



Charter School Application

For Experienced Operators

2017

APPLICATION INSTRUCTIONS: EXPERIENCED OPERATORS

The “Experienced Operator” Application is designed for Experienced Operators that intend to apply for a charter. Education One, L.L.C. defines “Experienced Operators” as either: (a) applicants that have previously operated a charter school or managed a network of charter schools; or (b) applicants that have not previously operated a charter school, but intend to contract with an Education Service Provider (“ESP”).

The Proposal Narrative section of the application seeks information about all major aspects of:

- the founding group and proposed leadership team;
- the targeted community(ies);
- innovative elements of the proposed school model;
- the proposed school design;
- the school network/ replication plan and capacity;
- the proposed implementation plan; and
- the performance record of schools operated by the applicant and/or major partners in the proposal.

The application questions are organized to solicit information efficiently and to aid quality review and decision making by Education One, L.L.C. **Education One staff reserves the right to reject applications that do not adhere to the application specifications.**

Throughout the application review process, Education One staff will communicate important information to the charter school applicant designee via email.

Notice of Disclosure

All information submitted as part of the application (including financial information) is subject to the Indiana Access to Public Records Act (IC § 5-14-3) and subject to disclosure to the public there-under, including disclosure to the media. **In the event that it is the applicant’s position that certain information submitted as part of the application falls within an exception to disclosure under the Public Records Act, the applicant must obtain an advisory opinion from the State of Indiana’s Public Access Counselor prior to submitting any application materials.** If the Public Access Counselor’s opinion supports the applicant’s position, then any such information contained in the application that is considered non-disclosable must be clearly identified in the application as confidential. The application must further be accompanied by (a) a written statement specifying the particular exception or exceptions to disclosure under the Public Records Act applicable to the information sought to be exempted from disclosure, and (b) the written opinion from the Public Access Counselor that supports the applicant’s position that the information is exempt from disclosure under the Public Records Act.

The applicant acknowledges that if the foregoing procedure is not followed, and an application is submitted, all information shall be subject to disclosure to the public unless Education One, L.L.C. determines that it must withhold from disclosure certain information in the application pursuant to the Public Records Act. Each applicant, by the submission of an application, acknowledges its understanding that all application materials are subject to disclosure under the Public Records Act and may be subject to review and copying by the public. Each applicant and its representatives, employees and agents acknowledges and agrees that Education One, L.L.C. Board members and staff, Trine University, the Indiana Department of Education, and any official, agent, employee or representative of the State of Indiana shall not be held liable or legally responsible in any way for any such disclosure pursuant to the Public Records Act, and such parties hereby waive any rights to redress or claims of action pursuant to any such disclosure.

Specifications

- The proposal must be typed and single-spaced, on white, 8.5"x 11" paper, with 1-inch page margins and a minimum of 11-point font.
- Applicants must use the following formats in preparing their applications:
 - Proposal Overview and Enrollment Projections Template (MS Word or PDF Document)
 - Proposal Narrative (MS Word or PDF Document)
 - Attachments as specified in the table below.
- If a particular question does not apply to your team or proposal, simply respond "Not Applicable."
- **Do not exceed 55 pages** for the proposal narrative. Attachments do not count toward the proposal narrative page limit. *Applicants completing the optional section on innovation (Section IV) may use an additional five pages (in which case the proposal narrative must not exceed 60 pages total).
- All required attachments should be numbered in the order noted below and clearly labeled. Please do not exceed the page limits established for each attachment.
- The following is a list of attachments to accompany the application:

REQUIRED PROPOSAL ATTACHMENTS			
NUMBER	ATTACHMENT NAME	PAGE LIMIT	REQUIRED FORMAT
1	Founding Group Resumes	None	MS Word or PDF
2	Head of School/Principal Candidate Resume	None	MS Word or PDF
3	School Administrators' Resumes	None	MS Word or PDF
4	Governance Documents – 501(c)(3) Letter of Determination, Articles of Incorporation and Bylaws	None	MS Word or PDF
5	Statement of Assurances (signed and dated) NOTE: Only one completed form is required.	Use required form	PDF
6	Board Member Information (completed by each Board Member of the proposed charter holder)	Use required form	PDF
7	Code of Ethics and Conflict of Interest Policies	None	MS Word or PDF
8	Education Service Provider (ESP) Documentation	None	MS Word or PDF
9	Organization's Business Plan	None	MS PowerPoint or Word, or PDF
10	Organizational Charts	5 pages	MS Word or PDF
11	Course Scope and Sequence	30 pages	MS Word or PDF
12	Academic and Exit Standards	15 pages	MS Word or PDF
13	School Calendar and Schedule	10 pages	MS Word or PDF
14	Enrollment Policy	10 pages	MS Word or PDF
15	Student Discipline Policy	10 pages	MS Word or PDF
16	Evidence of Support from Community Partners	25 pages	MS Word or PDF
17	Start-Up Plan	10 pages	MS Word or Excel, or PDF
18	Insurance Coverage	None	MS Word or PDF

NUMBER	ATTACHMENT NAME	PAGE LIMIT	REQUIRED FORMAT
19	Budget and Staffing Workbook	Use required template	MS Excel (no PDF submissions)
20	Budget Narrative	5 pages	MS Word or PDF
21	Portfolio Summary	None	MS Excel or Word, or PDF
22	Indiana School Financials	None	MS Excel or Word, or PDF
23	Operator Financials	None	MS Excel or Word, or PDF
24	Litigation Documentation	10 pages	MS Word or PDF
25	Entire Application (excluding items exempt from Indiana's Public Access Laws assuming prior written approval from Indiana's Public Access Counselor)		One combined PDF file (for posting to the Indiana Department of Education website)

- When submitting resumes, please label each document with the individual's affiliation with the proposed school (Founding Group member, Board member, Head of School/Principal, Teacher, etc.).
- Be sure to complete all pages of the Budget and Staffing Workbook.
- Review your application for completeness before submitting.
- **Incomplete submissions will not be accepted.**

SUBMISSION INSTRUCTIONS

Application

One electronic copy (PDF) will be delivered to lindsay@education1.org

Please be aware it is the applicant's responsibility to ensure all application materials reach Education One, as established above. Failure to submit a complete application may serve as grounds to reject the application.

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 Education One regarding the submitted application.

IMPORTANT NOTE: *The full application, including this form, will be posted on the Indiana Department of Education 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): Timothy L. Johnson Academy

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

Dawn Starks, School Leader

Larry Rowland, Board President

Bev Wyss, Title One Coordinator

Dr. Brad Yoder, Instructional Coach

Designated applicant representative: Dawn M. Starks

Address: 4625 Werling Dr.

Fort Wayne, IN 46806

Office and cell phone numbers: 260-441-8727

Email address: dawn.starks@tljademy.org

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
Timothy L. Johnson Academy Middle School	Fall of 2016	Middle School set up	Southeast Fort Wayne, Indiana	Fort Wayne Community Schools and East Allen County Schools	Grades 6-8

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:	Timothy L. Johnson Academy Middle School	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)	6 th and 7 th	56/116
Year 2	6 th , 7 th , and 8 th	84/168
Year 3	6 th , 7 th , and 8 th	120/200
Year 4	6 th , 7 th , and 8 th	120/200
Year 5	6 th , 7 th , and 8 th	120/200
At Capacity	6 th , 7 th , and 8 th	120/200

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: Phalen Leadership Academies

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): N/A

Planned submission date(s): N/A

Please list the number of previous submissions (including withdrawn 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

PROPOSAL NARRATIVE

Please respond to the following questions, limiting your narrative response to all proposal sections to 55 pages total, excluding attachments. *Applicants completing the optional section on innovation (Section IV) may use an additional five pages (in which case the proposal narrative must not exceed 60 pages total).

Note:

The term “**organization**” as used in the application applies to any applicant or partnership among groups applying to replicate a school model in Indiana. Thus, it may include an existing school or group of schools proposing to replicate; an existing school network or CMO applying directly for a charter; a governing board proposing to contract with a CMO or other education service provider (“ESP”); or other entities and arrangements. *In the case of an applicant proposing to contract or partner with a service provider, applicants should provide requested information for both entities if applicable.*

EXECUTIVE SUMMARY

The Executive Summary should provide a concise overview of the targeted community(ies) and your community engagement to date; the school design being proposed for replication; the replication or network growth plan; and the applicant’s performance record and organizational capacity to execute the plan successfully. In **five (5) pages or less**, provide an Executive Summary that includes the following elements:

Mission and Vision for Growth in Indiana. State the mission and vision of the proposed schools and network as a whole. Provide an overview of the organization’s strategic vision and five-year growth plan for developing schools in Indiana, including: years of opening; number and types of schools (grade levels); and projected number of students. Identify and briefly describe the targeted community(ies).

The mission of Timothy L. Johnson Academy is to provide opportunities for basic educational equity for students in Allen County. TLJA offers interaction between students, their parents, and the community within the educational system to provide an environment where learning is the main focus of students’ lives.

Timothy L. Johnson Academy was founded by a group of community leaders that were concerned with the educational opportunities that our youth on the southeast quadrant of Fort Wayne were receiving. Students were being bused to the far northern portions of the city. This did not allow families to be actively involved in their child’s education. TLJA provides door-to-door transportation from all parts of the city. We are centrally located in the south side of Fort Wayne. Our goal is to be a hub in the community that provides the educational support to all families. This includes PreK, after-school programs, tutoring, athletics, etc. We have Brightpoint Headstart and Boy’s and Girl’s Club housed in our building and available to our families.

We presently own our building. It was a former elementary school in East Allen County. Fifteen years ago when the school began, Timothy L. Johnson Academy was in a small portion of a church. There was only one teacher per grade level and only about 6-8 students per class. We now have a solid 315 students and a growing waiting list. We have 2-3 classrooms at each grade level with licensed qualified teachers in each classroom. We have already started enrolling for the 2018-2019 school year.

With this addition of a middle school in 2018, our hope is to eventually expand all the way through high school by 2020. Our plan is that our legacy students would stay with us through graduation with 54 plus students enrolled at each grade level. There is an empty building located behind our present location. Our dream is to continue to grow through high school and look into expanding the high school to that complex.

Proposed Timeline	
2018	Open middle school / 5 th and 6 th legacy students continue with TLJA
2019	5 th , 6 th , and 7 th legacy students continue with TLJA / continue as a school within a school / add related arts staffing, extra curricular athletics and performing arts, and additional student support services / make charter application to add high school
2020	5 th , 6 th , 7 th , and 8 th legacy students continue with TLJA / pursue additional building resources for middle and high school / function as TLJA campus / offer outstanding educational offerings K-12
2021	5 th , 6 th , 7 th , 8 th , and 9 th legacy students continue with TLJA / function as TLJA campus/ offer outstanding educational offerings K-12
2022	5 th , 6 th , 7 th , 8 th , 9 th and 10 th legacy students continue with TLJA / strengthen 21 st Century presence/ function as TLJA campus/ be recognized as an exemplar for K-12 learning

Proposed School Name:	Timothy L. Johnson Academy Middle School	
Academic Year	Grade Levels	Student Enrollment (Planned/Maximum)
Year 1 (specify starting year)	6 th and 7 th	56/116
Year 2	6 th , 7 th , and 8 th	84/168
Year 3	6 th , 7 th , and 8 th	120/200
Year 4	6 th , 7 th , and 8 th	120/200
Year 5	6 th , 7 th , and 8 th	120/200
At Capacity	6 th , 7 th , and 8 th	120/200

Our targeted communities historically reside in southeast Fort Wayne, and include low SES families, Burmese families, and ELL populations.

Educational Need. Describe the educational needs and challenges of each community targeted and your rationale for choosing the community.

Our targeted communities are low SES families and Burmese Families/ELL Populations.

The needs and challenges presented are transportation, lunch resources, parent support, life skills, cultural understanding, language, safety, assimilation and accommodation.

Rationale: Timothy L. Johnson Academy’s primary goal is to address the significant needs of the underserved. We believe we provide a safe and open environment for these families to grow academically and socially while preserving dignity, and we partner with others in our community to offer services that address the challenges noted above such as language barriers. We view ourselves as a community hub, and take seriously this responsibility.

Historical School Accountability Grades

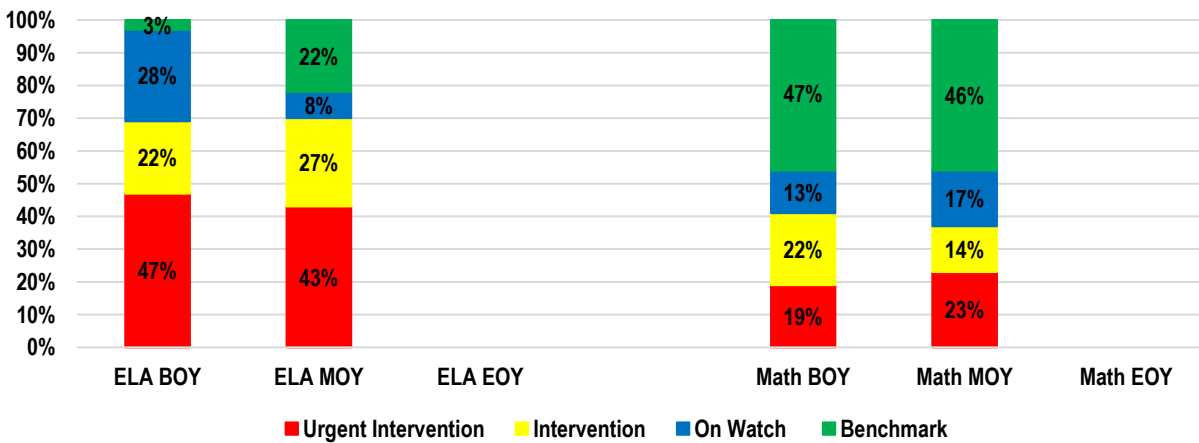
Due to the transition to the more rigorous Indiana College and Career Ready Standards and a new, more rigorous assessment aligned to these standards, the Indiana General Assembly passed Senate Enrolled Act 200 to hold schools and corporations harmless for the results of the more rigorous assessment. This Hold Harmless approach for Statewide Accountability allowed schools and corporations to receive the better of either the 2013-14 grade or the 2014-15 grade.

- Timothy L. Johnson Academy's letter grade improved from an F to a D in 2015-16, while all other analyzed middle schools' grades stayed the same due to Senate Enrolled Act 200.
- 50% of analyzed middle schools saw a drop in letter grades from Spring ISTEP+ 2015 to Spring ISTEP+ 2017.
- Spring ISTEP+ 2015: 71% of analyzed middle schools received an accountability grade of A, B, or C.
Spring ISTEP+ 2016: 57% of analyzed middle schools received an accountability grade of A, B, or C.
Spring ISTEP+ 2017: 36% of analyzed middle schools received an accountability grade of A, B, or C.
- Heritage Junior/Senior High's accountability grade includes high school multiple measures, which accounts for 47.3% of the assigned grade of a 'B' for Spring 2017. Looking at 6-8 only, the assigned grade would be a 'C.'

	Spring 2015*	Spring 2016	Spring 2017
Timothy L. Johnson Academy	D	D	D
5-Mile Driving Radius			
Paul Harding Jr. High School (EACS)	B	D	F
Prince Chapman Academy (EACS)	B	C	D
Miami Middle School (FWCS)	D	D	C
Memorial Park Middle School (FWCS)	C	C	C
Kekionga Middle School (FWCS)	D	F	F
Lakeside Middle School (FWCS)	B	C	D
10-Mile Driving Radius			
Portage Middle School (FWCS)	D	D	D
Lane Middle School (FWCS)	A	C	D
Blackhawk Middle School (FWCS)	B	B	B
Northwood Middle School (FWCS)	A	C	C
Heritage Junior/Senior High (EACS)	B	B	B
New Haven Middle School (EACS)	C	C	D
15-Mile Driving Radius			
Shawnee Middle School (FWCS)	C	D	C
Jefferson Middle School (FWCS)	B	C	B

As the middle school data is analyzed for the schools in a 5, 10, and 15-mile radius, there are several trends that are seen. Middle schools, in most cases, are showing a decline in performance, growth, and accountability grades. TLJA grades 3-6 are showing positive momentum in these areas. TLJA was established to provide the best academic choice for our students. When we look at the targeted sub-groups, each population has been denied quality education that they so richly deserve by the two major districts. This can be attributed to many reasons, but predominately district schools have failed to meet the needs of our families at their place of most dire need, their community.

TLJA STAR Data: ELA and Math 6th Grade



Target Population. Explain how the decision to serve the targeted population, including the grade levels you have chosen, would meet community needs.

As we continue to strive to be that support for our families, the feedback from our families has been that they wish we had a middle/high program. The friendships and relationships that are built by our scholars are sacrificed when our students have to leave us after 6th grade. With the new accountability expectations from the state, we are held responsible for their growth even after they leave us. What a better way to ensure growth but to have them stay with us. For instance, trust is paramount for our Burmese families. It takes careful work to build that trust, but once established the bond is strong. Our Burmese families count on us not only to provide quality learning for their children, but also to provide a safe support in building life skills within their community. As we talk to our Burmese families they share that they recognize our improvement efforts and trust us to meet the needs of their children. It is clear the families want to stay in the TLJA community.

In analyzing the surrounding schools up to a 15 mile radius, we see that the majority of middle schools have either declined in performance, growth and accountability grades or stayed the same. We believe that our legacy students will be more successful if they stay with us versus attending another middle school. Relationships are fundamental to the academic success of students. We have established relationships with our students. That will be the key to the success of our middle school.

Community Engagement. Explain the relationships, if any, that you have already established to engage students, parents, and the community for the proposed schools. If you have assessed demand and/or solicited support for the school, briefly describe these activities and the status of your efforts.

We have worked diligently to reach out to our neighbors in the Burmese community. Our partnership with the Burmese community has allowed our ELL population to grow from 15 students to 125 students. We will continue to strengthen our partnership by hiring multi-lingual staff and enlisting the support of Burmese leaders in the community. The leaders of the Burmese community are asking that we continue through the middle school level so their students can remain in the safety of a program they have grown to trust.

Boys and Girls Club is an option provided for our students every school night from 3 p.m. to 7 p.m. Academic support as well as an evening meal and snack with educational engaging activities are provided. The success of this

program is based on those that participate. Middle school will bring a larger selection of choices for our students. This is just one example of the outstanding community connections that are possible because of the varied backgrounds of our board members. We have board members who are connected to economics, wellness, civic engagement, law, accounting, and human capital. We envision utilizing our board members' experience as we provide for 21st Century learning opportunities for our middle school students. Moreover, our board members offer real time support by volunteering with after school programs such as Project Reads.

As we survey our families and received their feedback our current and past parents with students who were or are enrolled in TLJA, they are requesting an expansion. They trust our program and want to have their students stay with us. Our open door policy encourages open communication with our parents. Successes and concerns are approached with the student in mind, and our parents trust that all of us at TLJA are committed to growing and getting better as evidence by our growth results. Turning around a school is a process and we communicate that to parents. We continue to evidence growth and our parents trust our vision. Everyone in the TLJA community realize we are not there yet, but we have the processes in place to continue to improve and become exemplary.

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

**Middle School Organization Exemplars
(Hanover Research 2015)**

The predominant organizational structure employed in middle schools, also supported by best practice research, is team teaching.

The literature suggests that middle school staffing should reflect the unique developmental needs of young adolescents through lower student to staff ratios.

Education experts advocate for the use of block scheduling in middle schools, a model in which students attend fewer, longer class periods during the school day.

Middle schools should supply an array of student support services, including counseling and advisory periods.

Exemplary middle schools profiled in this report typically adhere to a traditional schedule and implement team teaching.

Description of the Instructional Design	
The basic learning environment (e.g., classroom-based, independent study, virtual)	Instruction will be classroom based. We will have 1-2 teachers per grade level. Teachers within grades will have a subject focus and students will transfer between classes.
Class size and structure	No more than 28 students with a teacher and assistant. There will be whole group and small group instruction integrated into each day.
An overview of the curriculum Middle School Curriculum Exemplars (Hanover Research 2015) • An effective middle school curriculum is	Challenging – marshaling their sustained interests and efforts, challenging curriculum actively engages young adolescents. It addresses substantive issues and skills, is geared to their levels of understanding, and increasingly enables them to assume control of their own

<p>challenging, exploratory, integrative, and relevant.</p> <ul style="list-style-type: none"> • Experts emphasize the importance of exploratory learning for middle level learners and posit elective coursework as an effective tool for promoting exploration. • Successful middle schools implement student-centered instruction, which employs pedagogical approaches that encourage learners to take an active role in their education. 	<p>learning. (Hanover Research 2015)</p> <p>Exploratory – the general approach for the entire curriculum at this level should be exploratory. Exploration, in fact, is the aspect of a successful middle school curriculum that most directly and fully reflects the nature and needs of the majority of young adolescents, most of whom are ready for an exploratory process. (Hanover Research 2015)</p> <p>Integrative – effective middle grades schools provide experiences, studies, and units, directed either by individual teachers or preferably by teams, that are specifically designed to be integrative; for that is how learning is maximized. Reading, writing, speaking, and listening should be advanced and practiced wherever they apply, rather than taught in isolation. (Hanover Research 2015)</p> <p>Relevant – Curriculum is relevant when it allows students to pursue answers to questions they have about themselves, the content, and the world. When teachers help them see the many connections that link various topics and subjects, students recognize the holistic nature of all knowledge. (Hanover Research 2015)</p> <p>21st Century Learning (Hanover Research 2015) The organization recommends that schools emphasize core subject instruction (English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics) while integrating cross-subject, 21st Century themes into all areas of instruction. Themes include:</p> <ul style="list-style-type: none"> • Global awareness • Civic literacy • Financial, economic, business and Health literacy entrepreneurial literacy • Environmental literacy <p>Electives (Hanover Research 2015) – Electives supplement the core curriculum and help students identify and pursue interests outside of core academic subjects.</p>
<p>The use of technology in delivering instruction (if applicable)</p> <ul style="list-style-type: none"> • Effective integration of technology is achieved when students are able to select technology 	<p>Classroom technology will be embedded in the learning of the day. Thus allowing students to access and produce using 21st Century tools. We believe technology not only allows students to increase productivity, but also provides</p>

<p>tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions -- as accessible as all other classroom tools. (National Educational Technology Standards for Students)</p>	<p>those “being there” experiences that help students make connections and provide for gaps in prior knowledge.</p> <p>Hardware:</p> <ul style="list-style-type: none"> • iPads • Laptops
<p>Plans for ensuring the school is staffed with highly effective teachers</p>	<p>Recruitment of highly effective teachers is crucial to the success of a school. Postings will be placed at Indeed.com as well as local colleges and universities. Once qualified teachers are hired, continuous support and PD is crucial. There will be weekly grade level PD’s with teachers as well as monthly school wide PD. Classroom visits will be made on a continuous cycle by school leader and Instructional Coach. Next steps are outlined from the classroom visits.</p>

<p style="text-align: center;">Instructional Strategies</p>	
<p>Instructional Strategies Exemplars (Hanover Research 2018)</p> <ol style="list-style-type: none"> 1. Capitalize on the skills, abilities, and prior knowledge of young adolescents 2. Use multiple intelligences 3. Involve students’ individual learning styles 4. Recognize the need for regular physical movement. 	<p>Teachers will utilize many instructional strategies based on data as he offers rigorous differentiated learning tasks throughout the day.</p> <p>Embedded task assignments: These assignments are completed in class and are based on the content at hand. They are designed to create multiple views of the concept strand and can include individual, partner, and group work. This work is completed in class allowing for different data points and multiple measures to be reflected in formative assessment.</p> <p>Emotional hooks/Instructional engagement: These opportunities are connected to current day/real world events. They may include current event clips, video scenarios, or readings that stimulate a personal view as connected to the concept strand. Learning and retention happens most often when new knowledge is connected to established knowledge and understanding. These experiences take the student from what he knows to what he doesn’t know, and provides for mastery.</p> <p>Twenty-first Century Inquiry: Project Based Learning (PBL) allows the student to inquire about the world around him. This instructional design requires the student to stretch his understanding to uncomfortable places. It provides for authentic collaboration, purposeful product design, and in depth research wrapped in 21st century skills.</p> <p>Reflection: Because reflection is paramount to a student’s mastery of learning he will be asked to reflect on his learning in various ways. Writing, discussion, and demonstration are just a few ways this will occur in the classroom.</p>

	<p>Dialogue and Debriefing: These opportunities can be planned in the learning opportunities of the day, such as facilitated Socratic seminar, but most often happen through reflection experiences. Many are spontaneous growing from teachable moments rich in emotion allowing the student to connect to the world around him.</p> <p>Data is the key to differentiated instruction. The data provided by STAR testing as well as progress monitoring, formal and informal assessments; will help the teacher decide the leveled tier their student is on and how to provide adequate support. There will also be weekly data discussions and team meetings to support what the classroom teacher is doing to meet the needs of all students.</p>
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Key Educational Features That Would <i>Differ</i> From Your Current Educational Model	
Key Features	<p>The main difference in or educational setting is that students are taught utilizing best practices in middle school instructional design. Additionally, a team of content-specialized teachers teaches the curriculum. Moreover, 21st Century Learning will provide the overarching theme for the school.</p> <p>21st Century Learning (Hanover Research 2015) The organization recommends that schools emphasize core subject instruction (English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics) while integrating cross-subject, 21st Century themes into all areas of instruction. Themes include:</p> <ul style="list-style-type: none"> • Global awareness • Civic literacy • Financial, economic, business and health literacy • Entrepreneurial literacy • Environmental literacy <p style="text-align: center;">Our Timothy L. Johnson Middle School Motto:</p> <p style="text-align: center;">Empowering 21st Century civic engagement through scholarship in service, stewardship, and sustainability.</p>

We will provide a strong standards-based instruction with the use of data to drive small, guided groups in reading and math. Star Assessment will provide that data. There are non-negotiables that we expect all teachers to sign off on at the start of the school year. These non-negotiables set the expectation for our teaching staff for the academic school year. (see attached with pacing guides) They specifically set the tone for classroom environment and academic instruction.

We have strategically planned Tier II, III, and ESL interventions. We set aside Math and Reading intervention time where Tier 2 and Tier 3 students and ESL students are pulled for more direct support. The students remaining in the classroom are provided focused small group instruction with their classroom teacher. This approach has brought success in our elementary setting. Students have shown at least a grade levels growth since the start of the school year until this point in the year.

Network Governance and Leadership. Provide an overview of the proposed network governance, management structure and leadership team. Highlight the strengths of the proposed governing board and leadership team. Explain how the governance and management structure will provide for stable, effective governance and leadership for the proposed school replication plan over the long term.

1. We have a board that brings expertise and involvement within the community. This is outlined in the Evidence of Capacity. They will bring a unique understanding of a crucial field. This allows for a well-rounded board.
2. Phalen Leadership Academies is our management company. They provide the structure and the built in supports for both operations and academics.
3. The school leader and academic coach have a strong partnership and work together to hold teachers accountable and support them effectively.

SECTION I: EVIDENCE OF CAPACITY

Founding Group

Founding Group Membership

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

Dawn Starks- School Leader/Superintendent of both elementary and middle school

Dr. Brad Yoder- Assistant School Leader/Instructional Coach of both elementary and middle school

Bev Wyss- Title One Coordinator of both elementary and middle school/Office Manager of middle school

Lelond Keith Nichols- Case Manager for both elementary and middle school

Earl Phalen- Phalen Leadership Academies (management company over both programs)

Larry Rowland- School Board President

Alan Grinsfelder- School Board Vice President

Joe Jordan- School Board Secretary

Robert Sevier- School Board Treasurer

Fred Eckart- School Board Member

Al Hofer- School Board Member

Michelle Chambers- School Board Member

Lena Yarian- School Board Member

Deborah Howard- School Board Member

Explain the Founding Group's collective qualifications for establishing high-quality schools in Indiana and assuming stewardship of public funds, including your capacities in areas such as:

- School leadership, administration and governance
- Curriculum, instruction and assessment
- Financial, business and school operations management
- Performance management
- Parent and community engagement

- Facilities management

Leadership	
Board Members-	
Larry Rowland- School Board President (business/community engagement)	Mr. Rowland has worked as administration in the corporate insurance market.
Alan Grinsfelder- School Board Vice President (business/community engagement)	Mr. Grinsfelder has worked in architectural design.
Joe Jordan- School Board Secretary (business/community engagement)	Mr. Jordan works in youth services/program administration and community resources.
Robert Sevier- School Board Treasurer (finance)	Mr. Sevier has worked in finance.
Fred Eckart- School Board Member (business/HR)	Mr. Eckart has worked in human resources and human capital fields.
Al Hofer- School Board Member (legal)	Mr. Hofer works in the field of law.
Michelle Chambers- School Board Member (community engagement)	Ms. Chambers works in personal business, community engagement, and human services.
Lena Yarian- School Board Member (business/community engagement)	Ms. Yarian works in economic education/ JA and business/ civic engagement
Deborah Howard- School Board Member (business/community engagement)	Ms. Howard works in the health care industry.
Network Leadership-	
Earl Phalen-	Mr. Phalen works in PLA management administration.
Andrea Robinson-	Ms. Robinson works in PLA educational resource management and school wide support.
School Leadership-	
Dawn Starks-	Ms. Starks works in K-12 administration/ leadership specializing in the turn-around process.
Dr. Brad Yoder	Dr. Yoder works in K-12 curriculum/instruction and has worked in K-16 administration.

Provide, as **Attachment 1**, full resumes (including contact information) for the individuals named. Identify members of the Founding Group who are proposed as board members, school leaders, or other key staff members of the first school proposed in this application. **NOTE: There is no page limit for this attachment.**

2. Identify any organizations, agencies, or consultants that are partners in planning and establishing the school(s) proposed, along with a brief description of their current and planned role and any resources they have contributed or plan to contribute to school development.

Phalen Leadership Academies is our management company. They will provide operational supports and academic resources as we go through the set-up as well as execution of this program. They currently are the management company for our elementary program and will be the management company for the middle school.

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

Timothy L. Johnson Academy was established in this part of the community to be a quality choice for the education of our youth in this community as well as the entire city of Fort Wayne. As our program continues to grow, we have found there is a strong need for a middle school alternative. Our families are asking us to expand our program. Referencing the data, there is not a strong alternative to choose from. This expansion is needed to continue to support the community and graduating students of TLJA. As we begin with this sixth grade class to advance to eighth grade, this potentially can add an additional 120/200 graduates to our school. This is a 120+ more students that we would have an active involvement in developing and can continue to support and push in their academic careers.

School Leader and Leadership Team

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

Dawn Starks, the present school leader of Timothy L. Johnson Academy Elementary School will also be the school for Timothy L. Johnson Academy Middle School. Dawn was able to assist with keeping the doors of Timothy L. Johnson open during a charter renewal year. There was a lack of structures and academic focus. TLJA was granted a 2 year renewal and this year received another 3 year renewal. Students are showing growth academically and proper school structures are in place.

Dawn's resume brings an understanding and experience in the turn around process and instructional best practices. She was part of the turn around process with two elementary schools in the local district. Her schools went from D/F grades to an A. She understands that it is a process and does not just happen overnight.

Dawn brings knowledge of the community. She was raised and lives in this community. Her father was a leader in the fight for desegregation of the public schools. That relationship has brought further collaborative partners to the table to support the programs at the school. For example, Brightpoint/Headstart is housed in a small portion of our building. Boy's and Girl's Club provides an after-school program every school day. Timothy L. Johnson Academy offers specific tutoring support through Project Reads and Specialty Tutoring.

Dawn has connections with many teachers in the community. She is able to find and hire qualified staff. Most of that is from the relationships she built at her former schools.

2. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated?

Dawn Starks/School Leader (compensation will be tied with the elementary program)

Dr. Brad Yoder will be the Middle School Assistant Principal and Instructional Coach. His compensation will be increased \$30,000 due to his increased responsibilities to two programs.

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

Dr. Brad Yoder is our Instructional Coach for the elementary school and will fill the role of Assistant Principal/ Instructional Coach for Timothy L. Johnson Academy Middle School. Please see his resume in Attachment 3.

Governance

Notes:

As used in the application, 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 a CMO or other 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 the governing board and/or the CMO, as applicable.*

Legal Status and Governing Documents

For the entity proposing to hold the charter(s), provide the following governance documents as **Attachment 4**:

- 501(c)(3) Letter of Determination from the Internal Revenue Service (or evidence that the applicant has applied for federal tax-exempt status from the IRS);
- Copy of the Articles of Incorporation; and
- Copy of Board Bylaws.
- *NOTE: Applies only to non-profit corporations based outside of Indiana: Evidence that the proposed charter holder is registered to do business in Indiana.*

NOTE: There is no page limit for this attachment.

IMPORTANT NOTES:

- *Education One, L.L.C. awards charters only to nonprofit corporations that either have received, or have applied for, federal tax-exempt status from the IRS. **A proposal will be considered incomplete if the applicant does not meet these criteria.***
- *Applicants should note the following requirement for Indiana charter holders as stipulated in IC § 20-24-3-3: “The organizer’s constitution, charter, articles, or bylaws must contain a clause providing that upon dissolution: (1) all remaining assets, except funds specified in subdivision (2), shall be used for nonprofit educational purposes; and (2) remaining funds received from the [Indiana Department of Education] shall be returned to the department not more than thirty (30) days after dissolution.”*

As **Attachment 5**, provide one (1) complete and signed Statement of Assurances form.

NOTE: Please use the provided form included in this RFP.

Governing Board

1. **Governance Structure and Composition.** Describe the governance structure. Will the new school(s) have an independent governing board, or will there be a single network-level board governing multiple schools? Describe the current and desired size and composition of the governing board. In addition, list the name of each current board member within the proposal narrative. In **Attachment 6**, provide a completed and signed Board Member Information Sheet for each current Board member for the governing entity/charter holder. **NOTE: Please use the**

provided form included in this RFP. If a Board member's resume has already been included in Attachment 1, a duplicate resume should NOT be included in Attachment 6.

- Larry Rowland- School Board President (business/community engagement)
- Alan Grinsfelder- School Board Vice President (business/community engagement)
- Joe Jordan- School Board Secretary (business/community engagement)
- Robert Sevier- School Board Treasurer (finance)
- Fred Eckart- School Board Member (business/HR)
- Al Hofer- School Board Member (legal)
- Michelle Chambers- School Board Member (community engagement)
- Lena Yarian- School Board Member (business/community engagement)
- Deborah Howard- School Board Member (business/community engagement)

2. **Pre-Existing Nonprofit Organization.** If this application is being submitted by an existing nonprofit organization or institution *other than* a charter school governing board, describe what steps the existing board will take to transform its board membership, mission and bylaws to support the charter school expansion/replication, and to comply with Indiana's Public Access Laws, including the Open Door Law.

Not applicable

3. **Governing Entity's Responsibilities.** Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of all Indiana charter schools in the network's portfolio.

As outlined below, our board is very diverse in their expertise. We have strong business people as well as finance, legal, and community oriented. This allows for a board that is very adverse in many areas.

Larry Rowland- School Board President (business/community engagement)
Alan Grinsfelder- School Board Vice President (business/community engagement)
Joe Jordan- School Board Secretary (business/community engagement)
Robert Sevier- School Board Treasurer (finance)
Fred Eckart- School Board Member (business/HR)
Al Hofer- School Board Member (legal)
Michelle Chambers- School Board Member (community engagement)
Lena Yarian- School Board Member (business/community engagement)
Deborah Howard- School Board Member (business/community engagement)

4. **Procedures.** How many times has the current board met to date? What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Indiana's Public Access Laws as described within IC § 5-14. Additional guidance is available from the Office of the Public Access Counselor at <http://www.in.gov/pac/> and at (317) 234-0906 or (800) 228-6013.

We have had monthly scheduled board meetings since the start of our elementary program in 2002. At this time, we do not have any standing subcommittees. The board's procedures on complying with Indiana's Public Access Laws are strictly followed. Board meetings are publically posted 72 hours prior to the meeting and open to the public.

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.**

The Board policy on identifying and addressing conflicts of interest are followed by the board president yearly mailing out to all that participate on the board a conflict of interest questionnaire. Staff is required to disclose any conflicts of interest.

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

None at this time.

7. **Grievance Process.** Explain the process that schools will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure or practice at the school. Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available.

The Phalen Leadership Academies structure that is in place for grievances consists of referral back to the school leader. Phalen will assist in any way possible by their governing departments.

The governing board policy on speaking at a board meeting is posted through the office area. A person requesting an opportunity to present at the board meeting must do so prior to the meeting and submit to the board president.

School level documents can be used by parents when wanting to note a grievance. The school leader will schedule a meeting with all parties involved to come up with a resolution.

IMPORTANT NOTE: *If a charter is awarded by Education One, L.L.C., each Board member of the governing body (i.e., the legal entity that has been awarded the charter) is required to undergo an expanded background check prior to execution of the charter agreement.*

School Management Contracts

If the applicant does not intend to contract with an Education Service Provider (ESP), mark "Not Applicable" and skip to next section.

IMPORTANT NOTE: Any contract with an ESP will be null and void until approved by Education One, L.L.C. Once approved by Education One, the parties may execute the contract and subsequently must submit an executed copy of the contract to be kept on file with Education One. This contract is subject to Indiana's Public Access Laws, including public records requests.

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

Phalen Leadership Academies will be contracted as our management company.

- a. 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);

Phalen Leadership Academies presently manages our elementary school and will manage our middle school

Phalen Leadership Academies Track Record Portfolio

Phalen Leadership Academies is a nonprofit operator that has a proven track record of raising academic achievement in both turnaround and charter school settings. Founded in 2013, PLA is serving 4,000 children across 10 schools throughout communities in Indiana and Michigan, where the vast majority of children are African American or Latino and come from low-income households. The PLA model has achieved remarkable results for our children, becoming one of the most effective turnaround operators in every region where we work.

The PLA educational program utilized best practices in data-driven instruction and differentiated learning to deliver instruction in core-subject curricula—and to create a uniquely rigorous and personalized learning experience for every child. Scholar academic success is the primary focus of our school. The most powerful indication that the replication of this model will deliver strong academic growth and student achievement is the model's track record. This model has been implemented at multiple schools, including George and Veronica Phalen Leadership Academy, Phalen Leadership Academy at School #103 (PLA@103), and Phalen Leadership Academy at School #93 (PLA@93). These schools, where 92% of students served are African American or Latino and 89% of students come from families living in poverty. Specifically the demographics include:

- George and Veronica Phalen Leadership Academy (GVPLA): 96% of students are African American or Latino, and 83% come from low-income households.
- Phalen Leadership Academy at School #103 (PLA@103): 93% of students are African American or Latino, and 100% come from low-income households.
- Phalen Leadership Academy at School #93 (PLA@93): 88% of students are African American or Latino, and 83% come from low-income households.

In summary, schools that have implemented this model have seen noteworthy academic achievement. Some of the major highlights include:

- Transforming multiple failing schools into A-rated schools;
- Surpassing the district on average by 9% on the state test based on 2016-17 ISTEP results;
- Elevating two of the city's lowest-performing schools to place among the top 10 schools in the district in terms of year-to-year growth on the state test;
- Achieving the highest growth of any public school in Central Indiana on the state test; an
- Exceeding the statewide passing rate on the third-grade reading proficiency exam each year since testing began.

Below are the specific achievements by school:

George and Veronica Phalen Leadership Academy

- Experienced an average 96% passing rate on IREAD over three years—over 20% above our host district, IPS, and 6% above the state average;
- Exceeds the ISTEP passing rate above our host district by 15% in ELA and math; and
- Currently B-rated, only marginally missing an A-rating by 1.5%

Phalen Leadership Academy at School #93

- After implementing the PLA model, scholars outperformed their peers in the local district by 24% in math and 10% in ELA on the ISTEP;
- Increased the number of students passing both in ELA and Math portions of the ISTEP by 11% in comparison to the previous year and ranked #4 in the district in the 2016-17 school year in terms of growth on this assessment; and
- Transitioned from being considered a failing school by the state to an A-rated school.

Phalen Leadership Academy at School #103

- Moved from a D-rated school to an A-rated school;
- Ranked #5 in the district in the 2016-17 school year in terms of growth on the ISTEP; and
- Achieved 13% growth in math and 8% growth in the number of scholars passing both ELA and math

- b. A term sheet setting forth a proposed duration of the contract that aligns with the 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 (both management fees and all pass-through expenses, such as for curriculum licensing or technology); financial controls and oversight; methods of contract oversight and enforcement; investment disclosure; and conditions for renewal and termination of the contract;

Please reference the attached contract.

- c. A draft of the proposed management contract detailing all of the above terms;
- d. 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 board, authorizer, and ESP will work together to provide the needed supports and report to each other the needed next steps. The authorizer and ESP report out to the school board monthly on the status of the school based on their monthly visits and feedback.

- e. 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

This is accessed yearly by the school board president through a Conflict of Interest disclosure.

- f. Evidence that the service provider is authorized to do business in Indiana.

NOTE: There is no page limit for this attachment. Please ensure the section on ESP compensation is clearly articulated, and includes a detailed description of the management fee, as well as all pass-

through expenses, such as for curriculum licensing or technology costs. The Education One application evaluation team should be able to easily discern the total dollar amount and percentage of annual revenues that is paid to the ESP.

Network Vision, Growth Plan & Capacity

Note:

As used in this application, 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: Experienced CMOs and ESPs are required to submit business plans containing all components of a traditional business plan. There is no page limit for this attachment.**
2. If not clearly described in Attachment 9, or if no business plan exists, 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.

Our Plan for the Timothy L. Johnson Academy Middle School is to open in the fall of 2018 for seventh grade. Following in the Fall of 2018, we will expand to the eighth grade. We will continue to advertise and recruit students for the middle school.

3. If not clearly described in Attachment 9, or if no business plan exists, 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.

If at all possible, we would like to open a high school in an existing, nearby building. This would be based on the ability to recruit needed teachers. We are able to support the middle school as we already have the 6th grade in place and we would be just adding two additional grades. We have the room in our present building to add the classrooms. The other supports are already in place.

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.

Timothy L. Johnson Academy Elementary School has found success. We have gone through restructuring to meet the requirements for charters. We will adapt these structures in our elementary to our middle school. We own our building and have a highly qualified staff.

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?

The biggest challenge will be to find qualified middle school teachers. The school leader has established relationships with many educational structures that will assist in this process.

Network Management

1. Explain any shared or centralized support services the network organization (including any ESP partner) will provide. Describe the structure, the services to be provided, the cost of those services, how costs will be allocated, and specific service goals. How does the organization know whether it is successfully delivering these services? *(In the case of a governing board proposing to contract with a management organization, service goals should be outlined in the term sheet and draft contract to be provided with the charter application.)*

Please reference the PLA Management Contract (Attachment 8)

2. Using the table below, define school- and organization-level decision-making authority as it relates to key functions, including curriculum, culture, staffing, corrective actions, etc. Indicate where primary authority for each function resides.

Function	Network/ Management Organization Decision-Making	School Decision-Making
Performance Goals	School Board/ Phalen Leadership Academies/ School Leader	School Leader/ Instructional Coach
Curriculum	School Board/ Phalen Leadership Academies/ School Leader	School Leader/ Instructional Coach
Professional Development	School Board/ Phalen Leadership Academies/ School Leader	School Leader/ Instructional Coach
Data Management and Interim Student Assessments	School Board/ Phalen Leadership Academies/ School Leader	School Leader/ Instructional Coach
Grade Level Promotion Criteria	School Board/ Phalen Leadership Academies/ School Leader	School Leader/ Instructional Coach
Culture	School Board/ Phalen Leadership Academies/ School Leader	School Leader/ Instructional Coach
Budgeting, Finance, and Accounting	School Board/ Phalen Leadership Academies/ School Leader	School Leader/ Office Manager

Function	Network/ Management Organization Decision-Making	School Decision-Making
Student Recruitment	School Board/ Phalen Leadership Academies/ School Leader	School Leader/ Case Manager
School Staff Recruitment and Hiring	School Board/ Phalen Leadership Academies/ School Leader	School Leader/ Instructional Coach
HR Services (payroll, benefits, etc.)	School Board/ Phalen Leadership Academies/ School Leader	School Leader
Development	School Board/ Phalen Leadership Academies/ School Leader	School Leader/ Instructional Coach
Community Relations	School Board/ Phalen Leadership Academies/ School Leader	School Leader/ Instructional Coach
Information Technology	School Board/ Phalen Leadership Academies/ School Leader	School Leader/ Instructional Coach
Facilities Management	School Board/ Phalen Leadership Academies/ School Leader	School Leader/ Instructional Coach
Vendor Management / Procurement	School Board/ Phalen Leadership Academies/ School Leader	School Leader/ Instructional Coach
Other operational functions, if any	School Board/ Phalen Leadership Academies/ School Leader	School Leader/ Instructional Coach

3. Provide, as **Attachment 10**, the following organizational charts:
 - a. Network as a whole, aligned with the 5-Year Business Plan
 - b. School-level organizational chart for School 1 in Year 1, and also at Full Capacity

NOTE: Limit attachment to five (5) pages.

The network and school-level organizational charts should clearly delineate the roles and responsibilities of the governing board, staff, and any Education Service Providers that will manage the school(s).

SECTION II: SCHOOL DESIGN

For this section, describe the design and plan for each school for which you are applying. If you are applying for multiple schools designed around the same model, simply state so.

Education Plan

Curriculum and Instructional Design

1. Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed Indiana's Academic Standards as described in IC § 20-31-3. Please also describe how the proposed instructional design will align with or exceed the Indiana State Standards. More information about Indiana's Standards can be found at <http://www.doe.in.gov/standards>

The description of the instructional design should include, at a minimum, the following items:

- the basic learning environment (e.g., classroom-based, independent study, virtual)
- class size and structure,
- an overview of the curriculum,
- the use of technology in delivering instruction (if applicable),
- plans for ensuring the school is staffed with highly effective teachers, and
- evidence-based support.

Middle School Organization Exemplars (Hanover Research 2015)

The predominant organizational structure employed in middle schools, also supported by best practice research, is team teaching. A study of effective middle schools demonstrates that they are more likely to implement teacher teams, instructional cohorts that group two to four teachers with 50 to 125 students for core content instruction. Experts assert that team teaching is uniquely advantageous for middle school students, as it promotes student bonding and fosters closer relationships between teachers and students. Additionally, team teaching promotes interdisciplinary instruction and coordination, especially when teacher teams receive common planning time.

The literature suggests that middle school staffing should reflect the unique developmental needs of young adolescents through lower student to staff ratios. Young adolescents require a sense of connectedness to peers, teachers, and the school in order to remain engaged. To foster this sense of connectedness, experts recommend reducing student to teacher ratios. Hanover's survey of 2015 Pennsylvania Schools to Watch finds that the average student to teacher ratio among the seven exemplary schools serving Grades 6 through 8 is 14.07, with the range spanning from 11.67 to 16.24.

Education experts advocate for the use of block scheduling in middle schools, a model in which students attend fewer, longer class periods during the school day. This is a departure from traditional middle school schedules that comprise six or more class periods per day, each lasting no more than one hour. Block schedules may promote a greater variety of instructional techniques (e.g., experiments, class discussions, debates). However, the longer class periods that block schedules entail may risk diminishing student focus.

Middle schools should supply an array of student support services, including counseling and advisory periods. Formal advisory programs with regular interaction between students and teachers may help students forge bonds, set goals, and explore academic and career interests. A comprehensive school guidance program

can supplement and extend the work of teacher-led advisory periods. Counselors are equipped to coordinate support services for students and provide a higher level of individualized support for learners who need it.

Exemplary middle schools profiled in this report typically adhere to a traditional schedule and implement team teaching. All of the schools profiled use a traditional scheduling model of seven to nine class periods per day. They organize students into teams, with at least one teacher per core content area. In addition, two of the three schools integrate daily advisory periods into their schedules.

