrical Engineering, May 1998

Experience: **Student Teacher – MS/HS Mathematics Teaching**

Macanoquah Middle School (7th Grade Algebra) – Bunker Hill, IN **April**
2007 – June 2007

Warren Central High School (10th Grade Geometry) – Indianapolis, IN **Sept.**
2007 – Dec. 2007

Engineering – Delphi Corporation

Kokomo, IN

Power Electronics Start Center Technical Leader **Jan**
2005 – Present

- Lead business pursuit activity for inverters/converters for OEMs
- Lead quoting activity in support of business pursuit
- Work with advanced and product engineering groups to develop synergy between the groups
- Develop start center processes and streamline design and costing activity
- Lead customer communication and development of technical review material

Electrical Engineering Group Manager – Kokomo, Indiana **March**
2005 – Jan 2011

- Manage Electrical Engineers for Active Safety Product Line
- Lead and drive closure of technology issues within the product line
- Act as Pb-free lead for occupant sensing engineering group
- Mentor design engineers to increase EE design knowledge-base
- Manage team to ensure engineers understand and follow Electrical Hardware Design Processes
- Conduct performance evaluations of electrical engineers
- Review and approve electrical engineering salaried time entry
- Lead electrical continuous design improvements/cost savings efforts
- Act as Occupant Sensing representative on Lean Council Engineering Staff

Electrical Design Team Leader – Juarez, Mexico **July**
2002 – March 2005

- Successfully transferred all PODS programs from Kokomo to MTC
- Led the development of EE Technical training course for MTC
- Lead EE Start Center activities when quoting new PODS business
- Mentor design engineers to increase EE design knowledge-base at MTC
- Lead team in Electrical Hardware Design Processes
- Conduct performance evaluations of Mexican Nationals
- Develop PODS-specific training for engineers of all disciplines
- Implement continuous design improvements/cost savings ideas
- Lead EE Ford Gen 3 program team activities

Electrical Design Engineer – Passive Occupant Detection **March**
2001 – July 2002

- Lead electrical designer for Ford, Chrysler, Mercedes programs
- Supervisor and Mentor to Kettering Coop Student
- Actively participated in quoting of future business
- Conducted peer design reviews and customer design reviews

Electrical Design Engineer –Antilock Braking/Suspension

June

1998 – March 2001

- Lead electrical designer for GM and Korea programs
- Assisted PC&L with parts procurement for builds
- Conducted peer design reviews and customer design reviews
- Participated in SDM Value Stream Workshop
- Participated in PODS Cost Reduction Workshops
- Participated in Suspension Start Center Quoting Process
- Trained Korean engineers on ABS designs

Skills/ Bilingual (Spanish), Greenbelt/Robust Engineering; FMEA, Fishbone Analysis, Delphi Problem Solving

Interests: Center for Leadership Development (CLD) Facilitator – SAT Preparation; Mathematics tutor; Project Impact – Mentoring Troubled Teenage Boys

References: Kip Gorbali; Jerry Meredith; Brad McManus; Janus Gaerte

The Promise Academy Board Member

MARY CAROL MATERN
7215 South, 600 West
Pendleton, Indiana 46064
Home (765) 778-2042 Work (317) 278-1110

EDUCATION

Doctoral Student in Literacy, Culture and Language, Indiana University, 2009
Doctoral Candidate in Language Education, Indiana University, 2008
Seminar in Multiliteracies, IUPUI, Spring 2008
License Renewal, IUPUI, Fall 2005
Masters in School Administration, Experiential Program for Preparing School Principals, Butler University, January 2001 to December 2002
Reading Recovery training, Purdue University, Anderson Community Schools, Anderson, IN. 1999-2000
National Board for Professional Teaching Standards, Certified, Middle Childhood Generalist, 1999
Master of Science, Ball State University, Elementary Education, 1980
Certification in the field of learning disabilities, Ball State University, 1977
Bachelor of Science, Ball State University, Elementary Education, 1974

WORK EXPERIENCE:

Clinical Faculty and Partnership School Coordinator, IU School of Education, Indianapolis, Indiana 2002-present

Teach Reading Methods E340

Teach Language Arts for Young Children E345

Teach Curriculum and Assessment J500

Teach Diversity and Learning M320

Teach Methods for Teaching Students with Special Needs K307

Teach Seminar Three: Collaboration

Teach Seminar Four: Assessment and Curriculum

Support interns during field experience

Work collaboratively with team partners

Coach interns during student teaching experience

Create action plan for generating organized clusters of schools

Meet and explain program to central office administrators

Schedule and prepare for school visits

Generate talking points for school visits

Meet with Chair of Teacher Education for updates and planning

Share at faculty meetings progress of school partnerships

Support faculty liaisons between public school and university
Listen to concerns and ideas of all stakeholders
Place interns in student teaching positions
Hire and evaluate University Coaches
Supervise and collaborate with University Coaches of student teachers

Coordinator of National Board Program for the Mayerson Academy

Cincinnati, Ohio

2003-2006

Continue to be informed on National Board changes
Organize and plan year long candidate support program
Grant writing
Recruit and support mentors for specific certificate areas
Read entries and offer constructive feedback to candidates
Support retake candidates
Write articles for Mayerson newsletter as requested.

Assistant Principal, Robinson Elementary School, Anderson Community Schools, Anderson, Indiana

2001-2002

Supervise students in all areas of the building
Observe, evaluate, and conference with classroom teachers
Model and demonstrate current classroom practices
Accept student behavior referrals and assist in improving student choices
Write letters to staff and families
Participate on various committees, School Improvement Team
Collaborate with stakeholders in the writing of grants
Support student learning by analyzing and sharing data
Encourage teachers to read professionally by providing current literature
Listen to the concerns of all school community members
Seek advice from more knowledgeable others when appropriate

Reading Recovery teacher/Literacy Coach: The Learning Network

Robinson Elementary School, Anderson Community Schools, Anderson Indiana

1999-2001

Assess and evaluate first grade student's literacy skills

- Plan, write and teach individual, specific daily thirty-minute lessons based on careful evaluation of student assessment
- Communicate with families of eligible students
- Collaborate with colleagues on hard-to-accelerate students
- Video lessons for analysis by colleagues
- Participate in continuing contact for professional growth
- Schedule weekly classroom visits with eight teachers
- Work alongside classroom teachers during the daily 90-minute literacy block
- Study action plans of each teacher
- Support teachers in their literacy understandings
- Encourage teachers to challenge their literacy understandings
- Access professional resources to support best practice
- Dialogue with individual teachers based on their action plans and literacy lessons
- Organize and maintain resource room

Contribute to Title 1 grant writing, planning, and implementation

Serve on Improvement Management Team

Teacher, Anderson Community Schools,

1977-1999

Special Education Inclusion---Learning Disabilities

Participated on a three member team teaching arrangement with multiage intermediate students---

1991-99

Integrated curriculum through the reading/writing process

Mentored student teachers and new teachers

Scheduled and conducted annual case conferences

Wrote Individual Educational Programs for special education students

Coached instructional assistants in best practices

Conducted student/parent/teacher conferences

Taught self-contained learning disabilities class---

1978-91

Learning Disabilities Resource teacher—

1977-78

Adjunct Instructor, Anderson University, Anderson, IN 1994

1991-

Taught elementary math methods course

Coordinated classroom practicum in math

Teacher, St. Mary School, Rushville, IN

1974-1977

Taught fourth grade

Leadership Roles

Presenter/IPS Balanced Literacy

2010

Merit Review Committee	2010-2011
Mentor for interns not passing Benchmark II	2008-2010
Educational Consultant with Baker and Daniels	2007-2008
Block Coordinator meetings	
Peer Review, Clinical Faculty	2007
Mentor, New Clinical Faculty	
Nominee, Clinical Faculty Merit Review Committee	
Nominee, Clinical Faculty Co-chair	
Panelist, National Academy of the Sciences, on NBPTS,	2006
Teacher Education Leadership Committee, SOE, IUPUI,	2006
Professional Development Provider, Early Literacy, IPS,	2004 to 2006
Teaching and Learning Coach, Small School Initiative, IPS,	2005-2006
IU Bloomington Committee for Goal Two of Strategic Plan	2003-2004
P.L. 221 Committee Member for Sunnyside Elementary	2003 to present
Board Member, Indiana Essential Schools Network	2002-2003
Local Site Coordinator for Educational Research and Dissemination	1989-1992
Local Site Coordinator for Thinking Mathematics	1990-1992
Staff Development, Teacher Center, Anderson Community Schools,	1990-1991
Facilitator, Prime Time Camps, Department of Education	1992-1995
Facilitator, Re: Learning, Teaching and Learning Institute	1995-1996
Facilitator, Indiana Essential Schools Network,	1999-2000
Core Teacher, Site Based Management team, Robinson Elementary	1997-1999

Memberships

National Council of Teachers of English

Whole Language Umbrella

National Reading Recovery Council

National Reading Conference/Literacy Research Assoc.

Presentations

NCTE	2011
Pike Township Literocity Conference	2011
NRC/LRA	2010
WLU Conference, Indianapolis, IN	2010
Miami University Oxford, OH	2010
IACTE Fall Conference, Nashville, IN	2009
Indiana Teachers of Writing Indianapolis, IN	2007
NBPTS Conference, UIndy, Indianapolis, IN	2002
Fall Forum, CES, Albuquerque, NM	1996
Whole Language Conference, Charlotte, NC	1998
Spring Forum, IESN, Indianapolis, IN	1998, 2001, 2002

The Promise Academy Board Member

Adrianne L. Slash

1250 Fox Hill Drive Indianapolis, IN 46228 • 317-507-7902 (Mobile) • AdrianneLSlash@aol.com

High energy, results driven, born leader with extensive volunteer management experience and passion for community

Work Experience

Girls Inc. of Greater Indianapolis

Indianapolis, IN

October 2010-Present

Program Support Coordinator, West Indianapolis and Hendricks County

- Plan and coordinate outreach programs with 20-30 partners
- Develop and implement strategies for managing 30 volunteer facilitators quarterly
- Plan and design program curriculum
- Solicit, build and maintain superior relationships with new and existing partners

United Way of Central Indiana

Indianapolis, IN

January 2009-October 2010

Associate, Tocqueville Society

- Plan and coordinate all major donor events
- Provide project management of Tocqueville Society touch point programs
- Relationship management of more than 300 donors who give \$10,000 and above annually
- Research and identify prospective and current donors
- Create and prepare direct mail and other marketing materials

April- December 2008

ReadUP Volunteer Manager

- Developed, implemented and executed a recruitment plan with a goal of 1,000 volunteers for the ReadUP tutoring program
- Presented persuasive recruitment speeches 2-4 times weekly to audiences ranging from 10-200 individuals for 10-30 minutes
- Convened volunteer recruitment meetings with key stakeholders Planned 15-20 training sessions for new tutors
- Updated, as needed, volunteer application materials
- Developed and maintained strong relationships with constituents internally and externally
- Maintained ReadUP website

January –April 2008

Project Manager, Success By 6

- Oversaw and organize the day-to-day operations of Imagination Library
- Managed the transition of Imagination Library to the Early Readers Club home library program
- Re-enrolled 19,000 participants and recruited new participants
- Carried out the communications, marketing plan
- Established protocols and procedures as the new program for efficient program implementation
- Communicated with community partners regarding the new program
- Coordinated volunteers to assist in launching the new program

November 2007-January 2008

Donor Coordinator, United Christmas Service, United Way of Central Indiana

- Successfully matched 840 donor groups with 1,383 families in need in two (2) months
- Coordinated all activity within the Donor Program
- Managed the requests of donor groups with the needs of applicant families
- Oversaw and supervised staff of three (3)
- Managed a large amount of incoming email, snail mail and telephone requests
- Served as a problem solver and liaison for donors and caseworkers

First Baptist Church North, Indianapolis

Indianapolis, IN

June-August 2007

- Assistant Director, Summer Enrichment Program,**
- Coordinated and planned events/outings

Developed educational and cultural programs
Supervised children some accounting and other special projects as assigned

Indiana Republican State Committee

Indianapolis, IN

January-June 2007

Executive Assistant and Volunteer Coordinator,

Planned and coordinated large scale meetings and events
Used discretion and professionalism in correspondence for highly confidential customer relations
Recruited Volunteers and managed them in a goal/deadline driven setting
Executed various special projects as assigned

September-December 2006

Intern, Campaign to Re-Elect Carl Brizzi, Marion County Prosecutor
Volunteer Recruitment, 900+ Volunteers (September-November)
Cold call telemarketing
Collected, Entered and managed data
Executed various special projects as assigned

Hampton University

Hampton, VA

March- November 2005

Personal/Production Assistant, Department of Media Production

Planned large scale events (including large concerts)
Coordinated pre and post production of live and recorded media
Supervised subordinates, prepared and prioritized of daily task lists

Education

Hampton University, Hampton ,VA College of Liberal Arts and Sciences
Bachelor of Arts, Political Science
North Central High School, Indianapolis, IN

Community Involvement

Junior League of Indianapolis
Kids in the Kitchen Co-Chair 2010-2011
United Way of Central Indiana, Diversity Volunteer Recognition Breakfast Committee
Logistics Chair 2009, 2010
Co-Chair 2011, 2012
First Baptist Church North Indianapolis, homeless feeding program
Alpha Kappa Alpha Sorority, Inc., Member

Mr. Jukobie William Russell
3251 North Broadway
Indianapolis, Indiana 46205

(317) 446-7588
jukobie7873@hotmail.com

Education

Kentucky State University – Bachelors Degree– Elementary Education (Behavioral and Social Sciences minor) – 1995-1999

- January 2011-February 2012, **Goodwill Industries**, Indianapolis, Indiana

Program Manager—I effectively managed the overall operations of the ***Day Reporting*** program, including developing design and structure for all aspects of programs and continuously monitoring operations. I established and maintained collaborative relationships with judges, probation department, and community providers to ensure successful program outcomes. I assessed and revised as deemed necessary all service delivery components to ensure that all components are of high quality, all program outcomes are met and that the needs of the consumers were met. I developed and maintained tracking tools to ensure that program outcomes were met. I assisted in creating market awareness of the population for work experience opportunities. I developed community provider relationships and educated community on the population. I developed and executed reward and consequence system to hold students accountable for classroom behavior. I monitored direct payments of money on behalf of participants. I ensure compliance with company policies/procedures and referral source specifications were met. I ensured billing was submitted timely and accurately. I reviewed case records to ensure that all participants were receiving quality services and that records were kept according to company policies/procedures and funding source regulations/specifications. I monitored program outcomes on a monthly basis for all aspect of services. I determined program changes based on results. I completed program reports as required by management, funders, partners, etc. I managed the program budget. I assisted team members through individual and group conferences in analyzing case problems and in improving their professional skills. I acted as a resource to program staff on social service needs of participants. I ensured all staff has appropriate tools to effectively perform their responsibilities which includes updated training manuals, reference guides, and best practices procedures. I managed community provider relationships in efforts to gain opportunities of support for program. I accepted other duties as assigned. Recidivism was reduced by 40% during my tenure.

- October 2005-January2011, **Fathers and Families Center (FFC)**, Indianapolis, Indiana

Parenting and Outreach Specialist-- I was responsible for teaching sixteen week courses titled ***Adult Roles and Responsibilities*** to incarcerated youth at the Indiana Juvenile Correctional Facility. I was also responsible for teaching Parenting Tips and R.E.A.P. (designed by me) during our five-week course to fathers at FFC, aiding, recruiting, and marketing for our ***It Takes Two!*** program, aiding my supervisor and agency in many different capacities including but not limited to monthly reports, data recording and reporting, grant writing, recruitment and retention,

event planning and management (including budgets), representing our company at community events, maintaining already established as well as developing positive community relationships, creating participant vouchers, and Chairperson of Health and Wellness committee. My duties further extended to serving as the lead case manager for our Apollo 13 ex-offender re-entry program where I am responsible for oversight of all aspects of the program (including payment points, monthly billing, procedure development, and providing services) and the participants it serves. In addition, my responsibilities included working directly with Family Development Services and Head Start where I aid in recruitment, retention, planning and performing fatherhood workshops, event development, planning, and management, and I served on the Family Development Services Community Advisory Board. I also designed and facilitated Fatherhood 101 Classes for Volunteers of America and Circle City Fatherhood Coalition.

- October 2005-November 2007, **Shalom Health Care Incorporated**, Indianapolis, Indiana

Parenting and Outreach Specialist--I was responsible for developing curriculum and teaching parenting and life skills to teenaged fathers at Northwest High School. I held weekly group training sessions as well as daily private sessions for young fathers that include but were not limited to such topics as parenting, social responsibility, job readiness and placement, and tutoring. Sometimes guest speakers that I would recruit handled these topics. In addition, I served as the students' advocate and mentor when they had legal and school adversities. I also helped provide services to the teenaged mothers when appropriate.

- August 2004-June 2005, **Andrew J. Brown Academy**, Indianapolis, Indiana

Paraprofessional--I was responsible for assisting with all aspects of the school. I had very few limits of responsibility.

- August 2003-March 2004, **Skiles Test Elementary**, Indianapolis, Indiana

Special Education/Instructional Assistant--I was responsible for co-teaching behavioral special education students as well as ensuring classroom safety and proper management. I was also in charge of the Fifth Grade I.S.T.E.P. remediation program.

- August 2002-June 2003, **Advantage Academy**, Detroit, MI

Fifth Grade Educator/Coach--Daily implementation of various curriculum, monitoring student progress, science fair chairperson, ensuring safe dismissal, Head Basketball Coach (Girls and Boys summer) and program implementer (including fund raising and fiscal management of program), tutoring, lunch room supervision, and in charge of ninety percent (90%) of all fund raisers (finding products and marketing them to customers).

- August 2000-June 2002, **Edison YMCA-SLA**, Detroit, MI

Third Grade Educator/Coach--Daily implementation of various curriculums, monitoring student progress, ensuring safe dismissal, coaching and athletic program implementation (including fund raising and fiscal management of program), tutoring, lunchroom monitoring, Cub Scout Leader, and I am a founding and active member of M.E.N. I also trained other staff members on new curriculum.

- **Manhood Incorporated** Summer1999-Fall 2001

Director-- Responsible for supervision of employees and students, all daily activities, discipline of students, ensuring that curriculum was carried out as designed, marketing program to local agencies, and recruitment of participants and employee. I also assisted with payroll and planned the end of the year celebration/graduation events.

- August 1999-June 2000, **Academy of Detroit Schools**, Detroit, MI

First Grade Homeroom Teacher--I was responsible for maintaining a home base classroom and teaching mathematics to five first grade classes.

Ivan Douglas Hicks, B.A., M.Div., Ph.D.

9517 Moorings Boulevard

Indianapolis, Indiana 46256

Ivandouglashicks@aol.com

Ivan Douglas Hicks has served as the Senior Minister of the historic First Baptist Church North Indianapolis, Indiana since April of 1999. Prior to responding to this call to move to Indianapolis, Pastor Hicks assisted his father, Dr. H. Beecher Hicks, Jr. at Metropolitan Baptist Church in Washington, D.C. and Congressman William H. Gray III at the Bright Hope Baptist Church in Philadelphia, Pennsylvania. In August of 2003, Dr. Hicks was awarded the Doctor of Philosophy Degree in African American Studies from Temple University in Philadelphia, Pennsylvania. Renowned afrocentric scholar, Molefi Kete Asante provided mentorship to Dr. Hicks in his course work and dissertation preparation. "Centering African American Religion: Toward an Afrocentric Analysis" is the publication that is the result of Dr. Hicks' terminal matriculation. In 2004 Dr. Hicks returned to his alma mater, United Theological Seminary and has held many positions of leadership including Associate Dean for African American Studies and President's Liaison for Institutional Advancement. In July of 2010, Dr. Hicks assumed the position of Associate Vice-President for Development at United Theological Seminary.

Professional Experience and Achievements

Academic Administration

In 2004 Dr. Hicks began as Adjunct Faculty at United Theological Seminary in Dayton, Ohio as a professor in the Doctoral Studies Program. Now teaching on both the Doctoral and Master's levels, he is a Fully Affiliated Professor of Homiletics and African American Studies and beginning in December of 2006 assumed the position of Associate Dean for African American Studies. Dr. Hicks has led 16 students in the development of doctoral dissertations and the completion of the Doctor of Ministry and is currently assigned to 9 students as they matriculated the doctoral program at United as well. Dean Hicks created the Gardner Calvin Taylor Scholars Program and now works to ensure its continued growth. This program heavily utilizes technology for instruction and for student coaching and evaluation.

Other capacities Dr. Hicks has served include the President's Liaison for Institutional Advancement and Associate Vice President for Development at United Theological Seminary.

Pastoral Administration

Since 1999 Ivan Douglas Hicks has served as Senior Minister of the First Baptist Church North Indianapolis. During his tenure membership and revenues have more than doubled. This 125-year old, “social service hub” located in the heart of the inner city of Indianapolis, Indiana has in the last ten years expanded their ministries to include a feeding program, deaf ministry, prison ministry, liturgical dance ministry and praise team, to name a few.

Under the Hicks administration salaried and lay staff positions have increased and a designed capital campaign has led to the renovation of the Dr. James R. Bradley Educational Building while land surrounding the current campus has been aggressively and strategically purchased. The church constitution was rewritten a part of one of three constructive strategic planning initiatives coordinated by Pastor Hicks.

Resources have been secured to support specific social service initiatives of the First Baptist Church from the Lilly Endowment, the Indianapolis Center for Congregations, the Indianapolis Foundation and other philanthropic entities and individuals. Some of the greatest preachers and personalities in the nation have graced the First Baptist pulpit in recent years, including Gardner Calvin Taylor, Congressman Harold Ford, Congressman William H. Gray, III, Congressman Floyd Flake, Dr. Charles Edward Booth, and Dr. Joel Gregory.

Consultation and Collaboration

In late 1997, Ivan Douglas Hicks was recruited by John Wimmer to serve as a resource consultant for the Indianapolis Center for Congregations. At this organization, established through the Alban Institute by the Lilly Endowment, Hicks served as a consultant, working on specific development initiatives with and for Indianapolis churches, synagogues and other faith organizations, both in Indianapolis and Fort Wayne, Indiana. Small grants were administered by Hicks to support given projects that ranged from \$7,500 to \$45,000 dollars. Additionally, Ivan Douglas Hicks has done project evaluations for the Lilly Endowment and is a well sought after facilitator, consultant, and lecturer on topics ranging from Cultural Theology to Leadership Development.

Selected Affiliations

Indianapolis Urban League

Ivan Douglas Hicks recently stepped down from the board of the Indianapolis Urban League having served the maximum two consecutive three-year terms. Now active on the advisory board past contributions include service on the personnel committee and liaison between the Board and the Urban League Young Professionals (ULYP), a new program of the League that was established utilizing the experience Hicks brought from involvement with ULYP chapters in the cities of Washington, D.C. and Philadelphia, Pennsylvania.

The United Negro College Fund

As chair of the Indianapolis Church Campaign and the Major Gifts Committee for the Indianapolis branch of the United Negro College Fund, Hicks has raised enough money each year to receive the dollar for dollar match provided by the Lilly Endowment. Contributions from churches and other philanthropic entities have been secured in consistently increasing numbers over the last few years, to help boost the Indianapolis area beyond record-breaking goals.

Indianapolis Hunger Initiative

After serving as the Co-chair of Celebration of Hope for 5 years, in 2008 this organization voted to move in a different direction and with the leadership of Dr. Hicks began the Indianapolis Hunger Initiative that is tasked with responding to hunger needs both locally and globally. Dr. David Miner, Chairman of the Board of Bread for the World was chosen to serve as the first Executive Director of this organization. Additionally, Hicks serves on the Blue Ribbon Committee of the local Gleaners Food Bank.

The IUPUI School for Philanthropy: Certificate in Fund Raising Management

Dr. Hicks is currently matriculating the The Fund Raising School (IFRS) at Indiana University Purdue University Indianapolis Campus which promotes the highest standards in professional fundraising and the body of knowledge informing the philanthropic tradition. This certificate recognizes and rewards a commitment to fundraising leadership through courses offered which include Developing Annual Sustainability, Developing Major Gifts, Managing the Capital Campaign, Planned Giving: Getting the Proper Start, Interpersonal Communication for Fundraising and Principles & Techniques of Fundraising.

Education

Doctor of Philosophy

Temple University
Philadelphia, Pennsylvania

2003

Ivan Douglas Hicks completed his three-year residency at the Temple School in two years while working full-time. Upon completing his coursework in May of 1997, comprehensive examinations were taken and the language requirement was satisfied during the next academic years. After 5 years of writing and life experience Dr. Hicks earned his Ph.D. in African American Studies in September of 2003. "Centering African American Religion: Toward an Afrocentric Analysis" is the publication that accompanies the completion of this terminal degree.

Master of Divinity

United Theological Seminary
Dayton, Ohio
1994

Rev. Hicks graduated from the United Theological Seminary in Dayton, Ohio where he received a Master of Divinity Degree in 1994. The recipient of the Dr. Martin Luther King Scholarship and a Teaching Assistantship, while on campus, Rev. Hicks served as the Seminary's liaison to the Dayton community and produced a Radio Show for the President of the Seminary, Dr. Daryl Ward, called Black Impact. During the completion of this degree Hicks served as the Minister to Youth and Men at Mt. Olivet Baptist Church in Columbus, Ohio.

Bachelor of Science

Morehouse College
Atlanta, Georgia
1991

Pastor Hicks is also a proud alum of Morehouse College in Atlanta, Georgia where he was a campus leader and community organizer. He founded the Morehouse Mentoring Program and toward the end of his collegiate matriculation, Ivan Douglas was elected and remains the President of the Morehouse Class of 1991.

The Leona Group, L.L.C.

Job Description

Job Title: School Leader
Department: School
FLSA Status: Exempt
Revised: January 10, 2007
SUMMARY

Provide on-site educational leadership and managerial expertise necessary to accomplish the specified educational goals and to assure the overall success of the academic program.

ESSENTIAL DUTIES AND RESPONSIBILITIES include the following. Other duties may be assigned.

- Ensure that all aspects of operations comply with state laws and regulations, as well as with academy contracts and policies.
- Coordinate development of, and maintain, any written educational plan required by law and consistent with the educational goals adopted by the board.
- Ensure proper implementation of the school-wide instructional plan and adherence to state and federal Adequate Yearly Progress (AYP) requirements.
- Strive to increase the efficient use of resources in the daily operations of the school.
- Articulate to the entire staff, board, student body, parents and community, the vision, mission and strategies that help achieve the defined educational goals and objectives.
- Continually monitor/supervise the progress of the staff and coordinate professional development opportunities on a regular basis.
- Assign staff to achieve the maximum benefit toward attainment of educational goals.
- Evaluate the progress of the professional and support staff toward the attainment of educational goals.
- Recommend changes in instructional or staffing patterns based on the analysis of staff and program progress.
- Establish and maintain a positive working relationship with the staff, student body, parents and community.
- Remain abreast of local, state and national issues/mandates that may affect the Academy.
- Maintain effective communication with supervisor and other company personnel in fulfilling managerial oversight responsibilities. Seek counsel and direction as needed to perform at a high level.

REQUIRED QUALIFICATIONS

- High level of ability to communicate, by action, demeanor, and relationships with others, the school's mission and vision; ability to persuade key audiences; able to engage staff to deliver the same core messages and to motivate them to do the same.
- A master's degree or higher in administration, curriculum/instruction or an academic area desired, providing expertise in curriculum development, leadership, and program oversight. Bachelor's degree required.
- 3-5 years administrative or supervisory experience, demonstrating a high level of skill in supervising a staff, effectively training, delegating and coaching for high performance.
- A high level of initiative and the ability to manage short- and long-term projects and initiatives; able to use technology and other tools effectively to utilize information, communicate, and manage projects. Adequate understanding of school finances preferred, to effectively manage the academy budget in conjunction with other departments and with the academy board.

- Evidence of successful experience in employee/parent relations. Excellent ability to: reach out to diverse elements of the school, local, and Leona community; form and sustain positive relationships; and promote the school to prospective parents and community partners.
- Ability to create and nurture an effective academy leadership team, encompassing administration, curriculum, support services, and all other key areas.
- Excellent analytical skills; able to absorb, synthesize and respond to data from multiple diverse sources; able to implement sound data analysis practices throughout the school for the purpose of continuous improvement.
- State teacher certification desired, along with successful teaching experience; or other equivalent experience providing the skills and knowledge necessary for school leadership.

The Promise Academy School Leader
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Daria Parham

5118 Whisenand Dr.
Indianapolis, IN 46254
Email: parhamd@ips.k12.in.us

Dedicated, resourceful, and enthusiastic educator with a genuine interest in children's learning. I am committed to teaching my students using best practices to meet their academic needs. I am Involved in many components of an educational environment including technology, mentoring students, and parent/community involvement.

Education

May 2009	Administrator Licensure Program Indiana Wesleyan University
December 2007	Master of Education Degree, Indiana Wesleyan University
December 2003	Bachelors of Science degree in Elementary Education, Indiana University Bloomington, IN

Professional Experience

Indianapolis Public Schools-Theodore Potter School #74, Teacher 01/04-Present

Indianapolis Teaching Fellows-Cooperating Teacher

Summer 2009

- Support and guide the Teaching Fellow so that the Fellow had multiple opportunities to observe my teaching, work with student cooperative learning groups and teach lessons from the summer school curriculum.

Indianapolis Teaching Fellows-Transitional Coach

Fall 2009

- Observed assigned Fellow for a minimum of five hours, I prepared for and lead a minimum of ten hours of debrief conversations and planning sessions, and commit to a minimum of four hours of follow-up communication via phone and email.
- Met with the Teaching Fellows to review Instructional Design and Delivery, as well as Classroom Management and Culture.
- Consistently incorporated student work, organizational tools, school-specific curriculum and other artifacts from my own classroom to provide the Fellows with specific tools to make Teaching for Student Achievement a reality.
- Communicated with ITF staff and Marian University supervisors on a weekly basis about Fellows' progress toward goals.
- Documented and reported Fellows' progress in meeting goals on an ongoing basis, at the mid point of the intervention cycle and formally at the end of the intervention cycle.

Summer Advantage-Academic Teacher
Summer 2011

Professional Development

- ❖ Writer's Workshop through Indiana Writer's Partnership
- ❖ Literacy: Reading Comprehension Strategies
- ❖ Teach First Professional Development
- ❖ Indiana State University RTI Academy
- ❖ TESA Training
- ❖ IEA Association Representative Training
- ❖ The Crisis Prevention Institute (CPI) Training

Leadership Responsibilities

- ❖ Curriculum Mapping Lead Teacher
- ❖ Building Math Lead Teacher
- ❖ Response to Intervention (RTI) Team
- ❖ Site Based Decision Making Co-Chairperson
- ❖ IEA Association Representative
- ❖ Gifted & Talented Program Lead Teacher
- ❖ Lead Teacher during Principal Absences

References

Donielle Johnson
Teacher: Central Elementary
School
MSD Pike Township
317-435-6056

Christina Shaul
Magnet Director
Indianapolis Public Schools
317-226-4670

Arthur Hinton
Assistant Principal
Abraham Lincoln Elementary
MSD Perry Township
317-925-6653

La Meca Knight
Inclusion Teacher
Theodore Potter Foreign Language Magnet
Indianapolis Public Schools
812-369-7205

The Leona Group, LLC

Job Description

Division/Department: Academic Support
Location: The Promise Academy
Job Title: Instructional Coach
Reports To: School Leader

Summary

Assist the School Leader in improving the quality of instruction at the Academy at an aggregate level as well as at the classroom and student level. Supports teachers in planning and delivering high-quality instruction by giving feedback, sharing best practices, and providing resources. Provide data to the School Leader to support effective assessment and training. May assist the Leader in planning and facilitating teacher collaboration and professional learning communities.

Essential Duties and Responsibilities

Develop, with the collaboration of the teacher, clear, realistic and important instructional goals, professional development goals that are standards based and reflect the individual needs of the teacher.

Guide, teach, influence, and support teachers in planning and delivering high quality instruction in the classroom through reflection, collaboration, and shared inquiry. Observe teachers and review lesson plans and other teacher-generated documents, and give constructive feedback for improvement.

Share methods, materials, and other resources through modeling and other best practices to enhance teacher effectiveness.

Provide meaningful, timely feedback to teachers on ways to improve teaching skills.

Monitor the implementation of teaching and learning processes in classrooms.

Research instructional resources that best benefit the individual classroom teacher.

Employ coaching processes that foster increased autonomy in direction and responsibility.

Provide guidance with educational programs while incorporating effective processes to achieve desired programmatic goals.

Impart a repertoire of teaching methods, intervention strategies, and alternative modalities of learning that affect student achievement.

Facilitate reflective thinking and self-advocacy by being a neutral and active listener.

Advocate on behalf of the students to ensure quality of education for all and to accomplish the school's educational goals.

Promote on behalf of the classroom teacher, with the school administration, suitable professional development.

Determine the appropriate research-based resources necessary to improve the instructional abilities and skills of the individual teacher.

Maintain consistent communication with the School Leader to share data, thoughts and observations and to celebrate successes and troubleshoot program issues.

Other duties as assigned.

Required Qualifications

Superior teaching skills, as acquired through a current teaching certificate/license, 3-5 years of teaching experience, and demonstrated success in teaching as evidenced by student assessment data and other evidence.

Ability to effectively share information and skills regarding data, curriculum, instruction, and assessment with school staff using a variety of coaching processes, e.g., verbal explanation, modeling, co-teaching, observing, conducting study groups, and other forms of professional development, as acquired through prior experience as a lead teacher, instructional coach, consultant, or comparable role.

Ability to conduct classroom walkthroughs and observations for the purpose of identifying areas of strengths, weaknesses and professional development needs of the classroom teacher.

Ability to create and maintain positive and supportive relationships with the principal and school staff.

Ability to recognize the need for and knowledge of how to train staff to map and align the curriculum.

Knowledge of how to disaggregate student data for instructional planning.

Ability to develop and implement differentiated instructional methods that correspond to specific student needs.

Knowledge of how to select appropriate instructional practices for various student groups.

Understanding of how to appropriately use diagnostic tools and formative assessments to determine appropriate instruction. Familiar with a variety of instruments, technology tools and other resources for assessing and enhancing student performance.

The Promise Academy Instructional Coach

Donielle Jones
8326 Picadilly Court
Indianapolis, IN 46256
doljohns@yahoo.com
(317) 435-6056

Education

December 2007	Administrator Licensure Program Indiana Wesleyan University
May 2005	Master of Education Degree, Indiana Wesleyan University
May 2002	Bachelors of Science degree in Elementary Education, Indiana University Purdue University of Indianapolis

Professional Experience

07/02 -Present	Central Elementary School – MSD Pike Township Grade 3 Teacher
Summers '03 – '07	Summer School – MSD Pike Township Lead Teacher

Professional Development

- ❖ Writer's Workshop through Indiana Writer's Partnership
- ❖ Literacy: Lucy Calkins Reader's and Writer's Workshop
- ❖ C.L.A.S.S. Workshops
- ❖ Math and Science Cohort
- ❖ Creating Multiple Intelligence lessons for all learners
- ❖ Brain – Based Learning techniques
- ❖ Inquiry Workshops
- ❖ Inquiry based AYP Models

Leadership Responsibilities

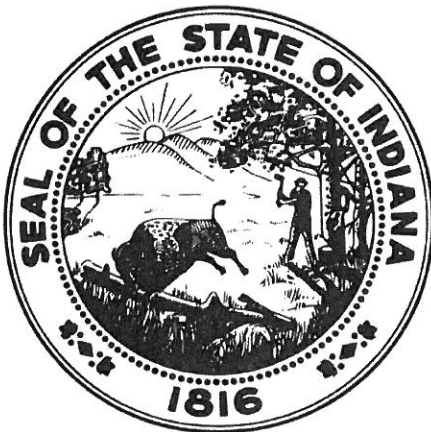
- ❖ Standards Based Education Team Leader
- ❖ Positive Behavior Support Lead Teacher
- ❖ Grade Level Team 3 Leader
- ❖ NWEA Data Coach
- ❖ Facilitator of Numerous Book Clubs throughout the year
- ❖ ICAN technology coach

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

**CERTIFICATE OF INCORPORATION
of
THE PROMISE ACADEMY INC.**

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, March 01, 2012.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, March 02, 2012

A handwritten signature in black ink, appearing to read "J. A. Bonnet".

JEROLD A. BONNET,
SECRETARY OF STATE

APPROVED AND FILED
JEROLD A. BONNET
INDIANA SECRETARY OF STATE
3/1/2012 9:28 PM

ARTICLES OF INCORPORATION

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

ARTICLE I - NAME AND PRINCIPAL OFFICE

THE PROMISE ACADEMY INC.

ARTICLE II - REGISTERED OFFICE AND AGENT

DARIA PARHAM
5118 WHISENAND DR, INDIANAPOLIS, IN 46254

ARTICLE III – INCORPORATORS

AYANA WILSON
3450 GARDEN GROVE DR, INDIANAPOLIS, IN 46214
Signature: AYANA WILSON

DARIA PARHAM
5118 WHISENAND DR, INDIANAPOLIS, IN 46254
Signature: DARIA PARHAM

ARTICLE IV – GENERAL INFORMATION

Effective Date: 3/1/2012

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

The purposes/nature of business

THE PURPOSE OF THIS CORPORATION IS ORGANIZED EXCLUSIVELY FOR CHARITABLE, RELIGIOUS, EDUCATIONAL, AND SCIENTIFIC PURPOSES, INCLUDING, FOR SUCH PURPOSES, THE MAKING OF DISTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.

Distribution of assets on dissolution or final liquidation

UPON THE DISSOLUTION OF THE CORPORATION, ASSETS SHALL BE DISTRIBUTED FOR ONE OR MORE EXEMPT PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR SHALL BE DISTRIBUTED TO THE FEDERAL GOVERNMENT, OR TO A STATE OR LOCAL GOVERNMENT, FOR A PUBLIC PURPOSE. ANY SUCH ASSETS NOT

SO DISPOSED OF SHALL BE DISPOSED OF BY A COURT OF COMPETENT JURISDICTION OF THE COUNTY IN WHICH 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 V

1. NO PART OF THE NET EARNINGS OF THE CORPORATION SHALL INURE TO THE BENEFIT OF, OR BE DISTRIBUTABLE TO ITS MEMBERS, TRUSTEES, OFFICERS, OR OTHER PRIVATE PERSONS, EXCEPT THAT THE CORPORATION SHALL BE AUTHORIZED AND EMPOWERED TO PAY REASONABLE COMPENSATION FOR SERVICES RENDERED AND TO MAKE PAYMENTS AND DISTRIBUTIONS IN FURTHERANCE OF THE PURPOSES SET FORTH IN ARTICLE THIRD HEREOF.
2. NO SUBSTANTIAL PART OF THE ACTIVITIES OF THE CORPORATION SHALL BE THE CARRYING ON OF PROPAGANDA, OR OTHERWISE ATTEMPTING TO INFLUENCE LEGISLATION, AND THE CORPORATION SHALL NOT PARTICIPATE IN, OR INTERVENE IN (INCLUDING THE PUBLISHING OR DISTRIBUTION OF STATEMENTS) ANY POLITICAL CAMPAIGN ON BEHALF OF OR IN OPPOSITION TO ANY CANDIDATE FOR PUBLIC OFFICE.
3. NOTWITHSTANDING ANY OTHER PROVISION OF THESE ARTICLES, THE CORPORATION SHALL NOT CARRY ON ANY OTHER ACTIVITIES NOT PERMITTED TO BE CARRIED ON (A) BY A CORPORATION EXEMPT FROM FEDERAL INCOME TAX UNDER SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE, OR (B) BY A CORPORATION, CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170(C)(2) OF THE INTERNAL REVENUE CODE, OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE.

**BYLAWS OF
THE PROMISE ACADEMY INC.**

1. General

1.1. Name. The name of the corporation is The Promise Academy Inc., an Indiana nonprofit corporation (the “Corporation”).

1.2. Initial Registered Office and Initial Registered Agent. The post office address of the Corporation’s initial registered office is 5118 Whisenand Dr., Indianapolis, Indiana 46254. The initial registered agent in charge of the initial registered office is Daria Parham.

1.3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July and end on the last day of June next succeeding.

1.4. Tax Status. Notwithstanding any other provision of these Bylaws, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future federal tax code, or (b) by a corporation, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or the corresponding section of any future federal tax code.

1.5. Dissolution. In the event of dissolution, the chapter shall, after payment of all liabilities, distribute any remaining assets to an organization or organizations, which at time, are exempt from taxation under section 501(c)(3) of the Internal Revenue Code.

2. Board of Directors

2.1. Directors.

2.1.1. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the “Articles”) and these Bylaws. The Board of Directors shall have the number of members, not less than seven (7) or another odd number, as designated by resolution of the Board of Directors from time to time. ***At all times all members of the Board of Directors shall be residents of the State of Indiana, and at least sixty percent (60%) of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.***

2.1.2. At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at a special meeting, the Board of Directors may elect a new director to replace a director whose term will expire, or has expired, and each such new director shall serve for a term of three (3) years, or such other period as prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. A director may serve no more than three (3) consecutive terms.

2.1.3. Following the expiration of a director's final term, at least one (1) year must elapse before he or she again may be elected to the Board of Directors.

2.1.4. In order to ensure continuity among the directors of the Corporation, the terms of the members of the Board of Directors may be staggered as deemed necessary.

2.2. Quorum and Approval of Actions. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

2.3. Regular Meetings. The Board of Directors may hold regular meetings, as fixed by these Bylaws or by resolution of the Board of Directors, for the purpose of transacting such business as properly may come before the Board of Directors.

2.4. Special Meetings. Notwithstanding the preceding Section 2.3, the Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) days' notice, as described in Section 2.6, upon call by the Chair or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

2.5. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code ("IC") section 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

2.6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting. Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

2.6.1. When received;

2.6.2. Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current records of the Corporation.

2.6.3. On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or

2.6.4. Thirty (30) days after the notice is deposited with another method of the United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

2.7. Waiver of Notice. Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

2.8. Action by Written Consent. Any action required or permitted to be taken at any meeting of the Board of Directors, or any committee thereof, may be taken without a meeting if a written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation's records reflecting the action taken. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described in this Section 8 shall have the effect of approval at a meeting and may be described as such in any document.

2.9. Resignation, Removal, and Vacancies.

2.9.1. Any director may resign at any time by giving written notice of such resignation to the Board of Directors, the Chair, or the Secretary of the Corporation. Such resignation shall take effect at the time specified therein, or if no time is specified, at the time of its receipt by the Board of Directors, the Chair, or the Secretary. The acceptance of a resignation shall not be necessary to make it effective.

2.9.2. A director may be removed for cause by a majority of the directors then in office. Cause shall include, but shall not be limited to:

2.9.2.1. Violations of applicable law, including (but not limited to):

2.9.2.1.1. Violations of the Indiana Charter School Law;
and

2.9.2.1.2. Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code").

2.9.2.2. Breach of fiduciary duty, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.

2.9.2.3. Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.

2.9.2.4. Inadequate attendance at meetings of the Board of Directors, defined as absence from three consecutive meetings or from at least fifty percent (50%) of such meetings within one (1) calendar year.

2.9.3. Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled by a majority of the directors then in office.

2.10. Educational Management Organizations. Should the Board of Directors elect to engage an educational management organization (“EMO”) to manage the operations of the charter school for which the Corporation is responsible (the “School”), no member of the Corporation’s Board of Directors may have any pecuniary interest in such EMO.

3. Officers

3.1. In General.

3.1.1. The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. An officer may not simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer’s successor is elected and qualified.

3.1.2. An officer shall be a member of the Board of Directors. Any officer may be removed by the Board of Directors at any time for cause as that term is defined herein in Section 2.9. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

3.2. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

3.3. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as

necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

3.4. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

3.5. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

4. Committees

4.1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

4.2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

5. Conflicts of Interest

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

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

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

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

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

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

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

6. Indemnification

6.1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 6.3) to have acted in good faith, in what he or she reasonably believed to be the best interests of the

Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Section 6.

6.2. Definitions.

6.2.1. As used in this Section 6, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

6.2.1.1. By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or

6.2.1.2. By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or

6.2.1.3. By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

6.2.2. As used in this Section 6, the terms "liability" and "expense" shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.

6.2.3. As used in this Section 6, the term "wholly successful" shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Section 6, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same, without any payment or promise made to induce a settlement.

6.3. Entitlement to Indemnification. Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the “referee”), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 6.1 and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee’s findings that are within the possession or control of the Corporation.

6.4. Relationship to Other Rights. The right of indemnification provided in this Section 6 shall be in addition to any rights to which any person may otherwise be entitled.

6.5. Extent of Indemnification. Irrespective of the provisions of this Section 6, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

6.6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

6.7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation’s liabilities and obligations under this Section 6 and insurance protecting the Corporation’s directors, officers, employees, agents, or other persons.

7. Contracts, Checks, Loans, Deposits and Gifts

7.1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

7.2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may

from time to time designate by resolution. Such designation may be general or confined to specific instances.

7.3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

7.4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

7.5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

8. Amendments. The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws must be approved in writing by the sponsor of the School (as the term "sponsor" is defined in IC 20-24-1-9) prior to the Board of Directors of the Corporation taking any action thereon.

Jones Sessler, Lesley

From: Daria Parham [daria.parham98@gmail.com]
Sent: Friday, April 06, 2012 11:04 AM
To: Jones Sessler, Lesley; Ayana Wilson
Subject: Fwd: FedEx Shipment 800139027284 Delivered

----- Forwarded message -----

From: <TrackingUpdates@emails.fedex.com>
Date: Fri, Apr 6, 2012 at 9:40 AM
Subject: FedEx Shipment 800139027284 Delivered
To: daria.parham98@gmail.com

[fedex.com](#) | [Ship](#) | [Track](#) | [Manage](#) | [Learn](#) | [Office/Print Services](#)

Your shipment has been delivered.

Tracking # [800139027284](#)

Thursday 4/5/2012

IND
US

Friday 4/6/2012

US

Shipment Facts

Our records indicate that the following shipment has been delivered:

Tracking number:	800139027284
Ship (P/U) date:	Apr 5, 2012
Delivery date:	Apr 6, 2012 9:16 AM
Sign for by:	K.SCHEIDT
Delivered to:	Shipping/Receiving
Service type:	FedEx Priority Overnight
Packaging type:	FedEx Pak
Number of pieces:	1
Weight:	1.00 lb.
Special handling/Services:	Deliver Weekday

This tracking update has been requested by:

Name: Daria Parham
Email: daria.parham98@gmail.com

Please do not respond to this message. This email was sent from an unattended mailbox. This report was generated at approximately 8:22 AM CDT on 04/06/2012.

To learn more about FedEx Express, please visit our website at fedex.com.

All weights are estimated.

To track the latest status of your shipment, click on the tracking number above, or visit us at fedex.com.

This tracking update has been sent to you by FedEx on the behalf of the Requestor noted above. FedEx does not validate the authenticity of the requestor and does not validate, guarantee or warrant the authenticity of the request, the requestor's message, or the accuracy of this tracking update. For tracking results and fedex.com's terms of use, go to fedex.com.

Thank you for your business.

INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT

Statement of Assurances

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

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

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

Signature from Authorized Representative of the Charter School Applicant

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

PRINT NAME & TITLE

Ayana Wilson - Coles Founding Group
Organizer

DATE

4-7-12

SIGN NAME

Ayana Wilson - Coles

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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Background

1. Name of
charter school on whose Board of Directors you intend to serve:
The Promise Academy
2. Your full name: Patryce Jeanale Moore
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☒ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
N/A
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☒ I / we do not know any such employees. ☐ Yes
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and

describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

☒ I / we do not know any such persons. ☐ Yes

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

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

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

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

☒ I / we do not know any such persons. ☐ Yes

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

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

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

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

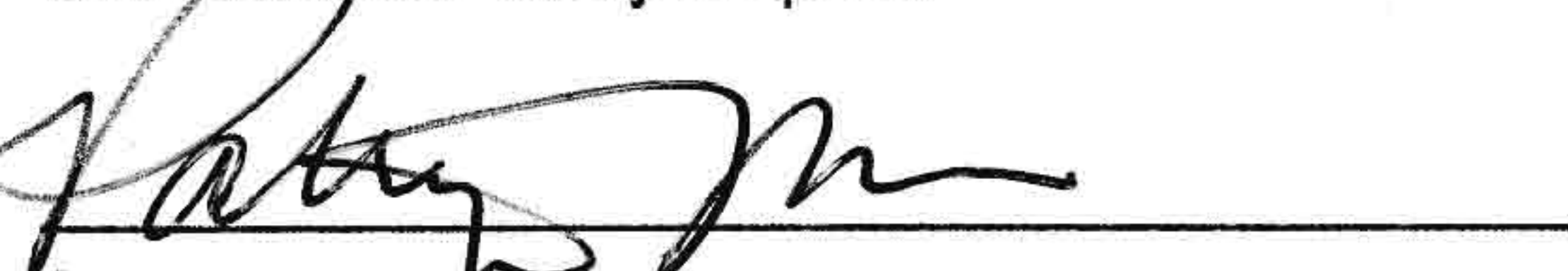
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you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

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

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

Certification

I, Patryce Moore, 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 Promise Academy Charter School is true and correct in every respect.


Signature

4-4-12
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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Background

1. Name of
charter school on whose Board of Directors you intend to serve:
The Promise Academy
2. Your full name: Aaron M. Jefferson
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☒ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Start up of engineering division at Mexico Technical Center
Some teaching/educational experience
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure


Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. ☒ Yes

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

Certification

I, Aaron M. Jefferson, 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 Promise Academy Charter School is true and correct in every respect.



Signature

04/04/2012
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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Background

1. Name of
charter school on whose Board of Directors you intend to serve:
The Promise Academy
2. Your full name: David K. Jones
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☒ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
My experience as founder and president of The Saturday Morning Breakfast Club LLC provides me the abilities and attributes to perform as a successful board member for The Promise Academy.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☐ I / we do not know any such trustees. ☒ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
☐ I / we do not know any such employees. ☒ Yes

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

Certification

I, David K. Jones, 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 Promise Academy Charter School is true and correct in every respect.


Signature

4-6-12
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION
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Background

1. Name of
charter school on whose Board of Directors you intend to serve:
The Promise Academy
2. Your full name: Adrienne Letitia Slash
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☒ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
Working for non-profit organizations my entire professional career, I have vast knowledge of the necessity of a governing body such as a Board of Directors. I have extensive experience abiding by the direction of a Board of Directors. I currently hold sit on the Board of Directors of Ivy Endowment, Inc. I also chair, and have chaired several committees which have overseen new projects.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

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

☒ I / we do not know any such persons. ☐ Yes

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

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

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

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

☒ I / we do not know any such persons. ☐ Yes

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

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

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

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

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

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

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

Certification

I, Adrienne L. Slash, 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 Promise Academy Charter School is true and correct in every respect.


Signature


Date

Adrianne L. Slash

Addendum: Explanations

Disclosures:

Question 8: Through my work with Girls Inc. of Greater Indianapolis I foresee working with The Promise Academy as a community partner to provide programming for girls attending the school to inspire them to be strong smart and bold.

Adrienne L. Slash

1250 Fox Hill Drive Indianapolis, IN 46228 • 317-507-7902 (Mobile) • AdrienneLSlash@aol.com

High energy, results driven, born leader with extensive volunteer management experience and passion for community

Work Experience

Girls Inc. of Greater Indianapolis

Indianapolis, IN

October 2010-Present

Program Support Coordinator, West Indianapolis and Hendricks County

- Plan and coordinate outreach programs with 20-30 partners
- Develop and implement strategies for managing 30 volunteer facilitators quarterly
- Plan and design program curriculum
- Solicit, build and maintain superior relationships with new and existing partners

United Way of Central Indiana

Indianapolis, IN

January 2009-October 2010

Associate, Tocqueville Society

- Plan and coordinate all major donor events
- Provide project management of Tocqueville Society touch point programs
- Relationship management of more than 300 donors who give \$10,000 and above annually
- Research and identify prospective and current donors
- Create and prepare direct mail and other marketing materials

April- December 2008

ReadUP Volunteer Manager

- Developed, implemented and executed a recruitment plan with a goal of 1,000 volunteers for the ReadUP tutoring program
- Presented persuasive recruitment speeches 2-4 times weekly to audiences ranging from 10-200 individuals for 10-30 minutes
- Convened volunteer recruitment meetings with key stakeholders Planned 15-20 training sessions for new tutors
- Updated, as needed, volunteer application materials
- Developed and maintained strong relationships with constituents internally and externally
- Maintained ReadUP website

January –April 2008

Project Manager, Success By 6

- Oversaw and organize the day-to-day operations of Imagination Library
- Managed the transition of Imagination Library to the Early Readers Club home library program
- Re-enrolled 19,000 participants and recruited new participants
- Carried out the communications, marketing plan
- Established protocols and procedures as the new program for efficient program implementation
- Communicated with community partners regarding the new program
- Coordinated volunteers to assist in launching the new program

November 2007-January 2008

Donor Coordinator, United Christmas Service, United Way of Central Indiana

- Successfully matched 840 donor groups with 1,383 families in need in two (2) months
- Coordinated all activity within the Donor Program
- Managed the requests of donor groups with the needs of applicant families
- Oversaw and supervised staff of three (3)
- Managed a large amount of incoming email, snail mail and telephone requests
- Served as a problem solver and liaison for donors and caseworkers

Adrianne L. Slash

First Baptist Church North, Indianapolis

Indianapolis, IN

June-August 2007

Assistant Director, Summer Enrichment Program,
Coordinated and planned events/outings
Developed educational and cultural programs
Supervised children some accounting and other special projects as assigned

Indiana Republican State Committee

Indianapolis, IN

January-June 2007

Executive Assistant and Volunteer Coordinator,
Planned and coordinated large scale meetings and events
Used discretion and professionalism in correspondence for highly confidential customer relations
Recruited Volunteers and managed them in a goal/deadline driven setting
Executed various special projects as assigned

September-December 2006

Intern, Campaign to Re-Elect Carl Brizzi, Marion County Prosecutor
Volunteer Recruitment, 900+ Volunteers (September-November)
Cold call telemarketing
Collected, Entered and managed data
Executed various special projects as assigned

Hampton University

Hampton, VA

March- November 2005

Personal/Production Assistant, Department of Media Production
Planned large scale events (including large concerts)
Coordinated pre and post production of live and recorded media
Supervised subordinates, prepared and prioritized of daily task lists

Education

Hampton University, Hampton ,VA College of Liberal Arts and Sciences
Bachelor of Arts, Political Science
North Central High School, Indianapolis, IN

Community Involvement

Junior League of Indianapolis, Member 2007- present
Kids in the Kitchen Co-Chair 2010-2011
United Way of Central Indiana, Diversity Volunteer Recognition Breakfast Committee
Logistics Chair 2009, 2010
Co-Chair 2011, 2012
First Baptist Church North Indianapolis, homeless feeding program
Alpha Kappa Alpha Sorority, Inc., Member 2011 – Present
Ivy Endowment Inc., member 2011- present
Board of Directors 2012-present

CHARTER SCHOOL BOARD MEMBER INFORMATION

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Background

1.
The Promise Academy
2. Your full name: Ivan Douglas Hicks
3. Brief educational and employment history.
Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
See attached Resume
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
Yes

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
As members and associates of the First Baptist Church for which I serve as Senior Minister
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.
No
3. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons.

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

I / we do not anticipate conducting any such business.

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

Yes, Lessie Jones-Sessler is the Director of Development for Leona. My father and her late father were good friends. As such I would consider her a friend of the family.

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

I / we have no such interest.

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

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

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

Does not apply to me, my spouse or family.

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

Certification

I, Ivan Douglas Hicks, 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 Promise Academy Charter School is true and correct in every respect.

Signature

Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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Background

1.

charter school on whose Board of Directors you intend to serve:
The Promise Academy

Name of
2. Your full name: Mary Carol Matern
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☒ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
My experience as a public school teacher for over twenty five years, coupled with my current experience as a teacher educator at the IU School of Education on the IUPUI campus, qualifies me for this work. While in the public school arena, I was an assistant principal, a reading recovery teacher, a literacy coach, a special education teacher as well as a general education teacher. I also collaborated on the writing of many grants
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☐ I / we do not know any such employees. ☒ Yes

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

☐ I / we do not know any such persons. ☒ Yes

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

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

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

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

☒ I / we do not know any such persons. ☐ Yes

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

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

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

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

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

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

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

Certification

I, Mary Carol Matern, 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 Promise Academy Charter School is true and correct in every respect.

Mary Carol Matern
Signature

4-5-12
Date

☐ I / we do not know any such employees. ☒ Yes

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

☐ I / we do not know any such persons. ☒ Yes

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

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

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

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

☒ I / we do not know any such persons. ☐ Yes

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

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

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

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

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

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

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

Certification

I, Mary Carol Matern, 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 Promise Academy Charter School is true and correct in every respect.

Mary Carol Matern
Signature

4-5-12
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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

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

Background

1. Name of
charter school on whose Board of Directors you intend to serve:
The Promise Academy
2. Your full name: Jukobie W. Russell
3. Brief educational and employment history. (No narrative response is required if resume is attached.)
☒ Resume is attached.
4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.
I am on current boards now and I also have an extensive amount of experience in the school setting as well as curriculum development, teaching, program management and development, fund raising, grant writing, staff management and training, recruitment, market awareness, athletic program start-up and management, academic club start-up and management, political involvement, large budget oversight, workforce development, community outreach, parenting education, athletic officiating, tutoring, etc.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
☒ Yes ☐ Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
☒ I / we do not know any such trustees. ☐ Yes
2. Indicate whether you or your spouse knows any person who is, or has been in the last two years, a school employee. If so, indicate the precise nature of your relationship.

☒ I / we do not know any such employees. ☐ Yes

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

☒ I / we do not know any such persons. ☐ Yes

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

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

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

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

☒ I / we do not know any such persons. ☐ Yes

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

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

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

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

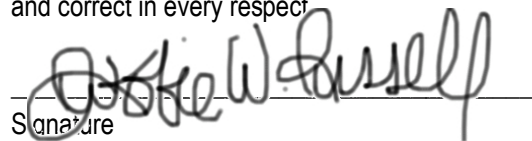
8. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you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

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

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

Certification

I, Jukobie W. Russell, 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 Promise Academy Charter School is true and correct in every respect


Signature

04/04/12

Date

The Promise Academy

Code of Ethics for Board Members

As a member of The Promise Academy Board of Directors, I will:

Regularly attend all Board meetings, when possible and respect the confidentiality of information discussed.

Listen carefully and respect the opinions of fellow board members.
Support and respect decisions made by the majority of the board, and assist in carrying out those decisions.

Stay informed about current educational policies and issues.
Inform the board about any issues that are believed to have an adverse effect on our organization.

To the best of my ability, I will ensure The Promise Academy is well-maintained, secured financially, growing and operating in the best interest of those we serve.

Recognize that my job is to ensure that The Promise Academy is well managed.

Refrain from compromising the Board or administration by actions or comments that are considered inappropriate.

Enforce and observe state regulations and laws that concern education.

Always take into account that my greatest and main concern must be the educational wellbeing of the students who attend The Promise Academy.

The Promise Academy

Conflict of Interest Policy

Conflict of interest arises whenever the personal or professional interest of a Board Member is potentially at odds with the best interests of THE PROMISE ACADEMY. It will be the responsibility of all Board Members of THE PROMISE ACADEMY to avoid all conflicts or potential conflicts of interest. Should the occasion arise where there will be a conflict or potential conflicts of interest, it will be the responsibility of the Board Member to inform the Board of all conflicts and potential conflicts of interest.

Examples of conflicts or potential conflicts of interest include but are not limited to:

1. Obtaining financial or political gain from board membership
2. Making decisions concerning the Board or THE PROMISE ACADEMY without the consent of the full board or THE PROMISE ACADEMY
3. Using board membership for professional advancement

Should a potential conflict of interest for a Board Member arise, it is the responsibility of the Board Member and Board to:

1. Identify the potential conflict of interest.
2. Not participate in discussion of the program or motion being considered.
3. Not vote on the issue.
4. Record in the minutes of the Board Meeting the potential conflict of interest.

If a complaint of conflict of interest brought against a board member arises and the board member in question disagrees with the complaint, it is the responsibility of the Board to do the following:

1. Conduct a vote by of remaining Board members to hold a hearing in which the Board member in question and the accusing party are able to be heard. If such a hearing is not able to be conducted, the chair of the Board will then direct an order that a hearing is to take place.
2. Once a hearing has occurred, the Board will conduct a hearing to decide on one of the following:
 - a. There is no validity to the claim and the claim shall be dismissed.
 - b. Validate the claim and the Board member in question will not participate in any discussion or votes concerning the conflict.
 - c. Validate the claim and decide what further action to take up to and including removal from the Board.

If any proposed school intends to contract with an Education Service Provider (ESP) for school management, provide the following information (**Attachment 8**):

- a. A brief overview of the ESP's founding year, mission, leadership team, and current geographic footprint;
- b. A summary explanation of how and why the ESP was selected, and the due diligence conducted (including a list of other ESPs assessed during the due diligence process, if any);
- c. A term sheet setting forth a proposed duration of the contract that aligns with the ICSB 5-Year charter term; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;
- d. A draft of the proposed management contract detailing all of the above terms;
- e. 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 service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations;
- f. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities; and
- g. Evidence that the service provider is authorized to do business in Indiana.

a. A brief overview of the ESP's founding year, mission, leadership team, and current geographic footprint;

The Leona Group (TLG) operates almost exclusively in urban areas where the need for a quality educational choice is greatest. Whether participating in a start-up, assuming new management of a school, or in a turn-around situation, an efficient and intensive process for quickly assessing the student population and making solid, data-driven decisions is essential. In 1996 Michigan approved its first legislation establishing public funding of alternative forms of public education. Under the vision of Dr. William Coats, The Leona Group was formed to provide a quality choice in education to students who were not being effectively served by the traditional public school system. Leona's flagship school, Cesar Chavez Academy, opened in this inaugural year. This impressive academy serves more than 1,500 students in grades K-12 on three campuses in Southwest Detroit. Of these students, 89% are Hispanic, 89% receive free and reduced lunch, 93% graduate and 30% are English Language Learners (ELL).

With its proven track record in Michigan, The Leona Group looked to establish itself in Arizona in 1997. Arizona was an area that demonstrated tremendous need for a new kind of public school education. The Arizona State Legislature had approved public funding for charter schools in 1995 and put in place a dedicated and progressive State Board for Charter Schools. There was also strong support from the business community. The Leona Group opened five charter high schools in the metro-Phoenix area. The Leona Group formed its Arizona division and officially opened its second corporate headquarters in Phoenix in 2000.

The Leona Group broadened its reach to serve students in Ohio beginning with Eagle Academy, Toledo, in 2001. One year later, three additional schools in Toledo were opened. We now have 12 campuses in Ohio serving over 1,700 students. In 2002, Leona opened its first Indiana charter school in Fort Wayne, Indiana. In 2006, Leona Group began operations in both Florida and hurricane-ravaged New Orleans, Louisiana. To date, Leona Group provides a quality educational choice to more than 20,000 students in 60 schools across five states.

TLG has a proven, growing and financially sustainable model for successful schools in urban areas. Schools managed by TLG are free, public schools - they do not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.

The Leona Group's philosophy...

- *About students* is that every child can and will learn and achieve, regardless of ethnicity, economic or educational disadvantage. These founding beliefs drive TLG's commitment to excellence in elementary, middle and high school classrooms across the country
- *About schools* is that every family deserves quality choice in free public education. TLG provides quality education options that are safe, nurturing and responsive to individual student needs.
- *About parents* is that families play an important role in student success. TLG schools encourage family participation in many ways, and work to establish close and meaningful connections with parents/guardians.
- *About teachers* is that to have life changing schools, you must have world-class teachers. Do you remember a very special teacher who impacted your life in a significant and positive way? We hire that teacher - every time.
- *About communities* is that Leona Group charter schools must strive not only to be a part of the community - but also to become pillars of support to their neighbors.

Management Services Overview

TLG provides a comprehensive package of management services with a holistic approach to school success in mind. Academic success, fiscal responsibility and compliance with federal, state and local regulations are at the forefront of TLG's management objectives. TLG provides a full array of education management services including expertise and delivery of educational, business and operational services, as well as school start-up support.

Academic Support Services

Curriculum

TLG works with the board and Leona's on-site academy staff to determine specific curriculum programs that meet state and federal standards. Leona support staff assist by providing guidance on specific curricula and school improvement plans, as well as meeting academic measures and other requirements of No Child Left Behind. Curriculum development and implementation at the school is supported by the Quality Schools Initiative (QSI) team. Professional development costs for academy staff, in support of curriculum development and implementation, are part of the annual budget with actual expenditures reviewed as part of the monthly expenditure report.

Grant writing and implementation

TLG provides full-service grants support, including grant research, writing, submission, implementation, tracking, evaluation and report filing of both competitive and entitlement grants. Funded grants will include Title I, Title II-A, Title II-D, Title III, Title IV, Title V and other federal and state grants, as applicable. Fees for grant research, writing and submission are included under the typical management agreement; the cost of grant implementation, tracking, evaluation and report filing are funded by the grant itself.

Special needs

TLG embraces the philosophy of full inclusion, believing special education students are best educated in the regular classroom. Classroom teachers and collaborative teachers accept responsibility for all students and modify, accommodate and adjust teaching techniques and class activities to meet the learning abilities of all children. TLG's special education staff works in partnership with and supports the regular classroom in this process, and provides ongoing professional training, counsel and development.

Student assessment and evaluation

A child's educational growth is multi-faceted and evaluation should reflect the child's physical, social and intellectual progress. Various assessment tools, including state-mandated tests, are used to determine each child's development and to measure the success of the school program in meeting its goals. The assessment and evaluation department partners with school staff in the areas of high-stakes testing, quantitative and qualitative measures/reporting and School Improvement Plan development. Using data collected through these assessments, data-driven decision making is utilized on an individual, classroom and school-wide basis.

Professional Services

Budget oversight and financial reporting

The academy board is encouraged to provide input into the budget development process, collaborating with the regional vice president and school leader in fiscally supporting short- and long-term goals and objectives. The board retains final authority and approves the budget. TLG then manages all school financial systems including accounting, budgeting, purchasing, long-range planning and state and federal reporting. In addition to regular reports to the academy board, such as proposed and revised budgets, monthly status reports and coordination with an independent auditor, TLG provides recommendations and advises board members on best-practice financial operations, following pertinent accounting procedures.

Human resources

As employer of record, TLG handles all recruiting, payroll, certification compliance, licensure and permitting, benefits and personnel matters for all academy employees and also assumes responsibility for the complex and technical regulatory issues in human resources. This allows the academy board of directors to concentrate on governance issues and eliminates board liability relative to employment.

TLG human resources department works collaboratively with the school leader to recruit, hire and orient new staff. The department utilizes various recruitment mechanisms including internal and external referrals, job fairs, strategic college and university recruiting, paid print and Web-based advertising and job postings. The department also maintains a Web-based recruitment site that allows potential candidates to review open positions nationwide and submit résumés for consideration. The human resources department reviews employee qualifications and ensures that staff applies for appropriate permits and meet certification or licensing requirements. Criminal background checks, pre-employment drug screening and unprofessional conduct checks are also completed on all employees prior to hire.

Marketing and communications

TLG marketing and communications team assists the academy in the creation and implementation of a personalized and strategic annual plan to attract students to the school and maintain maximum enrollment. Assistance in employee, media, parent and community communications also is provided. Services include marketing plan development and implementation, graphic design, copywriting, public speaking engagements, school Web-site development, media relations assistance, crisis communications, consultations, event and special program support, parent letters, specialty items and parent and staff surveys. Specific advertising elements could include print advertising (such as brochures, posters, fliers, newspaper advertising), television and/or radio campaigns, annual reports, etc. Production and printing costs for these elements are part of the annual budget, with actual expenditures reflected in monthly financial reports.

Technology

The academy receives support for all aspects of technology, from infrastructure and network management to technical troubleshooting, support for office operations and network and support services for instruction. TLG ensures the academy is compliant with the Children's Internet Protection Act (CIPA). TLG provides maximum technological services while minimizing budgetary impact by partnering on technology plan development and implementation, assisting and supervising school-based technology reports such as student count management, and acquiring appropriate hardware and software for educational and business purposes.

Compliance reporting

TLG provides the academy support in successfully operating according to authorizer, state and federal regulations. TLG assists the academy in accurate compliance submissions, including document production, associated paperwork and timely filing of compliance reports to AOIS, Popervision, eCabinet, etc.

Special projects

TLG assists the academy with special projects, working quickly and efficiently to provide guidance and action in many areas. A full-time and dedicated insurance coordinator handles all property, liability and vehicle insurance including insurance claims, requests for proof of insurance, certificates of insurance and policy renewals, as well as working on safety and loss control measures for Leona. A full-time food service coordinator supports schools in providing cost-effective school breakfast and lunch programs that meet all state and federal guidelines. Additional operational support includes, but is not limited to, facility management, financing, changes in school law and legislative communications.

TLG will work closely with the board and school staff at each location to establish clear expectations and identify actions to best implement the contract. It is our goal to assist the schools in effectively meeting goals and pedagogies established in the charter contract education plans. TLG will assist school staffs in tailoring the educational goals into the real fabric of curriculum, lessons, assessments and extracurricular programs.

LEADERSHIP TEAM

TLG's executive management team includes Dr. William Coats, chief executive officer; Michele Kaye, chief operations officer; Patrick Lawrence, chief financial officer; Teri Knick, vice president for human resources; Rachael Parks, technology director; Dr. Fred Stofflet, executive vice president; and a team of regional vice presidents as well as a full complement of corporate support departments, each with its own department head. Each academy managed by TLG is provided oversight by a regional vice president and direct departmental services, support and guidance in the areas of budget and finance, curriculum and instruction, grants, human resources, marketing, special education, student assessment, special projects and technology.

Lesley Jones Sessler is The Leona Group's regional development director for Indiana. Ms. Jones Sessler is responsible for developing effective charter schools throughout the state of Indiana in partnership with communities and higher education institutions. Ms. Jones Sessler is interested in building relationships with community leaders, organizations and potential authorizers to create and sustain new and innovative charter schools of success for Indiana's children. As an accomplished educator with over 20 years of experience as a teacher, literacy coach, principal and administrator with winning outcomes for children, Ms. Jones Sessler has the knowledge and commitment needed to build more effective schools in Indiana communities.

Ms. Jones Sessler holds a Bachelor of Arts degree in Broadcast Journalism from Virginia Union University, a Master of Science in Education degree with Specialization in Early Childhood and Elementary Education from Bank Street College of Education, an Advanced Master of Education degree with Specialization in Curriculum and Teaching from Columbia University, Teachers College and a Master's Degree in School Administration and Supervision from The City College of New York School of Education. She is also licensed as a School Superintendent.

Academic Support

Tamasha James is the vice president for academic support services in the Midwest. James earned her Bachelor of Arts in Spanish 7-12 from Baker University in Baldwin City, Kansas and began teaching middle and high school Spanish at Tri-Valley Academy, a TLG charter school in Michigan in 1995. In 2000, she began in the role of dean of students, earning her Masters in Education Leadership from Grand Valley State University the following year. In 2001, James became the school leader of William C. Abney Academy, in Grand Rapids, Michigan, until 2007 when she moved to serve a broader spectrum of schools as vice president of academic support for the Midwest.

Ms. James leads a team of academic support personnel, including the director of special education, grants director, Quality Schools Initiative (QSI) team, and state and federal programs coordinators.

Academic support may also be provided by Ms. Isabel Navas. Ms. Navas earned a Bachelor of Arts in elementary education and a Master of Arts in educational leadership, all levels, from St. Thomas University. In addition to her 18 years of classroom teaching experience, Ms. Navas was the principal at Little Havana Institute, an alternative education school that served at-risk students in grades 9-12. Her students had difficulties adapting to the traditional school environment and were at-risk for dropping out of school.

Her philosophy of teaching is that all students can learn. She believes each child is a unique individual who needs a secure, caring and stimulating atmosphere in which to grow and mature emotionally, intellectually, physically and socially. Her goal is for students to self-discover opportunities to study things that are meaningful and relevant in their lives.

Human Resources

TLG's human resources department includes a full staff of payroll specialists who process weekly payroll submission from each academy and twice-monthly pay for TLG-managed schools in five states. TLG utilizes an industry-leading human resource information system, Ultipro HRMS from Ultimate Software, to store employee data; generate pay and pay-related records; process paid time off; apply employee withholding and both mandatory and voluntary deductions; manage employee benefits; and enable human resources reporting and data analysis.

Diane Griggs has been with TLG since 2002 as vice president for Midwest human resources. Griggs earned her Bachelor of Science in urban policy and liberal arts from the James Madison College at Michigan State University. As an extension of this role, Griggs also oversees TLG's Florida operations.

All TLG payroll specialists are members of the American Payroll Association, which enriches their knowledge of payroll practices and industry standards. Payroll specialists participate regularly in professional meetings, conferences and training.

TLG's human resources department also includes full-time benefits coordinators. The benefits coordinator administers employee benefits consisting of life, health, disability and retirement plans; supplemental options for all employees consisting of flexible spending, supplemental life and disability, legal assistance and others; and mandated plans such as worker's compensation coverage.

Human resources ensures compliance with federal and state mandates for staff credentials and all personnel-related reporting and documentation. Training and documentation for administrative functions related to human resource management are provided. Human resources provides advice and counsel on personnel matters to ensure that complaints and litigation are avoided, as well as advice, counsel and best practices examples to ensure compliance with existing and emerging standards with respect to teacher evaluation and teacher accountability.

Budget Manager

TLG employs several budget managers, budget assistants and accounts payable clerks. The budget managers are well-versed in Indiana school finance. The budget manager is accountable for generating monthly financial statements and any other financial materials to enable the board to fulfill its oversight responsibilities. Further, annual budgets and budget revisions, support for annual financial audits and advice to the school's administrative team about best practices in the area of school finance are provided. Training and documentation will be provided, as needed, to school leaders and support personnel.

The entire budget and finance team meets weekly to review current issues pertaining to school finance as well as procedures that can be implemented to improve efficiency. Don Ash, the director of the budget and finance department, reviews all budgets before they are presented for board approval.

Communications & Marketing

As TLG's marketing and communications director, Melissa Cook leads a team of advertising, marketing and public relations professionals who support corporate and school initiatives across Arizona, Florida, Indiana, Michigan and Ohio.

Cook and the marketing team work to spread the word about high quality education options through TLG's corporate and school-based communications and marketing initiatives. In addition to traditional advertising, marketing and design services, the team provides media relations and PR support; internal communications; Web site content management and optimization; social media integration; special event/graduation planning; corporate and school branding; crisis communications; charter school awareness and much more. On an ongoing basis, the team aids in enrollment and annual re-enrollment campaigns and enrollment tracking.

Cook began with TLG in 2003. She specializes in communications including copywriting, editing, message design and implementation. She holds her Bachelor of Science degree from Michigan State

University. The communications and marketing team has won two Silver Addy awards and has contributed to a longstanding trend of increasing enrollment and strong branding efforts.

Special Projects

TLG's special projects team is led by Adam Schnelker and includes a full complement of facilities management, food service, insurance and risk management services. Schnelker is a graduate of Purdue University and holds a bachelor's degree in organizational leadership and supervision with a business management focus. He has been with TLG since 2001, working in the capacities of human resources and budget management before accepting the position of director of special projects, which includes site development and acquisitions ranging from ground up construction to remodels and lease negotiations for all states, all facility related compliance items and food service management.

Kathy Hayes is TLG's director of food service management. She works to support schools in providing cost effective breakfast, lunch and supper programs that meet all state and federal guidelines. These services include:

- Completion of initial state Child Nutrition Program (CNP) application for school lunch program in cooperation with school
- Oversee bid process for food service contracts in compliance with state and federal regulations
- Present cost- or time- saving options of
 1. Centralizing National School Lunch Program (NSLP) reporting, enabling FIA to become a site under existing TLG school NSLP sponsorship, or
 2. Piggybacking on existing TLG food service contracts
- Setting the academy up with procedures for smooth operation
- Training onsite food service coordinator
- Providing TLG-designed computerized lunch tracking system, or providing recommendations for the purchase of tracking software
- Monitoring for timely state reporting (i.e. online reimbursement claim submission)
- Giving timely instructions/reminders for state reports and requirements
- Food program expense/revenue counseling and expense/revenue reports
- Providing written Hazard Analysis and Critical Control Point (HACCP) (sanitation plan) and policy template for Local Wellness Policy (LWP). (LWP must be drawn up on site per state requirement)
- State CRE review preparation

b. A summary explanation of how and why the ESP was selected, and the due diligence conducted (including a list of other ESPs assessed during the due diligence process, if any);

In December, 2011, members of the Founding Group visited three Leona schools in Detroit, Michigan and were very impressed. We visited: Cesar Chavez (Lower Elementary), Joy Preparatory (Dexter Campus) and Allen Academy. Below are some of our observations:

"I was impressed!"

"I liked how the school leaders spoke so highly of the Leona Group and the role The Leona Group would play."

“It gave us lots of ideas on the setup of the school like primary and intermediate campuses as well as the model of school leader and instructional coach.”

“I felt the sense of family and an openness of saying what you need to say and getting support.”

“None of the schools were the same. They each used different curriculum and ran differently. It was not the cookie cutter way.”

“I like how The Leona Group provides professional development every month for school leaders and coaches.”

“I would like to come to corporate headquarters to meet with heads and attend a school leader meeting.”

“Each school was a great school. Allen really stood out because of the model. The instructional coach saw a problem with students being suspended for not being dressed in uniforms and wanting to wear hoodies, so he fixed it by taking a proactive approach and creating school uniforms with hoodies.”

“These schools were sooo good! The kids were quiet in the hallways and engaged in classrooms where teachers could actively teach! It wasn’t fake. All the people we met (school leaders, assistant school leader) had the same thing to say about the Leona Group and didn’t fake it.”

“At Cesar Chavez and Allen the school leader and instructional coach were on the same page. All were working together to put children first. Students’ needs were getting met.”

“I was amazed that you can have kindergarten through 12th in the same building!”

In February, 2012 we attended a day long School Leader and Instructional Coach monthly professional development meeting in East Lansing, Michigan. Dr. Coates, the CEO of The Leona Group, was very welcoming to us. In fact, all of the staff welcomed us. The School Leaders of The Leona Group schools were very supportive of one another. Several School Leaders not only introduced themselves to us but they made themselves available if we needed help, advice or any additional support as we planned The Promise Academy. We left the meeting with multiple names and contact information of people that would support us.

The Leona Group looks to measure more than just test scores. During the meeting, each school leader was given the opportunity to speak about things their school was doing that wasn’t measured by the state. They spoke about

- Providing breakfast, lunch, and dinner to students
- Providing a safe place for students to be involved in after school (it’s difficult to get the students to leave)
- Increased parental involvement (going to students’ homes for conferences)
- Providing weekend meals to families

After visiting the School Leader meeting with the Leona Group, we felt this was the best EMO for The Promise Academy to work with to reach our goal. We were impressed with the services Leona has to offer. We appreciate the fact that Leona does not create “cookie cutter” schools. The Promise

Academy will have the same opportunity as other Leona schools, to create a curriculum that meets the needs of the students in their community.

c. A term sheet setting forth a proposed duration of the contract that aligns with the ICSB 5-Year charter term; roles and responsibilities of the school governing board, the school staff, and the service provider; scope of services and resources to be provided by the service provider; performance evaluation measures and mechanisms; detailed explanation of compensation to be paid to the provider; financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;

Management Agreement Term Sheet

1. Proposed Contract Duration: The initial term of the proposed Management Agreement is proposed to be five (5) years to be co-terminus with the Charter Contract.
2. Roles and Responsibilities of Governing Board: The Promise Academy Governing Board, pursuant to the Charter Contract and applicable law and regulation, is responsible for the overall operations of the charter academy, including but not limited to (i) the educational programs and programs ("Educational Program"), (ii) operational vision and direction ("Academy Operations") and (iii) the annual operating and capital budgets ("Annual Academy Budgets") of the Academy.
3. Roles and Responsibilities of Academy Staff: The school level staff of the Academy ("Academy Staff") will implement the Educational Program and Academy Operations.
4. Roles and Responsibilities of Education Service Provider: The education service provider is responsible as the contractual agent of the Governing Board of the Academy to provide to the Academy (i) day to day management and supervision of the Academy Staff and (ii) central office business services, including but not limited to human resources services (including payroll and benefits administration), financial accounting and payables services, grants compliance services, special education compliance services, all within the constraints and limits established by the Annual Academy Budgets.
5. Scope of Services of Education Service Provider: The scope of the services to be provided by the education service provider are enumerated in detailed provisions of the proposed Management Agreement, but the overall focus is to provide an efficient partnership where the Governing Board of the Academy develops the direction and policies of the Academy and the education service provider implements those directions and policies.
6. Performance Evaluation Measures and Mechanisms: The education service provider will be evaluated by the Governing Board of the Academy on a number of levels including (i) compliance with the terms and conditions of the proposed Management Agreement, (ii) compliance with the metrics and goals established by the Governing Boards policies, (iii) compliance with the metrics and goals established for the Academy in the Charter Contract and under applicable law and regulation and (iv) the success of the Academy on financial and operational bases.

7. Compensation of Education Service Provider: The Academy will pay the education service provider an annual fee equal to ten percent (10%) of the Academy's Gross Revenue for each School Year ("Management Fee"), payable in monthly installments. For purposes of this Agreement the term "Gross Revenue" shall mean shall mean all receipts of Promise Academy of whatsoever kind or nature, but specifically excluding the proceeds from any loans or borrowings undertaken by Promise Academy.
8. Financial Controls and Oversight. The proposed Management Agreement provides substantial detail regarding periodic financial reporting and annual auditing of the Academy. All financial reports will be in compliance with applicable law and regulation. The reports will provide extensive detail regarding the balance sheet and operating statements of the Academy and will be available to the Governing Board at least monthly. All records of the Academy maintained by the education service provider are available to the Governing Board. Within the education service provider operations are strict internal controls and procedures.
9. Methods of Contract Oversight and Enforcement. The Governing Board will provide monthly reports regarding the operations of the Academy and performance of the Academy staff and students, along with the financial reports referenced above.
10. Investment Disclosure. All funds of the Academy will be held in accounts in the name of the Academy and will be invested by the Academy in accordance with applicable law and regulation and the specific investment policies of the Governing Board.
11. Conditions of Renewal and Termination of the Management Agreement. The Term of the proposed Management Agreement will automatically extend for an additional three (3) School Years ("Automatic Extension(s)"), unless (i) written notice of intent to terminate or renegotiate is given by either party not less than 180 days prior to the expiration of the Term, as the same may have been extended by one or more Automatic Extensions or (ii) this Agreement is terminated by the parties pursuant to Section 14 of the proposed Management Agreement.

d. A draft of the proposed management contract detailing all of the above terms;

MANAGEMENT AGREEMENT

This Management Agreement (the "Agreement") is made and entered into as of the ____ day of April, 2012, by and between Promise Academy, Inc., an Indiana non-profit corporation ("Promise Academy") and The Leona Group, L.L.C. a Michigan limited liability company ("TLG").

RECITALS

A. Promise Academy has been granted a Public Charter School Contract (the "Charter Contract") by the Indiana Charter School Board (the "Authorizer") to operate a non-profit public charter

school (the "Promise Academy") pursuant to the Charter Contract in accordance with the Title 20, Articles 24 of the Indiana (the "Code") under the name of "Promise Academy."

B. Promise Academy and TLG desire to create an enduring educational partnership, whereby Promise Academy and TLG will work together to develop an environment of educational excellence and innovation at Promise Academy, based upon TLG's school design and capacity to implement and manage a comprehensive educational program ("Educational Program").

C. Promise Academy has approved TLG's Educational Program, and agrees that it is in the best interest of Promise Academy and the Academy to enter into this Agreement with TLG.

THEREFORE, the parties mutually agree as follows:

1. Educational Services. For the Term of this Agreement, TLG will provide to Promise Academy in conjunction with the Academy the following educational services consistent with the Charter Contract (the "Educational Services"):

1.1 Curriculum. Assistance and direction in the development and implementation of the curriculum used at Promise Academy.

1.2 Instruction. Oversight and coordination of the services to be provided by instructional personnel, including the School Leader(s), its teachers and support staff, all in accordance with this Agreement.

1.3 Instructional Tools. Coordination relating to the selection of instructional tools, equipment and supplies, including text books, computers, software and multi-media teaching tools.

1.4 Extra-Curricular and Co-Curricular Programs. Coordination, development and implementation of appropriate extra-curricular and co-curricular activities and programs.

1.5 Additional Educational Services. Any other services required by the Authorizer or the State of Indiana Department of Education and such other services as are necessary or expedient for the improvement of teaching and learning at Promise Academy as agreed to from time to time between TLG and Promise Academy ("Supplemental Programs").

2. Administrative Services. For the Term (as defined in Section 8), subject to the Charter Contract and the approval of the Board of Directors of Promise Academy (the "Board"), TLG will provide to Promise Academy for the Academy the following administrative services (the "Administrative Services"):

2.1 Personnel Management. Management and professional development of all personnel providing Educational Services and Administrative Services in accordance with Section 13.

2.2 Facility Operation and Maintenance. Coordination with entities which contract with Promise Academy for the Academy for the provision of operational and maintenance services for the Academy's facility (the "Facility") to the extent consistent with any and all documents pertaining to the Facility, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

2.3 Technology and Professional Development. Coordination with entities which contract with Promise Academy for the Academy for the provision of technology and professional development services for the Academy, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved in providing such services.

2.4 Business Administration. Administration of all business aspects of Promise Academy operation;

2.5 Transportation and Food Services. Coordination with entities which contract with Promise Academy for the Academy for the provision of transportation and food services for the students enrolled at Promise Academy, together with the management and assessment of the services provided under such contracts and/or the supervision of employees involved providing such services.

2.6 Public Relations. Coordination and assistance with any and all advertising, media and public relations efforts, including community outreach programs. All public relations will be subject to the mutual approval of both parties, which approval may not be unreasonably withheld.

2.7 Budgeting, Budgeting Process, Financial and Other Reporting.

2.7.1 The preparation and recommendation of a proposed annual budget (the "Academy Budget") for each School Year or any portion thereof, for the approval of the Board acting in its fiduciary capacity. For purposes of this Agreement, the term "School Year" shall have the meaning as provided in the application for the Charter Contract submitted to and approved by the Authorizer. The projected Academy Budget will include, but not be limited to, the financial details relating to the Educational Services and Administrative Services to be provided pursuant to this Agreement.

2.7.2 TLG shall deliver a draft of the Academy Budget for each School Year to the Board not less than forty-five (45) days prior to the date on which the Academy Budget for any School Year must be submitted to Authorizer and/or any State governmental agency. The Board shall review the Academy Budget within ten (10) business days following the receipt thereof (the "Budget Review Period") which review may include an independent evaluation of the Academy Budget by such accountants, attorneys, and other financial advisors that the Board deems necessary or desirable. The Board shall deliver any comments or objections to the Academy Budget prior to the expiration of the Budget Review Period. Within five (5) business days following the expiration of the Budget Review Period, the President of Promise Academy and the Chief Financial Officer of TLG shall reconcile any comments or objections made by the Board during the Budget Review Period. TLG and Promise Academy shall agree to a final Academy Budget for each such year not later than two (2) business days prior to the date on which the Academy Budget must be submitted to the Authorizer and/or any other State governmental agency.

2.7.3 Working in cooperation with the Board, TLG shall prepare, for Board approval, modifications or amendments to the Academy Budget which may be necessitated by changes in

projections or circumstances or the occurrence of unexpected events, which impact projected revenue and/or expense items contained in the approved Academy Budget.

2.7.4 As required by the Authorizer or such other time as may be necessary or desirable in TLG's reasonable judgment, TLG shall provide the Board with an enrollment report stating the number of actual students enrolled at the Academy (an "Enrollment Report"). If an Enrollment Report indicates that enrollment is lower than that which was projected in the Academy Budget and such lower enrollment number shall materially adversely impact the Academy Budget for such School Year, TLG shall propose a student recruitment plan to restore the enrollment level to the projected enrollment reported to the Authorizer and or any other governmental agency prior to the commencement of the next following School Year.

2.7.5 The preparation of detailed monthly statements of all revenues received, from whatever source, with respect to the Academy, and detailed statements of all expenses, including an accounting of all expenditures for services rendered to, or on behalf of, the Academy by TLG, whether incurred on-site or off-site.

2.7.6 The preparation of other financial statements as required by and in compliance with the Charter Contract, the Code and other applicable laws and regulations, including such documentation as may be reasonably required by the independent certified public accountants retained by the Board to perform annual audits of Promise Academy's financial statements. The cost for preparation of the financial statements and audits will be responsibility of Promise Academy and will be provided for in the Academy Budget.

2.7.7 The preparation of such other reports on a periodic basis, relative to the finances and operation of Promise Academy, as the same may be requested or required by the Indiana Department of Education or the Authorizer to ensure compliance with the terms of the Charter Contract and applicable law.

2.7.8 Other information on a periodic basis reasonably necessary to enable Promise Academy to monitor TLG's performance under this and related agreements including the effectiveness and efficiency of its operations at Promise Academy.

2.8 Maintenance of Financial and Student Records.

2.8.1 TLG will maintain accurate financial records pertaining to its operation of Promise Academy, together with all Promise Academy financial records prepared by TLG and retain all such records for a period of five (5) years (or longer if required by the Code or other applicable laws and regulations) from the close of the School Year to which such books, accounts and records relate. All financial records retained by TLG pertaining to Promise Academy will be available to Promise Academy, the Authorizer or the Indiana Department of Education for inspection and copying within two weeks of a written request to the extent practicable.

2.8.2 TLG will maintain accurate student records pertaining to the students enrolled at the Academy as is required and in the manner provided by the Charter Contract, the Code and applicable laws and regulations and retain such records permanently on behalf of Promise Academy or until this Agreement or its successor (if any) is terminated, at which time such records will be transferred to Promise Academy and become the sole responsibility of the Board. TLG and Promise Academy will maintain the proper confidentiality of personnel, students and other records as required by law and the Charter Contract.

2.8.3 Promise Academy shall be entitled at any time upon reasonable written notice to TLG to audit the books and records of TLG pertaining to its operation of the Academy pursuant to this Agreement (including, without limitation, the financial records relating thereto), provided that any such audit shall be at the sole expense of Promise Academy.

2.9 Admissions. Implementation of Promise Academy's admission policy per Charter Contract and Application.

2.10 Student Hearings. Administration and enforcement of student disciplinary and special education hearings in conformity with the requirements of the Code and other applicable laws and regulations (including, but not limited to, requirements involving due process and confidentiality) to the extent consistent with Promise Academy's duties and obligations under the Code and other applicable laws and regulations.