Description of the Instructional Design	
Table 2.1	
The basic learning environment (e.g., classroom-based, independent study, virtual)	Instruction will be classroom based. We will have 1-2 teachers per grade level. Teachers within grades will have a subject focus and students will transfer between classes.
Class size and structure	No more than 28 students with a teacher and assistant. There will be whole group and small group instruction integrated into each day.
<p>An overview of the curriculum Middle School Curriculum Exemplars (Hanover Research 2015)</p> <ul style="list-style-type: none"> • An effective middle school curriculum is challenging, exploratory, integrative, and relevant. • Experts emphasize the importance of exploratory learning for middle level learners and posit elective coursework as an effective tool for promoting exploration. • Successful middle schools implement student-centered instruction, which employs pedagogical approaches that encourage learners to take an active role in their education. 	<p>Challenging – marshaling their sustained interests and efforts, challenging curriculum actively engages young adolescents. It addresses substantive issues and skills, is geared to their levels of understanding, and increasingly enables them to assume control of their own learning. (Hanover Research 2015)</p> <p>Exploratory – the general approach for the entire curriculum at this level should be exploratory. Exploration, in fact, is the aspect of a successful middle school curriculum that most directly and fully reflects the nature and needs of the majority of young adolescents, most of whom are ready for an exploratory process. (Hanover Research 2015)</p> <p>Integrative – effective middle grades schools provide experiences, studies, and units, directed either by individual teachers or preferably by teams, that are specifically designed to be integrative; for that is how learning is maximized. Reading, writing, speaking, and listening should be advanced and practiced wherever they apply, rather than taught in isolation. (Hanover Research 2015)</p> <p>Relevant – Curriculum is relevant when it allows students to pursue answers to questions they have about themselves, the content, and the world. When teachers help them see the many connections that link various topics and subjects, students recognize the holistic nature of all knowledge. (Hanover Research 2015)</p>

	<p>2015)</p> <p>21st Century Learning (Hanover Research 2015) The organization recommends that schools emphasize core subject instruction (English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics) while integrating cross-subject, 21st Century themes into all areas of instruction. Themes include:</p> <ul style="list-style-type: none"> • Global awareness • Civic literacy • Financial, economic, business and Health literacy entrepreneurial literacy • Environmental literacy <p>Electives (Hanover Research 2015) – Electives supplement the core curriculum and help students identify and pursue interests outside of core academic subjects.</p>
<p>The use of technology in delivering instruction (if applicable)</p> <ul style="list-style-type: none"> • Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally. The technology should become an integral part of how the classroom functions -- as accessible as all other classroom tools. (National Educational Technology Standards for Students) 	<p>Classroom technology will be embedded in the learning of the day. Thus allowing students to access and produce using 21st Century tools. We believe technology not only allows students to increase productivity, but also provides those “being there” experiences that help students make connections and provide for gaps in prior knowledge.</p> <p>Hardware:</p> <ul style="list-style-type: none"> • iPads • Laptops
<p>Plans for ensuring the school is staffed with highly effective teachers</p>	<p>Recruitment of highly effective teachers is crucial to the success of a school. Postings will be placed at Indeed.com as well as local colleges and universities. Once qualified teachers are hired, continuous support and PD is crucial. There will be weekly grade level PD’s with teachers as well as monthly school wide PD. Classroom visits will be made on a continuous cycle by school leader and Instructional Coach. Next steps are outlined from the classroom visits.</p>
<p>Evidence-based support.</p> <ul style="list-style-type: none"> • The literature suggests that professional development for teachers transitioning from a junior high school model to a Grade 6 through 8 middle school model should reflect the structural and 	<p>The classroom visits will generate evidence-based support that is focused around data as well as classroom observations. Plans of support will be differentiated by specific needs of the teacher.</p>

instructional changes accompanying the shift.	
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The Basic Learning Environment and Class size and Structure

TLJMS learning environment and class structure will center on these best practices:

1. The classroom is organized. A place for everything and everything in its place.
2. Lessons are inviting and exciting.
3. The students do most of the talking and the doing, prompted by the teacher's questioning and guidance.
4. Routines and procedures are evident.
5. Students know exactly what is expected of them. There are no teacher warnings for student misbehavior. If a rule is broken, a consequence follows.
6. If a procedure isn't followed, the teacher provides more practice.
7. The teacher is proactive.
8. Lesson objectives are clear and measurable.
9. There is constant teacher movement around the room. Behavior problems are almost nonexistent.
10. There is little dependence on worksheet-type activities. Lessons are highly interactive, and students remain engaged in meaningful activities.
11. The punishment for any given infraction is consistent (and rare).
12. The teacher does not show frustration. Even in the case of misbehavior, the problem is handled seriously but calmly. The teacher always appears to be in control.
13. Activities are varied to meet the needs of all learners.
14. Technology is used, thoughtfully, to enhance lessons and learning.
15. There is constant positive reinforcement.
16. Teacher enthusiasm is evident and contagious.

An Overview of the Instructional Practice Linked to Curriculum

Project-based learning is not an enticement to reward compliance, but "an instructional strategy that enables students to learn meaningful content and practice skills needed for 21st century success," as John Larmer and John Mergendoller explain in their article ["The Main Course, Not Dessert."](#)

TLJAMS will use Project Based Learning (PBL) to address scholar learning and rigorous curriculum. PBL engages scholars in these meaningful ways.

1. Burning Questions and Engaged Inquiry: "Why is this important for me to know"
2. Begin with the end in mind: Impetuous students need for teachers to facilitate this.
3. Student voice and choice: The project must be an outgrowth of the burning question, the information gathered from the inquiry, and the student's own personal reasons for pursuing a topic.
4. Authentic audience: To allow PBL its greatest impact, an authentic audience is a must.
(<http://www.gettingsmart.com/2015/09/project-based-learning-and-the-middle-school-mind/>)

The Use of Technology in Delivering Instruction

TLJAMS considered these research findings when considering embedded technology in the classroom.

1. A 1-to-1 laptop environment often led to increased frequency and breadth of student technology use, typically for writing, Internet research, note-taking, completing assignments, and reading.
2. Students used laptops extensively throughout the writing process, expanding the genres and formats of their work to include writing for email, chats, blogs, wikis, and the like.
3. Student-centered, individualized, and project-based learning appeared to increase in at least some instances of 1-to-1 laptop rollouts.

4. Student-teacher communications (via email and Google docs, for example) and parental involvement in their children's school work increased in some instances.
5. Students expressed "very positive" attitudes about using laptops in the classroom, as findings consistently showed higher student engagement, motivation, and persistence when laptops were deployed to all students.
6. Students' technology and problem-solving skills improved and their ownership of their own learning increased, according to some evidence.
7. There were mixed findings on whether 1-to-1 laptop programs helped overcome inequities among students and schools. (http://blogs.edweek.org/edweek/DigitalEducation/2016/05/one-to-one_laptop_test_scores.html)

Plans for Ensuring the School is Staffed with Highly Effective Teachers and the Plan for Quality Evidence-based Support.

TLJAMS will support our highly effective teachers with professional development that is centered on these best practices:

1. Ongoing and embedded within the context of the school
 2. Fosters collaboration within and across schools
 3. Differentiated to ensure an intensive focus on the teaching– learning relationship
2. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.

Instructional Strategies	
Table 2.1.1	
<p>Instructional Strategies Exemplars (Hanover Research 2018)</p> <ol style="list-style-type: none"> 1. Capitalize on the skills, abilities, and prior knowledge of young adolescents 2. Use multiple intelligences 3. Involve students' individual learning styles 4. Recognize the need for regular physical movement. 	<p>Teachers will utilize many instructional strategies based on data as he offers rigorous differentiated learning tasks throughout the day.</p> <p>Embedded task assignments: These assignments are completed in class and are based on the content at hand. They are designed to create multiple views of the concept strand and can include individual, partner, and group work. This work is completed in class allowing for different data points and multiple measures to be reflected in formative assessment.</p> <p>Emotional hooks/Instructional engagement: These opportunities are connected to current day/real world events. They may include current event clips, video scenarios, or readings that stimulate a personal view as connected to the concept strand. Learning and retention happens most often when new knowledge is connected to established knowledge and understanding. These experiences take the student from what he knows to what he doesn't know, and provides for mastery.</p> <p>Twenty-first Century Inquiry: Project Based Learning (PBL) allows the student to inquire about the world around him. This instructional design requires the student to stretch his understanding to uncomfortable places. It provides for authentic collaboration, purposeful product design, and in depth research wrapped in 21st century skills.</p>

	<p>Reflection: Because reflection is paramount to a student’s mastery of learning he will be asked to reflect on his learning in various ways. Writing, discussion, and demonstration are just a few ways this will occur in the classroom.</p> <p>Dialogue and Debriefing: These opportunities can be planned in the learning opportunities of the day, such as facilitated Socratic seminar, but most often happen through reflection experiences. Many are spontaneous growing from teachable moments rich in emotion allowing the student to connect to the world around him.</p> <p>Data is the key to differentiated instruction. The data provided by STAR testing as well as progress monitoring, formal and informal assessments; will help the teacher decide the leveled tier their student is on and how to provide adequate support. There will also be weekly data discussions and team meetings to support what the classroom teacher is doing to meet the needs of all students.</p>
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3. Identify any key educational features that would *differ* from your current education model. Explain why you would implement these features, any new resources they would require, and how these features would improve student achievement.

Key Educational Features That Would <i>Differ</i> From Your Current Education Model	
Table 2.1.2	
Key Features	<p>The main difference in our educational setting is that students are taught utilizing best practices in middle school instructional design. Additionally, content and curriculum is taught by a teaching team of content specialized teachers. Moreover, 21st Century Learning will provide an overarching theme for the school.</p> <p>21st Century Learning (Hanover Research 2015) The organization recommends that schools emphasize core subject instruction (English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics) while integrating cross-subject, 21st Century themes into all areas of instruction. Themes include:</p> <ul style="list-style-type: none"> ● Global awareness ● Civic literacy ● Financial, economic, business literacy ● Health literacy ● Entrepreneurial spirit ● Environmental literacy <p style="text-align: center;">Our Timothy L Johnson Middle School Motto: Empowering 21st Century civic engagement through scholarship in service, stewardship, and sustainably</p>

21st Century Learning

TLJAMS will emphasize core subject instruction (English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics) while integrating cross-subject, 21st Century themes into all areas of instruction. (Hanover Research 2015)

Themes include:

Global awareness: In an increasingly interconnected world, today's young generation need to learn be able to engage in communication with people from a wide range of different cultures and tradition.

(<https://www.theguardian.com/teacher-network/2012/nov/05/global-awareness-schools-education>)

Civic literacy: “[Young people who have] civic education are more likely than other students to be able to interpret political information correctly, to discuss political issues with peers and adults, to monitor the news and to feel confident about their ability to speak in public. Additionally, students who have experienced interactive civic education show a better ability to clearly express their opinions, have better collaborative group skills and have a better ability to work in culturally diverse teams.”

(<https://www.districtadministration.com/article/why-teaching-civic-engagement-essential>)

Financial, economic, business literacy: TLJAMS plans to embed JA programing into our financial, economic, and business literacy. The program descriptions are noted below.

[JA Economics for Success®](#) (Grades 6-8) *JA Economics for Success* gives students the information needed to build strong personal finances, a cornerstone to a happy, secure life. Students learn the importance of exploring career options based on their skills, interests, and values. They also learn about spending money within a budget; saving and investing wisely; and using credit cautiously.

[JA Global Marketplace® Blended Model](#) (Grades 6-8) *JA Global Marketplace Blended Model* introduces students to the global marketplace and the ways in which countries buy and sell from each other. Through completion of this program, students will gain an understanding of producers and consumers in the interconnected global market.

[JA It's My Business!®](#) (Grades 6-8) *JA It's My Business!* encourages students to use critical thinking to learn entrepreneurial skills. Those skills include knowing customers' wants and needs, launching effective marketing, and creating detailed business plans. By examining the characteristics of successful entrepreneurs, students learn that a belief in one's self can make positive things happen in life.

[JA It's My Future®](#) (Grades 6-8) *JA It's My Future* provides practical information about preparing for the working world. Students learn about career clusters, high-growth jobs, career planning, and creating a personal brand. And, through a scavenger hunt, they are introduced to the basic aspects of job hunting.

(All JA programs are designed to support the skills and competencies identified by the Partnership for 21st Century Skills. These programs also augment school-based, work-based, and connecting activities for communities with school-to-work initiatives.)

Health literacy: The TLJA health literacy focus will center on these best practices.

1. To develop in all students a level of personal fitness commensurate with individual capabilities.
2. To provide educational opportunities to participate in physically active programs which will enhance positive attitudes toward personal involvement in a continued physically active lifestyle.
3. To provide students with the opportunity to develop positive self concepts.
4. To provide a varied activity program which will stimulate an interest and desire to participate in lifelong physical activity.

- To improve both the cognitive and affective level of understanding of health concepts relating to changes in body status resulting from physically active lifestyles. (<http://pe.dadeschools.net/program.asp>)

Entrepreneurial spirit: Entrepreneurship taps into a child’s creativity and teaches important and practical skills. “Kids learn customer service, finances, marketing and other practical skills,” Sessoms said. “More importantly, they learn life skills they can carry with them as they grow, such as [generating ideas] and problem solving, inspiration, interaction and collaboration, innovation and creativity, and initiative.”

Environmental literacy: The need for TLJA environmental literacy instruction is supported by empirical research as noted in this research abstract.

Building environmental literacy (EL) in children and adolescents is critical to meeting current and emerging environmental challenges worldwide. Although environmental education (EE) efforts have begun to address this need, empirical research holistically evaluating drivers of EL is critical. This study begins to fill this gap with an examination of school-wide EE programs among middle schools in North Carolina, including the use of published EE curricula and time outdoors while controlling for teacher education level and experience, student attributes (age, gender, and ethnicity), and school attributes (socio-economic status, student-teacher ratio, and locale). Middle school represents a pivotal time for influencing EL, as improvement was slower among older students. Differences in EL levels based on gender suggest boys and girls may possess complementary skills sets when approaching environmental issues. Our findings suggest ethnicity related disparities in EL levels may be mitigated by time spent in nature, especially among black and Hispanic students.

(<http://journals.plos.org/plosone/article?id=10.1371/journal.pone.0059519>)

Pre-turn around and Replicating Positive Change	
Table 2.1.3	
Pre-turn Around	Replicating Positive Change
No structure in place for retaining highly qualified teachers	Structures in place to hire and retain highly qualified teachers
No structure in place for formative assessment	Formative assessment is consistent and drives instruction
No structure in place for consistency in curriculum/ instruction	Constant curriculum/ instruction supported by ongoing professional development
No structure in place for student interventions	Student interventions are supported in SPED, ELL, and general education classrooms through the RTI process
No structure in place for consistent grading system	Grading system is utilized and grade expectations are based on quality learning experiences grounded in rigor

- As **Attachment 11**, provide a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with Indiana’s Academic Standards and the Common Core. The scope and sequence should clearly reflect how the school’s curriculum is integrated across subjects and grade levels served, and how it will result in proficiency. **NOTE: Limit attachment to thirty (30) pages.**

In Attachment 11, we have enclosed the pacing guides for 6th grade EnVision Math. We will use the curriculum for EnVision for our middle school.

We have enclosed pacing guides from our Reading Wonders 5th grade curriculum, first semester. We are reviewing their 6th-8th grade curriculum and will most likely adopt that series for our 6th-8th grade program.

5. *For Blended Learning Operators only:* As described in IC § 20-24-7-13, Indiana statute defines a virtual charter school in the following manner: a virtual charter school “means any charter school, including a conversion charter school, that provides for the delivery of more than fifty percent (50%) of instruction to students through: (1) virtual distance learning; (2) online technologies; or (3) computer based instruction.” Describe the number of hours per day that instruction at your proposed school will be delivered through virtual distance learning, online technologies, and/or computer based instruction. Does your proposed education model meet the definition of a virtual charter school as defined under Indiana law? If yes, please ensure your budget assumptions reflect Indiana’s funding formula for virtual charter schools (i.e., 87.5% ADM funding, no access to start-up grant).

Not Applicable

Pupil Performance Standards

State the proposed school model’s pupil performance standards, consistent with Indiana’s Academic Standards and the Common Core. In particular:

1. Provide, in **Attachment 12**, the school’s exit standards for graduating students *for each division of the school* as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do. **NOTE: Limit attachment to fifteen (15) pages.**

ISTEP+: Grade 8 English/Language Arts Blueprint Beginning Spring 2016

There are eight strands for English/Language Arts divided into four categories. Speaking and Listening is assessed in the classroom.

Strands Assessed	Description	Percent Range*
Reading: Literature and Vocabulary	Questions are based on a range of grade-level literature and may include analyzing and making inferences about literary elements and themes while citing explicit and inferential textual support, summarizing text to support analysis, using knowledge of literary structure and point of view to provide analysis of literature, comparing and contrasting structures of literary texts, analyzing how literature draws on and transforms earlier texts, determining and clarifying the meanings of words and understanding their relationships, and determining or clarifying the literal and nonliteral meanings of words and phrases and their uses in literature.	30-40%
Reading: Nonfiction, Vocabulary and Media Literacy	Questions are based on a range of grade-level nonfiction and may include analyzing how central ideas are conveyed over the course of a text; analyzing the interaction key individuals, events, or ideas and supporting analysis with explicit and inferential textual support; summarizing the text; using knowledge and providing analysis of text features, structures, and author’s perspective; delineating and evaluating argument and claims; analyzing multiple presentations of information; interpreting and analyzing persuasive and propaganda techniques in media; determining and clarifying the meanings of words and understanding their relationships; and determining or clarifying the literal and nonliteral meanings of words and phrases and their uses in nonfiction texts.	30-40%
Writing: Genres, Writing Process, Research Process	Questions may include argument, informative, or narrative writing in response to literature and nonfiction texts; rewriting; editing to produce and strengthen writing that is clear and coherent; locating information in sources; and assessing the credibility of sources.	10-20%

Writing: Conventions of Standard English	Questions may include using and/or identifying grade-level appropriate Standard English conventions (e.g., usage of parts of speech, capitalization, punctuation, and spelling).	10-20%
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* This range represents the approximate emphasis for each reporting category on the assessment.

ISTEP+: Grade 8 Mathematics 2015-16 Blueprint

The grade 8 mathematics assessment is divided into five categories for reporting student achievement. Age-appropriate concepts are assessed within each category.

Reporting Category	Description	Percent Range*
Number Sense and Computation	Questions may include solving problems involving rational and irrational numbers, solving problems involving properties of exponents, solving problems involving square roots, solving multi-step real-world problems involving rational numbers, and solving problems involving scientific notation.	12-22%
Algebra & Functions	Questions may include solving multi-step linear equations fluently, representing real-world problems using linear equations and solving such problems, sketching and analyzing graphs that represent a relationship between two quantities, comparing properties of two linear functions, and graphing a pair of linear equations to approximate the solution.	22-32%
Geometry & Measurement	Questions may include describing attributes of three-dimensional objects, solving problems involving transformations, solving problems involving the Pythagorean Theorem, and solving problems involving volume of cones, spheres, and pyramids, and surface area of spheres.	20-30%
Data Analysis, Statistics, & Probability	Questions may include solving problems involving scatter plots, solving problems involving probability of compound events, and using the multiplication counting principle to solve problems.	12-22%
Mathematical Process	Questions may include making sense of problems and persevering in solving them, reasoning abstractly and quantitatively, constructing viable arguments and critiquing the reasoning of others, modeling, using appropriate tools strategically, attending to precision, and making use of structure.	9-19%

* This range represents the approximate emphasis for each reporting category on the assessment.

The STAR assessment with its data indicators provides a framework for the levels of reading for our students as well as the core math concepts that need to be addressed. (See Attachment 12)

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

Parents are provided with a calendar at registration that outlines important dates such as Parent-Teacher Conferences, family events, assessment dates, etc. Parents are also given the policies for communicating academic concerns throughout the school year. Teachers also lead individual data conversations with their students so students can understand where they are at and where they need to improve.

Student promotion will be based in data (both formative and summative), teacher input, parent input, and RTI processes. Promotion criteria will be communicated through newsletter, and parent/teacher conferences fall and

spring. Additionally, individual meetings between school leadership and parents are held if significant concerns for promotion arise. Promotion criteria will also be included in enrollment application and parent handbook.

High School Graduation Requirements (*High Schools Only*)

High schools approved by Education One will be expected to meet Indiana Graduation Requirements, described in IC § 20-32-4 and explained on the Indiana Department of Education's website: <http://www.doe.in.gov/achievement/curriculum/indianas-diploma-requirements>.

1. Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Indiana, explain any additional requirements.
2. Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce).
3. Explain what systems and structures the school will implement for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements.

School Calendar and Schedule

1. Provide, in **Attachment 13**, the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies. **NOTE: Limit attachment to ten (10) pages.**

School Culture

1. Describe the culture of the proposed school and how this culture will promote a positive academic environment and reinforce student intellectual and social development.

Timothy L. Johnson will provide a culture of support and development. Relationships are crucial to the success of each student. Hard work, effort and perseverance are encouraged and modeled. Everyone that will be a part of our Timothy L. Johnson Academy Middle School Team will have the moral belief that all students can learn and will differentiate their instruction and interaction with that scholar to insure academic and social growth. All staff members will own the success of each scholar and do what it takes to encourage success. Mentor and tutoring programs will be available to all students. There will be monthly family events that will foster an involvement of all family members in the school setting. This will create a positive view of school in the home environment. Students will bring that positive approach to the school setting.

2. Explain how you will implement this culture for students, teachers, administrators, and parents starting from the first day of school.

MISSION OF THE SCHOOL

The mission of Timothy L Johnson Academy Middle School is to empower our scholars to thrive in the 21st century through real world learning experiences. The intersection among global awareness, community engagement, economic literacy, entrepreneurial spirit, and environmental sustainability guides our learning and leads to our

future success.

PHILOSOPHY

We believe that each scholar can learn and achieve personal success through learning opportunities, which are appropriate to his/her ability level and his/her future plans. We recognize the need to educate the total child so each scholar has the opportunity to achieve his/her maximum potential.

We understand that scholars use middle school as a stepping-stone to their future. We must meet the needs of all scholars to prepare them for higher education, entry into the workforce, or pursuit of a trade or vocation. Our curriculum has a course of study to meet these needs.

Our teaching faculty is foundational to the success of our scholars. A quality educational program begins with a rigorous curriculum and requires an active partnership among the school, parents, and community. We believe that parental involvement in the child's education is essential.

OBJECTIVES

In applying our Mission Statement and Philosophy, our action and interaction with all stakeholders in the Timothy L Johnson Academy Middle School community is as follows:

Toward Scholars:

1. Diversified school programs will be offered to: a. Prepare a scholar to go on to higher education, b. Prepare a scholar for employment after high school graduation, c. Prepare a scholar to pursue a specific trade by attending a specialized school after high school graduation.
2. Quality career guidance programs will be offered to all students.
3. Opportunities will be offered for students to equip themselves with a sense of responsibility for their behavior and activities.
4. Exit objectives will be communicated to students for each class.
5. High academic standards will be maintained. Successful performance will be recognized and all scholars will be supported in their learning.
6. Opportunities will be provided for students to develop 21st century skills, such as teamwork, critical thinking and reliability.
7. Free public education will be available to all youth of our community regardless of family background, socioeconomic status, race, or gender.

Toward Faculty:

1. With a curriculum designed to fulfill our mission, faculty members will stress decision-making and critical thinking skills.
2. Faculty members will help develop a child's healthy self-concept focusing on the ability of the scholar to accept

responsibility for actions, effective communication with others, and collaboration with colleagues.

3. Communication with and among faculty will be open, meaningful, and timely. Networking opportunities will be embedded in the learning of the day and faculty will share decision-making within the school community.
4. Faculty will engage in professional development supporting our belief in life-long learning.

Toward Parents:

1. Our school welcomes parents in the building, classrooms, and activities.
2. Parents can expect honest answers to questions regarding their child's academic progress or behavior.
3. Parents are informed as to exit objectives for each class and grade level .
4. Parents are provided opportunities to meet with faculty and leaders to discuss their scholars' progress.
5. Parents are encouraged to be involved in our school community.
6. Parents are invited to participate in all scheduling guidance and career guidance provided to their children.
7. Parents are provided information about school events and programs.
8. Parents can expect to be informed of significant change s in their child's academic , social performance , or behavior.
9. Parents are informed and supported in the treatment process in cases of suspected substance abuse.
10. Parental involvement in the child's education is a high priority.

Toward Community:

1. The community is informed about Timothy L Johnson Academy Middle School activities and the accomplishments of scholars and faculty.
2. Collaboration between our school and the community is a valuable resource enjoyed by our scholars.
3. The Timothy L Johnson Academy Middles School facilities are available to members of the community whenever possible.

We will implement this positive culture through our weekly and monthly professional development. The continued support will be in and outside of the classroom for all students as well as our staff. A model classroom will provide that central point for collaboration between staff, data driven decision making, as well as teacher driven decisions. Teachers will feel validated in their instruction and students will reap the benefits of that positive energy. This will foster a positive school culture.

3. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.

The day would start with positive student/teacher interaction, as well as positive interaction amongst other staff members and peers. The student reports to their grade level to receive their instructional level instruction. Outside of the classroom supports are offered such as gym, media center and computer lab. There are also tiered supports such as ELL, Special Education, and Tier 2 grouping.

TLJAMS will implement a modified 4X4 Block Schedule. An example is noted below.

The 4x4 Block	The school day is divided into four blocks, with classes lasting anywhere from 85 to 100 minutes with additional time for lunch and transitions. Students complete in one semester what would have taken them a full year in traditional schedules.
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Middle School Schedule (example)

Monday-Wednesday-Friday

85 Min	CORE 1
85 Min	CORE 2
85 Min (1/2)	CORE 3
40 Min	Lunch
85 Min (1/2)	CORE 3
85 Min	CORE 4

Tuesday- Thursday

60 Min	CORE 1
60 Min	CORE 2
60 Min	Related Arts/ Elective
40 Min	Lunch
60 Min	CORE 3
60 Min	CORE 4
40 Min	Homeroom: Leadership Intervention/Extension Study

- Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

A typical day for a teacher starts with a morning PD focusing on the specific needs of that grade level. The school leader and/or the instructional coach lead this. Team planning and data analysis are crucial in these conversations. Teachers then go to meet their students and start the day on a positive note. Instruction is provided to students at differentiated levels.

(See Daily Schedule above)

Supplemental Programming

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

Historically, summer school has been support for our students struggling with passing IREAD. We would like to expand to a summer reading program, offered to all students the first 3 weeks of summer. It would last 3 hours a day. Students would leave after lunch provided by the Parks Dept. Transportation would be provided.

We envision a program that provides academic remediation and enrichment, visual and performing arts/ athletic opportunities, and civic engagement/ resource sustainability centered on Project Based Learning (PBL) and volunteer opportunities. This summer experience will offer our students authentic ways to explore their connections to community and the world.

Funding sources include: budgeted teacher stipends, and possible community partnerships with Fort Wayne Parks and Recreation, Fort Wayne Dance Collaborative, Art Link, Fort Wayne Youth Theater, Fort Wayne Children's Choir, Fort Wayne municipal government, and energy and waste facilities.

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

Boy's and Girl's Club will be offered every school night from 3-7 p.m. A meal is served. Academic support is given as well as engaging activities. Additionally, we hope to establish intermural sports/academic teams, and a middle school show choir. Possible funding sources include: budgeted teacher/coaching stipends, community support, and boosters/fundraising.

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

Our case manager as well as a partnership with Meridian Health will provide foundational support as we open the school. Additionally, we plan to add a school counselor and possibly a home school coordinator. We believe these additions will provide a complete service plan and holistic support addressing our middle school students' mental, emotional, and social development and health.

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

We plan to provide opportunities for career exploration, civic understanding, and resource sustainability. These opportunities align with the Timothy L Johnson Academy Middle School focus and core beliefs, and support 21st Century learning.

Special Populations and At-Risk Students

IMPORTANT NOTE: Pursuant to federal and state laws, charter schools are responsible for meeting the needs of all students enrolled at the school, including those identified with special needs. School personnel shall participate in developing Individualized Education Programs (IEPs), identify and refer students for assessment of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate.

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

The supports provided will be but not limited to the special education process, ELL process, differentiated tiered support, supports for gifted students, and the RTI process for academically at risk students.

2. Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment possible. Specify the programs, strategies and supports you will provide for students with mild, moderate, and severe disabilities, including:
 - a. How the school will identify students with special education needs.

We will have a RTI process where teachers can bring concerns about their student to a team of teachers. Information is reviewed and next steps are outlined. The SPED testing process is not the first option. All intervention options are discussed.

The RTI process will begin when a teacher identifies an academic/behavioral concern for a student. They will meet with the Instructional Coach to receive an observation packet to complete. Once the packet is completed, the teacher will share very specific observations as well as student data at a weekly RTI meeting. A team will consist of the Instructional Coach (RTI leader), the school leader, Resource teacher, ELL teacher, Lead teacher, Reading Interventionist, and presenting teacher. Information will be presented, data reviewed, and suggestions will be given to the teacher for Tier 2 or 3 supports. The team will review weekly the status of the student. Interventions will be adjusted as needed. Parents may be invited to the RTI meeting as warranted.

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

SPED students are offered the opportunity of both push-in/pull-out support. This is discussed and decided in the case conference.

ELL students will be provided services daily in an ELL classroom as well as an ELL assistant pushing in to the classroom for support on a daily basis.

Gifted students will be offered the opportunity to participate in Project Based Learning.

Tier 2 and Tier 3 students will receive 20 minute individualized support from the Reading Interventionist on a daily basis. Classroom Instructional Assistants will provide small group support in the classroom for this group of students.

All students will be provided with differentiated instruction to meet their individual needs in the classroom setting.

- c. How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the attainment of each student's goals set forth in the Individualized Education Program (IEP).

Case conferences will be held annually and as needed to adjust for academic/behavioral needs of the student. In these meetings, IEP's will be reviewed; STAR data will be discussed as well as progress monitoring scores. If applicable, the school's plan for promoting graduation for students with special education needs.

- d. How the school will provide qualified staffing for students with special education needs.

Staffing plans and licensure requirements necessary for a SPED staff member are strictly adhered to and required.

- e. Provide examples from your existing network of schools of how you have adjusted the course scope and sequence, daily schedule, staffing plans, and/or support resources to meet the diverse needs of students at your existing schools.

Students come to us with diverse needs. We are constantly adjusting what we are doing to insure that every moment of the instructional day and every staff member is doing all that is required to meet those needs. We may use an instructional assistant as a one on one support when needed. We will design intervention groupings to meet the specific needs of all students.

- 3. Explain how the school will meet the needs of English Language Learner (ELL) students, including:

- a. How the school will identify ELL students.

Based on the Home Language Survey as well as test results from WIDA testing, students will receive services based on their leveled score. Additionally, the ELL teacher will conduct screenings for students that will come to TLJAMS without verifiable language scores and data. Classroom observation and collaboration between the classroom teacher and the ELL teacher will provide for multiple assessment measures.

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

Services are provided as a push-in or pull-out support. All instruction is driven by data. We are constantly re-evaluating our curriculum to insure it is the most up to date and standards based. Also, ELL students will access core instruction and curriculum within their push-in and pull-out service times. Small group interventions in the ELL classroom will adhere to our expectations for rigor and differentiated instruction. Adopted curriculum will be utilized and accessed through the ELL lens, and appropriate ELL support resources connected to grade level curriculum adoption will be used for a seamless continuum.

- c. How the school will assess and monitor the progress and success of ELL students, including exiting students from ELL services.

ILP meetings will be held to create the plan for each ELL student. The ILP committee will review WIDA scores and formative STAR data, and exit decisions will be centered on the outcome of the ILP conference after reviewing all student data.

- d. How the school will provide qualified staffing for ELL students.

Licensure Requirements are followed as well as a partnership we have with the Burmese community. We have applicants that would like to join our staff that speaks the Burmese language. This partnership not only provides interpreters but connections in the Burmese community that provide basic need supports for our families.

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

The STAR Benchmark Assessments and Progress Monitoring Instructional Tools will be reviewed to plan differentiated instruction for reading and math block guided groups and Tier II and III interventions. Classroom aides/assistants will be utilized to provide additional instructional support in a small group setting. Moreover, all students performing below grade level will be referred for the RTI process and all necessary interventions will be provided and progress reviewed.

5. Explain how the school will identify and meet the needs of intellectually gifted students, including:
 - a. The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

Just as we provide support for our Tier 2 and 3 students, we also need to provide similar support to our gifted and talented students. We follow similar steps. We analyze the data, and then make decisions on next steps and differentiated instruction based on that data. Project based learning is being reviewed as an option to further extend learning.

An interest inventory will be completed by the student, and an indicator measures inventory will be completed by the classroom teacher, ELL teacher, and parent to gather additional data for identification and creating a service plan to meet the needs of the student. We plan for a fully inclusive service model where intellectually gifted students receive appropriately rigorous instruction while collaborating with socially appropriate peer groupings.

We would also like for students to complete a capstone project (PBL) that will be presented in a formal setting to a varied audience of professionals.

- b. How the school will provide qualified staffing for intellectually gifted students.

As we are recruiting staff, those certified in Gifted and Talented are pursued. The school leader is certified in this area as well.
 - c. How the school will assess and monitor the progress and success of intellectually gifted students.

STAR Assessment will be our primary tool. This tool is comprehensive and provides benchmarking as well as progress monitoring. We will benchmark beginning, middle and end of year, and progress monitor approximately every six weeks. Additionally, teachers, parent, and student will confer at both a fall and spring parent/teacher/ student conference.

Student Recruitment and Enrollment

1. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school.

We will do a pre-enrollment in April for all current students. We will also do an enrollment campaign in June and registration in July. The Burmese partnership will share the message with their community, and we will identify other community events where we could recruit. We also plan to utilize public service media and a newly updated website.

2. Provide, as **Attachment 14**, the school's Enrollment Policy, which should include the following:

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

NOTE: Limit attachment to ten (10) pages.

Student Discipline

1. Describe the philosophy of student discipline that supports your school model, including procedures to ensure the integrity and authenticity of student work product and assessment scores.

The process for dealing with student discipline in the classroom is to redirect and get students refocused as quickly as possible. This involves parent partnerships, positive reinforcement, reward system, use of case manager, and communication with the family through the school planner.

Student Discipline

We are partners on the same team. All of us; administration, staff, parents and scholars work together to build a positive learning climate in or school! Parents, Teachers and Administration work as one guiding scholars to be respectful, safe, prepared and at school to learn. The goal of Positive Behavior In School (PBIS) is to teach students to problem solve and learn to be responsible leaders. Parent conferences are required when students violate the “Creed” and/or building expectations.

Consequences for not adhering to the Creed and and/or building expectations will be administered according to the severity of the violation. There are six (6) violations at Timothy L. Johnson Academy that require immediate disciplinary action. (1) Fighting: students involved in a physical confrontation with another person while attending school or a sponsored activity may be suspended or expelled from school depending on the severity of the confrontation, (2) Weapons: any weapon violation will result in expulsion from school, (3) Sexual Misconduct, (4) Bullying, (5) Arson and (6)Harassment. Parents may petition the Board for an appeal.

Discipline Steps

All students must abide by the rules and regulations of the Timothy L. Johnson Academy Creed. Teachers will handle difficult situations with students by involving parents and administration in the development of effective discipline methods. Teachers shall have the authority to recommend detentions and suspensions after consulting with administrative staff. Students may receive 1 to 3 days in-school or out-of-school suspension or have activities/privileges taken away at the discretion of the teacher.

Violations of the Creed and Building Rules will facilitate the following:

- First Offense—Verbal Warning
- Second Offense—Phone Call Home
- Third Offense—Parent Conference with School Leader
- Fourth Offense—Suspension/Expulsion

Due Process-All students will be disciplined in a fair and reasonable manner. Each student will be given an opportunity to inform all parties about their involvement in the situation.

2. Provide as **Attachment 15** the school’s discipline policy, which should include a summary of the following:
 - a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior
 - b. A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively
 - c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings
 - d. A description of the appeal process that the school will employ for students facing expulsion.
 - e. How parents will be informed of the school’s discipline policy.

NOTE: Limit attachment to ten (10) pages.

Parents & Community

1. What other school options exist in the targeted location for your proposed school(s)? In list or table format, please describe all other schools – traditional public, charter and/or private – in the immediate vicinity with the same or similar grade level configuration. In the list or table, please include the following information for each school: the most recent enrollment figures by grade level, and the school’s most recent A-F Model (Public Law 221) letter grade as reported by the Indiana Department of Education (“IDOE”). Letter grades can be found on the IDOE website: <http://www.doe.in.gov/improvement/accountability/f-accountability>.

Middle School Data Analysis

The following analysis is of schools serving students in grades 6-8 in the districts of both Fort Wayne Community Schools (FWCS) and East Allen County Schools (EACS). The purpose of the analysis is to identify the types of educational opportunities Timothy L. Johnson Academy (TLJA) students will encounter when they leave TLJA after sixth grade.

Distance

Schools analyzed were found within a 15-mile driving radius of TLJA, knowing that students are bused into TLJA from various parts of Allen County. However, a distinction was also made between schools 0-5 miles and 5-15 miles from TLJA.

- | | |
|--|------------|
| 1. Paul Harding Jr. High School (EACS) | 2.9 miles |
| 2. Prince Chapman Academy (EACS) | 3.0 miles |
| 3. Miami Middle School (FWCS) | 3.2 miles |
| 4. Memorial Park Middle School (FWCS) | 4.3 miles |
| 5. Kekionga Middle School (FWCS) | 4.8 miles |
| 6. Lakeside Middle School (FWCS) | 5.2 miles |
| 7. Portage Middle School (FWCS) | 7.0 miles |
| 8. Lane Middle School (FWCS) | 8.2 miles |
| 9. Blackhawk Middle School (FWCS) | 9.2 miles |
| 10. Northwood Middle School (FWCS) | 9.2 miles |
| 11. Heritage Junior/Senior High (EACS) | 9.9 miles |
| 12. New Haven Middle School (EACS) | 10.0 miles |
| 13. Shawnee Middle School (FWCS) | 10.8 miles |
| 14. Jefferson Middle School (FWCS) | 14.9 miles |

Historical School Accountability Grades

Due to the transition to the more rigorous Indiana College and Career Ready Standards and a new, more rigorous assessment aligned to these standards, the Indiana General Assembly passed Senate Enrolled Act 200 to hold schools and corporations harmless for the results of the more rigorous assessment. This Hold Harmless approach for Statewide Accountability allowed schools and corporations to receive the better of either the 2013-14 grade or the 2014-15 grade.

- Timothy L. Johnson Academy's letter grade improved from an F to a D in 2015-16, while all other analyzed middle schools' grades stayed the same due to Senate Enrolled Act 200.
- 50% of analyzed middle schools saw a drop in letter grades from Spring ISTEP+ 2015 to Spring ISTEP+ 2017.
- Spring ISTEP+ 2015: 71% of analyzed middle schools received an accountability grade of A, B, or C.
Spring ISTEP+ 2016: 57% of analyzed middle schools received an accountability grade of A, B, or C.
Spring ISTEP+ 2017: 36% of analyzed middle schools received an accountability grade of A, B, or C.
- Heritage Junior/Senior High's accountability grade includes high school multiple measures, which accounts for 47.3% of the assigned grade of a 'B' for Spring 2017. Looking at 6-8 only, the assigned grade would be a 'C.'

	Spring 2015*	Spring 2016	Spring 2017
Timothy L. Johnson Academy	D	D	D
5-Mile Driving Radius			
Paul Harding Jr. High School (EACS)	B	D	F
Prince Chapman Academy (EACS)	B	C	D
Miami Middle School (FWCS)	D	D	C
Memorial Park Middle School (FWCS)	C	C	C
Kekionga Middle School (FWCS)	D	F	F
Lakeside Middle School (FWCS)	B	C	D
10-Mile Driving Radius			
Portage Middle School (FWCS)	D	D	D
Lane Middle School (FWCS)	A	C	D
Blackhawk Middle School (FWCS)	B	B	B
Northwood Middle School (FWCS)	A	C	C
Heritage Junior/Senior High (EACS)	B	B	B
New Haven Middle School (EACS)	C	C	D
15-Mile Driving Radius			
Shawnee Middle School (FWCS)	C	D	C
Jefferson Middle School (FWCS)	B	C	B

ISTEP+ Performance Comparison Spring 2016-2017

The following table and graphs show the comparison of and change in passing percentages for ISTEP+ in both ELA and math from Spring 2016 to Spring 2017.

- In most areas, TLJA's passing percentage in ELA and math is more than 10% away from the analyzed middle schools.
- TLJA is the only school that saw more than a 5% increase in passing percentages in both ELA and math, with a change of 6.3% and 6.2% respectively.
- 57% of analyzed schools saw a decrease in passing percentages in both ELA and math. An additional 29% of schools saw a decrease in passing percentage in either ELA or math.
- The average rate of change in passing percentages for the analyzed middle schools in ELA was -1.4%.
- The average rate of change in passing percentages for the analyzed middle schools in math was -6.2%.

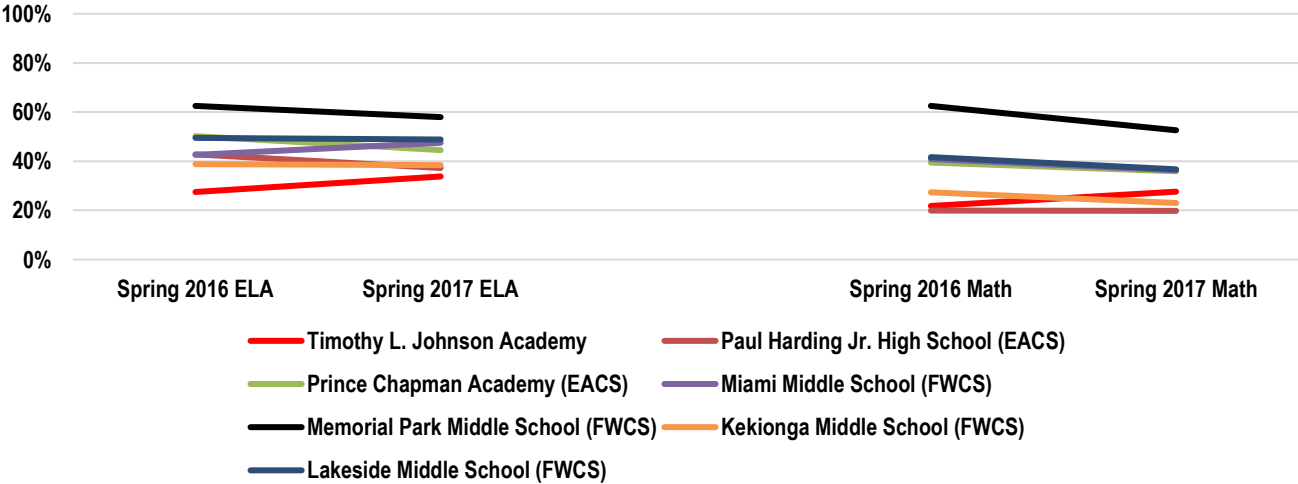
	Spring 2016 ELA	Spring 2017 ELA	Spring 2016 Math	Spring 2017 Math
Timothy L. Johnson Academy	27.5%	33.8%	21.8%	27.6%
5-Mile Driving Radius				
Paul Harding Jr. High School (EACS)	42.8%	37.3%	19.9%	19.8%
Prince Chapman Academy (EACS)	50.2%	44.5%	39.4%	35.9%
Miami Middle School (FWCS)	42.6%	47.5%	40.9%	36.3%
Memorial Park Middle School (FWCS)	62.5%	58.0%	62.5%	52.6%
Kekionga Middle School (FWCS)	38.8%	38.4%	27.3%	23.0%
Lakeside Middle School (FWCS)	49.5%	48.8%	41.7%	36.7%
10-Mile Driving Radius				
Portage Middle School (FWCS)	47.5%	41.5%	43.1%	37.3%
Lane Middle School (FWCS)	56.8%	56.6%	41.6%	35.2%
Blackhawk Middle School (FWCS)	64.8%	65.9%	62.5%	60.2%
Northwood Middle School (FWCS)	57.3%	61.6%	48.6%	37.4%
Heritage Junior/Senior High (EACS)	65.6%	51.9%	63.3%	52.6%
New Haven Middle School (EACS)	63.6%	58.6%	47.6%	14.3%
15-Mile Driving Radius				
Shawnee Middle School (FWCS)	52.4%	57.0%	40.0%	44.6%
Jefferson Middle School (FWCS)	62.8%	65.6%	48.4%	50.1%

*TLJA had a higher passing proficiency.

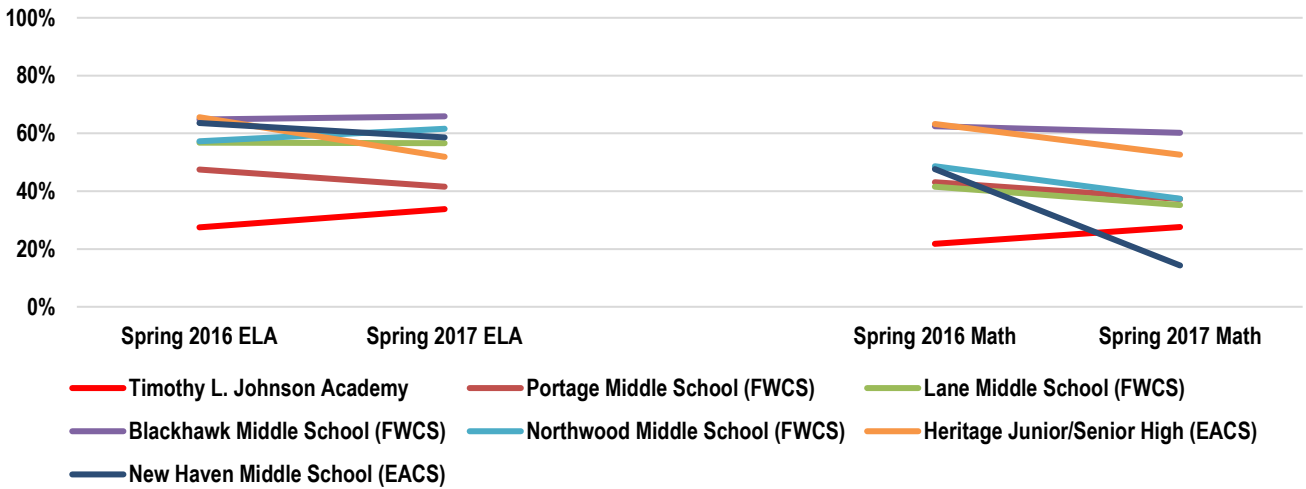
**TLJA was within 0-5% of the school's passing proficiency.

***TLJA was within 5-10% of the school's passing proficiency.

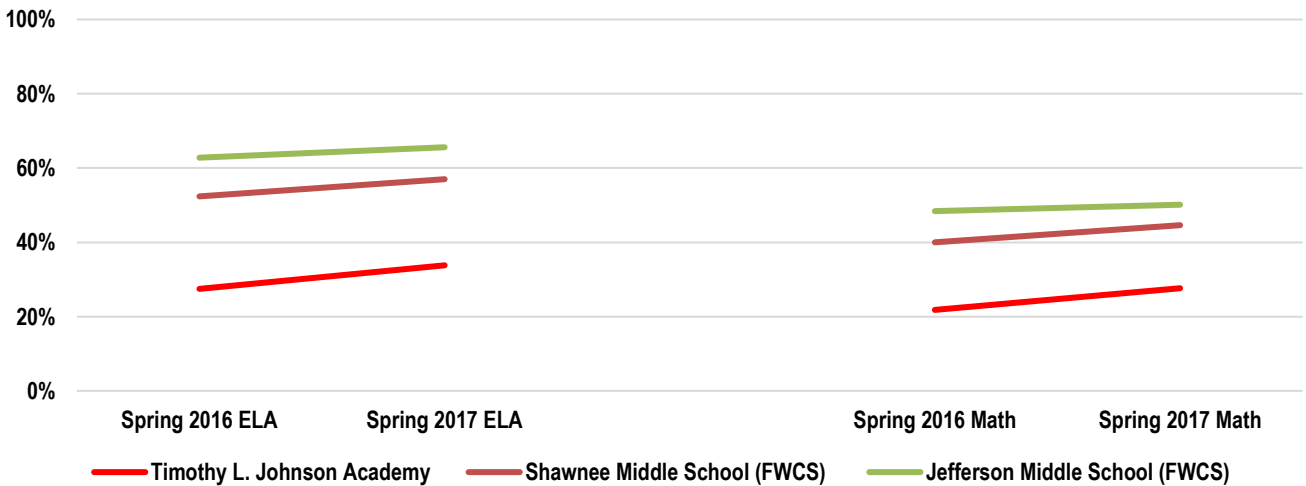
5-Mile Radius of TLJA Change in ISTEP+ Proficiency Spring 2016-2017



10-Mile Radius of TLJA Change in ISTEP+ Proficiency Spring 2016-2017



15-Mile Radius of TLJA Change in ISTEP+ Proficiency Spring 2016-2017



ISTEP+ Performance Comparison Spring 2016-2017

The following table and graphs show the comparison of and change in growth points received on ISTEP+ in both ELA and math from Spring 2016 to Spring 2017.

- TLJA did see a decrease in growth points received in both ELA and math, by 7.3 points and 10.6 respectively.
- In most areas, TLJA received more growth points than the other middle schools analyzed.
- 36% of analyzed schools saw a decrease in growth points in both ELA and math. An additional 36% of schools saw a decrease in passing percentage in either ELA or math.
- The average rate of change in growth points for the analyzed middle schools in ELA was 0.3 points.

- The average rate of change in growth points for the analyzed middle schools in math was -2.8 points.