2.11 Academic Progress Reports. TLG will provide to Promise Academy on a periodic basis, as necessary or appropriate for Promise Academy to satisfy its obligations under the Charter Contract, the Code and other applicable laws and regulations, a report detailing (i) the Academy's students' academic performance, and (ii) TLG's performance of the Educational Services and Administrative Services.

2.12 Rules and Procedures. TLG will recommend rules, regulations and procedures applicable to the Academy and its students and will enforce such rules, regulations and procedures adopted by Promise Academy that are not in direct conflict with this Agreement, the Charter Contract, the Code and other applicable laws and regulations.

2.13 Advances. TLG may, during the Term, elect to make advances of cash to Promise Academy for the Academy (an "Advance") for the purpose of meeting the short term working capital or cash flow needs of Promise Academy to the extent consistent with the Academy Budget. Each Advance shall bear interest at the then Prime Rate of interest announced by Wells Fargo Bank from the date of the Advance until date of repayment by Promise Academy from the subsequent free cash flows of Promise Academy or the Academy's other resources.

2.14 Additional Administrative Services. Any other services reasonably necessary or expedient for the effective administration of Promise Academy as agreed to, in writing, from time to time by TLG and the Board.

3. Provision of Educational Services and Administrative Services. The Educational Services will be provided in accordance with the educational goals, curriculum, methods of pupil assessment, admissions policy, student recruitment policy, school calendar, school day schedule and age and grade range of pupils to be enrolled at Promise Academy (the "Educational Program") as proposed by the TLG and adopted by the Board, all in compliance with the Charter Contract and the Code. The Administrative Services will be provided in a manner consistent with the Educational Program, the Code and the Charter Contract.

4. Modification of Educational Services and Administrative Services. Subject to this Agreement, the Charter Contract, Authorizer oversight, the Code and other applicable laws and regulations, TLG may modify (i) the Educational Services, provided that any material modification of the Educational Services will be subject to the prior approval of the Board and (ii) the methods, means and manner by which such Administrative Services are provided at any time, provided that Promise Academy will have the right to approve all material changes.

5. Budgeting for Educational Services and Administrative Services. TLG will be responsible and accountable to the Board for the provision of all Educational Services and Administrative Services, provided, that such obligations, duties and responsibilities are expressly limited by the Academy Budget established pursuant to Section 2.7, and TLG will not be required to expend funds on such services in excess of the amounts set forth in such Academy Budget.

6. Place of Performance; Provision of Offices. Promise Academy will provide all necessary and reasonable classroom and office space at the Facility to enable the School Leader, teachers and support staff to perform their components of the Educational Services, the Administrative Services and Supplemental Programs described in this Agreement, including all instructional, extra-curricular and co-curricular services. TLG may provide other services elsewhere, unless prohibited by the Charter Contract, the Code and other applicable laws and regulations.

7. Authority. By this Agreement, Promise Academy provides TLG such authority and power as is reasonably necessary or proper for TLG to undertake its responsibilities, duties and obligations provided for in this Agreement, except in cases wherein such authority may not be delegated by the Code and other applicable laws and regulations.

8. Term.

8.1 Term. Subject to extension pursuant to Section 8.2, this Agreement will be effective on the date hereof and shall remain in effect through the last day of the fifth (5th) School Year thereafter (the "Term").

8.2 Extension of Term. The Term of this Agreement shall automatically extended for an additional three (3) School Years ("Automatic Extension(s)"), unless (i) written notice of intent to terminate or renegotiate is given by either party not less than 180 days prior to the expiration of the Term, as the same may have been extended by one or more Automatic Extensions or (ii) this Agreement is terminated pursuant to Section 14.

9. Further Assurance. Promise Academy and TLG shall do and cause to be done all such acts, matters and things and shall execute and deliver all such documents and instruments as shall be required to enable the parties to perform their respective obligations under, and to give effect to the transactions contemplated by, this Agreement. Notwithstanding the foregoing, TLG shall have no obligation to agree to any changes which (a) materially increase TLG's obligations or materially reduce its rights under this Agreement, (b) materially alter any terms of the Agreement, including without limitation the economic terms, (c) would jeopardize TLG's receipt of the Management Fee, (d) would prevent TLG from meeting Promise Academy and TLG's educational goals.

10. Relationship of the Parties.

10.1 Status of the Parties. The relationship between Promise Academy and TLG is based on the terms of this Agreement, and the terms of any other agreements between the parties. Further, each party is acting as an independent contractor and not as a partner, joint venturer, agent or employee of the other. Each party will be solely responsible for its own actions and those of its agents, employees and subcontractors, and neither party will be liable for any debts or expenses incurred by the other or the other's employees, agents and subcontractors.

10.2 No Related Parties or Common Control. TLG will not have any role or relationship with Promise Academy that, in effect, substantially limits Promise Academy's ability to exercise its rights,

including termination rights, under this Agreement. Promise Academy and TLG will not be members of the same control group, as defined in Section 1.150-1(e) of the Treasury Regulations under the 1986 Code, or related persons, as defined in Section 144(a)(3) of the 1986 Code.

11. Consideration for Services.

11.1 Management Fee. For the Term of this Agreement (including the Term as extended pursuant to Section 8.2), Promise Academy will pay TLG an annual fee equal to ten percent (10%) of Promise Academy's Gross Revenue for each School Year ("Management Fee"), payable in monthly installments. For purposes of this Agreement the term "Gross Revenue" shall mean shall mean all receipts of Promise Academy of whatsoever kind or nature, but specifically excluding the proceeds from any loans or borrowings undertaken by Promise Academy.

11.2 Reasonable Compensation. The Management Fee under this Agreement is reasonable compensation for services rendered. TLG's compensation for services under this Agreement will not be based, in whole or in part, on a share of net surplus or profits from the operation of the Academy.

11.3 Payment of Costs/Advances. The parties acknowledge Promise Academy is obligated to pay all costs and expenses associated with the operation of the Charter School including but not limited to all personnel and benefits costs referenced in Section 13 ("Operational Expenses"). To the extent that TLG provides an Advance or Advances to Promise Academy pursuant to Section 2.13 of this Agreement for the purpose of providing working capital to cover such Operational Expenses, Promise Academy will reimburse TLG for such Advances as and when the finances and cash flows of Promise Academy will reasonably permit.

11.4 Payments to TLG. During the Term, TLG will receive the monthly installment of its Management Fee in advance on or about the fifteenth (15th) day of each month (but in no event later than the date that Promise Academy receives payments from the State).

12. Other Revenue Sources. Subject to the approval of the Board, Promise Academy and TLG may, together or independently, solicit and receive grants and donations from public and private sources consistent with the mission and the Charter Contract of Promise Academy, in the name of either TLG, Promise Academy or the Academy; provided, however, that (i) all such funds received by TLG or Promise Academy for the benefit of Promise Academy from such other revenue sources shall be deemed to be Academy funds, (ii) TLG shall not be required to administer any grants that are not specifically approved, in writing, by TLG, in advance, (iii) only to the extent specifically provided in a grant, TLG may be entitled to receive, in addition to all any other amounts which are payable to TLG under this Agreement, a grant administration fee, and (iv) both Promise Academy and TLG shall be required to mutually approve, in writing, any grants proposed by a third party grant writer. Nothing in this Section 12 will be construed to prohibit TLG from soliciting funds or grants solely for its own general corporate purposes and using such funds or grants solely for such purposes, except that TLG shall not use Promise Academy's and/or Promise Academy's name in such solicitation without the consent of Promise Academy.

13. Personnel and Training.

13.1 Personnel Responsibility. Subject to the limitations of this Agreement, the Charter Contract, the Code and other applicable laws and regulations, the Academy hereby delegates to TLG the responsibility and authority to determine staffing levels on the Academy's behalf, and to select, evaluate, assign, discipline, supervise, manage, transfer and terminate personnel necessary to carry out the Educational Services, the Administrative Services, the Supplemental Programs (if any) and all other

services provided under this Agreement, all within the financial constraints of the Academy Budget approved by the Board. Notwithstanding the foregoing, TLG shall consult with the Board regarding all key personnel decisions regarding staffing for the Academy, including but not limited to the School Leader as defined in Section 13.3.

13.2 Employment Status. Except as specified in this Agreement or as required by the Code or the Charter Contract, the School Leader, teachers and support staff of the Academy selected pursuant to this Agreement will be, at the option of the Board, either direct employees of Promise Academy or employees of TLG or a TLG related entity assigned by TLG to provide services to Promise Academy. TLG will be responsible for conducting or causing to be conducted all reference, employment checks, criminal background checks and unprofessional conduct checks on all employees and other personnel working or providing services at Promise Academy to the extent required under the Code and other applicable laws and regulations. Upon request, TLG will provide or cause to be provided to Promise Academy documentary evidence of such background checks.

13.3 School Leader. Subject to the consultation provisions of Section 13.1, Promise Academy and TLG acknowledge and agree that the accountability of TLG to Promise Academy and the Academy is an essential foundation of this Agreement, and because the responsibility of the lead administrator of Promise Academy (the "School Leader") is critical to the success of Promise Academy, TLG is hereby delegated the authority, consistent with the Code and other applicable laws and regulations, to select and supervise on behalf of the Academy the School Leader and hold the School Leader accountable for the success of Promise Academy. The employment contract with the School Leader, and the duties and compensation of the School Leader shall be determined by TLG consistent with the Academy Budget. The School Leader and TLG, in turn, will have similar authority to select and hold accountable the teachers in Promise Academy.

13.4 Teachers. Subject to the consultation provisions of Section 13.1, consistent with the Academy Budget, TLG will identify for Promise Academy, such teachers as are required to provide the Educational Services and Administrative Services. TLG and the School Leader will determine the number and assignments of such teachers. Such teachers may work at Promise Academy on a full or part time basis. Each teacher assigned to Promise Academy will be qualified in his or her grade levels and subjects, hold a valid teaching certificate issued by the Indiana Department of Education under the Code, to the extent required under the Code and other applicable laws and regulations. Upon written request, TLG will provide Promise Academy with documentary evidence of TLG's compliance with this Section 13.4.

13.5 Support Staff. Subject to the consultation provisions of Section 13.1, TLG will provide Promise Academy with such support staff as is required to provide the Educational Services, Administrative Services and any associated Supplementary Programs. Such support staff may include, among others, teachers' aides, clerical staff and administrative assistants to the School Leader, bookkeepers and maintenance personnel. Such support staff may work at Promise Academy on a full or part time basis.

13.6 Training. TLG will provide training (i) in the instructional methods and curriculum, which comprise the Educational Program, and (ii) with regard to support technology to the teachers and other instructional personnel on a regular and continuous basis, as stated in the Charter Contract and consistent with TLG's past practices. Non-instructional personnel will receive such training as TLG determines to be reasonable and necessary under the circumstances.

14. Termination of Agreement.

14.1 By TLG. TLG may terminate this Agreement prior to the end of the Term specified in Section 8 in the event that Promise Academy fails to remedy a material breach of this Agreement within 60 days after written notice from TLG. A material breach includes, but is not limited to (i) Promise Academy's failure to pay any fee or reimbursement as required by the terms of this Agreement, (ii) adoption by Promise Academy of an Educational Program for the Academy in substantial variance from the material recommendations of TLG, (iii) Promise Academy's failure to approve a Academy Budget, which is (a) fully compliant with the requirements of Section 2.7.1 and (b) substantially consistent with the recommendation of TLG, or (iv) an act or omission that causes TLG to be unable to perform its material obligations under this Agreement. Termination by TLG will not relieve Promise Academy of any obligations for payments outstanding to TLG as of the date of termination or liability for financial damages suffered by TLG as a consequence of Promise Academy's breach (or of TLG's termination as a result thereof) of this Agreement.

14.2 By Promise Academy. Promise Academy may terminate this Agreement prior to the end of the Term specified in Section 8 in the event that TLG fails to remedy a material breach of this Agreement within 60 days after written notice from Promise Academy. A material breach by TLG includes, but is not limited to: (i) a material failure to reasonably account for its expenditures related to Promise Academy funds or for other expenses incurred with respect to Promise Academy at TLG's direction, (ii) TLG's failure to substantially follow the material policies, procedures, rules, regulations or curriculum required by the Charter Contract, this Agreement, the Code and applicable laws and regulations, (iii) failure to abide by and meet the educational goals set forth in the Charter Contract such that the Charter Contract will be terminated, (iv) the employment of teachers in violation of the Code or this Agreement, (v) any act or omission of gross negligence by TLG that causes Promise Academy to materially breach the Charter Contract or any of Promise Academy's other material contractual obligations in anyway, or (vi) filing of bankruptcy by TLG. Termination by Promise Academy will not relieve Promise Academy of any obligations for payments outstanding to TLG as of the date of the termination, nor will it relieve TLG for liability for financial damages suffered by Promise Academy as a consequence of TLG's breach (or of Promise Academy's termination as a result thereof) of this Agreement.

14.3 Change in Law. If any federal, State or local law or regulation, court or administrative decision or Attorney General's opinion has a materially adverse effect on the ability of either party to carry out its obligations under this Agreement, such party, upon written notice, may request renegotiation of this Agreement. Such renegotiation will be undertaken in good faith and may include the use of a third party arbitrator for alternative dispute resolution pursuant to Section 19. If the parties are unable to renegotiate the terms within 90 days after such notice and good faith negotiations, the party requesting the renegotiation may terminate this Agreement on 120 days' further written notice or at the end of a School Year, whichever is earlier.

14.4 Real and Personal Property. Upon termination or expiration of this Agreement by either party for any reason, any real or personal property leased by TLG, or any affiliate thereof, to Promise Academy or the Academy will remain the real and personal property and leases of TLG, and all personal property purchased by TLG with the funds provided to TLG by Promise Academy will be the personal property of Promise Academy.

14.5 Advances/Out-of-Pocket Expenses. Upon termination or expiration of this Agreement for any reason, Promise Academy shall (i) reimburse TLG for all expenses owed pursuant to Section 11.3, (ii) repay all Advances from TLG and (iii) post a letter of credit or bond in favor of TLG guaranteeing (A) any future payments due under any equipment or facilities lease from, or guaranteed, cosigned, or

collateralized by TLG or an affiliate thereof and (B) Promise Academy's performance of any other obligations guaranteed, cosigned, or collateralized in whole or part by TLG or an affiliate thereof.

14.6 Termination of Licenses. Upon termination or expiration of this Agreement by either party for any reason, any licenses to use (express or implied) the TLG's curriculum and Education Program shall automatically terminate, and Promise Academy shall immediately cease any use of thereof.

14.7 Return of Materials. Within five business days of any termination or expiration of the Management Agreement by either party for any reason, Promise Academy shall (i) assemble in a safe place (a) all materials relating to TLG's curriculum and Education Program of any kind or character, whether in hard copy or electronic format or otherwise, and any copies thereof and (b) all operational, systems and other administrative manuals and material, and copies thereof, and (ii) certify in writing to TLG that Promise Academy and the Academy has ceased to use the TLG's curriculum and Education Program materials and all such administrative manuals and materials. At TLG's direction, Promise Academy will promptly send at its expense all such materials to TLG or permit representatives of TLG to pick up all such materials at the School.

15. Proprietary Information and Ownership. Notwithstanding anything contained herein to the contrary, third party curriculum or other educational materials purchased by TLG with funds TLG receives pursuant to this Agreement will be the property of Promise Academy. Notwithstanding the foregoing, Promise Academy acknowledges that TLG owns the intellectual property rights and interests in TLG's curriculum and Education Program being licensed and/or utilized Promise Academy during the Term of this Agreement. Promise Academy acknowledges and agrees that it has no intellectual or property interest or claims in TLG's curriculum and Education Program and has no right to use TLG's curriculum and Education Program unless expressly agreed to in writing by TLG.

16. Indemnification.

16.1 Indemnification of TLG. Promise Academy will indemnify, defend and save and hold TLG and its affiliates and all of their respective employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorney's fees and costs) that may arise out of, or by reason of, any noncompliance by Promise Academy with any agreements, covenants, warranties or undertakings of Promise Academy contained in or made pursuant to this Agreement, and any misrepresentations or breach of the representations and warranties of Promise Academy contained in or made pursuant to this Agreement. In addition, Promise Academy will reimburse TLG for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 16.1 may be met by the purchase of insurance pursuant to Section 17.

16.2 Indemnification of Promise Academy. TLG will indemnify, defend and save and hold Promise Academy and all of its employees, officers, directors, subcontractors and agents harmless against any and all claims, demands, suits or other forms of liability (including reasonable attorney's fees and costs) that may arise out of, or by reason of, any noncompliance by TLG with any agreements, covenants, warranties or undertakings of TLG contained in or made pursuant to this Agreement, and any misrepresentation or breach of the representations and warranties of the TLG contained in or made pursuant to this Agreement. In addition, TLG will reimburse Promise Academy for any and all legal expenses and costs associated with the defense of any such claim, demand or suit. The indemnification requirements of this Section 16.2 may be met by the purchase of insurance pursuant to Section 17.

17. Insurance.

17.1 Insurance Coverage. Promise Academy will maintain general liability insurance and umbrella insurance coverage in the amounts required (i) by the Charter Contract or (ii) by sound business practices. Such policies shall name TLG and its affiliates and their respective directors, officers, employees, subcontractors, and agents as additional insureds under such policies. Promise Academy will comply with any information requests from its insurer(s) and all reporting requirements applicable to such insurance.

17.2 Property and Casualty Insurance. Each party will maintain property and casualty insurance covering all real and personal property owned by that party and which are used or useful in the operations of Promise Academy. The amount of such coverage shall be sufficient to fully comply with sound business practices.

17.3 Workers' Compensation Insurance. Each party will maintain workers' compensation insurance as required by law, covering their respective employees, including the maintenance of such insurance with respect to the School Leader, teachers and support staff of Promise Academy, the cost of which shall be provided for in the Academy Budget.

17.4 Coordination and Cooperation. To the extent requested by Promise Academy, TLG shall undertake to coordinate the acquisition and maintenance of the insurance requirements of Promise Academy under this Agreement and the parties will cooperate with each other to assure the complete, efficient and economical provision of the required insurance coverage. In addition, each party shall present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Section 17. Each party will comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

18. Warranties and Representations.

18.1 Representations and Warranties of TLG. TLG hereby represents and warrants to Promise Academy:

18.1.1 TLG is a duly organized limited liability company in good standing in the State of Michigan and is authorized to conduct business in the State of Indiana.

18.1.2 To the best of its knowledge, TLG has the authority under the Code and other applicable laws and regulations to execute, deliver, perform this Agreement, and to incur the obligations provided for under this Agreement.

18.1.3 TLG's actions under this Agreement have been and will be duly and validly authorized, and it will adopt any and all further resolutions or expenditure approvals required for execution of this Agreement.

18.1.4 To the best of its knowledge, TLG is not in breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to TLG's required performance under this Agreement.

18.2 Representations and Warranties of Promise Academy. Promise Academy hereby represents and warrants to TLG:

18.2.1 Promise Academy is a duly organized non-profit corporation in good standing and is authorized to conduct business in the State of Indiana.

18.2.2 The Charter Contract (i) authorizes Promise Academy to operate the Academy and receive revenues under the Code from the State and from federal, State and other resources; (ii) approves the Education Program and other activities contemplated by this Agreement; and (iii) vests Promise Academy with all powers necessary and desirable for carrying out the Education Program and other activities contemplated in this Agreement.

18.2.3 Promise Academy has the authority under the Code and other applicable laws and regulations to contract with a private entity to perform the Educational Services, Administrative Services, Supplemental Programs and all other services under this Agreement and execute, deliver and perform this Agreement, and to incur the obligations provided for under this Agreement.

18.2.4 Promise Academy's actions and those of the Board have been duly and validly authorized.

18.2.5 To the best of its knowledge, Promise Academy is not in breach of the terms of the Charter Contract and will use its best efforts to insure that it will not breach the Charter Contract in the future.

18.2.6 To the best of its knowledge, Promise Academy is not in breach or default under any loan or financial obligations, including, but not limited to, salary obligations and related benefits, payroll taxes, and leases for real and personal property, to the extent that any such obligation is related to Promise Academy's required performance under this Agreement.

18.2.7 The Educational Program has been reviewed and approved by resolution by the Board.

18.2.8 Promise Academy and the Board will use its best efforts to insure that the Educational Program complies with and will continue to comply with the Charter Contract, the Code and other applicable laws and regulations.

18.2.9 Promise Academy has no intellectual or property rights or claims in TLG's curriculum and Education Program and will make no such claims in the future.

18.3 Mutual Warranties. Each party to the Agreement warrants 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.

19. Alternative Dispute Resolution Procedures.

19.1 Dispute Resolution. All claims, disputes, and other matters in controversy ("Disputes") between the parties hereto arising directly or indirectly out of or related to this Agreement, or the breach thereof, whether contractual or non-contractual, and whether during the Term or after the termination of this Agreement shall be resolved exclusively according to the procedures set forth in this Section 19.

19.2 Mediation. No party shall commence an arbitration proceeding pursuant to the provisions of Section 19.3 unless such party shall first give a written notice (a "Dispute Notice") to the

other party hereto setting forth the nature of the Dispute. The parties shall attempt in good faith to resolve the Dispute by mediation under the Commercial Mediation Rules of the American Arbitration Association (“AAA”) in effect on the date of the Dispute Notice. If the parties cannot agree on the selection of a mediator within 20 days after delivery of the Dispute Notice, the mediator will be selected by the AAA. If the Dispute has not been resolved by mediation within 60 days after delivery of the Dispute Notice then the Dispute shall be determined by arbitration in accordance with the provisions of Section 19.3.

19.3 Arbitration. Any Dispute that is not settled through mediation as provided in Section 19.2, shall be resolved by final and binding arbitration in Indianapolis, Indiana, governed by the Federal Arbitration Act, 9 U.S.C. §1 et seq, and administered by the AAA under its Commercial Arbitration Rules in effect on the date of the Dispute Notice, except that persons eligible to be selected as arbitrators shall be limited to lawyers with excellent academic and professional credentials (i) who are or have been a partner in a highly respected law firm or a law professor for at least 10 years specializing in either general commercial litigation or general corporate and commercial matters with experience in the field of joint ventures and limited liability company agreements and (ii) who have both training and experience as arbitrators. All such Disputes shall be conducted by a single arbitrator, unless the Dispute involves more than \$250,000 in the aggregate in which case the arbitration shall be conducted by a panel of three arbitrators. Each party shall be entitled to strike on a peremptory basis, for any reason or no reason, any or all of the names of potential arbitrators for the list submitted to the parties by the AAA as being qualified in accordance with the criteria set forth herein. In the event the parties cannot agree on a mutually acceptable single arbitrator from the one or more lists by the AAA, the AAA shall designate three persons who, in its opinion, meet the criteria set forth herein, which designees may not include persons named on any list previously submitted by the AAA. Each party shall be entitled to strike one of such three designees on a peremptory basis, and shall indicate its order of preference with respect to the remaining designees, and the selection of the arbitrator(s) shall be made from such designee(s) which have not been so stricken by any party in accordance with their indicated order of mutual preference. The arbitrator(s) shall base their award on applicable law and judicial precedent and, unless the parties agree otherwise, shall include in such award the findings of fact and conclusions of law upon which the award is based. Judgment on the award rendered by the arbitrator(s) may be entered in any court having jurisdiction thereof.

19.4 Costs and Attorneys’ Fees. If a party hereto fails to proceed with mediation or arbitration as provided herein or unsuccessfully seeks to stay such mediation or arbitration, or fails to comply with any arbitration award, or is unsuccessful in vacating or modifying the award pursuant to a petition or application for judicial review, the other party shall be entitled to be awarded costs, including reasonable attorneys’ fees, paid or incurred by such other party in successfully compelling such arbitration or defending against the attempt to stay, vacate or modify such arbitration award and/or successfully defending or enforcing the award.

19.5 Tolling of Statute of Limitations. All applicable statutes of limitation and defenses based upon the passage of time shall be tolled while the procedures specified in this Section 19 are pending. The parties will take such action, if any, required to effectuate such tolling.

20. Miscellaneous.

20.1 Sole Agreement. This Agreement supersedes and replaces any and all prior agreements and understandings between Promise Academy and TLG regarding the Academy.

20.2 Force Majeure. Notwithstanding any other sections of this Agreement, neither party will be liable for any delay in performance or inability to perform due to acts of God or due to war, riot,

terrorism, civil war, embargo, fire, flood, explosion, sabotage, accident, labor strike or other acts beyond its reasonable control.

20.3 Governing Law. The laws of the State of Indiana will govern this Agreement, its construction and the determination of any rights, duties and remedies of the parties arising out of or relating to this Agreement.

20.4 Agreement in Entirety. This Agreement constitutes the entire agreement of the parties regarding the Academy.

20.5 Counterparts. This Agreement may be executed in counterparts, each of which will be deemed an original, but both of which will constitute one and the same instrument.

20.6 Official Notices. All notices and other communications required by the terms of this Agreement will be in writing and sent to the parties hereto at the addresses set forth below (and such addresses may be changed upon proper notice to such addressees). Notice may be given by: (i) certified or registered mail, postage prepaid, return receipt requested, (ii) facsimile (with confirmation of transmission by sender's facsimile machine) or (iii) personal delivery. Notice will be deemed to have been given two days after mailing or on the date of personal delivery or on the date of transmission of a facsimile if on a business day during normal business hours (or, if not, the first business day thereafter). The addresses of the parties are:

To Promise Academy:

To TLG

The Leona Group, L.L.C.

4660 S. Hagadorn, Suite 500

East Lansing, Michigan 48823

Attention: William Coats

Tel: _____

Tel: 517-333-9030

Fax: _____

Fax: 517-333-4559

20.7 Assignment. This Agreement will not be assigned by TLG without the prior consent in writing of Promise Academy or by Promise Academy without the prior consent in writing of TLG, provided that TLG may assign this Agreement to an affiliated entity or an entity that is a successor to all or a substantial portion of TLG's business and may delegate the performance of, but not responsibility for, any duties and obligations of TLG hereunder to any independent contractors, experts or professional advisors, subject to Promise Academy approval, which approval can not be unreasonably withheld.

20.8 Amendment. This Agreement will not be altered, amended, modified or supplemented except in a written document approved by the Board and signed by authorized officers of both Promise Academy and of TLG.

20.9 Waiver. No waiver of any provision of this Agreement will be deemed to be, nor will constitute a waiver of any other provision, nor will such waiver constitute a continuing waiver unless otherwise expressly stated.

20.10 Severability. The invalidity of any of the covenants, phrases or clauses in this Agreement will not affect the remaining portions of this Agreement, and this Agreement will be construed as if such invalid covenant, phrase or clause had not been co-maintained in this Agreement. To the extent that any of the services to be provided by TLG are found to be an invalid delegation of authority by Promise Academy, such services will be construed to be limited to the extent necessary to make the services valid and binding.

20.11 Successors and Assigns. Except as limited by Section 20.7, this Agreement will be binding upon, and inure to the benefit of, the parties and their respective successors and assigns.

20.12 No Third Party Rights. This Agreement is made for the sole benefit of Promise Academy and TLG, and their affiliates, successors and assigns. Except as otherwise expressly provided, nothing in this Agreement will create or be deemed to create a relationship between the parties to this Agreement, or either of them, and any third person, including a relationship in the nature of a third party beneficiary or fiduciary.

20.13 Survival of Termination. All representations, warranties and indemnities made in this Agreement will survive termination of this Agreement.

20.14 Binding Effect; Counterparts. This Agreement shall be binding upon and inure to the benefit of the parties hereto and their respective successors and assigns. This Agreement may be executed in any number of counterparts, each of which shall be deemed an original and all of which together shall be deemed one and the same instrument.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the date and year first above written.

Promise Academy, Inc.

The Leona Group, L.L.C.

By: _____

By: _____

Its _____

Its _____

e. 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 service provider, the internal controls that will guide the relationship, and how the governing board will ensure fulfillment of performance expectations;

The school's governing board may contract with a service provider for school staffing and support functions, including facility management, personnel management, payroll and accounting, curriculum development, and professional development services for staff and teachers.

The board is responsible for setting policy, directing operational and academic performance, and ensuring fiscal stability; the service provider operates at the direction of the charter school board. As a vendor, the management company shall be hired. The Promise Academy board will hold all vendors, including the service provider, accountable for the services they provide in accordance with the terms of the service agreement (management contract).

f. Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed service provider or any affiliated business entities;

None exist.

g. Evidence that the service provider is authorized to do business in Indiana.

Annexed is the Certificate of Authority from the State of Indiana. It is acknowledged that through a clerical oversight the authority is not in good standing. Documents to remedy this situation have been initiated with the relevant departments within State of Indiana.

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

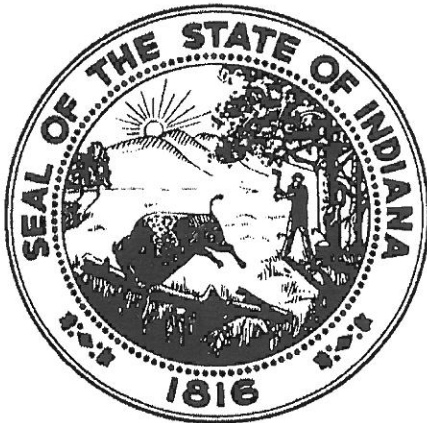
CERTIFICATE OF AUTHORITY

of

THE LEONA GROUP, L.L.C.

I, TODD ROKITA, Secretary of State of Indiana, hereby certify that Application for Certificate of Authority of the above Michigan Foreign Limited Liability Company (LLC) 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 Business Flexibility Act.

NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, March 28, 2005.



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 28, 2005.

A handwritten signature in black ink that reads "Todd Rokita".

TODD ROKITA,
SECRETARY OF STATE

2005040800277 / 2005040867115

APPLICATION FOR CERTIFICATE OF
AUTHORITY OF A FOREIGN LIMITED LIABILITY COMPANY

State Form 49484 (R 11 -03)

Approved By State Board Of Accounts 1999

TOOD ROKVA
SECRETARY OF STATE
RPO OFFICE WISCONSIN
302 W. Washington St., Rm. E
Indianapolis, IN 46204
Telephone: 317 232 6766

Indian a Code 23-18-11-4 et seq

INSTRUCTIONS: Use 8 1/2" x 11" white paper for attachments.
Present original and one (1) copy to the address in upper right corner of this form.
Please TYPE or PRINT.
Please visit our office on the web at www.sos.in.gov.

FILING FEE: \$90.00

MAR 28 2005

This application cannot be accepted without an original certificate of existence duly authenticated by the proper authority from the LLC's domiciliary state within the last sixty (60) days.

Chris Rogers This application cannot be accepted unless a registered agent with an Indiana street address is listed in ARTICLE II.

APPLICATION FOR CERTIFICATE OF AUTHORITY
OF
The Leona Group, L.L.C.

A FOREIGN LLC
TO TRANSACT BUSINESS IN THE STATE OF INDIANA

The undersigned manager or member of the above _____ Michigan _____ LLC
(State of domicile)
desiring to effectuate the admittance of the LLC to transact business in the State of Indiana, under the name of
The Leona Group, L.L.C. _____ certifies the following facts
(If using an assumed business name specify name above)

ARTICLE I: Name and Principal Office

Name of LLC (Must be identical to name shown in Articles of Organization and Amendments thereto)

The Leona Group, L.L.C.

Address of the principal office of LLC (Number and street, city, state and ZIP code)

4660 S. Hagadorn Road, Suite 500, East Lansing, MI 48823

ARTICLE II: Registered Office and Registered Agent

Name of the registered agent of the LLC

Steve Bollier

Indiana address of the registered office of LLC (Number and street, city, state and Zip code)

1912 Trotter Court, Fort Wayne, IN 46815

ARTICLE III: Date of Organization and Duration of Existence

Date of organization in domiciliary state

September 16, 1996

Expected period of duration listed in the Articles of Organization

December 31, 2026

ARTICLE IV: Management

☒ The Articles of Organization state that the LLC is to be managed by its members.

☒ The Articles of Organization provide for a manager or managers.

In witness whereof, the undersigned being the _____ Managing Member _____ of said LLC executes this
(Manager or member)

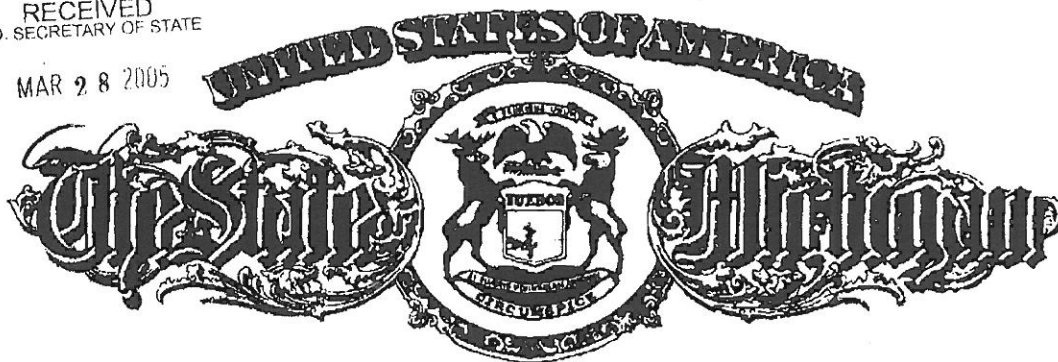
Application For Certificate Of Authority, and verifies subject to penalties of perjury, that the facts contained herein are true this

2nd day of March, 2005

Signature William Coats Printed name William Coats

RECEIVED
IND. SECRETARY OF STATE

MAR 28 2005



Lansing, Michigan

This is to Certify That

THE LEONA GROUP, L.L.C.

was validly organized on September 13, 1996 as a Limited Liability Company. Said Limited Liability Company is validly in existence under the laws of this state and has satisfied its annual filing obligations.

This certificate is issued pursuant to the provisions of 1993 PA 23, as amended, to attest to the fact that the company is in good standing in Michigan as of this date.

This certificate is in due form, made by me as the proper officer, and is entitled to have full faith and credit given it in every court and office within the United States.



Sent by Facsimile Transmission
834711

*In testimony whereof, I have hereunto set my hand,
in the City of Lansing, this 22nd day of March 2005*

A handwritten signature in dark ink, appearing to read "Andrew S. Hittell".

Bureau of Commercial Services

, Director

Network Vision, Growth Plan & Capacity

As used in his RFP, the term “**organization**” applies to any applicant or partnership among groups applying to replicate a school model in Indiana. Thus, it may include an existing school proposing to replicate; an existing school network or CMO applying directly for a charter; a governing board proposing to contract with an education service provider (ESP); or other entities and arrangements. *In the case of an applicant proposing to contract with a service provider, applicants should provide requested information for both the governing board and the ESP, as applicable.*

Provide the following information about the organization’s growth plan and capacity to carry out that plan with quality and integrity.

1. Provide, as **Attachment 9**, the organization’s 5-year business plan addressing the plan for network expansion in Indiana (and in other states, if applicable). If no business plan has been developed, please answer the remaining questions in this section. ***NOTE: There is no page limit for this attachment. Business plans will NOT be posted on the ICSB website.***

2. Describe the organization’s strategic vision, desired impact, and five-year growth plan for developing new schools in Indiana and other states, if applicable. Include: number and types of schools; planned opening years; all currently targeted geographies and criteria for selecting them; projected numbers of students; and measurable impact on student achievement.

The Leona Group, LLC (TLG) is committed to bringing choice and competition to public education. We strive to ensure that all students, regardless of their gender, race or ethnicity, economic or educational disadvantage, have opportunities to succeed at high levels and to improve their life chances. We seek to partner with charter school operators who share those fundamental beliefs.

TLG operates almost exclusively in urban areas where the need for a quality educational choice is greatest. Whether participating in a start-up, assuming new management of a school, or in a turn-around situation, an efficient and intensive process for quickly assessing the student population and making solid, data-driven decisions is provided.

Foundational to TLG is our philosophy about students: that every child can and will learn and achieve, regardless of ethnicity, economic or educational disadvantage. These founding beliefs drive TLG's commitment to excellence in elementary, middle and high school classrooms across the country.

Schools managed by TLG are free, public schools - they do not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.

TLG has successfully obtained many charters and has supported a multitude of community groups in obtaining charter contracts in urban areas in Michigan, Indiana, Ohio, Florida and Arizona. Cities of operation include: IN – Ft. Wayne; MI – Detroit, Saginaw, Flint, Benton Harbor; AZ – Phoenix, Tucson, Casa Grande, Lake Havasu; OH – Toledo, Columbus, Cincinnati, Akron; FL – Miami/Dade County, Broward County, Tampa, Naples. Since 2008, TLG and/or its community partners have been awarded 14 new charters:

- South Mountain Academy Elementary School, opening fall of 2013 in Phoenix, AZ
- Gulf Coast Charter Academy South K-8, opening in 2013 in Naples, FL.
- Desert Mirage Elementary School, opening fall 2013 in Phoenix, AZ
- Community Charter High School of Excellence 9-12, opening in 2013 in Tampa, FL.
- Hampton Hills Academy, opening fall 2012 in Akron, OH.
- Project Based Learning Academy High School, opening fall 2012 in Coral Gables, FL.
- Alpha Charter of Excellence (ACE) opening fall 2012 in Dade County, FL.
- Smith Academy for Excellence, opening fall 2012 in Ft. Wayne, IN
- Mission Heights Preparatory Academy, opened fall 2011 in Casa Grande, AZ.
- Havasu preparatory Academy, opened fall 2011 in Lake Havasu City, AZ.
- Community Charter Middle School of Excellence 6-8, opened in 2011 in Tampa, FL.
- Leona Advanced Virtual Academy, opened fall 2010 in Tempe, AZ.
- Achieve Career Preparatory Academy, opened fall 2009 in Toledo, OH.
- Community Charter School of Excellence K-5, opened in 2008 in Tampa, FL.

Our philosophy...

- *About schools* is that every family deserves quality choice in free public education. TLG provides quality education options that are safe, nurturing and responsive to individual student needs.
- *About parents* is that families play an important role in student success. TLG schools encourage family participation in many ways, and work to establish close and meaningful connections with parents/guardians.
- *About teachers* is that to have life changing schools, you must have world-class teachers. Do you remember a very special teacher who impacted your life in a significant and positive way? We hire that teacher - every time.
- *About communities* is that Leona Group charter schools must strive not only to be a part of the community - but also to become pillars of support to their neighbors.

TLG has a proven, growing and financially sustainable model for successful schools in urban areas. While there is much work to be done to expand educational choices like these, there are many examples of how Leona Group charter schools are making an impact on education.

Management Services Overview

TLG provides a comprehensive package of management services with a holistic approach to school success in mind. Academic success, fiscal responsibility and compliance with federal, state and local regulations are at the forefront of TLG's management objectives. TLG provides a full array of education management services including expertise and delivery of educational, business and operational services, as well as school start-up support.

Academic Support Services

Curriculum

TLG works with the board and Leona's on-site academy staff to determine specific curriculum programs that meet state and federal standards. Leona support staff assist by providing guidance on specific curricula and school improvement plans, as well as meeting academic measures and other requirements of No Child Left Behind. Curriculum development and implementation at the school is supported by the Quality Schools Initiative (QSI) team. Professional development costs for academy staff, in support of curriculum development and implementation, are part of the annual budget with actual expenditures reviewed as part of the monthly expenditure report.

Grant writing and implementation

TLG provides full-service grants support, including grant research, writing, submission, implementation, tracking, evaluation and report filing of both competitive and entitlement grants. Funded grants will include Title I, Title II-A, Title II-D, Title III, Title IV, Title V and other federal and state grants, as applicable. Fees for grant research, writing and submission are included under the typical management agreement; the cost of grant implementation, tracking, evaluation and report filing are funded by the grant itself.

Special needs

TLG embraces the philosophy of full inclusion, believing special education students are best educated in the regular classroom. Classroom teachers and collaborative teachers accept responsibility for all students and modify, accommodate and adjust teaching techniques and class activities to meet the learning abilities of all children. TLG's special education staff works in partnership with and supports the regular classroom in this process, and provides ongoing professional training, counsel and development.

Student assessment and evaluation

A child's educational growth is multi-faceted and evaluation should reflect the child's physical, social and intellectual progress. Various assessment tools, including state-mandated tests, are used to determine each child's development and to measure the success of the school program in meeting its goals. The assessment and evaluation department partners with school staff in the areas of high-stakes testing, quantitative and qualitative measures/reporting and School Improvement Plan development. Using data collected through these assessments, data-driven decision making is utilized on an individual, classroom and school-wide basis.

Professional Services

Budget oversight and financial reporting

The academy board is encouraged to provide input into the budget development process, collaborating with the regional vice president and school leader in fiscally supporting short- and long-term goals and objectives. The board retains final authority and approves the budget. TLG then manages all school financial systems including accounting, budgeting, purchasing, long-range planning and state and federal reporting. In addition to regular reports to the academy board, such as proposed and revised budgets, monthly status reports and coordination with an independent auditor, TLG provides recommendations and advises board members on best-practice financial operations, following pertinent accounting procedures.

Human resources

As employer of record, TLG handles all recruiting, payroll, certification compliance, licensure and permitting, benefits and personnel matters for all academy employees and also assumes responsibility for the complex and technical regulatory issues in human resources. This allows the academy board of directors to concentrate on governance issues and eliminates board liability relative to employment.

TLG human resources department works collaboratively with the school leader to recruit, hire and orient new staff. The department utilizes various recruitment mechanisms including internal and external referrals, job fairs, strategic college and university recruiting, paid print and Web-based advertising and job postings. The department also maintains a Web-based recruitment site that allows potential candidates to review open positions nationwide and submit résumés for consideration. The human resources department reviews employee qualifications and ensures that staff applies for appropriate permits and meet certification or licensing requirements. Criminal background checks, pre-employment drug screening and unprofessional conduct checks are also completed on all employees prior to hire.

Marketing and communications

TLG marketing and communications team assists the academy in the creation and implementation of a personalized and strategic annual plan to attract students to the school and maintain maximum enrollment. Assistance in employee, media, parent and community communications also is provided. Services include marketing plan development and implementation, graphic design, copywriting, public speaking engagements, school Web-site development, media relations assistance, crisis communications, consultations, event and special program support, parent letters, specialty items and parent and staff surveys. Specific advertising elements could include print advertising (such as brochures, posters, fliers, newspaper advertising), television and/or radio campaigns, annual reports, etc.

Technology

The academy receives support for all aspects of technology, from infrastructure and network management to technical troubleshooting, support for office operations and network and support services for instruction. TLG ensures the academy is compliant with the Children's Internet Protection Act (CIPA). TLG provides maximum technological services while minimizing budgetary impact by partnering on technology plan development and implementation, assisting and supervising school-based technology reports such as student count management, and acquiring appropriate hardware and software for educational and business purposes.

Compliance reporting

TLG provides the academy support in successfully operating according to authorizer, state and federal regulations. TLG assists the academy in accurate compliance submissions, including document production, associated paperwork and timely filing of compliance reports to AOIS, Popervision, etc.

Special projects

TLG assists the academy with special projects, working quickly and efficiently to provide guidance and action in many areas. A full-time and dedicated insurance coordinator handles all property, liability and vehicle insurance including insurance claims, requests for proof of insurance, certificates of insurance and policy renewals, as well as working on safety and loss control measures for Leona. A full-time food service coordinator supports schools in providing cost-effective school breakfast and lunch programs that

meet all state and federal guidelines. Additional operational support includes, but is not limited to, facility management, financing, changes in school law and legislative communications.

3. Summarize the organization’s capacity to support and ensure the quality and long-term success of the new school(s) proposed. If the organization’s existing portfolio or growth plan includes schools in other states, explain how Indiana fits into the larger growth plan and how the organization will support and ensure quality in the schools planned for Indiana.

TLG was formed in 1996 in Michigan by Dr. William Coats, a nationally-recognized leader in education reform. One of many examples of successful school start-up and long term sustainability is César Chávez Academy, the first charter to partner with TLG, initially serving grades K-5 in Southwest Detroit.

Case study: César Chávez Academy | Detroit, Michigan began operation in 1996 and has since expanded to four impressive southwest Detroit campuses. The academy now serves more than 2,000 students in grades K-12, maintains a waiting list of over 200 students, and is the second largest K-12 charter school in Michigan.

Students at Chávez Academy thrive in the culturally diverse and bilingual environment. Hispanic students account for 88% of enrollment; 94% of students come from economically disadvantaged families and 35% are English Language Learners (ELL). As a district, the academy achieved AYP as did each campus individually. The elementary and middle schools received a “B” grade on the State Report Card; the high school received a “C” grade. For the second straight year, Cesar Chavez Academy High School is the highest ranked academically performing public open-enrollment high school in Detroit, both in top-to-bottom rankings and test scores.

With its proven track record in Michigan, TLG sought to make a difference in Arizona, an area that demonstrated tremendous need for a new kind of public school. TLG opened five charter high schools in the metro-Phoenix area in 1997, and formed its Arizona division and officially opened its Phoenix corporate headquarters in 2000.

The following year, TLG broadened its reach to serve students in Ohio beginning with Eagle Academy in Toledo. In 2002, three additional schools in Toledo were opened, along with TLG’s first Indiana charter school in Fort Wayne, Indiana: Timothy L. Johnson Academy. TLG has since expanded to also support charter school initiatives in Florida.

Timothy L. Johnson Academy, led by Steve Bollier, began operation in 2002 and now serves 300 students in grades K-8.