	Spring 2016 ELA	Spring 2017 ELA	Spring 2016 Math	Spring 2017 Math
Timothy L. Johnson Academy	110.8 points	103.5 points	96.7 points	86.1 points
5-Mile Driving Radius				
Paul Harding Jr. High School (EACS)	107.5 points	83.5 points	79.8 points	82.9 points
Prince Chapman Academy (EACS)	123.2 points	93 points	98.9 points	89.2 points
Miami Middle School (FWCS)	86.5 points	96.1 points	93.1 points	103.1 points
Memorial Park Middle School (FWCS)	84 points	84.5 points	98.9 points	103.1 points
Kekionga Middle School (FWCS)	65.6 points	78.8 points	72.9 points	72.4 points
Lakeside Middle School (FWCS)	87.3 points	98.8 points	106.8 points	94.1 points
10-Mile Driving Radius				
Portage Middle School (FWCS)	83 points	75.8 points	98 points	96.3 points
Lane Middle School (FWCS)	101.3 points	94.3 points	90.7 points	85.2 points
Blackhawk Middle School (FWCS)	84.8 points	104.5 points	111.1 points	93.2 points
Northwood Middle School (FWCS)	100.3 points	96.5 points	109.8 points	84.2 points
Heritage Junior/Senior High (EACS)	93 points	92.9 points	125 points	107.5 points
New Haven Middle School (EACS)	102.4 points	87.9 points	81.4 points	98.7 points
15-Mile Driving Radius				
Shawnee Middle School (FWCS)	82.5 points	96.3 points	83.9 points	95.1 points
Jefferson Middle School (FWCS)	89.5 points	111.5 points	87.3 points	92.9 points

*TLJA had more growth points.

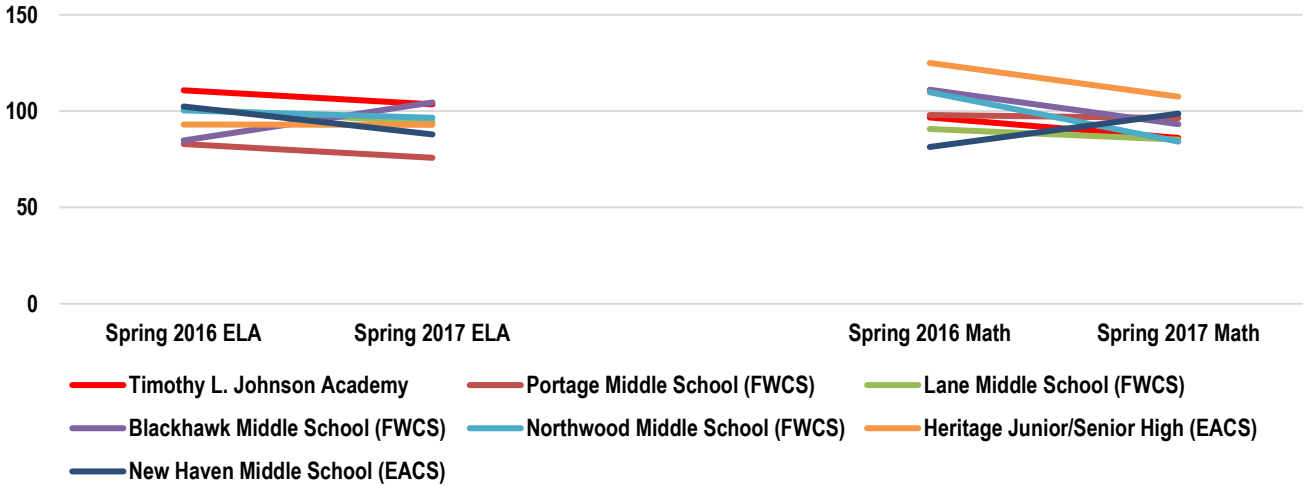
**TLJA was within 0-5 growth points.

***TLJA was within 5-10 growth points.

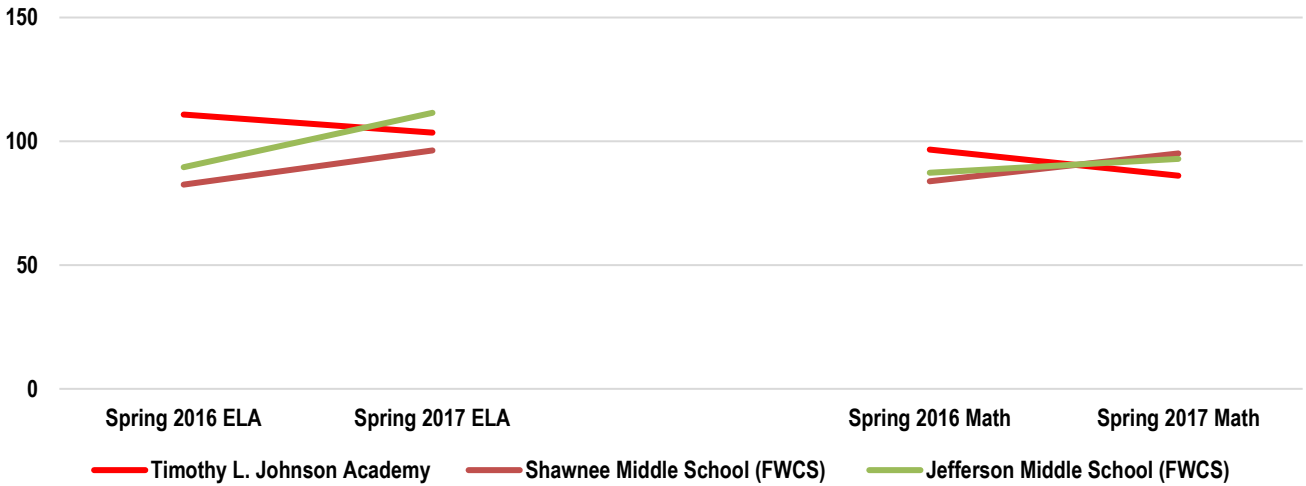
5-Mile Radius of TLJA Change in ISTEP+ Growth Points Spring 2016-2017



10-Mile Radius of TLJA Change in ISTEP+ Growth Points Spring 2016-2017



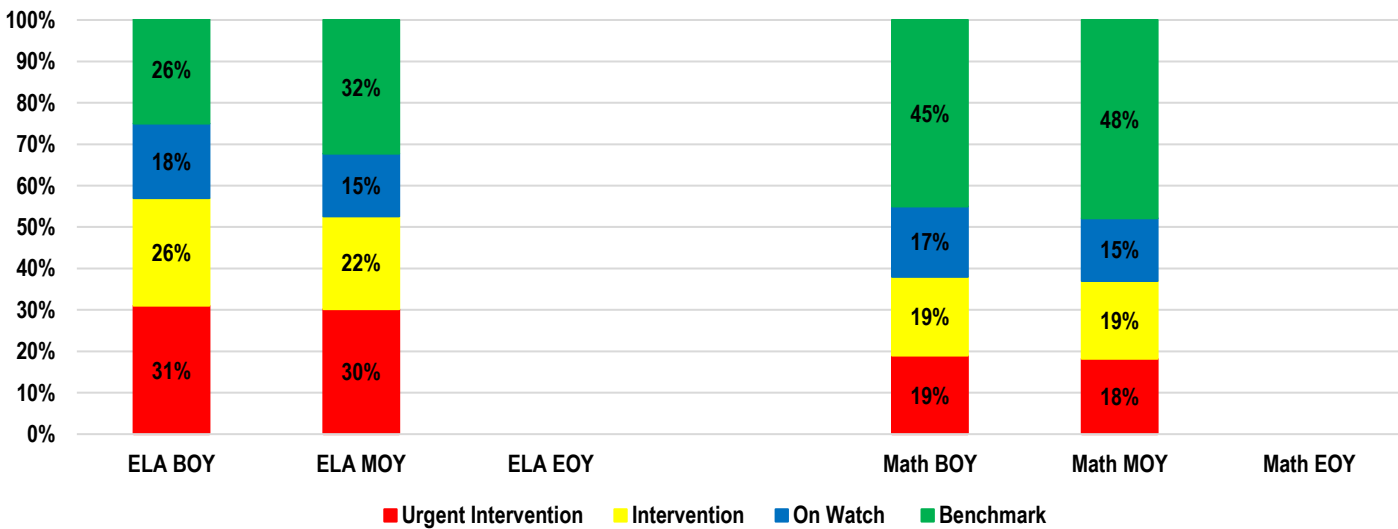
15-Mile Radius of TLJA Change in ISTEP+ Growth Points Spring 2016-2017



2017-18 STAR Data: Whole School

- TLJA is showing an increase in students on benchmark and a decrease in students in needing some type of intervention.
- TLJA is showing that they are making higher growth gains when compared to the normed population of students who take STAR nationwide.
 - Whole School Reading Learning Gain: 1.02
 - Whole School Math Learning Gain: 1.04

TLJA STAR Data: ELA and Math Grades 2nd-6th



2017-18 STAR Data: Whole School

- 6th grade is showing an increase of 19% in students considered benchmark from BOY to MOY testing in reading. While the number of students in Urgent Intervention decreased by 4%, the number of students overall needing some type of intervention increased by 1%.
 - 6th grade stayed relatively the same in terms of the number of students considered benchmark from BOY to MOY testing in Math. The number of students needing some type of intervention decreased by 4%. However, students falling in the urgent intervention category grew by 4%.
 - 6th grade is showing that they are making higher growth gains when compared to the normed population of students who take STAR nationwide.
 - Sixth Grade Reading Learning Gain: 1.02
 - Sixth Grade Math Learning Gain: 1.01
2. What will be unique or compelling about the proposed school(s)? How have you determined that the proposed school(s) will have sufficient demand from student and families to meet enrollment projections?

As our sixth grade students leave our elementary program at the end of that academic year, students and parents alike plead that we expand our program. Many of our students have been with us since Kindergarten, and relationships have been built. As the elementary program continues to expand, so has the interest for this Academy to increase the grade levels. Parents appreciate the supports they have received at the elementary school level that enhance the education foundation for their student. That includes the intervention programs, tutoring, mentoring, and after-school partnerships. These programs would continue at the middle school level.

We believe that our middle school will provide a safe and nurturing environment for both our Burmese scholars and families to better address the challenges unique to this population. Noted below are some of the things we will provide to strengthen the relationship and trust within this community.

3. Describe how you will engage parents in the life of the school, starting from the time that the school is approved. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities the school will seek or offer to parents.

We have a partnership in the Burmese community. They refer families to our school as well as provide translating services. In return, our families go to them for support for basic needs functions such as banking, insurance needs, etc. Our sixth grade families feeding into seventh grade will be our core seventh grade group. They will be the group that will stay with us through eighth grade. We will have monthly family nights and encourage each of our families to join the PTA. Our hope is to provide adult literacy programs to parents that would benefit from that support. They will in return feel comfortable in the school setting. So many of our families struggle being in the school setting due to their own feelings of inadequacies. That will enhance a positive school culture.

There are several important cultural attributes to note when considering how best to support our Burmese scholars and families. Those noted below will be key to our understanding of how best to build relationship among scholars, parents and staff. (The National Center on Cultural and Linguistic Responsiveness, <http://www.brycs.org/documents/upload/burmese-cultural-backgrounder.pdf>)

Cultural Need - Background:

Burma, a large country located in Southeast Asia, has been officially called Myanmar since 1989, but the name change is disputed by those who do not recognize the legitimacy of the ruling military government. A former British colony, the country has experienced a long- running civil war. In recent decades, due to government repression and persecution, tens of thousands of people, mainly ethnic minorities, have fled their homeland. Most of these refugees live in neighboring countries, such as Thailand, Malaysia, Bangladesh, and India. Since the late 1990's, and increasing in 2007, the United States has re settled about 100,000 refugees from Burma (U.S. Department of State, 2012).

TLJAMS Response:	
City and Municipal Government	We plan to organize a city and municipal government fair in the fall and spring where are Burmese families can gather resources and have questions and concerns addressed. (Interpreter provided)

Cultural Need - Culture and Religion:

While there are eight main ethnic groups within Burma, and over 130 sub-groups, the largest groups of refugees from Burma in the U.S. are Karen and Chin (Southeast Asia Resource Action Center, 2011). There are significant differences among these ethnic groups, including different languages, cultural practices, political histories, and religions. Refugees from Burma may be Buddhists, Christians, animists, or Muslims; they may be from rural or urban areas. While some speak Burmese, the Karen, Karenni, Chin, and other ethnic minorities speak languages specific to their ethnic group. Some may not speak Burmese fluently, if at all. It is likely that refugees from Burma will need an interpreter. Due to the years of internal conflicts in Burma, in which different ethnic groups may have found themselves on opposing sides, one should not assume that all refugees from Burma will be comfortable with one another. It can also be problematic to use members of one ethnic group as interpreters for members of another ethnic group (Karen American Communities Foundation). In particular, ethnic minorities from Burma may feel uncomfortable with a Burmese interpreter (from the Burman ethnic group).

The term “Burmese” is generally used to describe people of the Burman, majority ethnic group in Burma. As such, ethnic minorities prefer to be referred to as a member of their particular ethnic group (Karen, Chin, etc.) and not referred to as “Burmese” or “Burmese refugee.”

TLJAMS Response:

Cultural Bazaar	We plan to have a cultural bazaar including both western and Burmese cultures where all TLJAMS families are encouraged to share unique attributes of their background and culture.
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Cultural Need - Family and Community:

Men are traditionally expected to work outside the home and financially support the family. Women care for children, take care of household chores, and control the family budget. In Burma, husbands and wives worked together in the fields. Families tend to be closely knit, and respect for elders is important. Mothers in both Karen and Chin communities are particularly committed to caring for babies and toddlers and are reluctant to work in jobs that take them away from small children. Rather than using outside early care and education, many parents find other family members or members of their own ethnic group to care for their children.

TLJAMS Response:

Partnership with Community Wellness Agencies	We plan to provide service connections within our school addressing needs specific to our population. Including needs such as self-harm, male dominance, and healthy self-concept. This is particularly needed by our female Burmese Scholars
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Cultural Need - Child-Rearing and Child Development:

Child rearing among refugees from Burma may vary in some ways from typical child-rearing practices in the U.S. Mothers usually feed children by hand up to school age. When children begin to feed themselves, they tend to use their fingers. Children may be assisted with dressing by parents and older siblings beyond toddlerhood. Families may find potty training a challenge because they are not used to high toilets, and children are used to using the outdoors. Introducing low potty seats for children may help. The floor or ground may be a preferred place for feeding, lounging, and sleeping. Some families, despite having multiple bedrooms, may choose to sleep together in one or two rooms, with young children often sleeping in bed with their parents.

While families value their children, they may not show affection in demonstrative ways such as hugging. Rather, they may show affection by giving a small reward, such as sweets, or by indirect praise, i.e., the parent will share praise with a relative or friend.

TLJAMS Response:

Relationship Building	We plan to have ongoing and open communication with our Burmese parents indicating the necessity to allow our middle school scholars to participate in our extracurricular activities. This will necessitate a plan to have programming for younger siblings as older siblings in the Burmese community often have family expectations associated with child care.
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Cultural Need - Guidance and Discipline:

Parents in Burma, while loving, may use their hand or a small switch to discipline children. However, most refugees know that use of a switch is generally not acceptable in the U.S. and no longer do so. Suggestions for positive discipline may be welcome, as families may struggle with methods to replace spanking.

In their home villages, or in refugee camps, families raised their children in a safe place where it was expected that all community members would look after each other's children. In the U.S., families may have trouble adjusting to the expectation of and need for more direct supervision. For instance, young children may be allowed to leave their apartment to visit friends in nearby apartments, or to play outside without direct adult supervision. They may also have the freedom to eat what and when they want to and to resolve problems on their own.

TLJAMS Response:	
Guidance and Discipline	We plan a partnership with our Burmese Advocacy Center addressing parenting needs and culturally appropriate discipline strategies. We hope to meeting monthly.

Cultural Need - School and Education:

Refugee families from Burma are generally very supportive of schooling for their children, though some may prefer to keep babies and young children at home until they are school age. Families may be more receptive to the home-based model. There may be the perception that schooling is done solely by the child's teacher. Early Head Start/Head Start (EHS/HS) programs may need to actively encourage family engagement in program activities with their children. Many families may welcome the EHS/HS adult educational opportunities as well. Programs may need to utilize alternative forms of communication, as parents may not understand English.

TLJAMS Response:	
Adult Learning	We plan to offer adult literacy and work place training.

Cultural Need - Community Leadership:

Programs may find it helpful to build relationships with leaders from Karen, Chin, and other ethnic groups. Some tips for doing so: Identify leaders; ask community members who they trust. Include knowledgeable community members as interpreters or liaisons in enrollment sessions and other meetings with families from Burma. Contact the state's Refugee Coordinator who can provide contact information for ethnic-based community organizations, refugee resettlement agencies, and other helpful local resources. Educate community leaders about EHS/HS so that information can be disseminated within the community by word of mouth.

TLJAMS Response:	
Authentic Partnerships	We plan ongoing partnership with Burmese community leaders. This will be in connection with the Burmese Advocacy leadership. We plan to act as a community hub to provide a full service solution for the Burmese community.

4. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student learning opportunities.

Noted below are current and proposed resource connections for Timothy L Johnson Academy Middle School:

Community Resources	
Boys and Girls Club	Current Partnership
Junior Achievement	Current Partnership
Foster Grandparents	Current Partnership
4-H	Current Partnership
University Partnership	Trine: Current Partnership St. Francis: Proposed Partnership
City Government and Downtown Improvement District	Proposed Partnership
Big Brothers/Big Sisters	Proposed Reestablished Partnership
Literacy Council	Proposed Partnership
Allen County Public Library	Current Partnership
Burmese Advocacy Association	Current Partnership
Science Central	Proposed Partnership
Concordia High School	Proposed Reestablished Partnership
Associated Churches	Proposed Reestablished Partnership
Fort Wayne Dance Collaborative	Proposed Partnership
United Arts	Proposed Partnership
Fort Wayne Parks and Recreation	Proposed Partnership

5. Provide, as **Attachment 16**, evidence of demand from the community and support from community partners, which may include letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed from the partner, as applicable. **NOTE: Limit attachment to 25 pages.**

Performance Management

IMPORTANT NOTE:

Education One will evaluate each charter school's performance annually and for renewal purposes according to a set of academic, financial and organizational compliance performance standards that are incorporated into the charter agreement. The academic performance standards will consider proficiency, growth and comparative performance based on state standard.

1. Each school authorized by Education One will be evaluated according to a consistent set of indicators and measures agreed upon between the applicant and the authorizer and included in the Charter Agreement.. Apart from these indicators and measures, what other goals will students at the school be expected to achieve? **NOTE:** Goals must be specific and measurable, and must include a timeline by which the school will determine whether or not students have successfully achieved these goals.

Timothy L Johnson Academy Middle School Goals and Measures

Attendance Rate	Will be greater than or equal to 95%
Benchmark Legacy Data	70-79% of students enrolled in 2 or more years will demonstrate grade level proficiency on the spring benchmark assessment in English/Language Arts and Math
Benchmark Assessment Value Added	70-79% of students enrolled in at least one semester will meet growth targets from Fall to Spring benchmark assessment in English/Language Arts and Math
State Accountability Grade	School will earn a "C" or better for each school year
State Assessment Participation Rate	95-100% of students enrolled in testing grades will participate in the current state assessment with state released data
State Assessment Legacy Data	The passing percentage of students enrolled for 2 or more years will be within 0-10% of the state passing percentage in English/Language Arts and Math
State Assessment Growth Model	Results from the Indiana Growth Model will indicate that students out grew 70-79.9% of their peers with similar academic achievement levels in English/Language Arts and Math
Comparison to Local Schools	The school's overall performance will out pace that of its comparable, local schools in both proficiency and growth

We believe in the power of goals and goal setting. We also believe it is imperative that all stakeholders have voice in constructing our goals. Since we do not have all of our middle school teaching staff in place we request time to get staffing completed, while taking time to carefully share the vision and plans for the school with the new stakeholders. Once all stakeholders are in place and our goals are identified we will provide our goals with measurable outcomes and timelines to the authorizer.

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

STAR Early Literacy, Reading, and Math

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

Data Collection, Analysis to Improve Instruction

Data Collection and analysis	Data Used to Refine Instruction	Key Person
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STAR Benchmarking	Benchmark data is useable immediately after completing the assessment. Results will be used to inform classroom instruction, manipulate small groups, provide individual analysis for each student's progress and identify remediation skill strands. It will serve as trend assessment and provides the classroom teacher evidence of successful instruction and areas that need to be revisited with additional support. Benchmark data evidences growth over time.	This data will be available to teachers immediately. Dr. Yoder and Dawn Starks can assess all data. All stakeholders will review data and use tends for weekly professional development topics and data meetings. Additionally, teachers and school leaders will share data with students so they can identify areas of success and areas for improvement.
STAR Progress Monitoring	Like benchmark data progress monitoring data is useable immediately after completing the assessment. Results will be used to inform classroom instruction, manipulate small groups, provide individual analysis for each student's progress and identify remediation skill strands. It will serve as formative assessment and provides the classroom teacher evidence of successful instruction and areas that need to be revisited with additional support.	Please see above
Curriculum- Based Assessments	Unit assessments provided through approved curriculum will provide another formative data point for teachers to drive instruction.	Classroom Teachers drive this assessment, and will disseminate results to leadership team, students, and parents.

4. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data, interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.

Performance Data Information System	
Information System	Key Person
STAR will provide a process for warehousing data, interpreting data, and using data to provide professional development all in real-time.	Dr. Yoder and Dawn Starks will oversee. (please see additional information in the table above)

PowerSchool will be the schools data warehouse system. This system will manage student data, grade reporting, lesson planning, parent communication.	Dr. Yoder, Dawn Starks will oversee. Leadership team, technology director, business manager, and teachers will maintain limited ownership in setting up, maintaining, and using PowerSchool.
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5. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

Leadership Training in Using Performance Data

Training	Support
Online resources, seminars, and videos on analyzing, interpreting and using performance data to improve student learning will be accessible providing continuous support with respect to state assessments	Indianan Department of Education (IDOE)
PLA Instructional Coordinator will provide in school monthly support as well as monthly network leadership meetings on analyzing data. Additionally, PLA University will provide continuous online support on a myriad of topics pertaining to using data effectively to drive instruction.	Phalen Leadership Academy (PLA)

6. Describe the corrective actions the organization will take if the school falls short of student academic achievement expectations or goals as established by Education One, L.L.C. and the Indiana Department of Education. Explain what would trigger such corrective actions and who would be responsible for implementing them

Corrective Measures for Falling Short of Established Goals

Trigger	Corrective Action	Key Person
Ineffective classroom instruction	Intensive coaching, additional professional development, Program Improvement Plan (PIP) termination	Leadership team
Ineffective classroom management	See above	Leadership team
Low growth as evidenced by data	See above	Leadership team
Poor climate and culture	Intensive professional development, teacher team scuffle, Program Improvement Plan (PIP), termination	Leadership team

SECTION III: IMPLEMENTATION PLAN

Note:

As used in this application, 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.*

Human Capital

Network-wide Staffing

Complete the following table indicating your projected staffing needs for the entire network over the next five years. Include full-time staff and contract support that serves the network 50% or more. Please adjust school types, and staff functions and titles as needed to reflect your network’s organizational plans.

NOTE: If the requested information is already included in the business plan (Attachment 9 of the proposal), you do not need to complete this table.

	Year 1	Year 2	Year 3	Year 4	Year 5
Number of elementary schools	1	1	1	1	1
Number of middle schools	1	1	1	1	1
Number of high schools					
Total schools	2	2	2	2	2
Student enrollment	350-380	380-436	380-436	380-436	380-436
Management Organization Positions					
[Specify all positions]					
Total back-office FTEs					
Elementary School Staff					

	Year 1	Year 2	Year 3	Year 4	Year 5
Principals	1	1	1	1	1
Assistant Principals	1	1	1	1	1
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)	14	15	16	16	16
Classroom Teachers (Specials)	4	5	6	6	6
Student Support Position 1 [e.g., Social Worker]	1	1	1	1	1
Student Support Position 2 [specify]					
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants	7	8	8	8	8
School Operations Support Staff	14	14	14	14	14
Total FTEs at elementary schools	45	46	47	47	47
High School Staff					
Principals					
Assistant Principals					
Deans					
Add'l School Leadership Position 1 [specify]					
Add'l School Leadership Position 2 [specify]					
Add'l School Leadership Position 3 [specify]					
Classroom Teachers (Core Subjects)					
Classroom Teachers (Specials)					
Student Support Position 1 [e.g., Social Worker]					
Student Support Position 2 [specify]					

	Year 1	Year 2	Year 3	Year 4	Year 5
Specialized School Staff 1 [specify]					
Specialized School Staff 2 [specify]					
Teacher Aides and Assistants					
School Operations Support Staff					
Total FTEs at high schools					
Total Network FTEs					

School Leadership & Staff Hiring, Management and Evaluation

1. If the organization is applying for more than one charter, explain your process and timeline for developing or identifying leaders across each of your Indiana schools. How does this process align with the 5-Year Growth projections described in the business plan? Who will lead this process? How much will it cost?

N/A

2. Describe your strategy and timeline for recruiting and hiring teachers across the network. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers.

The hiring process will begin at the end of April, 2018. Two teachers will initially be needed for the middle school start-up. We will hire a Math/Science teacher and an English/Social Studies teacher. We will look for someone with experience and that would be culturally responsive to the diverse needs of our building. By May 2018, we plan to have our teachers in place. They will assist in the planning stages of the middle school.

We will focus on the following networks for recruiting staff: The IDOE site, local universities, Indeed.com, and PLA. PLA is our management company. They provide support through their HR department. They have the capability to network throughout the state as well as the nation for potential candidates. That information is shared with the school leader, who then reaches out to candidates to start the screening process.

The administrative team at TLJA Elementary School also brings a strong connection to the community from their previous work experiences. We will count on them to assist in this process. Dawn Starks has brought many highly qualified staff members to the elementary program. Dr. Yoder has connections in the secondary programs throughout the state of Indiana.

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

Our focused professional development as well as the school leader and the instructional coach’s continued support in and outside the classroom will allow for the needed support and development of our teaching staff. The IDOE Rise rubric will be used to create the framework of expectations of all highly qualified licensed teachers. Teachers

will be expected to “think outside the box” in all forms of instruction to insure differentiated instruction for all students. Teachers are given feedback weekly per the RISE rubric model to insure that “excellent” teaching is happening. Technology will be an integrated part of instruction at the middle school level. Every child will be partnered with an IPAD and all needed coursework will be on those IPADs. Curriculum will offer a cross-curricula approach that focuses on an implementation of hand-on labs that are called for by the new standards. They will implement new STEM and Problem-Based Inquiry techniques that help address College and Career Readiness standards.

4. Explain how – and how frequently – the school/network will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?

We will conduct MOY and EOY Evaluations using RISE by the school leader. There will be weekly classroom observations by the school leader and instructional coach. The instructional coach will also implement the coaching cycle with all teachers that is data driven.

The school leader and the assistant principal will be evaluated by PLA twice a year as well. EOY evaluations will reflect on meeting SMART goals set up at the start of the year. SMART goals are based on assessment goals for the scholars as well as building goals for the staff.

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

Leadership and teachers' performance issues will be addressed through Performance Improvement Plans as well as consistent evaluations and supports. Consistent walkthroughs will occur to identify trends that will drive development of teachers and staff. Leadership support will be provided through Phalen Leadership Academies. Teacher performance support will be provided by the school leader. The process is outlined below.

Phalen Leadership Academies Teacher Evaluation Plan

The purpose of this handbook is to outline and explain the Phalen Leadership Academies (PLA) Teacher Evaluation Plan. The model is a modification of the Indiana RISE Teacher Evaluation model.

The following handbook represents a collaborative effort that ensures the PLA Teacher Evaluation plan is in compliance with Indiana state law (Senate Enrolled Act 1).

Guiding Principles

- Nothing the Phalen Leadership Academies can do for our scholars matters more than giving them effective teachers. Research has proven this time and again. We need to do everything we can to give all our teachers the support they need to do their best work, because when they succeed, our scholars succeed.
- Teachers deserve to be treated like professionals. We need to create an evaluation system that gives teachers regular feedback on their performance, opportunities for professional growth, and recognition when they do exceptional work. The Phalen Leadership Academies is committed to creating evaluations that are fair, accurate and consistent, based on multiple factors that paint a complete picture of each teacher's success in helping scholars learn conducted by evaluators who have received specific training on applying the RISE Rubric.

Legislative Context

- In the spring of 2011, the Indiana legislature passed IC 20-28-11.5, a new law relating to the evaluation of all certified teaching staff.
- The new law introduced 3 main requirements:
 - Every teacher must receive an evaluation annually;
 - Every evaluation system must include four performance categories:
 - Highly Effective
 - Effective
 - Improvement Necessary
 - Ineffective; and
 - Every evaluation system must incorporate measures of scholar growth and achievement as a significant portion of a teacher's evaluation.

Performance Level Ratings

Each teacher will receive a rating at the end of the school year in one of four performance levels:

- **Highly Effective: A *highly effective* teacher consistently exceeds expectations.** This is a teacher who has demonstrated excellence, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive scholar learning outcomes. The *highly effective* teacher's scholars, in aggregate, have generally exceeded expectations for academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Effective: An *effective* teacher consistently meets expectations.** This is a teacher who has consistently met expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive scholar learning outcomes. The *effective* teacher's scholars, in aggregate, have generally achieved an acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.
- **Improvement Necessary: A teacher who is rated as *improvement necessary* requires a change in performance before he/she meets expectations.** This is a teacher who a trained evaluator has determined to require improvement in locally selected competencies, which are believed to be highly correlated with positive scholar learning outcomes. In aggregate, the scholars of a teacher rated *improvement necessary* have generally achieved a below acceptable rate of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

- **Ineffective:** An *ineffective* teacher **consistently fails to meet expectations**. This is a teacher who has failed to meet expectations, as determined by a trained evaluator, in locally selected competencies, which are believed to be highly correlated with positive scholar learning outcomes. The *ineffective* teacher's scholars, in aggregate, have generally achieved unacceptable levels of academic growth and achievement based on guidelines suggested by the Indiana Department of Education.

Overview of Components

Every teacher is unique, and the classroom is a complex place. This evaluation relies on multiple sources of information to paint a fair, accurate, and comprehensive picture of a teacher's performance. Teachers will be evaluated on two major components:

1. **Professional Practice** – Assessment of instructional knowledge and skills that influence scholar learning, as measured by competencies set forth in the Teacher Effectiveness Rubric. All teachers will be evaluated in the domains of Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities. Core Professionalism will be part of the evaluation as well and is addressed separately from the first four domains.
2. **Scholar Learning** – Teachers' contribution to scholar academic progress, assessed through multiple measures of scholar academic achievement and growth.

Timeline

August – September

- Teacher and evaluator meet for the Beginning-of-the Year Conference

August – December

- Evaluator makes informal classroom observations and provides feedback

November – February

- Teacher and evaluator meet for the Mid-Year Conference at evaluator's discretion
- Evaluator makes 1st Formal Observation

January – Early May

- Evaluator continues to make classroom observations and provide feedback
- Evaluator makes 2nd formal observation

May

- Evaluator completes observations and scores Teacher Effectiveness Rubric
- Evaluator completes Summative Evaluation. (The timing of completing the summative evaluation will be based upon the availability of scholar and/or school performance data provided by the State of Indiana.)

Upon Collection of Data

- Teacher and evaluator meet for the End-of-Year Conference
- Evaluator gives the teacher a copy of the Summative Evaluation within 7 days of the End-of-Year Conference

Evaluation Steps

Step 1 – Beginning-of-Year Conference – the teachers meets with the primary evaluator near the beginning of the school year (August or September). The purpose of the meeting is to

- review the evaluation process and
- highlight priority competencies and indicators from the RISE Teacher Effectiveness Rubric

Returning Teachers on an improvement plan will write a professional development plan with the primary evaluator near the beginning of the school year.

Step 2 – Classroom Observations – During the school year, evaluators (both primary and secondary) will collect evidence through a series of observations and conferences.

The following table indicates minimum requirements for observations.

Observation Type	Length (minutes)	Frequency	Pre-Conference	Post-Conference	Written Feedback	Announced
For teachers with less than 3 years at PLA OR any teacher who was rated <i>Improvement Necessary</i> or <i>Ineffective</i> within 3 years						
Formal	Minimum of 30 Minutes	2 per year	Yes	Yes	Within 10 work days	Evaluator's Discretion
Informal	10-30 minutes	1-2 per year	Optional	Optional	Within 5 work days	No
For veteran teachers (3 years or more at PLA)						
Formal	Minimum of 30 Minutes	2 per year	Yes	Yes	Within 5 work days	Evaluator's Discretion
Informal	10-30 minutes	1-2 per year	Optional	Optional	Within 5 work days	No

For employees who do not teach tested subjects						
Formal	Minimum of 20 minutes	1 per year	Optional	Optional	Within 5 work days	Evaluator's Discretion
Informal	Evaluator's Discretion	Optional	Optional	Optional	Within 5 work days	

Forms

- Pre-Observation Form (Form 1)
- Post-Observation Form (Forms 2)

Step 3 – Mid-Year Conference (at evaluator’s discretion)

This conference is to be held in November, December, January, or February where the primary evaluator and teacher meet to discuss performance thus far.

This conference will be **mandatory** if a teacher is in jeopardy of being rated as *ineffective* or *improvement necessary* based on prior observations, or has been rated *ineffective* or *needs improvement* on an evaluation within the past 3 years. This conference is also mandatory for any teacher new to the Phalen Leadership Academies with less than 3 total years of teaching experience.

Step 4 – Teacher Effectiveness Rubric: Scoring

1. **The primary evaluator compiles ratings and notes from observations, conferences, and other sources of information.** At the end of the school year, the primary evaluator should have collected a body of information representing teacher practice from throughout the year. In addition to notes from observations and conferences, teachers shall provide evidence of planning & preparation and professional responsibilities. See RISE Rubric Domains 1 and 4.
2. **The primary evaluator uses professional judgment to establish four, final ratings in Planning & Preparation, Classroom Environment, Instruction, and Professional Responsibilities.** After collecting information, the primary evaluator must use professional judgment to assess the teacher and assign a rating in each competency within the first four domains. The final domain ratings should reflect the body of information available to the evaluator. In the summative conference, the evaluator should discuss the ratings with the teacher, using the information collected to support the final decision.

It is recommended that the evaluator not average competency scores to obtain the final domain score, but rather use professional judgment to decide which competencies are more important to teachers in different contexts and how teachers have evolved over the course of the year.

At this point, each evaluator should have ratings in the first four domains that range from scores of 1 (Ineffective) to 4 (Highly Effective).

Scoring Requirement: Planning/preparation and instruction go hand-in-hand. Therefore, if a teacher scores a 1 (Ineffective) or 2 (Improvement Necessary) in Instruction, he or she cannot receive a rating of 4 (Highly Effective) in Planning and Preparation.

3. **The primary evaluator uses established weights to calculate one rating for domains 1-4.** Each of the four final domain ratings is weighted according to importance and summed to form one rating for domains 1-4. As described earlier, the creation and design of the rubric stresses the importance of observable teacher and scholar actions.

These are reflected in Domain 1: Planning & Preparation (15%), Domain 2: Classroom Environment (15%), Domain 3: Instruction (60%), and Domain 4: Professional Responsibilities (10%). Effective instruction matters more than anything else a teacher can do to improve scholar outcomes.

4. **Core Professionalism is incorporated.** This domain represents non-negotiable aspects of the teaching profession and includes the indicators of attendance, on-time arrival, policies and procedures, and respect. This domain only has two rating levels: *Does Not Meet Standards* and *Meets Standards*. The evaluator uses available information and professional judgment to decide if a teacher has not met standards in each of the four indicators. If a teacher has met standards in each of the four indicators, the score does not change. If the teacher did not meet standards in one or more of the four indicators, he or she automatically has a 1-point deduction.

Scoring Requirement: 1 is the lowest score a teacher can receive. If, after deducting a point from the teacher’s final Teacher Effectiveness Rubric score, the outcome is a number less than 1, then the evaluator should replace this score with a 1. For example, if a teacher has a final rubric score of 1.75, but then loses a point because not all of the core professionalism standards were met, the final rubric score should be 1 instead of 0.75.

Domains 1-4 Weighted Scores

Domain	Rating (1-4)	Weight	Weighted Rating
Domain 1—Purposeful Planning		15 %	
Domain 2—Effective Instruction		60%	
Domain 3—Teacher Leadership		15%	
Domain 4—Scholar Achievement		10 %	
Sum of Weighted Scores for Domains 1 – 4			
Domain 5—Core Professionalism			
Final Teacher Effectiveness Score			

Use the following formula to calculate by hand:

1. Rating * % Weight = Weighted Rating
2. Sum of Weighted Ratings = Score for Domains 1-4
3. Determine if a point deduction is needed for Core Professionalism Rating

Final Teacher Effectiveness Rubric Score, _____

Individual

Step 5: Summative Teacher Evaluation Scoring – The final Teacher Effectiveness Rubric score is then combined with the scores from the teacher’s scholar learning measures in order to calculate a final rating.

Review of Components – Each teacher’s summative evaluation score will be based on the following components and measures:

- 1. Professional Practice – Assessment of instructional knowledge and skills**
Measure: Danielson Teacher Effectiveness Rubric (TER)
- 2. Scholar Learning – Contribution to scholar academic progress**
Measure: School-wide Learning Measure (SWL) – IDOE’s A-F Ratings
Measure: Individual Growth Model (IGM) – IDOE’s 1-4 Ratings

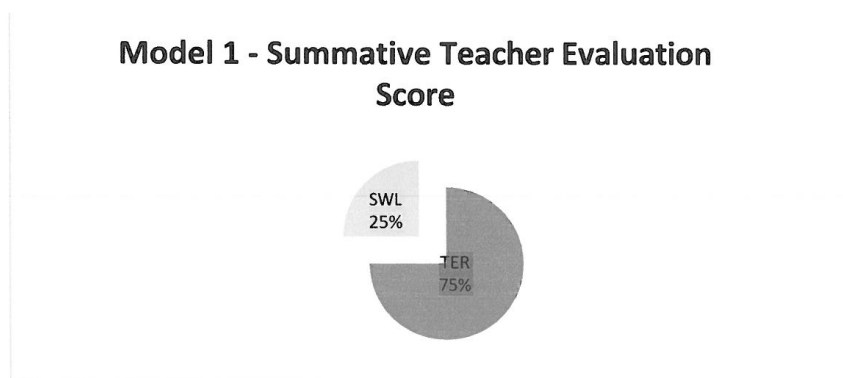
The School-wide Learning Measure is determined based upon the school’s current grade as defined by the IDOE. If a teacher teaches at more than one building, the school’s score that the teacher spends the majority of his/her day shall be used. If a teacher spends equal time in more than one building, the school’s scores will be averaged. The actual grade point average calculated by the State of Indiana will be used to determine the School-wide Learning Measure. A value of four (4) will be used for a letter grade of “A”.

If IGM data is used, this measure only applies to teachers who receive a growth score from the Indiana State Assessment, ISTEP+ and the nationally normed STAR assessment. The method for scoring this measure is determined by the IDOE.

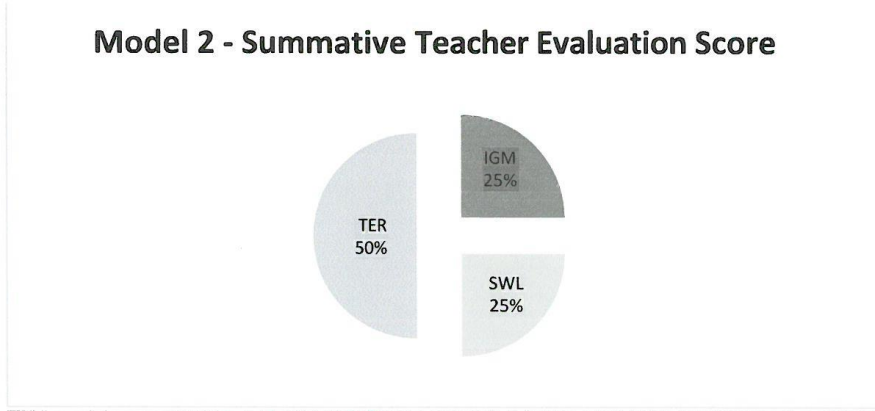
Weighting of Measures – The primary goal of the weighting method is to treat teachers as fairly and as equally as possible. At this point, the evaluator should have calculated or received individual scores for the following measures: Teacher Effectiveness Rubric (TER), School-wide Learning Measure (SWL), and Individual Growth Model (IGM).

All teacher evaluations will be calculated using one of the following two percentage groups:

- I. 75% Teacher Effectiveness Rubric (TER)
25% School-wide Learning Measure Data (SWL) – DOE A-F rating by building
100% Summative Teacher Evaluation Score



- II. 50% Teacher Effectiveness Rubric (TER)
- 25% Individual Growth Model data (IGM) – DOE data
- 25% School-wide Learning Measure Data (SWL) – DOE A-F rating by building
- 100% Summative Teacher Evaluation Score



Once the weights are applied appropriately, an evaluator will have a final decimal number.

Component	Raw Score	Weight	Weighted Score
Teacher Effectiveness Rubric			
Individual Growth Model (if applicable)			
School-Wide Learning Measure			
Sum of the Weighted Scores			

*To calculate the final weighted score, simply add the weighted scores from each component. This final weighted score is then translated into a rating on the following scale.

Ineffective	Improvement Necessary	Effective	Highly Effective
1.0 Points	1.75 Points	2.5 Points	3.5 Points
			4.0 Points

Note: Borderline points always round up.

Step 6: End-of-year summative evaluation conference – The primary evaluator meets with the teacher in a summative conference to discuss all the information collected in addition to the final rating. A copy of the completed evaluation, including any documentation related to the evaluation, must be provided to the teacher within seven days of the end-of-year summative evaluation conference.

The PLA Teacher Evaluation process will be reviewed by teacher and administrative representatives at the conclusion of the 2017-2018 school year and periodically thereafter. All evaluation procedures will be discussed and modifications may occur if deemed necessary to improve the PLA Teacher Evaluation process.

Evaluations of Employees Teaching Nontested Subjects

Employees who do not teach in a tested subject area (e.g. speech pathologist, special education resource teachers, counselors, librarians) will be evaluated using a modified RISE rubric which focuses on effective teaching markers including but not limited to Student Learning Objectives (SLOs) School-wide or classroom-level student learning measures, etc. The school's A-F grade will also contribute 25% to their final summative rating

Remediation Plans

Teachers with a “Needs Improvement” or an “Ineffective” summative rating or those in danger of receiving a “Needs Improvement” or an “Ineffective” rating will work with the principal to develop a personal Professional Growth Plan. Positive growth will be expected in no more than a 90-day period following the implementation of this plan. Professional Development will be tailored to the needed areas of improvement as stated in the teachers Professional Growth Plan. The Professional Growth and

Development plans will be used as a requirement for license renewal for those teachers scoring “Needs Improvement” or “Ineffective.” Professional Development will be available to all teachers. Professional Development will be determined by each teacher’s area(s) of need.

New and/or struggling teachers will have the opportunity for additional observations upon written Request. Additionally, they will have access to mentoring by teachers determined to be effective or highly effective, and increased professional development to address their area(s) of need.

If a teacher is rated ineffective and would like to meet with the superintendent, they may send an email with the nature of their request in the subject line and the details of their request in the body directly to the superintendent who will follow up with a date and time to discuss the teacher’s performance.

Negative Impact

Negative impact on student learning:

1. For classes measured by statewide assessments with growth model data, the department shall determine and revise at regular intervals the cut levels in growth results that would determine negative impact on growth and achievement. Teachers determined to have a negative impact on students in the growth model category will not be eligible for a summative rating of “Effective” or “Highly Effective.”
2. For classes that are not measured by statewide growth model assessments, a teacher must satisfy the following two variables, in order to be determined as having a negative impact on student learning. Teachers meeting both variables will not be eligible to receive a summative rating in the “Effective” or “Highly Effective” range.
 - a. The teacher receives an ineffective rating on classroom curriculum measures **and**
 - b. Fewer than 80% of his/her students pass the end of course assessment.

NOTIFICATION OF PARENTS OF INEFFECTIVE TEACHERS

Principals will not, when possible, place students in classrooms for two consecutive years with an “Ineffective” teacher. If this is not possible, parents will be notified in writing that their child(ren) has been placed for two consecutive years in a classroom with an “Ineffective” teacher. In all instances, where possible, schedules will be adjusted to ensure compliance with this Indiana Code; students will not be assigned to consecutive teachers rated as ineffective.

Evaluator Training

Network Representatives will be trained by the Central Indiana Educational Service Center in monitoring teacher effectiveness using the Rise Rubric, With a special focus on refining their evidence collecting skills. Representatives will then lead training for other evaluators. Ongoing training can be arranged as new team members become evaluators.

Evaluators can include but are not limited to Network Leadership; Building Leaders; Academic Deans; and Instructional Coaches

Appendix Forms

Pre Observation Form
Post Observation Form
Resources page

Pre Observation Form Teacher

SCHOOL: OBSERVER:

TEACHER: GRADE/SUBJECT:

DATE AND PERIOD OF SCHEDULED OBSERVATION: _____

Dear Teacher,

In preparation for your formal observation, please answer the questions below and attach any requested material.

- 1) What learning objectives or standards will you target during this class?

- 2) How will you know if students are mastering/have mastered the objective?

- 3) Is there anything you would like me to know about this class in particular?

- 4) Are there any skills or new practices you have been working on that I should look for?

*Please attach the following items for review prior to your scheduled observation:

Post Observation Form – Teacher

SCHOOL: OBSERVER:

TEACHER: GRADE/SUBJECT:

DATE OF OBSERVATION: _____ START TIME: ____ END TIME: _____

Dear Teacher,

In preparation for our post-conference, please complete this questionnaire and bring it with you when we meet. Your honesty is appreciated and will help us to have a productive conversation about your performance and areas for improvement.

1) How do you think the lesson went? What went well and what didn't go so well?

2) Did you accomplish all that you wanted to in terms of students mastering the objectives of the lesson? If not, why do you think it did not go as planned?

3) If you were to teach this lesson again, what would you do differently?

4) Did the results of this lesson influence or change your planning for future lessons?

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

PLA offers all full-time staff a full benefit package that includes health, dental, vision and life the insurance packages. A COLA allowance is given yearly to all satisfactory performing staff members. Teachers are eligible for merit pay based on the scoring Highly Effective or Effective on the EOY evaluation. Merit pay for teachers is calculated from the TAG grant. See explanation below.

TAG POLICY Overview

We will distribute TAG grant funds aligned with the following procedures:

- In accordance with our teacher evaluation policy, we will identify highly effective, effective, and ineffective teachers.
- Once the number of highly effective and effective teachers has been determined, we will divide monies for highly effective and effective teachers proportionally to the amount of teachers in each category, allocating 25% more out of the total funds to the highly effective group.
- We will then divide each bucket of money (for highly effective and effective teachers) equally among individuals in each respective category.
- This will be a one-time bonus, not added to the base salary of employees.
- All schools within the corporation will follow the same process and guidelines.

Example: Total grant amount: 4000

Highly effective teachers: 10 Effective teachers: 4

$4000/14=285.71$

$285.71 (.25)=71.43$ (addition to Highly effective teachers bonus)

$71.43(10)=714.30$

$4000-714.30=3285.70$

$3285.70/14=234.69$

Highly effective teacher bonus= 306.12

Effective teacher bonus= 234.69

Professional Development

Describe the professional development that will be offered to school leadership and teaching staff. This description should explain how professional development for the faculty will support the education program and build capacity to improve student achievement, and should include the following:

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

PLA and Education One will provide support, feedback, and recommendations throughout the year. This will be both in school and virtual, centering on the specific needs evidenced in the leadership team. Additionally, being-there experiences will be made available for school leadership to visit network schools to see what's working and how they can replicate success.

- Provide a schedule and explanation of professional development that will take place prior to school opening. Explain what will be covered during this induction period and how teachers will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Professional Development Prior To School Opening

Five days prior to School Opening	Team building, middle school teaming approaches, school design, focus and vision, classroom management, effective instruction, warehouse training, data analysis, climate and culture, differentiation, planning, rigor, effective small groups, RTI process, understanding special populations, classroom environment
-----------------------------------	--

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

Professional Development Throughout School Year

One hour per week (26 hours a year)	Weekly session will be organized by teams, and will support current instructional needs such as: assessment data, walkthrough trends, monthly site visit feedback, PLA visit feedback, best practices, weaknesses, intervention support.
One hour per month (9 hours a year)	Monthly session will be organized targeting instructional needs and specific intervention plans for our Tier 2 and Tier3 students.
One hour per week (36 hours a year)	Weekly collaboration meetings will provide team planning, data trend analysis, and specific student intervention review.
Additional intervention as needed	These sessions will be centered on identified weakness as noted by classroom walkthroughs, data analysis. These will be tailored to specific improvement plans.
PD built into calendar – Two eight hour days	These days will be devoted to better understanding the adopted curriculum and our CR-PBIS plan.

- Explain how the professional development program will be evaluated – at both the school and network levels – to assess its effectiveness and success.

Teacher feedback through survey, assessment data, and evidence of implementation during classroom walkthroughs will all be used as data to evaluate professional development successes and needs. Further the PLA coaching cycles builds in PD program review and an essential element to instructional success.

Start-Up & Operations

- **Start-Up Plan.** Provide, as **Attachment 17**, a detailed start-up plan for the period leading up to the first day of student attendance for the first proposed school described in the application (or schools, if the organization intends to open more than one school in Year 1). **NOTE: Limit attachment to ten (10) pages.**
 - The Start-Up Plan must indicate the targeted first day (month, day, year) of student attendance.
 - The Start-Up Plan must specify planning tasks by month, and responsible individuals.
- **Start-Up Staffing and Costs.** Complete the Start-Up (Year 0) Budget and Staffing worksheets in the Budget and Staffing Workbook (**be sure to complete all pages in the Budget and Staffing Workbook, and provide as Attachment 19**).
- **Transportation.** If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u), if applicable.

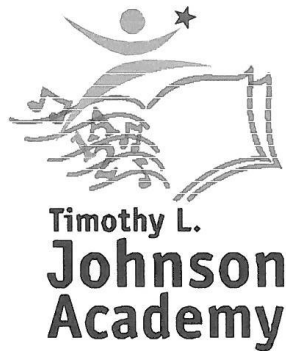
We presently own six busses and door-to-door transportation is provided to all students no matter their disability or address. There will be a middle school bus that will pick up only the middle school students. We will provide the door-to-door service though out Fort Wayne and the surrounding areas.

There will be an evening bus for students wanting to participate in after school activities. The same bus will provide teachers with an opportunity for interactive field trips during the school day.

- **Safety and Security.** Provide the school plan for safety and security for students, the facility, and property. Explain the types of security personnel, technology, equipment, and policies that the school will employ.

Timothy L. Johnson Academy

Emergency Preparedness Plan



Timothy L. Johnson Academy

4625 Werling Drive • Fort Wayne, IN 46806 • 260.441.8727

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Emergency Guidelines

Timothy L. Johnson Academy is dedicated to a safe, orderly learning environment. This set of guidelines is meant to be a practical guide that provides **general procedures** to follow in case of various emergencies. Staff members are expected to know these procedures and know the specific plans and procedures that are created for the specific work site or school in which they work.

If an emergency arises:

- Be sure the school office or supervisor is notified and help is summoned.
- Follow the guidelines outlined in this booklet.
- Reassure your students; your calm approach will help students follow instructions that could save lives during an emergency.
- Be prepared to react to instructions from law enforcement or school administration; keep your phone line CLEAR.

Working together, all of us will help make Timothy L. Johnson Academy a very safe place to work and learn.

Call These Numbers In Case Of An Emergency:

Inside School

- **911 – Police/Fire**
- **315 – School Office**
- **302 – Office Manager**
- **301 – School Leader**

Outside School

- **911 – Police/Fire**
- **441-8727 – School Office**

Emergency Phone Numbers

Call These Numbers in Case of an Emergency

- 911 – Police/Fire
- School Office – 260.441.8727
- Allen County Sheriff – 260.449.3000
- Fort Wayne Police – 260.427.1222
- Child Protective Services – 260.458.6100
- Animal Care & Control – 260.427.1244
- Allen County Health Department – 260.449.7561

Timothy L. Johnson Academy Emergency Response Team

- Dawn Starks
- Jennifer Linnemeier
- Yvette Nichols
- Steve Chapman

Fire Drill, Tornado Drill, and Earthquake Drill

Fire Drill Guidelines

1. School's alarm sounds.
2. Take your grade book and pen or pencil.
3. Close classroom windows and door.
4. Lead the class and follow the evacuation route for your room/area.
5. NO TALKING: Silence will allow everyone to hear emergency instructions.
6. After exiting:
 - *walk well clear of the building.
 - *keep the class/group together.
 - *take attendance; report any missing student to school administrator.
7. Wait for "all clear signal" to re-enter, or wait for further instructions.
8. If necessary, follow the "Fire Aftermath" guidelines shown later in this booklet.

Tornado Drill Guidelines

1. School's alarm sounds.
2. Take your grade book and something to write with.
3. Close classroom windows and door.
4. Lead students to pre-designated Tornado Safety area.
5. Ensure that students take the proper safety position (**backs facing the wall**).
6. Wait for instructions; keep students quiet.
7. If necessary, follow the "Tornado Aftermath" guidelines shown later in this booklet.

Earthquake Drill Guidelines

1. No alarm will sound; earthquakes are signaled by low, loud rumbling.
2. Tell your students: "Earthquake, take cover."
3. Everyone should duck and cover up under the nearest desk or table.
4. Once the ground and building stop shaking, use the fire drill procedure and exit route.
5. Take your class to the school's designated "Safety Zone".
6. Follow "Earthquake Aftermath" guidelines.

Environmental Disaster

NOTE: These guidelines should be followed in the case of contamination of air or water supplies.

- A. In case of contamination of the water supply,** an announcement will be made to alert everyone to this specific problem. Once the announcement is made, **NO WATER SHOULD BE CONSUMED FOR ANY REASON FROM THE BUILDING'S WATER SUPPLY.**
- B. In case of contamination of the air supply,** the following "next steps" are possible:
1. If the air supply is contaminated **INSIDE** the building, then a Fire Drill procedure will be initiated.
 2. If the air supply is contaminated **OUTSIDE** the building, then air system shutdown will be initiated and instructions will be given.
- C. Communication:**
1. Once water or air contamination is detected, the school leader will ensure that the following are contacted immediately either by phone or school district radio:
 - 1.1 "911"
 - 1.2 TLJA Superintendent – Dawn Starks – 260-433-8237.
- D. Evacuation:**
1. If the water supply cannot be restored, the evacuation plan for the specific building will be initiated and carried out.
 2. If the air supply **INSIDE** the building is contaminated, students will be gathered in the school's outdoor "Safety Zone" and evacuated by bus from that point.
 3. If the air supply **OUTSIDE** the building is contaminated, students and staff will remain inside until a "window of opportunity" exists for safe evacuation by bus.

Nuclear or Chemical Contamination Disaster

NOTE: These guidelines should be followed in the case of contamination resulting from a spill of nuclear or chemical substances, or from a nuclear power plant disaster.

- A. Once nuclear/chemical contamination is detected or reported to the school, the **Tornado Drill Procedure** should be initiated.
- B. At the same time that this drill begins, if the disaster is chemical contamination, the school's air-handling equipment should be monitored and shut-off if warranted.
- C. Communication:
Once the school begins this set of procedures, phone or school radio should be used to contact:
 - 1. "911" (IF news of the contamination came from police or fire department, this call is NOT needed.)
 - 2. TLJA Superintendent – Dawn Starks – 260-433-8237.
- D. Evacuation:
School personnel will have to stay alert to the options for evacuation. In some cases, almost immediate evacuation may be necessary; however, depending on the circumstances, there may be a long wait before evacuation can occur.
- E. In all cases, following the instructions and directives of rescue and police personnel will be critical during such an emergency.

Disaster Aftermath - Fire or Environmental

- A. Move all students to designated "Safety Zone." (*Hessen Cassel Library, 3030 E Paulding Road*)
If this location has been rendered unusable, go to a gathering place designated by authorities.

- B. Report all injuries once your class reaches the "Safety Zone". Keep your class together in the "Safety Zone".

- C. Keep track of your students.
 - 1. List students who are injured.

 - 2. List students who are removed from your group for treatment of injuries.

 - 3. If parents/guardians arrive to take students home, list students who leave and with whom they leave.

- D. IF Evacuation from the "Safety Zone" is to occur:
 - 1. Await evacuation by school district buses.

 - 2. Let students know that evacuation is planned and that you will be traveling by school bus to another school.

 - 3. Do everything you can to calm and reassure students.

- E. At the Evacuation Site: Follow instructions, stay with your class, continue to keep track of your students.

- F. At the Evacuation Site: Use your school's "Check Out" system to release students to parents/guardians.
 - 1. If it is too hectic to use the formal "Check Out" system, continue to maintain the list of students who have left and with whom they have left.

- G. Await further instructions and information with your class at the Evacuation Site.

Disaster Aftermath - Tornado

1. Move students and staff out of any damaged portion of the building to undamaged portion of the structure. If weather permits, the "Safety Zone" can be used.
2. GO TO the "Safety Zone" if the school is damaged severely. Keep your class together at all times.
3. In case of injuries:
 - ◆ Assess the extent of injury: restore breathing and stop serious bleeding as a FIRST PRIORITY.
 - ◆ GET HELP if first priority injuries occur - - alert the office, or if you're in the "Safety Zone", report the nature of the problem to the administrators and/or rescue officials.
 - ◆ Make all other injured persons as comfortable as possible; keep injured persons warm. Be sure that authorities know if you have injured individuals with you.
 - ◆ Enlist the support of your students, where possible, to calm fellow students and to help you.
4. EVACUATION
 - ◆ If necessary and if transportation can gain access to the site, evacuation may be ordered by authorities.
 - ◆ Keep students together and follow instructions in the event of evacuation from the school or "Safety Zone".
 - ◆ Your school will evacuate, in most cases, to the designated Evacuation Site. *(See list in this booklet.)*
5. If no structural damage has occurred, but if a tornado has caused extensive damage in your Township:
 - ◆ It may be necessary to remain at school for some time.
 - ◆ Reassure students; encourage them to talk, or write, about their concerns.
 - ◆ Let students know that when information is available, it will be shared. Establish a system for bathroom breaks.
 - ◆ Listen for instructions and a possible order to evacuate the building.
 - ◆ If students are called from the room by the office or other authorities, make a list of students who leave and why.

Disaster Aftermath - Earthquake

- A. Follow fire drill evacuation route, once shaking has stopped.
- B. Go to "Safety Zone". (*Hessen Cassel Library, 3030 E Paulding Road*)
- C. If injury occurs and the person cannot be moved, alert the Office. Stay with the injured person but get a colleague from a nearby room to take your class with theirs to the "Safety Zone".
- D. Be alert to obstacles. It may not be possible to follow the precise Fire Evacuation Route because of damage to the building. Forge an alternate route where necessary.
- E. At the "Safety Zone"
 - 1. Take attendance; keep your class with you.
 - 2. Report injuries to administrators or rescue authorities.
 - 3. Reassure students that the "Safety Zone" has been selected as the best place for them in the circumstances.
- F. Be alert to after-shocks.
- G. Keep a list of students who have to leave your group for ANY reason. This includes students who may be picked up by parents/guardians.
- H. Await instructions; anticipate evacuation.

Lock Down Procedures

- A. Building Signal is given to begin Lock Down by:
1. Dawn Starks; 2. Jennifer Linnemeier Steve Chapman
- B. Clear halls of all students.
(**Note:** Bring any students in the hall near your room into your class whether they are part of your official class or not. Make a list of these students and their regularly assigned teacher/classroom.)
- C. Close and lock your classroom door.
- D. Inform students that a "lock down" is underway.
(**Note:** Students will need reassurance that things are under control. Keep students away from the door and off the phone. Answer questions and let students know that their cooperation and patience will make a positive difference in the situation. Depending on the nature of the lock down, continue your regular lesson.)
- E. No one leaves the class/area.
(**Note:** Depending on the nature of the emergency, law enforcement personnel may come to your classroom to evacuate you and your students. If this occurs, follow the instructions given by the officer. Take your grade book if your class is evacuated.)
- F. No one enters the class/area except law enforcement or administrative personnel.
- G. Lock down concludes only with notification from administration or law enforcement.

Lock Down Evacuation Procedures

- A. Building signal is given by Timothy L. Johnson Academy Response Team to begin Lock Down; **LOCK DOWN OCCURS.**
- B. During some lock downs, an evacuation may be necessary.
- C. Timothy L. Johnson Academy Response Team member will come to your classroom to initiate the evacuation.
- D. Evacuate only if you are instructed to do so by a law enforcement official.
(*Note:* The law enforcement official will provide specific instructions to conduct the evacuation. Follow all of these instructions carefully. Assist the official with communications with your class and with ensuring that students understand the instructions that are given.)
- E. Follow the evacuation route established by the Police. This may or may not be the Fire Drill Evacuation route for your classroom.
- F. Take your grade book. When you arrive at the post-evacuation assembly point, keep your class together.
- G. Further instructions will be given as soon as possible. Wait; reassure students. Remember that police officials are dealing with a very volatile situation and may have to ask questions or, in some cases, double-check to ensure that no perpetrator is within your group masquerading as a student/teacher in order to effect an escape.
- H. Departure from the school site MAY be necessary. If this is to occur, school buses and the Evacuation Site for your school will be used wherever possible.
- I. **Do not dismiss any students until the official word is given to do so.**

Gun or Weapon in School or Classroom

◆ Gun SUSPECTED in Classroom

- √ Do not leave the room.
- √ Ask a neighboring teacher to come to your door.
- √ Confidentially tell the colleague that you suspect a student has a gun/weapon in class. Give the name/seat location of the student who is suspected.
- √ Tell the colleague to inform the office **immediately**.
- √ Continue class and the lesson. Administration and police will arrive promptly.

◆ Gun PULLED or DISPLAYED

- √ If a student/intruder pulls a gun in class. Do not try to disarm the individual.
- √ Remain calm. Tell the rest of the class to remain seated and to stay calm.
- √ Stay a way from the student with the gun. Talk to the student in as controlled a manner as possible.
- √ Ask the student to put the gun down and move away from it.
- √ Do what you can to get the attention of another colleague and the office so help can be summoned.

◆ GUN in a LOCKER or Gun on a Student in the HALL

- √ If you see a gun on a student in the hall, follow the student. Do not let the student out of your sight.
- √ If the gun is in a locker, do not leave that locker.
- √ Contact an administrator, a school security officer, or ask a colleague to make this contact for you.
- √ Wait for assistance. Do not leave the student or the locker.

◆ General Guidelines for ANY Gun Crisis

- √ Tell an administrator any time you hear that a gun or weapon may be present in school.
- √ Do not send a student to report the presence of a gun/weapon. Enlist the help of an adult to do this.
- √ Take all talk of guns or impending use of guns in school or school events seriously. Tell the Office!!!

◆ School Actions:

- √ Conduct an *immediate* lockdown.
- √ Contact 911. Respond to the classroom/location.

Hostages Taken In Classroom or At School

◆ **If You OBSERVE A Hostage Crisis Under Way:**

- √ Do not intervene.
- √ Quietly remove yourself from the setting.
- √ Alert school administrators immediately.
- √ If you do not have a class or other obligation with students, remain out of sight but stay in proximity of the hostage area so you can prevent others from wandering into the situation.
- √ When the LOCK DOWN Code is given, remove yourself from the area and participate in the Lock Down.

◆ **If a Hostage Situation Occurs in your Classroom or Supervision Area:**

- √ Remain calm. Avoid quick movements.
- √ Follow the instructions of the hostage taker.
- √ Tell your students to follow these instructions.
- √ **Do not** try to disarm the hostage taker.
- √ **Do not** bargain or negotiate with the hostage taker.
- √ If you need to speak to the hostage taker, ask permission to do so.
(*Note:* Face the hostage taker when speaking. Do not crowd his/her space. Be respectful. Never criticize the hostage taker. Do not argue.)
- √ Make mental lists of:
 - a) the students absent from class that day.
 - b) a chronology of what happens during the crisis situation.
- √ Police Negotiators will make contact! Trust them completely and follow their instructions to the letter!
- √ Stay alert. Attempt to evacuate students/escape **ONLY** if the hostage taker falls asleep.

◆ **School Actions:**

- √ Conduct an immediate LOCKDOWN.
- √ Contact "911" and Allen County Sheriff – 449-3000.

REMEMBER - - HELP IS ON THE WAY!

Bomb Threat

- A. An employee who answers a school phone call where the caller threatens that a bomb is in the building should:
 - 1. Listen carefully to:
 - 1.1 caller's voice
 - 1.2 any background noises
 - 2. Write down exactly what is said.
 - 3. If possible, ask questions (try to be conversational).
 - 3.1 When is the bomb set to explode?
 - 3.2 What does the bomb look like?
 - 3.3 Where is the bomb?
 - 3.4 Why was the bomb placed?
 - 3.5 Who placed the bomb?
- B. Once the phone call ends, tell member of the Timothy L. Johnson Emergency Response Team immediately. Fill out a "Bomb Threat Report."
- C. Building Administration will begin a preliminary search and phone police to report the call.
- D. **Do not** pull the fire alarm since the electronics of this system MAY set off an explosive device. (All radios should not be on or used, during search.)
- E. The School Leader will determine appropriate next steps in consultation with police officials.

NOTE: NEVER touch any package or item that appears suspicious during a search.

Suspicious Vehicle

- A. If a suspicious vehicle is observed on school property or on streets adjacent to the school:
 - 1. Alert the school office immediately; be as specific as possible concerning the **location** and **description** of the vehicle; a suspicious vehicle is one that has been parked in one location for a lengthy period of time without being moved, one that appears to be abandoned, or one that has been occupied for a period of time without any apparent school-related purpose.
 - 2. If the vehicle is parked or standing still, do not approach the vehicle.
 - 3. If the car is on the move, get a description of the driver and the license plate number.
 - 4. Write down what you observed and share this information with Allen County Sheriff – 449-3000.

Bomb Threat Report

(Circle All that Apply)

Calm	Laughing	Adult	Child
Angry	Crying	Raspy	Lisp
Excited	Normal	Deep	Slow
Distinct	Ragged	Rapid	Slurred
Clearing Throat	Soft	Nasal	Accent
Deep Breathing	Loud	Stutter	Cracking
Distinguished	Familiar		

Background Noises

(Circle All that Apply)

Street	Motor	PA System	Music
Machinery	Animal	Phone Booth	Static
Local Call	Cell Phone	House Noises	Talking
Office	Basement	Train	

Language

(Circle All that Apply)

Irrational	Foul	Incoherent	Well Spoken
Reading from a statement	Slang		

School Name _____

Time of Call _____ Date of Call _____

Person Completing Report _____

Daytime Phone _____

Field Trip: Emergency or Crisis

◆ Accident While On A Field Trip

- √ Work with the bus driver to evacuate the bus if necessary. IF evacuation is NOT required, wait with students on the bus until emergency workers/police arrive.
- √ If there is a danger of fire or explosion, evacuate the bus immediately.
- √ Work with the bus driver to communicate with the Timothy L. Johnson Emergency Response Team
 - a. Request emergency assistance.
- √ Report location.
- √ Report injuries; if possible, indicate names of students.
- √ Ask for field trip supervisor/teacher, to contact your school.
- √ Keep lists:
 - a. Injured students; be sure you record the hospital to which students are taken if this is required.
- √ Note a chronology of what happens; if possible jot a sequence of events that occur.
- √ Let Police and Emergency workers deal with the driver of the other vehicle.
- √ **Do not** comment to media representatives; refer inquiries to TLJA Superintendent – Dawn Starks – 260-433-8237.
- √ Prepare to write up a narrative of what happened and submit it to your School Leader.

◆ Hostage Incident

- √ Follow the instructions of the hostage taker.
- √ **Do not** try to disarm or negotiate with the hostage taker.
- √ **Do not** offer yourself as a hostage.
- √ Do focus your attention on what is happening and make mental lists of events and a description of the perpetrator(s).
- √ If students are taken away, make sure you know who they are and remember what the hostage taker says at this specific moment in the incident.
- √ When police arrive, trust them and follow their instructions to the letter!
- √ When it's feasible, contact a member of the Timothy L. Johnson Emergency Response Team for help.

Gun/Weapon on School Bus
(Bus Drivers Instructions)

- A. Calmly radio or use cell phone to notify your specific location to a member of the Timothy L. Johnson Emergency Response Team.
- B. Do not attempt to disarm the person with the weapon; if the person with the weapon is not threatening anyone or disrupting normal travel, continue driving BUT do not continue your route. Instead drive toward the nearest police or fire station telling students that you are going to the garage to have a mechanical problem tended to.
- C. If the person with the weapon is threatening or disrupting, pull the bus over. Do not attempt to disarm the person with the weapon. Keep the Timothy L. Johnson Emergency Response Team informed of what occurs over the radio.
- D. Follow instructions that the Timothy L. Johnson Emergency Response Team or Police provide over the radio.
- E. Once Police arrive at your bus, pullover, and be prepared to
 - √ Tell Law Enforcement officials exactly which student has the weapon.
 - √ Relay instructions from Law Enforcement to students on your bus.
 - √ Evacuate your bus if told to do so by Law Enforcement.
- F. Keep track of what happens as best you can. You will need to report events to Law Enforcement and write a report when the incident is over.
- G. If a gun/weapon is seen at or near a bus stop, calmly radio a member of the Timothy L. Johnson Emergency Response Team and tell them the exact location of the problem.
- H. Do not stop. Distance yourself and the bus from the weapon. Keep informing a member of the Timothy L. Johnson Emergency Response Team of your location and any details about the person with the weapon that you can relay.
- I. If shots are fired at your bus, do everything you can to keep driving and pullover only when you believe you are safe. Immediately contact a member of the Timothy L. Johnson Emergency Response Team and inform them. Wait for help to arrive. Tend to any students who need first aid. Let Allen County Sheriff's Department know if anyone is hurt.

Guidelines: Staff Responsibilities During Emergencies

Introduction - In general, the first obligation of all staff is the safety of our children; therefore, these guidelines are meant to provide suggestions for "how to proceed" before and/or during very difficult emergency circumstances which demand a high degree of attention to safety. During a disaster, crisis, or other emergency it is possible that circumstances will dictate additional or different or unforeseen responsibilities for school staff. Staff should take whatever action is necessary, given these circumstances, to meet our first obligation.

The dedicated, professional, behavior of all staff at Timothy L. Johnson Academy is the bedrock of these guidelines. This professionalism is deeply appreciated. Should any of the circumstances described in this Emergency Folder ever arise, our professionalism will allow us to provide what is best for our children despite very difficult and trying developments.

Building Administration

1. Planning In Advance

- ◆ Establish a "Safety Zone" outside the building where students/staff can gather during evacuations.
- ◆ Ensure that all staff are briefed about Emergencies/Disasters/Drills with the start of each new school year; review specific Emergency Guidelines.
- ◆ Ensure that all staff understands their responsibilities during any Emergency; special attention should be given to the Administrative Team, Secretaries, Custodians.
- ◆ Set up appropriate plans and unique emergency procedures as needed to accommodate students with disabilities or other special needs in the school. These plans should be submitted to The Leona Group, L.L.C. with the start of each school year.
- ◆ Set up a "check out" system and designated location for students in the AFTERMATH of any disaster.
- ◆ Be sure that proper supplies/safety equipment are available in the aftermath of any emergency; set up a "Treatment Center."
- ◆ Establish a room or location where media representatives are to be placed in the event of an emergency and establish a building "rep" who maintains this space when needed.
- ◆ Work closely with the Chief of Police and fire department to carry out various drills and to make plans for drills and emergencies. Please remember that during practice for a LOCKDOWN or Safety Drill it is vital that the building practice calling the appropriate offices to inform them that a practice lockdown or drill is being conducted. Provide the following information to Fort Wayne Police Department and Timothy L. Johnson Emergency Response Team:
 - a) location of your school's "Safety Zone".
 - b) location(s) of your school's Treatment Center.
 - c) location of your school's "Check-Out" Location for arriving parents.
 - d) location of the media room where reps from TV, Radio, and news organizations are sent.
 - e) a MAP of your building with all room numbers clearly displayed and the name of the teacher (where appropriate) included for each room.

2. During a Disaster/Emergency:

- ◆ Provide written copies of all emergency plans and maps to The Leona Group, L.L.C., Allen County Sheriff, Fort Wayne Police, and Fort Wayne Fire Department.
 - 2.1 Implement the Emergency Guidelines depending on the disaster or emergency that arises.
 - 2.2 Maintain thorough communication links within the school and with outside agencies and personnel.

Guidelines: Staff Responsibilities During Emergencies – (continued)

- √ Call "911"
- √ Call police
- √ Call appropriate Timothy L. Johnson Academy Emergency Response Team member and TLJA Superintendent – Dawn Starks – 260-433-8237.

PLEASE NOTE – you must talk to a person on the Timothy L. Johnson Emergency Response Team, do not leave a voice mail message. IF you cannot talk directly to someone call TLJA Superintendent Dawn Starks – 260-433-8237.

- 2.3 Oversee Evacuation (if necessary) and ensure that injured students/staff are being tended to.
- 2.4 Oversee "Safety Zone" (if evacuation occurs); ensure that "Emergency Treatment Center" is operational (if needed).
- 2.5 Cooperate with and provide assistance to Police & Emergency Personnel.
- 2.6 Provide information to the District Spokesperson (TLJA Superintendent – Dawn Starks – 260-433-8237.) who arrives on the scene as our district's spokesperson in charge of dealing with the media.

Secretarial Team Members

As directed by building administration, take an active role in:

- ◆ **Communications;** maintain radio and/or phone contact. Alert appropriate agencies and school district personnel.
- ◆ **Information;** provide information to staff as directed; ensure that enrollment/medical emergency cards are available to proper school officials or rescue personnel.
- ◆ Assistance; help school nurse, teachers, or other colleagues as directed.
- ◆ **Check-out! "Safety Zone"** Office establish and implement a procedure for checking-out students to parents/guardians/adults who come to school to take students home; also set up an "office" in the "Safety Zone" if this area is activated.

Custodians

1. Shut down gas, electricity and/or water if needed depending on damage to building; otherwise, maintain utilities and building systems under the direction of the school leader.
2. Be sure the entire Custodial Team has assignments spelled out in advance for all emergencies.
3. Maintain communication; be sure that radio communication is "open" throughout the emergency situation.
4. Provide support; be alert to needs of staff and students.
5. Cooperate with police & rescue officials; provide information and advice, assistance and active support.
6. Recommend a plan/process for resuming normal school operations; work with Emergency Personnel and the School Leader to return school operations to normal as soon as is possible.

Nurse

1. Plan a "Treatment Center" to handle injuries; work in advance to be sure there is a process to provide care for injured students/staff during any emergency. Collaborate with the School Leader to create this plan and ensure that adult help is available, as part of this plan, should the need arise. Remember that this center MAY have to be located in the "Safety Zone" or at an Evacuation Site away from the normal supplies and Clinic/Wellness Center at school.

Guidelines: Staff Responsibilities During Emergencies – *(continued)*

2. Maintain adequate supplies for emergencies. Part of this need will include creating "Disaster First Aid Packs" that can be taken to the far corners of the building should the need arise.
3. Review the Emergency Plan from the district and for your school prior to each school year with the School Leader.
4. Provide collaborative support and assistance for Fire/Rescue Personnel.
5. Carry out first aid in the "Safety Zone" and/or at the Evacuation Site as needed.

Food Service Team Leader

1. Prepare a plan for food preparation/distribution according to each possible emergency where food service might be needed over a longer term.
2. Include in the food preparation/distribution plan the possibility that your school MAY be used as an Evacuation Site and that this will mean additional students/staff feed beyond the normal number at your school.
3. Communicate fully with the School Leader and Head Custodian in your building to put into motion food service if needed.
4. If food service is NOT needed, establish a way by which members of the building's Food Service team can assist other colleagues (secretaries, nurse, teachers, etc.).
5. If there is damage to equipment or kitchen/dining room/freezer-refrigerator/food storage, assess damage or loss and report status of your operation to the School Leader.

Timothy L. Johnson Academy Emergency Response Team

(Dawn Starks, Jennifer Linnemeier, Yvette Nichols, Steve Chapman,)

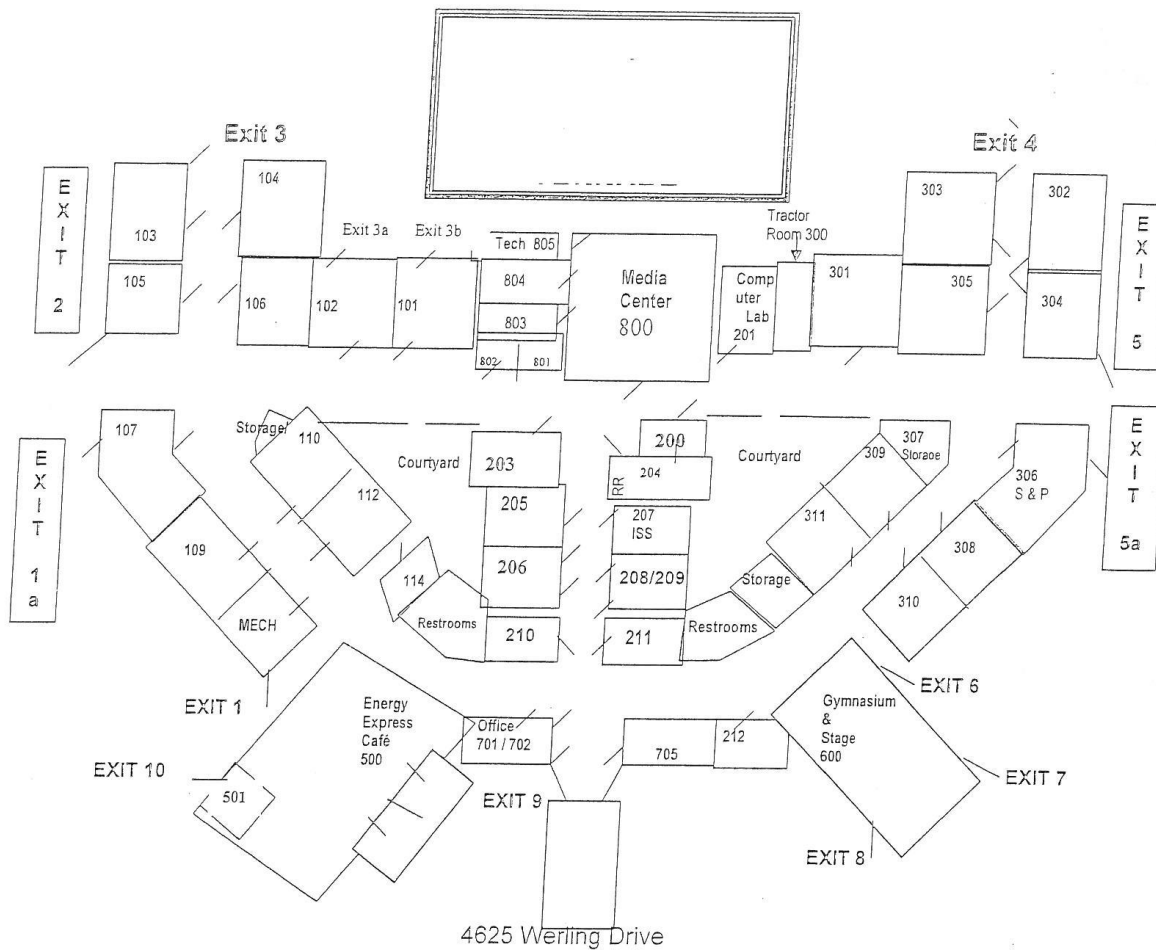
The Timothy L. Johnson Academy Emergency Response Team will mobilize personnel to assist (where appropriate) at the school affected by the emergency. If electrical, HVAC, plumbing, and other building concerns need to be addressed because of the emergency, the School Leader will coordinate the delivery of these services.

1. Timothy L. Johnson Academy Emergency Response Team and staff will be prepared to share blueprints to police or emergency officials whenever needed.
2. The Timothy L. Johnson Academy Emergency Response Team will set up:
 - ◆ a system for sharing blueprints of our buildings if needed during an emergency.
 - ◆ a system for alerting his staff to assignments either during or after any emergency. This would include possible cleanup duties after an emergency.
 - ◆ a procedure for the assignment and use of rolling stock (trucks, heavy equipment) from the community to assist as part of any emergency.
 - ◆ radio communications with the building(s) affected by an emergency, and with the Fort Wayne Police Department so that maintenance efforts are efficiently and safely conducted.

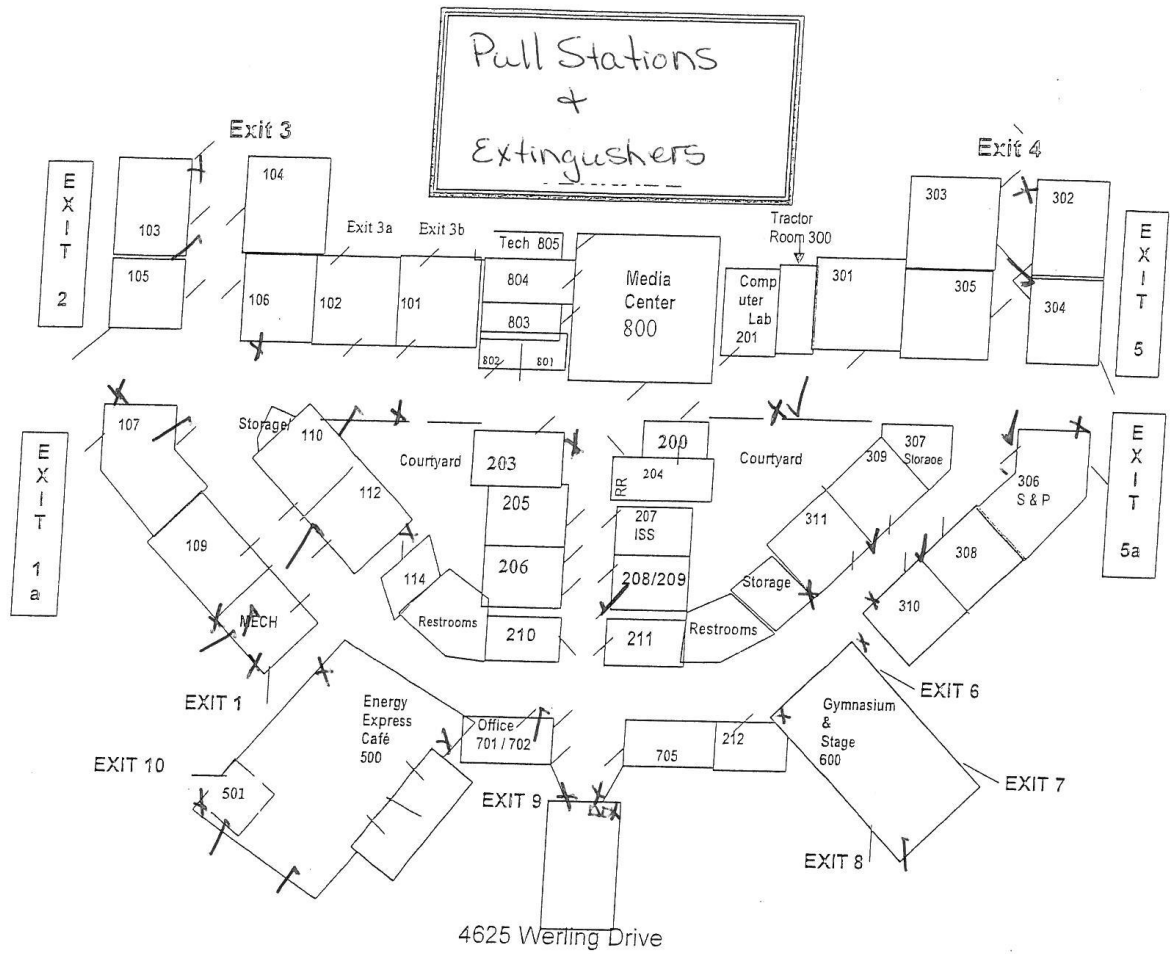
Parent Notification

Timothy L. Johnson Emergency Response Team will make arrangements for:

- √ "pick-up" of students at the "Safety Zone".
- √ delivery of students to the school's designated Evacuation Site.
- √ create maps or folders which will show the "Safety Zone" for the school



Note: Drawing is not to scale.



X = pull station
 ✓ = extinguisher

Note: Drawing is not to scale.

- **Technology Specifications and Requirements.**

- a. Describe all technological equipment and services that the charter school will provide, including hardware, software, connectivity, and media storage devices, and property controls and equipment tagging that will be in place. Specify any equipment or technological support that students and families will be responsible for purchasing or obtaining.

Classroom IPADs and assessment laptops are available to all students. Parents are not required to purchase technology. Each student will be partnered with an IPAD at the start of the year. Each IPAD will have all textbooks loaded on them as well as all support programs. Technology will be properly tagged. Technology will not go home but will be for at school use. Support materials and textbooks will be available for students to take home for homework support.

- b. Describe the scope of technical support that will be provided, including where support staff will be located, and the hours (including weekends and holidays) and manner in which the support will be accessible to students and school employees.

Technical support is available during school hours. This is provided by a contracted IT. This service is accessible to all staff and students through a sign-in process.

- c. Describe the charter school's data retention, security, and confidentiality procedures.

Strict guidelines are outlined for all staff and students. An agreement must be signed by all. This agreement outlines these expectations. This agreement is kept on file as a reference in case of any breach of confidentiality.

- d. Describe procedures to deliver instruction when equipment, software, or connectivity at any location is lost or impaired. Specify who will pay for Internet connectivity and address minimum bandwidth and a course of action for areas of the state that do not have the minimum bandwidth (if applicable).

E-rate handles our internet connectivity and our IT consultant works with them to address any issues that may develop. If service is interrupted, textbooks will be on hand to reference as resources.

- e. Describe data protection and recovery procedures in event of catastrophic system failure (include offsite back-up).

We do have a system back-up in place and duplicate files in case of a system crash. We are also adopting Infinite Campus as our network system. This system aligns with our partnership with Phalen Leadership Academies.

- **Insurance Coverage.** Charter schools authorized by Education One, L.L.C. will be required to indemnify the Education One, L.L.C., Trine University, the Indiana Department of Education, any related entities, and their respective members, officers, employees, officials and agents. In addition, charter schools must obtain liability insurance coverage naming Education One, L.L.C., Trine University, and the Indiana Department of Education as Additional Insured on a primary basis. The applicant should provide, as **Attachment 16**, an estimate from an insurance agent/broker for insurance coverage. **NOTE: There is no page limit for this attachment.**

Facility Plan

Note: Virtual operators should tailor their responses to this section as applicable for their specific instructional and operational models.

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

Currently N/A

2. If you have already identified a facility, or plan to locate the new school within a facility currently owned or leased by the applicant, please indicate the street address and applicable school district. Describe the facility, including whether it is new construction, part of an existing public or private school building, or part of another type of facility. Provide a detailed list of any anticipated construction or renovation costs (these should be described in the budget narrative and reflected in the budget). If possible, provide a layout and description of the proposed facility. Include the number and size of classrooms, common areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of any students who are physically challenged.

Middle School Address- 4625 Werling Dr. Fort Wayne, IN 46806

We will operate the middle school within the existing elementary building. This "school within a school" design will allow the middle school to begin operation while allowing the school to grow incrementally. As growth continues the middle school will utilize additional classrooms within the elementary structure until growth requires a move to a new facility.

3. If the organization is applying for more than one charter, describe your plan for identifying and financing a sufficient quantity of facilities to align with the organization's 5-Year Business Plan.

Not Applicable

Budget & Finance

IMPORTANT NOTE: Schools chartered by Education One are required to adhere to Generally Accepted Accounting Principles (GAAP)/ the accrual-basis method of accounting. Schools are also required to comply with all relevant policies as required under Indiana statute by the Indiana State Board of Accounts: <http://www.in.gov/sboa/> For multi-site operators or networks, Education One requires individual school and network-level financial budgeting, reporting and annual audits. Each Indiana school's finances must be transparent and distinct from the network level.

1. Describe the systems and processes by which the organization will manage accounting, purchasing, payroll, and audits. Specify any administrative services expected to be contracted for the school. What financial controls will be in place at the network and school levels to ensure long-term financial viability?

Phalen Leadership Academies, our ESP, will provide the needed supports in the above referenced financial areas. There will be a strong checks and balances in place between them and the school board as well as with our authorizer.

Earl Phalen and Dawn Starks each separately manages and approves all accounts payable prior to payment. Copies of all invoices and checks are kept site for the voucher packets. Monthly check registers are sent from Phalen Leadership Academies and they are confirmation of payment. We will have a check copy, an invoice and a PO if applicable. The office manager completes a voucher for each check and then an entire packet is filed onsite for the auditors. The segregation of responsibilities will ensure that there are many touch points on each invoice and check.

2. Provide, as **Attachment 19**, a detailed 5-Year Pro-Forma Budget for the organization at the network level AND for each school described in the application. **Applicants proposing to operate a network of schools must provide a network-level budget (no template is provided)**. Applicants must also complete the Budget and Staffing Workbook Template (all worksheets) for each proposed school. If the school-level budget will be approximately the same for each school described in the application, state so clearly and submit a completed Budget and Staffing Workbook for one school only. **NOTE: There is no page limit for this attachment.**
3. Provide, as **Attachment 20**, a detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the 5-Year business plan. **NOTE: Limit attachment to five (5) pages.** The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels, facilities expenses, and technology costs. The narrative should specifically address the degree to which the network and school budget will rely on variable income (e.g., grants, donations, fundraising). Please address the following when completing the pro-forma budget and the budget narrative:
 - a. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?
 - b. Explain how the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) start-up costs, (b) any special education costs incurred, (c) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (d) required retirement plan contributions.

IMPORTANT NOTE: Applicants are encouraged to contact the Indiana Department of Education's Office of School Finance at (317) 232-0840 for additional guidance about Per-Pupil Revenue for budget planning purposes. Note that all budgets should assume a July 1-June 30 fiscal year.

SECTION IV: INNOVATION

Education One is particularly interested in applicants that propose school models with strong potential to accelerate student success through dramatically different school designs, instructional strategies, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches.

Middle School Design

“School Within a School”	The middle school will begin operation within a complete hallway in the existing elementary school structure.
Will not co-mingle with the elementary school	The scholars will conduct their day exclusive within the middle school structure.
Number of classrooms	Two classrooms designed to implement Project Based Learning (PBL), one-one technology, and support the core belief structures.
Café	Middle school scholars will enjoy a separate café within the middle school design.
Project room	A separate project room will be dedicated to the middle school allowing for video and other PBL needs.

Foundations of Innovation

Summarize the innovation(s) embodied in the proposed school design and/or implementation plan. The summary should include, at a minimum, the following:

- An explanation of how the proposed model is fundamentally different from typical school models,
- Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model,
- An explanation of how the model will still permit Education One to hold the operator to the same high accountability standards to which it holds all authorized schools.

Description of Innovation(s)

Describe proposed innovation(s) in **one or more of the following categories**. For each applicable category, explain how the proposed school design and/or implementation plan will address the key elements listed below.

Teaching

Innovative school models can increase access to excellent teaching and rigorous and challenging academic programs for all students, including those in rural areas.

Key elements include:

- Use of staff roles, technology, compensation structures, and/or other aspects of school design and/or implementation to enable the school to reach more students with excellent teaching;
- Identification of the adult(s) accountable for each student’s outcomes, and clarity on adult roles and duties; and

- Financial sustainability over the long-term within budgets available from per-pupil funding

The key elements above would not be met, for example, through class-size reductions alone or by simply shifting student time from teachers to technology. One example of school models that can be used to meet these key elements can be seen at opportunityculture.org/reach/ .

Technology

In addition to its uses to increase access to excellent teaching (above), technology can be used to personalize learning through digital content and the strong collection and application of student data.

Key elements include:

- Enabling students to use technology as a learning tool for a significant portion of the school day;
- Use of technology and computer-adaptive learning systems to personalize and differentiate instruction; and
- Financial sustainability over the long-term within budgets available from per-pupil funding

Examples of innovative uses of technology include using cutting-edge software to tailor instruction and using real-time data to inform instructional needs. This category of innovation does not include hardware purchases alone (e.g., one-to-one laptop programs; interactive whiteboards); it requires thoughtful integration of hardware and software into the school design and implementation plan.

Time

Some innovative models can fundamentally alter school schedules and calendars to dedicate more time to high-value academic work.

Key elements include:

- Changing schedules to give students more quality academic time; and
- Financial sustainability over the long term within budgets available from per-pupil funding

Examples include highly structured extended school days and school years that maximize use of students' academic time, and models that enable students to control a significant portion of their own learning time (often in conjunction with technological innovations). Innovation in this area must include more than simply adding time to the day or days to the school year; it requires thoughtful use of that time to improve student outcomes.

Other Innovations

The three categories above are not exclusive. An applicant may propose a model centered on innovation in curriculum, instructional strategies, assessment, governance, family and community engagement strategies, or other areas, or in a combination of two or more areas.

Innovation in Mission and Philosophy Toward Scholars, Faculty, Parents and Community

MISSION OF THE SCHOOL

The mission of Timothy L Johnson Academy Middle School is to empower our scholars to thrive in the 21st century through real world learning experiences. The intersection among global awareness, community engagement, economic literacy, entrepreneurial spirit, and environmental sustainability guides our learning and leads to our future success.

PHILOSOPHY

We believe that each scholar can learn and achieve personal success through learning opportunities, which are appropriate to his/her ability level and his/her future plans. We recognize the need to educate the total child so each scholar has the opportunity to achieve his/her maximum potential.

We understand that scholars use middle school as a stepping-stone to their future. We must meet the needs of all scholars to prepare them for higher education, entry into the workforce, or pursuit of a trade or vocation. Our curriculum has a course of study to meet these needs.

Our teaching faculty is foundational to the success of our scholars. A quality educational program begins with a rigorous curriculum and requires an active partnership among the school, parents, and community. We believe that parental involvement in the child's education is essential.

OBJECTIVES

In applying our Mission Statement and Philosophy, our action and interaction with all stakeholders in the Timothy L Johnson Academy Middle School community is as follows:

Toward Scholars:

- Diversified school programs will be offered to: a. Prepare a to go on to higher education, b. Prepare a for employment after high school graduation, c. Prepare a to pursue a specific trade by attending a specialized school after high school graduation.
- Quality career guidance programs will be offered to all students.
- Opportunities will be offered for students to equip themselves with a sense of responsibility for their behavior and activities.
- Exit objectives will be communicated to students for each class.
- High academic standards will be maintained. Successful performance will be recognized and all scholars will be supported in their learning.
- Opportunities will be provided for students to develop 21st century skills such as teamwork, critical thinking and reliability.
- Free public education will be available to all youth of our community regardless of family background, socioeconomic status, race, or gender.

Toward Faculty:

- With a curriculum designed to fulfill our mission, faculty members will stress decision-making and critical thinking skills.
- Faculty members will help develop a child's healthy self-concept focusing on the ability of the scholar to accept responsibility for actions, effective communication with others, and collaboration with colleagues.

- Communication with and among faculty will be open, meaningful, and timely. Networking opportunities will be embedded in the learning of the day and faculty will share decision-making within the school community.
- Faculty will engage in professional development supporting our belief in life-long learning.

Toward Parents:

- Our school welcomes parents in the building, classrooms, and activities.
- Parents can expect honest answers to questions regarding their child's academic progress or behavior.
- Parents are informed as to exit objectives for each class and grade level .
- Parents are provided opportunities to meet with faculty and leaders to discuss their scholars' progress.
- Parents are encouraged to be involved in our school community.
- Parents are invited to participate in all scheduling guidance and career guidance provided to their children.
- Parents are provided information about school events and programs.
- Parents can expect to be informed of significant change s in their child's academic , social performance , or behavior.
- Parents are informed and supported in the treatment process in cases of suspected substance abuse.
- Parental involvement in the child's education is a high priority.

Toward Community:

- The community is informed about Timothy L Johnson Academy Middle School activities and the accomplishments of scholars and faculty.
- Collaboration between our school and the community is a valuable resource enjoyed by our scholars.
- The Timothy L Johnson Academy Middles School facilities are available to members of the community whenever possible.

SECTION V: PORTFOLIO REVIEW & PERFORMANCE RECORD

Note:

As used in this application, 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.*

Education One, L.L.C. will base qualification decisions, in substantial part, on the organization's past performance. Provide the following information about all schools operated by the organization, including any ESP partner. Education One may request additional information from applicants at any time during the review process.

1. As **Attachment 21**, provide a summary of **every school** in the organization's portfolio (**including every charter school managed by the proposed ESP partner, if applicable**) in an Excel workbook. Please include the following information for every school:
 - Year opened;
 - City/location and school contact information;
 - Contact information for the authorizer;
 - Number of students and grade levels served;
 - The following student demographic and socioeconomic data: free/reduced-price lunch status, race/ethnicity, Special Education, and English Language Learner;
 - The year in which the contract with the ESP commenced and/or ended (if applicable);
 - State assessment results for the past five years by grade level in English/Language Arts and Mathematics; and
 - Growth and/or value-added results for the past five years by grade level in English/Language Arts and Mathematics. Please indicate what instrument (e.g., NWEA, state growth model) was used to determine the growth and/or value-added results.
 - *For High Schools Only:*
 - 4-year graduation rates;
 - College and career readiness indicators, such as: the number and percent of graduating students taking and passing Advanced Placement or International Baccalaureate exams; and
 - The number and percent of graduating students who have enrolled in post-secondary institutions. If the school has not historically collected such data, please briefly explain this.

NOTE: There is no page limit for this attachment. If an operator or ESP manages multiple schools, please include one introductory worksheet in the Excel workbook summarizing state assessment results, growth and/or value-added data, and (if applicable) high school graduation rates and college and career readiness indicators, by school for the past five years.

2. Select one or more of the consistently high-performing schools that the organization operates and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted Indiana student population described in your application.
 - Be specific about the results on which you base your judgment that the school is high-performing. Include student achievement status, growth, absolute and comparative academic results, as available.