- Indiana P.L. 221 Results
 - 2010-11 Grade B Commendable Progress: 9.3% improvement
 - 2009-10 Grade B Commendable Progress: 19% improvement
 - 2007-08 Grade A Exemplary Progress: 17.9% improvement
- ISTEP Results - Purpose of ISTEP+ Assessments | What is AYP?
 - 2009-10 Made AYP: Adequate Yearly Progress
 - 2008 Made AYP: Adequate Yearly Progress
- American Student Achievement Institute
 - 2010 Top Gainer Award: Improvement in ISTEP scores from 2005-08

- 2008 Top Gainer Award: Improvement in ISTEP scores from 2003-06
- 2007 Top Gainer Award: Improvement in ISTEP scores from 2003-05

Case Study: Detroit Schools

The Detroit Public Schools district faces incredible challenges including abysmal drop-out rates, declining enrollment, daunting financial circumstances and scrutiny for poor academic performance. In contrast, in TLG charter schools in Detroit you will find:

- Healthy fund balances, even in the absence of capital funding
- 86.2% average four-year graduation rate
- \$2,421,535 academic scholarships earned by TLG's Michigan Class of 2011
- 91.75% college acceptance rate for TLG's Michigan Class of 2011
- 98% parents who rated their TLG school as safe and secure
- Increasing enrollment and waiting lists for admission
- Improving academic achievement, with six Wayne County campuses earning an "A" or "B" on the state report card

4. If not clearly described in Attachment 9, or if no business plan exists, provide evidence of organizational capacity to open and operate schools successfully in accordance with the growth plan. Explain results of past replication efforts and lessons learned, including how you have addressed replication challenges in other markets.

In the past three years, TLG has successfully opened six new charter schools. TLG ensures that the schools get up and running, from the initial charter application, grant applications, building and site acquisition, to development of the academy's organizational structure. We are there, each step of the way, to assist fledgling schools and to ensure long-term success.

In its nearly 16-year history, TLG has successfully opened many new schools and demonstrated long-term viability, navigating all types of challenges along the way.

Case Study: Community Charter School of Excellence, Tampa, FL

In 2008, the Community Charter School of Excellence (CCSE) opened its doors to 90 students in grades K-5. The fledgling school has not looked back since, growing and out-performing its traditional public school counterparts.

The Tampa charter school is a great example of what can happen when parents demand choice, opportunity and quality for their children. Only 10 points from a B-grade, CCSE solidly outperforms its traditional counterparts – schools that have earned D and F grades – and continued to improve its standardized test results.

"Parents were looking for a school that would provide the structure, discipline and consistency that their children needed," shared Chuck Malatesta, school leader. "They found that at CCSE." Satisfied parents requested expansion and the school obtained a charter for a middle school, which now serves grades 6-8.

By its second year of operation, CCSE had more than doubled its enrollment and now serves 355 children. CCSE will offer grade 9 next year, becoming one of only a few K-12 school options in the state.

Ninety-two percent of CCSE students receive free or reduced-price lunch. “The kids we teach are the ones that need us most. One word or sentence you say to any child can impact their lives forever. If you can teach here, you can teach anywhere. That’s how you know you’re a good teacher.”

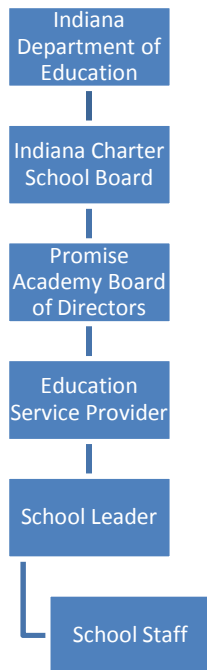
5. If not clearly described in Attachment 9, or if no business plan exists, describe the greatest anticipated risks and challenges to achieving the organization’s desired outcomes in Indiana. How will the organization meet these challenges and mitigate risks?

Building a School Culture

As a newly opened school, the founders of The Promise Academy recognize that it may be challenging to build a positive school culture initially. It is very important to build a relationship with parents and students as soon as possible to help solve this potential issue. The founding group plans to hold meetings with parents prior to the opening of the school in order to begin building relationships with students and parents. We believe incorporating morning meeting into the classroom daily will also help to build a positive school culture. Additionally, the school will have an all school assembly at the end of every month. This assembly will be used to highlight the accomplishments of classrooms, individuals, or groups.

Parental Involvement

The founding group of TPA understands that it may be difficult to have a significant amount of parental involvement. To remedy this potential problem, the organizers plan to provide food and child care whenever possible during after school meetings. Additionally, we will attract parents by offering door prizes and give a ways. The founders of the school will also encourage staff to make home visits whenever possible.



The Indiana Charter School Board shall appoint the academy’s board of directors, selecting members according to the terms and conditions outlined in the charter contract.

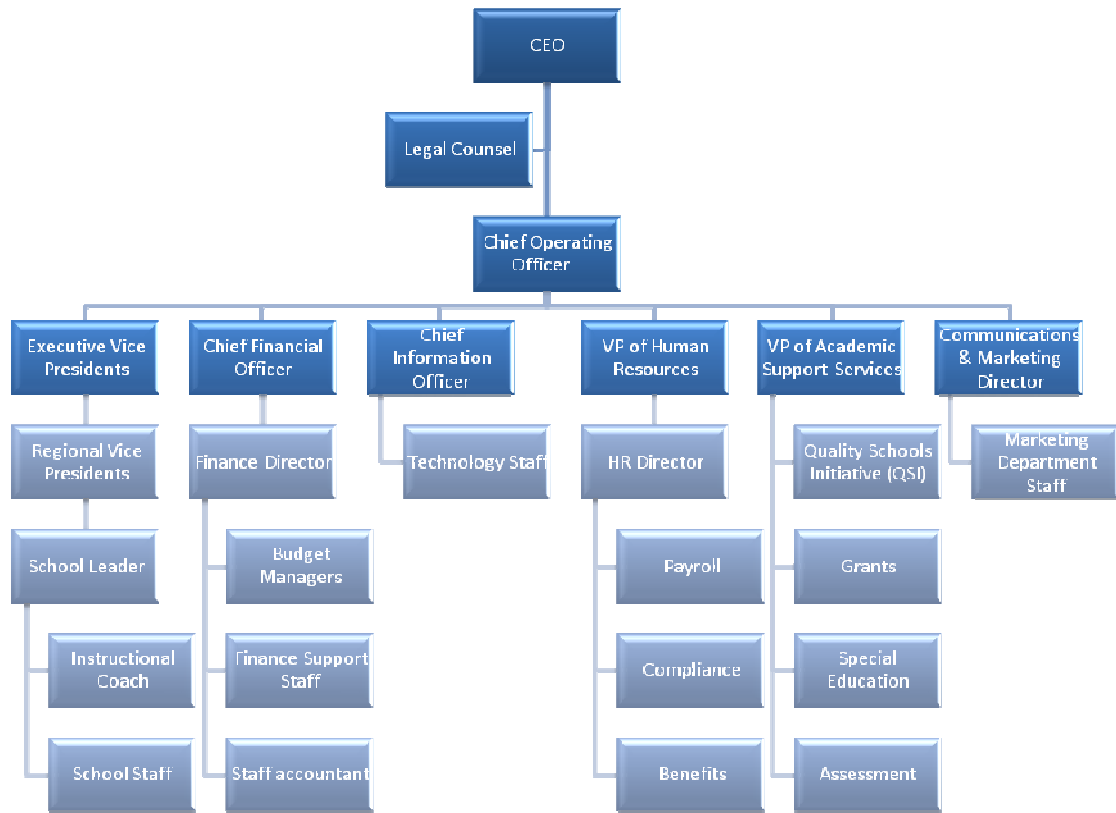
The academy board will have at least five members, as determined by the Indiana Charter School Board. Our team has identified seven potential board members for consideration. These individuals have a vested interest in the future of education throughout the area and have noted the need for quality educational choices. Board members will work collaboratively with the management company to ensure their vision is realized in the areas of curriculum development and implementation; fiscal health and stability; faculty and staff development; and strategic and long-term planning for the school.

Board members will be the standard-bearers and visionaries who bring resources together to implement this vision for quality education.

With the issuance of a charter contract, the development team will recommend that the Promise Academy board of directors contract with The Leona Group. The Leona Group will provide comprehensive management services, assuring that the academy completes a successful start-up and ongoing program with a reputation for top-quality academics and financial stability.

The Leona Group will be responsible for implementing the academy’s educational program and thus responsible for the academic performance of the academy. The Leona Group will be accountable to and report to the academy board at regularly scheduled times and upon request by the board.

The school leader will be the instructional leader as well as the supervisor of all employees in the building. The school leader directs the educational team, which includes office staff, teachers, support services and the assistance of community partners and parents, in creating specific academic and extracurricular programs that meet the varied needs of students. The school leader is responsible for providing the on-site managerial and operational leadership necessary to accomplish the school’s educational goals. He or she will assure the overall success of the academic program, the financial well-being of the academy, compliance with all laws and regulations, strong parental satisfaction and the attainment of all authorizer and stakeholder expectations. The board is proposing Ms. Daria Parham to be the school leader of The Promise Academy.



The Promise Academy- ELA Scope and Sequence

Kindergarten-Quarter One

Topics:	Launching Writer's Workshop	Small Moments	The Craft of Revision	Guide to the Reading Workshop	Following Characters into meaning	Nonfiction
Indiana State Standards						
Reading: Word Recognition, Fluency, and Vocabulary Development				K.1.1, K.1.2, K.1.3, K.1.4, K.1.6		
Reading: Comprehension and Analysis of Nonfiction and Informational Text					K.2.1, K.2.2, K.2.3	
Reading: Comprehension and Analysis of Literary Text					K.3.1, K.3.3	
Writing: Processes and Features	K.4.1., K.4.2					
Writing: Applications (Different Types of Writing and Their Characteristics)	K.4.1, K.4.2, K.4.3					
Writing: English Language Conventions		K.5.1, K.5.2	K.6.1			
Listening and Speaking: Skills, Strategies, and Applications	K.7.1,	K.7.2				
Common Core Standards						
Language	K..W.1	K.L.1a		K.RF.2a,b	K.R1.4, K.R1.5	K.R1.10
Reading Foundational Skills				K.RF.1, K.RF.3a,b		K.R1.7
Reading Literature					K.RL.1	K.R1.1
Speaking and Listening	K.SL.4, K.SL.5, K.SL.6			K.SL.1, K.SL.2, K.SL.3		
Writing		K.L.2a,b	K.L.4, K.L.5a, K.L. 6			

First Grade -Quarter One

Topics:	Launching Writer's Workshop	Small Moments	The Craft of Revision	Guide to the reading workshop	Following Characters into meaning	Nonfiction
Indiana State Standards						
Reading: Word Recognition, Fluency, and Vocabulary Development				1.1.1, 1.1.2, 1.1.3, 1.1.7, 1.1.8		
Reading: Comprehension and Analysis of Nonfiction and Informational Text					1.2.10	1.2.2, 1.2.3, 1.2.4
Reading: Comprehension and Analysis of Literary Text					1.3.1, 1.3.2, 1.3.7	
Writing: Processes and Features	1.4.1, 1.4.2					
Writing: Applications (Different Types of Writing and Their Characteristics)		1.5.1, 1.5.2				
Writing: English Language Conventions		1.6.8	1.6.1, 1.6.2			
Listening and Speaking: Skills, Strategies, and Applications		1.7.1	1.7.2			
Common Core Standards						
Language				1.RL.1		1.R1.1, 1.R1.2,
Reading Foundational Skills				1.RF.1	1.RF.3a,b,c	1.R1.4, 1.R1.5
Reading Literature			1.RL.4, 1.RL.5, 1.RL.6	1.RF.2a,b	1.RF.4a,b	1.R1.7, 1.R1.10
Speaking and Listening	1.L.1a, 1.L.2a,b	1.L.4, 1.L.5a, 1.L. 6				
Writing	1.W.5	1.W.7	1.W.1			

Second Grade-Quarter One

Topics:	Launching Writer's Workshop	Small Moments	The Craft of Revision	Guide to the Reader's Workshop	Following Characters into meaning	Nonfiction
Indiana State Standards						
Reading: Word Recognition, Fluency, and Vocabulary Development				2.1.1, 2.1.2, 2.1.3, 2.1.7, 2.1.8		
Reading: Comprehension and Analysis of Nonfiction and Informational Text					2.2.10	2.2.2, 2.2.3, 2.2.4
Reading: Comprehension and Analysis of Literary Text					2.3.1, 2.3.2, 2.3.7	
Writing: Processes and Features	2.4.1, 2.4.2					
Writing: Applications (Different Types of Writing and Their Characteristics)		2.5.1, 2.5.2				
Writing: English Language Conventions		2.6.8	2.6.1, 2.6.2			
Listening and Speaking: Skills, Strategies, and Applications		2.7.1	2.7.2			
Common Core Standards						
Language	2.L.1a, 2.L.2a,b	2.L.4, 2.L.5a, 2.L. 6			2.RL.10	2.R1.7
Reading Foundational Skills				2.RF.1, 2.RF.2a,b, 2.RF.3a,b	2.RL.1, 2.RL.4, 2.RL.5, 2.RL.6	2.R1.1, 2.R1.4, 2.R1.5
Reading Literature					2.RL.7	2.R1.10
Speaking and Listening	2.SL.1, 2.SL.2, 2.SL.3					2.SL.4, 2.SL.5, 2.SL.6
Writing	2.W.1	2.W.5	2.W.7			

Third Grade-Quarter One

Topics:	Launching Writer's Workshop	Small Moments	The Craft of Revision	Guide to the Reader's Workshop	Following Characters into meaning	Nonfiction
Indiana State Standards						
Reading: Word Recognition, Fluency, and Vocabulary Development				3.1.1, 3.1.2, 3.1.4, 3.1.5		
Reading: Comprehension and Analysis of Nonfiction and Informational Text				3.2.2, 3.2.4, 3.2.5		
Reading: Comprehension and Analysis of Literary Text				3.3.1, 3.3.3, 3.3.8	3.3.1, 3.3.3, 3.3.8	
Writing: Processes and Features	3.4.1, 3.4.2, 3.4.3, 3.4.9					
Writing: Applications (Different Types of Writing and Their Characteristics)		3.5.1, 3.5.2				
Writing: English Language Conventions			3.6.2, 3.6.3, 3.6.8			
Listening and Speaking: Skills, Strategies, and Applications				3.7.1, 3.7.2, 3.7.3, 3.7.15		
Common Core Standards						
Language	3.L.1a, 2.L.2a,b	3.L.4, 3.L.5a, 3.L. 6			3.RL.10	3.R1.7
Reading Foundational Skills				3.RF.1, 3.RF.2a,b, 3.RF.3a,b	3.RL.1, 3.RL.4, 3.RL.5, 3.RL.6	3.R1.1, 3.R1.4, 3.R1.5
Reading Literature					3.RL.7	3.R1.10
Speaking and Listening	3.SL.1, 3.SL.2, 3.SL.3					3.SL.4, 3.SL.5, 3.SL.6
Writing	3.W.1	3.W.5	3.W.7			

The Promise Academy-Math Scope and Sequence

Kindergarten-Quarter One

	Topic 1 – Sorting and Classifying	Topic 2 – Positions and Location	Topic 3 – Patterns	Topic 4 – Zero to Five	Topic 5 – Six to Ten	Topic 6 – Comparing Numbers
Indiana State Standards						
Number Sense				K.1.1 K.1.3 K.1.6	K.1.1 K.1.3 K.1.6	K.1.1 K.1.2 K.1.3 K.1.6 K.1.7 K.1.8
Computation				K.2.1 K.2.2 K.2.3	K.2.1 K.2.2 K.2.3	
Algebra and Functions	K.3.1		K.3.1			
Geometry		K.4.3				
Measurement	K.5.1	K.5.1	K.5.1			
Problem Solving						
Common Core Standards						
Counting and Cardinality				K.CC.1. K.CC.3. K.CC.4.	K.CC.1. K.CC.3. K.CC.4.	K.CC.1. K.CC.6. K.CC.7.
Operations in Algebraic Thinking				K.OA.1.	K.OA.1. K.OA.4.	
Number and Operations in Base 10						
Measurement and Data	K.MD.2. K.MD.3.	K.MD.2.	K.MD.2. K.MD.3.			
Geometry		K.G.1.				

First Grade-Quarter One

	Topic 1 – Numbers to 12	Topic 2 – Comparing and Ordering Numbers	Topic 3 – Understanding Addition	Topic 4 – Understanding Subtraction	Topic 5 – Five and Ten Relationships	Topic 6 – Addition Facts to 12
Indiana State Standards						
Number Sense	1.1.2 1.1.3	1.1.2 1.1.3 1.1.5				
Computation	1.2.3		1.2.1 1.2.2	1.2.1 1.2.2 1.2.7	1.2.1 1.2.2	1.2.1 1.2.2
Algebra and Functions			1.3.1 1.3.2	1.3.1 1.3.2 1.3.3	1.3.1	1.3.1
Geometry						
Measurement						
Problem Solving						
Common Core Standards						
Operations in Algebraic Thinking			1.OA.1. 1.OA.3. 1.OA.5. 1.OA.7.	1.OA.1. 1.OA.4. 1.OA.5. 1.OA.7.	1.OA.1. 1.OA.5. 1.OA.6.	1.OA.1. 1.OA.3. 1.OA.5. 1.OA.6. 1.OA.7.
Number and Operations in Base 10	1.NBT.2.	1.NBT.2. 1.NBT.3.			1.NBT.5.	
Measurement and Data						
Geometry						

Second Grade-Quarter One

	Topic 1 – Understanding Addition and Subtraction	Topic 2 – Addition Strategies	Topic 3 – Subtraction Strategies	Topic 4 – Place Value: Number to 100	Topic 5 – Counting Money	Topic 6 – Mental Addition
Indiana State Standards						
Number Sense				2.1.1 2.1.2 2.1.3 2.1.5 2.1.7	2.1.3	
Computation	2.2.2 2.2.3	2.2.1 2.2.2 2.2.3	2.2.1 2.2.2 2.2.3			2.2.4
Algebra and Functions	2.3.1	2.3.1	2.3.1			
Geometry						
Measurement					2.5.12	
Problem Solving						
Common Core Standards						
Operations in Algebraic Thinking	2.OA.1.	2.OA.1.	2.OA.1.	2.OA.3.		2.OA.2.
Number and Operations in Base 10	2.NBT.9.	2.NBT.9.	2.NBT.9.	2.NBT.1. 2.NBT.3. 2.NBT.4.	2.NBT.1.	2.NBT.9.
Measurement and Data					2.MD.8.	
Geometry						

Third Grade-Quarter One

	Topic 1 – Numeration	Topic 2 – Adding Whole Numbers	Topic 3 – Subtraction Number Sense	Topic 4 – Subtracting Whole Numbers to Solve Problems	Topic 5 – Multiplication Meanings and Facts	Topic 6 – Multiplication Fact Strategies: Use Known Facts
Indiana State Standards						
Number Sense	3.1.1 3.1.2 3.1.3 3.1.4 3.1.5 3.1.7	3.1.6				
Computation		3.2.1 3.2.8	3.2.1 3.2.8	3.2.1 3.2.8	3.2.2 3.2.3 3.2.4 3.2.5	3.2.2 3.2.3 3.2.4 3.2.5
Algebra and Functions					3.3.4 3.3.5	3.3.4 3.3.5
Geometry						
Measurement	3.5.11					
Problem Solving						
Common Core Standards						
Operations in Algebraic Thinking		3.OA.9			3.OA.1 3.OA.2 3.OA.3 3.OA.4 3.OA.7	3.OA.1 3.OA.2 3.OA.3 3.OA.4 3.OA.7
Number and Operations in Base 10	3.NBT.1	3.NBT.1 3.NBT.2	3.NBT.2	3.NBT.2		3.NBT.3
Measurement and Data						
Geometry						

5th Grade: Exit Skills Math

Write and interpret numerical expressions.	1. Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions with these symbols. 2. Write simple expressions that record calculations with numbers, and interpret numerical expressions without evaluating them.
Analyze patterns and relationships	3. Generate two numerical patterns using two given rules. Identify apparent relationships between corresponding terms. Form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane.

5th Grade NBT

Understand the place value system	1. Recognize that in a multi-digit number, a digit in one place represents 10 times as much as it represents in the place to its right and 1/10 of what it represents in the place to its left. 2. Explain
Perform operations with multi-digit whole numbers and with decimals to hundredths	5. Fluently multiply multi-digit whole numbers using the standard algorithm. 6. Find whole-number quotients of whole numbers with up to four-digit dividends and two-digit divisors, using strategies

5th Grade NF

Use equivalent fractions as a strategy to add and subtract fractions.	1. Add and subtract fractions with unlike denominators (including mixed numbers) by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	3. Interpret a fraction as division of the numerator by the denominator ($a/b = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed

5th Grade MD

Convert like measurement units within a given measurement system.	1. Convert among different-sized standard measurement units within a given measurement system (e.g., convert 5 cm to 0.05 m), and use these conversions in solving multi-step, real world problems.
Represent and interpret data.	2. Make a line plot to display a data set of measurements in fractions of a unit ($1/2$, $1/4$, $1/8$). Use operations on fractions for this grade to solve problems involving information presented in line plots.
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	3a. Recognize volume as an attribute of solid figures and understand concepts of volume measurement. A cube with side length 1 unit, called a “unit cube,” is said to have “one cubic unit”

5th Grade Geometry

Graph points on the coordinate plane to solve real-world and mathematical problems.	1. Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in
Classify two-dimensional figures into categories based on their properties.	3. Understand that attributes belonging to a category of two-dimensional figures also belong to all subcategories of that category. <i>For example, all rectangles have four right angles and squares are</i>

5th Grade Reading: Literature

Key Ideas and Details	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. 3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
Craft and Structure	4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. 5. Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. 6. Describe how a narrator’s or speaker’s point of view influences how events are described.
Integration of Knowledge and Ideas	7. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). 8. (Not applicable to literature) 9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.
Range of Reading and Complexity of Text	10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

5th Grade Reading: Informational Text

Key Ideas and Details	1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. 2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 3. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
Craft and Structure	4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. 5. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. 6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
Integration of Knowledge and Ideas	7. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. 8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
Range of Reading and Complexity of Text	10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

5th Grade Reading: Foundational Skills

Phonics and Word Recognition	1. Know and apply grade-level phonics and word analysis skills in decoding words. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context
Fluency	2. Read with sufficient accuracy and fluency to support comprehension. - Read grade-level text with purpose and understanding. - Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression. - Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

5th Grade Writing

Text Types and Purposes	1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. - Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose. - Provide logically ordered reasons that are supported by facts and details. - Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). - Provide a concluding statement or section related to the opinion presented. 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. - Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. - Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. - Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). - Use precise language and domain-specific vocabulary to inform about or explain the topic. - Provide a concluding statement or section related to the information or explanation presented. 3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. - Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. - Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
Production and Distribution of Writing	4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
Research to Build and Present Knowledge	7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. 9. Draw evidence from literary or informational texts to support analysis, reflection, and research. - Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). - Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).
Range of Writing	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

5th Grade Speaking & Listening

Comprehension and Collaboration	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none">- Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.- Follow agreed-upon rules for discussions and carry out assigned roles.- Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.- Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. <p>2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.</p>
Presentation of Knowledge and Ideas	<p>4. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation</p>

5th Grade Language

Conventions of Standard English	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">- Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.- Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.- Use verb tense to convey various times, sequences, states, and conditions.- Recognize and correct inappropriate shifts in verb tense.*- Use correlative conjunctions (e.g., either/or, neither/nor). <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">- Use punctuation to separate items in a series.*- Use a comma to separate an introductory element from the rest of the sentence.- Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?).- Use underlining, quotation marks, or italics to indicate titles of works.- Spell grade-appropriate words correctly, consulting references as needed.
Knowledge of Language	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ul style="list-style-type: none">- Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.- Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.
Vocabulary Acquisition and Use	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">- Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.- Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).- Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">- Interpret figurative language, including similes and metaphors, in context.- Recognize and explain the meaning of common idioms, adages, and proverbs.- Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however,</p>

8th Grade Math

Understand congruence and similarity using physical models, transparencies, or geometry software.	1. Verify experimentally the properties of rotations, reflections, and translations: a) Lines are taken to lines, and line segments to line segments of the same length; b) Angles are taken to angles of the same measure; and c) Parallel lines are taken to parallel lines. 2. Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them. 3. Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. 4. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. 5. Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for
Understand and apply the Pythagorean Theorem.	6. Explain a proof of the Pythagorean Theorem and its converse. 7. Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions. 8. Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
Solve real-world and mathematical problems involving volume of cylinders, cones, and spheres.	9. Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.

8th Grade NS

Know that there are numbers that are not rational, and approximate them by rational numbers.	1. Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number. 2. Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g.,
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8th Grade EE

Work with radicals and integer exponents	1. Know and apply the properties of integer exponents to generate equivalent numerical expressions. <i>For example, $3^2 \times 3^{-5} = 3^{-3} = 1/3^3 = 1/27$.</i> 2. Use square root and cube root symbols to
Understand the connections between proportional relationships, lines, and linear equations	5. Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways.. 6. Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b.
Analyze and solve linear equations and pairs of simultaneous linear equations	7a. Solve linear equations in one variable. Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers). 7b. Solve linear equations in one variable. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. 8a. Analyze and solve pairs of simultaneous linear equations. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously. 8b. Analyze and solve pairs of simultaneous linear equations. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases

8th Functions

Define, evaluate, and compare functions.	1. Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. (Function notation is not required in Grade 8). 2. Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). 3. Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear.
Use functions to model relationships between quantities.	4. Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y)

8th Grade SP

Investigate patterns of association in bivariate data	<ol style="list-style-type: none">1. Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.2. Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.3. Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept.4. Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables.
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8th Grade Reading: Literature

Key Ideas and Details	<ol style="list-style-type: none">1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure	<ol style="list-style-type: none">4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas	<ol style="list-style-type: none">7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.8. (Not applicable to literature)9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Complexity of Text	<ol style="list-style-type: none">10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

8th Grade Reading: Informational Text

Key Ideas and Details	<ol style="list-style-type: none">1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.2. Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.3. Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Craft and Structure	<ol style="list-style-type: none">4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.6. Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Integration of Knowledge and Ideas	<ol style="list-style-type: none">7. Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.8. (Not applicable to literature)9. Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Range of Reading and Complexity of Text	<ol style="list-style-type: none">10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

8th Grade Writing

Text Types and Purposes	<p>1. Write arguments to support claims with clear reasons and relevant evidence.</p> <ul style="list-style-type: none">- Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.- Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.- Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.- Establish and maintain a formal style.- Provide a concluding statement or section that follows from and supports the argument presented. <p>2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <ul style="list-style-type: none">- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.- Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.- Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.- Use precise language and domain-specific vocabulary to inform about or explain the topic. <p>Establish and maintain a formal style.</p> <ul style="list-style-type: none">- Provide a concluding statement or section that follows from and supports the information or explanation presented. <p>3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <ul style="list-style-type: none">- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. <p>Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.</p> <ul style="list-style-type: none">- Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.- Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.- Provide a conclusion that follows from and reflects on the narrated experiences or events.
Production and Distribution of Writing	<p>4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)</p> <p>5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p> <p>6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>
Research to Build and Present Knowledge	<p>7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p>8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p>9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <ul style="list-style-type: none">- Apply grade 8 Reading standards to literature (e.g., “Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new”).- Apply grade 8 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced”).
Range of Writing	<p>10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two).</p>

8th Grade Speaking & Listening

Comprehension and Collaboration	<p>1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others’ ideas and expressing their own clearly.</p> <ul style="list-style-type: none">- Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.- Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.- Pose questions that connect the ideas of several speakers and respond to others’ questions and comments with relevant evidence, observations, and ideas.- Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <p>2. Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>3. Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning</p>
Presentation of Knowledge and Ideas	<p>4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>5. Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p>6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.</p>

8th Grade Language

Conventions of Standard English	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none">- Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.- Form and use verbs in the active and passive voice.- Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.- Recognize and correct inappropriate shifts in verb voice and mood.* <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none">- Use punctuation (comma, ellipsis, dash) to indicate a pause or break.- Use an ellipsis to indicate an omission.- Spell correctly.
Knowledge of Language	<p>3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).</p>
Vocabulary Acquisition and Use	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.</p> <ul style="list-style-type: none">- Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).- Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.- Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <p>5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</p> <ul style="list-style-type: none">- Interpret figures of speech (e.g. verbal irony, puns) in context.- Use the relationship between particular words to better understand each of the words.- Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute). <p>6. Acquire and use accurately grade-appropriate general academic and domain-specific words and</p>

Second Exit Standard Component

<i>Grade Level</i>	<i>Positive Behavior Support Kwanzaa Principles</i>
K	Unity
1	Self-Determination
2	Unity
3	Cooperative Economics
4	Unity
5	Creativity
6	Faith/Beliefs/Trust
7	Collective work and responsibility
8	Purpose

The second Exit Standard is successful completion of a Kwanzaa Project, a performance-based exit assessment consisting of four components: a research paper, an oral presentation, a portfolio, and a product. Students begin work on this project during the their 4th and 7th grade years with the projects culminating during the student's 5th and 8th grade year.

As students begin work on the Kwanzaa Project, they receive support through a school-based advisor and community-based mentor knowledgeable in the topic of the student's research. Likewise, as a part of the Positive Behavior support system for our climate and culture, at TPA, the Kwanzaa Project will be a combined collaboration between the PBS Committee and the School Improvement Team. The PBS Committee will provide an infrastructure of support for students during their process of completing the projects.

TPA will weave portions of this process through all grades so that students will be knowledgeable and acclimated to the expectations of the performance based exit standards.

The combination of demonstrated proficiency on the Academic Exit Standards (#1) and successful completion of the Kwanzaa Project (#2) with its emphasis on performance-based assessment allows students to show their mastery of content, skills, and processes prior to graduating from The Promise Academy.

THE PROMISE ACADEMY

2013-2014 Balanced Calendar*

SCHOOL in SESSION

NO SCHOOL

HOLIDAYS

INTERSESSION

August 2013

S	M	T	W	T	F	S
				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 2013

S	M	T	W	T	F	S
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 2013

S	M	T	W	T	F	S
		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 2013

S	M	T	W	T	F	S
					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 2013

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

January 2014

S	M	T	W	T	F	S
			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 2014

S	M	T	W	T	F	S
						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 2014

S	M	T	W	T	F	S
						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 2014

S	M	T	W	T	F	S
		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		

May 2014

S	M	T	W	T	F	S
				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 2014

S	M	T	W	T	F	S
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					

July 2014

S	M	T	W	T	F	S
		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		

*185 Instructional Days

The Promise Academy Daily Schedule

	<u>Kindergarten</u>	<u>First Grade</u>	<u>Second Grade</u>	<u>Third Grade</u>
7:40-8:00	Breakfast	Breakfast	Breakfast	Breakfast
8:00-8:30	Morning Meeting	Morning Meeting	Morning Meeting	Morning Meeting
8:30-9:00	Literacy Block	Literacy Block	Literacy Block	Literacy Block
9:00-9:30				
9:30-10:00				
10:00-10:30				
10:30-11:00	Social Studies	Social Studies	Social Studies	Social Studies
11:00-11:30	Recess	Related Arts	Science	Science
11:30-12:00	Lunch	Recess	Related Arts	Recess
12:00-12:30	Related Arts	Lunch	Recess	Lunch
12:30-1:00	Science	Science	Lunch	Related Arts
1:00-1:30	Math Block	Math Block	Math Block	Math Block
1:30-2:00				
2:00-2:30				
2:30-3:00	Closing Circle	Closing Circle	Closing Circle	Closing Circle
3:00-3:30	Target Time	Target Time	Target Time	Target Time
3:30-4:15	Visual/Fine Arts Enrichment	Visual/Fine Arts Enrichment	Visual/Fine Arts Enrichment	Visual/Fine Arts Enrichment
4:15	Dismissal	Dismissal	Dismissal	Dismissal

Literacy 120 minutes/day

Math 90 minutes/day

Social Studies 30 minutes/day

Science 30 minutes/day

Target Time (Intervention and/or Enrichment): 30 minutes/day

Visual/Fine Arts Enrichment: 45 minutes- 3 days a week

Special Areas Schedule

<u>Grade Level</u>	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>
KA	PE	Art	Foreign Lang	PE	Art
KB	Foreign Lang	PE	Art	Foreign Lang	PE
KC	Art	Foreign Lang	PE	Art	Foreign Lang
1A	PE	Art	Foreign Lang	PE	Art
1B	Foreign Lang	PE	Art	Foreign Lang	PE
2A	Art	Foreign Lang	PE	Art	Foreign Lang
2B	PE	Art	Foreign Lang	PE	Art
3A	Foreign Lang	PE	Art	Foreign Lang	PE
3B	Art	Foreign Lang	PE	Art	Foreign Lang

The Promise Academy 2013-2014 Detailed Calendar

<u>Day</u>	<u>Start Date</u>	<u>End Date</u>	<u>Description</u>
Teacher Work Days	August 1, 2013	August 2, 2013	Teachers will use these days to attend School and Grade Levels Meetings
First Day of School	August 5, 2013	August 5, 2013	Students attend full day
Labor Day	September 2, 2013	September 2, 2013	Holiday (No School)
Parent-Student-Teacher Conference	September 19, 2013	September 19, 2013	Students will not attend school this day
Teacher Professional Development Day	October 4, 2013	October 4, 2013	Students will not attend school this day
Fall Intersession (Remediation)	October 7, 2013	October 11, 2013	Remediation will be mandatory for identified students based on progress reports. Students not assigned to Intersession may begin Fall Break on October 7, 2013
Fall Break	October 14, 2013	October 18, 2013	
Thanksgiving Break	November 25, 2013	November 29, 2013	
Teacher Professional Development Day	December 20, 2013	December 20, 2013	Students will not attend school this day
Winter Break	December 23, 2013	January 3, 2014	School will reopen January 6, 2014
Martin Luther King Jr. Day	January 20, 2014	January 20, 2014	Holiday (No School)
Presidents Day	February 17, 2014	February 17, 2014	Holiday (No School)
Parent-Student-Teacher Conference	March 6, 2014	March 6, 2014	Students will not attend school this day
Teacher Professional Development Day	March 14, 2014	March 14, 2014	Students will not attend school this day
Spring Intersession (Remediation)	March 17, 2014	March 21, 2014	Remediation will be mandatory for identified students based on progress reports. Students not assigned to Intersession may begin Spring Break on March 17, 2014
Spring Break	March 24, 2014	March 28, 2014	
Teacher Professional Development Day	May 23, 2014	May 23, 2014	Students will not attend school this day
Memorial Day	May 26, 2014	May 26, 2014	
Last Day of School	June 26, 2014		Students attend Full Day
Teacher Work Day	June 27, 2014		

The Promise Academy's Enrollment Policy

The Promise Academy will be a free public school and adhere to all requirements outlined by its charter authorizer and federal and state law regarding enrollment. The academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin. Current students are given the opportunity to re-enroll in late winter, with preference given to them and their siblings. In the spring, the school holds an advertised open enrollment period, during which any Indiana resident may apply. In the event that any grade is over-subscribed, a public lottery is held to determine enrollment and a waiting list.

Applications for admissions will be available in both English and Spanish. Enrollment will remain "open" until all seats have been filled. Each eligible student who submits a timely application will be given equal chance of admission.

Proposed enrollment timeline **prior** to first year of service.

1. Conduct Kindergarten Roundup (February through March)
2. Accept new applications during open enrollment (March through May)
 - a. During the open enrollment period new applications are time- and date-stamped for legal purposes.
 - b. The enrollment period and lottery date will be publicly advertised as required by law.
3. Conduct the lottery (after open enrollment period)
 - a. approximately 1 ½ weeks after open enrollment concludes on a weekday evening between 4:30 and 7 p.m.
 - b. The lottery must take place in a public location and at a date and time advertised to the public (the date and time advertised in the published legal notice and/or media release).
 - c. Names are drawn by grade level until all open spaces are filled, documenting carefully, and keeping a master list.
 - d. Notify all parents in writing about the lottery results – welcome letters to those drawn and regret letters to those not randomly selected. Also, provide information on next steps, such as registration information for those who were selected and waiting list procedures for those whose names were not drawn.
4. Accept late applications (throughout spring and summer)
 - a. The school continues to accept applications (time & date stamp applications) after the advertised open enrollment period. Students applying for grades in which space is still available may be immediately accepted.
 - b. Students applying for grades in which spaces are not available should be added to the waiting list in the order in which the applications are received. If there is already a waiting list from the open enrollment period and lottery, these names should be placed in order of receipt at the bottom of the waiting list.
5. Register students (after lottery, August)
 - a. Once an application is accepted, formally register each student, using appropriate forms. Parents should be told to bring birth certificates, immunization records and other needed information. Parents will be informed that a child is not officially enrolled until all required information is provided.
 - b. Provide specific registration times/events to help gather needed information from parents and welcome families to the school.
6. Orientation (May through June)
 - a. New and current parents benefit from an organized school orientation. Provide student handbooks, school process and procedure information, etc.

7. Wait list maintenance
 - a. As spaces become available due to withdrawals and transfers, families on the waiting list will be notified in the order that they appear on the list. Orientations will be given for new families as they join.
8. Withdrawals
 - a. Any families wishing to withdraw or transfer will be given an exit interview to determine if there is more the school can do to assist them.

The proposed enrollment timeline (**post opening**) is as follows:

1. By the end of February each year, the academy determines students who intend to return the next academic year.
 - a. Determine academy point person responsible for collecting and tabulating re-enrollment applications.
 - b. Determine method by which children will return their applications. We recommend that these forms are returned to the students' teachers, who will pass them on to the enrollment point person daily for tabulation.
 - c. Send letters and re-enrollment forms to existing parents, including deadline, reminding parents that their child's spot will not be held unless they return the form.
 - d. Determine the number of students that will be returning.
 - e. Begin contacting the parents that have not submitted a re-enrollment application by telephone.
 - f. Current students who do not reserve a seat by the school's stated deadline can enroll only by submitting a new application. These students can only enroll if there are spaces available in the requested grade for new applications.
2. Determine the number of interested siblings planning to attend as new students.
 - a. Siblings of re-enrolling students have priority for available spaces. Parents should fill out enrollment forms for interested siblings.
3. Fill grades with re-enrollees and siblings (by mid-March)
 - a. Determine the number of students re-enrolling by grade level for the next school year.
 - b. Determine the number of spaces available per grade for new students.
 - c. List the number of student sibling requests and determine whether a sibling lottery is needed.
 - d. If there are more sibling applicants than spaces at a particular grade, the academy must have a public lottery for the spaces available. Any sibling not admitted by random selection drawing shall be placed on a waiting list for enrollment should a space become available for the requested grade.
4. Conduct Kindergarten Roundup (February through March)
5. Accept new applications during open enrollment (March through May)
 - a. During the open enrollment period new applications are time-and-date-stamped for legal purposes.
 - b. The enrollment period and lottery date will be publicly advertised as required by law.
6. Conduct the lottery (after open enrollment period)
 - a. approximately 1 ½ weeks after open enrollment concludes on a weekday evening between 4:30 and 7 p.m.
 - b. The lottery must take place in a public location and at a date and time advertised to the public (the date and time advertised in the published legal notice and/or media release).
 - c. Names are drawn by grade level until all open spaces are filled, documenting carefully, and keeping a master list.

- d. Notify all parents in writing about the lottery results – welcome letters to those drawn and regrets letters to those not randomly selected. Also, provide information on next steps, such as registration information for those who were selected and waiting list procedures for those whose names were not drawn.
- 7. Accept late applications (throughout spring and summer)
 - a. The school continues to accept applications (time-and-date-stamp applications) after the advertised open enrollment period. Students applying for grades in which space is still available may be immediately accepted.
 - b. Students applying for grades in which spaces are not available should be added to the waiting list in the order in which the applications are received. If there is already a waiting list from the open enrollment period and lottery, these names should be placed in order of receipt at the bottom of the waiting list.
- 8. Register students (after lottery, August)
 - a. Once an application is accepted, formally register each student, using appropriate forms. Parents should be told to bring birth certificates, immunization records and other needed information. Parents will be informed that a child is not officially enrolled until all required information is provided.
 - b. Provide specific registration times/events to help gather needed information from parents and welcome families to the school.
- 9. Orientation (May through June)
 - a. New and current parents benefit from an organized school orientation. Provide student handbooks, school process and procedure information, etc.
- 10. Wait list maintenance
 - a. As spaces become available due to withdrawals and transfers, families on the waiting list will be notified in the order that they appear on the list. Orientations will be given for new families as they join.
- 11. Withdrawals
 - a. Any families wishing to withdraw or transfer will be given an exit interview to determine if there is more the school can do to assist them.

THE PROMISE ACADEMY STUDENT DISCIPLINE POLICY

Classroom Implementation

Students learn best when their classrooms are joyful settings where they are free to learn, feel safe, and are challenged. At the heart of the Responsive Classroom approach are ten classroom practices that help teachers create such an environment.

CLASSROOM PRACTICES

<i>Morning Meeting:</i> Gathering as a whole class to greet one another to share news, and warm up for the day ahead.	<i>Guided Discovery:</i> Introducing materials in a format that encourages creativity and responsibility	<i>Positive Teacher Language:</i> Using words and tones that promote children's active learning.
<i>Rule Creation:</i> Helping students create rules that allow all class members to reach their learning goals.	<i>Academic Choice:</i> Increasing student motivation by differentiating instruction	<i>Logical Consequences:</i> Responding to misbehavior in a way that allows students to fix and learn from their mistakes.
<i>Interactive Modeling:</i> Teaching Children to notice and internalize expected behaviors through modeling	<i>Classroom Organization:</i> Setting up the physical room in a way that encourages independence, cooperation and productivity	<i>Working with Families:</i> Hearing families' insights and helping them understand the school's teaching approaches.

(www.responsiveclassroom.org, 2012)

School Wide Implementation

At all times students are expected to be courteous and respectful to other students, teachers, educational assistants, librarians, custodians, secretaries, volunteers, substitutes and administration.

Hallways/Entrances/Exits/Bathroom Rules

1. Walk in the hallways.
2. Keep your hands, feet and objects to yourself.
3. Move quietly in the hallways during class time.
4. Use assigned entrances and exits.

Lunchroom Expectations

1. Follow directions of supervisors.
2. Keep hands, feet and objects to yourself (No throwing of objects or food).
3. Use inside voices. (Shouting, Yelling and being Boisterous is not allowed).
4. Remain in your seats until dismissed. (Deposit garbage when dismissed).
5. Clean up after yourself.
6. Raise your hand if you need assistance.

Playground Expectations

1. Follow directions of staff.
2. Keep hands, feet and objects to yourself.
3. Use polite and respectful language and manners.
4. Don't throw things.
5. Use playground equipment safely as directed by staff.
6. Come in immediately when called by the teacher to end recess.
7. Stay in designated areas of play.

School Leader Implementation

Addressing Positive Behavior

When a student is referred to the School Leader for good behavior/work as part of the Teacher's Classroom Plan, the student will receive any of the following acknowledgements:

1. Verbal Praise
2. A special certificate or note
3. Special Announcement over the school's "PA" system
4. Monthly Principal's Breakfast

Addressing Inappropriate Behavior

When a student is referred to the School Leader for misbehavior, they will be given a Disciplinary Referral Form as part of the Teacher's Classroom Discipline Plan or the School-Wide Discipline Plan. For inappropriate behavior, the student may receive any of the following consequences depending on the circumstance and severity. The Promise Academy's School Leader will address misbehavior by following the Tier I, II, and III Model. Parents will be contacted and will receive a copy of the Disciplinary Referral depending on the severity.

<u>Tier</u>	<u>Type of Misbehavior</u>	<u>Possible Corrective Action</u>
TIER III	<ul style="list-style-type: none"> • Threat of Bodily Harm • Fighting • Inappropriate Touching • Setting a False Fire Alarm • Insubordination (Failure to comply) • Bomb Threat • Battery • Possession of a Weapon • Gambling • Physical Aggression • Bullying 	<ul style="list-style-type: none"> • In School Suspension • Out of School Suspension • Administrative Conference with Student and Parent • Expulsion (Follow Due Process Procedures)
TIER II	<ul style="list-style-type: none"> • Insubordination (Failure to comply) • Argumentative • Physical Aggression • Verbal Aggression • Incites others to Violence or Disruption • Excessive Classroom Disruption 	<ul style="list-style-type: none"> • Written Parent Notification • Counselor-Parent Conference • Written Parent Notification • In-School Suspension • Follow Behavior Plan • Privileges restricted
TIER I	<ul style="list-style-type: none"> • Classroom Disruption • Possession of Toy/Electronic Device • Gum and/or Candy • Refusal to Work • Tardy 	<ul style="list-style-type: none"> • Expectations Restated • Teacher-Student Conference • Administrative Conference • Send to Buddy Classroom (Timeout) • Follow Behavior Plan • Parent Phone Call • Student-Parent-Teacher Conference • Warning • Privileges restricted

Rights of Students with Disabilities

The Promise Academy will adhere to all requirements and safeguards set by The Individuals with Disabilities Education Act (IDEA) and student's IEP concerning discipline. If a student has an IEP, a case conference will convene prior to any due process procedure.

Due Process

Every student has the right to an education. Whenever a student is deprived of his/her right to an education through disciplinary proceedings such as suspension or expulsion, the student is entitled to due process. This right to due process includes the right to a notice and fair hearing prior to the administration of long-term suspension or expulsion.