PLA@93 George H Fisher School has earned an A-rating for the last two years in a row. In converting PLA@93 from part of the Indianapolis Public School (IPS) District to an Innovation Network School, PLA played an instrumental role in improving the school's ratings: before becoming a PLA school, School 93 received an F-rating for three consecutive years (2011-14). For the last two years, PLA@93 scholars have surpassed the average IPS passing rate for the ELA/Math ISTEP. In 2015-16, 30% of PLA@93 students passed both assessments (up from 19.1% the previous year), as compared to IPS students' passing rate of 25.3%, and in 2016-17, PLA @93's passing rate climbed to 38.2%, as compared to IPS students decreased passing rate of 24.5%. With this growth trend, PLA@93 is on track to surpass the statewide passing rate, currently at 51.4%. Furthermore, PLA@93 achieved this level of performance in an economically distressed community, the Far Eastside of Indianapolis, where the majority of the 12

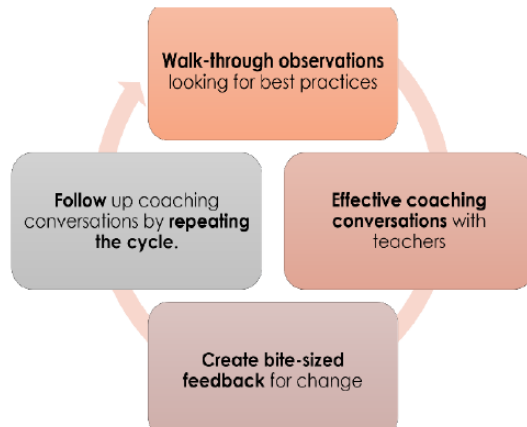
schools in this neighborhood are F-rated, 78% of students attending these schools are below grade-level proficiency, and the average passing rate for the ISTPE ELA/Math assessment is 19.9% (with one school scoring as low as 4.3%). PLA@93 ranked #4 in the district in the 2016-17 school year in terms of growth on ISTEP and scholars scored the highest ISTEP passing rates of all 12 Far Eastside schools (and the highest math passing rate by nearly 20%).

PLA@93's success becomes even clearer when ISTEP data is disaggregated by at-risk subpopulations. At PLA@93, 82.4% of scholars qualify for free or reduced meals, 73.5% of scholars are Black children, and 13.5% of scholars are Latino children. In 2016 – 17, scholars at PLA@93 from all three groups of children surpassed both state and district ISTEP ELA/math passing rates. An average of 33.9% of Black PLA@93 students passed, compared to 15.6% of Black students in IPS schools and 26.3% of Black students in Indiana. An average of 57.1% of Latino PLA@93 students passed, compared to 27.7% of Latino students in IPS schools and 40.3% of Latino students in Indiana. Finally, 38.3% of low-income PLA@93 students passed, compared to 22.1% of low-income students in IPS schools and 38.2% of low-income students in Indiana.

- Discuss the primary causes to which you attribute the school's distinctive performance.

We attribute the success of PLA@93 to the implementation of the PLA RESTORE turnaround model. The three core components of the PLA RESTORE model are (1) Weekly Progress Monitoring, (2) Structured Recognition of Student Progress, and (3) Coaching Cycles Educator Development. Weekly progress monitoring begins with frequent assessment. Faculty develop weekly assessments utilizing existing curriculum-based assessments in the areas of grammar, vocabulary, reading comprehension, writing, and math. Assessments are cumulative, standards-based, and aligned in content and format with state assessments. RESTORE's innovative approach provides consistent and accurate student data on a weekly basis, while reframing tests as a core classroom learning activity. Scholars look forward to this opportunity to improve on past performance, and weekly results provide ongoing motivation for students. Biweekly progress monitoring check-in sessions take place during core instructional blocks/small group instruction. Teacher and student (a) review progress on weekly modules, (b) identify standards for further learning, and (c) set quantifiable goal for the next two weekly assessments. Regular progress feedback sessions give educators the opportunity to guide students to reflect on their own continuous improvement and their willingness to take on greater challenges, empowering students to learn from their growth process. Educators help students visualize their progress and provide praise for students' effort (rather than praising grades earned).

The PLA RESTORE model also regularly recognizes and rewards student growth and persistence, based on weekly progress monitoring. Faculty at PLA RESTORE schools develop a plan for structured recognition of student progress. For example, schools offer (1) trophies weekly to honor the classroom with the most improvement (based on assessment data) per subject; (2) a monthly opportunity for students recognized for academic progress and work ethic to play Spin the Wheel and get prizes; (3) monthly social events or field trips to recognize compassion and kindness; (4) participation in the Honor Program for students who have shown consistent academic growth over a 9-week period; and (5) end-of-semester culmination activities, where the school showcases student work at a family celebration event. PLA RESTORE's Coaching Cycles is an iterative, data-driven professional development coaching process designed to help teachers improve in core areas of instruction. This process strengthens the instructional capacity of our teachers over a year-long cycle, driving continuous improvement in student outcomes. The cycle's steps are illustrated in the diagram below:



Coaching Cycles supports improvement in six core areas of instruction: 1) Culture and Behavior Management, 2) Classroom Management and Environment, 3) Scholar Engagement, 4) Effective Lesson Components, 5) Level 1 Instructional Execution, and 6) Level 2 Instructional Execution. The Coaching Cycles process is as follows: coaches conduct walk-through observations, followed by an effective coaching conversation to provide feedback and support. Coaches then work together with teachers to create bite-sized goals for change

and repeat this coaching cycle consistently throughout the school year in order to grow our teachers' instructional capacity. Observation data is recorded in real time, uploaded to the online Coaching Cycles platform, and shared instantly with teachers. Follow-up observations confirm evidence of change in the classroom on targeted goals and domains. School leaders and PLA central office staff can use data from the Coaching Cycles platform to inform decision making by disaggregating data by teacher, class, school, and network. For example, a school leader can look at the school as a whole and find out what percentage of teachers are meeting the Scholar Engagement domain's standards. The platform provides sophisticated analytics and an online resource toolbox that allows the coach to click directly on a targeted strategy and share with the teacher. Analytics from the platform also provide school leaders with feedback to ensure we are coaching up our teachers or coaching out ineffective teachers.

The accompanying online toolbox provides video clips, activities, articles, book recommendations, and PLA University modules to assist teacher growth. This professional development process strengthens the capacity of our teachers to be effective in the classroom over a yearlong cycle, driving continuous improvement in the quality of instruction and student outcomes. Coaching Cycles' innovative use of frequent data and empowerment of teachers to leverage their own autonomy helps educators use data to modify instructional practices.

- Discuss any notable challenges that the school has overcome in achieving its results.

Before school 93 became part of the PLA network, it had received three consecutive years of F-ratings. ISTEP scores had reached a low of 25.3% in 2008 – 09. Many of the causes for the school's low performance were directly addressed by implementing the PLA RESTORE model. IPS School 83 had no process in place for continuous improvement—teachers were not adequately supported in their professional development, and there were no structures in place to support all students in accelerating their growth toward grade-level proficiency. As a result, students were disengaged and there was no sense of ownership over academic progress (or lack thereof). Part of this can be attributed to the lack of real-time access to student data. In order to know if students are learning and if teachers need to adjust instructional practices, it is necessary to analyze data on academic performance. PLA RESTORE's weekly progress monitoring practices helped to address these issues. Weekly assessments provide frequent data points that show whether or not students have mastered specific concepts and skills. To facilitate data access and analysis, PLA has developed a student information system (SIS), Infinite Campus, coupled with a performance management dashboard powered by Schoolzilla. These two systems interface with the Coaching Cycles platform; teachers are able access data from all three systems through the dashboard to track data on key metrics, benchmarks, and retention. The Schoolzilla performance management dashboard incorporates data not only from school information systems, but

also from assessment tools and adaptive learning software to provide highly customized analytics and reporting capabilities. These systems allow educators to continuously track and disaggregate student performance data to identify proficiency gaps. Educators then use this data to plan lessons, differentiate instruction, and design interventions to address skill gaps. Educators also bring this data with them to the biweekly progress feedback sessions with students; teachers help students understand the data and come up with goals and steps to reach those goals based on the data. Finally, the Coaching Cycles professional development process has helped to address improvement for teachers. Coaching Cycles ties learning from PD activities directly to experiential practice: teachers put new knowledge into practice immediately with built-in accountability, since the observer returns to confirm implementation of classroom-level changes.

- Identify any ways in which the school's success has informed or affected how other schools in the network operate. Explain how the effective practice, structure or strategy was identified and how it was implemented elsewhere in the network.

PLA has been able to incorporate the three key elements of the PLA RESTORE model into standard practice at all PLA schools. We have been able to codify our school turnaround model and more deeply integrate its key elements within our schools, including weekly, rigorous standardized assessments that enable us to closely track scholar progress and customize instruction. Educators across the network are participating in ongoing coaching through the Coaching Cycles process, and school leaders from PLA@93 have helped other school leaders to integrate data analysis and progress feedback sessions into the daily routine of PLA schools. The Infinite Campus SIS and the Schoolzilla performance management dashboard are being implemented network-wide, as well, and teachers are being trained not only on navigating the system, but ways to use data to improve academic outcomes for students as well as their own effectiveness as teachers. We have also enhanced the performance of other PLA schools by fully integrating the PLA literacy model; we have implemented and trained educators on the evidence-based Harcourt Journeys curriculum, as well as our tiered intervention system. The deeper integration of our turnaround model has empowered scholars across our network to make significant progress.

3. Select one or more of the organization's schools whose performance is relatively low or not satisfactory and discuss the school's academic performance. If possible, select a school with similar demographics to the targeted Indiana student population described in your application.
 - Be specific about the results on which you base your judgment that performance is unsatisfactory. Include student status, growth, absolute and comparative academic results, as available.

Prior to joining the PLA network in fall of 2017, Thea Bowman Leadership Academy (TBLA) had earned D ratings from the Indiana Department of Education (IDOE) for several years in a row. Passing rates on Indiana's standardized state test, the ISTEP, have steadily declined since hitting a high in 2011 – 12 of 64% of students passing both ELA and math assessments. For the 2016 – 17 school year, only 22.5% of TBLA scholars passed both the ELA and math ISTEP. In contrast, for the state of Indiana as a whole 51.4% of students passed both ISTEP assessments. While TBLA's ISTEP passing rate is nominally better than that of the surrounding public-school district—Gary Community Schools, with a 16.8% passing rate for both core subjects—it is still not satisfactory. With 77.5% of students below grade level in one or both core subjects, we know we can do better. Because our scholars come from underserved communities, when PLA took over the management of TBLA in the fall of 2016, most students were significantly behind academically. This challenge still exists: for 7th – 10th graders at TBLA, an average of 88% of students are behind grade level in ELA, averaging 3.5 years behind grade-level proficiency. For the same grade levels, 57% are behind in math, with an average of 3.2 years behind grade-level proficiency. While one year of growth on the nationally normed STAR ELA/math assessment is standard, it is critical for our

scholars to gain 1.25 years of academic skills per year in reading and math in order to move towards grade-level proficiency and ultimately to excel academically. However, during the 2017 – 18 school year, TBLA scholars from the elementary school grades only gained an average of 0.9 years of academic growth on the combined STAR assessment. Students in middle school and high school averaged even lower, with an average of 0.6 years gained. As an entire school, TBLA scholars gained an average of 0.77 years of academic growth.

- Describe the primary causes to which you attribute the school's problems.

One primary cause for the school's problems has been ineffective and inconsistent leadership. At TBLA elementary, the principal resigned in December. However, we were able to hire a stronger leader in Marisa Simmons, the previous vice-principal and a school leader with the experience and skills necessary to guide the school to success. For the middle/high school, we have had similar issues over the last year. The previous principal had performance issues and decided that he wanted to go back to teaching; however, performance issues continued in his new role, and he ultimately left. One of our lead teachers, Lamont Holifield, stepped up as the interim principal. Another problem with previous school leadership was that leaders in place were not from Indiana and therefore were not familiar with the Indiana Department of Education's procedures and standards. These administrators did not understand the state's system of accountability, the state assessment, or the path to graduation (among other issues). For the fall, Ms. Simmons will continue as the elementary school principal, Mr. Holifield will continue as the middle school principal, and we have hired a new high school principal. We feel confident that this team will provide effective leadership and the support that kids and teachers need to succeed.

Another primary cause for the school's problems was ineffective teachers. One of the former principals placed a high emphasis on hiring educators with doctoral degrees; this turned out to not be the right fit for our school, as the importance placed on candidates having doctorates overshadowed any focus on hiring teachers with outstanding instructional practices and experience. Another problem that this caused was that the educators with doctorates were being paid at a higher rate, commensurate with their educational attainment; this put a strain on the school financially. The children in the classrooms of these teachers wanted to learn but were not being engaged by the lecture-only style of teaching.

Other causes for the school's problems as a whole include lack of fidelity when implementing curricula insufficient small-group/personalized learning time, infrequent progress monitoring, and un-differentiated professional development for educators. At the secondary level, another cause for the school's problems is too little time allocated to each class period.

- Explain the specific strategies that you are employing to improve performance.

As discussed above, we believe we have solved our school leadership issues with the new leaders who are in place for the fall. Additionally, four ineffective teachers were released in February, and other staff members have received directives warning that if immediate improvement is not seen then termination will result. We have a total of 13 new teachers coming on board in the fall (two at the elementary school, 11 at the secondary schools), and we are excited about the passion and expertise they will bring.

Thea Bowman Elementary School

- In order to implement Journeys & Saxon curricula with fidelity, we are aligning curriculum maps to the new ILEARN assessment and aligning instructional strategies across grade levels. We have designed bridge units to provide instructional planning tools for teachers—as well as provide scholars with more practice of foundational skills. We are modifying the lesson plan template to incorporate whole group and

small group instruction and offering curriculum coaching to provide teachers with a better understanding of each curriculum resource.

- School leaders have designed a school-wide intervention block to provide intensive, small group remediation and enrichment. The instructional team will monitor scholar performance during this block. We will also administer the nationally-normed STAR formative assessment tool to assess the quality of learning.
- We will conduct weekly progress monitoring of scholar achievement through the use of formative assessments. For the upcoming year, we are focusing on the following techniques to better assess scholars' understanding of key concepts: (1) using think time and wait time effectively (2) formulating text dependent questions, and (3) using math talk strategies.
- Based on teacher feedback, we will offer high-quality, differentiated professional development for faculty and staff. Topics that will be covered include data-driven instruction, Infinite Campus, the ILEARN assessment, and writers' workshops.
- The instructional team will use the new PLA evaluation system to conduct walkthroughs and formal evaluations to ensure high-quality oversight of our academic standards of excellence. The new system will ensure that all teachers receive timely feedback via email.

Thea Bowman Middle & High School

- Starting in the fall of 2018, our secondary students will be following a trimester schedule. This additional time will give teachers the opportunity to present more rigorous instruction and afford scholars more time in class to complete tasks. In this model, students will take five classes per trimester. Utilizing this model raises individual class times from 49 mins. to 65 mins.
 - Academic Success Labs in mathematics and English/language arts will be required of all scholars who are 1.5 years below grade level. During these labs, personalized and small group instruction will target deficiencies and provide supports to ensure that scholars succeed in their grade level courses in the 2nd and 3rd trimesters.
 - We will ensure viable implementation of Collections literacy program and Saxon mathematics program with fidelity. We will be using additional resources during math lab periods to address concerns with rigor in mathematics.
 - In an effort to ensure that parents and scholars are consistently made aware of academic progress & growth, a progress report will be sent home with scholars every two weeks. We want to ensure that scholars are afforded every opportunity to stay informed about their successes and opportunity areas.
 - Teachers will participate in high-quality, differentiated professional development through fourteen full day professional development programs. This includes the nine days prior to return of scholars. Topics to be discussed include instructional coaching cycles, classroom data analysis, classroom management, school-wide routines, school-wide procedures, and instructional rigor.
- How will you know when performance is satisfactory? What are your expectations for satisfactory performance in terms of performance levels and timing?

When students, teachers, and school leaders have met our expectations of satisfactory performance levels within set timeframes, we will know that the school's progress as a whole is satisfactory.

Annual expectations for students include:

- Students will gain a minimum of 1 year of growth toward grade level proficiency in both reading and math, as measured by the STAR Reading and math assessments.
- Proficiency on the ELA ILEARN assessment and the math ILEARN will increase 5% at minimum.
- The combined metric for ELA/math on the ILEARN will also show a minimum of 5% growth.
- TBLA average scholar scores will exceed those of our host district, Gary Community Schools, after 3 years and exceed scores for the state of Indiana as a whole after 5 years.
- Participation on both the STAR and ILEARN assessments will be 95%.

Annual expectations for teachers include:

- By mid-year teacher evaluations, 80% of teachers will be rated effective or highly effective.
- Curricula will be executed with fidelity, following the appropriate lesson components.
- Teachers will be held accountable for maintaining the essential components of an effective classroom to facilitate data-driven instruction.
- Teachers will prepare their own lesson plans.
- Teachers will be held accountable for knowing their material and being prepared for each lesson before the day of the lesson.
- Teachers will understand the pace of instruction/lessons and deliver content with an appropriate level of rigor.
- Teachers will create tasks and questions that meet all levels of Depth of Knowledge.
- Teachers will constantly engage with scholars and increase the level of content engagement.
- Teachers will conduct weekly progress monitoring.

Annual expectations for school leaders include:

- Building administrators will appropriately divide their time between classrooms visits and the office.
- Ineffective teachers will be coached up or coached out.
- Interventionists will be in the classroom with the teachers every day.
- All students need interventions—everyone should receive Tier 2 instructional interventions.

4. *For all schools operating in the State of Indiana, provide the following as **Attachment 22**: (a) the last three years of audited financial statements for the school; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2011) for the organization and any related business entities. Be sure that the school level, ESP/CMO level, and the overall operations are distinctly represented. **NOTE: There is no page limit for this attachment.***
5. For the organization as a whole and any related business entities, provide the following as **Attachment 23**: (a) the last three years of audited financial statements and management letters; and (b) the most recent internal financial statements including balance sheets and income statements (at least through the end of June 2011). Be sure that the ESP/CMO level and the overall operations are distinctly represented. **NOTE: There is no page limit for this attachment.**
6. List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for “material breach.”
N/A
7. List any and all charter revocations, non-renewals, shortened or conditional renewals, or withdrawals/non-openings of schools operated by the organization and explain.
N/A
8. Explain any performance deficiencies or compliance violations that have led to formal authorizer intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.
N/A
9. 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**: summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation. **NOTE: Limit attachment to ten (10) pages.**

FINAL APPLICATION SUBMISSION REQUIREMENT

As **Attachment 25**, attach one PDF file that contains all application components, including the Proposal Overview and Enrollment Projections Template, the Proposal Narrative, and all required Attachments. This PDF file will be posted on the Indiana Department of Education website as required under Indiana law. Therefore, please be certain that this attachment contains no confidential personal information.

Number One
Founding Group Resumes

LARRY ROWLAND

Larry is the former Chairman, President, and CEO of Lincoln Re, which was the nation's largest life & health reinsurer. Lincoln Re was sold to Swiss Re in late 2001 for \$2 billion, at which time Larry became the President of Swiss Re Life & Health, North America. Swiss Re is one of the world's largest reinsurance companies. In 2003, Larry joined NxtStar Ventures LLC, a venture catalyst firm providing advice and counsel to the financial services industry.

Larry was a member of the senior management team at both Swiss Re and Lincoln National Corporation. He has served as a Director for a number of insurance companies including the Lincoln National Life Insurance Company, Lincoln National Life of New York, Lincoln National China, Inc., Old Fort Insurance (Bermuda), and First Penn-Pacific Life Insurance Company. He also served as a Director for ReMark, a transnational direct-marketing company headquartered in Amsterdam.

Larry is active in the community and the state. He has served on the boards of the Lincoln Foundation, Fort Wayne YMCA, Fort Wayne Ballet, Fort Wayne Sports Corporation, Fort Wayne Philharmonic, Junior Achievement, Friends of Lincoln Museum, Erin's House for Grieving Children, the Citadel Futbol Club, R. Nelson Snider Booster Club, and the Greater Fort Wayne Community Foundation. He has additionally served as Board Chair for the Indiana Humanities Council, Leadership Fort Wayne, Ronald McDonald House of Northeast Indiana, Fort Wayne Community School Foundation, and the Parkview Health System.

Larry currently serves on the Manchester University Board of Trustees, the Indiana Humanities Council, the Indiana Youth Soccer Association, and Indiana Sports Properties. Larry also serves as a Director for Arts United, the Fort Wayne Ballet, the Northeast Indiana Innovation Center, and the Timothy L. Johnson Academy, a charter school. Larry is also a Director of the Parkview Health System and serves as a member of the System's Finance Committee, Executive Committee, Strategic Planning Committee, Innovation Council, and is Chair of the Information Technology Committee.

Larry holds a Master of Business Administration degree from Northern Illinois University. Larry's wife, Wendy, is a Registered Nurse and together, they have two sons, Hudson and Alex. Hudson earned both the Juris Doctor and Master of Business Administration degrees at the Mauer School of Law at Indiana University and Indiana University's Kelley School of Business in May, 2011. Hudson currently works for Deloitte Digital. Alex is currently a MBA candidate at Indiana University's Kelley School of Business after working for Zimmer Biomet Corporation the last 3 years.

Joseph Jordan

~~XXXXXXXXXX~~
Fort Wayne, IN ~~468XX~~
Cell: ~~XXXXXXXXXX~~

EXECUTIVE SUMMARY

Executive Leadership - Organizational Planning - Program Management

Accomplished executive level with 25 years' related program and organizational planning experience. Documented success overcoming challenges of limited resources and financial constraints to design high-quality, cost effective and comprehensive program services. Demonstrated strength designing, implementing and tracking organizational systems that improve quality and increase effectiveness of programs. Proven ability to set and achieve priorities, successfully managing multiple projects simultaneously.

Key Competencies

Strategic Business Relationships
Executive Level Communication
Fund Development
Organizational Effectiveness
Program Development

Strategic Planning
Organizational Planning
Marketing
Resource Development
Public Relations

Executive Leadership
Customer Service
Human Resource
Project Management
Executive Management

PROFESSIONAL EXPERIENCE

BOYS AND GIRLS CLUBS OF FORT WAYNE

May 2009 – present

President & CEO

Primary Responsibilities: The President & CEO is responsible for the delivery of high quality programs and services to youth, ages 6-18, as well as the community relationships, financial well-being and facility management of one of the four Clubs that make up the Boys & Girls Clubs of Fort Wayne (BGCFW). The President & CEO, seven full-time professional staff of about 44 youth development professionals, ensures the identification and implementation of objectives, standards and practices that meet the goals of the Club and the organization fulfill "core" program area objectives and fulfill the agency mission.

Additional Responsibilities:

- Develops strategic and tactical plans for programs and services that meet BGCFW objectives while incorporating resources and feedback from the membership and their families, BGCFW Board of Directors and collaborating organizations.
- Assumes ultimate management responsibility for all staff members and volunteers working at the Club. Areas of responsibility include, but are not limited to, hiring, salary and performance management decisions,

and oversight of training plans, ongoing performance assessments and annual evaluations.

- Functions as the primary liaison between the Club and the BGCFW Board of Directors, families and other constituencies of BGCFW.
- Creates opportunities for and maintains on-going local and community fundraising efforts to maximize revenues, oversee expenditures to ensure consistency with budget allocations, manage cash and local revenues, and oversee other matters pertaining to the financial status of the Club.

EAST WAYNE STREET CENTER, Fort Wayne, IN May 1997- May 2009

Executive Director

Primary Responsibilities: The Executive Director is responsible for the delivery of high quality programs and services to families who are trying to reach self-sufficiency, as well as the community relationships, financial well-being.

Additional Responsibilities:

- Responsible for insuring that the Center provides appropriate social service needs to the residents of Fort Wayne on a daily basis.
- Responsible for insuring the Center operates in accordance with all federal, state and local laws, rules and regulations that apply to nonprofit organizations.
- Develop and implement appropriate programs to serve the longer term needs of the community.
- Responsible for the overall day to day operations of the Center.
- Responsible for the employment, training and supervision of the staff of the Center.
- Responsible for managing an annual budget of \$1,200,000.00.
- Participate in the development of fund raising projects for the Center.
- Supervise all the programs of the Center.

SLATER STEEL CORP. Fort Wayne, IN

June 1992- 1997

Human Resources Manager /EEOC Officer

Primary Responsibilities: Human Resources Manager/ EEOC Officer is responsible for presenting the corporation in any legal matters and union related interaction. Work with departmental management to ensure organizational goals and objectives are being met. Present the organization in the public events and functions.

Additional Responsibilities:

- Assisted in all functions of the Human Resources Department with added focus on project development.
- Supported the overall management administration of the company in the absence of the Vice President of Human Resources.
- Wrote, developed and administered the Company's Affirmative Action Program.

- Performed a variety of administrative duties such as plant departmental attendance reporting, attendance recognition plan development, performance evaluation format design and implementation, employee counseling assistance, employment and recruitment assignments, and special projects.
- Investigated, compiled and designed Employee Handbook.
- Assisted in management and supervisory training by developing training needs through proper assessment techniques and trained or coordinated proper trainers in areas including supervisory skills and Equal Employment Opportunity; employment diversity and sexual harassment, and related/appropriate topics.
- Conducted and resolved 1st and 2nd step grievances.
- Investigated all civil rights charges and complaints from employees and enforcement agencies

FORT WAYNE URBAN LEAGUE

October 1987- June 1992

Director of Employment and Training

Primary Responsibilities: Developed and implement strategies to ensure that employers are utilizing the services of the organization. Develop strong relationship with the corporate sector and the private sector to market the services.

Additional Responsibilities:

- Implemented and developed plans for corporate and agency contact to increase job request and placements.
- Developed and implemented an in-depth pre-referral screening process.
- Provided in depth interviewing, screening, counseling and follow up for an average of 90 clients per month.
- Prepared monthly reports, both narrative and statistical, showing daily activities for the Board of Directors.
- Supervised Employment Assistant and Pre-employment Project Coordinator and several clerical support personnel.
- Participated in budgetary, organizational goal-setting and fund raising activities.
- Performed career counseling to clients when necessary - provided training to applicants that were not job ready.

EDUCATION & DEVELOPMENT

- Master of Management, Indiana Wesleyan University, May 2006
- B.S. Business Management, Indiana Institute of Technology, August 1989
- A.S. Liberal Arts, Jackson Community College, May 1982
- Certified Professional Prevention Specialist, State of Indiana, June 1999

- Graduate of the Dale Carnegie Interpersonal / Human Relations Completed 40 hour Human Resources Certification at Michigan State University School of Labor,
- Graduate of the National Boys and Girls Clubs of America University, Professional Executive Leadership, 2009
- Graduate of the National Boys and Girls Clubs of America University, Advance Leadership Program, 2011
- Attended hundreds of workshop and seminars around the topics of organizational effectiveness and executive level leadership.

Co-Curricular Activities

- Board Member of the State of Indiana IHSAA's Foundation Board of Directors
- Board Member of Indiana Tech University
- Board Member of the State of Indiana Kid Trust First Commission Board
- Board Member of Timothy L. Johnson Chapter School
- Co-Chair for the City of Fort Wayne's Untied Initiative
- Commissioner for the Fort Wayne Fire Merit Board
- Board Member of Canterbury Schools' Community Advisory Board
- Park Foundation Board, Member
- Leadership Fort Wayne 1998 Graduate
- Fort Wayne Parks Foundation Board of Directors, Member
- Past Fort Wayne Metropolitan Human Relations Commission, Commissioner
- Past Imagine Charter School Board, Member
- Past United Way of Allen County Board of Directors, Member
- Past Fort Wayne Urban League Board of Directors, Member
- Past Fort Wayne Rescue Mission Board of Directors, Member
- Past Board Member of the YMCA
- Past Board Member of Big Brothers and Big Sisters

• **Awards**

- Recipient of the BGCA's State of Indiana Outstanding Professional of the Year for 2017.
- Recipient of the BGCA's Regional Outstanding Professional of the Year for 2017
- Recipient of the BGCA's Herman Prescott Award
- Recipient of the Fort Wayne Urban League's Lions' Award
- Recipient of the 2017 Humanitarian Award from Alpha Phi Alpha Fraternity
- Recipient of the 2015 "Legacy of Hope Ward" from Cornerstone School
- Recipient of the 2014 NAACP Community Service Award
- Ink's Magazine "50 Most Influential African Americans in Northeast Indiana" 2003/ 2004/ 2005

- Recipient of the 2000 Indiana Purdue University of Fort Wayne, "Great Men Now and Then", Community Service Award
- Recipient of the 2001 Saponi Health Staffing Community Service Award
- Indiana Institute of Technology Upper-class Scholar Award 1989
- Indiana Institute of Technology Sportsmanship Award 1989
- Indiana Institute of Technology Hayashi Award 1989
- Scholastic All-American Collegiate Nominee 1987, 1989
- National Dean List Nominee Spring & fall, 1986-87; Spring & Fall, 1987-1988; Spring 1989

April 25, 2016

page 1 of 2

Robert E. Sevier

[REDACTED]
Fort Wayne, IN [REDACTED]
[REDACTED]
~~Robert E. Sevier 100 Parkside 10050~~

Domestic Summary:

Married; one child:

Spouse: [REDACTED]

Child: [REDACTED],
[REDACTED]

Church affiliation: [REDACTED]
[REDACTED]
[REDACTED]

Military Service: Honorable Discharge USAF, 09/05/1968

Higher Education: Indiana University, B.S. Business
Accounting Major, 1970.

Employment/Occupational Status:

Retired- ITT Industries, Inc. May, 2005

Occupational / Professional Experience:

Public Accounting

Corporate Internal Auditing

Corporate Cash Management and Banking Relations

ALAN K. HOFER

[REDACTED]

BOARD MEMBER INFORMATION

Background

3. AB Indiana University Bloomington (political science)
JD Indiana University Maurer School of Law

self-employed sole practitioner attorney
Indiana licensed real estate broker

4. prior board of directors experience
Allen County Bar Association
Artlink
Center for Non-Violence
Legal Services of Maumee Valley
Planned Parenthood Indiana-Kentucky
West Central Neighborhood Association
Wellspring Interfaith Social Services

Disclosure

2. [REDACTED] administrator at the school my son attends

MICHELLE CHAMBERS

Director Redevelopment

Project Management • Organizational Planning • Program Management

Accomplished project manager with 16 years' related program and organizational planning experience. Documented success overcoming challenges of limited resources and financial constraints to design high-quality, cost effective and comprehensive program services. Demonstrated strength designing, implementing and tracking organizational systems that improve quality and increase effectiveness of programs. Proven ability to set and achieve priorities, successfully managing multiple projects simultaneously.

Key Competencies

Economic Development • Strategic Business Relationships • Contract Negotiation • Redevelopment Strategic Planning • Team Leadership • Management • Process Efficiencies • Community Development

PROFESSIONAL EXPERIENCE

Signing Closers LLC

2012 to Present

President/Owner

Signing Closers LLC is a Professional Notary Signing Service company that is a leading expert in closing Real Estate Transactions, Loan Document Processing, Living Trust Certifications, Executing Settlement Agreements and a provider of Basic Notary Services for the greater Northeastern Indiana region. Building on a reputation of quality notary services, the company has established itself as a premier mobile notary business by providing exemplary customer service while taking advantage of newer technologies which enables the company to make a customer's closing/notarizations experience a seamless transaction.

CITY OF CARSON ECONOMIC DEVELOPMENT, Carson, CA *Division of Carson, California city government offices.*

2007 to 2012

Redevelopment Project Manager

Manage full lifecycle city redevelopment projects. Instrumental in managing project planning and development, task/timeline coordination, written and verbal communication with developers/community organizations, preparing and administering project budgets and approving developer pro forma's. Prepare Agency Staff Reports and Resolutions for Agency Board and City Council.

- Single handedly managed a 168-acre development project (157-acres represent a former landfill), resulting in 2M square feet of commercial, retail and entertainment uses, a 300-room hotel, and up to 1,550 residential units.
- Developed 65 for-sale and rental homes from land acquisition, contract negotiations, entitlements, site design, and construction through management of Affordable Housing Project.
- Developed and implemented Redevelopment Agency Local Hire Program through creation of employer/employee data tracking system, establishing local hire data base of over 300 participants, creating marketing campaign and partnering with local newspapers and public broadcast cable stations.
- Researched and identified creative financing methods and sources, reducing costs and increasing efficiencies.
- Drafted, negotiated, and finalized Owner Participate, Disposition Development and Purchase and Sales Agreements.
- Collaborated with other city departments to procure and implement redevelopment activities for the purpose of eliminating blight

CITY OF LA COMMUNITY DEVELOPMENT DEPARTMENT, Los Angeles, CA
Division of Los Angeles, California city government offices.

1995 to 2007

Senior Project Coordinator, Executive Management Division

2004 to 2007

Created and managed special projects designed to improve the quality of services being administered through the department. All projects required citywide marketing strategies/efforts created to increase awareness and accessibility of existing programs and subsidies available to low income families. Improved the departments' service delivery system externally and internally, through the creation of new and improved department operating methods. Represented department on citywide Nutrition Policy Task Force.

- Single handedly managed "Citywide Cash for College Program" initiative, collaborating with 100 colleges and universities throughout California and the U.S., over 50 area high schools and 10K high school seniors, providing scholarship and financial aid information designed to educate students and their parents on options available for pursuing higher education.
- Created and managed FREE training series ("Capacity Build LA" program) for those working or planning to work with low- income youth, families, and communities within the City of Los Angeles, educating individuals on the process of starting a non-profit or enhancing the effectiveness of an existing one.
- Managed creation of a "Seamless Delivery System" whereby city departments work together to maximize the impact that government sponsored programs have on individual service recipients.

Deputy Director, Human Services Family Development Division

2000 to 2004

Managed nine Youth and Family Centers (YFC's) sites located in low-income communities throughout the City of Los Angeles. Managed complex assignments associated with day-to-day operations of the YFC sites. Managed personnel and administrative issues for 27 employees including the direct supervision of nine senior managers. Acted as liaison to Mayor's Office, City Council members and Executive Administration of CDD.

- Developed and implemented daily management systems such as narrative and statistical monthly reporting procedures, financial reporting systems and resource development processes.
- Maintained and implemented \$3M Community Development Block Grant (CDBG) budget for nine youth and family centers which provided human services to 100K participants annually.
- Negotiated, executed and monitored contract agreements with non-profit agencies and service providers receiving federal CDBG funding.

Center Manager, Human Services Family Development Division

1997 to 2000

Managed all resource and program development to include planning, directing and coordinating human services programs focusing on the needs of youth and their families. Directed budget development, prepared and reviewed reports on program and administrative operations. Researched and sought alternative funding for programs to address counseling, education, employment and vocational training needs of area residents. Acted as a liaison to community advisory groups on behalf of the department.

- Secured funding for youth and adult educational, vocational and recreational activities.
- Developed and implemented action plan, streamlining and enhancing the delivery of services to clients.
- Increased client participation by 20%.
- Single handedly developed and implemented improved methods for distribution of resource information.
- Planned and led information and resource development workshops for community residents and non-profits.

EDUCATION & DEVELOPMENT

Master of Public Administration, National University Los Angeles - Los Angeles, CA
Bachelor of Arts, Child Development, California State University - Los Angeles, CA

PROFESSIONAL CERTIFICATIONS

Certificate Real Estate Development, University Southern California (USC)
Executive Leadership Certificate, National Urban Fellow, Kansas University
Licensed Realtor/Title Producer

Lena Yarian

Lena Yarian is a Garrett native who attended Indiana University/Purdue University in Fort Wayne and received a degree in Business with a concentration in Communications. She began her career with Junior Achievement of Northern Indiana in December of 1986 as Program Director of Applied Economics. In fall of 1997, Lena became President of Junior Achievement of Northern Indiana.

Junior Achievement is the world's largest and fastest-growing organization dedicated to educating young people about business, economics, and free enterprise. Over 5,000 individuals serve as JA classroom volunteers representing individual from all walks of life.

The JA programs span pre-K through 12 with age appropriate curricula designed to teach elementary students about their roles as individuals, workers and consumers and to prepare middle grade and high school students for the key economic, personal finance and workforce issues they will face.

Junior Achievement of Northern Indiana works serves over 130,000 students annually in 30 counties.

Lena is on the serves on Hospital Aid Foundation Board, Judy A Morrill Recreational Center Board and the Northeast Indiana Regional Partnership.

Deborah Howard, D.M.
[REDACTED]
[REDACTED]

LEADERSHIP/MANAGEMENT PROFESSIONAL

Results Oriented—Priority-Driven—Inspirational Team Leader—Innovative Problem Solver

Obtain a challenging leadership position applying creative problem solving and lean management skills with a growing company to achieve optimum utilization of its resources and maximum profits. To continue my career with an organization that will utilize my Management, Supervision & Administrative skills to benefit mutual growth and success.

AREAS OF EXPERTISE

-
- | | | |
|---------------------------------|------------------------------|---------------------------|
| ▪ Employee Relations | ▪ Facilities Management | ▪ Strategic Planning |
| ▪ Team Building & Communication | ▪ Fundraising Planning | ▪ Mentoring |
| ▪ Learning & Development | ▪ Organization Effectiveness | ▪ Curriculum development |
| ▪ Rapid Improvement Process | ▪ Business Analyst | ▪ Change Agent/Leadership |
| ▪ Performance Management | ▪ Project Management | ▪ Leadership Development |

PROFESSIONAL PROFILE

PROVEN SUCCESSFUL OUTCOMES:

- Drove business development through innovative initiatives that result in increased revenue
- Balanced production with superior leadership via conceptual thinking and strategic planning
- Eloquently conveyed intricate professional presentations; matching the message to the audience
- Ensured customer service and satisfaction was offered and given highest attention and priority
- Successfully built and maintained key professional relationships with community leaders and stakeholders

DEMONSTRATED RESULTS:

- Successfully train, supervise, and instruct assigned personnel on program regulations. Develop, revise and update program policy and procedures, provide inspirational team leadership and counseling to subordinates that increase morale and increases performance and productivity levels.
- Successfully interact with major clients, internal upper level management teams, and other internal and external individuals while working within a range of management and leadership capacities for an array of diverse organizations.
- Organized yet flexible to changing demands and circumstances, adapt in planning and coordinating personnel, resources and activities. Receptive, eager listener with strong motivation, evaluation and process improvement skills. Enthusiastic individual with excellent work ethic.
- Proven success in complete spectrum of business cycle. Skilled in account reconciliation, responding to requests for proposals, presentations, contract negotiations, and account management. Skilled in developing strong rapport with customers by providing value through individual consultation, helping the customer to analyze and solve problems.
- Excellent qualifications in strategic planning with comprehensive knowledge of management, organizational development, team building and project execution. Strong interpersonal skills. Able to function as a productive team member, lead a team, or accomplish tasks without supervision. Mission oriented. Demonstrated ability to streamline operations to increase productivity and company profit.

EDUCATION

Ph.D. - Management of Organizational Leadership, 2013, GPA 3.76/4.0, **Course work:** Human Relations and Organizational Behavior, Regulation and Conflict Management in the Workplace, Accounting and Finance for Managerial Decision Making, Systems Thinking and Performance Measurement

MS – Business Management, 2007, GPA 3.77/4.0, **Course work:** Project Management in the Business Environment, Marketing Management, Organizational Leadership and Change Management, Transformational Leadership and Innovation, Organizational Diagnosis and Intervention

BS – Criminal Justice, 2000.

CAREER PATH - BUSINESS

Program Manager/Community Liaison

Park Center

2012–Present

Handpicked by CEO and Vice President to manage program
Responsible for oversight of day to day operations of program
Coordinate with referral sources such as; DCS, Probation, and Choices
Supervises the clinical activities of staff; establishes priorities, assigns duties, and develops work schedules
Coordinates and conducts meetings related to clinical staffing's, staff supervision and other meetings
Provides on-going supervision of staff and conducts regular performance appraisals.
Provides intervention services in support of program and coordinates work with other Center departments
Coordinates, monitors, and maintains documentation and reporting of services rendered
Coordinates clinical programming for with Phoenix Associates, Inc
Serves as liaison with other community agencies and groups concerned with the needs of clients
Participates in supervision and educational activities to improve professional and job-related skills
In coordination with Human resource Department participates in the recruitment, interviewing, selection, and hiring

Other Positions held at Park Center

Group Homes & Satellite Apartments Manager, 2010-2012

Handpicked by Residential Coordinator and Vice President to manage program
Successfully restructured program for success
Train and coach on corrective practices to align personnel with organizational goals
Planning and prioritizing customer, employee and organizational needs
Ensured compliance with federal, state and local regulations
Monitor staff productivity
Develop and revise program policies

Supportive Living Housing Manager, 2005-2010

Promotion after group home closed
Managed 6 HUD 811 property sites with staff at each location
Maintained the program budget and sound financial practices
Provided leadership in program development and planning with board of directors and other personnel
Member of Quality Improvement Team
Created department right sizing plan to maximize resources
Drove performance measures for operations

Adolescent Girls Group Home Case Manager, 2004-2005

Provided supportive interventions and goal-directed services for residential facility clients and families
Coordinated and facilitated services for clients in order to ensure continuity of care
Provided goal directed services to clients and families with complex needs
Communicated progress and problems with physicians and/or therapists
Communicates client progress/needs with group home leads and group home staff
Developed and maintained liaison relationships with referral sources and other service providers.
Attended court hearings and case staffing's.
Ensured all clients' medical needs are met.
Assists with therapeutic group treatment activities in coordination with the therapist and residential staff
Completed all documentation and required paperwork
Provided transportation services when needed
Assisted with crisis calls and provide crisis intervention in consult with the Behavioral Health Technicians and/or
Manager

Continuous Treatment Team Case Manager, 1999-2004

Caseload of 35-40 adult clients with a serious mental illness and/or dually diagnosed
Development of treatment plans for assigned clients and other paperwork as required
Provide transportation to medical appointments
Connect to community resources
Obtained entitlement benefits
Serve as Representative Payee
Skills training

Behavior Health Technician, 1994-1999

Provided daily supervision to ensure safety of environment
Responsible for reconciliation of weekly books including petty cash
Provided supportive intervention, skills training and goal directed case management to child and adolescent clients
Provided individual, group, and family interventions
Planned and implemented a range of social, recreational and skills training programs including individual and group intervention, communications, creative arts, and money management.
Responsible for planning menus, meal preparation and clean up with clients.
Coordinated new client admissions, discharges, and transfers as assigned.
Assisted in ensuring the facility was neat, clean and in safe conditions.
Participated in crisis situations prepared to utilize CPI physical intervention techniques as needed,

Adjunct Professor

Education Management Corporation

2011-Present

Facilitate courses in accordance with the approved course outlines
Maintain accurate records of the scholastic achievement and attendance of the students
Ensure effective academic standards are maintained in assigned teaching responsibility
Available for student consultation and advising
Create exams for the classes, prepare syllabi, tutor and mentor students.
Adhere to accreditation guidelines
Approved to teach various undergraduate and graduate courses in Criminal Justice, Business and Management on campus and online

CERTIFICATIONS/COMMUNITY INVOLVEMENT

ANSA/CANS Assessment Certification
Credentialed Sexually Abusive Youth Professional (CSAYP)
Leadership Fort Wayne Alumni
Non-for-profit of Indiana Northeastern Alliance Alumni
First Aid and CPR certifications
American Lung Association Smoking Cessation Facilitator
Sunday school teacher, Servant Leader, Leader of Youth praise dancers and tutoring program facilitator (Mt. Calvary Missionary Baptist Church)
Spiritual Leadership Development Facilitator and Program/Event planner
United Way, Day of Caring Team Leader 2016, 2015, 2013, 2012, 2011, 2010, 2009
Board of Directors member of Mt. Calvary Missionary Baptist Church **2014- Current**
Board of Directors member of Carriage House **2009- Current**
Board of Directors Secretary Timothy L. Johnson Academy **2008-Current**
Board of Directors member of Blue Jacket, Strategic Planning Committee **2010-2012**

REFERENCES AVAILABLE UPON REQUEST

Number Two

Head of School/Principal Candidate Resume

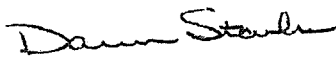
Resume attached is the school leader resume prior to her starting at Timothy L. Johnson on June 8, 2015. She has been with the school in School Leader/Superintendent role for 3 years.

To Whom It May Concern,

I am presently a principal of an elementary school. I came to Northcrest Elementary School four years ago. At that time, there was a 29% passing rate on the standardized test. This past year, we ended the year at a total of a 75% passing rate. That is a 46% increase in four years. I am passionate about what I do and I know what it takes to bring about positive changes for a school.

Most of my experience is in administration in the educational setting. I have two master degrees and working on my doctorate. I would like to expand my horizons and see what else is available. It does not have to be in an educational setting. Please keep me in mind for any opportunities that may come available that I may be qualified for.

Sincerely,



Dawn Starks



Dawn Marie Starks

Fort Wayne, IN

260-

Objective: To pursue a position where I can use the knowledge and experience I have as an educator as well as an administrator.

Experience:

- July 2010 to Present **Northcrest Elementary School, FWCS Fort Wayne, IN**
Principal / PreK-5th grade
- March 2008 to June 2010 **Washington Elementary School, FWCS Fort Wayne, IN**
Principal / PreK-5th grade
- July 2006- Feb. 2008 **Weisser Park Elementary School, FWCS Fort Wayne, IN**
Assistant Principal / 1st-5th grade
- July 2005- June 2006 **Glenwood Park/Croninger Elementary School FWCS Fort Wayne, IN**
Administrative Intern / Kindergarten-5th grade
- August 1998- June 2005 **Price Elementary School, FWCS Fort Wayne, IN**
Third grade teacher and ALP teacher
- August 1997- June 1998 **Adams Elementary School, FWCS Fort Wayne, IN**
ALP teacher / Kindergarten-5th grade
- August 1993- June 1997 **Lindley Elementary School, FWCS Fort Wayne, IN**
Emotionally Disturbed classroom teacher
- Jan 1992- June 1993 **Fort Wayne Community Schools, Fort Wayne, IN**
Substitute Teacher

Education:

Indiana University, Fort Wayne, IN
Master of Science, Administration
May, 2004

Saint Francis University Fort Wayne, IN
Master of Science, Special Education/ED
May, 1995

Indiana University Fort Wayne, IN
Bachelor of Science, Elem Education/Kind Endorsement
December, 1991

References: Available upon request

Number Three

School Administrators' Resume

BRAD L. YODER, Ph.D.

Fort Wayne, IN

Cell (260)

Vita

EDUCATION

**DOCTOR OF PHILOSOPHY, EDUCATIONAL LEADERSHIP,
SCHOOL ADMINISTRATION,**
Indiana State University

Dr. Robert L. Boyd, Dissertation Committee Chairman
Educational Leadership, Administration, and
Foundations Department, College of Education,
Indiana State University

Dissertation: Perceptions of Job Satisfaction and Dissatisfaction and Selected
Demographics of Seated and Post Term School Board Members

Research Interests: Building Social Capital through job satisfaction, community
connections, and volunteerism

**POST DOCTORAL MASTER OF ARTS IN ENGLISH AS A SECOND
LANGUAGE, (coursework)**

MASTER OF SCIENCE IN SCHOOL ADMINISTRATION, May 1997
Indiana University, Fort Wayne

BACHELOR OF SCIENCE IN ELEMENTARY EDUCATION, May 1990
Specializations: Language Arts, Social Studies
Olivet Nazarene University, Kankakee, Illinois
NCATE, NCA and State of Illinois approved

LICENSURE: Valid Indiana Superintendent License
Valid Indiana Administrator License
Valid Indiana Teacher License

CULTURAL COMPETENCE/ EDUCATION CONSULTANT

BBTY ASSOCIATES LLC
Partner (2015-2016)

The framework which guides Badgett, Bammerlin
Thomas Yoder Associates, LLC is derived from our global
philosophy, corporate values, and focused mission. This guiding
framework is informed by foundational theory, contemporary
research, the wisdom gained from practice, and emerging trends
and policies in a flattening world

BRAD L. YODER, Ph.D.

Fort Wayne, IN

Cell (260)

Our business focuses on guiding our clients to a salient understanding of reflective practice and global constructs through meta-cognition of proven principles supporting better understanding of the dynamic intersections among euro centric, Asian centric, and Afrocentric engagement. Relationship-based interaction is central to the work of bbtv associates.

Our **vision** is represented in the axiom: **connecting the world through cultural competence**. Inherent in our conceptual framework is a focus on developing culturally competent leaders who demonstrate the global themes of

- o Culture and identity
- o Imagination and creativity
- o Receptive and expressive expression

To achieve this end, bbtv associates combine prior knowledge and experience, with a knowledge base that includes understanding in the areas of theory and practice, and involve our clients in critical inquiry and reflection. We engage with our clients to hone the skills of reflective practice and evidence dispositions necessary for an embedded understanding of diversity central to success in a global marketplace.

The vision of Badgett Bammerlin Thomas Yoder associates LLC is represented in the axiom, **connecting the world through cultural competence**, and is supported by four global themes: **culture and identity, imagination and creativity, and receptive and expressive expression**.

The mission of Badgett Bammerlin Thomas Yoder associates LLC is to support professionals from diverse backgrounds with the knowledge, skills, and dispositions to promote neighborhoods around the corner and around the globe. Minimizing distance through “being there” experiences, bbtv associates engage with reflective leaders who model cultural competency, technological literacy, and global integrity. Badgett Bammerlin Thomas Yoder associates LLC is committed to facilitating excellent training and support built upon equity, diversity, and social advocacy.

Imagine That Education Consulting (2008)

Region 8 Education Service Center, Fort Wayne, (2003-2004) ParaPro Trainer

Coleman Middle School, Indianapolis Public Schools (2002)

BRAD L. YODER, Ph.D.

Fort Wayne, IN

Cell (260)

ADMINISTRATIVE & MANAGEMENT EXPERIENCE

INSTRUCTION/CURRICULUM COACH

Timothy L Johnson Academy, Phalen Leadership Academy
Fort Wayne IN (Current)

ASSISTANT MANAGER, CLARKS NORTH AMERICA
Store 265, Glenbrook Square, Fort Wayne IN

DIRECTOR OF TEACHER EDUCATION

Associate Professor
School of Education
Indiana Institute of Technology (2011-2014)
Supervisor: Doty Latuszek, Ph.D.

Responsible for: I am committed to excellence in my capacity as Director of the School of Education. To that end I make every effort to move ahead ethically through careful consideration of all possible outcomes, and consider the impact of outcomes on student learning and retention.

Results: Program has made significant growth improvement in refinement of program requirements, curricula design, assessment protocols, and benchmark requirements. With the addition of a full time instructor in the field of literacy, instruction has become better aligned and purposeful. Additionally, program continues to move ahead toward full national accreditation through our accrediting body.

NCATE Preconditions written, revised, and submitted passing through committee awaiting final staff approval spring 2013.
NCATE onsite visit on track for spring 2014 pending final approval of preconditions

Scholarship and Professional Development

As a professional educator I understand the importance of life-long learning. This learning is a powerful resource for all professions; however it is an absolute necessity in high education. Knowledge, skill and understanding must be fresh as it is transferred from instructor to student. Students are most engaged when instructors are practitioners first, busy with the work of the field. To that end I work to stay current in my field. I have taught within the k-12 environment in the last six years. Additionally, I continue to foster relationship at the state and local levels where I have held various positions including teacher, principal, superintendent, and state director. I remain active in my memberships with NCATE, IACTE,

BRAD L. YODER, Ph.D.

Fort Wayne, IN

Cell (260)

AACTE, Ivy Tech Education Committee, and the PBL consortium. Also, I hold current Indiana State licensure (Teaching 1-6, 7, 8 non-departmentalized), (Building Administrator k-8), and (Superintendent all buildings k-12).

In my capacity as Director of Teacher Education I work to lead the program to excellence while adhering to the leadership philosophy of "leading by doing". In our program faculty wear many hats. To that end I work with faculty to analyze, strategize, and implement best practice for the program. I believe I effectively use the program resources with discretion within in the daily operations of the Unit, and strive to communicate direction and need with all stakeholders in a timely and inclusive manner. My goal is to operate the program as a transparent and ethical environment.

Service

Giving back is important, and it is from that premise that I approach my service opportunities within the institution community and outside in the greater Fort Wayne community. Below is an annotated list of current service opportunities.

Grant Procurement and Management

Roland Elementary Education Grant

ICI STEM initiative

Center for Child Development Understanding

Committee involvement

Professional Education Committee: (Chair) Strategic planning committee. Charged with program analysis, direction, and focus of the Unit.

Education Student Concerns Committee: (Chair) charged with review of students in need of remediation. Tasks include student program delay, program action plan, and recommendation of dismissal from program.

Faculty Professional Development Committee: (College of General Studies member) charged with recommendation and approval of faculty development grant proposals.

Foundations of Excellence (FoE) Dimension Committee Diversity: (Co Chair) charged with facilitating collection and analysis of data and documentation and final reporting in FoETec.

Participation in professional development for faculty in the area of classroom management strategies. (Fall 2012)

Ivy Tech Education Committee: (Member) charged with articulation and collaboration with Ivy Tech and other local universities.

PBL Consortium: (Member) charged with collaboration of PBL efforts and best practice in field.

BRAD L. YODER, Ph.D.

Fort Wayne, IN

Cell (260)

School Improvement Committee -Indian Springs Middle School: (Member) charged with improvement efforts leading to continued accreditation.

STEM initiative for the university

Curriculum design for University ENG 1000/ Introduction to College Reading

DIRECTOR OF ASSESSMENT, INDUCTION AND CONTINUING EDUCATION,

Indiana Department of Education, Division of Professional Standards (2005-2006)

Supervisor: Shawn Sriver

Responsible for: development and implementation of Pre-service educator testing requirements, development and implementation of the goals, objectives, policies and procedures for induction of new educators into the profession; development and implementation of the goals, objectives, policies, and procedures for licensing assessment during the induction period; oversees contract for performance assessment services; oversees/engages in research projects conducted in assessment, induction and continuing education for the division; serves as liaison to the INTASC Performance Assessment Development Project; directs the development and implementation of the goals, objectives, policies, and procedures for continuing education programs and relicensure; coordinates the work and recommendations of committees connected to assessment, induction continuing education; serves as liaison to work with committees and /or organizations related to pilot studies within assessment, induction, and continuing education; assumes all major portfolio responsibilities, including logistics for training portfolio scorers, professional document preparation as appropriate for P-12 districts or institutions of higher education and recommendations to the Board; acts as liaison with testing companies and attends state, regional, and national meetings as state representative; oversees evaluation process of Professional Growth Plans; prepares state reporting documents required by the United States Department of Education; assumes responsibilities for Title II and Title II reporting; assumes responsibilities as staff representative on board committees as necessary; assumes responsibilities for board preparation and presentation for Division of Professional Standards Advisory Board and the State Superintendent of Public Instruction.

SUPERINTENDENT/DIRECTOR OF CURRICULUM AND SPECIAL SERVICES,

Smith-Green Community Schools (2003-2005)

Responsible for: curriculum, staff development, special education, data collection and analysis, teacher induction and retention, federal programs and funding, reporting, transportation, collective bargaining and all other duties as assigned

DIRECTOR OF FIELD PLACEMENTS/Assistant Professor of Education,

BRAD L. YODER, Ph.D.

Fort Wayne, IN

Cell (260)

Anderson University (2001-2003)

Supervisor: Diana Ross

Responsible for: all field placement procedures and policies. Program design, faculty selection- student teacher supervision,

PRINCIPAL,

Coesse Elementary School, Whitley County Consolidated Schools (1998- 2001)

Supervisor: William Carnes

Responsible for: providing building leadership, instructional growth, school improvement, community relations, team building, empowering staff, increasing student learning, daily building operations.

DISTRICT DUTIES, Whitley County Consolidated Schools

Director of Whitley County Consolidated Schools Elementary Summer School program (2000-2001)

Chairman, District Literacy Council (1998-2001)

Administrative Member District Staff Development Committee (1999-2001)

Member Professional Development Steering Committee (2000-2001)

Administrative Member CELEBRATE (Character Education, Literacy Experiences, Brain Research and Teacher Excellence) Grant Committee (2000-2001)

Administrative Member Teacher Retirement Sub Committee, Bargaining Committee (2000-2001)

ASSISTANT PRINCIPAL/ ATHLETIC DIRECTOR, Avilla Elementary and Middle School, East Noble School Corporation (1997-1998)

Supervisor: Rodger Smith/ John Mazur

Responsible for: k-8 discipline, elementary teacher evaluation, special education case conference coordinator, revising student handbook, 4-5 audit (improving teacher performance), staff inservice, inventory of textbooks, building keys, supervision of building activities, coordination of C.L.A.S.S. program, school fund raiser, master calendar, athletic scheduling, contracting (school contest, officials), purchase and maintenance of equipment, coordinating coaching staff, all other duties assigned by building principal

SITE DIRECTOR, Village Woods Summer Center, East Allen Co. Schools/ Follinger Foundation (1997)

Supervisor: Shirley Smith

AT-LARGE COORDINATOR, Village Woods Summer Center, East Allen

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Cell (260)

Co.Schools/Follinger Foundation (1991-1997)

Supervisor: Shirley Smith

Responsible for: discipline, scheduling within the summer center program, scheduling with all collaborating agencies, scheduling all transportation for participants using EACS buses, scheduling all field trips, evaluation of all assistant coordinators in the program, completing all payroll for Job Works employees, instructing Job Works employees in employment preparation skills, organizing and implementing parent participation within the Village Woods Summer Center program.

Meadowbrook Elementary, Anderson Community Schools (2001)

Responsible for: Development of climate audit instrument, climate evaluation.

TEACHING EXPERIENCE

**Indiana Tech, School of Education,
Fort Wayne Indiana (current)**

Undergraduate Program:

EDU 1000/ Introduction to Education
EDU 1010/ Education Benchmark
EDU 2050/ Technology Tools for Education
EDU 3120/ Methods for Teaching Mathematics
EDU 3160/ Methods for Teaching Science and Social Studies Integration
EDU 4000/ Classroom Management
EDU 4040/ Curriculum Design-PBL/DI/RTI
EDU 3250/ Assessment
ENG 1000/ Introduction to College Reading
ENG 1100/ Introduction to College Writing

PhD Global Leadership Program:

HEA 7001/Theories and Research in Academic Administration
Dissertation committee member

**Whitley County Consolidated Schools, Indian Springs Middle School,
Columbia City, IN**

Supervisor: Jan Boylen, Principal

Responsible for: Teaching Sixth Grade Science, Middle School Teamed Setting. (2008-2009)

**Anderson University, School of Education,
Anderson IN**

BRAD L. YODER, Ph.D.

Fort Wayne, IN

Cell (260)

Supervisor: Diana Ross, Dean

Assistant Professor of Education.

Responsible for: Facilitating and developing undergraduate and graduate courses in

Undergraduate: Math Methods, Integrated Math, Science, and Technology in the Elementary Classroom (2007-2008)

Graduate: Educational Theory and Practice, Curriculum and Instruction Development. (2007-2008)

Indiana University, Fort Wayne, School of Education,
Fort Wayne IN

Adjunct instructor in the School of Education.

Facilitated E590, Elementary Educational Research. Instructed graduate students in research practices as well as provided opportunities to review current best practice in the field of education. (Fall 2000-Spring 2001)

WOODBURN ELEMENTARY, East Allen Co. Schools,
New Haven, IN

Supervisor: John Emerick

Managed multi-aged classroom of second and third grade students. Providing opportunities for group interaction in heterogeneous multi-aged classroom, implementing units on multicultural understanding, as well as allowing student individual time to foster creativity through drama and writing. (1996-1997)

Managed classroom of fifth grade students, effectively teamed with inclusion teacher to create lessons for students at various academic levels. Created interdisciplinary units to allow for writing across the curriculum. (1995-1996)

Managed classroom of sixth grade students in team setting, taught math and science for three sections of students daily. Worked to create a learning atmosphere in which individual needs were addressed. Fostered higher order thinking skills, as well as group interaction. (1994-1995)

VILLAGE ELEMENTARY, East Allen Co. Schools, New Haven, IN (1990-1994) Supervisor: **Audrey Sharpe (219) 639-7151**

Managed classroom of third grade students in urban setting, facilitated multicultural learning, incorporated parental involvement through Time Out coach program, tailored instruction to individual learning needs. (1990-1994)

BRAD L. YODER, Ph.D.

Fort Wayne, IN

Cell (260)

AWARDS

College of General Studies Outstanding Faculty Contribution Award (2013)

Leepoxy Teaching Faculty Award for Innovation (2013)

VOLUNTEER WORK & AFFILIATIONS

AACTE (current)

IACTE (current)

Primary care giver for aged father (2009-2011)

Whitley County Peabody Library Board (2005- 2007)

Rotary International

Churubusco Community Child Care Center Board (2003-2005)

Leadership Whitley County

Indiana School Reform Leadership Initiative

Whitley County United Way Board of Directors (2004-2005)

Region 8 Curriculum Council

North East Indiana Assistant Superintendent Study Council

IAPSS (present)

IASP (present)

NAESP (present)

Indiana Public Schools/University Partnership (Summer Reading Conference) Indiana University, Bloomington. (2001)

Co-chairman building level staff development committee (1996-1997)

Building Level Curriculum coordinator for Math (1994-1997)

Member of EACS Science Cadre (1994-1997)

Church Board, Church of the Nazarene

BRAD L. YODER, Ph.D.

Fort Wayne, IN 4

Cell (260)

Worship Director/ Church of the Nazarene

Adult Sunday School teacher/ Church of the Nazarene (1995-2000)

Children's Ministry Director/ Church of the Nazarene (2000- 2005)

Human Relations Committee/ EACS (1990-1991)

Campus Players

Alpha Psi Omega Dramatic Fraternity

REFERENCES

Available upon request

Number Four

Governance Documents-501(c)(3)Letter of Determination, Articles of Incorporation and Bylaws



TAX EXEMPT AND
GOVERNMENT ENTITIES
DIVISION

DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
WASHINGTON, D.C. 20224

Date: JUL 20 2005

Timothy L. Johnson Academy, Inc.
c/o The Leona Group, L.L.C.
4660 S. Hagadorn Road
East Lansing, MI 48823

Employer Identification Number:
61-1417541
Person to Contact and ID Number:
Charles F. Kaiser III 50-380400
Toll Free Contact Number:
(877) 829-5500
Accounting Period Ending:
December 31
Public Charity Status:
509(a)(1) & 170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
February 20, 2002
Contribution Deductibility:
Yes

Dear Applicant:

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

Relief is granted under section 301.9100 of the Procedures and Administration Regulations. Accordingly, your exemption under section 501(c)(3) is effective beginning on the date you were organized.

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

Please see enclosed *Information for Organizations Exempt Under Section 501(c)(3)* for some helpful information about your responsibilities as an exempt organization.

Sincerely,

Lois G. Lerner
Director, Exempt Organizations
Rulings & Agreements

Enclosure: *Information for Organizations Exempt Under Section 501(c)(3)*

State of Indiana
Office of the Secretary of State

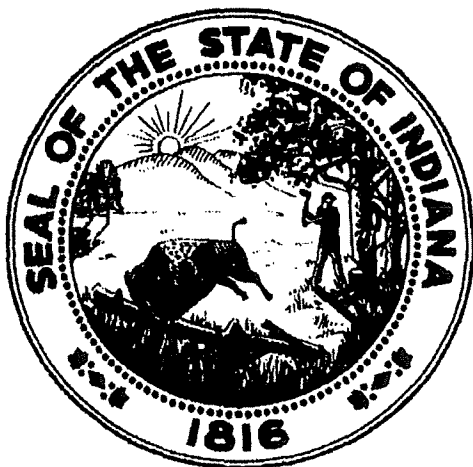
CERTIFICATE OF INCORPORATION

of

TIMOTHY L. JOHNSON ACADEMY, INC.

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Wednesday, February 20, 2002.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, February 20, 2002.

Sue Anne Gilroy

SUE ANNE GILROY,
SECRETARY OF STATE



ARTICLES OF INCORPORATION / NONPROFIT CORPORATIONS
 State Form 4162 (R9 / 0 3-97) Corporate Form No. 3 64-1 (October 1984)
 Approved by State Board of Accounts 1995

200602270169

JEAN E. CUNY
 SECRETARY OF STATE
 OFFICE OF PUBLIC RELATIONS
 302 W Washington St., Rm. 318
 Indianapolis, IN 46204
 Telephone: (317) 232-6575

Indiana Code 23-17-3-2

- INSTRUCTIONS:**
1. *Nonprofit corporations must qualify with the Internal Revenue Service and the Indiana Department of Revenue. It is strongly suggested you do not complete or file this form before contacting both agencies.*
 2. *Filing Fee \$30.00 made payable to Indiana Secretary of State*
 3. *Article VII must be completed appropriately. Please see (1) above.*

ARTICLES OF INCORPORATION

The undersigned incorporator or incorporators, desiring to form a corporation (*hereinafter referred to as the "Corporation"*) pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991 (*hereinafter referred to as the "Act"*), execute the following Articles of Incorporation.

ARTICLE I - Name and Principal Office

Name of the Corporation: (*the name must include the word "Corporation", "Incorporated", "Limited", "Company" or one of the abbreviations thereof*):

Timothy L. Johnson Academy, Inc.

Principal Office: The address of the principal office of the Corporation is:

Post office address	City	Indiana	ZIP code
The Leona Group, LLC 4660 S. Hagadorn Rd., Ste. 500	E. Lansing	Mich.	48823

ARTICLE II - Purpose (optional)

The purposes for which the Corporation is formed are:

See attached Exhibit A.

ARTICLE III - Type of Corporation (check only one)

The Corporation is a:

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

ARTICLE IV - Registered Agent and Registered Office

Registered Agent: The name and street address of the Corporation's Registered Agent and Registered Office for service of process are:

Name of Registered Agent

Rodney S. Retzner, c/o Krieg DeVault LLP

Address of Registered Office (<i>street or building</i>)	City	Indiana	ZIP code
One Indiana Square, Ste. 2800	Indianapolis	Indiana	46204-2079

ARTICLE V - Membership

Indicate if Corporation will have members:

- Yes No

(Continued on the reverse side)

ARTICLE VI - Incorporator(s)

Name(s) and address(es) of the incorporator(s) is/are as follows:

Name	Number and Street or Building	City	State	ZIP code
Amy J. Borman	One SeaGate, 24th Floor	Toledo	Ohio	43604

ARTICLE VII - Distribution of Assets on Dissolution or Final Liquidation

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

Upon the dissolution of this corporation, (1) all remaining assets, except funds specified in (2), shall be used for nonprofit educational purposes; and (2) all remaining funds received from the Indiana Department of Education shall be returned to the Indiana Department of Education not more than thirty (30) days after dissolution. Further, upon the dissolution or liquidation of this corporation, whether voluntary or involuntary, no member, trustee, director, or officer of this corporation, or any private individual, shall be entitled to any distribution or division of the remaining assets or their proceeds.

THIS DOCUMENT MUST BE SIGNED BY ALL INCORPORATORS.

I (we) hereby verify, subject to penalties of perjury, that the facts contained herein are true. <i>(Notarization not necessary)</i>	
Signature <i>Amy J. Borman</i>	Printed name Amy J. Borman
Signature	Printed name
Signature	Printed name

This instrument was prepared by: (name) Amy J. Borman			
Address One SeaGate, 24th Floor	City Toledo	State Ohio	ZIP code 43604

EXHIBIT A

ARTICLE II - PURPOSE

The purpose for which this corporation is formed is to operate an Indiana charter school. This corporation is organized exclusively for educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or the corresponding provision of any future United States Internal Revenue Law (the "Code") to operate an Indiana charter school. This corporation shall not engage in activities which are not in furtherance of the educational purposes set forth in this Article II.

In furtherance of its purpose, this corporation shall adhere to the following restrictions:

- (1) No part of the assets or of the net earnings of this corporation shall inure to the benefit of any member, trustee, director, or officer of this corporation or any private individual (except that reasonable compensation may be paid for services rendered to or for this corporation affecting one or more of its purposes).
- (2) No substantial part of the activities of this corporation shall be the carrying on of propaganda or otherwise attempting to influence legislation, nor shall this corporation participate or intervene in (including the publication and distribution of statements) any political campaign on behalf of any candidate for public office.
- (3) Notwithstanding any other provision in these Articles, this corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by an organization exempt under Code Section 501(c)(3), or by an organization, contributions to which are deductible under Code Section 170(c)(2), or corresponding provisions of any subsequent federal tax laws.

**THIRD AMENDED AND RESTATED
BYLAWS
OF
TIMOTHY L. JOHNSON ACADEMY, INC.**

ARTICLE I

Name

This organization shall be called Timothy L. Johnson Academy, Inc. (the "School").

ARTICLE II

Form of Corporation and Sponsor; Charter Agreement

Section 1. Incorporation. The School is incorporated as a non-profit, non-stock, directorship corporation and a public charter school, established in accordance with Chapter 3 of Article 20-5.5 of the Indiana Code.

Section 2. University Sponsor and Agent of Sponsor. The sponsor of the School is Trine University by virtue of that certain Charter School Agreement and Grant of Charter School (the "Charter Agreement") by Education One, L.L.C., as the University's designated representative to serve as the University's discretion and to assist with the performance of the University's duties as the School's sponsor (Trine University and Education One, L.L.C. shall collectively be referred to herein as the "University").

Section 3. Incorporation of Charter Agreement. The terms, conditions and requirements of the Charter Agreement are incorporated herein by this reference and any term or condition of these Third Amended and Restated Bylaws shall be read and interpreted to be in compliance with the Charter Agreement. No provision of these Third Amended and Restated Bylaws of the School interfere with the School's ability to perform its obligations under the Charter Agreement.

ARTICLE III

Offices

Section 1. Principal Office. The principal office of the School shall be located at 4625 Werling Drive, Fort Wayne, County of Allen, State of Indiana.

Section 2. Registered Office. The registered office of the School may be the same as the principal office of the corporation, but in any event must be located in the state of Indiana, and be the business office of the registered agent, as required by the Indiana Nonprofit Corporation Act.

ARTICLE IV

Board of Directors; Meetings; Fiscal Year

Section 1. General Powers. The business, property and affairs of the School shall be managed by its Board of Directors. The Board of Directors may exercise any and all of the powers granted to it under any portions of the Indiana Code. The board may delegate such powers to the officers of the board and/or the educational management company of the School as it deems necessary.

Section 2. Method of Selection Board Members.

- A. The Board of Directors shall be the individuals named in the resolution approved by the University.
- B. Subsequently, the Board of Directors of the School shall nominate a list of potential members of the Board of Directors equaling at least the number of vacancies on the Board. The Board of Directors of the School shall elect members from the list of nominees at its next regular meeting taking place at least twenty (20) days following notification to the University of the nominees.
- C. When the nominations are forwarded to the University, they shall be accompanied by the nominees' resumes and expanded criminal history background checks made pursuant to Indiana Code § 20-26-5-10 to the fullest extent permitted under applicable law. Any nominee that has been convicted of the following acts shall be prohibited from serving on the Board of Directors, unless such conviction is waived by the School Director in writing:
 1. An offense described in Indiana Code § 20-26-5-11; or
 2. Any theft, misappropriation of funds, embezzlement, misrepresentation or fraud.
- D. The nominees shall be available for interview by the University Board or its designees. Nominations shall be deemed acceptable to the University unless otherwise notified prior to the regular meeting at which election(s) shall occur. A member appointed to fill a vacancy created other than by expiration of a term shall be appointed for the unexpired term of the vacating member in the same manner as the original appointment.
- E. The Board of Directors of the School shall be and remain structurally independent of any school management company or entity operating under a Service Contract (as defined below). In no event shall the Board, at any time, be comprised of voting members of whom more than forty-nine percent (49%) are directors, officers, employees, agents or otherwise of any entity providing services under a Service Contract (as defined below).

Section 3. Length of Term. The term of each member of the Board of Directors shall be three (3) years, except that of the members first appointed, 1/3 shall be appointed for a term of three years, 1/3 shall be appointed for a terms of two years, and the remainder shall be appointed for a term of one year. At the first meeting, the Board of Directors shall designate which members of the invited Board of Directors shall serve one (1), two (2), and three (3) year terms.

Section 4. Number of Directors. The number of members of the initial Board of Directors for the School shall be five (5). The number of members shall never be fewer than five (5) nor more than nine (9), as determined from time to time by the University.

Section 5. Qualifications. The Board members of the School must include a parent or guardian of a child attending the school. The Board shall not include (i) members appointed or controlled by another charter school; (ii) employees of TLJA; (iii) officials of the University; or (iv) employees of the educational management company. All Board members and prospective nominees shall submit results of national criminal history background checks. The Board may, at its sole discretion, pay for such background checks. No person's name shall be submitted for nomination to fill a vacancy on the Board until the Board receives the results of the national criminal history background check.

Section 6. Oath. All members of the Board of Directors of the School must file an acceptance of office with the University.

Section 7. Tenure. Each Director shall hold office until the Director's replacement, death, resignation, removal or until the expiration of the term, whichever occurs first.

Section 8. Removal. Any Director may be removed without cause by a two-thirds (2/3) vote of the Board of Directors of the School or by majority vote of the University Board of Trustees or for missing three consecutive scheduled regular meetings.

Section 9. Resignation. Any Director may resign at any time by providing written notice to the School. Notice of resignation will be effective upon receipt or at a subsequent time designated in the notice. A successor may be appointed as provided in Section 2 of this Article.

Section 10. Regular Meetings. The Board of Directors shall approve a calendar of regular meetings each year in October. The calendar shall designate the date, time and place of regular meetings. The Board of Directors shall meet at least bimonthly. The Board of Directors may provide, by resolution, the time and place, within the state of Indiana, for the holding of additional regular meetings. The School shall provide notice of all regular meetings as required by the Indiana Open Door Law (IC 5-14-1.5).

Section 11. Executive Sessions. Executive Sessions may be held only for the specific instances enumerated in the Open Door Law (IC 5-14-1.5-6.1-b).

Section 12. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any three or more directors. The person or persons authorized to call special meetings of the Board of Directors may fix the place within the state of Indiana for holding any special meetings of the Board of Directors called by them, and, if no other place is fixed, the place of meeting shall be the principal business office of the School in the state of Indiana. The School shall provide notice of all special meetings as required by the Open Door Law.

Section 13. Notice; Waiver. In addition to the notice provisions of the Open Door Law, notice of any special meeting shall be given at least forty-eight (48) hours prior to the special meeting by written notice, stating the time, date and place of the meeting, delivered personally or mailed or sent by telegram, fax or e-mail to each Director at the Director's personal residence or place of business. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail so addressed, with postage thereon prepaid. If notice is given by telegram, such notice shall be deemed to be delivered when the telegram is delivered to the telegraph company. Any Director may waive notice of any meeting by written statement, or telecopy sent by the Director, signed before or after the holding of the meeting. The attendance of, or participation by, a Director at a meeting constitutes a waiver of notice of such meeting, except where a Director attends a meeting for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened.

Section 14. Participation by Electronic Meetings. A member of the Board who is not physically present at a meeting may participate in a meeting by electronic communication provided that the following conditions are satisfied:

- A. The Board member participating by electronic communication permits simultaneous communication among (i) the Board member participating by electronic communication; (ii) all other members of the Board who are participating in the meeting; and (iii) the members of the public physically present at the location where the meeting is being conducted.
- B. A Board member who participates in a meeting by electronic communication shall be granted the same level of participation as a member participating in person. The Board member participating by electronic communication shall be considered to be present at the meeting, shall be counted for purposes of establishing a quorum, and may vote at the meeting.
- C. Either two (2) Board members or one-third of the Board members, whichever is greater, must be physically present at the place where the meeting is conducted.
- D. Notwithstanding the ability for Board members to participate electronically as permitted by this Section 14, each Board member shall physically attend at least one (1) meeting annually.

E. All votes taken by the Board during a meeting in which at least one (1) Board member is participating by electronic communication shall be taken by roll call vote.

Section 15. Quorum. A majority of the Directors of the Board constitutes a quorum for the transaction of business at any meeting of the Board of Directors, but if less than a majority is present at, or participating in, a meeting, a majority of the Directors present may adjourn the meeting from time to time, providing such notice as is required by the Open Door Law.

Section 16. Manner of Acting. The act of the majority of the Directors participating, whether in person or electronically as permitted by Section 14, at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 17. Board Vacancies. Any vacancy may be filled as provided in Section 2 of this Article.

Section 18. Compensation. By resolution of the Board of Directors, the Directors may be paid the expenses, if any, of attendance at each meeting of the Board of Directors. Expenses shall include travel expenses for attending Board meetings, costs associated with providing materials for Board meetings, and other approved expenses. Directors shall not be provided remuneration for their services as Directors.

Section 19. Presumption of Assent. A Director of the School who is participating at a meeting of the Board of Directors, whether in person or electronically as permitted by Section 14, at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless that Director's dissent shall be entered in the minutes of the meeting or unless that Director shall file a written dissent to such action with the person acting as the Secretary of the meeting before the adjournment thereof or shall forward such dissent by registered mail to the Secretary of the School immediately after the adjournment of the meeting. This right to dissent shall not apply to a Director who voted in favor of such action.

Section 20. Committees. The Board of Directors, by resolution, may designate one or more committees, each committee to consist of one or more Directors elected by the Board of Directors, which to the extent provided in the resolution as initially adopted, and as thereafter supplemented or amended by further resolution, shall have and may exercise, when the Board of Directors is not in session, the powers of the Board of Directors in the management of the business and affairs of the School, except action in respect to the fixing of compensation for or the filling of vacancies in the Board of Directors or committees created pursuant to this Section, or amendments to the Articles of Incorporation or Bylaws. The Board of Directors may elect one or more of its members as alternate members of any committee who may take the place of any absent member or members at any meeting of a committee, upon request by the Chair of the meeting. Subject to the Open Door Law, each committee shall fix its own rules governing the conduct of its activities and shall make such reports to the Board of Directors of its activities as the Board of Directors may request.

Section 21. Fiscal Year, Budget and Unified Accounting System. The fiscal year of the School shall begin on the first day of July in each year. The Board of Directors, subject to the oversight responsibilities of the University, shall have exclusive control of the budget. The Board shall prepare and publish an annual budget in accordance with the University policy and the Unified Accounting System prescribed by the State Board of Education and the State Board of Accounts.

Section 22. Duties of the Board. In addition to any other duty responsibility or obligation set forth herein, the Board of Directors shall be responsible for approving School policies, including the School budget, curriculum, student conduct, school calendar, and dispute resolution procedures.

ARTICLE V

Officers

Section 1. Number. The officers of the School shall be a President, Vice-President, Secretary, Treasurer, and such Assistant officers as may be selected by the Board of Directors.

Section 2. Election and Term of Office. The Board of Directors shall elect the initial officers of the School at a duly noticed meeting prior to the beginning of the school year. Thereafter, the Board of Directors shall elect the officers annually at the annual meeting of the Board of Directors. If the election of officers is not held at that meeting, the election shall be held as soon thereafter as may be convenient. Each officer shall serve a two year term unless the officer resigns or is removed in the manner provided in Section 3.

Section 3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed by a simple majority of the Board of Directors whenever in its judgment the best interests of the School would be served thereby.

Section 4. Vacancies. A vacancy in any office shall be filled by appointment by the Board of Directors for the unexpired portion of the term.

Section 5. President. The President of the School shall preside at all meetings of the Board of Directors. If there is not a President, or if the President is absent, then the Vice-President shall preside. If the Vice-President is absent, then a temporary chair, chosen by the members of the Board of Directors attending the meeting shall preside. The President shall be an *ex officio* member of all standing committees and may be designated chairperson of those committees by the Board of Directors. The President shall, in general, perform all duties incident to the office of President of the Board as may be prescribed by the Board from time to time.

Section 6. Vice-President. In the absence of the President or in the event of the President's death, inability or refusal to act, the Vice-President shall perform the duties of President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the

President. The Vice-President shall perform such other duties as from time to time may be assigned to the Vice-President by the President or by the Board of Directors.

Section 7. School Administrator. The School Administrator shall be the Chief Executive Officer of the School and shall be hired by the Board of Directors unless the Board contracts for the management of the school, in which case the School Administrator shall be hired by the management company. The School Administrator shall be an *ex officio* member of the Board and may, by resolution of the Board, chair any and all meetings in lieu of the President. The School Administrator shall not be empowered to vote.

Section 8. Secretary. The Secretary shall: (a) keep the minutes of the Board of Directors meetings in one or more books provided for that purpose; (b) see that all notices, including those notices required under the Open Door Law, are duly given in accordance with the provisions of these Bylaws or as required by law; (c) be custodian of the corporate records; (d) keep a register of the post office address of each member; and (e) perform all duties incident to the office of Secretary and other duties assigned by the School Administrator or the Board.

Section 9. Treasurer. The Treasurer shall: (a) assure that the responsibilities of the fiscal agent of the School are properly carried out; and (b) in general perform all of the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the Board of Directors.

Section 10. Assistants and Acting Officers. The Assistants to the officers, if any, selected by the Board of Directors, shall perform such duties and have such authority as shall from time to time be delegated or assigned to them by the officers or by the Board of Directors. The Board of Directors shall have the power to appoint any person to perform the duties of an officer whenever for any reason it is impractical for such officer to act personally. Such acting officer so appointed shall have the powers of and be subject to all the restrictions upon the officer to whose office the acting officer is so appointed except as the Board of Directors may by resolution otherwise determine.

Section 11. Salaries. Officers of the School, who are Directors of the School, may not be compensated for their services. They may, however, receive traveling and other expenses.

Section 12. Filling More Than One Office. Any two offices of the School except those of President and Vice-President may be held by the same person, but no officer shall execute, acknowledge or verify any instrument in more than one capacity.

ARTICLE VI

Contracts, Service Contracts, Loans, Checks and Deposits; Special Corporate Acts

Section 1. Contracts. Except as otherwise required for Service Contracts required by Section 2 below, the Board of Directors may authorize any officer or officers, agent or agents, to enter

into any contract, to execute and deliver any instrument, or to acknowledge any instrument required by law to be acknowledged in the name of and on behalf of the . Such authority may be general or confined to specific instances, but the appointment of any person other than an officer to acknowledge an instrument required by law to be acknowledged should be made by instrument in writing. When the Board of Directors authorizes the execution of a contract or of any other instrument in the name of and on behalf of the School, without specifying the executing officers, the President or Vice-President, and the Secretary or Treasurer may execute the same and may affix the corporate seal thereto.

Section 2. Service Contracts.

TLJA shall not enter into any contract for comprehensive school management or operations ("Service Contract") without first submitting such Services Contract to the University for review and approval. If the University determines that the Service Contract does not comply with (a) the provisions of the Charter Agreement and any Exhibit to such Charter Agreement, (b) applicable law, or (c) is otherwise against public policy, then the School shall not enter into the Service Contract unless and until the deficiencies noted by the University have been remedied and approved.

The term of any Service Contract shall not exceed the term of the Charter Agreement and shall be terminable in accordance with the terms and conditions of the Charter Agreement.

Any Service Contract must be approved by a majority of the then serving members of the Board of Directors of the School.

Section 3. Loans. No loans shall be contracted on behalf of the School and no evidences of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances. No loan or advance to or overdraft of withdrawal by an officer or member of the Board of Directors otherwise than in the ordinary and usual course of the business of the School, and on the ordinary and usual course of the business or security, shall be made or permitted.

Section 4. Checks, Drafts, etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the School, shall be signed by such officer or officers, agent or agents, of the School and in such manner as shall from time to time be determined by resolution of the Board of Directors.

Section 5. Deposits. All funds of the School not otherwise employed shall be deposited from time to time to the credit of the School in such banks, trust companies or other depositories as the Board of Directors may select, provided that such financial institution is eligible to be a depository of surplus public funds according to the laws of the State of Indiana.

Section 6. Contracts Between School and Related Persons. Any contract or other transaction between the School and one or more of its Directors, or between the School and any firm of which one or more of the School's Directors are members or employees, or in which one or more

of the School's Directors are interested, shall be valid for all purposes, notwithstanding the presence of such Director or Directors at the meeting at which the Board of Directors of the School acts upon, or in reference to, such contract or transaction, and notwithstanding the participation of the Director or Directors in such action, if the fact of such interest shall be disclosed or known to the Board of Directors and the Board of Directors shall, nevertheless, authorize, approve and ratify such contract or transaction by a vote of a majority of the Directors present, such interested Director or Directors to be counted in determining whether a quorum is present, but not to be counted as voting upon the matter or in calculating the majority of such quorum necessary to carry such vote. This Section shall not be construed to invalidate any contract or other transaction which would otherwise be valid under the common and statutory law applicable thereto.

ARTICLE VII

Indemnification

Each person who is or was a member of the Board of Directors, or a trustee, director, officer or member of a committee of the School and each person who serves or has served at the request of the School as a trustee, director, officer, partner, employee or agent of any other corporation, partnership, joint venture, trust or other enterprise, shall be indemnified by the School to the fullest extent permitted by the School laws of the State of Indiana as they may be in effect from time to time. The School may purchase and maintain insurance on behalf of any such person against any liability asserted against and incurred by such person in any such capacity or arising out of his status as such, whether or not the School would have power to indemnify such person against such liability under the preceding sentence. The School may, to the extent authorized from time to time by the Board, grant rights to indemnification to any employee or agent of the School to the fullest extent provided under the laws of the State of Indiana as they may be in effect from time to time.

ARTICLE VIII

Seal

The Board of Directors may provide a corporate seal which shall be circular in form and shall have inscribed thereon the name of the School, the State of Indiana and the words "Corporate Seal" and "Timothy L. Johnson Academy."

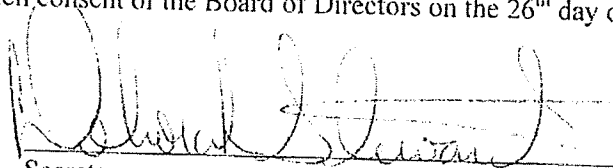
ARTICLE IX

Amendments

Section 1. Amendment of Bylaws. These Bylaws may be altered, amended or repealed and new Bylaws may be adopted by obtaining (a) the affirmative vote of a majority of the Board of Directors at any regular or special meeting of the Board of Directors, if a notice setting forth the terms of the proposal has been given in accordance with the notice requirements for special meetings, and (b) the written approval and consent of the changes or amendments by the University.

Section 2. University Approval. Prior to formal Board approval of any amendment to the Bylaws, the Board shall submit a written copy of such modification or amendment to the University. In the event that a proposed change is not accepted by the University, the University shall consider and vote upon a change proposed by the School following an opportunity for a written and oral presentation to the University by the School. Amendments to these Bylaws take effect only after they have been approved by both the School Board and by the University, its President or the University Board of Trustees.

These Third Amended and Restated Bylaws were adopted as and for the Bylaws of an Indiana non-profit corporation, by unanimous written consent of the Board of Directors on the 26th day of September, 2013.


Secretary

Number Five
Statement of Assurance

EDUCATION ONE, L.L.C. - 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 Education One, L.L.C. 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 Education One, L.L.C., Trine University, 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 Education One, L.L.C. may revoke the charter if it 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.

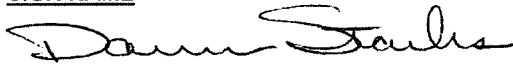
PRINT NAME & TITLE

Dawn Starks, School Leader

DATE

3/21/2018

SIGN NAME



Number Six

Board Member Information

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, Education One, L.L.C. 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:

TIMOTHY G. JOHNSON ACADEMY

2. Your full name: *LAWRENCE THOMAS REYNOLDS*

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.

SEE ATTACHED BIO

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

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

I / we do not know any such persons. Yes

CHARTER SCHOOL BOARD MEMBER INFORMATION

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Background

1. Name of charter school on whose Board of Directors you intend to serve:

Timothy L. Johnson Academy

2. Your full name:

Alan Richard Grinsfelder

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

Retired Architect

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.

Served for 3 years on board of Thurgood Marshall Academy (Charter school). Chair member for two years.

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

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

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

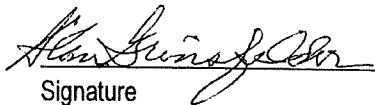
6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

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

Certification

I, Alan Grinsfelder, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for _____ Charter School is true and correct in every respect.


 Signature

3-28-18
 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, Education One, L.L.C. 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: *TIMOTHY L. JOHNSON ACADEMY*
2. Your full name: *JOSEPH JORDAN*
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.
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 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 *FELLOW BOARD MEMBERS*
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

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, Education One, L.L.C. 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:
TIMOTHY L. JOHNSON
2. Your full name: *ROBERT E. SEVIER*
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.
OTHER NFP ORGANIZATION BOARDS SERVED AS PRESIDENT TREASURER, COMPILED FOR 990 FOR NFP ORGANIZATIONS
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 *BOARD MEETING CONTACT ONLY*
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

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

Certification

I, ROBERT E SEVIER certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Charter School is true and correct in every respect.

Robert Sevier
 Signature

03/27/2018
 Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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

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Background

1. Name of charter school on whose Board of Directors you intend to serve:

IMOTHY JOHNSON LEADERSHIP ACADEMY

2. Your full name: Frederick Elkant

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached. ^{BA Psychology} MS, School Psychology. Certified Professional Coach, Advanced Human Resources Program at GE. General Electric Human Resources, 27 yrs.

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.

Elected Plainville, CT - Town Council. AWS, MHR, NCFP,

5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?

Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees. Yes

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

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

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

Certification

I, Frederick Eckert, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for _____ Charter School is true and correct in every respect.


 Signature

3/27/18
 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:

Timothy L. Johnson - Academy

2. Your full name:

Alan Karl Hofer

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

AB/SD Indiana University

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.

Self-employed attorney

Church and not-for-profit boards (many years)

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

As board members only

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

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

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

Certification

I, _____, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for _____ Charter School is true and correct in every respect.

Signature 

J-2718
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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As part of the application for a new charter school, Education One, L.L.C. 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:
Johnson L. Johnson Academy Middle School
2. Your full name: Michelle Chambers
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.
Currently I serve on several boards for Non-Profits such as Little Thinkers Child Care Center, Timothy L. Johnson L. Johnson Academy and Whittington Homes and Services.
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 currently serve on the Johnson L. Johnson Academy board together
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes Thalen Leadership Academy

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

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

Certification

I, Michelle Chambers, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Johnson L. Johnson Academy Middle School Charter School is true and correct in every respect.

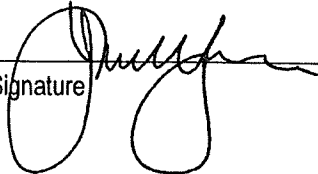
Michelle Chambers
 Signature

March 29, 2018
 Date

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

Certification

I, Lena Yasion, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for _____ Charter School is true and correct in every respect.

Signature 

3-27-2018
Date

CHARTER SCHOOL BOARD MEMBER INFORMATION

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

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As part of the application for a new charter school, Education One, L.L.C. 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: *Timothy L. Johnson Academy*
2. Your full name: *Deborah Ann Howard*
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 have served on several community boards. I've served with TJS Academy over 10 years.
5. Do you understand the obligations of a charter school's Board of Directors to comply with Indiana's Public Access laws, including the Open Door Law for Board meetings?
 Yes Don't Know/ Unsure

Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.
 I / we do not know any such trustees. Yes
2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.
 I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.
 I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.
 Not applicable because the school does not intend to contract with an education service provider or school management organization.
 I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.
 N/A. I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.
 N/A. I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.
 Does not apply to me, my spouse or family. Yes

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

Certification

I, Deborah Howard, certify to the best of my knowledge and ability that the information I am providing to Education One, L.L.C. as a prospective board member for Charter School is true and correct in every respect.

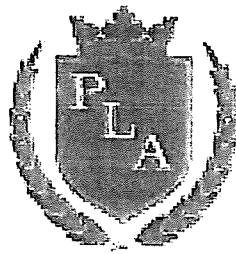
Deborah Howard
Signature

3/27/18
Date

Number Seven

Code of Ethics and Conflict of Interest Policies

Phalen Leadership Academy



Employee Handbook

Updated: July 2016

inspections of their company work areas and property that might conceal a drug, alcohol or other contraband. Employees who possess such contraband or refuse to cooperate in such inspections are subject to appropriate discipline up to and including discharge.

Crimes Involving Drugs

PLA prohibits all employees from manufacturing, distributing, dispensing, possessing or using an illegal drug in or on company premises or while conducting company business. Employees are also prohibited from misusing legally prescribed or over-the-counter (OTC) drugs. Law enforcement personnel shall be notified, as appropriate, when criminal activity is suspected.

Note: Any employee who has a reasonable suspicion that a violation of this policy has occurred shall report the suspected violation to the Principal.

Duty to Report Child Abuse and/or Neglect

Per Indiana Code 31-33-5, it is the responsibility of all employees to report any suspected child abuse or neglect. If an employee has reason to believe that a child is a victim of child abuse or neglect the employee shall immediately make a report to the Principal.

Equal Employment Opportunity

PLA provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, gender, sexual orientation, gender identity, national origin, age, disability, genetic information, marital status, amnesty or status as a covered veteran in accordance with applicable federal, state and local laws. PLA complies with applicable state and local laws governing nondiscrimination in employment in every location in which the company has facilities. This policy applies to all terms and conditions of employment, including hiring, placement, promotion, termination, layoff, recall, transfer, and leaves of absence, compensation and training.

PLA expressly prohibits any form of unlawful employee harassment based on race, color, religion, gender, sexual orientation, national origin, age, genetic information, disability, or veteran status. Any interference with the ability of PLA employees to perform their expected job duties is absolutely not tolerated. Furthermore, PLA may not exclude from participation in, deny the benefits of, or otherwise subject any employee or applicant to, discrimination in any program or activity for which the PLA Board is responsible or for which it receives financial assistance from the U.S. Department of Education. PLA values diversity and the benefits of different perspectives and backgrounds.

Ethics and Conflict of Interest

Employees must avoid any relationship or activity that is unethical, immoral, illegal, might negatively impact the school's image, or appear to impair their ability to make objective and fair decisions when performing their jobs. Employees must also refrain from making any decisions or engaging in any activities that result in personal or financial gain for the employee or a family member. Employees may not accept anything of value offered by another for the purpose of influencing judgment.

Staff members who have a financial interest in or derive a profit from a contract or purchase connected with an action by the school network must complete a Conflict of Interest Disclosure Statement to be approved by the Board. This is most commonly used if spouses or other members of a staff member's family enter into a contract or

employment relationship with the schoolnetwork.

Gifts presented to staff members by scholars, parents of scholars, or vendors is an undesirable practice because it tends to embarrass scholars with limited means and gives the appearance of currying favor. However, there are instances where students or their parents wish to express gratitude or kindness to an employee of the school network. Therefore, staff members may accept or give gifts of nominal value from or to students, parents, or vendors. Nominal value shall not exceed \$25.00. The COO may approve acts of generosity to or from individual staff members in unusual situations.

Family Educational Rights and Privacy Act

The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. §1232g, is a Federal privacy law administered by the Family Policy Compliance Office (FPCO or Office) in the U.S. Department of Education (Department or we). FERPA and its implementing regulations in 34 CFR part 99 protect the privacy of students' education records and afford parents and eligible students (i.e., students who are 18 years of age or older or attend an institution of postsecondary education) certain rights to inspect and review education records, to seek to amend these records, and to consent to the disclosure of personally identifiable information from education records.

PLA employees must maintain the privacy of the records and may not release any confidential educational records, as defined under FERPA, without the express consent of the student or parent. Educational records are all records that contain information directly related to a student and are maintained by an educational agency or institution, or by a party acting on its behalf. A record means any information recorded in any way, including handwriting, print, tape, film, microfilm, microfiche, and digital images. If an employee is approached regarding the release of any student information, please contact the Principal.

Family Medical Leave

In accordance with Federal law, PLA shall provide up to twelve (12) weeks of unpaid, job-protected Family Medical Leave (FMLA) in any twelve (12) month period to eligible staff members. Family Medical Leave may be used for:

- The birth of a child and/or the care of a newborn child within one (1) year of the child's birth;
- The placement of a child with the staff member by way of adoption or foster care and/or to care for the child within one (1) year of the child's arrival;
- The staff member is needed to care for a spouse, son, daughter, or parent if the individual has a serious health condition; or
- The staff member's own serious health condition prevents him/her from performing the functions of his/her position.

Military Family Leave Entitlements

Eligible employees whose spouse, son, daughter or parent is on covered active duty or call to covered active duty status may use their 12-week leave entitlement to address certain "qualifying exigencies." Qualifying exigencies may include attending certain military events, arranging for alternative childcare, addressing certain financial and legal arrangements, attending certain counseling sessions, and attending post-deployment reintegration briefings.

The FMLA also includes a special leave entitlement that permits eligible employees to

Number Eight

Education Service Provider (ESP) Documentation

EDUCATION SERVICES PROVIDER AGREEMENT

This Education Services Provider Agreement (the “Agreement”) is made and entered into as of the 1st day of _____ by and between **Entrepreneurial Ventures in Education** (“EVE”), a Massachusetts based non-profit corporation, and **Timothy L. Johnson Academy** (“TJA” and together with EVE, the “Parties”), an Indiana based public school corporation.

WHEREAS, TJA has been granted a Charter School Contract (the “Charter School Contract”) from Trine University (the “Sponsor”) for the operation of a charter school and pursuant to the Charter School Contract and in accordance with Indiana Code §20-25.5-1, ets seq to enter into an agreement with PLA, an Educational Service Provider (“ESP”) to operate;

WHEREAS, EVE is a Massachusetts based non-profit corporation authorized to transact business in the State of Indiana, and providing direct educational services to public school academies. EVE has the ability to implement a comprehensive educational program and training methodologies for the TJA; and

WHEREAS, TJA desires to engage EVE to perform those services as a direct educational service provider pursuant to this Agreement.

WHEREAS, it is intended that TJA shall accomplish its mission by utilizing the services of EVE. TJA hereby acknowledges this intent and approves this Agreement for direct educational services of TJA by EVE.

NOW, THEREFORE, IT IS AGREED AS FOLLOWS:

ARTICLE I:

CONTRACTUAL RELATIONSHIP

A. **Authority.** TJA has been granted the Charter Contract by the Authorizer to organize and operate a public charter school, together with the powers necessary or desirable for carrying out the educational program set forth in the Charter Contract. TJA is authorized to contract with a private entity to provide educational services, provided that the management agreement shall comply with the authorizer’s educational services provider requirements (the “ESP Requirements”).

B. **Contract.** Acting under and in the exercise of such authority, TJA hereby contracts with EVE for specified functions relating to the provision of direct educational services and school turnaround activities of TJA.