All long-term suspensions and expulsions must be evaluated in a formal hearing. During this hearing, the student has the right to:

- Know what specific rules were violated
- Have the decision regarding the suspension/expulsion decided by an impartial three-person panel
- Bring evidence and witnesses on the student's behalf
- Bring legal counsel
- Have the hearing be closed to the public to protect the privacy of the student

Expulsions (Appeal Process)

Within thirty school days of the principal's or designee's determination to recommend expulsion, the student is entitled to a hearing. The parent and student will receive written notice of an expulsion hearing at least ten days prior to the hearing. This notice includes:

- Date and place of the hearing.
- The specific facts and charges upon which the proposed expulsion is based.
- A copy of the school's disciplinary rules, which relate to the alleged violation.
- Explanation of the right for the student or student's parent or guardian to appear in person, or to obtain and be represented by an attorney.
- Explanation of the right to inspect and obtain copies of all documents to be used at the hearing.
- Explanation of the right to confront and question all witnesses who testify at the hearing and to question all other evidence presented.
- Explanation of the right to present evidence on the student's behalf, including witnesses.

A student is entitled to one postponement of an expulsion hearing. Once the hearing has started, it must be conducted without any unnecessary delay. A parent or guardian may also choose to waive their rights and agree to a stipulated decision.

A parent or guardian must file a formal appeal there within thirty days from the date the expulsion was ordered by the Board of Education. A board decision to suspend an expulsion order does not affect the requirements for filing an appeal.

How Parents are informed of the School's Discipline Policy

Teachers will send home copies of their classroom discipline plan. Classroom and School-wide discipline policies will be in the parent/student handbook and on the school's website. Parents will be made aware of any changes or updates to the policies.



CENTER FOR
LEADERSHIP DEVELOPMENT

Empowering Youth • Strengthening Community

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Charles T. Williams
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Dennis E. Bland, Esq.
*President
or Leadership Development*

April 5, 2012

Re: Promise Academy Collaboration

To whom it may concern,

The Center for Leadership Development would be honored to partner with the Promise Academy by creating strategic opportunities to get Promise Academy students enrolled in CLD programs and to get parents of your students connected to CLD. We would be honored to join forces with the Promise Academy to help make sure your students are getting the most comprehensive education and the strongest life skills development possible.

We hope for the Promise Academy, great success in your endeavors.

Yours for the development of youth,

Dennis E. Bland, Esq.

President

2425 Dr. Martin Luther K
Indianapolis, IN 46201

OFFICE [317] 923-8

FAX [317] 923-81

www.cldinc.org



Flanner House of Indianapolis, Inc.

April 2, 2012

To Whom It May Concern:

This letter comes to support The Promise Academy, a proposed charter school which is currently seeking a suitable location in the Northwest Area of Indianapolis.

The Promise Academy will be providing a curriculum that is culturally relevant to enhance educational opportunities for African American students. Flanner House's 114 year old mission is to support individuals into self sufficiency. Quality education is foundational in this objective.

We look forward to working with The Promise Academy in the near future.

Respectfully,

Myron Richardson
Executive Director
Flanner House





To whom it may concern,

On behalf of Watkins Family Center, I am writing this letter in response to the proposed charter school, The Promise Academy, which will be located in the United Northwest Area.

We at Watkins feel The Promise Academy is an excellent use of property and will become a valuable part of our community. We are looking forward to partnering with The Promise Academy in the future.

Please do not hesitate to contact Alonzo Johnson at 327-7175 if you have any questions.

Respectfully,

Alonzo Johnson Sr.
Park Manager
Watkins Park Family Center
2360 Dr. Martin Luther King Street
Indianapolis, IN 46208
P: (317) 327-7162

Alonzo.johnson@indy.gov www.indyparks.org - [e-Newsletter](#) -
[Facebook](#) - [Twitter](#)

G. HOLLAND ASSOCIATES, LLC

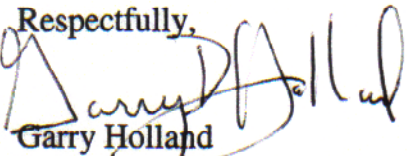
To Whom It May Concern:

On behalf of GHolland & Associates, LLC publisher of The Historic Journey "Yes We Can" curriculum resource guide. I am writing this letter in response to the proposed charter school, The Promise Academy, which will be located in the United Northwest Area.

We at GHolland & Associates, LLC feels The Promise Academy is an excellent use of the property and will become a valuable part of our community. We are looking forward to partnering with The Promise Academy in the near future.

Please do not hesitate to contact me if you have any questions.

Respectfully,



Garry Holland
President / CEO

GHolland & Associates, LLC

317.250.9862

garryholland@thehistoricjourney.com

www.thehistoricjourney.org



Creator of *The Historic Journey* Teacher Activity Guide

4928 East 62nd Street | Suite D | Indianapolis, IN 46220 | 317.250.9862

gd.holland.1@gmail.com | garryholland@thehistoricjourney.com

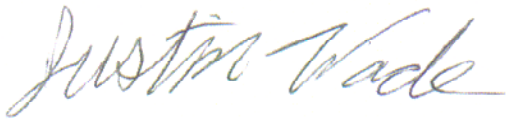
To Whom It May Concern:

On behalf of , I am writing this letter in response to the proposed charter school, The Promise Academy, which will be located in the United Northwest Area.

Young Actors Theatre feels The Promise Academy is an excellent use of the property and will become a valuable part of our community. We are looking forward to partnering with The Promise Academy in the near future.

Please do not hesitate to contact Justin Wade if you have any questions.

Respectfully,

A handwritten signature in blue ink that reads "Justin Wade". The signature is fluid and cursive, with the first name "Justin" and last name "Wade" clearly distinguishable.

Justin Wade
Executive Artistic Director
Young Actors Theatre
401 E. Michigan St.
Indianapolis In 46204
317-614-5057
www.yatkids.org
justin@yatkids.org

The charter award is anticipated in June 2012, with preliminary work commencing for a scheduled fall 2013 opening. Promise Academy will open in accordance with Indiana Code. The proposed first day for teachers is August 1, 2013, with development and training occurring throughout July. The first day of school will be August 5th. The school calendar will be designed to coincide with the community public school calendar to best meet the needs of parents who have children attending both Promise Academy and other local public schools. The proposed calendar will meet or exceed the minimum number of instructional and clock hours required by the Indiana Department of Education.

The school day will begin at 8:00 a.m., with lunch provided from 11:30 a.m. to 1:00 p.m. The school day will end at 3:30 p.m. Before- and after-school surround care and extra-curricular activities will also be provided.

The board of The Promise Academy plans to begin operations as soon as the authorization of a charter is announced. We plan to apply for charter start up grants for planning and implementation and have one full time and one part time employee working closely with The Leona Group on the startup operations of the school.

JUN- DEC 2012	JAN 2013	FEB	MAR	APR	MAY	JUN	JUL	AUG			
									Facilities: Adam Schnelker, special projects team		
		<input type="checkbox"/>							Architectural review		
						<input type="checkbox"/>	<input type="checkbox"/>		Fire Marshall inspection		
					<input type="checkbox"/>				Lease/Purchase agreement for building		
		<input type="checkbox"/>					<input type="checkbox"/>		City approval		
<input type="checkbox"/>									Select contractor		
<input type="checkbox"/>									Prepare construction timeline		
		<input type="checkbox"/>							Environmental health approval		
							<input type="checkbox"/>		County health approval		
							<input type="checkbox"/>		Handicap accessible approval		
							<input type="checkbox"/>		Occupancy permit		
							<input type="checkbox"/>		Fire Marshall final approval		
							<input type="checkbox"/>		Signage (interior, exterior, fire)		
		<input type="checkbox"/>			<input type="checkbox"/>	<input type="checkbox"/>			Internal wiring for phones, data and intercoms		
		<input type="checkbox"/>							Establish external traffic patterns		
	<input type="checkbox"/>	<input type="checkbox"/>							Site financing		
					<input type="checkbox"/>				School signage		

						<input type="checkbox"/>			Obtain building code		
	J	F	M	A	M	J	J	A	Human Resources: Diane Griggs, human resources team		
			<input type="checkbox"/>	<input type="checkbox"/>					Identify and post vacancies		
					<input type="checkbox"/>				Arrange interviews		
<input type="checkbox"/>									Identify school leader		
		<input type="checkbox"/>							Define remaining staffing needs		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Identify unique hiring requirements		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Develop recruiting plan		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Post jobs online		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>					Update TLG website job postings		
						<input type="checkbox"/>			Define school calendar		
				<input type="checkbox"/>	<input type="checkbox"/>				Schedule interviews		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Make offers (effective mid-August)		
								<input type="checkbox"/>	Schedule employees for orientation		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Process new-hires		
							<input type="checkbox"/>		Plan prof. dev. Opportunities		
								<input type="checkbox"/>	Kickoff invitations		
								<input type="checkbox"/>	SL initiates entry year teacher process		
						<input type="checkbox"/>			Create AIT, Division, Dept codes		
					<input type="checkbox"/>				Set up drug testing site ID, order supplies		
					<input type="checkbox"/>				Notify benefit carriers/set up plan IDs		
								<input type="checkbox"/>	Schedule benefit presentations		
					<input type="checkbox"/>				Research tax withholdings/est. codes		
							<input type="checkbox"/>		Schedule management training (sl, om)		
						<input type="checkbox"/>			Provide HR procedure guide (sl, om)		
	J	F	M	A	M	J	J	A	Budget/Finances: Don Ash, finance team		
								<input type="checkbox"/>	Grant \$		
						<input type="checkbox"/>			Financing/Loans (dependent on MDE#)		
						<input type="checkbox"/>			Proposed Budget		
					<input type="checkbox"/>	<input type="checkbox"/>			Prepare cash flow		
							<input type="checkbox"/>		Purchase insurance		
				<input type="checkbox"/>					Projected enrollment		
	J	F	M	A	M	J	J	A	Materials/Equipment: Don Ash, finance team w/ technology		

						<input type="checkbox"/>			Telephone		
						<input type="checkbox"/>			Utilities		
					<input type="checkbox"/>		<input type="checkbox"/>		Fax machine (order/delivery)		
					<input type="checkbox"/>		<input type="checkbox"/>		Student furniture (order/delivery)		
					<input type="checkbox"/>		<input type="checkbox"/>		Teacher furniture (order/delivery)		
					<input type="checkbox"/>		<input type="checkbox"/>		Office furniture (order/delivery)		
					<input type="checkbox"/>		<input type="checkbox"/>		Copy machine (order/delivery)		
					<input type="checkbox"/>		<input type="checkbox"/>		Cases of copy paper (order/delivery)		
					<input type="checkbox"/>		<input type="checkbox"/>		Order textbooks (order/delivery)		
					<input type="checkbox"/>		<input type="checkbox"/>		Order office supplies (order/delivery)		
					<input type="checkbox"/>		<input type="checkbox"/>		Order misc. teacher supp. (order/delivery)		
					<input type="checkbox"/>		<input type="checkbox"/>		Cell phones (order/delivery)		
	J	F	M	A	M	J	J	A	Educational Program: Tamasha James, academic support tea,		
			<input type="checkbox"/>						Prepare final school schedule and calendar		
	<input type="checkbox"/>								Identify adult roles/educational goals		
					<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Order support materials		
			<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>				Arrange training for all staff		
						<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Professional Development/Mentoring		
					<input type="checkbox"/>				Initial curriculum		
	<input type="checkbox"/>				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	School improvement template; SIP Team		
							<input type="checkbox"/>	<input type="checkbox"/>	Inclusion training		
							<input type="checkbox"/>	<input type="checkbox"/>	Identify Special Education Students		
							<input type="checkbox"/>	<input type="checkbox"/>	Coordinate with ISD for svcs.		
	J	F	M	A	M	J	J	A	Marketing: Melissa Cook, marketing communications team		
<input type="checkbox"/>									Conduct market analysis		
<input type="checkbox"/>									Prepare logo/letterhead		
			<input type="checkbox"/>	<input type="checkbox"/>					Order banners		
		<input type="checkbox"/>	<input type="checkbox"/>						Prepare and flyer/materials		
			<input type="checkbox"/>						Identify logistics for informational meeting		
		<input type="checkbox"/>							Select and use media advertisement		
				<input type="checkbox"/>					Host informational meeting		
<input type="checkbox"/>									Set enrollment targets		

<input type="checkbox"/>									Set open enrollment period		
			<input type="checkbox"/>	<input type="checkbox"/>					Conduct open enrollment		
				<input type="checkbox"/>	<input type="checkbox"/>				Admit students/lottery if necc./notify parents		
				<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Hold registration - ongoing, summer		
		<input type="checkbox"/>	<input type="checkbox"/>						Compile community key leaders list		
	<input type="checkbox"/>	<input type="checkbox"/>							Gauge response to interest forms		
							<input type="checkbox"/>		Permanent signage		
			<input type="checkbox"/>						Registration forms		
<input type="checkbox"/>									School web site listing		
	J	F	M	A	M	J	J	A	Governance		
				<input type="checkbox"/>					File articles of incorporation		
	<input type="checkbox"/>								Identify and recruit board members		
				<input type="checkbox"/>					Hold org. meeting, approve resolutions		
				<input type="checkbox"/>					Approve policy manual		
				<input type="checkbox"/>					Approve management contract		
				<input type="checkbox"/>					Approve lease agreement		
				<input type="checkbox"/>					Approve contracted service agreements		
				<input type="checkbox"/>	<input type="checkbox"/>				Approve budget - June 30		
				<input type="checkbox"/>					Review and approve charter		
				<input type="checkbox"/>					Identify regular meeting schedule		
				<input type="checkbox"/>					Approve school schedules and calendar		
				<input type="checkbox"/>					Elect officers		
					<input type="checkbox"/>				Attend training		
	J	F	M	A	M	J	J	A	Technology: Rachael Parks, technology team		
						<input type="checkbox"/>	<input type="checkbox"/>		Order computers		
						<input type="checkbox"/>	<input type="checkbox"/>		Odyssey		
						<input type="checkbox"/>			Internet connectivity - 2 wks. Before occ.		
								<input type="checkbox"/>	Technology plan		
								<input type="checkbox"/>	Technology training		
	J	F	M	A	M	J	J	A	Operations: School leader and TLG support teams		
				<input type="checkbox"/>					Prepare school schedule and calendar		
							<input type="checkbox"/>		Train office manager		
						<input type="checkbox"/>			Train school leader		

						<input type="checkbox"/>	<input type="checkbox"/>		Prepare student handbook		
			<input type="checkbox"/>						Prepare enrollment packets		
							<input type="checkbox"/>		Arrange for contracted Spec. Ed. services		
						<input type="checkbox"/>			Arrange for contract services		
						<input type="checkbox"/>			Establish student accounting procedures		

March 21, 2012

Indiana Charter School Board
151 West Ohio Street
Indianapolis, Indiana 46204

RE: The Promise Academy Insurance Coverage

Please accept this letter as our intent to place coverage for any academy when a final management agreement/charter agreement is executed. Following is an indication of the coverage that is to be in place but is not a confirmation of coverage binding as actual coverage, terms & conditions will be determined once full exposure information, acceptance of quote proposal and confirmation of binding date is received for this academy.

Property:

Carrier: Philadelphia Indemnity
Effective Date: TBD (date coverage binding is requested)
Limits: Property Values to be determined
Deductible: \$1,000 / Business Income - 72 hours

Employee Dishonesty:

Carrier: Philadelphia Indemnity
Effective Date: TBD (date coverage binding is requested)
Limits: \$200,000
Deductible: \$5,000

General Liability:

Carrier: Philadelphia Indemnity
Effective Date: TBD (date coverage binding is requested)
Limits: \$2,000,000/\$2,000,000/\$1,000,000/\$1,000,000/\$300,000/\$15,000 (incl. Students) -
Sexual Abuse/Molestation: \$1,000,000/\$1,000,000
Deductible: \$0

Non-Owned/Hired Auto 9unless there are Owned Autos):

Carrier: Philadelphia Indemnity
Effective Date: TBD (date coverage binding is requested)
Limits: \$1,000,000
Deductible: \$0

School Leaders Errors & Omissions:

Carrier: Philadelphia Indemnity

Effective Date: TBD (date coverage binding is requested)

Limits: \$1,000,000/\$1,000,000

Defense Outside

Deductible: \$5,000

Retro Date: TBD (actual effective date of coverage)

Umbrella:

Carrier: Philadelphia Indemnity

Effective Date: TBD (date coverage binding is requested)

Limits: \$2,000,000 - subject to Charter Authorizer requirement

Deductible: \$10,000

Director & Officers/Employment Practices Liability:

Carrier: Philadelphia Indemnity

Effective Date: TBD (date coverage binding is requested)

Limits: \$1,000,000

Deductible: \$5,000

Prior & Pending Date: TBD (date coverage binding is requested) /Full Prior Acts

Defense Outside Limit/Inside Retention

INDIANA CHARTER SCHOOL BOARD

|General Instructions for New School Applicants

- Complete the School Enrollment Projection tab in ORANGE
- Complete the Year 0 - Budget and Cash Flow tab in PURPLE
- Complete ALL FIVE annual budget tabs in BLUE
- Complete ALL FIVE staffing tabs in GREEN
- Enter information into the WHITE cells
- Do not enter information into the GREY cells

School Name: The Promise Academy

SCHOOL ENROLLMENT PROJECTIONS

Planned Number of Students																	
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	% ELL	% SPED	% FRL
Year 1: 2013-2014	75	50	50	50										225			
Year 2: 2014-2015	75	75	50	50	50									300			
Year 3: 2015-2016	75	75	75	50	50	50								375			
Year 4: 2016-2017	75	75	75	75	50	50	50							450			
Year 5: 2017-2018	75	75	75	75	75	50	50	50						525			

Planned Number of Classes															
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL	
Year 1: 2013-2014	3	2	2	2										9	
Year 2: 2014-2015	3	3	2	2	2									12	
Year 3: 2015-2016	3	3	3	2	2	2								15	
Year 4: 2016-2017	3	3	3	3	2	2	2							18	
Year 5: 2017-2018	3	3	3	3	3	2	2	2						21	

School Name: The Promise Academy						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant		\$ 1,675,692	\$ 2,262,184	\$ 2,827,730	\$ 3,393,276	\$ 3,970,133
Common School Loan		\$ -	\$ -	\$ -	\$ -	\$ -
Charter School Start-Up Grant		\$ -				
State Matching Funds for School Lunch Program		\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development		\$ -	\$ -	\$ -	\$ -	\$ -
Remediation Program		\$ -	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten		\$ -	\$ -	\$ -	\$ -	\$ -
Gifted and Talented Program		\$ -	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement		\$ 15,000	\$ 20,250	\$ 25,313	\$ 30,375	\$ 35,539
Summer School		\$ 5,000	\$ 6,750	\$ 8,438	\$ 10,125	\$ 11,846
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenue (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$ -	\$ -	\$ -			
Facilities Assistance Program Grant		\$ -	\$ -			
Title I		\$ 75,000	\$ 101,250	\$ 126,563	\$ 151,875	\$ 177,694
Title II		\$ -	\$ -	\$ -	\$ -	\$ -
Federal Lunch Program		\$ 75,000	\$ 101,250	\$ 126,653	\$ 151,984	\$ 177,821
Federal Breakfast Reimbursement		\$ 56,250	\$ 75,938	\$ 94,922	\$ 113,906	\$ 133,270
Other Revenue Federal sources (please describe)	\$ -			\$ 20,250	\$ 24,300	\$ 28,431
Other Revenue Federal sources (IDEA)	\$ -	\$ 12,000	\$ 16,200	\$ -	\$ -	\$ -
Other Revenue Federal sources (please describe)		\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenues						
Committed Philanthropic Donations	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Before and After Care Fees		\$ -	\$ -	\$ -	\$ -	\$ -
Interest Income		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ 25,000	\$ 1,000	\$ 1,350	\$ 1,686	\$ 2,025	\$ 2,369
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$ 25,000	\$ 1,914,942	\$ 2,585,172	\$ 3,231,555	\$ 3,877,866	\$ 4,537,103

School Name: The Promise Academy						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$ 5,550	\$ 998,449	\$ 1,263,961	\$ 1,438,207	\$ 1,540,554	\$ 1,687,868
Substitutes		\$ 5,625	\$ 7,500	\$ 9,375	\$ 11,250	\$ 13,125
Professional Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bonuses		\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$ 5,550	\$ 1,004,074	\$ 1,271,461	\$ 1,447,582	\$ 1,551,804	\$ 1,700,993
Instructional Supplies and Resources						
Textbooks	\$ -	\$ 45,448	\$ 61,355	\$ 76,694	\$ 92,032	\$ 107,678
Library, periodicals, etc	\$ -	\$ 3,000	\$ -	\$ -	\$ -	\$ -
Technology	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,200
Assessment materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Computers	\$ -	\$ 27,000	\$ 19,400	\$ 8,000	\$ -	\$ 10,500
Software	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other classroom supplies	\$ -	\$ 1,500	\$ 18,225	\$ 22,782	\$ 27,338	\$ 31,986
Field trips, other unclassified items	\$ -	\$ 4,500	\$ 6,075	\$ 7,594	\$ 9,113	\$ 10,662
Co-curricular & Athletics	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 25,000	\$ 30,000	\$ 40,000	\$ -	\$ 50,000
Other (please describe)	\$ -	\$ 9,000	\$ -	\$ -	\$ 45,000	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Instructional Supplies and Resources	\$ -	\$ 115,448	\$ 135,055	\$ 155,070	\$ 173,483	\$ 236,026

School Name: The Promise Academy						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Support Supplies and Resources						
Administrative Computers	\$ 1,100	\$ 3,300	\$ 1,100	\$ -	\$ -	\$ 1,100
Administrative Software	\$ -	\$ 6,000	\$ 8,100	\$ 10,125	\$ 12,150	\$ 14,216
Administration Dues, fees, misc expenses	\$ -	\$ 3,000	\$ 4,050	\$ 5,063	\$ 6,075	\$ 7,108
Office supplies	\$ -	\$ 6,000	\$ 8,100	\$ 10,125	\$ 12,150	\$ 14,213
Other (please describe)	\$ 300	\$ 300	\$ 405	\$ 506	\$ 608	\$ 711
Other (please describe)	\$ 2,000	\$ 300	\$ 405	\$ 506	\$ 608	\$ 711
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Support Supplies and Resources	\$ 3,400	\$ 18,900	\$ 22,160	\$ 26,325	\$ 31,591	\$ 38,059
Board Expenses						
Charter Board Services, including Board Training, retreats	\$ -	\$ 400	\$ 540	\$ 675	\$ 810	\$ 948
Charter Board Supplies & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Charter Board Dues, fees, etc	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -		\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Board Expenses	\$ -	\$ 400	\$ 540	\$ 675	\$ 810	\$ 948

School Name: The Promise Academy						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Professional Purchased or Contracted Services						
Legal Services	\$ -	\$ 4,000	\$ 750	\$ 438	\$ 1,000	\$ 1,000
Audit Services	\$ -	\$ 1,000	\$ 6,000	\$ 8,000	\$ 9,125	\$ 10,846
Payroll Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Accounting Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Printing/Newsletter/Annual Report Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Consultants	\$ -	\$ 30,000	\$ 18,225	\$ 22,781	\$ 27,338	\$ 31,986
Internet Services	\$ -	\$ 3,600	\$ 4,860	\$ 6,075	\$ 7,290	\$ 8,529
Telephone/Telecommunication Services	\$ -	\$ 10,800	\$ 14,580	\$ 18,225	\$ 21,870	\$ 25,588
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ -	\$ 17,000	\$ 22,950	\$ 28,688	\$ 34,425	\$ 40,277
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Postage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Services	\$ -	\$ 30,000	\$ 40,500	\$ 50,626	\$ 60,750	\$ 71,078
Student Information Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food service	\$ -	\$ 75,000	\$ 101,250	\$ 126,563	\$ 151,875	\$ 177,694
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ 6,000	\$ 40,500	\$ 7,500	\$ 8,000	\$ -
Other (please describe)	\$ -	\$ 13,500	\$ 101,250	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Contracted Services	\$ -	\$ 160,900	\$ 216,115	\$ 268,896	\$ 321,673	\$ 366,998
Facilities						
Rent, mortgage, or other facility cost	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Furniture	\$ -	\$ 44,360	\$ 16,626	\$ 17,618	\$ 25,274	\$ 7,600
Gas/electric	\$ -	\$ 39,000	\$ 52,650	\$ 65,813	\$ 78,975	\$ 92,401
Water/Sewer	\$ -	\$ 6,500	\$ 8,775	\$ 10,969	\$ 13,163	\$ 15,400
Grounds Keeping	\$ -	\$ 1,988	\$ -	\$ -	\$ -	\$ -
Maintenance Services	\$ -	\$ 24,000	\$ 21,530	\$ 17,063	\$ 25,275	\$ 34,925
Custodial	\$ -	\$ 24,000	\$ 24,720	\$ 42,000	\$ 45,600	\$ 48,000
Waste disposal	\$ -	\$ 4,620	\$ 6,237	\$ 7,796	\$ 9,356	\$ 10,946
Other (please describe)	\$ 3,200	\$ 15,000	\$ 5,103	\$ 6,379	\$ 7,655	\$ 8,990
Other (please describe)	\$ -	\$ 10,800	\$ 6,075	\$ 7,594	\$ 30,375	\$ 10,668
Other (please describe)	\$ -	\$ 3,780	\$ 20,250	\$ 25,313	\$ 9,113	\$ 35,539
Other (please describe)	\$ -	\$ 4,500	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities	\$ 3,200	\$ 154,748	\$ 161,966	\$ 200,545	\$ 244,786	\$ 264,469

School Name: The Promise Academy						
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Other						
Contingency	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Indiana Charter School Board Administrative Fee	\$ -	\$ 50,271	\$ 67,866	\$ 84,832	\$ 101,798	\$ 119,104
CMO/EMO Fee	\$ -	\$ 178,269	\$ 240,663	\$ 300,829	\$ 360,995	\$ 422,364
Other (please describe)	\$ 10,000	\$ 39,000	\$ 6,750	\$ 65,000	\$ 78,000	\$ 91,260
Other (please describe)	\$ -	\$ 19,200	\$ 270	\$ 38,400	\$ 48,000	\$ 57,600
Other (please describe)	\$ -	\$ 15,000	\$ 20,250	\$ 30,375	\$ 36,450	\$ 42,647
Other (please describe)	\$ -	\$ 18,000	\$ 52,000	\$ 8,438	\$ 10,125	\$ 11,846
Other (please describe)	\$ 10,000	\$ 5,000	\$ 28,800	\$ 338	\$ 405	\$ 474
Other (please describe)	\$ -	\$ 200	\$ 24,300	\$ 25,313	\$ 30,375	\$ 35,539
Other (please describe)	\$ 22,150	\$ 10,000	\$ 13,050	\$ 15,075	\$ 18,090	\$ 20,135
Other (please describe)	\$ -	\$ -		\$ -	\$ -	\$ -
Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other	\$ 10,000	\$ 334,940	\$ 453,949	\$ 568,600	\$ 684,238	\$ 800,969
Total Expenditures	\$ 22,150	\$ 1,789,410	\$ 2,261,246	\$ 2,667,693	\$ 3,008,385	\$ 3,408,462
Carryover/Deficit	\$ 2,850	\$ 125,532	\$ 323,926	\$ 563,862	\$ 869,481	\$ 1,128,641
Cumulative Carryover/(Deficit)	\$ 2,850	\$ 128,382	\$ 452,308	\$ 1,016,170	\$ 1,885,651	\$ 3,014,292

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Period																
	Jun-12	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	TOTAL 2012		Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	TOTAL 2013
REVENUE																
Federal Revenue																
Public Charter School Program (PCSP) Grant (competitive)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other Revenue Federal sources (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other Revenues																
Committed Philanthropic Donations	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
EMO to advance funds to ensure all needs of the start-up	-	-	-	-	-	-	-	-		-	-	-	-	5,000.00	20,000.00	25,000.00
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Revenue	-	-	-	-	-	-	-	-		-	-	-	-	5,000.00	20,000.00	25,000.00
EXPENDITURES																
Personnel Expenses																
Wages, Benefits and Payroll Taxes (TOTAL must match "Staffing Year 0")	-	-	-	-	-	-	-	-		-	-	-	-	-	5,550.00	5,550.00
Professional Development	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Personnel Expenses	-	-	-	-	-	-	-	-		-	-	-	-	-	5,550.00	5,550.00
Instructional Supplies and Resources																
Textbooks	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Library, periodicals, etc	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Technology	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Assessment materials	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Computers	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Software	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other classroom supplies	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Field trips, other unclassified items	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Co-curricular & Athletics	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Instructional Supplies and Resources	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Support Supplies and Resources																
Administrative Computers	-	-	-	-	-	-	-	-		-	-	-	-	-	1,100.00	1,100.00
Administrative Software	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Administration Dues, fees, misc expenses	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Office supplies	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Cell phone	-	-	-	-	-	-	-	-		-	-	-	-	-	300.00	300.00
Office supplies	-	-	-	-	-	-	-	-		-	-	-	-	-	2,000.00	2,000.00
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-	-
Total Support Supplies and Resources	-	-	-	-	-	-	-	-		-	-	-	-	-	3,400.00	3,400.00

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Period															
	Jun-12	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	TOTAL 2012		Jan-13	Feb-13	Mar-13	Apr-13	May-13	TOTAL 2013
Board Expenses															
Charter Board Services, including Board Training, retreats	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Charter Board Supplies & Equipment	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Charter Board Dues, fees, etc	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Total Board Expenses	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Professional Purchased or Contracted Services															
Legal Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Audit Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Payroll Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Accounting Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Printing/Newsletter/Annual Report Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Consultants	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Internet Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Telephone/Telecommunication Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Total Insurance Costs (per ICSB requirements detailed in charter school application)	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Travel	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Postage	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Special Education Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Student Information Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Food service	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Transportation	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Total Professional Purchased or Contracted Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Facilities															
Rent, mortgage, or other facility cost	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Furniture	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Gas/electric	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Water/ Sewer	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Grounds Keeping	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Maintenance Services	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Custodial	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Waste disposal	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Utility Deposits	-	-	-	-	-	-	-	-		-	-	-	-	-	3,200.00
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-		-	-	-	-	-	-
Total Facilities	-	-	-	-	-	-	-	-		-	-	-	-	-	3,200.00

Expected New School Annual Operating Budget and Cash Flow Projections -- YEAR 0 -- Pre-Opening Period															
	Jun-12	Jul-12	Aug-12	Sep-12	Oct-12	Nov-12	Dec-12	TOTAL 2012	Jan-13	Feb-13	Mar-13	Apr-13	May-13	Jun-13	TOTAL 2013
Other															
Contingency	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Indiana Charter School Board Administrative Fee (0% in Year 0)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
CMO/EMO Fee	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Marketing/student recruitment	-	-	-	-	-	-	-	-	-	-	-	-	5,000.00	5,000.00	10,000.00
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other (please describe)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Other	-	-	-	-	-	-	-	-	-	-	-	-	5,000.00	5,000.00	10,000.00
Total Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000	\$ 17,150	\$ 22,150
Net Income (Pre-Cash Flow Adjustments)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,850	\$ 2,850
CASH FLOW ADJUSTMENTS															
OPERATING ACTIVITIES															
Example - Add Back Depreciation	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Operating Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
INVESTMENT ACTIVITIES															
Example - Subtract Property and Equipment Expenditures	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Investment Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
FINANCING ACTIVITIES															
Example - Add Expected Proceeds from a Loan or Line of Credit	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Financing Activities	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Total Cash Flow Adjustments	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
NET INCOME	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,850.00	\$ 2,850.00
Beginning Cash Balance	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
ENDING CASH BALANCE	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,850.00	\$ 2,850.00

Expected Charter School Staffing Needs -- Year 0 -- Pre-Opening Period

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

[illegible]

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,675,692	
Common School Loan		
Charter School Start-Up Grant		One-third of first year's ADM funding
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 15,000	Estimate Only
Summer School	\$ 5,000	Estimate Only
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		Competitive grant for planning & implementation
Charter School Facilities Assistance Program Grant		
Title I	\$ 75,000	
Title II		
Federal Lunch Program	\$ 75,000	
Federal Breakfast Reimbursement	\$ 56,250	
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)	\$ 12,000	IDEA
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)	\$ 1,000	Student purchased meals
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,914,942	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 998,449	Use staffing workbook
Substitutes	\$ 5,625	Educational Subs for 9 positions at \$125 daily x 5 days
Professional Development		
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,004,074	

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
Instructional Supplies and Resources		
Textbooks	\$ 45,448	
Library, periodicals, etc	\$ 3,000	
Technology		
Assessment materials		
Computers	\$ 27,000	
Software		
Other classroom supplies	\$ 1,500	
Field trips, other unclassified items	\$ 4,500	
Co-curricular & Athletics		
Other (please describe)	\$ 25,000	Extended Day and Arts Coordinators
Other (please describe)	\$ 9,000	Classroom supplies
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 115,448	
Support Supplies and Resources		
Administrative Computers	\$ 3,300	
Administrative Software	\$ 6,000	
Administration Dues, fees, misc expenses	\$ 3,000	
Office supplies	\$ 6,000	
Other (please describe)	\$ 300	Postage
Other (please describe)	\$ 300	Travel/Expense
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 18,900	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 400	
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 400	

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
Professional Purchased or Contracted Services		
Legal Services	\$ 4,000	
Audit Services	\$ 1,000	
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services		
Consultants	\$ 13,500	Professional Development to be contracted or attended offsite
Internet Services	\$ 3,600	
Telephone/Telecommunication Services	\$ 10,800	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 17,000	Estimate for business insurance
Travel		
Postage		
Special Education Services	\$ 30,000	Estimate for OT/PT, Speech, Psychological Services
Student Information Services		
Food service	\$ 75,000	Food service vendor
Transportation		
Other (please describe)	\$ 6,000	Technology services
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 160,900	
Facilities		
Rent, mortgage, or other facility cost		
Furniture	\$ 44,360	classroom & office furniture; computers/printers for office
Gas/electric	\$ 39,000	
Water/ Sewer	\$ 6,500	
Grounds Keeping	\$ 1,988	
Maintenance Services	\$ 11,000	Maintenance for building and equipment
Custodial	\$ 24,000	Cleaning Service at \$2,000/mo
Waste disposal	\$ 4,620	
Other (please describe)	\$ 15,000	Supplies to include paper products, cleaning materials, minor small tools, etc.
Other (please describe)	\$ 3,780	Pest control, alarm service, etc.
Other (please describe)	\$ 4,500	Copier rental
Other (please describe)		
Total Facilities	\$ 154,748	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 50,271	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$ 178,269	Fees for management services
Other (please describe)	\$ 39,000	Food and supplies for food service
Other (please describe)	\$ 19,200	School Bus rental
Other (please describe)	\$ 15,000	Bus Repairs
Other (please describe)	\$ 18,000	Gas/lubricants for buses
Other (please describe)	\$ 5,000	Repairs for buses
Other (please describe)	\$ 200	Background checks for bus drivers
Other (please describe)	\$ 10,000	Advertising, printing, mailings
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	\$ 334,940	
Total Expenditures	\$ 1,789,410	
Carryover/Deficit	\$ 125,532	

Expected Charter School Staffing Needs -- Year 1

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
			-		-
Kindergarten Teacher	3	35,000	105,000	29,830	134,830
First Grade Teacher	2	35,000	70,000	26,302	96,302
Second Grade Teacher	2	35,000	70,000	28,718	98,718
Third Grade Teacher	2	35,000	70,000	31,135	101,135
ELL Teacher	1	35,000	35,000	13,351	48,351
Foreign Language Teacher	1	34,000	34,000	8,236	42,236
Intervention Coach	1	60,000	60,000	6,600	66,600
PE Teacher	1	35,000	35,000	16,138	51,138
Classroom parapro	2	11,500	23,000	2,442	25,442
Special Education Teacher	1	35,000	35,000	13,151	48,151
Instructional Coach	1	55,000	55,000	19,087	74,087
Leader/Principal	1	60,000	60,000	19,682	79,682
Office Manager	1	30,000	30,000	7,640	37,640
FT Custodial	1	26,000	26,000	12,080	38,080
PT Custodial	1	13,320	13,320	1,465	14,785
PT Bus Driver	2	12,025	24,050	2,437	26,487
PT Food Service Aide	1	13,320	13,320	1,465	14,785
			-		-
			-		-
			-		-
The benefits plan has three rates: Single coverage, 2 person coverage and family			-		-
As staff is not yet identified, the premium costs were estimated for each position			-		-
			-		-
			-		-
			-		-
			-		-
TOTAL			758,690	239,759	998,449

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,262,184	
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 20,250	Estimate only
Summer School	\$ 6,750	Estimate only
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		Competitive grant for planning & implementation
Charter School Facilities Assistance Program Grant		
Title I	\$ 101,250	
Title II		
Federal Lunch Program	\$ 101,250	
Federal Breakfast Reimbursement	\$ 75,938	
Other Revenue Federal sources (please describe)	\$ 16,200	IDEA
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)	\$ 1,350	Student purchased meals
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 2,585,172	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,263,961	Use staffing workbook
Substitutes	\$ 7,500	Educational Subs for 12 positions at \$125 daily x 5 days
Professional Development		
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,271,461	

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
Instructional Supplies and Resources		
Textbooks	\$ 61,355	
Library, periodicals, etc		
Technology		
Assessment materials		
Computers	\$ 19,400	
Software		
Other classroom supplies	\$ 18,225	
Field trips, other unclassified items	\$ 6,075	
Co-curricular & Athletics		
Other (please describe)	\$ 30,000	Extended Day and Arts Coordinator
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 135,055	
Support Supplies and Resources		
Administrative Computers	\$ 1,100	
Administrative Software	\$ 8,100	
Administration Dues, fees, misc expenses	\$ 4,050	
Office supplies	\$ 8,100	
Other (please describe)	\$ 405	Postage
Other (please describe)	\$ 405	Travel/Expense
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 22,160	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 540	
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 540	

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
Professional Purchased or Contracted Services		
Legal Services	\$ 750	
Audit Services	\$ 6,000	
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services		
Consultants	\$ 18,225	Professional Development to be contracted or attended offsite
Internet Services	\$ 4,860	
Telephone/Telecommunication Services	\$ 14,580	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 22,950	Estimate for business insurance
Travel		
Postage		
Special Education Services	\$ 40,500	Estimate for OT/PT, Speech, Psychological Services
Student Information Services		
Food service	\$ 101,250	
Transportation		
Other (please describe)		
Other (please describe)	\$ 7,000	Technology Services
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 216,115	
Facilities		
Rent, mortgage, or other facility cost		
Furniture	\$ 16,626	classroom & office furniture; computer for office
Gas/electric	\$ 52,650	
Water/ Sewer	\$ 8,775	
Grounds Keeping		
Maintenance Services	\$ 21,530	Maintenance for building and equipment
Custodial	\$ 24,720	Cleaning service at \$2,060/mo
Waste disposal	\$ 6,237	
Other (please describe)	\$ 5,103	Pest Control, etc
Other (please describe)	\$ 6,075	Copier Rental
Other (please describe)	\$ 20,250	Supplies to include paper products, cleaning materials, minor small tools, etc.
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 161,966	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 67,866	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$ 240,663	
Other (please describe)	\$ 52,000	Food and supplies for food service
Other (please describe)	\$ 28,800	School Bus Rental
Other (please describe)	\$ 24,300	Gas/lubricants for buses
Other (please describe)	\$ 6,750	Tires and Repairs
Other (please describe)	\$ 270	Background checks for bus drivers
Other (please describe)	\$ 20,250	Bus repairs and maintenance services
Other (please describe)	\$ 13,050	Advertising, printing, mailings
Other (please describe)		
Other (please describe)		
Total Other	\$ 453,949	
Total Expenditures	\$ 2,261,246	
Carryover/Deficit	\$ 323,926	

Expected Charter School Staffing Needs -- Year 2

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
			-		-
Kindergarten Teacher	3	36,050	108,150	31,032	139,182
First Grade Teacher	3	36,050	108,150	27,362	135,512
Second Grade Teacher	2	36,050	72,100	29,875	101,975
Third Grade Teacher	2	36,050	72,100	32,391	104,491
Fourth Grade Teacher	2	35,000	70,000	32,320	102,320
ELL Teacher	1	36,050	36,050	13,485	49,535
Foreign Language Teacher	1	36,050	36,050	8,318	44,368
Intervention Coach	1	60,000	60,000	6,666	66,666
PE Teacher	1	36,050	36,050	16,788	52,838
Classroom parapro	4	11,100	44,400	4,933	49,333
Special Education Teacher	1	36,050	36,050	13,781	49,831
Instructional Coach	1	56,650	56,650	19,278	75,928
Leader/Principal	1	61,800	61,800	19,879	81,679
Office Manager	1	30,900	30,900	11,250	42,150
Office Clerk	1	16,000	16,000	1,650	17,650
FT Custodial	1	26,875	26,875	12,201	39,076
PT Custodial	2	13,320	26,640	3,048	29,688
PT Bus Driver	4	12,060	48,240	3,969	52,209
PT Food Service Aide	2	13,300	26,600	2,930	29,530
			-		-
			-		-
			-		-
The benefits plan has three rates: Single coverage, 2 person coverage and family			-		-
As staff is not yet identified, the premium costs were estimated for each position			-		-
			-		-
			-		-
			-		-
TOTAL			972,805	291,156	1,263,961

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 2,827,730	
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 25,313	Estimate only
Summer School	\$ 8,438	Estimate only
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 126,563	
Title II		
Federal Lunch Program	\$ 126,653	
Federal Breakfast Reimbursement	\$ 94,922	
Other Revenue Federal sources (please describe)	\$ 20,250	IDEA
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)	\$ 1,686	Student purchased meals
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,231,555	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,438,207	Use staffing workbook
Substitutes	\$ 9,375	Educational Subs for 15 positions at \$125 daily x 5 days
Professional Development		
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,447,582	

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
Instructional Supplies and Resources		
Textbooks	\$ 76,694	
Library, periodicals, etc		
Technology		
Assessment materials		
Computers	\$ 8,000	
Software		
Other classroom supplies	\$ 22,782	
Field trips, other unclassified items	\$ 7,594	
Co-curricular & Athletics		
Other (please describe)	\$ 40,000	Extended Day and Arts Coordinator
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 155,070	
Support Supplies and Resources		
Administrative Computers		
Administrative Software	\$ 10,125	
Administration Dues, fees, misc expenses	\$ 5,063	
Office supplies	\$ 10,125	
Other (please describe)	\$ 506	Postage
Other (please describe)	\$ 506	Travel/Expense
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 26,325	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 675	
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 675	

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
Professional Purchased or Contracted Services		
Legal Services	\$ 438	
Audit Services	\$ 8,000	
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services		
Consultants	\$ 22,781	Professional Development to be contracted or attended offsite
Internet Services	\$ 6,075	
Telephone/Telecommunication Services	\$ 18,225	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 28,688	
Travel		
Postage		
Special Education Services	\$ 50,626	Estimate for OT/PT, Speech, Psychological Services
Student Information Services		
Food service	\$ 126,563	
Transportation		
Other (please describe)	\$ 7,500	Technology Services
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 268,896	
Facilities		
Rent, mortgage, or other facility cost		
Furniture	\$ 17,618	classroom & office furniture
Gas/electric	\$ 65,813	
Water/ Sewer	\$ 10,969	
Grounds Keeping		
Maintenance Services	\$ 17,063	Maintenance for building and equipment
Custodial	\$ 42,000	Cleaning Service at \$3,500/mo
Waste disposal	\$ 7,796	
Other (please describe)	\$ 6,379	Pest Control, etc.
Other (please describe)	\$ 7,594	Copier Rental
Other (please describe)	\$ 25,313	Supplies to include paper products, cleaning materials, minor small tools, etc.
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 200,545	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 84,832	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$ 300,829	
Other (please describe)	\$ 65,000	Food and supplies for food service
Other (please describe)	\$ 38,400	School Bus Rental
Other (please describe)	\$ 30,375	Gas/lubricants for buses
Other (please describe)	\$ 8,438	Tires and Repairs
Other (please describe)	\$ 338	Background checks for bus drivers
Other (please describe)	\$ 25,313	Bus repairs and maintenance services
Other (please describe)	\$ 15,075	Advertising, printing, mailings
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	\$ 568,600	
Total Expenditures	\$ 2,667,693	
Carryover/Deficit	\$ 563,862	

Expected Charter School Staffing Needs -- Year 3

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
			-		-
Kindergarten Teacher	3	37,312	111,935	31,653	143,588
First Grade Teacher	3	37,312	111,935	28,183	140,118
Second Grade Teacher	3	37,312	111,935	30,771	142,707
Third Grade Teacher	2	37,312	74,624	33,363	107,986
Fourth Grade Teacher	2	37,132	74,263	33,279	107,542
Fifth Grade Teacher	2	37,132	74,263	16,480	90,743
ELL Teacher	1	37,492	37,492	13,890	51,382
Foreign Language Teacher	1	37,132	37,132	8,568	45,699
Intervention Coach	1	63,000	63,000	6,666	69,666
PE Teacher	1	37,132	37,132	17,292	54,423
Classroom parapro	4	12,200	48,801	5,081	53,882
Special Education Teacher	1	37,132	37,132	14,194	51,326
Instructional Coach	1	58,350	58,350	19,856	78,206
Leader/Principal	1	63,654	63,654	20,475	84,129
Office Manager	1	31,827	31,827	11,588	43,415
Office Clerk	1	15,750	15,750	1,650	17,400
FT Custodial	1	27,850	27,850	12,567	40,417
PT Custodial	2	14,935	29,870	3,060	32,930
PT Bus Driver	3	14,935	44,805	3,989	48,794
PT Food Service Aide	2	15,450	30,900	2,954	33,854
			-		-
			-		-
The benefits plan has three rates: Single coverage, 2 person coverage and family			-		-
As staff is not yet identified, the premium costs were estimated for each position			-		-
			-		-
			-		-
			-		-
TOTAL			1,122,649	315,558	1,438,207