C. **Status of the Parties.** EVE is a Massachusetts non-profit corporation and is not a division or a part of TJA. TJA is a public charter school authorized by the Code, and is not a division or part of EVE. The relationship between EVE and TJA is based solely on the terms of this Agreement. The Parties to this Agreement intend that the relationship between them created by this Agreement is that of an independent contractor, and that, except as expressly set forth in paragraph D below, no employee of EVE shall be deemed to be an agent of TJA. EVE is solely responsible for its acts and the acts of its agents, employees, and subcontractors. Employees of EVE, even those assigned to work exclusively at TJA are not employees of TJA.

D. **Designation of School Officials for Purposes of FERPA.** Agents and employees of EVE having a legitimate educational interest in student record information, are hereby designated by the Board as “school officials” of TJA such that they are authorized access to educational records of the TJA students under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act (“FERPA”). “Legitimate educational interest” shall be defined as having a responsibility for helping the student achieve one (1) or more of the educational goals of TJA or if the record is necessary in order for the employee to perform an administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student’s family. Except as set forth in this paragraph D, no agent or employee of EVE shall be deemed to be an agent of TJA.

ARTICLE II:

WARRANTIES AND REPRESENTATIONS

A. **Representation.** TJA represents that it has the authority under State law to execute, deliver, and perform this Agreement, to incur obligations provided for under this Agreement, to incur obligations provided for under this Agreement and to contract with EVE for EVE to provide the services set forth in this Agreement on behalf of the school.

B. **Certification As to Pending Claims.** TJA certifies that, as of the date of this Agreement, there are no pending actions, claims, suits, or proceedings, to the knowledge of the School, threatened or reasonably anticipated against or affecting the School, which if adversely determined, would have a material adverse affect on the ability of the Charter School to perform its obligations under this Agreement. Further, the School warrants that the information in has furnished EVE concerning the Schools’ facilities, finances, revenues, student enrollment an staffing is accurate and the latest information available at the time of the execution of this Agreement.

C. **Authority of EVE.** EVE represents and warrants that it is an non-profit corporation organized and existing under the laws of the State of Massachusetts, with lawful power and authority to enter into this Agreement, acting by and through its duly authorized officers

ARTICLE III:

TERM

A. **Term.** This Agreement shall become effective _____, 2018 and shall cover the same length of time as the term of the Charter Contract between TJA and the Authorizer, ending on the same end date of that Charter Contract, and subject to a continued Charter Contract from Authorizers and continued state per capita funding.

B. **Renewal.** This Agreement shall be automatically renewed on a year to year basis commencing on the last day of the initial term; unless written notice of intent to terminate or renegotiate is given by either party at least one hundred and twenty (120) days prior to _____, commencing _____, 2018.

ARTICLE IV:

FUNCTIONS OF EVE

A. **Responsibility.** Under the direction of the Board, EVE shall be responsible for providing direct educational services to TJA. Such functions include but are not limited to:

1. Implementation and administration of the educational program;
2. Pupil accounting;
3. Budget preparation, including preparing the annual budget as set forth in this Article, Paragraph O, and amended budgets throughout the year, as necessary, and financial management services, as defined in this Agreement;
4. Financial services including accounting, bookkeeping services, accounts payable, and accounts receivable;
5. Acquisition of instructional and non-instructional material, equipment and supplies and the maintenance of an inventory system of all equipment;
6. Selection and supervision of all teachers and staff and the personnel management services (recordkeeping, wage and benefits administration, training, and technical assistance) necessary to support those employees;
7. Supervision of the school support services programs including food service and facilities maintenance;
8. Preparation of required authorizer, local, state, and federal reports with prior review by the Board;
9. Information and technology system development and management;

10. Preparation of applications for grants and special programs as requested by the Board;
11. Processing funding applications for special programs and facility improvements as requested by the Board;
12. Administration of extra-curricular and co-curricular activities and programs;
13. Development of critical processes and procedures governing operations of the School as determined by the Parties and as approved by the Board;
14. Provision of special education and English Language Learners services to students who attend the School in conformity with the requirements of applicable law, regulations and Board policies;
15. Participation in strategic planning with the board for the continuing educational and financial benefit of the School;
16. Implementation and enforcement of student codes of conduct;
17. Any other function necessary or expedient for the administration of the School with prior approval from the Board.

C. Educational Goals and Program. EVE shall implement the educational goals and programs set forth in the Charter Contract, including, but not limited to, methods of pupil assessment, admission policy and criteria, school calendar and school day schedule, age and grade classifications for pupils to be enrolled, and methods to be used to monitor performance towards targeted educational outcomes. In the event that EVE determines that it is advisable to modify the educational goals and programs set forth in the Charter Contract, EVE will provide written notification to the Board specifying the changes it recommends and the reasons for the proposed changes. No changes in the educational goals and programs shall be implemented without the prior written approval of the Board and a Charter Contract amendment approved by the Board and Authorizer. EVE shall provide the Board with periodic written reports specifying the level of achievement of each of the School's educational goals set forth in the Charter Contract and detailing its plan for meeting any educational goals that are not being attained, such reports to be submitted on a regular periodic basis and upon request of the Board.

D. Subcontracts. It is anticipated that EVE will utilize subcontracts to provide some of the services it is required to provide to the School under this Agreement. EVE may not subcontract the management, oversight, or operation of the teaching and instructional program without the specific prior written approval of the Board. Except as described in the previous sentence, Board approval of subcontracts is not required unless the cost for these subcontracted services exceeds the funds appropriated for that purpose of the School's approved budget or Board approval is required by the Charter Contract or by the Board's procurement policy. EVE will receive no additional fee as a result of subcontracting of any services, all of which shall be provided without markup.

E. **Place of Performance.** Instructional services other than field trips will normally be performed at the facilities of the School. EVE may perform functions other than instruction, such as purchasing, professional development, and administrative functions at off-site locations, unless prohibited by applicable law. The School shall provide EVE with the necessary office space at the sites to perform all services described in this Agreement.

If the School should expand to other locations in the future, such expansion will be accomplished by amendments to this Agreement and the Charter Contract.

F. **Acquisitions.** All acquisitions made by EVE for the School using any funds belonging to the School, including, but not limited to, instructional materials, equipment, supplies, furniture, computers, and other technology, shall be owned by and remain the property of the School. EVE will not add any fees or charges to the cost of the equipment, materials, and supplies purchased from third Parties when it seeks reimbursement for the cost of these acquisitions from the School. All supplies, materials, and equipment procured for the School by EVE shall be inventoried by an acceptable method of inventory, and an inventory of the School equipment shall be maintained so that it can be clearly established which property belongs to the School.

G. **Pupil Performance Standards and Evaluation.** EVE is responsible for and accountable to the Board for the performance of students who attend the School. EVE shall implement pupil performance evaluations which permit evaluation of the educational progress of each student, using measures of student and school performance required by the Charter Contract and such additional measures as shall be mutually agreed upon between the Board and EVE, which are consistent with the Charter Contract.

H. **Student Recruitment.** EVE shall be responsible for the recruitment of students subject to the provisions of the Charter Contract and the policies adopted by the Board. Students shall be selected in accordance with the procedures set forth in the Charter Contract and in compliance with the Code and other applicable law. EVE shall follow all applicable procedures regarding student recruitment, enrollment, and lottery management, and shall be responsible for publication of appropriate public notices and scheduling of open houses, as may be required.

I. **Student Due Process Hearings.** EVE shall provide students with procedural and substantive due process in conformity with the requirements of state and federal law regarding discipline, special education, confidentiality, and access to records, to the degree that it is consistent with the School's own obligations. The Board shall retain the right to provide due process as required by law and to determine whether any student will be expelled.

J. **Legal Requirements.** EVE shall provide educational programs that meet the requirements imposed under the Code and the Charter Contract, unless such requirements are or have been waived.

K. **Rules and Procedures.** The Board shall adopt rules, regulations, and procedures applicable to the School, and EVE is directed to enforce the rules, regulations, and procedures adopted by the School. EVE shall assist the Board in its policy making function by

recommending the adoption of reasonable rules, regulations, and procedures applicable to the School.

L. **School Year and School Day.** The school year and the school day shall be as provided in the Charter Contract and as defined annually by the Board.

M. **Authority.** EVE shall have authority and power necessary to undertake its responsibilities described in this Agreement except in the case(s) wherein such power may not be delegated by law.

N. **Charter Contract with Authorizer.** EVE will not act in a manner that will cause the School to be in breach of its Charter Contract with the Authorizer.

O. **Additional Programs.** The services provided by EVE to the School under this Agreement include, but are not limited to, providing the educational program described in the Charter Contract, as the same may change from time to time. The Board may decide to provide additional programs, including, but not limited to, summer school. The School may also purchase additional services from EVE at a mutually agreeable cost.

P. **Annual Budget Preparation.** EVE will prepare and provide the Board with a proposed annual budget that shall conform to the State of Indiana's requirements and in a form satisfactory to the Board and to the Authorizer. The budget shall contain object level detail and comply with public accounting standards. The budget shall include anticipated revenues and projected expenses and costs reasonably associated with operating the School and the educational program including, but not limited to, the projected cost of all services and educational programs provided to the School, rent and lease payments, debt service, maintenance and repairs to the School facilities, supplies and furnishings necessary to operate the School, taxes, insurance premiums, utilities, professional fees, and other costs and expenses connected to the operation of the School.

The proposed budget shall be submitted to the Board for approval not later than thirty (30) days prior to the date when the approved budget is required to be submitted to the Authorizers. EVE may not make deviations from the approved budget between major function areas without the prior approval of the Board.

Q. **Academy Financial Health.** EVE shall do all things reasonably and professionally required to prevent the Schools' finances from experiencing any operating or fund balance deficits and shall do all things reasonably and professionally required to keep the School solvent.

R. **Compliance with the Charter Contract and ESP Requirements.** EVE agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the School's obligations under the Charter Contract, the ESP Requirements and applicable law. The provisions of the Charter Contract shall supersede any competing or conflicting provisions contained in this Agreement. Any action or inaction by EVE that is not cured within sixty (60) days of notice thereof which causes the Charter Contract to be revoked, terminated, or suspended or which causes the Charter Contract to be put in jeopardy of revocation, termination, or suspension by the Authorizer is a material breach of this Agreement by EVE.

ARTICLE V:

OBLIGATIONS OF THE BOARD

A. **Board Policy Authority.** The Board is responsible for determining the fiscal and academic policies that will govern the operation of the School, including, but not limited to, policies relative to the conduct of students while in attendance at, or en route to, school, and policies and regulations governing the procurement of supplies, materials, and equipment to be used at the School. The Board shall exercise good faith in considering the recommendations of EVE on issues including, but not limited to, policies, rules, regulations, procedures, curriculum, and budgets, subject to the constraints of law and the requirements of the Charter Contract.

B. **Building Facility.** The Board is responsible for the acquisition by either purchase or lease of building facilities that comply with all of the requirements of the Charter Contract and applicable law.

C. **School Employees.** The Board may employ such employees as it deems necessary. The cost to employ School employees shall be paid by the Board.

D. **Educational Consultants.** The Board may retain an educational consultant or consultants to review the operations of the School and the performance of EVE under this Agreement. EVE shall cooperate with the educational consultant or consultants and shall provide those individuals with prompt access to records, facilities, and information as if such requests came directly from the Board. EVE shall have no authority to select, evaluate, assign, supervise, or control any educational consultant employed by the Board, and agrees that it will not bring or threaten to bring any legal action against any educational consultant for the performance of the functions requested to be performed by the Board and which are consistent with this Agreement. The cost to employ an educational consultant shall be paid by the Board.

E. **Legal Counsel.** The Board shall select and retain legal counsel to advise it regarding its rights and responsibilities under the Charter Contract, this Agreement, and applicable law. Such legal counsel shall advise on the negotiation of this Agreement and shall not represent EVE or any EVE owner(s), director(s), officer(s), or employee(s). While the Board's counsel and EVE's counsel may meet and confer on issues, the Board shall not seek direct advisement from EVE's legal counsel.

F. **Audit.** The Board shall select and retain the independent auditor to perform the annual financial audit in accordance with the Charter Contract and applicable state law. The Board and previous management company shall retain full responsibility for managing and completing the audit and Form 990 (Return of Organization Exempt from Income Tax relating to the _____ school year for the School.

G. **Budget.** The Board is responsible for adopting a budget in accordance with the relevant provisions of state law that has adequate resources to fulfill its obligations under the Charter Contract, including, but not limited to, its oversight of EVE, the organization of the School, negotiation of the Charter Contract and any amendments, payment of employee costs,

insurance required under the Charter Contract and this Agreement, the annual financial audit, and retention of the Board's legal counsel and consultants. In addition, the Board is responsible for determining the budget reserve amount included as part of the School's annual budget, for implementing fiscal policies that will assist the School in attaining the stated budget reserve amount, and for approving necessary amendments to the budget to reflect necessary deviations from the adopted budget. The budget may be amended from time to time as deemed necessary by the Board.

H. **School Funds.** The Board shall determine the depository institution of all funds received by the School. All funds received by the School shall be deposited in the School's depository account. Signatories on the Operating Account shall include Board-designated EVE employees, Board members and/or Board designated employees; administrative/view online access to the Operating Account and any other Board controlled accounts shall also be given to Board-designated EVE employees. All interest or investment earnings on deposits shall accrue to the School. The Board shall pay its obligations under this Agreement on a consistent and timely basis.

I. **Governmental Immunity.** The Board shall have the sole power to determine when to assert, waive, or not waive its governmental immunity.

J. **Charter Contract with Authorizer.** The Board will not act in a manner in which will cause the School to be in breach of its Charter Contract with the Authorizer.

K. **Evaluation of EVE.** The Board will evaluate the performance of EVE to provide EVE with an understanding of the Board's view of its performance under this Agreement. All evaluations conducted by the Board or a representative of the Board will be provided to EVE in writing, no later than thirty (30) days following the conclusion of the evaluation. EVE will be provided thirty (30) days to respond to the evaluation in writing, if it wishes to do so. Special evaluations may occur at any time at the discretion of the Board.

ARTICLE VI:

FINANCIAL ARRANGEMENT

A. **School's Source of Funding.** The major source of funding for the School is State School Aid received pursuant to the State School Aid Act, Act 94 of 1979, as amended ("State School Aid"). State School Aid payments are based upon the number of students enrolled in the the School. The School will also receive other payments as may be available from state and federal sources for specific programs and services.

B. **Other Revenue Sources.** In order to supplement and enhance the State School Aid payments and improve the quality of education at the School, the Board and EVE, with prior Board approval, shall endeavor to obtain revenue from other sources. In this regard:

1. The School and/or EVE shall solicit and receive donations consistent with the mission of the School.

2. The School and/or EVE may apply for and receive grant money, in the name of the School. EVE shall provide advance written notification to the Board of any grant applications it intends to make.
3. To the extent permitted under the Code, EVE may charge fees to students for extra services such as summer programs, after school programs, and athletics, and EVE may charge non-School students who participate in such programs.
4. All funds received by EVE or the School from such other revenue sources shall inure to and be deemed the property of the School.

C. Compensation for Services. The School shall pay EVE an annual management fee for each school year during the term of this Agreement. The amount of this annual fee shall be twelve percent (12%) of the sum of: (a) all funds the School receives directly or indirectly under Paragraph A attributable to the school year during which EVE provides services under this Agreement less amounts retained by the Authorizer, plus (b) all funds that the School receives directly or indirectly under Paragraph B (except for individual donations, obtained without the assistance of EVE, that are made to the School). The amount of the annual fee is subject to reduction in a mutually agreeable amount by the Parties in any school year if extenuating circumstances make payment of the entire annual fee inappropriate.

EVE's annual management fee shall be paid in eleven (11) installments, which shall be made on the last day of the months of October through August for the school year of TJA during which EVE provides services under this Agreement. EVE will cooperate with the School to modify the exact date of any monthly installment payment to coordinate with the timing of the funds received by the School, provided that all monthly installment payments must be remitted within thirty (30) days of the original payment date of such monthly installment payment.

D. Reasonable Compensation. EVE's compensation under this Agreement is reasonable compensation for services rendered. EVE's compensation for services under this Agreement is not based, in whole or in part, on a share of net profits from the operation of the School.

E. Payment of Educational Program Costs. In addition to the School's obligation to reimburse EVE for the compensation of certain EVE employees under Article VI, all costs reasonably incurred in providing the educational programs at the School shall be paid by the School in accordance with the annual budget approved by the Board. Such costs shall include, but shall not be limited to, curriculum materials, professional learning and development required by the state or other governmental entities, textbooks, library books, computers and other equipment, software, and supplies utilized at the School for educational purposes, services provided pursuant to subcontract, building payments, maintenance, utilities, capital improvements, and marketing and development costs. Marketing and development costs paid by or charged to the School shall be limited to those costs specific to the School program, and shall not include any costs for the marketing and development of EVE. The Board shall pay or reimburse EVE monthly for approved fees and expenses upon properly presented documentation and approval by the Board. In paying costs on behalf of the School, EVE shall not charge any additional amounts or markups. Any costs reimbursed to EVE that are determined by the

independent audit not to be reasonably incurred on behalf of the educational program of the School shall be promptly returned to the School by EVE. No corporate costs of EVE shall be charged to, or reimbursed by the School.

F. **EVE Costs.** The annual management fee set forth in Article V, Section C is intended to compensate EVE for all expenses it incurs for the administrative, financial, and management services EVE is required to provide under this Agreement, including, but not limited to, expenses associated with budgeting, accounting, board support, employee recruitment, hiring, and training, and compliance. EVE will provide sufficient professional and non-professional staff in these areas and is responsible for their compensation. The costs to be paid by EVE under this Paragraph do not include payments for personnel provided pursuant to Article VI (B), (C), and (D) that are to be reimbursed by the School under Article VI (A) or educational program costs under Article V (E).

G. **Other Public School Academies.** The School acknowledges that EVE has entered, or will enter into, management agreements with other public/charter school academies. EVE shall separately account for reimbursable expenses incurred on behalf of the School and other public school academies, and only charge the School for expenses incurred on behalf of the School. EVE must maintain separate accounts for the receipt of the School funds and payment of expenses. Comingling of the School funds with EVE funds or funds of other schools is strictly prohibited.

H. **Financial Reporting.** At least monthly, EVE shall provide the Board with a monthly cash flow analysis, an aged report of accounts payable, a bank reconciliation, and a written report detailing the status of the budget to actual revenues and a detailed schedule of expenditures at an object level for review and approval by the Board. EVE shall present the Board with a balance sheet and a statement of revenues, expenditures, and changes in fund balance at each regularly scheduled meeting. All financial reports must explain any variances from the approved budget and shall contain recommendations for necessary budget corrections. These reports shall be provided to the Board finance committee and the Board members at least one week prior to each regularly scheduled Board meeting. EVE shall provide special reports as necessary to keep the Board informed of changing conditions.

I. **No Other Financial Relationships.** Other than the financial arrangements described in this Agreement, EVE and the School shall have no other financial relationships. No lease, promissory notes or other negotiable instruments, lease-purchase agreements, or other financing agreements between the School and EVE shall be permitted, and such arrangements are strictly prohibited.

J. **Access to Records.** EVE shall keep accurate financial records pertaining to its operation of the School, together with all the School financial records prepared by or in the possession of EVE (the "Records"), and retain all of these records in accordance with applicable state and federal law and the ESP Requirements. Financial, educational, operational, and student records that are now or may in the future come into the possession of EVE remain the School's records and are required to be returned by EVE to the School upon demand, provided that EVE may retain copies of records necessary to document the services provided to the School and its actions under the Agreement. The Parties shall maintain the proper confidentiality of personnel,

student, and other records as required by law. All School records shall be physically or electronically available, upon request, at the School's physical facilities. The financial, educational, operational, and student records pertaining to the School are public documents subject to disclosure in accordance with the provisions of applicable law. This Agreement shall not be construed to restrict the Authorizer's or the public's access to these records under applicable law or the Charter Contract.

K. **Audit Report Information.** EVE will make all of the School's Records available to the independent auditor selected by the Board. EVE staff will fully cooperate with said independent auditor.

L. **Bankruptcy of ESP Principal or Officer.** EVE shall notify the School's Board if any principal or officer of EVE, or EVE (including any related organizations or organizations in which a principal or officer of EVE served as a principal or officer) as a corporate entity, has filed for bankruptcy protection in the last six (6) months or within any applicable preference period, whichever is longer.

L. **Conflict of Interest.** EVE shall have a written conflict of interest policy, a copy of which shall be made available to the Board upon request. EVE shall not execute contracts with any third Parties for services to be provided to or on behalf of the School where there is a conflict of interest between EVE and the third party.

M. **Transition Services.** EVE will provide the School with reasonable assistance necessary to transition from its current management service company to EVE. This includes, but is not limited to, assistance with financial matters, state, federal and/or Authorizer reporting requirements, and any other mutually agreed upon services. Parties agree to set a fee for these transition services that is mutually agreed upon and consistent with the cost of these services on the open market.

ARTICLE VII:

PERSONNEL AND TRAINING

A. **Personnel Responsibility.** EVE is responsible for providing the School with qualified Administrators and teachers, instructional support, pupil support, food service, secretarial, security, and other staff required to operate the School within the staffing and compensation levels approved by the Board in its annual budget (the "School Employees"). EVE shall have the authority to select, evaluate, assign, discipline, transfer, and terminate the employment of all School Employees, with the exception of the Board employees, if any, consistent with applicable law and the provisions of this Agreement. EVE, in its sole discretion, may use an employee leasing agency (the "Leasing Agency") to provide the School Employees; such School Employees will be employees of the leasing agency. Payroll (including wages, salaries, taxes, fringe benefits, unemployment costs and required retirement) for School Employees will be withdrawn automatically from the Operating Account each pay period. Unless required by applicable statute, court, or administrative decision or Attorney General's opinion, EVE shall not make payments to the state retirement system or any other public retirement system on behalf of the School Employees. Prior to the first payroll, EVE will provide

the Board with a detailed listing of the anticipated compensation and fringe benefit costs for all School Employees.

B. **Payroll.** The Board will reimburse EVE for the cost of the salaries, fringe benefits, and social security withholdings of employees assigned to the School, provided that these costs are not higher than anticipated and approved in the annual budget. At the request of the Board, EVE will provide payroll services for employees of the Board. All records pertaining to teacher and administrator certification, as well as a copy of the employee handbook, shall be maintained physically on site or be directly accessible at all the Schools' facilities. Neither EVE, nor the leasing agency shall execute contracts with its staff assigned to the School that contain non-compete agreements of any nature.

C. **Criminal Background Checks.** EVE agrees that no individuals shall be assigned to perform any services under this Agreement that has not cleared the requisite criminal background check pursuant to state law. The Board may require that the results of criminal background checks are received, reviewed, and used (subject to a verification process) by a qualified governmental employee acting on behalf of the School and/or the Board, only as permitted by law to confirm that the individual does not have a criminal history in violation of the Code. The Board shall require the qualified governmental employee to provide a letter with a determination for assignment indicating if the individual is in compliance with the requirements of the Code or not. EVE shall not assign to the School any individual for whom EVE has received determination of non-assignment.

D. **School Leader.** EVE will have the authority, consistent with applicable law, and with input from the Board, to select and supervise the School Leader ("School Leader") and to hold that individual accountable for the success of the School. At the request of the Board, EVE will review the performance of the School Leader with the Board. The School Leader may be a EVE employee, or an employee of the Leasing Agency. EVE agrees to provide the Board an opportunity to meet with the School Leader prior to placement and to inform the Board in advance prior to taking any action that would alter the employment status of the School Leader. Upon receipt of written notification indicating that the Board is not satisfied with the performance of the School Leader, EVE agrees to review the School Leader's performance and report its findings to the Board. If EVE concurs with the Board findings and there is no resolution to the problems, EVE will provide a replacement School Leader. The School Leader shall have an administrator's certificate covering the applicable grade levels of the School. The employment agreement with the School Leader and the duties and compensation of the School Leader shall be determined by EVE, but that individual must be assigned on a full-time basis to the School and may not be providing services to any other school or academy without the prior approval of the Board. If the Superintendent of EVE is designated as the School Leader, the Superintendent need not be assigned to the School on a full-time basis.

E. **Teachers.** As part of the annual budgeting process, EVE shall make a recommendation to the Board regarding the number of teachers and the applicable grade levels and subjects required for the operation of the School pursuant to the Charter Contract. EVE shall provide the School with such teachers, qualified in the grade levels and subjects required, as are required by the School. The Board, however, shall ultimately decide the number of teachers, the applicable grade levels, and subjects taught at School as prescribed in the Charter Contract. Such

teachers may, at the discretion of EVE, work at the School on a full or part-time basis. If assigned to the School on a part-time basis, such teachers may also work at other schools operated by EVE in the same city. Each teacher assigned to or retained by the School shall be a highly qualified teacher with a valid teaching certificate or temporary special permit issued by the Indiana Department of Education under the Code, to the extent required under the Code and the Every Student Succeeds Act. Teachers employed by the Leasing Agency shall not be considered teachers for purposes of continuing tenure under applicable law, and shall not be considered employees of the School or the Board.

F. Support Staff. As part of the annual budgeting process, EVE shall make a recommendation to the Board regarding the number of support staff required for the operation of the School pursuant to the Charter Contract. EVE shall provide the School with such support staff, qualified in the areas required, as are required by the School. Such support staff may, in the discretion of EVE, work at the School on a full or part-time basis. If assigned to the School on a part-time basis, such support staff may also work at other schools operated by EVE in the same city. Each support staff employee assigned to or retained by the School shall have received the training and hold the certificates, degrees, or licenses legally required for the position to which they are assigned under the Code and the Every Student Succeeds Act.

G. Training. EVE shall ensure training is provided to the School Leader, teachers, and paraprofessionals on a regular and continuing basis and shall insure that School Employees receive all training required by law. The School Leader, teachers, paraprofessionals, and other support staff employees shall receive such other training as EVE determines is reasonable and necessary under the circumstances.

ARTICLE VIII:

TERMINATION OF AGREEMENT

A. Termination by the School for Cause. This Agreement may be terminated by the School or cause prior to the end of the term specified in Article III in the event that EVE should fail to remedy a material breach within a period reasonable under the circumstances, which shall not be longer than sixty (60) days after notice from the School. A material breach by EVE may include, but is not limited to, a failure to carry out its responsibilities under this Agreement, such as a failure to make required reports to the Board; failure to account for its expenditures or to pay operating costs (provided funds are available to do so); or violating the Charter Contract or applicable law. In order to terminate this Agreement for cause, the Board is required to provide EVE with written notification of the facts it considers to constitute material breach and the period of time within which EVE has to remedy this breach. After the period to remedy the material breach has expired, the Board may terminate this Agreement by providing EVE with written notification of termination.

B. Termination by EVE for Cause. This Agreement may be terminated by EVE for cause prior to the end of the term specified in Article III in the event the School fails to remedy a

material breach within a period reasonable under the circumstances, which shall not be longer than sixty (60) days after notice from EVE. A material breach by the School may include, but is not limited to, a failure to carry out its responsibilities under this Agreement, such as a failure to make payments to EVE as required by this Agreement; a failure to give consideration to the recommendations of EVE regarding the operation of the School; or violating the Charter Contract or applicable law. In order to terminate this Agreement for cause, EVE is required to provide the Board with written notification of the facts it considers to constitute material breach and the period of time within which the School has to remedy this breach. After the period to remedy the material breach has expired, EVE may terminate this Agreement by providing the Board with written notification of termination.

C. Termination by Loss of Charter Contract. This Agreement shall automatically terminate in the event that the School no longer possesses a Charter Contract to operate a public school academy, including, but not limited to, a termination or revocation of the Charter Contract or a failure to renew an existing Charter Contract.

D. Authorizer Required Termination or Amendment. This Agreement shall be terminated or amended with no cost or penalty to the School, and no recourse to the Authorizer or any third party affiliated with or engaged by Authorizer, by EVE or any subcontracted person or entity of EVE, in the event the Authorizer determines to exercise its prerogative under the Charter Contract to require the termination or amendment of this Agreement.

E. Change in Law. If any federal, state, or local law, regulation, or court decision has a material adverse impact on the ability of either party to carry out its obligations under this Agreement, then either party, upon written notice to the other, may request renegotiation of the Agreement. If the Parties are unable or unwilling to renegotiate the terms within ninety (90) days after said notice, the party requesting the renegotiation may terminate this Agreement on one hundred-twenty (120) days further written notice.

F. Effective Date of Termination. In the event this Agreement is terminated by either party prior to the end of the term specified in Article III, absent unusual and compelling circumstances, the termination will not become effective until the end of the school year in which this Agreement was terminated.

G. Rights to Property upon Termination. Upon termination of this Agreement, anything purchased with state school aid funds (or other School funds) shall remain the exclusive property of the School. EVE shall have the right to reclaim any usable property or equipment (including, but not limited to, desks, computers, copying machines, fax machines, and telephones) that were purchased by EVE with EVE funds. Fixtures and building alterations or any kind are the sole property of the School.

H. Transition. In the event of termination of this Agreement for any reason by either party prior to the end of the Agreement's term, EVE shall provide the School reasonable assistance for up to ninety (90) days after the effective date of the termination to allow a transition back to a regular school program or to transition to another education service provider. EVE may charge a reasonable fee for such services, which shall be no higher on a per month basis than the average standard monthly fee paid during the regular term of this Agreement.

Upon termination, EVE shall without charge (i) close the books on the then-current fiscal quarter; (ii) organize and prepare the School's records for transition to a new ESP, if any; (iii) organize and prepare student records for transition to a new ESP, if any; and (iv) provide for the orderly transition of employee compensation and benefits to a new ESP, if any, without disruption to staffing.

ARTICLE IX:

PROPRIETARY INFORMATION

A. **Copyright and Proprietary Information.** All instructional materials, training materials, curriculum, lesson plans, and any other materials developed by EVE, its employees, agents, or subcontractors, or by any individual working for or supervised by EVE, which (i) were directly developed and paid for by the School, or (ii) were developed by EVE at the direction of the Board using School funds, shall be considered "work made for hire" as such term defined in Section 101 of the Copyright Act, 17 U. S. Code, Section 101 and the School shall own all copyright and other proprietary rights to such instructional materials, training materials, curriculum, lesson plans, and any other materials.

B. **Required Disclosure.** The School shall be permitted to report any new teaching techniques or methods of significant revisions to known teaching techniques or methods to the Authorizer and to the Indiana Department of Education, which teaching techniques or methods may thereafter be made available to the public.

ARTICLE X:

INDEMNIFICATION

A. **Indemnification of EVE.** To the extent permitted by law, the School shall indemnify and hold EVE (which term for purposes of this Paragraph A, includes EVE's officers, directors, and employees) harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, employment of former employees, prior relationships with vendors and any noncompliance by the School with any agreements, covenants, warranties, or undertakings of the School contained in or made pursuant to this Agreement; and any misrepresentation or breach of the representations and warranties of the Board contained in or made pursuant to this Agreement. In addition, and to the extent permitted by law, the School shall reimburse EVE for any and all reasonable legal expenses and costs associated with the defense of any such claim, demand, or suit. The indemnification requirements of this Paragraph may be met by the purchase of insurance in a form and amounts acceptable to EVE.

B. **Limitations of Liabilities.** The School may assert all immunities and statutory limitations of liability in connection with any claims arising under this Agreement.

C. **Indemnification of the School.** EVE shall indemnify and hold the School (which term for purposes of this Paragraph C, includes the School's officers, directors, agents, and employees) harmless against any and all claims, demands, suits, or other forms of liability that may arise out of, or by reason of, any noncompliance by EVE with any agreements, covenants, warranties, or undertakings of EVE contained in or made pursuant to this Agreement and any misrepresentation or breach of the representations and warranties of EVE contained in or made pursuant to this Agreement. In addition, EVE shall reimburse the School for any and all reasonable legal expenses and costs associated with the defense of any such claim, demand, or suit. The indemnification requirements of this paragraph may be met by the purchase of insurance in a form and amounts acceptable to the School.

D. **Indemnification for Negligence.** To the extent permitted by law, the School shall indemnify and hold harmless EVE, and EVE's Owners, Board of Directors, partners, officers, employees, agents, and representatives, from any and all claims and liabilities which EVE may incur and which arise out of the negligence or intentional activity of the School's directors, officers, employees, agents, or representatives. EVE shall indemnify and hold harmless the School, and the School's Board, officers, employees, agents, and representatives, from any and all claims and liabilities which the School may incur and which arise out of the negligence or intentional activity of EVE's owner, directors, officers, employees, agents, or representatives.

ARTICLE XI:

INSURANCE

A. **Insurance for the School.** The School shall secure and maintain such policies of insurance as required by and the Charter Contract. This coverage shall include the building and related capital facilities if they are the property of the School. The School shall maintain such insurance in amounts and on such terms as required by the provisions of the Charter Contract, including the indemnification of EVE required by this Agreement. The School shall, upon request, present evidence to EVE that it maintains the requisite insurance in compliance with the provisions of this paragraph. EVE shall comply with any information or reporting requirements applicable to the School under its policy with its insurer(s), to the extent practicable.

B. **Insurance for EVE.** EVE shall secure and maintain such policies of insurance as required by the Authorizer and the Charter Contract, with the School and Authorizer listed as additional insureds. EVE shall maintain such insurance in amounts and on such terms as are reasonably acceptable to the School and as required by the provisions of the Charter Contract, including the indemnification of the School required by this Agreement. EVE shall, upon request, present evidence to the School and Authorizer that it maintains the requisite insurance in compliance with the provisions of this paragraph. The School shall comply with any information or reporting requirements applicable to EVE under EVE's policy with its insurer(s), to the extent practicable. Any policy of insurance maintained by EVE must include coverage for sexual molestation or abuse, must name the Authorizer as an additional, named insured, and shall not be changed, revoked, or modified absent thirty (30) days' notice to the Authorizer. In the event the Authorizer modifies the level, type, scope, or other aspects of such coverage, then EVE shall undertake like and similar modifications within thirty (30) days of being notified of such change.

C. **Workers' Compensation Insurance.** Each party shall maintain workers' compensation insurance when and as required by law, covering their respective employees.

ARTICLE XII:

COMPLIANCE WITH CHARTER CONTRACT

A. **Charter Contract.** The Parties hereby agree to comply with the Charter Contract and the ESP Requirements.

B. **School Board Due Diligence.** The Board hereby agrees to perform the necessary due diligence of EVE and provide all information to the Authorizer pursuant to the ESP Policies, if any.

C. **School Board Members.** All School Board members and their respective spouses and immediate family members hereby agree that they do not have any direct or indirect ownership, employment, contractual or management interest in EVE. The relationship between the School and EVE shall be consistent with the conflicts of interest and prohibited familial relationship provisions set forth in the Charter Contract and applicable law.

D. **ESP Agreement.** This Agreement is an arms-length, negotiated agreement between an informed Board and EVE. The Board shall not approve this Agreement until all Board members have been given the opportunity to review the Agreement with the School's legal counsel. Prior to the Board's approval of this Agreement, the Board shall obtain a legal opinion from its legal counsel, in the form provided in the ESP Requirements. The Board shall only approve this Agreement with a formal vote at a public board meeting. Prior to the Board's vote on this Agreement, the Board shall provide an opportunity for public comment on this Agreement.

E. **Information Reporting.** EVE is hereby required to make information concerning the operation and management of the School, including, but not limited to, information in the Charter Contract, including all exhibits, attachments, and the like, available to the School as deemed necessary by the Board in order to enable the School to fully satisfy its obligations under the Charter Contract. EVE shall make information available to the School as deemed necessary by the Board in order to enable the School to fully satisfy its transparency reporting under the Charter Contract, and also at least the information that a school district is required to disclose under applicable law for the most recent fiscal year for which that information is available.

ARTICLE XIII:

MISCELLANEOUS

A. **Force Majeure.** Neither party shall be liable if the performance of any part or all of this Agreement is prevented, delayed, hindered, or otherwise made impracticable or impossible by reason of any strike, flood, riot, fire, explosion, war, act of God, sabotage, accident, or any other casualty or cause beyond either party's control, and which cannot be overcome by reasonable diligence and without unusual expense.

B. **Notices.** All notices, demands, requests, and consents under this Agreement shall be in writing, shall be delivered to each party, and shall be effective when received by the Parties or mailed to the Parties at their respective addresses set forth below, or at such other address as may be furnished by a party to the other party:

If to EVE:
Earl Martin Phalen, CEO
1001 Marina Drive Apt. #410
Quincy, MA 02171

If to School:

And a copy to EVE's counsel:

Nicole J. Scott, Esq.
4896 Hunt Road #205
Blue Ash, OH 45242

And a copy to Board's Attorney:

C. **Severability.** The invalidity of any of the covenants, phrases, or clauses in this Agreement shall not affect the remaining portions of this Agreement, and this Agreement shall be construed as if such invalid covenant, phrase, or clause had not been contained in this Agreement.

D. **Successors and Assigns.** This Agreement shall be binding upon, and inure to the benefit of, the Parties and their respective successors and permitted assigns.

E. **Entire Agreement.** This Agreement is the entire agreement between the Parties relating to the services provided and to the compensation for such services by the Parties. Any modification to this Agreement must be made in writing, approved by the Board and EVE, and signed by a duly authorized officer of each.

F. **Amendments and Modifications.** The Board must submit any and all amendments or modifications of this Agreement to the Authorizer not less than 45 days prior to the Board's approval of such amendments or modifications. No amendment or modification of this Agreement shall be effective unless and until the Authorizer has notified the School in writing that it does not disapprove of the modification.

G. **Non-Waiver.** A failure of a party in exercising any right, power, or privilege under this Agreement shall not affect such right, power, or privilege, nor shall any single or

partial exercise thereof preclude any further exercise thereof or the exercise of any other right, power, or privilege. The rights and remedies of the Parties under this Agreement are cumulative and not exclusive of any rights or remedies which either party may otherwise have.

H. **Assignment.** EVE may not assign this Agreement without the prior written approval of the Board and prior written notification to Authorizers. Any assignment must be done in a manner consistent with the Authorizer's ESP Policies.

I. **Governing Law.** This Agreement shall be governed by and enforced in accordance with the laws of the State of Indiana.

J. **Delegation of Authority.** Nothing in this Agreement shall be construed as delegating to EVE any of the powers or authority of the Board that are not subject to delegation by the Board under Indiana law or the Charter Contract.

K. **Compliance with Law.** The Parties agree to comply with all applicable laws and regulations in their performance of this Agreement.

L. **Dispute Resolution Procedure.** Any and all disputes between the Parties concerning any alleged breach of this Agreement or arising out of or relating to the interpretation of this Agreement or the Parties' performance of their respective obligations under this Agreement that are unable to be resolved through discussion and negotiation shall be resolved by arbitration. Such an arbitration procedure shall be the sole and exclusive remedy for such matters. The arbitrator shall be selected from a panel provided by and in accordance with the rules of the American Arbitration Association, and the arbitration shall be conducted in accordance with the rules of the American Arbitration Association, with such variations as the Parties and the arbitrator unanimously accept. A judgment on the award rendered by the arbitrator may be entered in any court having appropriate jurisdiction and shall be binding upon the Parties. Any such judgment shall require a cause opinion as to the final decision and shall be made available to the Authorizer upon request. The cost of arbitration, not including attorney fees, shall be paid by the losing party. It shall be in the discretion of the arbitrator to award reasonable attorney fees to the prevailing party, to be paid by the losing party, if awarded.

The Parties have executed this Agreement as of the day and year first above written.

ENTREPRENEURIAL VENTURES IN EDUCATION.

By: _____

Earl Martin. Phalen, CEO

Dated: _____

TIMOTHY L. JOHNSON ACADEMY

By: _____

_____, Board President

Dated: _____

Phalen Leadership Academies Track Record Portfolio

Phalen Leadership Academies is a nonprofit operator that has a proven track record of raising academic achievement in both turnaround and charter school settings. Founded in 2013, PLA is serving 4,000 children across 10 schools throughout communities in Indiana and Michigan, where the vast majority of children are African American or Latino and come from low-income households. The PLA model has achieved remarkable results for our children, becoming one of the most effective turnaround operators in every region where we work.

The PLA educational program utilizes best practices in data-driven instruction and differentiated learning to deliver instruction in core subject curricula – and to create a uniquely rigorous and personalized learning experience for every child. Scholar academic success is the primary focus of our school. The most powerful indication that the replication of this model will deliver strong academic growth and student achievement is the model's track record. This model has been implemented at multiple schools, including George and Veronica Phalen Leadership Academy, Phalen Leadership Academy at School #103 (PLA@103), and Phalen Leadership Academy at School #93 (PLA@93). These schools, where 92% of students served are African American or Latino and 89% of students come from families living in poverty. Specifically, the demographics include:

- George and Veronica Phalen Leadership Academy (GVPLA): 96% of students are African American or Latino, and 83% come from low-income households.
- Phalen Leadership Academy at School #103 (PLA@103): 93% of students are African American or Latino, and 100% come from low-income households.
- Phalen Leadership Academy at School #93 (PLA@93): 88% of students are African American or Latino, and 83% come from low-income households.

In summary, schools that have implemented this model have seen noteworthy academic achievements. Some of the major highlights include:

- Transforming multiple failing schools into A-rated schools;
- Surpassing the district on average by 9% on the state test based on 2016-17 ISTEP results;
- Elevating two of the city's lowest-performing schools to place among the top 10 schools in their district in terms of year-to-year growth on the state test;
- Achieving the highest growth of any public school in Central Indiana on the state test; and
- Exceeding the statewide passing rate on the third-grade reading proficiency exam each year since testing began.

Below are the specific achievements by school:

George and Veronica Phalen Leadership Academy

- Experienced an average 96% passage rate on IREAD over three years — over 20% above our host district, IPS, and 6% above the state average;
- Exceeds the ISTEP passage rate above our host district by 15% in ELA and math; and
- Currently B-rated, only marginally missing an A-rating by 1.5%.

Phalen Leadership Academy at School #93

- After implementing the PLA model, scholars outperformed their peers in the local district by 24% in math and 10% in ELA on the ISTEP;
- Increased the number of students passing both the ELA and Math portions of the ISTEP by 11% in comparison to the previous year and ranked #4 in the district in the 2016-17 school year in terms of growth on this assessment; and
- Transitioned from being considered a failing school by the state to an A-rated school.

Phalen Leadership Academy at School #103

- Moved from a D-rated school to an A-rated school;
- Ranked #5 in the district in the 2016-17 school year in terms of growth on the ISTEP; and
- Achieved 13% growth in math and 8% growth in the number of scholars passing both ELA and math.

Number Nine
Organization's Business Plan

Please reference the narrative under Network Vision, Growth Plan, and Capacity.

Number Ten
Organizational Charts

Education One/Trine University and the Timothy L.
Johnson Academy Board of Directors

PLA/Earl Phalen

School Leader
Dawn Starks

Instructional Coach
Teachers
Parapros
Title 1
Special Education Teachers
LRE Aides
Transportation
Maintenance
Administrative Support
Food Service
Office Staff

TLJA Non-Negotiables for 2017-2018

General Classroom

- A Common Board/Focus Wall will be maintained daily in all classrooms.
- The CR-PBIS Behavior Chart and Daily Behavior Sheet will be used.
- Current data will be posted in and outside the classroom.
- Schedules will be posted outside each classroom.
- Teachers will maintain contact with parents. Calls home will be made for positive and negative situations at school. Parents will be informed of academic and behavior concerns right away.
- Teachers will maintain detailed lesson plans for whole group and small group instruction.
- Classrooms will be designed with the following: Whole Group area, Small Group Meeting Place, Classroom Library, Writing Supplies, Word Wall (K-2)/Content Word Wall(3-5, Ex. Math Vocabulary), Anchor Charts with evidence of student work, Math Stations
- Teachers will meet consistently together as a team to develop lesson plans.
- Reading and Math Planning Guides will be completed to drive assessments and instruction.
- Teachers will greet students in the cafeteria by 8:30 daily. Instruction begins at 8:35.
- Teachers will update their bulletin boards monthly. Student's rigorous writing should be what is displayed on the classroom bulletin boards.

Reading

- All procedures of the Reading Block will be taught and practiced the first 20 days of school.
- We will maintain high expectations of procedures, structures, and fidelity of the reading block.
- Students will make choices of reading material at their grade level.
- Students will maintain a Reader's Notebook or Journal.
- Reading Block will consist of a short whole group lesson based on College and Career Readiness Standards. The majority of the Reading block will be flexible small groups based on reading level, interest, and/or reading strategies.
- A Guided Reading Binder will be maintained including lesson plans, data, and individual goals for each student.
- Guided Reading Books will be utilized to ensure students are reading at their instructional level.

-Students will have access to many books of all genres and reading levels through classroom libraries. Students will have time to practice their reading strategies and skills they have developed.

-Progress Monitoring in DIBELS will be conducted once a week for intensive-red, once every other week for strategic-yellow, and once every month for benchmark-green.

-Students will know their own data and be able to explain themselves as readers.

Math

-All procedures of Math Block will be taught and practiced the first 20 days of school.

-We will maintain high expectations of procedures, structures, and fidelity to the Math block.

-Math Block will consist of a Whole Group Lesson, small group instruction, independent practice, fact fluency, and problem solving.

-Students will maintain a math journal.

-Students will know their own data and be able to explain their thinking.

Writing

-All procedures of Writing Workshop will be taught and practiced the first 20 days of school.

-A Writing Workshop Format will be followed including: Mini-Lesson, Independent Writing Time and sharing.

-We will maintain high expectations of procedures and structures of writing workshop.

-All students will work through the writing process. (Planning-Drafting-Revision-Editing-Publishing) students will publish monthly.

-Rubrics will be used to assess writing.

-We will conference with students individually and keep anecdotal notes of the conferences.