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 3,393,276	
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 30,375	Estimate only
Summer School	\$ 10,125	Estimate only
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 151,875	
Title II		
Federal Lunch Program	\$ 151,984	
Federal Breakfast Reimbursement	\$ 113,906	
Other Revenue Federal sources (please describe)	\$ 24,300	IDEA
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)	\$ 2,025	Student purchased meals
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 3,877,866	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,540,554	Use staffing workbook
Substitutes	\$ 11,250	Educational Subs for 18 positions at \$125 daily x 5 days
Professional Development		
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,551,804	

Instructional Supplies and Resources		
Textbooks	\$ 92,032	
Library, periodicals, etc		
Technology		
Assessment materials		
Computers		
Software		
Other classroom supplies	\$ 27,338	
Field trips, other unclassified items	\$ 9,113	
Co-curricular & Athletics		
Other (please describe)		
Other (please describe)	\$ 45,000	Extended Day and Arts Coordinator
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 173,483	
Support Supplies and Resources		
Administrative Computers		
Administrative Software	\$ 12,150	
Administration Dues, fees, misc expenses	\$ 6,075	
Office supplies	\$ 12,150	
Other (please describe)	\$ 608	Postage
Other (please describe)	\$ 608	Travel/Expense
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 31,591	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 810	
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 810	

Professional Purchased or Contracted Services		
Legal Services	\$ 1,000	
Audit Services	\$ 9,125	
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services		
Consultants	\$ 27,338	Professional Development to be contracted or attended offside
Internet Services	\$ 7,290	
Telephone/Telecommunication Services	\$ 21,870	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 34,425	
Travel		
Postage		
Special Education Services	\$ 60,750	Estimate for OT/PT, Speech, Psychological Services
Student Information Services		
Food service	\$ 151,875	Food Service Vendor
Transportation		
Other (please describe)	\$ 8,000	Technology Services
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 321,673	
Facilities		
Rent, mortgage, or other facility cost		
Furniture	\$ 25,274	Classroom and office furniture
Gas/electric	\$ 78,975	
Water/ Sewer	\$ 13,163	
Grounds Keeping		
Maintenance Services	\$ 25,275	Maintenance for building and equipment
Custodial	\$ 45,600	Cleaning Service at \$3,800/mo
Waste disposal	\$ 9,356	
Other (please describe)	\$ 7,655	Pest Control, etc
Other (please describe)	\$ 30,375	Supplies to include paper products, cleaning materials, minor small tools, etc.
Other (please describe)	\$ 9,113	Copier Rental
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 244,786	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 101,798	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$ 360,995	
Other (please describe)	\$ 78,000	Food and supplies for food service
Other (please describe)	\$ 48,000	School Bus Rental
Other (please describe)	\$ 36,450	Gas/lubricants for buses
Other (please describe)	\$ 10,125	Tires and Repairs for buses
Other (please describe)	\$ 405	Background checks for bus drivers
Other (please describe)	\$ 30,375	Bus repairs and maintenance services
Other (please describe)	\$ 18,090	Advertising, printing, mailings
Other (please describe)		
Total Other	\$ 684,238	
Total Expenditures	\$ 3,008,385	
Carryover/Deficit	\$ 869,481	

Expected Charter School Staffing Needs -- Year 4

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
			-		-
Kindergarten Teacher	3	35,000	105,000	31,653	136,653
First Grade Teacher	3	36,000	108,000	28,183	136,183
Second Grade Teacher	3	36,000	108,000	30,771	138,771
Third Grade Teacher	3	36,000	108,000	33,363	141,363
Fourth Grade Teacher	2	36,000	72,000	33,279	105,279
Fifth Grade Teacher	2	36,000	72,000	15,480	87,480
Sixth Grade Teacher	2	35,000	70,000	12,000	82,000
ELL Teacher	1	37,312	37,312	13,890	51,202
Foreign Language Teacher	1	37,312	37,312	8,568	45,880
Intervention Coach	1	50,000	50,000	5,550	55,550
PE Teacher	1	37,132	37,132	15,292	52,424
Classroom parapro	4	11,000	44,000	5,081	49,081
Special Education Teacher	1	37,132	37,132	14,194	51,326
Instructional Coach	1	58,350	58,350	17,500	75,850
Leader/Principal	1	63,654	63,654	19,400	83,054
Office Manager	1	31,800	31,800	11,588	43,388
Office Clerk	2	15,000	30,000	1,650	31,650
FT Custodial	1	27,850	27,850	12,567	40,417
PT Custodial	3	13,000	39,000	3,060	42,060
PT Bus Driver	4	12,000	48,000	3,989	51,989
PT Food Service Aide	3	12,000	36,000	2,954	38,954
			-		-
			-		-
The benefits plan has three rates: Single coverage, 2 person coverage and family			-		-
As staff is not yet identified, the premium costs were estimated for each position			-		-
			-		-
			-		-
			-		-
TOTAL			1,220,542	320,012	1,540,554

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 3,970,133	
Common School Loan		
State Matching Funds for School Lunch Program		
Professional Development		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement	\$ 35,539	Estimate only
Summer School	\$ 11,846	Estimate only
Other State Revenue (please describe)		
Other State Revenue (please describe)		
Federal Revenue		
Title I	\$ 177,694	
Title II		
Federal Lunch Program	\$ 177,821	
Federal Breakfast Reimbursement	\$ 133,270	
Other Revenue Federal sources (please describe)	\$ 28,431	IDEA
Other Revenue Federal sources (please describe)		
Other Revenue Federal sources (please describe)		
Other Revenues		
Committed Philanthropic Donations		
Before and After Care Fees		
Interest Income		
Other (please describe)	\$ 2,369	Student purchased meals
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 4,537,103	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 1,687,868	Use staffing workbook
Substitutes	\$ 13,125	Educational Subs for 21 positions at \$125 daily x 5 days
Professional Development		
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 1,700,993	

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
Instructional Supplies and Resources		
Textbooks	\$ 107,678	
Library, periodicals, etc		
Technology	\$ 25,200	Nine smart boards at \$2,800 each
Assessment materials		
Computers	\$ 10,500	15 computers at \$700 each
Software		
Other classroom supplies	\$ 31,986	
Field trips, other unclassified items	\$ 10,662	
Co-curricular & Athletics		
Other (please describe)	\$ 50,000	Extended Day and Arts Coordinator
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 236,026	
Support Supplies and Resources		
Administrative Computers	\$ 1,100	
Administrative Software	\$ 14,216	
Administration Dues, fees, misc expenses	\$ 7,108	
Office supplies	\$ 14,213	
Other (please describe)	\$ 711	Postage
Other (please describe)	\$ 711	Travel/Expense
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$ 38,059	
Board Expenses		
Charter Board Services, including Board Training, retreats	\$ 948	
Charter Board Supplies & Equipment		
Charter Board Dues, fees, etc		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Board Expenses	\$ 948	

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
Professional Purchased or Contracted Services		
Legal Services	\$ 1,000	
Audit Services	\$ 10,846	
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services		
Consultants	\$ 31,986	Professional Development to be contracted or attended offsite
Internet Services	\$ 8,529	
Telephone/Telecommunication Services	\$ 25,588	
Total Insurance Costs (per ICSB requirements detailed in charter school application)	\$ 40,277	
Travel		
Postage		
Special Education Services	\$ 71,078	Estimate for OT/PT, Speech, Psychological Services
Student Information Services		
Food service	\$ 177,694	Food Service Vendor
Transportation		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$ 366,998	
Facilities		
Rent, mortgage, or other facility cost		
Furniture	\$ 7,600	Classroom furniture
Gas/electric	\$ 92,401	
Water/ Sewer	\$ 15,400	
Grounds Keeping		
Maintenance Services	\$ 34,925	Maintenance for building and equipment
Custodial	\$ 48,000	Cleaning Service at \$4,000/mo
Waste disposal	\$ 10,946	
Other (please describe)	\$ 8,990	Pest Control, etc.
Other (please describe)	\$ 10,668	Copier Rental
Other (please describe)	\$ 35,539	Supplies to include paper products, cleaning materials, minor small tools, etc.
Other (please describe)		
Other (please describe)		
Total Facilities	\$ 264,469	
Other		
Contingency		
Indiana Charter School Board Administrative Fee	\$ 119,104	Assume 2% of Basic Grant (Row 6)
CMO/EMO Fee	\$ 422,364	
Other (please describe)	\$ 91,260	Food and supplies for food service
Other (please describe)	\$ 57,600	School Bus Rental
Other (please describe)	\$ 42,647	Gas/lubricants for buses
Other (please describe)	\$ 11,846	Tires and Repairs for buses
Other (please describe)	\$ 474	Background checks for bus drivers
Other (please describe)	\$ 35,539	Bus repairs and maintenance services
Other (please describe)	\$ 20,135	Advertising, printing, mailings
Total Other	\$ 800,969	
Total Expenditures	\$ 3,408,462	
Carryover/Deficit	\$ 1,128,641	

Expected Charter School Staffing Needs -- Year 5

Please fill in the expected positions along with salary and benefit estimates. Insert rows as needed.

Benefits Assumptions - Please describe how you calculated your benefits and what is included below					
Position Description	Number of Staff Per Position	Average Salary for the Position	Total Salary	Benefits and Payroll Taxes	TOTAL Salary and Benefits
			-		-
Kindergarten Teacher	3	37,080	111,240	37,500	148,740
First Grade Teacher	3	37,080	111,240	37,500	148,740
Second Grade Teacher	3	37,080	111,240	37,500	148,740
Third Grade Teacher	3	37,080	111,240	37,500	148,740
Fourth Grade Teacher	2	37,080	74,160	34,000	108,160
Fifth Grade Teacher	2	37,080	74,160	34,000	108,160
Sixth Grade Teacher	2	37,080	74,160	34,000	108,160
ELL Teacher	1	37,080	37,080	13,890	50,970
Foreign Language Teacher	1	37,080	37,080	8,568	45,648
Intervention Coach	1	50,000	50,000	5,550	55,550
PE Teacher	1	37,080	37,080	15,292	52,372
Classroom paraprofessionals	4	11,000	44,000	5,081	49,081
Special Education Teacher	1	37,080	37,080	14,194	51,274
Instructional Coach	1	60,000	60,000	19,810	79,810
Leader/Principal	1	75,000	75,000	20,810	95,810
Office Manager	1	34,000	34,000	12,853	46,853
Office Clerk	2	16,000	32,000	12,633	44,633
FT Custodial	1	30,000	30,000	12,567	42,567
PT Custodial	3	14,000	42,000	4,620	46,620
PT Bus Driver	4	14,000	56,000	4,620	60,620
PT Food Service Aide	3	14,000	42,000	4,620	46,620
			-		-
			-		-
The benefits plan has three rates: Single coverage, 2 person coverage and family			-		-
As staff is not yet identified, the premium costs were estimated for each position			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
			-		-
TOTAL			1,280,760	407,108	1,687,868

Attachment 20 Budget Narrative

The financial plan developed and presented for The Promise Academy is based on a conservative estimate of revenues with a balancing presentation of expenditures to ensure that the academy operates safely and provides a quality educational program, but maintains fiscally balance. Basic grant revenues for each year were calculated at per the pupil amounts of \$7,247.95 Tuition Support plus \$199.77 Prime Time award. This combined \$7,447.72 per pupil was multiplied by the projected (planned) enrollments for each of the first five years of operation to determine the estimated total Basic Grant allocations for each year.

Minimum grant revenues, based on the EMO's experience with similarly sized schools, were calculated and included in the areas of Title I, Food Services, and Special Education. Combining the estimated Basic Grant allocation, the estimated grant revenues, and a small estimated revenue from student purchased lunches, results in the total Revenue Estimate for Year 1 of \$1,914,942. This amount basically increases over the five year period in relation to the estimated student population growth.

Expenditures are maintained at a level to provide a safe, academically successful program while ensuring that the school is fiscally sustainable. By far, the largest expenditure is for personnel, some \$1,004,074 or 56% of expended funds in the first year. This includes the salary and benefit costs for:

- 1 School Leader
- 1 Office Manager
- 9 Grade Level Teachers
- 4 Additional Teachers (Special Education, ELL, Foreign Language, PE)
- 2 Coaches (Intervention Coach and Instructional Coach)
- 2 Classroom Paraprofessionals
- 1.5 Custodians
- 2 P.T. Bus Drivers
- 1 P.T. Food Service Aide

The remainder of the first year expenditures fall out as:

\$115,448 (6 percent)	Instructional Supplies and Resources
\$18,900 (1 percent)	Support Supplies and Resources
\$400 (<1 percent)	Board Expenses
\$160,900 (9 percent)	Professional Purchased or Contracted Services including Professional Development; some Special Education services, legal, audit and insurance costs; technology and telephone costs; and food services.
\$154,748 (9 percent)	Facilities including rent, cleaning, maintenance and furniture.
\$334,940 (19 percent)	Other Expenditures including Charter Board Fees, ESP Fees (10 percent); bus rental, repair and operation costs; and marketing costs)

The budgets for years 2 through 5 are similar, with adjustments made to accommodate the needs of a growing population of students, both in numbers and in grade levels spanned.

Year 0 is budgeted for a limited amount. Some \$25,000 is budgeted for limited marketing and personnel costs near the end of the fiscal year. The assumption is that the Academy board will be working on a voluntary basis to plan and develop operations to be ready for the first year of operations. They will also be involved in "word of mouth" advertising. The board members will be assisted through consulting and advisory services from their ESP. It is assumed that the \$25,000 revenue for Year 0 will come in the form of a loan from the ESP with expenditures targeted for formal marketing and some staff near the end of the year.

The Promise Academy intentionally did not include Charter School Start-up Grant funding in its Year 0 and Year 1 budgets due to the uncertainty of obtaining such funds. The school will apply for such funding, and if obtained, will use the funds to advertise earlier, to bring the school leader on by April 2013, to pre-order supplies and materials for start up, and to complete staffing early in the summer of 2013. If grant funding is not obtained, the current budgets will allow these activities to occur after July 1, 2013.

The overall philosophy regarding budget and finance is to provide adequate funds to insure that the school is operated in a safe and secure manner and to insure that the school's educational mission is being supported and attained. Attention must be paid to the bottom line to insure that the academy's expenditures do not exceed the resources available to the school. Deficit spending will not be allowed to occur. If enrollment projections are not made and revenues are short, projected expenditures will need to be reduced to compensate for the revenue shortfall. Those reductions may include any or all of the following: reduction in levels of staffing, salary adjustments, rental adjustments, reduction in purchase of supplies and materials, ESP fee reductions, or reductions in other areas. Every effort will be made to insure that expenditures balance with revenues.

The academy board, working with the school leader and the ESP, will develop an annual budget each spring to support operations in the following school year. That budget will reflect on-going expenses to maintain the school's program and will address any new or revised thrusts of the academy. The academy board will insure that the projected revenues for any given year are adequate to cover projected expenditures for the year.

Once the budget has been developed and implemented, a first review and adjustment will take place shortly after the fall student count. If there are major enrollment discrepancies in either direction, expenditure adjustments will be made as quickly as possible. A revised budget will be adopted to reflect the fiscal reality of the school as well as the programmatic needs. A second budget revision may be made during the second semester, if necessary.

Every effort will be made to put the academy's resources to use to support the educational mission of the school. That means primary focuses will center on the provision of trained instructional staff, adequate professional development to allow the staff to maintain its currency and to develop its own knowledge base, quality materials and supplies so that students have the resources they need to learn, and adequate instruction time to allow learning to take place.

Resources will also be devoted to housing the students in a safe environment and to safely meet the transportation needs of the student population. Other cost areas will be addressed as required.

In short, the focus is on the academic development of the students in a culturally relevant environment. Extreme efforts will be made to obtain additional funding through competitive grants and sponsor donations. The availability of such funds will allow the academy to expand its offerings, to provide additional opportunities and experiences to students, and to enhance the overall learning environment. However, competitive grants and philanthropic donations can not be counted on to sustain the basic operations required for the school. For that reason, the five year budgets developed for the academy allow the natural growth in student population to occur as grade levels are added and to support the basic program for the school. Additional opportunities will be forthcoming for the students as grant monies and philanthropic donations become actualities.

Overall, the academy's board and management team will carefully watch two bottom lines -- (1) the fiscal condition of the school and (2) the academic growth of its students.

AUTHORIZOR: Arizona State Board for Charter Schools Deanna Rowe 602 364 3030 602 364 3089 1616 West Adams Street, Phoenix, AZ 85007

	MATH							Reading					Alternative School Label	Non-Alternative School Grade
	2007	2008	2009	2010	2011			2007	2008	2009	2010	2011	2011	2011
Alta Vista High School	20	45	49	17	44			38	48	51	53	64	Performing	
Apache Trail High School	46	46	48	31	54			53	69	62	79	71	Performing	
Crestview College Preparatory	25	44	25	38	50			48	50	40	57	65	Performing	
Desert Hills High School	59	54	70	48	52			80	76	76	74	81		C
El Dorado High School	32	35	35	35	40			41	42	50	75	80	Performing	
Estrella High School	18	21	36	10	39			41	54	50	39	47	Performing	
Gilbert Arts Academy	See Next Page													B
Havasu Preparatory Academy					opened 2012									Opened 2012
Leona Advanced Virtual Academy					not evaluated							not evaluated	Performing	
Liberty Arts Academy	See Next Page													A
Maya High School	28	45	41	19	13			38	47	49	53	41	Performing	
Mission Heights Preparatory High School					opened 2012									Opened 2012
Peoria Accelerated High School	51	66	50	8	22			59	74	57	47	25	Performing	
Skyview High School	42		53	25	40			69		65	72	50	Performing	
South Pointe Elementary School	See Next Page												Performing	
South Pointe High School	27	42	33	17	41			43	50	37	56	62	Performing	
South Pointe Junior High School	See Next Page												Performing	
South Ridge High School	59	65	71	69	50			61	77	80	80	79		B
Summit High School	36	35	18	23	36			35	42	45	47	39	Performing	
Sun Valley High School	61	40	31	33	42			53	35	56	76	67	Performing	
Tempe Accelerated High School	14	28	42	25	14			43	50	48	50	38	Performing	
Vista Grove Preparatory Academy - Elementary	See Next Page												Performing	
Vista Grove Preparatory Academy - Middle School	See Next Page												Performing	
West Phoenix High School	29	46	38	26	31			35	32	50	34	51	Performing	

Gilbert Arts	3R	3M	4R	4M	5R	5M	6R	6M
2009	91	86	83	89	70	90	86	86
2010	85	71	84	82	84	64	80	70
2011	94	89	76	53	86	50	100	77

Liberty Arts	3R	3M	4R	4M	5R	5M	6R	6M	7R	7M
2009	68	82	87	87	92	75	100	56		
2010	80	84	80	73	89	79	65	60		
2011	100	90	94	71	93	73	100	90	80	60

Vista Grove Elementary								
	3M	3R	4M	4R	5M	5R	6M	6R
2009	50	60	50	64	56	56	31	54
2010	28	57	55	70	40	55	22	61
2011	46	69	8	33	23	85	0	63

Vista Grove Middle School

	7M	7R	8M	8R
2009	50	67	0	100
2010	42	53	31	54
2011	20	80	25	25

South Pointe Elementary

	3M	3R	4M	4R	5M	5R	6M	6R
2009	34	38	21	40	23	34	5	53
2010	48	43	18	27	52	56	18	23
2011	39	42	12	29	29	45		

South Pointe Junior High

	6M	6R	7M	7R	8M	8R
2008			32	54	11	33
2009			37	39	27	40
2010	19	38	14	50	21	47
2011	9	45	13	54	10	37

[illegible]

Timothy L. Johnson Academy

Year Opened: 2002-03
Contact Information-Leader Mr. Steve Bollier
7908 S. Anthony Blvd.
Fort Wayne, IN 46816
Telephone 260-441-8727

Authorizer Ball State University
Dr. Robert Marra
Office of Charter Schools
Ball State University
Teacher College (TC), Room 910
Muncie, IN 47306
Phone: 765-285-1336

Grade Levels K - 5
Total Students 278
Demographics:
% Subsidized Lunch 98%
% American Indian <1%
% Asian 2%
% Black 90%
% Hispanic 2%
% White 1%
% Multiracial 5%
% Special Education 18%
% English Language Learners 0%

MEAP Results:

Year	Fall or Spring	Tested Grades	% Proficient or Above	
			Eng./L.A.	Mathematics
2006-2007	Fall	3 - 8	35%	32%
2007-2008	Fall	3 - 5	41%	29%
2008-2009	Fall	3 - 5	54%	46%
2008-2009	Spring	3 - 5	33%	40%
2009-2010	Spring	3 - 6	49%	47%
2010-2011	Spring	3 - 7	41%	40%

The Leona Group Management:
2002-03 to Present

Academy for Business and Technology Elementary School

Year Opened: 2003-04
Contact Information-Leader Dr. Paul Merritt
5277 Calhoun Street
Dearborn, MI 48126
Telephone 313-581-2223
Authorizer Eastern Michigan University
Dr. Malvern C. Winborne, Director
207 Welch Hall
Ypsilanti, MI 48197
Phone: 734-487-2086

Grade Levels K - 5
Total Students 354
Demographics:
% Subsidized Lunch 91%
% Black 56%
% Hispanic 27%
% White 16%
% Special Education 14%
% English Language Learners 31%

The Leona Group Management:
2003-04 to Present

MEAP Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	3 - 5	75%	79%
2007-2008	3 - 5	64%	72%
2008-2009	3 - 5	77%	91%
2009-2010	3 - 5	83%	92%
2010-2011	3 - 5	81%	93%

Academy for Business and Technology High School

Year Opened: 1997-98
Contact Information-Leader Mr. John Kirk
19625 Wood Street
Melvindale, MI 48122
Telephone 313-382-3422
Authorizer Eastern Michigan University
Dr. Malvern C. Winborne, Director
207 Welch Hall
Ypsilanti, MI 48197
Phone: 734-487-2086

Grade Levels 6 - 12
Total Students 358
Demographics:
% Subsidized Lunch 92%
% Asian 1%
% Black 0%
% Hispanic 0%
% White 0%
% Special Education 20%
% English Language Learners 2%

The Leona Group Management:
1997-98 to Present

MEAP & MME Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	6 - 8 & 11	41%	16%
2007-2008	6 - 8 & 11	51%	36%
2008-2009	6 - 8 & 11	41%	37%
2009-2010	6 - 8 & 11	55%	38%
2010-2011	6 - 8 & 11	41%	41%

Allen Academy

Year Opened: 1999-00
Contact Information-Leader Ms. Georgia Burrell
8666 Quincy Street
Detroit, Michigan 48204

Telephone 313-898-6444

Authorizer Ferris State University
Dr. Lawrence V. Wells, Director
1020 E. Maple Street
Big Rapids, MI 49307
Phone: 231-591-5809

Grade Levels 6 - 12

Total Students 990

Demographics:

% Subsidized Lunch 90%

% Black 100%

% Special Education 8%

% English Language Learners 0%

The Leona Group Management:

1999-00 to Present

MEAP & MME Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	3- 8 & 11	63%	44%
2007-2008	3 - 8 & 11	52%	50%
2008-2009	3 - 8 & 11	54%	56%
2009-2010	3 - 8 & 11	61%	55%
2010-2011	3 - 8 & 11	60%	62%

Cesar Chavez Academy Lower Elementary

Year Opened: 1995-96
Contact Information-Leader Ms. Jaime Gabriela
8126 W. Vernor Highway
Detroit, MI 48209

Telephone 313-843-9440

Authorizer Saginaw Valley State University
Joseph Rosseau, Director
7400 Bay Road
University Center, MI 48710
Phone: 989-964-4041

Grade Levels K - 2

Total Students 462

Demographics:

% Subsidized Lunch 99%

% American Indian <1%

% Black 1%

% Hispanic 99%

% Multi-Racial <1%

% Special Education 13%

% English Language Learners 84%

MEAP Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	3 - 5	70%	64%
2007-2008	3 - 5	70%	70%
2008-2009	3 - 5	72%	85%
2009-2010	3	86%	99%
2010-2011	N.A.	N.A.	N.A.

The Leona Group Management:

1996-97 to Present

Cesar Chavez Academy Upper Elementary

Year Opened: 2009-10
Contact Information-Leader Ms. Aurelia Berrocal
4100 Martin Street
Detroit, MI 48210
Telephone 313-361-1083

Authorizer Saginaw Valley State University
Joseph Rosseau, Director
7400 Bay Road
University Center, MI 48710
Phone: 989-964-4041

Grade Levels 3 - 5
Total Students 417
Demographics:
% Subsidized Lunch 100%
% Black 2%
% Hispanic 94%
% White 4%
% Multi-Racial 1%
% Special Education 13%
% English Language Learners 86%

MEAP Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	--	--	--
2007-2008	--	--	--
2008-2009	--	--	--
2009-2010	4 - 5	60%	83%
2010-2011	3 - 5	75%	88%

The Leona Group Management:
2009-10 to Present

Cesar Chavez Academy Middle School

Year Opened: 1996-97
Contact Information-Leader Mr. Rick Guerra
6782 Goldsmith Street
Detroit, MI 48209
Telephone 313-842-0006

Authorizer Saginaw Valley State University
Joseph Rosseau, Director
7400 Bay Road
University Center, MI 48710
Phone: 989-964-4041

Grade Levels 6 - 8
Total Students 576
Demographics:
% Subsidized Lunch 98%
% American Indian <1%
% Black 2%
% Hispanic 92%
% White 5%
% Multi-Racial 1%
% Special Education 10%
% English Language Learners 66%

MEAP Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	6 - 8	52%	37%
2007-2008	6 - 8	48%	40%
2008-2009	6 - 8	58%	75%
2009-2010	6 - 8	66%	73%
2010-2011	6 - 8	63%	82%

The Leona Group Management:
1996-97 to Present

Cesar Chavez Academy High School

Year Opened: 1998-99
Contact Information-Leader Mr. Juan Martinez
1761 Waterman Street
Detroit, MI 48209
Telephone 313-551-0611

Authorizer Saginaw Valley State University
Joseph Rosseau, Director
7400 Bay Road
University Center, MI 48710
Phone: 989-964-4041

Grade Levels 9 - 12
Total Students 702
Demographics:
% Subsidized Lunch 95%
% American Indian 1%
% Asian <1%
% Black 7%
% Hispanic 86%
% White 6%
% Multi-Racial <1%
% Special Education 7%
% English Language Learners 47%

MME Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	11	28%	12%
2007-2008	11	30%	16%
2008-2009	11	36%	26%
2009-2010	11	52%	34%
2010-2011	11	40%	42%

The Leona Group Management:
1998-99 to Present

Charlotte Forten Academy

Year Opened: 1998-99
Contact Information-Leader Closed
Closed
Detroit, MI
Telephone Closed
Authorizer Wayne Regional Education Service Agency
Christopher A. Wigent, Superintendent
33500 VanBorn Road
Wayne, MI 48184
Phone: 734-334-1300

Grade Levels Closed
Total Students Closed
Demographics:
% Subsidized Lunch Closed
% Black Closed
% Hispanic Closed
% White Closed
% Special Education Closed
% English Language Learners Closed

MEAP & MME Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	7 - 8 & 11	16%	7%
2007-2008	7 - 8 & 11	11%	4%
2008-2009	(Closed)		
2009-2010	(Closed)		
2010-2011	(Closed)		

The Leona Group Management:
1998-99 to 2007-08

Dream Academy

Year Opened: 2008-09
Contact Information-Leader Mr. Lacey James
248 Ninth Street
Benton Harbor, MI 49022
Telephone 269-926-1587

Authorizer Bay Mills Community College
Dr. Patrick Shannon, Director
12214 West Lakeshore Drive
Brimley, MI 49715
Phone: 906-248-3354

Grade Levels 9 - 12
Total Students 256
Demographics:
% Subsidized Lunch 95%
% Black 96%
% Hispanic 3%
% Pacific Islander <1%
% White 1%
% Special Education 10%
% English Language Learners 0%

MME Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	--	--	--
2007-2008	--	--	--
2008-2009	11	6%	0%
2009-2010	11	7%	0%
2010-2011	11	2%	3%

The Leona Group Management:
2008-09 to Present

Francis Reh Public School Academy

Year Opened: 1998-99
Contact Information-Leader Ms. Kate Scheid
2201 Owen Street
Saginaw, MI 48601
Telephone 989-753-2349
Authorizer Ferris State University
Dr. Lawrence V. Wells, Director
1020 E. Maple Street
Big Rapids, MI 49307
Phone: 231-591-5809

Grade Levels K - 8
Total Students 377
Demographics:
% Subsidized Lunch 92%
% American Indian 1%
% Asian <1%
% Black 82%
% Hispanic 12%
% White 2%
% Multi-Racial 2%
% Special Education 14%
% English Language Learners 0%

MEAP Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	3 - 8	53%	41%
2007-2008	3 - 8	55%	57%
2008-2009	3 - 8	58%	65%
2009-2010	3 - 8	60%	61%
2010-2011	3 - 8	58%	74%

The Leona Group Management:
1998-99 to Present

George Crockett Academy

Year Opened: 1998-99
Contact Information-Leader Ms. Mary Lou VanAntwerp
4851 14th Street
Detroit, MI 48208
Telephone 313-896-6078
Authorizer Ferris State University
Dr. Lawrence V. Wells, Director
1020 E. Maple Street
Big Rapids, MI 49307
Phone: 231-591-5809

Grade Levels K - 8
Total Students 365
Demographics:
% Subsidized Lunch 95%
% Black 100%
% Hispanic <1%
% Special Education 10%
% English Language Learners 0%

The Leona Group Management:
1998-99 to Present

MEAP Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	3 - 8	70%	41%
2007-2008	3 - 8	68%	49%
2008-2009	3 - 8	69%	61%
2009-2010	3 - 8	73%	61%
2010-2011	3 - 8	69%	67%

George Crockett Consortium High School

Year Opened: 2002-03
Contact Information-Leader Mr. Rod Atkins
1250 Rosa Parks Blvd.
Detroit, MI 48216
Telephone 313-964-2339
Authorizer Ferris State University
Dr. Lawrence V. Wells, Director
1020 E. Maple Street
Big Rapids, MI 49307
Phone: 231-591-5809

Grade Levels 9 - 12
Total Students 33
Demographics:
% Subsidized Lunch 73%
% Black 100%
% Special Education 15%
% English Language Learners 0%

The Leona Group Management:
2002-03 to Present

MME Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	11	100%	50%
2007-2008	11	27%	9%
2008-2009	11	25%	8%
2009-2010	11	0%	0%
2010-2011	11	29%	14%

Hope of Detroit Academy

Year Opened: 1999-00
Contact Information-Leader Mr. Ali Abdel
4443 N. Campbell Street
Detroit, MI 48210
Telephone 313-897-8720

Authorizer Ferris State University
Dr. Lawrence V. Wells, Director
1020 E. Maple Street
Big Rapids, MI 49307
Phone: 231-591-5809

Grade Levels K - 8
Total Students 481
Demographics:
% Subsidized Lunch 97%
% American Indian 0%
% Black 12%
% Hispanic 85%
% White 2%
% Special Education 13%
% English Language Learners 80%

MEAP Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	3 - 8	54%	55%
2007-2008	3 - 8	58%	64%
2008-2009	3 - 8	59%	75%
2009-2010	3 - 8	69%	73%
2010-2011	3 - 8	65%	77%

The Leona Group Management:
1999-00 to Present

Hope of Detroit Consortium High School

Year Opened: 2002-03
Contact Information-Leader Mr. Rod Atkins
1250 Rosa Parks Blvd.
Detroit, MI 48216
Telephone 313-964-2339

Authorizer Ferris State University
Dr. Lawrence V. Wells, Director
1020 E. Maple Street
Big Rapids, MI 49307
Phone: 231-591-5809

Grade Levels 9 - 12
Total Students 33
Demographics:
% Subsidized Lunch 76%
% Black 70%
% Hispanic 30%
% Special Education 9%
% English Language Learners 3%

The Leona Group Management:
2002-03 to Present

MME Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	11	20%	0%
2007-2008	11	15%	0%
2008-2009	11	27%	0%
2009-2010	11	50%	0%
2010-2011	11	46%	31%

Joy Preparatory Academy Lower Elementary

Year Opened: 1999-00
Contact Information-Leader Ms. Fran Gardulescu
1129 Oakman Blvd.
Detroit, MI 48238
Telephone 313-867-7828

Authorizer Ferris State University
Dr. Lawrence V. Wells, Director
1020 E. Maple Street
Big Rapids, MI 49307
Phone: 231-591-5809

Grade Levels K - 2
Total Students 143
Demographics:
% Subsidized Lunch 96%
% Black 99%
% White 1%
% Special Education 6%
% English Language Learners 0%

The Leona Group Management:
1999-00 to Present

MEAP Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	N.A.	N.A.	N.A.
2007-2008	N.A.	N.A.	N.A.
2008-2009	N.A.	N.A.	N.A.
2009-2010	N.A.	N.A.	N.A.
2010-2011	N.A.	N.A.	N.A.

Joy Preparatory Academy Upper Elementary

Year Opened: 2002-03
Contact Information-Leader Ms. Fran Gardulescu
15055 Dexter Avenue
Detroit, MI 48238
Telephone 313-340-0023

Authorizer Ferris State University
Dr. Lawrence V. Wells, Director
1020 E. Maple Street
Big Rapids, MI 49307
Phone: 231-591-5809

Grade Levels 3 - 8
Total Students 225
Demographics:
% Subsidized Lunch 98%
% Black 99%
% White 1%
% Special Education 15%
% English Language Learners 0%

The Leona Group Management:
2002-03 to Present

MEAP Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	3 - 8	56%	30%
2007-2008	3 - 8	55%	42%
2008-2009	3 - 8	57%	52%
2009-2010	3 - 8	65%	56%
2010-2011	3 - 8	62%	56%

Mildred C. Wells Academy

Year Opened: 2005-06
Contact Information-Leader Mr. Raymond Gant
281 S. Fair Street
Benton Harbor, MI 49022
Telephone 269-926-2885
Authorizer Bay Mills Community College
Dr. Patrick Shannon, Director
12214 West Lakeshore Drive
Brimley, MI 49715
Phone: 906-248-3354

Grade Levels K - 7
Total Students 191
Demographics:
% Subsidized Lunch 99%
% Black 99%
% White 1%
% Special Education 10%
% English Language Learners 0%

The Leona Group Management:
2005-06 to Present

MEAP Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	3 - 6	59%	31%
2007-2008	3 - 6	42%	34%
2008-2009	3 - 6	48%	43%
2009-2010	3 - 7	56%	54%
2010-2011	3 - 7	57%	64%

New City Academy

Year Opened: 1999-00
Contact Information-Leader Closed
Closed
Lansing, MI
Telephone Closed
Authorizer Ferris State University
Dr. Lawrence V. Wells, Director
1020 E. Maple Street
Big Rapids, MI 49307
Phone: 231-591-5809

Grade Levels Closed
Total Students Closed
Demographics:
% Subsidized Lunch Closed
% Black Closed
% Hispanic Closed
% White Closed
% Special Education Closed
% English Language Learners Closed

The Leona Group Management:
1999-00 to 2009-10

MEAP Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	3 - 8	56%	39%
2007-2008	3 - 8	52%	39%
2008-2009	3 - 8	44%	46%
2009-2010	3 - 8	64%	53%
2010-2011	(Closed)		

Northridge Academy

Year Opened: 1999-00
Contact Information-Leader Dr. Nat Burtley
5306 North Street
Flint, MI 48505
Telephone 810-785-8811

Authorizer Ferris State University
Dr. Lawrence V. Wells, Director
1020 E. Maple Street
Big Rapids, MI 49307
Phone: 231-591-5809

Grade Levels K - 8
Total Students 268
Demographics:
% Subsidized Lunch 100%
% Black 100%
% White <1%
% Special Education 10%
% English Language Learners 0%

The Leona Group Management:
1999-00 to Present

MEAP Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	3 - 8	48%	40%
2007-2008	3 - 8	47%	51%
2008-2009	3 - 8	40%	47%
2009-2010	3 - 8	45%	44%
2010-2011	3 - 8	54%	60%

Pierre Toussaint Academy

Year Opened: 1998-99
Contact Information-Leader Mr. Stephen Turk
2450 Beatrice Street
Detroit, MI 48217
Telephone 313-383-6532

Authorizer Ferris State University
Dr. Lawrence V. Wells, Director
1020 E. Maple Street
Big Rapids, MI 49307
Phone: 231-591-5809

Grade Levels K - 8
Total Students 374
Demographics:
% Subsidized Lunch 87%
% Black 98%
% Hispanic 2%
% White <1%
% Special Education 13%
% English Language Learners 0%

The Leona Group Management:
1998-99 to Present

MEAP Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	3 - 8	58%	43%
2007-2008	3 - 8	56%	41%
2008-2009	3 - 8	56%	51%
2009-2010	3 - 8	63%	51%
2010-2011	3 - 8	62%	58%

Saginaw Preparatory Academy

Year Opened: 1997-98
Contact Information-Leader Ms. Debra Jones
5173 Lodge Street
Saginaw, MI 48601
Telephone 989-752-9600

Authorizer Saginaw Valley State University
Joseph Rosseau, Director
7400 Bay Road
University Center, MI 48710
Phone: 989-964-4041

Grade Levels K - 8
Total Students 410
Demographics:
% Subsidized Lunch 96%
% American Indian <1%
% Asian <1%
% Black 88%
% Hispanic 8%
% White 3%
% Special Education 14%
% English Language Learners 0%

MEAP Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	3 - 6	86%	80%
2007-2008	3 - 7	93%	93%
2008-2009	3 - 8	78%	92%
2009-2010	3 - 8	93%	87%
2010-2011	3 - 8	85%	89%

The Leona Group Management:
2004-05 to Present

Traverse City College Preparatory Academy

Year Opened: 2007-08
Contact Information-Leader Mr. Cameron Owens
1402 Carlisle Street
Traverse City, MI 49696
Telephone 231-929-4763

Authorizer Bay Mills Community College
Dr. Patrick Shannon, Director
12214 West Lakeshore Drive
Brimley, MI 49715
Phone: 906-248-3354

Grade Levels 9 - 12
Total Students 53
Demographics:
% Subsidized Lunch 36%
% American Indian 6%
% Black 4%
% Hispanic 6%
% Pacific Islander 2%
% White 83%
% Special Education 13%
% English Language Learners 0%

MME Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	--	--	--
2007-2008	11	50%	25%
2008-2009	11	44%	25%
2009-2010	11	71%	48%
2010-2011	11	50%	33%

The Leona Group Management:
2007-08 to Present

Voyageur Academy

Year Opened: 1998-99
Contact Information-Leader Mr. Rod Atkins
 4321 N. Military Avenue
 Detroit, MI 48210
Telephone 313-361-4180

Authorizer Ferris State University
 Dr. Lawrence V. Wells, Director
 1020 E. Maple Street
 Big Rapids, MI 49307
 Phone: 231-591-5809

Grade Levels K - 6
Total Students 365
Demographics:
% Subsidized Lunch 94%
% Black 64%
% Hispanic 29%
% White 7%
% Special Education 9%
% English Language Learners 0%

The Leona Group Management:
1998-99 to Present

MEAP Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	3 - 6	62%	47%
2007-2008	3 - 6	55%	44%
2008-2009	3 - 6	61%	72%
2009-2010	3 - 6	72%	81%
2010-2011	3 - 6	68%	83%

Voyageur Consortium High School

Year Opened: 2002-03
Contact Information-Leader Mr. Rod Atkins
 1250 Rosa Parks Blvd.
 Detroit, MI 48216
Telephone 313-964-2339

Authorizer Ferris State University
 Dr. Lawrence V. Wells, Director
 1020 E. Maple Street
 Big Rapids, MI 49307
 Phone: 231-591-5809

Grade Levels 7 - 12
Total Students 439
Demographics:
% Subsidized Lunch 84%
% Black 92%
% Hispanic 7%
% White 2%
% Special Education 10%
% English Language Learners 0%

The Leona Group Management:
2002-03 to Present

MEAP & MME Results:

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	7 - 8 & 11	52%	30%
2007-2008	7 - 8 & 11	45%	27%
2008-2009	7 - 8 & 11	47%	32%
2009-2010	7 - 8 & 11	56%	23%
2010-2011	7 - 8 & 11	56%	45%

William C. Abney Academy**Year Opened:** 1998-99**Contact Information-Leader** Gary Fant
1435 Fulton Street East
Grant Rapids, MI 49503**Telephone** 616-454-5541**Authorizer** Grand Valley State University
Dr. Timothy H. Wood, Special Ass't to Pres.
201 Front Avenue SW, Suite 310
Grand Rapids, MI 49504
Phone: 616-331-2240**Grade Levels** K - 7**Total Students** Unknown**Demographics:****% Subsidized Lunch** Unknown**% Black** Unknown**% Hispanic** Unknown**% White** Unknown**% Special Education** Unknown**% English Language Learners** Unknown**The Leona Group Management:****1998-99 to 2008-09****MEAP & MME Results:**

Year	Tested Grades	% Proficient or Above	
		Reading	Mathematics
2006-2007	3 - 5	85%	79%
2007-2008	3 - 5	78%	84%
2008-2009	3 - 5	85%	86%
2009-2010	(Self Managed)		
2010-2011	(Self Managed)		

THE LEONA GROUP - OHIO SCHOOLS

Demographic - Socioeconomic Data											
Year Opened	Academy	Address * listing one of two campuses	Student Count	Grades	Free/reduce d lunch	Race/ethnicity BNH=Black, non hispanic; WNH= White, non-hispanic	Econ'ly Dis.	Spec Ed	ESL	ESP Contract Dates	Authorizer
2009	Achieve Career Preparatory Academy	301 Collingwood Blvd. - Toledo, OH 43604 - 419-243-8559	227	9 - 12	93%	BNH 85.6%; WNH 8.9%	97.7%	32%	0%	2009-2019	Buckeye Community Hope Foundation - 3021 East Dublin-Granville Road - Columbus, OH 43231
2007	Cincinnati Leadership Academy	7243 Eastlawn Drive - Cincinnati, OH 45237 - 513-351-5737	224	K-8	91%	BNH 96.4%	51.7%	10%	0%	2007-2013	Buckeye Community Hope Foundation - 3021 East Dublin-Granville Road - Columbus, OH 43231
2008	C. M. Grant Leadership Academy	2030 Leonard Avenue - Columbus, OH 43219	201	K-8	100%	BNH 98.2%	98.0%	17%	2%	2007-2012	Ohio Council of Community Schools - 3131 Executive Pkwy - Suite 306 - Toledo, OH 43606
2000	Eagle Academy	2014 Consaul Street - Toledo, OH 43605 * - 419-631-4876	453	K-9	96%	BNH 26.7%; Hispanic 13.4%; Multi 12.3%; WNH 47.6%	52.0%	20%	0%	2006-2012	Ohio Council of Community Schools - 3131 Executive Pkwy - Suite 306 - Toledo, OH 43606
2002	Lake Erie Academy	2704 West Central Avenue - Toledo, OH 43606	335	K-9	97%	BNH 86.6%; Hispanic 5.1%; Multi 5.0%	94.7%	18%	0%	2002-2014	Ohio Council of Community Schools - 3131 Executive Pkwy - Suite 306 - Toledo, OH 43606
2010	Northpointe Academy	3248 Warsaw Street - Toledo, OH 43608 - 419-244-4202	309	K-6	97%	BNH 90%; Multi 3.8%; WNH 4.6%	97.0%	11%	0%	2010-2012	Ohio Council of Community Schools - 3131 Executive Pkwy - Suite 306 - Toledo, OH 43606
2006	South Scioto Academy	707 East Jenkins Avenue - Columbus, OH 43207 - 614-445- 7684	148	K-6	95%	BNH 78.4; WNG 8.6	66.6%	10%	0%	2006-2013	Ohio Council of Community Schools - 33 N. Third St - Columbus, OH 43215
2006	Toledo Preparatory Academy	540 Independence Road - Toledo, OH 43607 - 419-539-7173	66	9 - 12	80%	BNH 98.9%		4%	0%	2006-2012	Ohio Council of Community Schools - 3131 Executive Pkwy - Suite 306 - Toledo, OH 43606
2004	Wildwood Environmental Academy	1546 Dartford Road - Maumee, OH 43537 * - 419-868-9885	274	K-12	58%	BNH 18.1; Hispanic 5.2%; Multi 7.0%; WNH 68.9%	50.4%	33%	0%	2004-2014	Ohio Council of Community Schools - 3131 Executive Pkwy - Suite 306 - Toledo, OH 43606

ACHIEVE CAREER PREPARATORY ACADEMY

10th Grade
11th Grade

READING				
FY-07	FY-08	FY-09	FY-10	FY-11
			51.7%	36.1%
			55.6%	65.4%

MATH				
FY-07	FY-08	FY-09	FY-10	FY-11
			25.9%	34.3%
			53.6%	50.0%

CINCINNATI LEADERSHIP ACADEMY

3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade

READING				
FY-07	FY-08	FY-09	FY-10	FY-11
		70.6%	43.8%	39.1%
		55.0%	56.6%	29.4%
		58.8%	50.0%	40.9%
			54.5%	83.3%

MATH				
FY-07	FY-08	FY-09	FY-10	FY-11
		81.3%	40.0%	43.5%
		45.0%	50.0%	17.6%
		47.1%	50.0%	45.5%
			54.5%	61.1%

C. M. GRANT LEADERHSIP ACADEMY

3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade

READING				
FY-07	FY-08	FY-09	FY-10	FY-11
			35.3%	53.8%
			17.6%	72.7%
				7.7%
				18.2%

MATH				
FY-07	FY-08	FY-09	FY-10	FY-11
			7.1%	15.4%
			5.9%	18.2%
				27.3%

EAGLE ACADEMY

3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade

READING				
FY-07	FY-08	FY-09	FY-10	FY-11
43.5%	58.3%	60.0%	48.1%	35.7%
	78.6%		59.1%	58.1%
	52.6%	70.0%	41.2%	45.5%
31.2%	58.3%	60.0%	84.2%	58.8%
57.1%	50.0%	50.0%	52.9%	65.0%
			53.8%	63.2%

MATH				
FY-07	FY-08	FY-09	FY-10	FY-11
73.7%	66.7%	55.0%	25.0%	46.4%
	64.3%		63.6%	51.6%
	31.6%	80.0%	17.6%	40.9%
12.5%	25.0%	40.0%	73.7%	41.2%
23.8%	14.3%	41.7%	41.2%	30.0%
			46.2%	42.1%

LAKE ERIE ACADEMY

3rd Grade
4th Grade
5th Grade
6th Grade
7th Grade
8th Grade

READING				
FY-07	FY-08	FY-09	FY-10	FY-11
61.9%	84.6%	50.0%	75.0%	70.6%
48.1%	84.6%	60.0%	73.3%	37.5%
66.7%	61.1%	64.3%	50.0%	37.5%
44.0%	57.9%	44.4%		
54.5%	80.0%	72.7%		50.0%
57.9%	58.3%	66.7%		61.1%

MATH				
FY-07	FY-08	FY-09	FY-10	FY-11
63.2%	83.3%	80.0%	75.0%	88.2%
33.3%	53.8%	53.3%	80.0%	41.7%
16.7%	27.8%	35.7%	43.8%	5.3%
44.0%	57.9%	37.0%		
40.9%	50.0%	18.2%		30.0%
26.3%	8.3%	33.3%		44.4%

NORTHPOINTE ACADEMY

	READING				
	FY-07	FY-08	FY-09	FY-10	FY-11
3rd Grade					65.4%
4th Grade					80.6%
5th Grade					33.3%
6th Grade					64.3%
7th Grade			80.0%	58.3%	30.4%
8th Grade			63.6%	61.1%	73.7%

	MATH				
	FY-07	FY-08	FY-09	FY-10	FY-11
					65.4%
					58.1%
					12.5%
					42.9%
			66.7%	66.7%	17.4%
			68.2%	50.0%	21.1%

SOUTH SCIOTO ACADEMY

	READING				
	FY-07	FY-08	FY-09	FY-10	FY-11
3rd Grade	50.0%	28.6%	50.0%	53.6%	
4th Grade	25.0%	53.3%	23.5%	73.9%	55.6%
5th Grade		33.3%	50.0%	20.0%	81.0%
6th Grade			50.0%	63.6%	64.7%

	MATH				
	FY-07	FY-08	FY-09	FY-10	FY-11
		6.3%	72.2%	48.1%	
	16.4%	26.7%	23.5%	60.9%	48.1%
		25.0%	35.7%	20.0%	57.1%
			37.5%	54.5%	41.2%

TOLEDO PREPARATORY ACADEMY

	READING				
	FY-07	FY-08	FY-09	FY-10	FY-11
10th Grade	60.0%	58.3%	89.5%	83.3%	43.8%
11th Grade	70.6%	78.6%	100.0%	95.7%	83.3%

	MATH				
	FY-07	FY-08	FY-09	FY-10	FY-11
	22.6%	33.3%	94.7%	79.2%	62.5%
	41.2%	53.6%	100.0%	95.7%	78.3%

WILDWOOD ENVIRONMENTAL ACADEMY

	READING				
	FY-07	FY-08	FY-09	FY-10	FY-11
3rd Grade	88.2%	72.2%	64.0%	88.0%	75.0%
4th Grade	85.7%	72.2%	92.9%	84.6%	96.8%
5th Grade	72.2%	61.1%	50.0%	71.4%	56.0%
6th Grade	78.9%	87.5%	82.6%	72.2%	70.0%
7th Grade					68.4%
8th Grade					75.0%
10th Grade					70.6%
11th Grade					100.0%

	MATH				
	FY-07	FY-08	FY-09	FY-10	FY-11
	76.5%	77.8%	60.0%	76.0%	45.8%
	64.3%	50.0%	92.9%	57.7%	67.7%
	38.9%	33.3%	36.4%	50.0%	48.0%
	68.4%	87.5%	52.2%	61.1%	55.0%
					68.4%
					50.0%
					52.9%
					83.3%

**STATE BOARD OF ACCOUNTS
302 West Washington Street
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INDIANAPOLIS, INDIANA 46204-2769**

EXAMINATION REPORT
OF
TIMOTHY L. JOHNSON ACADEMY
ALLEN COUNTY, INDIANA
July 1, 2007 to June 30, 2009



TABLE OF CONTENTS

<u>Description</u>	<u>Page</u>
Officials	2
Independent Accountant's Report.....	3
Financial Information:	
Government-Wide Financial Statements:	
Schedule of Activities and Net Assets - Cash and Investment Basis	4-5
Fund Financial Statements:	
Governmental Funds:	
Schedule of Assets and Fund Balances and Receipts, Disbursements, and Changes in Fund Balances - Cash and Investment Basis – Governmental Funds	6-7
Notes to Financial Information	8-10
Supplementary Information:	
Combining Schedule of Assets and Fund Balances and Receipts, Disbursements, And Changes in Fund Balances - Cash and Investment Basis - Other Governmental Funds.....	11-12
Schedule of Capital Assets.....	13
Schedule of Long-Term Debt	14
Examination Result and Comment:	
Overdrawn Cash Balances	15
Exit Conference.....	16

OFFICIALS

<u>Office</u>	<u>Official</u>	<u>Term</u>
Treasurer	Ian Rolland	07-01-07 to 06-30-10
School Leader	Steven Bollier	07-01-07 to 06-30-10
President of the School Board	Mike Nickleson	07-01-07 to 06-30-10



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INDEPENDENT ACCOUNTANT'S REPORT

TO: THE OFFICIALS OF THE TIMOTHY L. JOHNSON ACADEMY, ALLEN COUNTY, INDIANA

We have examined the financial information presented herein of the Timothy L. Johnson Academy (School Corporation), for the period of July 1, 2007 to June 30, 2009. The School Corporation's management is responsible for the financial information presented herein. Our responsibility is to express an opinion based on our examination.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants and, accordingly, included examining, on a test basis, evidence supporting the financial information presented herein and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion.

In our opinion, the financial information referred to above presents fairly, in all material respects, the financial information of the School Corporation for the years ended June 30, 2008 and 2009, based on the criteria set forth in the uniform compliance guidelines established by the Indiana State Board of Accounts.

The Schedule of Capital Assets and Schedule of Long-Term Debt, as listed in the Table of Contents, are presented for additional analysis and are not required parts of the basic financial information. They have not been subjected to the examination procedures applied to the basic financial information and, accordingly, we express no opinion on them.

STATE BOARD OF ACCOUNTS

February 3, 2010

TIMOTHY L. JOHNSON ACADEMY
SCHEDULE OF ACTIVITIES AND NET ASSETS - CASH AND INVESTMENT BASIS
For the Year Ended June 30, 2008

Functions/Programs	Disbursements	Program Receipts		Net (Disbursement) Receipts and Changes in Net Assets
		Charges for Services	Operating Grants and Contributions	Totals
Governmental activities:				
Instruction	\$ 576,436	\$ -	\$ 41,991	\$ (534,445)
Support services	875,734	2,550	82,735	(790,449)
Noninstructional services	92,355	-	-	(92,355)
Facilities acquisition and construction	158,070	-	-	(158,070)
Debt service	59,818	-	-	(59,818)
Total governmental activities	<u>\$ 1,762,413</u>	<u>\$ 2,550</u>	<u>\$ 124,726</u>	<u>(1,635,137)</u>
General receipts:				
Property taxes				415,994
Other local sources				5,287
State aid				882,228
Grants and contributions not restricted to specific programs				163,875
Investment earnings				39
Total general receipts				<u>1,467,423</u>
Change in net assets				(167,714)
Net assets - beginning				<u>172,968</u>
Net assets - ending				<u>\$ 5,254</u>
<u>Assets</u>				
Cash and investments				<u>\$ 5,254</u>
<u>Net Assets</u>				
Unrestricted				<u>\$ 5,254</u>

The accompanying notes are an integral part of the financial information.

TIMOTHY L. JOHNSON ACADEMY
SCHEDULE OF ACTIVITIES AND NET ASSETS - CASH AND INVESTMENT BASIS
For the Year Ended June 30, 2009

Functions/Programs	Disbursements	Program Receipts		Net (Disbursement) Receipts and Changes in Net Assets
		Charges for Services	Operating Grants and Contributions	Totals
Governmental activities:				
Instruction	\$ 711,689	\$ -	\$ 58,099	\$ (653,590)
Support services	954,663	2,318	118,149	(834,196)
Noninstructional services	103,608	-	-	(103,608)
Facilities acquisition and construction	128,955	-	-	(128,955)
Debt service	41,405	-	-	(41,405)
Total governmental activities	<u>\$ 1,940,320</u>	<u>\$ 2,318</u>	<u>\$ 176,248</u>	<u>(1,761,754)</u>
General receipts:				
Property taxes				401,313
Other local sources				19,103
State aid				1,056,585
Grants and contributions not restricted to specific programs				323,111
Investment earnings				13
Total general receipts				<u>1,800,125</u>
Change in net assets				38,371
Net assets - beginning				<u>5,254</u>
Net assets - ending				<u>\$ 43,625</u>
<u>Assets</u>				
Cash and investments				<u>\$ 43,625</u>
<u>Net Assets</u>				
Unrestricted				<u>\$ 43,625</u>

The accompanying notes are an integral part of the financial information.

TIMOTHY L. JOHNSON ACADEMY
SCHEDULE OF ASSETS AND FUND BALANCES AND RECEIPTS,
DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS
GOVERNMENTAL FUNDS
For the Year Ended June 30, 2008

	General	Special Education Preschool	Title I	Drug Free Schools	Public Charter School Grant Program	21st Century Community Learning Centers Program	Other	Totals
Receipts:								
Local sources	\$ 421,320	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,550	\$ 423,870
State sources	919,945	5,507	-	-	-	-	6,520	931,972
Federal sources	-	-	148,135	1,953	-	-	88,769	238,857
Total receipts	1,341,265	5,507	148,135	1,953	-	-	97,839	1,594,699
Disbursements:								
Current:								
Instruction	483,456	-	84,742	1,953	-	4,897	1,388	576,436
Support services	801,577	-	61,267	-	-	900	11,990	875,734
Noninstructional services	9,514	-	-	-	-	-	82,841	92,355
Facilities acquisition and construction	158,070	-	-	-	-	-	-	158,070
Debt services	59,818	-	-	-	-	-	-	59,818
Total disbursements	1,512,435	-	146,009	1,953	-	5,797	96,219	1,762,413
Excess (deficiency) of receipts over disbursements	(171,170)	5,507	2,126	-	-	(5,797)	1,620	(167,714)
Cash and investments - beginning	352,719	4,451	(35,553)	-	39,718	41,707	(230,074)	172,968
Cash and investments - ending	\$ 181,549	\$ 9,958	\$ (33,427)	\$ -	\$ 39,718	\$ 35,910	\$ (228,454)	\$ 5,254
<u>Cash and Investment Assets - Ending</u>								
Cash and investments	\$ 181,549	\$ 9,958	\$ (33,427)	\$ -	\$ 39,718	\$ 35,910	\$ (228,454)	\$ 5,254
<u>Cash and Investment Fund Balance - Ending</u>								
Unrestricted	\$ 181,549	\$ 9,958	\$ (33,427)	\$ -	\$ 39,718	\$ 35,910	\$ (228,454)	\$ 5,254

The accompanying notes are an integral part of the financial information.

TIMOTHY L. JOHNSON ACADEMY
SCHEDULE OF ASSETS AND FUND BALANCES AND RECEIPTS,
DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS
GOVERNMENTAL FUNDS
For the Year Ended June 30, 2009

	General	Special Education Preschool	Title I	Drug Free Schools	Public Charter School Grant Program	21st Century Community Learning Centers Program	Fiscal Stabilization	Other	Totals
Receipts:									
Local sources	\$ 420,429	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,318	\$ 422,747
State sources	1,110,300	4,125	-	-	-	-	-	7,174	1,121,599
Federal sources	-	-	184,372	1,458	-	-	122,155	126,360	434,345
Total receipts	1,530,729	4,125	184,372	1,458	-	-	122,155	135,852	1,978,691
Disbursements:									
Current:									
Instruction	603,547	-	103,306	1,515	-	-	-	3,321	711,689
Support services	838,365	-	72,409	-	-	-	-	43,889	954,663
Noninstructional services	-	-	-	-	-	-	-	103,608	103,608
Facilities acquisition and construction	128,955	-	-	-	-	-	-	-	128,955
Debt services	41,405	-	-	-	-	-	-	-	41,405
Total disbursements	1,612,272	-	175,715	1,515	-	-	-	150,818	1,940,320
Excess (deficiency) of receipts over disbursements	(81,543)	4,125	8,657	(57)	-	-	122,155	(14,966)	38,371
Cash and investments - beginning	181,549	9,958	(33,427)	-	39,718	35,910	-	(228,454)	5,254
Cash and investments - ending	\$ 100,006	\$ 14,083	\$ (24,770)	\$ (57)	\$ 39,718	\$ 35,910	\$ 122,155	\$ (243,420)	\$ 43,625
<u>Cash and Investment Assets - Ending</u>									
Cash and investments	\$ 100,006	\$ 14,083	\$ (24,770)	\$ (57)	\$ 39,718	\$ 35,910	\$ 122,155	\$ (243,420)	\$ 43,625
<u>Cash and Investment Fund Balance - Ending</u>									
Unrestricted	\$ 100,006	\$ 14,083	\$ (24,770)	\$ (57)	\$ 39,718	\$ 35,910	\$ 122,155	\$ (243,420)	\$ 43,625

The accompanying notes are an integral part of the financial information.

TIMOTHY L. JOHNSON ACADEMY, ALLEN COUNTY
NOTES TO FINANCIAL INFORMATION

Note 1. Introduction

School Corporation, as used herein, shall include, but is not limited to, school townships, school towns, school cities, consolidated school corporations, joint schools, metropolitan school districts, township school districts, county schools, united schools, school districts, cooperatives, educational service centers, community schools, community school corporations, and charter schools.

The School Corporation was established under the laws of the State of Indiana. The School Corporation provides educational services.

Note 2. Fund Accounting

A. Government-Wide and Fund Financial Statements

Government-Wide Financial Statements

The Statements of Activities and Net Assets - Cash and Investment Basis display information about the reporting government as a whole. They include all funds of the reporting entity except for fiduciary funds. Governmental activities generally are financed through taxes, intergovernmental revenues, and other nonexchange revenues.

Fund Financial Statements

Fund financial statements of the reporting entity are organized into funds, each of which is considered to be a separate accounting entity. Each fund is accounted for by providing a separate set of self-balancing accounts that constitutes its assets, liabilities, fund equity, receipts, and disbursements. Separate financial statements are provided for governmental funds, proprietary funds, and fiduciary funds, even though the latter are excluded from the government-wide financial statements. However, at this time, the School Corporation has not established any enterprise funds or fiduciary funds.

The School Corporation reports the following major governmental funds:

The general fund is the primary operating fund. It accounts for all financial resources of the general government, except those required to be accounted for in another fund.

The special education preschool fund accounts for receipts and disbursements for the operation of programs and services for special education preschool students.

The Title I fund accounts for grant resources used to educate students who meet the Title I guidelines.

The drug free schools fund accounts for receipts and disbursements for the operation of programs and services for drug free education of students.

The public charter school grant program fund accounts for grant resources used to implement charter school programs.

TIMOTHY L. JOHNSON ACADEMY, ALLEN COUNTY
NOTES TO FINANCIAL INFORMATION
(Continued)

The 21st century community learning centers program fund accounts for grant resources used to implement charter school programs.

The fiscal stabilization fund accounts for receipts and disbursements of cash received from the federal government to be used to supplement funding of local, state and federal programs.

B. Measurement Focus and Basis of Accounting

The government-wide and governmental fund financial statements are reported using the basis of accounting that demonstrates compliance with the cash and investment basis and budget laws of the State of Indiana, which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America. Receipts are recorded when received and disbursements are recorded when paid.

The cash and investment basis of accounting differs from accounting principles generally accepted in the United States of America in that receipts are recognized when received in cash rather than when earned and disbursements are recognized when paid rather than when a liability is incurred. Investment transactions are not presented on the financial statements.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements.

When both restricted and unrestricted resources are available for use, the School Corporation's policy is to use restricted resources first, then unrestricted resources as they are needed.

Note 3. Budgets

The operating budget is initially prepared and approved at the local level.

Note 4. Property Taxes

Property taxes levied are collected by the County Treasurer and are distributed to the School Corporation in June and December. State statute (IC 6-1.1-17-16) requires the Indiana Department of Local Government Finance to establish property tax rates and levies by February 15. These rates were based upon the preceding year's March 1 (lien date) assessed valuations adjusted for various tax credits. Taxable property is assessed at 100% of the true tax value (determined in accordance with rules and regulations adopted by the Indiana Department of Local Government Finance). Taxes may be paid in two equal installments which become delinquent if not paid by May 10 and November 10, respectively. All property taxes collected by the County Treasurer and available for distribution were distributed to the School Corporation on or prior to June 30 of the year collected.

TIMOTHY L. JOHNSON ACADEMY, ALLEN COUNTY
NOTES TO FINANCIAL INFORMATION
(Continued)

Note 5. Deposits and Investments

Deposits, made in accordance with Indiana Code 5-13, with financial institutions in the State of Indiana at year end were entirely insured by the Federal Depository Insurance Corporation or by the Indiana Public Deposit Insurance Fund. This includes any deposit accounts issued or offered by a qualifying financial institution.

State statute (IC 5-13-9) authorizes the School Corporation to invest in securities including, but not limited to, federal government securities, repurchase agreements, and certain money market mutual funds. Certain other statutory restrictions apply to all investments made by local governmental units.

TIMOTHY L. JOHNSON ACADEMY
 COMBINING SCHEDULE OF ASSETS AND FUND BALANCES AND RECEIPTS,
 DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS
 OTHER GOVERNMENTAL FUNDS
 For the Year Ended June 30, 2008

	Transportation Operating	Student Lunch	Textbook	Professional Development	Title V	Title IIA	Title IID	Totals
Receipts:								
Local sources	\$ -	\$ 2,550	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,550
State sources	-	136	2,111	4,273	-	-	-	6,520
Federal sources	-	80,488	-	-	469	7,812	-	88,769
Total receipts	-	83,174	2,111	4,273	469	7,812	-	97,839
Disbursements:								
Current:								
Instruction	-	-	1,388	-	-	-	-	1,388
Support services	-	-	-	2,795	390	8,805	-	11,990
Noninstructional services	-	82,841	-	-	-	-	-	82,841
Total disbursements	-	82,841	1,388	2,795	390	8,805	-	96,219
Excess (deficiency) of receipts over disbursements	-	333	723	1,478	79	(993)	-	1,620
Cash and investments - beginning	(10,241)	(138,768)	(35,773)	(15,288)	(1,266)	(25,209)	(3,529)	(230,074)
Cash and investments - ending	<u>\$ (10,241)</u>	<u>\$ (138,435)</u>	<u>\$ (35,050)</u>	<u>\$ (13,810)</u>	<u>\$ (1,187)</u>	<u>\$ (26,202)</u>	<u>\$ (3,529)</u>	<u>\$ (228,454)</u>
<u>Cash and Investment Assets - Ending</u>								
Cash and investments	<u>\$ (10,241)</u>	<u>\$ (138,435)</u>	<u>\$ (35,050)</u>	<u>\$ (13,810)</u>	<u>\$ (1,187)</u>	<u>\$ (26,202)</u>	<u>\$ (3,529)</u>	<u>\$ (228,454)</u>
<u>Cash and Investment Fund Balance - Ending</u>								
Unrestricted	<u>\$ (10,241)</u>	<u>\$ (138,435)</u>	<u>\$ (35,050)</u>	<u>\$ (13,810)</u>	<u>\$ (1,187)</u>	<u>\$ (26,202)</u>	<u>\$ (3,529)</u>	<u>\$ (228,454)</u>

TIMOTHY L. JOHNSON ACADEMY
 COMBINING SCHEDULE OF ASSETS AND FUND BALANCES AND RECEIPTS,
 DISBURSEMENTS, AND CHANGES IN FUND BALANCES - CASH AND INVESTMENT BASIS
 OTHER GOVERNMENTAL FUNDS
 For the Year Ended June 30, 2009

	Transportation Operating	Student Lunch	Textbook	Professional Development	Title V	Special Education - IDEA	Title IIA	Title IID	Totals
Receipts:									
Local sources	\$ -	\$ 2,318	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,318
State sources	-	88	2,702	4,384	-	-	-	-	7,174
Federal sources	-	115,360	-	-	-	11,000	-	-	126,360
Total receipts	-	117,766	2,702	4,384	-	11,000	-	-	135,852
Disbursements:									
Current:									
Instruction	-	-	-	3,321	-	-	-	-	3,321
Support services	-	-	-	950	-	27,822	12,764	2,353	43,889
Noninstructional services	-	103,608	-	-	-	-	-	-	103,608
Total disbursements	-	103,608	-	4,271	-	27,822	12,764	2,353	150,818
Excess (deficiency) of receipts over disbursements	-	14,158	2,702	113	-	(16,822)	(12,764)	(2,353)	(14,966)
Cash and investments - beginning	(10,241)	(138,435)	(35,050)	(13,810)	(1,187)	-	(26,202)	(3,529)	(228,454)
Cash and investments - ending	<u>\$ (10,241)</u>	<u>\$ (124,277)</u>	<u>\$ (32,348)</u>	<u>\$ (13,697)</u>	<u>\$ (1,187)</u>	<u>\$ (16,822)</u>	<u>\$ (38,966)</u>	<u>\$ (5,882)</u>	<u>\$ (243,420)</u>
<u>Cash and Investment Assets - Ending</u>									
Cash and investments	<u>\$ (10,241)</u>	<u>\$ (124,277)</u>	<u>\$ (32,348)</u>	<u>\$ (13,697)</u>	<u>\$ (1,187)</u>	<u>\$ (16,822)</u>	<u>\$ (38,966)</u>	<u>\$ (5,882)</u>	<u>\$ (243,420)</u>
<u>Cash and Investment Fund Balance - Ending</u>									
Unrestricted	<u>\$ (10,241)</u>	<u>\$ (124,277)</u>	<u>\$ (32,348)</u>	<u>\$ (13,697)</u>	<u>\$ (1,187)</u>	<u>\$ (16,822)</u>	<u>\$ (38,966)</u>	<u>\$ (5,882)</u>	<u>\$ (243,420)</u>

TIMOTHY L. JOHNSON ACADEMY
SUPPLEMENTARY INFORMATION
SCHEDULE OF CAPITAL ASSETS
For The Year Ended June 30, 2009

Capital assets are reported at actual or estimated historical cost based on appraisals or deflated current replacement cost. Contributed or donated assets are reported at estimated fair value at the time received.

<u>Primary Government</u>	<u>Ending Balance</u>
Governmental activities:	
Capital assets, not being depreciated:	
Machinery and equipment	<u>\$ 78,219</u>

TIMOTHY L. JOHNSON ACADEMY
SUPPLEMENTARY INFORMATION
SCHEDULE OF LONG-TERM DEBT
June 30, 2009

The School Corporation has entered into the following debt:

Description of Debt	Ending Principal Balance	Principal and Interest Due Within One Year
Governmental activities:		
Notes and loans payable	\$ 291,180	\$ 49,372

TIMOTHY L. JOHNSON ACADEMY
EXAMINATION RESULT AND COMMENT

OVERDRAWN CASH BALANCES

The Title I Fund, Transportation Operating Fund, Student Lunch Fund, Textbook Fund, Professional Development Fund, Title V Fund, Title IIA Fund, and Title IID Funds were overdrawn as of June 30, 2008 and June 30, 2009. The Special Education - IDEA Fund and Drug Free Schools Funds were overdrawn as of June 30, 2009. A similar comment appeared in prior Report B31789.

The balance of any fund may not be reduced below zero. Routinely overdrawn funds could be an indicator of serious financial problems which should be investigated by the governmental unit. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

TIMOTHY L. JOHNSON ACADEMY
EXIT CONFERENCE

The contents of this report were discussed on February 3, 2010, in person with Steven Bollier, School Leader; via telephone with Ian Rolland, Treasurer; and via video conference with Don Ash of the Leona Group. The officials concurred with our finding.

**STATE BOARD OF ACCOUNTS
302 West Washington Street
Room E418
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FINANCIAL STATEMENT AND
FEDERAL SINGLE AUDIT REPORT
OF

TIMOTHY L. JOHNSON ACADEMY
ALLEN COUNTY, INDIANA

July 1, 2009 to June 30, 2011



TABLE OF CONTENTS

<u>Description</u>	<u>Page</u>
Schedule of Officials	2
Independent Auditor's Report on the Financial Statement and Supplementary Schedule of Expenditures of Federal Awards	3-4
Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of the Financial Statement Performed in Accordance With Government Auditing Standards	5-6
Financial Statement Statement of Receipts, Disbursements, and Cash and Investment Balances – Regulatory Basis	8
Notes to Financial Statement	9-11
Supplementary Information:	
Combining Schedule of Receipts, Disbursements, and Cash and Investment Balances – Regulatory Basis	14-17
Schedule of Capital Assets	18
Schedule of Long-Term Debt	19
Audit Result and Comment:	
Overdrawn Fund Balances	20
Supplemental Audit of Federal Awards:	
Independent Auditor's Report on Compliance With Requirements Applicable to Each Major Program and Internal Control Over Compliance in Accordance With OMB Circular A-133	22-23
Schedule of Expenditures of Federal Awards	26
Note to Schedule of Expenditures of Federal Awards	27
Schedule of Findings and Questioned Costs	28
Auditee Prepared Schedule:	
Summary Schedule of Prior Audit Findings	29
Exit Conference	30

SCHEDULE OF OFFICIALS

<u>Office</u>	<u>Official</u>	<u>Term</u>
Treasurer	Ian Rolland	07-01-09 to 06-30-12
School Leader	Steven Bollier	07-01-09 to 06-30-12
President of the School Board	Mike Nickleson	07-01-09 to 06-30-12



STATE OF INDIANA

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INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENT AND SUPPLEMENTARY SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

TO: THE OFFICIALS OF THE TIMOTHY L. JOHNSON ACADEMY, ALLEN COUNTY, INDIANA

We have audited the accompanying financial statement of the Timothy L. Johnson Academy (School Corporation), for the years ended June 30, 2010 and 2011. This financial statement is the responsibility of the School Corporation's management. Our responsibility is to express an opinion on this financial statement 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 statement is free of material misstatement. An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the School Corporation's internal control over reporting. Accordingly, we express no such opinion. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statement. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinion.

As discussed in Note 1, the School Corporation prepares its financial statement on the prescribed basis of accounting that demonstrates compliance with the reporting requirements established by the State Board of Accounts as allowed by state statute (IC 5-11-1-6), which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America. The basis of accounting noted above is a different basis than that used in the prior year.

In our opinion, the financial statement referred to above presents fairly, in all material respects, the financial position and results of operations of the School Corporation for the years ended June 30, 2010 and 2011, on the basis of accounting described in Note 1.

In accordance with Government Auditing Standards, we have also issued a report dated November 23, 2011, on our consideration of the School Corporation's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts, 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 the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with Government Auditing Standards and should be considered in assessing the results of our audit.

INDEPENDENT AUDITOR'S REPORT ON THE FINANCIAL STATEMENT
AND SUPPLEMENTARY SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
(Continued)

Our audit was conducted for the purpose of forming an opinion on the School Corporation's financial statement. The accompanying Schedule of Expenditures of Federal Awards is presented for purposes of additional analysis as required by the U.S. Office of Management and Budget Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations, and is not a required part of the financial statement. Such information has been subjected to the auditing procedures applied in the audit of the financial statement and, in our opinion, is fairly stated, in all material respects, in relation to the financial statement taken as a whole.

Our audit was conducted for the purpose of forming an opinion on the School Corporation's financial statement. The Combining Schedule of Receipts, Disbursements, and Cash and Investment Balances – Regulatory Basis, Schedule of Capital Assets, and Schedule of Long-Term Debt are presented for additional analysis and are not required parts of the financial statement. The Combining Schedule of Receipts, Disbursements, and Cash and Investment Balances – Regulatory Basis, Schedule of Capital Assets, and Schedule of Long-Term Debt have not been subjected to the auditing procedures applied by us in the audit of the financial statement and, accordingly, we express no opinion on them.

This report is intended solely for the information and use of the School Corporation's management, school administration, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. In accordance with Indiana Code 5-11-5-1, this report is a part of the public records of the State Board of Accounts and of the office examined.

STATE BOARD OF ACCOUNTS

November 23, 2011



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REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF THE FINANCIAL STATEMENT
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

TO: THE OFFICIALS OF THE TIMOTHY L. JOHNSON ACADEMY, ALLEN COUNTY, INDIANA

We have audited the financial statement of the Timothy L. Johnson Academy (School Corporation), for the years ended June 30, 2010 and 2011, and have issued our report thereon dated November 23, 2011. 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.

Internal Control Over Financial Reporting

In planning and performing our audit, we considered the School Corporation's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinion on the financial statement, but not for the purpose of expressing an opinion on the effectiveness of the School Corporation's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the School Corporation's internal control over financial reporting.

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 combination of deficiencies in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statement will not be prevented or detected and corrected on a timely basis.

Our consideration of 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 deficiencies, significant deficiencies, or material weaknesses. We did not identify any deficiencies in internal control over financial reporting that we consider to be material weaknesses, as defined above.

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON
COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF THE FINANCIAL STATEMENT
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS
(Continued)

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the School Corporation's financial statement is free of 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 the 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.

This report is intended solely for the information and use of the School Corporation's management, school administration, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. In accordance with Indiana Code 5-11-5-1, this report is a part of the public records of the State Board of Accounts and of the office examined.

STATE BOARD OF ACCOUNTS

November 23, 2011

FINANCIAL STATEMENT

The financial statement and accompanying notes were approved by management of the School Corporation. The financial statement and notes are presented as intended by the School Corporation.

TIMOTHY L. JOHNSON ACADEMY
STATEMENT OF RECEIPTS, DISBURSEMENTS, AND CASH AND INVESTMENT BALANCES -
REGULATORY BASIS
For the Years Ended June 30, 2010 and 2011

	Cash and Investments 07-01-09	Receipts	Disbursements	Cash and Investments 06-30-10	Receipts	Disbursements	Cash and Investments 06-30-11
General	\$ 100,006	\$ 1,586,353	\$ 1,523,102	\$ 163,257	\$ 1,828,854	\$ 1,828,115	\$ 163,996
Transportation Operating	(10,241)	10,241	-	-	-	-	-
Special Education Preschool	14,083	4,125	-	18,208	-	8,250	9,958
School Lunch	(124,277)	176,314	146,728	(94,691)	194,669	164,095	(64,117)
Textbook	(32,348)	32,348	-	-	-	-	-
21st Century Community Learning Centers Program	35,910	-	35,910	-	-	-	-
Professional Development	(13,697)	1,250	-	(12,447)	2,013	2,013	(12,447)
Title I	(24,770)	135,433	141,806	(31,143)	99,231	109,560	(41,472)
Title I- School Improvement	(1,187)	94,961	102,498	(8,724)	102,465	97,756	(4,015)
Special Education- IDEA	(16,822)	20,643	22,816	(18,995)	79,126	58,798	1,333
Drug Free Schools	(57)	57	-	-	-	-	-
Improving Teaching Quality, Title II-A	(38,966)	8,727	17,169	(47,408)	6,995	9,278	(49,691)
Enhanced Education Through Technology, Title II-D	(5,882)	5,882	-	-	-	-	-
Public Charter School Grant Program	39,718	69,900	-	109,618	-	-	109,618
Fiscal Stabilization	122,155	41,387	163,357	185	-	1,336	(1,151)
ARRA- Title I	-	47,801	43,208	4,593	31,864	31,550	4,907
ARRA- Special Education (IDEA)	-	32,698	49,848	(17,150)	23,359	6,209	-
Totals	\$ 43,625	\$ 2,268,120	\$ 2,246,442	\$ 65,303	\$ 2,368,576	\$ 2,316,960	\$ 116,919

The notes to the financial statement are an integral part of this statement.

TIMOTHY L. JOHNSON ACADEMY
NOTES TO FINANCIAL STATEMENT

Note 1. Summary of Significant Accounting Policies

A. Reporting Entity

School Corporation, as used herein, shall include, but is not limited to, school townships, school towns, school cities, consolidated school corporations, joint schools, metropolitan school districts, township school districts, county schools, united schools, school districts, cooperatives, educational service centers, community schools, community school corporations, and charter schools.

The School Corporation was established under the laws of the State of Indiana. The School Corporation operates under a Board of School Trustees form of government and provides educational services.

The accompanying financial statement presents the financial information for the School Corporation (primary government).

B. Basis of Accounting

The financial statement is reported on a regulatory basis of accounting prescribed by the State Board of Accounts in accordance with state statute (IC 5-11-1-6), which is a comprehensive basis of accounting other than accounting principles generally accepted in the United States of America.

The regulatory basis of accounting differs from accounting principles generally accepted in the United States of America in that receipts are recognized when received in cash, rather than when earned, and disbursements are recognized when paid, rather than when a liability is incurred.

C. Cash and Investments

Investments are stated at cost. Any changes in fair value of the investments are reported as receipts in the year of the sale of the investment.

D. Receipts

Receipts are presented in the aggregate on the face of the financial statement. The aggregate receipts include the following sources:

Local sources which include taxes, revenue from local governmental units other than school corporations, transfer tuition, transportation fees, investment income, food services, school corporation activities, revenue from community services activities, and other revenue from local sources.

State sources which include distributions from the State of Indiana to be used by the School Corporation for various purposes. Included in state sources are unrestricted grants, restricted grants, revenue in lieu of taxes, and revenue for or on behalf of the School Corporation.

TIMOTHY L. JOHNSON ACADEMY
NOTES TO FINANCIAL STATEMENT
(Continued)

Federal sources which include distributions from the federal government to be used by the School Corporation for various purposes. Included in federal sources are unrestricted grants, restricted grants, revenue in lieu of taxes, and revenue for or on behalf of the School Corporation.

Other receipts which include amounts received from various sources which include return of petty cash, return of cash change, insurance claims for losses, sale of securities, and other receipts not listed in another category above.

E. Disbursements

Disbursements are presented in the aggregate on the face of the financial statement. The aggregate disbursements include the following uses:

Instruction which includes outflows for regular programs, special programs, adult and continuing education programs, summer school programs, enrichment programs, remediation, and payments to other governmental units.

Support services which include outflows for support services related to students, instruction, general administration, and school administration. It also includes outflows for central services, operation and maintenance of plant services, and student transportation.

Noninstructional services which include outflows for food service operations and community service operations.

Facilities acquisition and construction which includes outflows for the acquisition, development, construction, and improvement of new and existing facilities.

Debt services which include fixed obligations resulting from financial transactions previously entered into by the School Corporation. It includes all expenditures for the reduction of the principal and interest of the School Corporation's general obligation indebtedness.

Nonprogrammed charges which include outflows for donations to foundations, securities purchased, indirect costs, scholarships, and self-insurance payments.

F. Fund Accounting

Separate funds are established, maintained, and reported by the School Corporation. Each fund is used to account for money received from and used for specific sources and uses as determined by various regulations. Restrictions on some funds are set by statute while other funds are internally restricted by the School Corporation. The money accounted for in a specific fund may only be available for use for certain, legally restricted purposes. Additionally, some funds are used to account for assets held by the School Corporation in a trustee capacity as an agent of individuals, private organizations, other funds, or other governmental units and therefore the funds cannot be used for any expenditures of the unit itself.

TIMOTHY L. JOHNSON ACADEMY
NOTES TO FINANCIAL STATEMENT
(Continued)

Note 2. *Deposits and Investments*

Deposits, made in accordance with state statute (IC 5-13), with financial institutions in the State of Indiana at year end should be entirely insured by the Federal Depository Insurance Corporation or by the Indiana Public Deposit Insurance Fund. This includes any deposit accounts issued or offered by a qualifying financial institution.

State statutes authorize the School Corporation to invest in securities including, but not limited to, federal government securities, repurchase agreements, and certain money market mutual funds. Certain other statutory restrictions apply to all investments made by local governmental units.

Note 3. *Risk Management*

The School Corporation may be exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; job related illnesses or injuries to employees; medical benefits to employees, retirees, and dependents; and natural disasters.

These risks can be mitigated through the purchase of insurance, establishment of a self-insurance fund, and/or participation in a risk pool. The purchase of insurance transfers the risk to an independent third party. The establishment of a self-insurance fund allows the School Corporation to set aside money for claim settlements. The self-insurance fund would be included in the financial statement. The purpose of participation in a risk pool is to provide a medium for the funding and administration of the risks. These risks may also be mitigated by the School Corporation by recording as a disbursement and replacement items purchased.

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SUPPLEMENTARY INFORMATION – UNAUDITED

For additional financial information, the School Corporation's Financial Reports can be found on the Indiana Department of Education website: <http://mustang.doe.state.in.us/TRENDS/fin.cfm>. This website is maintained by the Indiana Department of Education. More current financial information is available from the School Corporation Treasurer's office.

Differences may be noted between the financial information presented in the financial statement contained in this report and the financial information presented in the Financial Reports of the School Corporation which are referenced above. These differences, if any, are due to adjustments made to the financial information during the course of the audit. This is a common occurrence in any financial statement audit. The financial information presented in this report is audited information, and the accuracy of such information can be determined by reading the opinion given in the Independent Auditor's Report.

The supplementary information presented was prepared and/or approved by management of the School Corporation. It is presented as intended by the School Corporation.

TIMOTHY L. JOHNSON ACADEMY
COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CASH AND INVESTMENT BALANCES -
REGULATORY BASIS
For the Year Ended June 30, 2010

	General	Transportation Operating	Special Education Preschool	School Lunch	Textbook	21st Century Community Learning Centers Program	Professional Development	Title I	Title I- School Improvement
Cash and investments - beginning	\$ 100,006	\$ (10,241)	\$ 14,083	\$ (124,277)	\$ (32,348)	\$ 35,910	\$ (13,697)	\$ (24,770)	\$ (1,187)
Receipts:									
Local sources	1,811	10,241	-	1,763	-	-	-	-	-
State sources	1,584,542	-	4,125	33	-	-	1,250	-	-
Federal sources	-	-	-	174,518	-	-	-	135,433	94,961
Other	-	-	-	-	32,348	-	-	-	-
Total receipts	1,586,353	10,241	4,125	176,314	32,348	-	1,250	135,433	94,961
Disbursements:									
Current:									
Instruction	427,928	-	-	-	-	-	-	131,629	41,243
Support services	853,305	-	-	-	-	35,910	-	10,177	61,255
Noninstructional services	-	-	-	146,728	-	-	-	-	-
Facilities acquisition and construction	194,291	-	-	-	-	-	-	-	-
Debt services	9,291	-	-	-	-	-	-	-	-
Nonprogrammed charges	38,287	-	-	-	-	-	-	-	-
Total disbursements	1,523,102	-	-	146,728	-	35,910	-	141,806	102,498
Excess (deficiency) of receipts over disbursements	63,251	10,241	4,125	29,586	32,348	(35,910)	1,250	(6,373)	(7,537)
Cash and investments - ending	\$ 163,257	\$ -	\$ 18,208	\$ (94,691)	\$ -	\$ -	\$ (12,447)	\$ (31,143)	\$ (8,724)

TIMOTHY L. JOHNSON ACADEMY
COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CASH AND INVESTMENT BALANCES -
REGULATORY BASIS
For the Year Ended June 30, 2010
(Continued)

	Special Education- IDEA	Drug Free Schools	Improving Teaching Quality Title II-A	Enhanced Education Through Technology Title II-D	Public Charter School Grant Program	Fiscal Stabilization	ARRA- Title I	ARRA- Special Education- IDEA	Totals
Cash and investments - beginning	\$ (16,822)	\$ (57)	\$ (38,966)	\$ (5,882)	\$ 39,718	\$ 122,155	\$ -	\$ -	\$ 43,625
Receipts:									
Local sources	-	-	-	-	-	-	-	-	13,815
State sources	-	-	-	-	13,980	-	-	-	1,603,930
Federal sources	20,643	-	8,727	-	55,920	41,387	47,801	32,698	612,088
Other	-	57	-	5,882	-	-	-	-	38,287
Total receipts	20,643	57	8,727	5,882	69,900	41,387	47,801	32,698	2,268,120
Disbursements:									
Current:									
Instruction	-	-	-	-	-	163,357	34,208	-	798,365
Support services	22,816	-	17,169	-	-	-	9,000	49,848	1,059,480
Noninstructional services	-	-	-	-	-	-	-	-	146,728
Facilities acquisition and construction	-	-	-	-	-	-	-	-	194,291
Debt services	-	-	-	-	-	-	-	-	9,291
Nonprogrammed charges	-	-	-	-	-	-	-	-	38,287
Total disbursements	22,816	-	17,169	-	-	163,357	43,208	49,848	2,246,442
Excess (deficiency) of receipts over disbursements	(2,173)	57	(8,442)	5,882	69,900	(121,970)	4,593	(17,150)	21,678
Cash and investments - ending	\$ (18,995)	\$ -	\$ (47,408)	\$ -	\$ 109,618	\$ 185	\$ 4,593	\$ (17,150)	\$ 65,303

TIMOTHY L. JOHNSON ACADEMY
COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CASH AND INVESTMENT BALANCES -
REGULATORY BASIS
For the Year Ended June 30, 2011

	General	Special Education Preschool	School Lunch	Professional Development	Title I	Title I- School Improvement	Special Education- IDEA
Cash and investments - beginning	\$ 163,257	\$ 18,208	\$ (94,691)	\$ (12,447)	\$ (31,143)	\$ (8,724)	\$ (18,995)
Receipts:							
Local sources	9,271	-	925	-	-	-	-
State sources	1,819,563	-	37	2,013	-	-	-
Federal sources	-	-	193,707	-	99,231	102,465	79,126
Total receipts	1,828,854	-	194,669	2,013	99,231	102,465	79,126
Disbursements:							
Current:							
Instruction	741,203	8,250	-	2,013	94,513	36,429	31,435
Support services	855,748	-	-	-	15,047	61,327	27,363
Noninstructional services	-	-	164,095	-	-	-	-
Facilities acquisition and construction	223,712	-	-	-	-	-	-
Debt services	7,452	-	-	-	-	-	-
Total disbursements	1,828,115	8,250	164,095	2,013	109,560	97,756	58,798
Excess (deficiency) of receipts over disbursements	739	(8,250)	30,574	-	(10,329)	4,709	20,328
Cash and investments - ending	\$ 163,996	\$ 9,958	\$ (64,117)	\$ (12,447)	\$ (41,472)	\$ (4,015)	\$ 1,333

TIMOTHY L. JOHNSON ACADEMY
COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CASH AND INVESTMENT BALANCES -
REGULATORY BASIS
For the Year Ended June 30, 2011
(Continued)

	Improving Teaching Quality Title II-A	Public Charter School Grant Program	Fiscal Stabilization	ARRA- Title I	ARRA- Special Education- IDEA	Totals
Cash and investments - beginning	\$ (47,408)	\$ 109,618	\$ 185	\$ 4,593	\$ (17,150)	\$ 65,303
Receipts:						
Local sources	-	-	-	-	-	10,196
State sources	-	-	-	-	-	1,821,633
Federal sources	6,995	-	-	31,864	23,359	536,747
Total receipts	6,995	-	-	31,864	23,359	2,368,576
Disbursements:						
Current:						
Instruction	-	-	1,336	31,550	1,654	948,383
Support services	9,278	-	-	-	4,555	973,318
Noninstructional services	-	-	-	-	-	164,095
Facilities acquisition and construction	-	-	-	-	-	223,712
Debt services	-	-	-	-	-	7,452
Total disbursements	9,278	-	1,336	31,550	6,209	2,316,960
Excess (deficiency) of receipts over disbursements	(2,283)	-	(1,336)	314	17,150	51,616
Cash and investments - ending	\$ (49,691)	\$ 109,618	\$ (1,151)	\$ 4,907	\$ -	\$ 116,919

TIMOTHY L. JOHNSON ACADEMY
SUPPLEMENTARY INFORMATION
SCHEDULE OF CAPITAL ASSETS
June 30, 2011

Capital assets are reported at actual or estimated historical cost based on appraisals or deflated current replacement cost. Contributed or donated assets are reported at estimated fair value at the time received.

	Ending Balance
Capital assets, not being depreciated:	
Buildings	\$ 53,968
Improvements other than buildings	25,000
Machinery and equipment	<u>96,118</u>
Total capital assets not being depreciated	<u>\$ 175,086</u>

TIMOTHY L. JOHNSON ACADEMY
SUPPLEMENTARY INFORMATION
SCHEDULE OF LONG-TERM DEBT
June 30, 2011

Description of Debt	Ending Principal Balance	Principal and Interest Due Within One Year
Note and loan payable	\$ 246,546	\$ 33,399

TIMOTHY L. JOHNSON ACADEMY
AUDIT RESULT AND COMMENT

OVERDRAWN FUND BALANCES

The School Lunch Fund, Professional Development Fund, and Improving Teacher Quality, Title II-A Fund were overdrawn as of June 30, 2010 and June 30, 2011. The Fiscal Stabilization Fund was overdrawn as of June 30, 2011. A similar comment appeared in prior Reports B31789 and B37021.

The fund balance of any fund may not be reduced below zero. Routinely overdrawn funds could be an indicator of serious financial problems which should be investigated by the governmental unit. (Accounting and Uniform Compliance Guidelines Manual for Indiana Public School Corporations, Chapter 9)

SUPPLEMENTAL AUDIT OF
FEDERAL AWARDS



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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

TO: THE OFFICIALS OF THE TIMOTHY L. JOHNSON ACADEMY, ALLEN COUNTY, INDIANA

Compliance

We have audited the compliance of the Timothy L. Johnson Academy (School Corporation) with the types of compliance requirements described in the U.S. Office of Management and Budget (OMB) Circular A-133 Compliance Supplement that are applicable to each of its major federal programs for the years ended June 30, 2010 and 2011. The School Corporation's major federal programs are identified in the Summary of Auditor's Results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts and grants applicable to each of its major federal programs is the responsibility of the School Corporation's management. Our responsibility is to express an opinion on the School Corporation's compliance based on our audit.

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 OMB Circular A-133, Audits of States, Local Governments, and Non-Profit Organizations. Those standards and OMB Circular A-133 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 Corporation'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. Our audit does not provide a legal determination of the School Corporation's compliance with those requirements.

In our opinion, the School Corporation complied, in all material respects, with the requirements referred to above that are applicable to each of its major federal programs for the years ended June 30, 2010 and 2011.

Internal Control Over Compliance

Management of the School Corporation is responsible for establishing and maintaining effective internal control over compliance with requirements of laws, regulations, contracts and grants applicable to federal programs. In planning and performing our audit, we considered the School Corporation's internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, 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 Corporation's internal control over compliance.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE WITH REQUIREMENTS
APPLICABLE TO EACH MAJOR PROGRAM AND INTERNAL CONTROL OVER
COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133
(Continued)

A deficiency in internal control over compliance 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, 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.

Our consideration of the 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 deficiencies, significant deficiencies or material weaknesses. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above.

This report is intended solely for the information and use of the School Corporation's management, school administration, others within the entity, federal awarding agencies, and pass-through entities and is not intended to be and should not be used by anyone other than these specified parties. In accordance with Indiana Code 5-11-5-1, this report is a part of the public records of the State Board of Accounts and of the office examined.

STATE BOARD OF ACCOUNTS

November 23, 2011

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SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

The Schedule of Expenditures of Federal Awards and accompanying note presented were approved by management of the School Corporation. The schedule and note are presented as intended by the School Corporation.

TIMOTHY L. JOHNSON ACADEMY
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
For The Years Ended June 30, 2010 and 2011

Federal Grantor Agency/Pass-Through Entity Cluster Title/Program Title/Project Title	Federal CFDA Number	Pass-Through Entity (or Other) Identifying Number	Total Federal Awards Expended 06-30-10	Total Federal Awards Expended 06-30-11
<u>U.S. DEPARTMENT OF AGRICULTURE</u>				
Pass-Through Indiana Department of Education				
Child Nutrition Cluster				
School Breakfast Program	10.553		\$ 66,991	\$ 75,637
National School Lunch Program	10.555		104,193	118,070
Summer Food Service Program for Children	10.559		3,334	-
Total for federal grantor agency			174,518	193,707
<u>U.S. DEPARTMENT OF EDUCATION</u>				
Pass-Through Indiana Department of Education				
Title I, Part A Cluster				
Title I Grants to Local Educational Agencies	84.010			
		10-9350	135,433	-
		11-9350	-	99,231
		School Improvement- 09/10	100,915	21,000
		School Improvement- 10/11	-	81,465
Total for program			236,348	201,696
ARRA - Title I Grants to Local Educational Agencies, Recovery Act	84.389			
		10-9350	47,801	31,864
Total for cluster			284,149	233,560
Special Education Cluster (IDEA)				
Special Education- Grants to States	84.027			
		14209-219-PN01	20,643	-
		14210-219-PN01	-	37,243
		FY 2011 Part B 611	-	41,883
Total for program			20,643	79,126
ARRA - Special Education Grants to States, Recovery Act	84.391			
		33310-219-SN01	32,698	23,359
Total for cluster			53,341	102,485
State Fiscal Stabilization Fund Cluster				
ARRA - State Fiscal Stabilization Fund (SFSF) - Education				
State Grants, Recovery Act	84.394			
			163,357	1,336
Improving Teacher Quality State Grants	84.367			
			17,169	9,278
Total for federal grantor agency			518,016	346,659
Total federal awards expended			\$ 692,534	\$ 540,366

The accompanying note is an integral part of the Schedule of Expenditures of Federal Awards.

TIMOTHY L. JOHNSON ACADEMY
NOTE TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

Basis of Presentation

The accompanying Schedule of Expenditures of Federal Awards includes the federal grant activity of the Timothy L. Johnson Academy (School Corporation) and is presented in accordance with the cash and investment basis of accounting used in the preparation of the financial statement. Accordingly, the amount of federal awards expended is based on when the disbursement related to the award occurs except when the federal award is received on a reimbursement basis. In these instances the federal awards are considered expended when the reimbursement is received.

Circular A-133 requires an annual audit of nonfederal entities expending a total amount of federal awards equal to or in excess of \$500,000 in any fiscal year unless by constitution or statute a less frequent audit is required. In accordance with Indiana Code (IC 5-11-1 et seq.), audits of School Corporations shall be conducted biennially. Such audits shall include both years within the biennial period.

TIMOTHY L. JOHNSON ACADEMY
SCHEDULE OF FINDINGS AND QUESTIONED COSTS

Section I – Summary of Auditor's Results

Financial Statement:

Type of auditor's report issued:	Unqualified
Internal control over financial reporting:	
Material weaknesses identified?	none
Significant deficiencies identified?	none
Noncompliance material to financial statement noted?	no

Federal Awards:

Internal control over major programs:	
Material weaknesses identified?	no
Significant deficiencies identified?	none
Type of auditor's report issued on compliance for major programs:	Unqualified
Any audit findings disclosed that are required to be reported in accordance with section 510(a) of Circular A-133?	no

Identification of Major Programs:

Name of Federal Program or Cluster

Child Nutrition Cluster
Title I- Part A Cluster

Dollar threshold used to distinguish between Type A and Type B programs: \$ 300,000

Auditee qualified as low-risk auditee?	no
--	----

Section II – Financial Statement Findings

No matters are reportable.

Section III – Federal Award Findings and Questioned Costs

No matters are reportable.

TIMOTHY L. JOHNSON ACADEMY
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

No matters are reportable.

TIMOTHY L. JOHNSON ACADEMY
EXIT CONFERENCE

The contents of this report were discussed on November 23, 2011, with Ian Rolland, Treasurer, and Steven Bollier, School Leader. The officials concurred with our audit finding.

Timothy L Johnson Academy
BUDGET PROJECTIONS
For the Eight Months Ending February 29, 2012
(UNAUDITED)

	Actual	Budget	Actual % YTD
Revenue			
1XXX Local	\$801	\$1,000	80.1%
3XXX State	1,412,780	2,111,700	66.9%
4XXX Federal	<u>181,756</u>	<u>271,874</u>	<u>66.9%</u>
Total Revenue & Other Transactions	1,595,337	2,384,574	66.9%
Expenditures			
11XXX Regular Programs	569,591	880,633	64.7%
12XXX Special Programs	0	2,000	0.0%
136XX Special Interest Programs	67,211	102,976	65.3%
14XXX Summer School Programs	4,299	6,805	63.2%
21XXX Support Services-Student	18,642	26,200	71.2%
22XXX Support Services-Instruction	42,979	84,976	50.6%
23XXX Support Services-General Administration	212,169	321,214	66.1%
24XXX Support Services-School Administration	197,639	262,026	75.4%
26XXX Operation and Maintenance of Plant	122,033	156,640	77.9%
27XXX Student Transportation	108,579	143,534	75.6%
45XXX Rentals	158,066	257,085	61.5%
53XXX Lease Rental	<u>11,274</u>	<u>17,100</u>	<u>65.9%</u>
Total Expenditures and Other Transactions	<u>1,512,482</u>	<u>2,261,189</u>	66.9%
Excess Revenue or (Expenditures)	<u>82,855</u>	<u>123,385</u>	
Fund Balance July 1, 2011	116,919	43,625	
Fund Balance June 30, 2012		167,010	

SCHOOL SERVICE FUND

Revenue			
1XXX Local	1,396	1,200	116.3%
3XXX State	17	100	17.0%
4XXX Federal	<u>105,805</u>	<u>175,000</u>	<u>60.5%</u>
Total Revenue & Other Transactions	107,218	176,300	60.8%
Expenditures			
31XXX Food Service	<u>121,838</u>	<u>157,907</u>	<u>77.2%</u>
Total Expenditures and Other Transactions	<u>121,838</u>	<u>157,907</u>	77.2%
Excess Revenue or (Expenditures)	<u>(14,620)</u>	<u>18,393</u>	

Student Count: 270.50

Timothy L Johnson Academy
COMBINED BALANCE SHEET
ALL FUND TYPES AND ACCOUNT GROUPS
For the Eight Months Ending February 29, 2012
(UNAUDITED)

	<u>All Funds</u>
ASSETS	
CASH	\$198,462
DEPOSITS	<u>500</u>
TOTAL ASSETS	<u>198,962</u>
LIABILITIES & FUND EQUITY	
LIABILITIES	
ACCOUNTS PAYABLE	<u>13,807</u>
TOTAL LIABILITIES	13,807
FUND EQUITY	
BEGINNING FUND BALANCE	116,919
CHANGE IN FUND BALANCE	<u>68,236</u>
TOTAL FUND EQUITY	<u>185,155</u>
TOTAL LIABILITIES & FUND EQUITY	<u>198,962</u>

Attachment 23

As a privately held company, The Leona Group does not release financial statements to the public. The management team does understand that the financial solvency of the company could be of interest to a party contemplating doing business with The Leona Group. Therefore, Leona Group is offering the opportunity for interested, involved parties to speak with Plante & Moran, the company's auditor of 10 years. Michael Foster, partner at Plante & Moran, can be reached at 517.336.7454. A conversation with Mr. Foster should provide interested parties with sufficient information and comfort as to the financial solvency of The Leona Group.

Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. Provide the following as **Attachment 24**: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation. **NOTE: Limit attachment to five (5) pages.**

As an anticipated consequence of providing employer of record (including payroll and benefits administration) services to our customer academies, The Leona Group, LLC has in the ordinary course of business, been required to defend in employment litigation cases involving former academy level employees. Beyond these routine employer cases for the benefit of our customer academies, The Leona Group, LLC, in its capacity as an educational management organization, has not been a named party (plaintiff or defendant) in any court or arbitration action during the past ten (10) years and has never been involved in any legal actions with a customer academy.



Department of the Treasury
Internal Revenue Service

Notice 1382

(Rev. December 2011)

Changes for Form 1023:

- Mailing address
 - Parts IX, X and XI
-

Changes for Form 1023, Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code

Change of Mailing Address

The mailing address shown on Form 1023 Checklist, page 28, the first address under the last checkbox; and in the Instructions for Form 1023, page 4 under *Where to File*, has been changed to:

Internal Revenue Service
P.O. Box 12192
Covington, KY 41012-0192

Changes for Parts IX and X

Changes to Parts IX and X are necessary to comply with new regulations that eliminated the advance ruling process. Until Form 1023 is revised to reflect this change, please follow the directions on this notice when completing Part IX and Part X of Form 1023. For more information about the elimination of the advance ruling process, visit us at IRS.gov and click on "Charities and Non-Profits," then in the top right "Search" box type "Elimination of the Advance Ruling Process" (exactly as written) and select "Search."

Part IX. Financial Data

The instructions at the top of Part IX on page 9 of Form 1023 are now as follows. 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.
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.

Part X. Public Charity Status

Do not complete line 6a on page 11 of Form 1023, and **do not sign** the form under the heading "Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code."

Only complete line 6b and line 7 on page 11 of Form 1023, if in existence 5 or more tax years.

Part XI. Increase in User Fees

User fee increases are effective for all applications post marked after January 3, 2010.

1. \$400 for organizations whose gross receipts do not exceed \$10,000 or less annually over a 4-year period.
2. \$850 for organizations whose gross receipts exceed \$10,000 annually over a 4-year period.

For the current user fee amounts go to IRS.gov and select "Charities and Non-Profits" from the buttons near the top. Then select "Where Is My Exemption Application" and in the second paragraph click on "user fee." Alternatively, you can do a search for "user fees" with the applicable year in the "Search" box in the top right. Finally, you can also call 1-877-829-5500.

Application for Reinstatement and Retroactive

Reinstatement. After your organization's tax-exempt status was automatically revoked for failing to file a return or notice for three consecutive years, your organization must apply to have its tax-exempt status reinstated. You must file a Form 1023 if applying under section 501(c)(3) or Form 1024 if applying under a different Code section, pay the appropriate user fee, and write "Automatically Revoked" at the top of your application and the mailing envelope. If approved, the date of reinstatement will be the date of the application. See Notice 2011-44, 2011-25 I.R.B. 883, at http://www.irs.gov/irb/2011-25_IRB/ar10.html, for details. Smaller organizations — defined as having annual gross receipts of not more than \$50,000 in its most recently completed tax year — that have lost their tax-exempt status because of failure to file a required electronic notice (Form 990-N e-Postcard) may be eligible for transitional relief, including retroactive reinstatement and a reduced user fee. See Notice 2011-43, 2011-25 I.R.B. 882, at http://www.irs.gov/irb/2011-25_IRB/ar09.html, for details.



Printed on recycled paper

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

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)	
3 Mailing address (Number and street) (see instructions)	Room/Suite	4 Employer Identification Number (EIN)	
City or town, state or country, and ZIP + 4		5 Month the annual accounting period ends (01 - 12)	
6 Primary contact (officer, director, trustee, or authorized representative) a Name:		b Phone:	
		c Fax: (optional)	
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 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 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 type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) / /			
12 Were you formed under the laws of a foreign country ? If "Yes," state the country.		<input type="checkbox"/> Yes <input 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): ☐
- 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. ☐
- 2b** 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. _____
- 2c** 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)
		
		
		
		
		

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)

- 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)

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 non-profit 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**

- | | |
|---|--|
| <input type="checkbox"/> mail solicitations | <input type="checkbox"/> phone solicitations |
| <input type="checkbox"/> email solicitations | <input type="checkbox"/> accept donations on your website |
| <input type="checkbox"/> personal solicitations | <input type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input type="checkbox"/> government grant solicitations |
| <input type="checkbox"/> foundation grant solicitations | <input type="checkbox"/> 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 child care 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 child care, 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 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 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 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 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 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 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 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 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. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements 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 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (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)						
	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						
Expenses	13 Total Revenue Add lines 10 through 12						
	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)**

Year End:

(Whole dollars)

Assets		
1	Cash	1
2	Accounts receivable, net	2
3	Inventories	3
4	Bonds and notes receivable (attach an itemized list)	4
5	Corporate stocks (attach an itemized list)	5
6	Loans receivable (attach an itemized list)	6
7	Other investments (attach an itemized list)	7
8	Depreciable and depletable assets (attach an itemized list)	8
9	Land	9
10	Other assets (attach an itemized list)	10
11	Total Assets (add lines 1 through 10)	11
Liabilities		
12	Accounts payable	12
13	Contributions, gifts, grants, etc. payable	13
14	Mortgages and notes payable (attach an itemized list)	14
15	Other liabilities (attach an itemized list)	15
16	Total Liabilities (add lines 12 through 15)	16
Fund Balances or Net Assets		
17	Total fund balances or net assets	17
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18
19	Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. <input type="checkbox"/> Yes <input type="checkbox"/> No	

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. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

1a	Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions.	<input type="checkbox"/> Yes <input type="checkbox"/> No
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). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.	<input type="checkbox"/>
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, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI.	<input type="checkbox"/> Yes <input type="checkbox"/> No
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. If "No," continue to line 4.	<input type="checkbox"/> Yes <input type="checkbox"/> No
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?	<input type="checkbox"/> Yes <input type="checkbox"/> No
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.	
	The organization is not a private foundation because it is:	
a	509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.	<input type="checkbox"/>
b	509(a)(1) and 170(b)(1)(A)(ii)—a school . Complete and attach Schedule B.	<input type="checkbox"/>
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.	<input type="checkbox"/>
d	509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D.	<input type="checkbox"/>

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)(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. ☐
- h** 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). ☐
- i** A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐

6 If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.

- a Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☐

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

.....
(Signature of Officer, Director, Trustee, or other
authorized official)

.....
(Type or print name of signer)

.....
(Date)

.....
(Type or print title or authority of signer)

For IRS Use Only

.....
IRS Director, Exempt Organizations

.....
(Date)

- b Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐

(i) (a) Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. _____

(b) 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," check this box. ☐

(ii) (a) 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 of and amount received from each **disqualified person**. If the answer is "None," check this box. ☐

(b) For each year amounts are 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," check this box. ☐

- 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

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$750. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$300. See instructions for Part XI, for a definition of **gross receipts** over a 4-year period. 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 "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.*

- 1** Have your annual gross receipts averaged or are they expected to average not more than \$10,000? ☐ **Yes** ☐ **No**
 If "Yes," check the box on line 2 and enclose a user fee payment of \$300 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$750 (Subject to change—see above).
- 2** Check the box if you have enclosed the reduced user fee payment of \$300 (Subject to change). ☐
- 3** Check the box if you have enclosed the user fee payment of \$750 (Subject to change). ☐

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)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Form **1023** (Rev. 6-2006)

Schedule A. Churches

1a	Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," attach copies of relevant documents.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you have a form of worship? If "Yes," describe your form of worship.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
2a	Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you have a distinct religious history? If "Yes," describe your religious history.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c	Do you have a literature of your own? If "Yes," describe your literature.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3	Describe the organization's religious hierarchy or ecclesiastical government.		
4a	Do you have regularly scheduled religious services? If "Yes," describe the nature of the services and provide representative copies of relevant literature such as church bulletins.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	What is the average attendance at your regularly scheduled religious services?	_____	
5a	Do you have an established place of worship? If "Yes," refer to the instructions for the information required.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you own the property where you have an established place of worship?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
6	Do you have an established congregation or other regular membership group? If "No," refer to the instructions.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
7	How many members do you have? _____		
8a	Do you have a process by which an individual becomes a member? If "Yes," describe the process and complete lines 8b–8d, below.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	If you have members, do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
c	May your members be associated with another denomination or church?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
d	Are all of your members part of the same family ?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
9	Do you conduct baptisms, weddings, funerals, etc.?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
10	Do you have a school for the religious instruction of the young?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
11a	Do you have a minister or religious leader? If "Yes," describe this person's role and explain whether the minister or religious leader was ordained, commissioned, or licensed after a prescribed course of study.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
b	Do you have schools for the preparation of your ordained ministers or religious leaders?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
12	Is your minister or religious leader also one of your officers, directors, or trustees?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
13	Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
14	Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. Include the name of the group of churches.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
15	Do you issue church charters? If "Yes," describe the requirements for issuing a charter.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
16	Did you pay a fee for a church charter? If "Yes," attach a copy of the charter.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
17	Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. ☐ **Yes** ☐ **No**
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. ☐ **Yes** ☐ **No**
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☐ **Yes** ☐ **No**
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. ☐ **Yes** ☐ **No**
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? ☐ **Yes** ☐ **No**
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ **Yes** ☐ **No**
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ **Yes** ☐ **No**
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements were negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. ☐ **Yes** ☐ **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☐ **Yes** ☐ **No**

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

Section II Establishment of Racially Nondiscriminatory PolicyInformation required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. ☐ **Yes** ☐ **No**
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? ☐ **Yes** ☐ **No**
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement. ▶ ☐
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. ☐ **Yes** ☐ **No**
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ **Yes** ☐ **No**

Schedule B. Schools, Colleges, and Universities *(Continued)*

- 5** Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

- 6** In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

- 7a** Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

- b** Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain.

☐ **Yes** ☐ **No**

- 8** Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.)

☐ **Yes** ☐ **No**

Schedule C. Hospitals and Medical Research Organizations

Check the box if you are a **hospital**. See the instructions for a definition of the term “hospital,” which includes an organization whose principal purpose or function is providing **hospital or medical care**. Complete Section I below. ☐

Check the box if you are a **medical research organization** operated in conjunction with a hospital. See the instructions for a definition of the term “medical research organization,” which refers to an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research in conjunction with a hospital. Complete Section II. ☐

Section I Hospitals

- | | |
|---|--|
| 1a Are all the doctors in the community eligible for staff privileges? If “No,” give the reasons why and explain how the medical staff is selected. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 2a Do you or will you provide medical services to all individuals in your community who can pay for themselves or have private health insurance? If “No,” explain. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| b Do you or will you provide medical services to all individuals in your community who participate in Medicare? If “No,” explain. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| c Do you or will you provide medical services to all individuals in your community who participate in Medicaid? If “No,” explain. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 3a Do you or will you require persons covered by Medicare or Medicaid to pay a deposit before receiving services? If “Yes,” explain. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| b Does the same deposit requirement, if any, apply to all other patients? If “No,” explain. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 4a Do you or will you maintain a full-time emergency room? If “No,” explain why you do not maintain a full-time emergency room. Also, describe any emergency services that you provide. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| b Do you have a policy on providing emergency services to persons without apparent means to pay? If “Yes,” provide a copy of the policy. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| c Do you have any arrangements with police, fire, and voluntary ambulance services for the delivery or admission of emergency cases? If “Yes,” describe the arrangements, including whether they are written or oral agreements. If written, submit copies of all such agreements. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 5a Do you provide for a portion of your services and facilities to be used for charity patients? If “Yes,” answer 5b through 5e. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| b Explain your policy regarding charity cases, including how you distinguish between charity care and bad debts. Submit a copy of your written policy. | |
| c Provide data on your past experience in admitting charity patients, including amounts you expend for treating charity care patients and types of services you provide to charity care patients. | |
| d Describe any arrangements you have with federal, state, or local governments or government agencies for paying for the cost of treating charity care patients. Submit copies of any written agreements. | |
| e Do you provide services on a sliding fee schedule depending on financial ability to pay? If “Yes,” submit your sliding fee schedule. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 6a Do you or will you carry on a formal program of medical training or medical research? If “Yes,” describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| b Do you or will you carry on a formal program of community education? If “Yes,” describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 7 Do you or will you provide office space to physicians carrying on their own medical practices? If “Yes,” describe the criteria for who may use the space, explain the means used to determine that you are paid at least fair market value, and submit representative lease agreements. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 8 Is your board of directors comprised of a majority of individuals who are representative of the community you serve? Include a list of each board member’s name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| 9 Do you participate in any joint ventures? If “Yes,” state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all agreements. | <input type="checkbox"/> Yes <input type="checkbox"/> No |

Note. Make sure your answer is consistent with the information provided in Part VIII, line 8.

Schedule C. Hospitals and Medical Research Organizations (Continued)**Section I Hospitals (Continued)**

- 10** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services.
- Note.** Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.
- ☐ **Yes** ☐ **No**
-
- 11** Do you or will you offer recruitment incentives to physicians? If "Yes," describe your recruitment incentives and attach copies of all written recruitment incentive policies.
- ☐ **Yes** ☐ **No**
-
- 12** Do you or will you lease equipment, assets, or office space from physicians who have a financial or professional relationship with you? If "Yes," explain how you establish a fair market value for the lease.
- ☐ **Yes** ☐ **No**
-
- 13** Have you purchased medical practices, ambulatory surgery centers, or other business assets from physicians or other persons with whom you have a business relationship, aside from the purchase? If "Yes," submit a copy of each purchase and sales contract and describe how you arrived at fair market value, including copies of appraisals.
- ☐ **Yes** ☐ **No**
-
- 14** Have you adopted a **conflict of interest policy** consistent with the sample health care organization conflict of interest policy in Appendix A of the instructions? If "Yes," submit a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," explain how you will avoid any conflicts of interest in your business dealings.
- ☐ **Yes** ☐ **No**

Section II Medical Research Organizations

- 1** Name the hospitals with which you have a relationship and describe the relationship. Attach copies of written agreements with each hospital that demonstrate continuing relationships between you and the hospital(s).
-
- 2** Attach a schedule describing your present and proposed activities for the direct conduct of medical research; describe the nature of the activities, and the amount of money that has been or will be spent in carrying them out.
-
- 3** Attach a schedule of assets showing their fair market value and the portion of your assets directly devoted to medical research.
-

Schedule D. Section 509(a)(3) Supporting Organizations**Section I Identifying Information About the Supported Organization(s)**

- 1** State the names, addresses, and EINs of the supported organizations. If additional space is needed, attach a separate sheet.

Name	Address	EIN
		—
		—

- 2** Are all supported organizations listed in line 1 public charities under section 509(a)(1) or (2)? If "Yes," go to Section II. If "No," go to line 3. ☐ **Yes** ☐ **No**

- 3** Do the supported organizations have tax-exempt status under section 501(c)(4), 501(c)(5), or 501(c)(6)? ☐ **Yes** ☐ **No**

If "Yes," for each 501(c)(4), (5), or (6) organization supported, provide the following financial information:

- Part IX-A. Statement of Revenues and Expenses, lines 1–13 and
- Part X, lines 6b(ii)(a), 6b(ii)(b), and 7.

If "No," attach a statement describing how each organization you support is a public charity under section 509(a)(1) or (2).

Section II Relationship with Supported Organization(s)—Three Tests

To be classified as a supporting organization, an organization must meet one of three relationship tests:

Test 1: "Operated, supervised, or controlled by" one or more publicly supported organizations, or

Test 2: "Supervised or controlled in connection with" one or more publicly supported organizations, or

Test 3: "Operated in connection with" one or more publicly supported organizations.

- 1** Information to establish the "operated, supervised, or controlled by" relationship (Test 1)
Is a majority of your governing board or officers elected or appointed by the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," continue to line 2. ☐ **Yes** ☐ **No**

- 2** Information to establish the "supervised or controlled in connection with" relationship (Test 2)
Does a majority of your governing board consist of individuals who also serve on the governing board of the supported organization(s)? If "Yes," describe the process by which your governing board is appointed and elected; go to Section III. If "No," go to line 3. ☐ **Yes** ☐ **No**

- 3** Information to establish the "operated in connection with" responsiveness test (Test 3)
Are you a trust from which the named supported organization(s) can enforce and compel an accounting under state law? If "Yes," explain whether you advised the supported organization(s) in writing of these rights and provide a copy of the written communication documenting this; go to Section II, line 5. If "No," go to line 4a. ☐ **Yes** ☐ **No**

- 4** Information to establish the alternative "operated in connection with" responsiveness test (Test 3)
- a** Do the officers, directors, trustees, or members of the supported organization(s) elect or appoint one or more of your officers, directors, or trustees? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4b. ☐ **Yes** ☐ **No**
- b** Do one or more members of the governing body of the supported organization(s) also serve as your officers, directors, or trustees or hold other important offices with respect to you? If "Yes," explain and provide documentation; go to line 4d, below. If "No," go to line 4c. ☐ **Yes** ☐ **No**
- c** Do your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of the supported organization(s)? If "Yes," explain and provide documentation. ☐ **Yes** ☐ **No**
- d** Do the supported organization(s) have a significant voice in your investment policies, in the making and timing of grants, and in otherwise directing the use of your income or assets? If "Yes," explain and provide documentation. ☐ **Yes** ☐ **No**
- e** Describe and provide copies of written communications documenting how you made the supported organization(s) aware of your supporting activities.

Schedule D. Section 509(a)(3) Supporting Organizations (Continued)**Section II Relationship with Supported Organization(s)—Three Tests (Continued)**

- 5** Information to establish the “operated in connection with” integral part test (Test 3)
Do you conduct activities that would otherwise be carried out by the supported organization(s)? If “Yes,” explain and go to Section III. If “No,” continue to line 6a. ☐ **Yes** ☐ **No**
- 6** Information to establish the alternative “operated in connection with” integral part test (Test 3)
- a** Do you distribute at least 85% of your annual **net income** to the supported organization(s)? If “Yes,” go to line 6b. (See instructions.) ☐ **Yes** ☐ **No**
If “No,” state the percentage of your income that you distribute to each supported organization. Also explain how you ensure that the supported organization(s) are attentive to your operations.
- b** How much do you contribute annually to each supported organization? Attach a schedule.
- c** What is the total annual revenue of each supported organization? If you need additional space, attach a list.
- d** Do you or the supported organization(s) **earmark** your funds for support of a particular program or activity? If “Yes,” explain. ☐ **Yes** ☐ **No**
- 7a** Does your organizing document specify the supported organization(s) by name? If “Yes,” state the article and paragraph number and go to Section III. If “No,” answer line 7b. ☐ **Yes** ☐ **No**
- b** Attach a statement describing whether there has been an historic and continuing relationship between you and the supported organization(s).

Section III Organizational Test

- 1a** If you met relationship Test 1 or Test 2 in Section II, your organizing document must specify the supported organization(s) by name, or by naming a similar purpose or charitable class of beneficiaries. If your organizing document complies with this requirement, answer “Yes.” If your organizing document does not comply with this requirement, answer “No,” and see the instructions. ☐ **Yes** ☐ **No**
- b** If you met relationship Test 3 in Section II, your organizing document must generally specify the supported organization(s) by name. If your organizing document complies with this requirement, answer “Yes,” and go to Section IV. If your organizing document does not comply with this requirement, answer “No,” and see the instructions. ☐ **Yes** ☐ **No**

Section IV Disqualified Person Test

You do not qualify as a supporting organization if you are **controlled** directly or indirectly by one or more **disqualified persons** (as defined in section 4946) other than **foundation managers** or one or more organizations that you support. Foundation managers who are also disqualified persons for another reason are disqualified persons with respect to you.

- 1a** Do any persons who are disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If “Yes,” (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. ☐ **Yes** ☐ **No**
- b** Do any persons who have a family or business relationship with any disqualified persons with respect to you, (except individuals who are disqualified persons only because they are foundation managers), appoint any of your foundation managers? If “Yes,” (1) describe the process by which individuals with a family or business relationship with disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons, the individuals with a family or business relationship with disqualified persons, and the foundation managers appointed, and (3) explain how control is vested over your operations (including assets and activities) in individuals other than disqualified persons. ☐ **Yes** ☐ **No**
- c** Do any persons who are disqualified persons, (except individuals who are disqualified persons only because they are foundation managers), have any influence regarding your operations, including your assets or activities? If “Yes,” (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. ☐ **Yes** ☐ **No**

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation

Schedule E is intended to determine whether you are eligible for tax exemption under section 501(c)(3) from the postmark date of your application or from your date of incorporation or formation, whichever is earlier. If you are not eligible for tax exemption under section 501(c)(3) from your date of incorporation or formation, Schedule E is also intended to determine whether you are eligible for tax exemption under section 501(c)(4) for the period between your date of incorporation or formation and the postmark date of your application.

- | | | | |
|---|---|-------------------------------------|------------------------------------|
| 1 | Are you a church, association of churches, or integrated auxiliary of a church? If "Yes," complete Schedule A and stop here. Do not complete the remainder of Schedule E. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| <hr/> | | | |
| 2a | Are you a public charity with annual gross receipts that are normally \$5,000 or less? If "Yes," stop here. Answer "No" if you are a private foundation, regardless of your gross receipts. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b | If your gross receipts were normally more than \$5,000, are you filing this application within 90 days from the end of the tax year in which your gross receipts were normally more than \$5,000? If "Yes," stop here. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| <hr/> | | | |
| 3a | Were you included as a subordinate in a group exemption application or letter? If "No," go to line 4. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| b | If you were included as a subordinate in a group exemption letter, are you filing this application within 27 months from the date you were notified by the organization holding the group exemption letter or the Internal Revenue Service that you cease to be covered by the group exemption letter? If "Yes," stop here. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| c | If you were included as a subordinate in a timely filed group exemption request that was denied, are you filing this application within 27 months from the postmark date of the Internal Revenue Service final adverse ruling letter? If "Yes," stop here. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| <hr/> | | | |
| 4 | Were you created on or before October 9, 1969? If "Yes," stop here. Do not complete the remainder of this schedule. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| <hr/> | | | |
| 5 | If you answered "No" to lines 1 through 4, we cannot recognize you as tax exempt from your date of formation unless you qualify for an extension of time to apply for exemption. Do you wish to request an extension of time to apply to be recognized as exempt from the date you were formed? If "Yes," attach a statement explaining why you did not file this application within the 27-month period. Do not answer lines 6, 7, or 8. If "No," go to line 6a. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| <hr/> | | | |
| 6a | If you answered "No" to line 5, you can only be exempt under section 501(c)(3) from the postmark date of this application. Therefore, do you want us to treat this application as a request for tax exemption from the postmark date? If "Yes," you are eligible for an advance ruling. Complete Part X, line 6a. If "No," you will be treated as a private foundation. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| <hr/> | | | |
| Note. Be sure your ruling eligibility agrees with your answer to Part X, line 6. | | | |
| b | Do you anticipate significant changes in your sources of support in the future? If "Yes," complete line 7 below. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Schedule E. Organizations Not Filing Form 1023 Within 27 Months of Formation *(Continued)*

- 7** Complete this item only if you answered "Yes" to line 6b. Include projected revenue for the first two full years following the current tax year.

Type of Revenue	Projected revenue for 2 years following current tax year		
	(a) From To	(b) From To	(c) Total
1 Gifts, grants, and contributions received (do not include unusual grants)			
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 an itemized list)			
12 Unusual grants			
13 Total revenue. Add lines 10 through 12			

- 8** According to your answers, you are only eligible for tax exemption under section 501(c)(3) from the postmark date of your application. However, you may be eligible for tax exemption under section 501(c)(4) from your date of formation to the postmark date of the Form 1023. Tax exemption under section 501(c)(4) allows exemption from federal income tax, but generally not deductibility of contributions under Code section 170. Check the box at right if you want us to treat this as a request for exemption under 501(c)(4) from your date of formation to the postmark date.



Attach a completed Page 1 of Form 1024, Application for Recognition of Exemption Under Section 501(a), to this application.

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing**Section I General Information About Your Housing**

1 Describe the type of housing you provide.

2 Provide copies of any application forms you use for admission.

3 Explain how the public is made aware of your facility.

4a Provide a description of each facility.

b What is the total number of residents each facility can accommodate?

c What is your current number of residents in each facility?

d Describe each facility in terms of whether residents rent or purchase housing from you.

5 Attach a sample copy of your residency or homeownership contract or agreement.

6 Do you participate in any joint ventures? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Also, submit copies of all joint venture agreements.

☐ **Yes**
☐ **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 8.

7 Do you or will you contract with another organization to develop, build, market, or finance your housing? If "Yes," explain how that entity is selected, explain how the terms of any contract(s) are negotiated at arm's length, and explain how you determine you will pay no more than fair market value for services.

☐ **Yes**
☐ **No**

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

8 Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services.

☐ **Yes**
☐ **No**

Note. Answer "Yes" if you do manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.

9 Do you participate in any government housing programs? If "Yes," describe these programs.

☐ **Yes**
☐ **No**

10a Do you own the facility? If "No," describe any enforceable rights you possess to purchase the facility in the future; go to line 10c. If "Yes," answer line 10b.

☐ **Yes**
☐ **No**

b How did you acquire the facility? For example, did you develop it yourself, purchase a project, etc. Attach all contracts, transfer agreements, or other documents connected with the acquisition of the facility.

c Do you lease the facility or the land on which it is located? If "Yes," describe the parties to the lease(s) and provide copies of all leases.

☐ **Yes**
☐ **No**

Schedule F. Homes for the Elderly or Handicapped and Low-Income Housing (Continued)**Section II Homes for the Elderly or Handicapped**

- 1a** Do you provide housing for the elderly? If "Yes," describe who qualifies for your housing in terms of age, infirmity, or other criteria and explain how you select persons for your housing. ☐ **Yes** ☐ **No**
- b** Do you provide housing for the handicapped? If "Yes," describe who qualifies for your housing in terms of disability, income levels, or other criteria and explain how you select persons for your housing. ☐ **Yes** ☐ **No**
-
- 2a** Do you charge an entrance or founder's fee? If "Yes," describe what this charge covers, whether it is a one-time fee, how the fee is determined, whether it is payable in a lump sum or on an installment basis, whether it is refundable, and the circumstances, if any, under which it may be waived. ☐ **Yes** ☐ **No**
- b** Do you charge periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. ☐ **Yes** ☐ **No**
- c** Is your housing affordable to a significant segment of the elderly or handicapped persons in the community? Identify your **community**. Also, if "Yes," explain how you determine your housing is affordable. ☐ **Yes** ☐ **No**
-
- 3a** Do you have an established policy concerning residents who become unable to pay their regular charges? If "Yes," describe your established policy. ☐ **Yes** ☐ **No**
- b** Do you have any arrangements with government welfare agencies or others to absorb all or part of the cost of maintaining residents who become unable to pay their regular charges? If "Yes," describe these arrangements. ☐ **Yes** ☐ **No**
-
- 4** Do you have arrangements for the healthcare needs of your residents? If "Yes," describe these arrangements. ☐ **Yes** ☐ **No**
-
- 5** Are your facilities designed to meet the physical, emotional, recreational, social, religious, and/or other similar needs of the elderly or handicapped? If "Yes," describe these design features. ☐ **Yes** ☐ **No**

Section III Low-Income Housing

- 1** Do you provide low-income housing? If "Yes," describe who qualifies for your housing in terms of income levels or other criteria, and describe how you select persons for your housing. ☐ **Yes** ☐ **No**
-
- 2** In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. ☐ **Yes** ☐ **No**
-
- 3a** Is your housing affordable to low income residents? If "Yes," describe how your housing is made affordable to low-income residents. ☐ **Yes** ☐ **No**
- Note.** Revenue Procedure 96-32, 1996-1 C.B. 717, provides guidelines for providing low-income housing that will be treated as charitable. (At least 75% of the units are occupied by low-income tenants or 40% are occupied by tenants earning not more than 120% of the very low-income levels for the area.)
- b** Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions. ☐ **Yes** ☐ **No**
-
- 4** Do you provide social services to residents? If "Yes," describe these services. ☐ **Yes** ☐ **No**

Schedule G. Successors to Other Organizations

1a Are you a **successor** to a **for-profit organization**? If "Yes," explain the relationship with the **predecessor** organization that resulted in your creation and complete line 1b. ☐ **Yes** ☐ **No**

b Explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status.

2a Are you a successor to an organization other than a for-profit organization? Answer "Yes" if you have taken or will take over the activities of another organization; or you have taken or will take over 25% or more of the fair market value of the net assets of another organization. If "Yes," explain the relationship with the other organization that resulted in your creation. ☐ **Yes** ☐ **No**

b Provide the tax status of the predecessor organization.

c Did you or did an organization to which you are a successor previously apply for tax exemption under section 501(c)(3) or any other section of the Code? If "Yes," explain how the application was resolved. ☐ **Yes** ☐ **No**

d Was your prior tax exemption or the tax exemption of an organization to which you are a successor revoked or suspended? If "Yes," explain. Include a description of the corrections you made to re-establish tax exemption. ☐ **Yes** ☐ **No**

e Explain why you took over the activities or assets of another organization.

3 Provide the name, last address, and EIN of the predecessor organization and describe its activities.

Name: _____ **EIN:** _____

Address: _____

4 List the owners, partners, principal stockholders, officers, and governing board members of the predecessor organization. Attach a separate sheet if additional space is needed.

Name	Address	Share/Interest (If a for-profit)

5 Do or will any of the persons listed in line 4, maintain a working relationship with you? If "Yes," describe the relationship in detail and include copies of any agreements with any of these persons or with any for-profit organizations in which these persons own more than a 35% interest. ☐ **Yes** ☐ **No**

6a Were any assets transferred, whether by gift or sale, from the predecessor organization to you? ☐ **Yes** ☐ **No**
If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof.

b Were any restrictions placed on the use or sale of the assets? If "Yes," explain the restrictions. ☐ **Yes** ☐ **No**

c Provide a copy of the agreement(s) of sale or transfer.

7 Were any debts or liabilities transferred from the predecessor for-profit organization to you? ☐ **Yes** ☐ **No**
If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed.

8 Will you lease or rent any property or equipment previously owned or used by the predecessor for-profit organization, or from persons listed in line 4, or from for-profit organizations in which these persons own more than a 35% interest? If "Yes," submit a copy of the lease or rental agreement(s). Indicate how the lease or rental value of the property or equipment was determined. ☐ **Yes** ☐ **No**

9 Will you lease or rent property or equipment to persons listed in line 4, or to for-profit organizations in which these persons own more than a 35% interest? If "Yes," attach a list of the property or equipment, provide a copy of the lease or rental agreement(s), and indicate how the lease or rental value of the property or equipment was determined. ☐ **Yes** ☐ **No**

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures
Section I *Names of individual recipients are not required to be listed in Schedule H.*

Public charities and private foundations complete lines 1a through 7 of this section. See the instructions to Part X if you are not sure whether you are a public charity or a private foundation.

- 1a** Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc.
- b** Describe the purpose and amount of your scholarships, fellowships, and other educational grants and loans that you award.
- c** If you award educational loans, explain the terms of the loans (interest rate, length, forgiveness, etc.).
- d** Specify how your program is publicized.
- e** Provide copies of any solicitation or announcement materials.
- f** Provide a sample copy of the application used.
-
- 2** Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," refer to the instructions. ☐ **Yes** ☐ **No**
-
- 3** Describe the specific criteria you use to determine who is eligible for your program. (For example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.)
-
- 4a** Describe the specific criteria you use to select recipients. (For example, specific selection criteria could consist of prior academic performance, financial need, etc.)
- b** Describe how you determine the number of grants that will be made annually.
- c** Describe how you determine the amount of each of your grants.
- d** Describe any requirement or condition that you impose on recipients to obtain, maintain, or qualify for renewal of a grant. (For example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.)
-
- 5** Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Describe whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.
-
- 6** Who is on the selection committee for the awards made under your program, including names of current committee members, criteria for committee membership, and the method of replacing committee members?
-
- 7** Are relatives of members of the selection committee, or of your officers, directors, or **substantial contributors** eligible for awards made under your program? If "Yes," what measures are taken to ensure unbiased selections? ☐ **Yes** ☐ **No**
- Note.** If you are a private foundation, you are not permitted to provide educational grants to **disqualified persons**. Disqualified persons include your substantial contributors and foundation managers and certain family members of disqualified persons.

Section II **Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section.**

- 1a** If we determine that you are a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? ☐ **Yes** ☐ **No** ☐ **N/A**
- b** For which section(s) do you wish to be considered?
- 4945(g)(1)—Scholarship or fellowship grant to an individual for study at an educational institution ☐
 - 4945(g)(3)—Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product ☐
-
- 2** Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? ☐ **Yes** ☐ **No**
-
- 3** Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in line 2? ☐ **Yes** ☐ **No**

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures
(Continued)

Section II Private foundations complete lines 1a through 4f of this section. Public charities do not complete this section. (Continued)

- 4a** Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an *employee of a particular employer*? If "Yes," complete lines 4b through 4f. ☐ **Yes** ☐ **No**
- b** Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? (See lines 4c, 4d, and 4e, regarding the percentage tests.) ☐ **Yes** ☐ **No**
- c** Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? ☐ **Yes** ☐ **No** ☐ **N/A**
- If "Yes," will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? ☐ **Yes** ☐ **No**
- d** Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? ☐ **Yes** ☐ **No** ☐ **N/A**
- If "Yes," will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? If "No," go to line 4e. ☐ **Yes** ☐ **No**
- e** If you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer, will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? ☐ **Yes** ☐ **No** ☐ **N/A**

If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution. If "No," go to line 4f.

Note. Statistical or sampling techniques are not acceptable. See Revenue Procedure 85-51, 1985-2 C.B. 717, for additional information.

- f** If you provide scholarships, fellowships, or educational loans to attend an educational institution to *children of employees of a particular employer* without regard to either the 25% limitation described in line 4d, or the 10% limitation described in line 4e, will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances that you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test described in line 4d or the 10% test described in line 4e. ☐ **Yes** ☐ **No**

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. Retain a copy of the completed Form 1023 in your permanent records. Refer to the General Instructions regarding Public Inspection of approved applications.

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

- ☐ Assemble the application and materials in this order:
- Form 1023 Checklist
 - Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
 - Form 8821, *Tax Information Authorization* (if filing)
 - Expedite request (if requesting)
 - Application (Form 1023 and Schedules A through H, as required)
 - Articles of organization
 - Amendments to articles of organization in chronological order
 - Bylaws or other rules of operation and amendments
 - Documentation of nondiscriminatory policy for schools, as required by Schedule B
 - Form 5768, *Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation* (if filing)
 - All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.
- ☐ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.
- ☐ Employer Identification Number (EIN)
- ☐ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.
- You must provide specific details about your past, present, and planned activities.
 - Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
 - Describe your purposes and proposed activities in specific easily understood terms.
 - Financial information should correspond with proposed activities.
- ☐ Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.
- | | | | |
|------------|------------------|------------|------------------|
| Schedule A | Yes ____ No ____ | Schedule E | Yes ____ No ____ |
| Schedule B | Yes ____ No ____ | Schedule F | Yes ____ No ____ |
| Schedule C | Yes ____ No ____ | Schedule G | Yes ____ No ____ |
| Schedule D | Yes ____ No ____ | Schedule H | Yes ____ No ____ |

- ☐ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.
- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) _____
 - Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law _____
- ☐ Signature of an officer, director, trustee, or other official who is authorized to sign the application.
- Signature at Part XI of Form 1023.
- ☐ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