Teacher Signature and Date

Aug. 15 – Aug. 17				enVision Math Beginning of Year Assessment	Pearson Success Net
Aug. 16 – Sept. 12				First 20 Days Math	First 20 Days Math Packet
Topic 1: Numeration Sept. 13 – Sept. 21	<ul style="list-style-type: none"> 6. C. 5 Evaluate positive rational numbers with whole number exponents. 6. NS. 3 Compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers in real-world contexts. PS. 8 Look for and express regularity in repeated reasoning. 	<ul style="list-style-type: none"> Rational number 	<p>1-1 Place Value 1-2 Comparing and Ordering Whole Numbers 1-3 Exponents and Place Value 1-4 Decimal Place Value 1-5 Multiplying and Dividing by 10, 100 and 1,000 1-6 Comparing and Ordering Decimals 1-7 Problem Solving: Make an Organized List</p>	<p>Quicks Checks Basic-Facts Timed Test Topic 1 Test</p>	<p>Pearson Success Net IXL Khan Academy Ten Marks Learn Zillion</p>
Topic 2: Variables, Expressions and Properties Sept. 22 – Oct. 3	<ul style="list-style-type: none"> 6. AF. 1 Evaluate expressions for specific values of their variables, including expressions with whole-number exponents and those that arise from formulas used in real-world problems. 6. C. 6 Apply the order of operations and properties of operations (identity, inverse, commutative properties of addition and multiplication, associative properties of addition and 	<ul style="list-style-type: none"> Variables expressions 	<p>2-1 Using Variables to Write Expressions 2-2 Properties of Operations 2-3 Order of Operations 2-4 The Distributive Property 2-5 Mental Math 2-6 Evaluating Expressions 2-7 Using Expressions to Describe Patterns 2-8 Problem Solving: Make a Table</p>	<p>Quicks Checks Basic-Facts Timed Test Topic 2 Test</p>	<p>Pearson Success Net IXL Khan Academy Ten Marks Learn Zillion</p>

		<p>multiplication, and distributive property) to evaluate numerical expressions with nonnegative rational numbers, including those using grouping symbols, such as parentheses, and involving whole number exponents. Justify each step in the process.</p> <p>PS. 5 Use appropriate tools strategically.</p> <p>6. C. 2 Use appropriate tools strategically.</p> <p>PS. 1 Make sense of problems and persevere in solving them.</p>	<ul style="list-style-type: none"> • Algorithmic approach • Fluently 	<p>3-1 Estimating Sums and Differences</p> <p>3-2 Adding and Subtracting</p> <p>3-3 Estimating Products and Quotients</p> <p>3-4 Multiplying Decimals</p> <p>3-5 Dividing by a Whole Number</p> <p>3-6 Dividing a Whole Number by a Decimal</p> <p>3-7 Dividing Decimals</p> <p>3-8 Evaluating Expressions</p> <p>3-9 Scientific Notation</p> <p>3-10 Problem Solving: Multiple-Step Problems</p>	<p>Quicks Checks</p> <p>Basic-Facts Timed Test</p> <p>Topic 3 Test</p>	<p>Pearson Success Net</p> <p>IXL</p> <p>Khan Academy</p> <p>Ten Marks</p> <p>Learn Zillion</p>
<p>Topic 3: Operations with Decimals</p> <p>Oct. 4 – Oct. 17</p>		<p>6. AF.4 Understand that solving an equation or inequality is the process of answering the following question: Which values from a specific set, if any, make the equation or</p>	<ul style="list-style-type: none"> • Fluently • Constraint 	<p>4-1 Properties of Equality</p> <p>4-2 Solving Addition and Subtraction Equations</p> <p>4-3 Problem Solving: Draw a Picture and Write an Equation</p>	<p>Quicks Checks</p> <p>Basic-Facts Timed Test</p>	<p>Pearson Success Net</p> <p>IXL</p>
<p>Topic 4: Solving Equations</p> <p>Oct. 18 – Oct. 25</p>						

<p>Topic 5: Number and Fraction Concepts Oct. 26 – Nov. 3</p>	<p>inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p> <p>6. AF.5 Solve equations of the form $x+p=q$, $x-p=q$, and $x/p=q$ fluently for cases in which p, q and x are all nonnegative rational numbers. Represent real world problems using equations of these forms and solve such problems.</p> <p>6. AF.6 Make sense of problems and persevere in solving them.</p> <p>PS. 4 Model with mathematics.</p> <p>6. NS. 7 Find the greatest common factor of two whole numbers less than or equal to 100 and the least common multiple of two whole numbers less than or equal to 12. Use the distributive property to express a sum of two whole numbers from 1 to 100, with a common factor as a multiple of a sum of two whole numbers with no common factor.</p> <p>6. NS. 6 Identify and explain prime and</p>	<ul style="list-style-type: none"> • Greatest common factor • Least common multiple • Prime numbers • Composite numbers 	<p>4-4 Solving Multiplication and Division Equations 4-5 Problem Solving: Draw a Picture and Write an Equation</p>	<p>Topic 4 Test Cumulative/ Benchmark Test</p>	<p>Khan Academy Ten Marks Learn Zillion</p>
			<p>5-1 Factors Multiples, and Divisibility 5-2 Prime Factorization 5-3 Greatest Common Factor 5-4 Understanding Fractions 5-5 Equivalent Fractions 5-6 Fractions in Simplest Form 5-7 Problem Solving: Make and Test Conjectures</p>	<p>Quicks Checks Basic-Facts Timed Test Topic 5 Test</p>	<p>Pearson Success Net IXL Khan Academy Ten Marks Learn Zillion</p>

Topic 6: Decimals, Fractions, and Mixed Numbers Nov. 7 – Nov. 11	<p>composite numbers.</p> <p>PS. 3 Construct viable arguments and critique the reasoning of others.</p> <p>6. C. 4 Construct viable arguments and critique the reasoning of others.</p> <p>6. NS. 5 Construct viable arguments and critique the reasoning of others.</p> <p>PS. 2 Reason abstractly and quantitatively.</p>	<ul style="list-style-type: none"> Quotient 	<p>6-1 Fractions and Division</p> <p>6-2 Fractions and Decimals</p> <p>6-3 Improper Fractions and Mixed Numbers</p> <p>6-4 Decimal Forms of Fractions and Mixed Numbers</p> <p>6-5 Problem Solving: Draw a Picture</p>	<p>Quicks Checks</p> <p>Basic-Facts Timed Test</p> <p>Topic 6 Test</p>	<p>Pearson Success Net</p> <p>IXL</p> <p>Khan Academy</p> <p>Ten Marks</p> <p>Learn Zillion</p>		
Topic 7: Adding and Subtracting Fractions and Mixed Numbers Nov. 14 – Nov. 22	<p>6. C. 4 Construct viable arguments and critique the reasoning of others.</p> <p>PS. 4 Model with mathematics.</p>	<ul style="list-style-type: none"> Quotient 	<p>7-1 Adding and Subtracting: Like Denominators</p> <p>7-2 Least Common Multiple</p> <p>7-3 Adding and Subtracting: Unlike Denominators</p> <p>7-4 Estimating Sums and Differences of Mixed Numbers</p> <p>7-5 Adding Mixed Numbers</p> <p>7-6 Subtracting Mixed Numbers</p> <p>7-7 Problem Solving: Make a Table</p>	<p>Quicks Checks</p> <p>Basic-Facts Timed Test</p> <p>Topic 7 Test</p>	<p>Pearson Success Net</p> <p>IXL</p> <p>Khan Academy</p> <p>Ten Marks</p> <p>Learn Zillion</p>		
Topic 8:	<p>6. C.2 Compute with positive fractions and</p>	<ul style="list-style-type: none"> Algorithmic approach 	<p>8-1 Multiplying a Fraction and a</p>	<p>Quicks Checks</p>	<p>Pearson Success</p>		

<p>Multiplying Fractions and Mixed Numbers</p> <p>Nov. 28 – Dec. 2</p>	<p>positive decimals fluently using a standard algorithmic approach.</p> <p>6. C. 3 Solve real-world problems with positive fractions and decimals by using one or two operations.</p> <p>6. C. 4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations.</p> <p>PS. 1 Make sense of problems and persevere in solving them.</p>	<ul style="list-style-type: none"> Fluently Quotient 	<p>Whole Number</p> <p>8-2 Estimating Products</p> <p>8-3 Multiplying Fractions</p> <p>8-4 Multiplying Mixed Numbers</p> <p>8-5 Problem Solving: Multiple-Step Problems</p>	<p>Basic-Facts Timed Test</p> <p>Topic 8 Test</p> <p>Cumulative/ Benchmark Test</p>	<p>Net IXL</p> <p>Khan Academy</p> <p>Ten Marks</p> <p>Learn Zillion</p>
<p>Topic 9: Dividing Fractions and Mixed Numbers</p> <p>Dec. 5 – Dec. 13</p>	<p>6. C.2 Compute with positive fractions and positive decimals fluently using a standard algorithmic approach.</p>	<ul style="list-style-type: none"> Algorithmic approach Fluently Quotient 	<p>9-1 Understanding Division of Fractions</p> <p>9-2 Dividing a Whole Number by a Fraction</p> <p>9-3 Dividing Fractions</p> <p>9-4 Estimating Quotients</p>	<p>Quicks Checks</p> <p>Basic-Facts Timed Test</p> <p>Topic 9 Test</p>	<p>Pearson Success Net</p> <p>IXL</p>

<p>Topic 10: Integers Dec. 14 – Jan. 11</p>	<p>6. C. 3 Solve real-world problems with positive fractions and decimals by using one or two operations. 6. C. 4 Compute quotients of positive fractions and solve real-world problems involving division of fractions by fractions. Use a visual fraction model and/or equation to represent these calculations. PS. 7 Look for and make use of structure. 6. NS. 1 Understand that positive and negative numbers are used to describe quantities having opposite directions or values (e.g., temperature above/below zero, elevation above/below sea level, credits/debits, positive/negative electric charge). Use</p>	<ul style="list-style-type: none"> Integer number system Rational number 	<p>9-5 Dividing Mixed Numbers 9-6 Solving Equations 9-7 Problem Solving: Look for a Pattern</p>	<p>Quicks Checks Basic-Facts Timed Test Topic 10 Test</p>	<p>Khan Academy Ten Marks Learn Zillion</p>
			<p>10-1 Understanding Integers 10-2 Comparing and Ordering Integers 10-3 Rational Numbers on a Number Line 10-4 Adding Integers 10-5 Subtracting Integers 10-6 Multiplying Integers 10-7 Dividing Integers 10-8 Solving Equations with Integers 10-9 Graphing Points on a Coordinate Plane 10-10 Problem Solving: Work</p>		<p>Pearson Success Net IXL Khan Academy Ten Marks Learn Zillion</p>

	<p>positive and negative numbers to represent and compare quantities in real-world contexts, explaining the meaning of 0 in each situation.</p> <p>6. NS. 2 Understand the integer number system. Recognize opposite signs of numbers as indicating locations on opposite sides of 0 on the number line; recognize that the opposite of a number is the number itself (e.g., $-(-3) = 3$), and that 0 is its own opposite.</p> <p>6. NS. 3 Compare and order rational numbers and plot them on a number line. Write, interpret, and explain statements of order for rational numbers in real-world contexts.</p>		<p>Backward</p>		
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					<p>6. AF. 4 Understand that solving an equation or inequality is the process of answering the following question: Which values from specified set, if any, make the equation or inequality true? Use substitution to determine whether a given number in a specified set makes an equation or inequality true.</p>		<p>6. AF. 5 Solve equations of the form $x+p=q$, $px=q$, and $x/p=q$ fluently for cases in which p, q and x are all nonnegative rational numbers. Represent real world problems using equations of these forms and solve such problems.</p>				<p>6. AF. 7 Understand that signs of numbers in ordered pairs</p>	

	<p>indicate the quadrant containing the point; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. Graph points with rational number coordinates on a coordinate plane.</p> <p>6. AF. 8 Understand that signs of numbers in ordered pairs indicate the quadrant containing the point; recognize that when two ordered pairs differ only by signs, the locations of the points are related by reflections across one or both axes. Graph points with rational number coordinates on a coordinate plane.</p> <p>PS. 7 Look for and make use of structure.</p> <p>6. GM.2 Know that the sum of the interior</p>			
<p>Topic 11: Properties of Two-</p>		<p>11-1 Basic Geometric Ideas 11-2 Multiplying Two Fractions</p>	<p>Quicks Checks</p>	<p>Pearson Success</p>

<p>Dimensional Figures Jan. 12 - Jan. 26</p>	<p>angles of any triangle is 180° and that the sum of the interior angles of any quadrilateral is 360°. Use this information to solve real-world and mathematical problems. PS.8 Look for and express regularity in repeated reasoning.</p>		<p>11-3 Angle Pairs 11-4 Triangles 11-5 Quadrilaterals 11-6 Circles 11-7 Transformations and Congruence 11-8 Symmetry 11-9 Problem Solving: Make a Table and Look for a Pattern</p>	<p>Basic-Facts Timed Test Topic 11 Test</p>	<p>Net IXL Khan Academy Ten Marks Learn Zillion</p>
<p>Topic 12: Ratios, Rates and Proportions Jan. 27 - Feb. 3</p>	<p>6. NS. 8 Interpret, model, and use ratios to show the relative sizes of two quantities. Describe how a ratio shows the relationship between two quantities. Use the following notations: a/b, a to b, $a:b$. 6. NS. 9 Understand the concept of a unit rate and use terms related to rate in the context of a ratio relationship. 6. NS. 10 Use</p>	<ul style="list-style-type: none"> • Ratio • Unit rate • Rate • Tables of equivalent ratios • Tape diagrams • Double number line diagrams 	<p>12-1 Understanding Ratios 12-2 Equal Ratios and Proportions 12-3 Understanding Rates and Unit Rates 12-4 Comparing Rates 12-5 Distance, Rate, and Time 12-6 Problem Solving: Draw a Picture</p>	<p>Quicks Checks Basic-Facts Timed Test Topic 12 Test Cumulative/ Benchmark Test</p>	<p>Pearson Success Net IXL Khan Academy Ten Marks Learn Zillion</p>

			<p>reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).</p> <p>PS. 4 Model with mathematics.</p>	<p>Topic 13: Solving Proportions Feb. 6 – Feb. 13</p>
	<p>6. NS. 9 Understand the concept of a unit rate and use terms related to rate in the context of a ratio relationship.</p> <p>6. NS. 10 Use reasoning involving rates and ratios to model real-world and other mathematical problems (e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations).</p>	<ul style="list-style-type: none"> • Unit rate • Rate • Tables of equivalent ratios • Tape diagrams • Double number line diagrams 	<p>13-1 Using Ratio Tables 13-2 Using Unit Rates 13-3 Ways to Solve Proportions 13-4 Problem Solving: Writing to Explain 13-5 Similar Figures 13-6 Maps and Scale Drawings</p>	<p>Quicks Checks Basic-Facts Timed Test Topic 13 Test</p>
				<p>Pearson Success Net IXL Khan Academy Ten Marks Learn Zillion</p>

<p>Topic 14: Understanding Percent Feb. 14 – Feb. 22</p>	<p>6. GM. 2 Know that the sum of the interior angles of any triangle is 180° and that the sum of the interior angles of any quadrilateral is 360°. Use this information to solve real-world and mathematical problems.</p> <p>PS. 2 Reason abstractly and quantitatively.</p> <p>PS. 2 Reason abstractly and quantitatively.</p> <p>6. NS. 5 Know commonly used fractions (halves, thirds, fourths, fifths, eighths, tenths) and their decimal and percent equivalents. Convert between any two representations (fractions, decimals, percents) of positive</p>		<p>14-1 Understanding Percent 14-2 Fractions, Decimals, and Percents 14-3 Percents Greater Than 100 and Less Than 1 14-4 Estimating Percent 14-5 Finding the Percent of a Number 14-6 Tips, Taxes, Discount, and Simple Interest 14-7 Problem Solving: Reasonableness</p>	<p>Quicks Checks Basic-Facts Timed Test Topic 14 Test</p>	<p>Pearson Success Net IXL Khan Academy Ten Marks Learn Zillion</p>
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	<p>rational numbers without the use of a calculator.</p> <p>6. C. 3 Solve real-world problems with positive fractions and decimals by using one or two operations.</p>	<p>6. AF. 3 Define and use multiple variables when writing expressions to represent real-world and other mathematical problems, and evaluate them for given values.</p> <p>6. AF. 5 Solve equations of the form $x + p = q$, $x - p = q$, $px = q$, and $x/p = q$ fluently for cases in which p, q and x are all nonnegative rational</p>	<ul style="list-style-type: none"> Fluently 	<p>15-1 Equations with More Than One Operation 15-2 Patterns and Equations 15-3 More Patterns and Equations 15-4 Graphing Equations 15-5 Graphing Equations with More Than One Operation 15-6 Functions 15-7 Problem Solving: Act It Out and Use Reasoning</p>
				<p>Quicks Checks Basic-Facts Timed Test Topic 15 Test</p>
				<p>Pearson Success Net IXL Khan Academy Ten Marks Learn Zillion</p>

	<p>numbers. Represent real world problems using equations of these forms and solve such problems.</p> <p>6. AF. 2 Apply the properties of operations (e.g., identity, inverse, commutative, associative, distributive properties) to create equivalent linear expressions and to justify whether two linear expressions are equivalent when the two expressions name the same number regardless of which value is substituted into them.</p> <p>6. AF. 9 Make tables of equivalent ratios relating</p>				
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	quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. PS. 2 Reason abstractly and quantitatively.					
Topic 16: Measurement Mar. 6 – Mar. 13	6. GM. 1 Convert between measurement systems (English to metric and metric to English) given conversion factors, and use these conversions in solving real-world problems. PS. 8 Look for and express regularity in repeated reasoning.	16-1 Converting Customary Measures 16-2 Converting Metric Measures 16-3 Units of Measure and Precision 16-4 Relating Customary and Metric Measures 16-5 Elapsed Time 16-6 Problem Solving: Use Reasoning	Quicks Checks Basic-Facts Timed Test Topic 16 Test Cumulative/ Benchmark Test	Pearson Success Net IXL Khan Academy Ten Marks Learn Zillion		
Topic 17: Perimeter and Area Mar. 14 – Mar. 22	6. GM. 5 Find the volume of a right rectangular prism with fractional edge lengths using unit cubes of the appropriate unit fraction	17-1 Perimeter 17-2 Area of Rectangles and Irregular Figures 17-3 Area of Parallelograms and Triangles 17-4 Circumference	Quicks Checks Basic-Facts Timed Test Topic 17 Test	Pearson Success Net IXL		

	<p>edge lengths (e.g., using technology or concrete materials), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V=lwh$ and $V=Bh$ to find volumes of right rectangular prisms with fractional edge lengths to solve real-world and other mathematical problems.</p>	<p>17-5 Area of a Circle 17-6 Problem Solving: Use Objects</p>	<p>Khan Academy Ten Marks Learn Zillion</p>
<p>Topic 18: Volume and Surface Area Mar. 23 – Mar. 29</p>	<p>6. GM. 5 Find the volume of a right rectangular prism with fractional edge lengths using unit cubes of the appropriate unit fraction edge lengths (e.g., using technology or concrete materials), and show that the volume is the same as would be found by multiplying the edge lengths of the prism. Apply the formulas $V=lwh$ and $V=Bh$ to find volumes of right rectangular prisms with fractional edge lengths</p>	<p>18-1 Solid Figures 18-2 Surface Area 18-3 Volume of Rectangular Prisms and Cylinders 18-4 Volume of Triangular Prisms and Cylinders 18-5 Problem Solving: Use Objects and Reasoning</p>	<p>Pearson Success Net IXL Khan Academy Ten Marks Learn Zillion</p>
	<ul style="list-style-type: none"> • Volume • Net • Surface area 	<p>Quicks Checks Basic-Facts Timed Test Topic 18 Test</p>	

<p>to solve real-world and other mathematical problems.</p> <p>6. GM. 6 Construct right rectangular prisms from nets and use the nets to compute the surface area of prisms; apply this technique to solve real-world and other mathematical problems.</p>	<p>6. DS. 2 Select, create, and interpret graphical representations of numerical data, including line plots, histograms, and box plots.</p> <p>6. DS. 3 Formulate statistical questions; collect and organize the data (e.g., using technology); display and interpret the data with graphical representations (e.g., using technology).</p> <p>6. DS. 4 Summarize numerical data sets in relation to their context in multiple ways, such</p>	<ul style="list-style-type: none"> • Line plots • Histograms • Box plot • Mean • Median • Range • Interquartile range 	<p>19-1 Reading and Making Graphs</p> <p>19-2 Circle Graphs</p> <p>19-3 Comparing Graphs</p> <p>19-4 Problem Solving: Make a Graph</p> <p>19-5 Mean, Median, Mode and Range</p> <p>19-6 Frequency Tables and Histograms</p> <p>19-7 Stem-and-Leaf Plots</p> <p>19-8 Appropriate Use of Statistical Measures</p> <p>19-9 Samples and Surveys</p> <p>19-10 Using Statistics to Draw Conclusions</p> <p>19-11 Problem Solving: Try, Check and Revise</p>	<p>Quicks Checks</p> <p>Basic-Facts</p> <p>Timed Test</p> <p>Topic 19 Test</p>	<p>Pearson Success Net</p> <p>IXL</p> <p>Khan Academy</p> <p>Ten Marks</p> <p>Learn Zillion</p>
<p>Topic 19: Data and Graphs</p> <p>Mar. 30 – Apr. 21</p>					

Grade	Sixth
Subject	Math

<p>as: report the number of observations; describe the nature of the attribute under investigation, including how it was measured and its units of measurement; determine quantitative center (mean and/or median) and spread (range and interquartile range), as well as describe any measures of overall pattern and any striking deviations from the overall pattern with reference to the context in which the data were gathered; and relate the choice of measures of center and spread to the shape of the data distribution and the context in which the data were gathered.</p>	<p>6. DS. 1 Recognize a statistical question as one that anticipates variability in the data related to the question and accounts for the variability in the answers. Understand</p>	<ul style="list-style-type: none"> • Variability • Distribution • Center • Spread 	<p>20-1 Counting Methods 20-2 Permutations and Combinations 20-3 Probability 20-4 Theoretical and Experimental Probability 20-5 Independent and Dependent</p>	<p>Quicks Checks Basic-Facts Timed Test Topic 20 Test</p>	<p>Pearson Success Net IXL Khan Academy</p>	<p>Topic 20: Probability Apr. 24 – Apr. 28</p>



Date	Event	Description	Assessment	Materials
May 1 – May 19	that a set of data collected to answer a statistical question has a distribution which can be described by its center, spread, and overall shape.	Events 20-6 Problem Solving: Make an Organized List	Cumulative/ Benchmark Test	Ten Marks Learn Zillion
May 22 – May 26		Review critical and important standards to prepare students for seventh grade. End of Year Assessments		enVision Math Intervention Kit Pearson Success Net

Essential Questions: 1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology?

Aug. 15 - 19				Benchmark Assessment	Reading Wonders Benchmark Assessment Book
Aug. 16 – Sept. 12			First 20 Days of Reading and Writing		First 20 Days Reading Packet/First 20 Days writing Packet
Sept. 13 -- Sept. 16			Reading Wonders Start Smart		Teacher's Edition S1 – S38
Unit 1: Week 1 Meeting a Need Sept. 19 – Sept. 23	<p>5. RL. 2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>5. RL. 2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.</p>	<ul style="list-style-type: none"> • afford • loan • profit • prosper • risk • savings • scarce • wages ○ transport ○ comb ○ wares ○ Venn diagram ○ descriptive details 	<p>Introduce the Concept: -Build Background -Talk About It</p> <p>Read Aloud: <i>Finding a Way</i> - Comprehension Strategy: Reread</p> <p>Read Short Text: <i>The Dragon Problem A Fresh Idea</i> - Comprehension Skill: Character, Setting, Plot: Sequence</p> <p>Read Main Selection: <i>One Hen and Paired Text: Banks: Their Business and Yours</i> - Comprehension Skill: Character,</p>	Unit 1 Week 1 Assessment	Teacher's Edition T10 – T61

Essential Questions: 1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology?

<p>Unit 1: Week 1 Meeting a Need Sept. 19 – Sept. 23</p>	<p>5. RL. 4.1 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.</p> <p>5. RV. 2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.</p> <p>5. RV. 2.5 Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation</p>	<p>Setting, Plot: Sequence - Comprehension Strategy: Reread - Genre: Realistic Fiction, Expository Text</p> <p>Main Selection Leveled Readers A: <i>Parker's Plan</i> O: <i>Can-do Canines</i> B: <i>Cleaning Up the Competition</i></p> <p>Paired Selection A: <i>Taking Care of Your Money</i> O: <i>You Can Bank on It</i> B: <i>Growing Money</i></p> <p>Vocabulary Strategy: Context Clues – Synonyms</p>	
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Essential Questions: 1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology?

<p>Unit 1: Week 2 Trial and Error Sept. 26 – Oct. 1</p>	<p>tag question from the rest of the sentence, and to indicate direct address.</p> <p>5. RL. 2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>5. RL. 2.3 Describe two or more characters, settings, or events in a story or play, drawing on specific details in the text, and how they impact the plot.</p>	<ul style="list-style-type: none"> • accomplish • anxious • assemble • decipher • distracted • navigate • options • retrace <ul style="list-style-type: none"> ○ monarchs ○ suspense ○ solution 	<p>Introduce the Concept: -Build Background -Talk About It</p> <p>Read Aloud: <i>Shelter in a Storm</i> - Comprehension Strategy: Reread</p> <p>Read Short Text: <i>Whitewater Adventure</i> - Comprehension Skill: Character, Setting, Plot: Problem and Solution</p> <p>Read Main Selection: <i>Second Day, First Impressions</i> and Paired Text: <i>Lost in the Museum Wings</i> - Comprehension Skill: Character, Setting, Plot: Problem and Solution - Comprehension Strategy: Reread - Genre: Realistic Fiction, Adventure, Folktales</p> <p>Leveled Readers A: <i>Dog Gone</i> O: <i>Shhh! It's a Surprise!</i> B: <i>Lost and Found</i></p>	<p>Unit 1 Week 2 Assessment</p>	<p>Teacher's Edition T76 – T127</p>
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Essential Questions: 1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology?

<p>Unit 1: Week 2 Trial and Error Sept. 26 – Oct. 1</p>	<p>5. RV. 3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).</p> <p>5. RF. 4.6 Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.</p> <p>5. W. 6.2c Spelling –</p>	<p>Paired Selection A: <i>Lights Out!</i> O: <i>The Perfect Gift</i> B: <i>It's a Challenge</i></p> <p>Vocabulary Strategy: Idioms</p> <p>Phonics/Spelling Skill: Long Vowels</p>	
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Essential Questions: 1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology?

<p>Unit 1: Week 2 Trial and Error Sept. 26 – Oct. 1</p>	<p>Applying correct spelling patterns and generalizations in writing.</p> <p>5. W. 1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>5. W. 3.3 Write narrative compositions in a variety of forms that – <input type="checkbox"/> Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). <input type="checkbox"/> Develop an event</p>	<p>Fluency: Intonation Writing Trait: Voice: Style and Tone</p>		
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<p>Essential Questions: 1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology?</p>
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<p>Unit 1: Week 2 Trial and Error Sept. 26 – Oct. 1</p>	<p>sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. <input type="checkbox"/> Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. <input type="checkbox"/> Use precise and expressive vocabulary and figurative language for effect. <input type="checkbox"/> Provide an ending that follows from the narrated experiences or events.</p>	<p>5. W. 6.1e Usage – Writing correctly simple, compound, and complex</p>	<p>Grammar Skill: Subjects and Predicates</p>
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Essential Questions: 1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology?

Unit 1: Week 3

<p>declarative, interrogative, and imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).</p> <p>5. W. 6.2b Punctuation – <input type="checkbox"/> Applying correct usage of apostrophes and quotation marks in writing. <input type="checkbox"/> Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.</p>	<p>5. RL. 3.2 Describe how a narrator's or speaker's point of view influences how</p> <ul style="list-style-type: none"> • debris • emphasis • encounter • generations 	<p>Grammar Mechanics: Commas</p>	<p>Unit 1 Week 3 Assessment</p>	<p>Teacher's Edition T142 – T197</p>
<p>Unit 1: Week 3 Seeing for Yourself</p>	<p>5. RL. 3.2 Describe how a narrator's or speaker's point of view influences how</p>	<p>Introduce the Concept: -Build Background -Talk About It Read Aloud: <i>Capturing the Natural</i></p>	<p>Unit 1 Week 3 Assessment</p>	<p>Teacher's Edition T142 – T197</p>

<p>Essential Questions: 1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology?</p>	<p>Learning Objectives</p>	<p>Standards</p>	<p>Essential Questions</p>
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<p>Oct. 3 – Oct. 7</p>	<p>events are portrayed.</p> <p>5. RN. 2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>5. RN. 2.3 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.</p> <p>5. RN. 3.3 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the</p>	<ul style="list-style-type: none"> • indicated • naturalist • sheer • spectacular <ul style="list-style-type: none"> ○ bully ○ dee-lighted ○ day-to-day ○ centuries-old ○ cinnamon- ○ colored ○ ringed ○ abundance ○ abundant 	<p>World</p> <p>-Comprehension Strategy: Ask and Answer Questions</p> <p>Read Short Text: <i>A Life in the Woods</i></p> <p>-Comprehension Skill: Text Structure: Cause and Effect</p> <p>-Comprehension Strategy: Ask and Answer Question</p> <p>-Text Feature: Secondary and Primary Sources</p> <p>Read Main Selection: <i>Camping with the President and Paired Text: A Walk with Teddy</i></p> <p>-Comprehension Skill: Text Structure: Cause and Effect</p> <p>-Comprehension Strategy: Ask and Answer Questions</p> <p>-Genre: Narrative: Nonfiction, Autobiography, Folktales</p> <p>Leveled Readers</p> <p>A: <i>Save This Space!</i> O: <i>Save This Space!</i> B: <i>Save This Space!</i></p> <p>Paired Selection</p> <p>A: <i>The Journey of Lewis and Clark</i> O: <i>The Journey of Lewis and Clark</i> B: <i>The Journey of Lewis and Clark</i></p>	
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Essential Questions: 1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology?

<p>Unit 1: Week 3 Seeing for Yourself Oct. 3 – Oct. 7</p>	<p>accounts represent.</p> <p>5. RV. 3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).</p> <p>5. RF. 4.6 Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context.</p> <p>5. W. 6.2c Spelling – Applying correct spelling patterns and</p>	<p>Vocabulary Strategy: Homographs</p> <p>Phonics/Spelling Skill: Words with /u/, ù, and /ü/</p>	
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Grade 5 Unit 1

Essential Questions: 1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology?

Unit 1: Week 3

Seeing for Yourself

Oct. 3 – Oct. 7

generalizations in writing.

5. W. 1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.

5. W. 6.1e Usage -- Writing correctly simple, compound, and complex declarative, interrogative, and imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).

Fluency: Expression and Phrasing
 Writing Trait: Word Choice: Strong Words

Grammar Skill: Compound Sentences and Conjunctions

Essential Questions: 1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology?

Unit 1: Inventions	Unit 2: The American West	Unit 3: The American South	Unit 4: The American Midwest	Unit 5: The American West
Oct. 10 - Oct. 14	Oct. 15 - Oct. 19	Oct. 20 - Oct. 24	Oct. 25 - Oct. 29	Oct. 30 - Nov. 3

Unit 1: Week 4 Inventions Oct. 10 – Oct. 14	5. W. 6.2b Punctuation – <input type="checkbox"/> Applying correct usage of apostrophes and quotation marks in writing. <input type="checkbox"/> Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.	<ul style="list-style-type: none"> • breakthrough • captivated • claimed • devices • enthusiastically • envisioned • passionate • patents <ul style="list-style-type: none"> ○ generator ○ bombarded ○ electron ○ whirl ○ converter 	Grammar Mechanics: Punctuation in Compound Sentences	Unit 1 Week 4 Assessment	Teacher's Edition T208 – T263
	5. RN. 2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.		Introduce the Concept: -Build Background -Talk About It		
	5. RN. 3.2 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or		Read Aloud: <i>A Pioneer of Photography</i> - Comprehension Strategy: Ask and Answer Questions Read Short Text: <i>Fantasy Becomes Fact</i> - Comprehension Skill: Text Structure: Sequence -Comprehension Strategy: Ask and		

<p>October 10 - Oct 14</p> <p>Essential Questions: 1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology?</p> <p>Unit 1: Inventions</p> <p>Unit 1: Inventions</p> <p>Unit 1: Inventions</p>	<p>Science</p> <p>Science</p> <p>Science</p>
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<p>Unit 1: Week 4 Inventions Oct. 10 – Oct. 14</p>	<p>more texts.</p>	<ul style="list-style-type: none"> o dissect o time-order o relevant details 	<p>Answer Questions -Text Feature: Illustrations and Photographs - Genre: Biography, Realistic Fiction, Science Fiction</p> <p>Read Main Selection: <i>The Boy Who Invented TV</i> and Paired Text: <i>Time to Invent</i> -Comprehension Skill: Text Structure: Sequence -Comprehension Strategy: Ask and Answer Questions</p> <p>Main Selection Leveled Readers A: <i>Snapshot! The Story of George Eastman</i> O: <i>Snapshot! The Story of George Eastman</i> B: <i>Snapshot! The Story of George Eastman</i></p> <p>Paired Selection A: <i>The Ultimate Birthday</i> O: <i>The Ultimate Birthday</i> B: <i>The Ultimate Birthday</i></p> <p>Vocabulary Strategy: Greek Roots</p>	
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Grade: Fifth Grade	Unit: 1	Unit: 10	Unit: 11	Unit: 12
Essential Questions: 1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology?				
Unit: 1: Week 1	Unit: 1: Week 2	Unit: 1: Week 3	Unit: 1: Week 4	Unit: 1: Week 5

Unit 1: Week 4 Inventions Oct. 10 – Oct. 14	word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech). 5. RF. 4.6 Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context. 5. W. 6.2c Spelling – Applying correct spelling patterns and generalizations in writing. 5. W. 1 Write routinely over a variety of time frames and for a	Phonics/Spelling Skill: <i>r-Controlled Vowels /är/, /âr/, /ôr/</i>	Fluency: Expression and Phrasing Writing Trait: Organization: Sequence
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Grade: Fifth Grade	Version: 2015-2016
Unit: Reading Comprehension	Skills: Reading Comprehension
Unit: Writing	Skills: Writing
Unit: Grammar	Skills: Grammar

Essential Questions: 1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology?

<p>Unit 1: Week 4 Inventions Oct. 10 – Oct. 14</p>	<p>range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>5. W. 6.1e Usage – Writing correctly simple, compound, and complex declarative, interrogative, and imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).</p> <p>5. W. 6.2b Punctuation – <input type="checkbox"/> Applying correct usage of apostrophes and quotation marks in writing. <input type="checkbox"/> Using a</p>	<p>Grammar Skill: Complex Sentences</p>	<p>Grammar Mechanics: Using commas</p>	
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Grade: Fifth Grade

Essential Questions: 1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology?

Unit: Technology

Unit 1: Week 5

Unit 1 Week 5 Assessment

Teacher's Edition T274 - T327

<p>Unit 1: Week 5 New Technology Oct. 17 - Oct. 20</p>	<p>comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.</p> <p>5. RN. 4.1 Explain how an author uses reasons and evidence to support claims in a text, identifying which reasons and evidence support which claims.</p> <p>5. RN. 3.3 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspectives the accounts represent.</p>	<ul style="list-style-type: none"> • access • advance • analysis • cite • counterpoint • data • drawbacks • reasoning <ul style="list-style-type: none"> ○ fact ○ phrasing 	<p>Introduce the Concept: -Build Background -Talk About It</p> <p>Read Aloud: <i>Electronic Books: A New Way to Read</i> - Comprehension Strategy: Reread</p> <p>Read Short Text: <i>Are Electronic Devices Good for Us?</i> - Comprehension Skill: Author's Point of View -Comprehension Strategy: Reread -Text Feature: Headings and Graphs</p> <p>Read Main Selection: <i>The Future of Transportation and Paired Text: Getting From Here to There</i> -Comprehension Skill: Author's Point of View -Comprehension Strategy: Reread</p>	<p>Unit 1 Week 5 Assessment</p>	<p>Teacher's Edition T274 - T327</p>
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Grade	Unit	Standards	Essential Questions
5	1	5. RV. 2.4 Apply knowledge of word structure elements, and known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).	1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology?

Unit	Standards	Essential Questions	Genre	Skills
Unit 1: Week 5 New Technology Oct. 17 – Oct. 20	5. RV. 2.4 Apply knowledge of word structure elements, and known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech). 5. RF. 4.6 Use knowledge of all letter-sound correspondences, syllabication patterns, and		- Genre: Persuasive Article, Technical Text, Expository Text Main Selection Leveled Readers A: <i>What About Robots?</i> O: <i>What About Robots?</i> B: <i>What About Robots?</i> Paired Selection A: <i>No Substitute</i> O: <i>No Substitute</i> B: <i>No Substitute</i> Vocabulary Strategy: Greek and Latin Prefixes	Phonics/Spelling Skill: <i>r-Controlled Vowel /ür/</i>

Grade	Unit	Standards	Essential Questions
5	Unit 1: Week 5 New Technology Oct. 17 – Oct. 20	morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context. 5. W. 6.2c Spelling – Applying correct spelling patterns and generalizations in writing. 5. W. 1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts. 5. W. 6.1e Usage – Writing correctly simple, compound, and complex	Essential Questions: 1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology? Unit Essential Questions: 1. How can we use technology to solve problems? 2. How can we use technology to improve our lives? 3. How can we use technology to help others?

Unit 1: Week 5 New Technology Oct. 17 – Oct. 20	morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context. 5. W. 6.2c Spelling – Applying correct spelling patterns and generalizations in writing. 5. W. 1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts. 5. W. 6.1e Usage – Writing correctly simple, compound, and complex	Fluency: Phrasing Writing Trait: Sentence Fluency: Vary Sentences Structure Grammar Skill: Run-On Sentences and Fragments		
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Grade	Unit	Essential Questions	Standards	Skills	Strategies	Assessments
5	Unit 1: New Technology	1. How do we get the things we need? 2. What can lead us to rethink an idea? 3. How can experiencing nature change the way you think about it? 4. How does technology lead to creative ideas? 5. What are the positive and negative effects of new technology?	5. W. 6.2b Punctuation – <input type="checkbox"/> Applying correct usage of apostrophes and quotation marks in writing. <input type="checkbox"/> Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.	Grammar Mechanics: Correcting Run-On sentences		

Unit 1: Week 5
 New Technology
 Oct. 17 – Oct. 20

declarative, interrogative, and imperative, and exclamatory sentences, using correlative conjunctions (e.g., either/or, neither/nor).
 5. W. 6.2b
 Punctuation – Applying correct usage of apostrophes and quotation marks in writing. Using a comma for appositives, to set off the words yes and no, to set off a tag question from the rest of the sentence, and to indicate direct address.

Grammar Mechanics: Correcting Run-On sentences

Essential Questions: 1. What do good problem solvers do? 2. What can you do to get the information you need? 3. How do we investigate questions about nature? 4. When has a plan helped you accomplish a task? 5. What motivates you to accomplish a goal?

<p>Unit 2: Week 1 Reaching a Compromise</p> <p>Oct. 24 – Oct. 28</p>	<p>5. RN. 2.3 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.</p> <p>5. RN. 2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>5. RN. 3.1 Apply knowledge of text features in multiple print and digital sources to locate information, gain meaning from a text, or solve a problem.</p>	<ul style="list-style-type: none"> • committees • convention • debate • proposal • representatives • resolve • situation • union ○ representatives ○ delegate ○ executive branch ○ legislative branch ○ judicial branch ○ House of Representatives ○ Senate ○ Proportional ○ Constitution ○ preamble 	<p>Introduce the Concept: -Build Background -Talk About It</p> <p>Read Aloud: <i>The Mayflower Compact</i> - Comprehension Strategy: Reread</p> <p>Read Short Text: <i>Creating a Nation</i> - Comprehension Skill: Text Structure: Problem and Solution</p> <p>Read Main Selection: <i>Who Wrote the U.S. Constitution and Paired Text: Parchment and Ink</i> - Comprehension Skill: Text Structure: Problem and Solution - Comprehension Strategy: Reread - Genre: Expository Text</p> <p>Main Selection Leveled Readers A: <i>The Bill of Rights</i> O: <i>The Bill of Rights</i> B: <i>The Bill of Rights</i></p> <p>Paired Selection</p>	<p>Unit 2 Week 1 Assessment</p>	<p>Teacher's Edition T10 – T63</p>
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Essential Questions: 1. What do good problem solvers do? 2. What can you do to get the information you need? 3. How do we investigate questions about nature? 4. When has a plan helped you accomplish a task? 5. What motivates you to accomplish a goal?

<p>Unit 2: Week 1 Reaching a Compromise</p> <p>Oct. 24 – Oct. 28</p>	<p>5. RV. 2.1 Select and apply context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine the meanings of unknown words.</p> <p>5. RV. 2.5 Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases.</p> <p>5. RV.2.4 Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).</p> <p>5. RF. 4.6 Use knowledge of all letter-sound correspondences,</p>	<p>A: <i>Having Your Say</i> O: <i>Having Your Say</i> B: <i>Having Your Say</i></p> <p>Vocabulary Strategy: Context Clues: Definitions and Restatements</p>	<p>Phonics/Spelling Skill: <i>Variant Vowels /oi/, /ou/</i></p>
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Grade	Unit	Topic	Essential Questions	Learning Objectives	Assessments
5	Unit 2: Week 1	Reaching a Compromise	<p>Essential Questions: 1. What do good problem solvers do? 2. What can you do to get the information you need? 3. How do we investigate questions about nature? 4. When has a plan helped you accomplish a task? 5. What motivates you to accomplish a goal?</p>	<p>5. W. 6.2d Spelling – Applying correct spelling patterns and generalizations in writing.</p> <p>5. W. 1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts</p> <p>5. W. 3.2 Write informative compositions on a variety of topics that – <input type="checkbox"/> Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. <input type="checkbox"/> Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. <input type="checkbox"/> Connect ideas within and</p>	

Unit 2: Week 1
 Reaching a
 Compromise

Oct. 24 – Oct. 28

Fluency: Rate and Accuracy
 Writing Trait: Ideas: Main Ideas

Essential Questions: 1. What do good problem solvers do? 2. What can you do to get the information you need? 3. How do we investigate questions about nature? 4. When has a plan helped you accomplish a task? 5. What motivates you to accomplish a goal?

<p>Unit 2: Seeking the Answer</p>	<p>Oct. 31 – Nov. 3</p>	<p>5. W. 6.1a Nouns/Pronouns</p>	<p>across categories using transition words (e.g., therefore, in addition). <input type="checkbox"/> Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. <input type="checkbox"/> Use appropriate language, vocabulary, and sentence variety to convey meaning; for effect, and to support a tone and formality appropriate to the topic and audience. <input type="checkbox"/> Provide a concluding statement or section related to the information or explanation presented.</p>	<p>circumstances consideration consults destiny expectations presence reveal</p>	<p>Introduce the Concept: -Build Background -Talk About It Read Aloud: <i>Jack and the King's Rainbow Fish</i> - Comprehension Strategy: Make,</p>	<p>Unit 2 Week 2 Assessment</p>	<p>Teacher's Edition T74 – T127</p>
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Essential Questions: 1. What do good problem solvers do? 2. What can you do to get the information you need? 3. How do we investigate questions about nature? 4. When has a plan helped you accomplish a task? 5. What motivates you to accomplish a goal?

<p>Unit 2: Week 2 Seeking the Answer Oct. 31 – Nov. 3</p>	<p>in the text, and how they impact the plot. 5. RL. 4.1 Analyze how visual and multimedia presentations and representations can enhance the meaning of a text.</p>	<ul style="list-style-type: none"> • unsure <ul style="list-style-type: none"> ○ pedigree ○ credentials ○ conflict 	<p>Confirm and Revise Predictions</p> <p>Read Short Text: <i>A Modern Cinderella</i></p> <ul style="list-style-type: none"> - Comprehension Skill: Character, Setting, Plot: Compare and Contrast Events <p>Read Main Selection: <i>Where the Mountain Meets the Moon</i> and Paired Text: <i>The Princess and the Pea</i></p> <ul style="list-style-type: none"> - Comprehension Skill: Character, Setting, Plot: Compare and Contrast Events - Comprehension Strategy: Make, Confirm and Revise Predictions - Genre: Fairy Tale, Mystery <p>Leveled Readers</p> <ul style="list-style-type: none"> A: <i>The Bird of Truth</i> O: <i>The Talking Eggs</i> B: <i>Three Golden Oranges</i> <p>Paired Selection</p> <ul style="list-style-type: none"> A: <i>The Singers of Bremen</i> O: <i>The Salamander</i> 	
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Grade	Unit	Essential Questions	Standards	Resources
5	1	<p>Essential Questions: 1. What do good problem solvers do? 2. What can you do to get the information you need? 3. How do we investigate questions about nature? 4. When has a plan helped you accomplish a task? 5. What motivates you to accomplish a goal?</p>	<p>5. RV. 3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).</p> <p>5. RV. 2.2 Identify relationships among words, including multiple meanings, synonyms and antonyms, homographs, metaphors, similes, and analogies.</p> <p>5. RF. 4.6 Use knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.</p> <p>5. W. 6.2d Spelling – Applying correct spelling patterns and generalizations in writing.</p> <p>5. W. 3.3 Write narrative compositions in a variety of</p>	

Grade	Unit	Essential Questions	Standards	Resources
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Essential Questions: 1. What do good problem solvers do? 2. What can you do to get the information you need? 3. How do we investigate questions about nature? 4. When has a plan helped you accomplish a task? 5. What motivates you to accomplish a goal?

<p>forms that – <input type="checkbox"/> Develop the exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters). <input type="checkbox"/> Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally, connecting ideas and events using transitions. <input type="checkbox"/> Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. <input type="checkbox"/> Use precise and expressive vocabulary and figurative language for effect. <input type="checkbox"/> Provide an ending that follows from the narrated experiences or events.</p> <p>5. W. 1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p>					
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Essential Questions: 1. What do good problem solvers do? 2. What can you do to get the information you need? 3. How do we investigate questions about nature? 4. When has a plan helped you accomplish a task? 5. What motivates you to accomplish a goal?

<p>Unit 2: Week 3 Investigations Nov. 7 – Nov. 11</p>	<p>5. W. 6.1a Nouns/Pronouns</p> <p>5. RN. 2.1 Quote accurately from a text when explaining what a text says explicitly and when drawing inferences from the text.</p> <p>5. RN. 3.2 Compare and contrast the organizational structure of events, ideas, concepts, or information in two or more texts.</p> <p>5. RV. 2.4 Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., word origins, common Greek and Latin affixes and roots, parts of speech).</p>	<ul style="list-style-type: none"> • behaviors • disappearance • energetic • flurry • migrate • observation • theory • transformed ○ specimens ○ herbarium ○ botany ○ thou ○ wouldst ○ quotation 	<p>Grammar Skill: Singular and Plural Nouns</p> <p>Grammar Mechanics: Forming Plural Nouns</p> <p>Introduce the Concept: -Build Background -Talk About It Read Aloud: <i>Capturing the Natural World</i> - Comprehension Strategy: Ask and Answer Questions</p> <p>Read Short Text: <i>Thomas Moran, Landscape Painter</i> - Comprehension Skill: Text Structure: Sequence -Comprehension Strategy: Reread -Text Feature: Illustrations and Photographs</p> <p>Read Main Selection: <i>The Boy Who Drew Birds</i> and Paired Text: <i>Daedalus and Icarus</i></p>	<p>Unit 2 Week 3 Assessment</p> <p>Teacher's Edition T138 – T191</p>
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Essential Questions: 1. What do good problem solvers do? 2. What can you do to get the information you need? 3. How do we investigate questions about nature? 4. When has a plan helped you accomplish a task? 5. What motivates you to accomplish a goal?

<p>Unit 2: Week 3 Investigations Nov. 7 – Nov. 11</p>	<p>5. RV. 2.5 Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation and clarify the precise meanings of words and phrases. 5. RF. 4.6 Use knowledge of all letter-sound</p>		<p>-Comprehension Skill: Text Structure: Sequence -Comprehension Strategy: Reread - Genre: Biography, Myth Leveled Readers A: <i>Norman Borlaug and the Green Revolution</i> O: <i>Norman Borlaug and the Green Revolution</i> B: <i>Norman Borlaug and the Green Revolution</i> Paired Selection A: <i>Golden Apples</i> O: <i>Golden Apples</i> B: <i>Golden Apples</i> Vocabulary Strategy: Greek and Latin Suffixes Phonics/Spelling Skill: <i>Inflectional Endings</i></p>
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Essential Questions: 1. What do good problem solvers do? 2. What can you do to get the information you need? 3. How do we investigate questions about nature? 4. When has a plan helped you accomplish a task? 5. What motivates you to accomplish a goal?

Grade	Unit	Essential Question	Resources
5	1	<p>correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multi-syllabic words in context.</p> <p>5. W. 6.2d Spelling – Applying correct spelling patterns and generalizations in writing.</p> <p>5. W. 3.2 Write informative compositions on a variety of topics that – <input type="checkbox"/> Introduce a topic; organize sentences and paragraphs logically, using an organizational form that suits the topic. <input type="checkbox"/> Employ sufficient examples, facts, quotations, or other information from various sources and texts to give clear support for topics. <input type="checkbox"/> Connect ideas within and across categories using transition words (e.g., therefore, in addition). <input type="checkbox"/> Include text features (e.g., formatting, pictures, graphics) and multimedia when useful to aid comprehension. <input type="checkbox"/> Use appropriate language,</p>	
		<p>Fluency: Expression and Phrasing Writing Trait: Supporting Details</p>	

Essential Questions: 1. What do good problem solvers do? 2. What can you do to get the information you need? 3. How do we investigate questions about nature? 4. When has a plan helped you accomplish a task? 5. What motivates you to accomplish a goal?

Grade	Unit	Lesson	Essential Question	Learning Objective	Assessment	Resources
				vocabulary, and sentence variety to convey meaning; for effect; and to support a tone and formality appropriate to the topic and audience. □ Provide a concluding statement or section related to the information or explanation presented. 5. W.1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts. 5. W. 6.1a Nouns/Pronouns	<ul style="list-style-type: none"> • assuring • detected • emerging • gratitude • guidance • outcome • previous • pursuit 	
Unit 2: Week 4 A Plan of Action Nov. 14 – Nov. 23			Grammar Skill: More Plural Nouns Grammar Mechanics: Plural forms and Appositives	Introduce the Concept: -Build Background -Talk About It Read Aloud: Lost Lake and the Golden Cup - Comprehension Strategy: Make, Confirm and Revise Predictions	Unit 2 Week 4 Assessment	Teacher's Edition T202 – T256

Essential Questions: 1. What do good problem solvers do? 2. What can you do to get the information you need? 3. How do we investigate questions about nature? 4. When has a plan helped you accomplish a task? 5. What motivates you to accomplish a goal?

Grade: Fifth Grade	Unit	Essential Question	Learning Objectives	Resources
Unit 2: Week 4 A Plan of Action	Nov. 14 – Nov. 23	<p>speaker in a poem reflects upon a topic; summarize the text.</p> <p>5. RV. 3.1 Determine how words and phrases provide</p>	<ul style="list-style-type: none"> <input type="radio"/> ravine <input type="radio"/> embrace <input type="radio"/> subsided <input type="radio"/> foreshadowing <input type="radio"/> imagery 	<p>Read Short Text: <i>The Magical lost Brocade</i></p> <ul style="list-style-type: none"> -Comprehension Skill: Theme -Comprehension Strategy: Make, Confirm and Revise Predictions - Genre: Folktale, Expository Text <p>Read Main Selection: <i>Blancaflor and Paired Text: <i>From Tale to Table</i></i></p> <ul style="list-style-type: none"> -Comprehension Skill: Theme -Comprehension Strategy: Make, Confirm and Revise Predictions <p>Main Selection Leveled Readers</p> <p>A: <i>The Lion's Whiskers</i> O: <i>The Riddle of the Drum: A Tale from Mexico</i> B: <i>Clever Manka</i></p> <p>Paired Selection</p> <p>A: <i>From Fiber to Fashion</i> O: <i>Make a Drum</i> B: <i>From Bee to You</i></p> <p>Vocabulary Strategy: Personification</p>

Grade 5 Writing Pacing Guide
 Essential Questions: 1. What do good problem solvers do? 2. What can you do to get the information you need? 3. How do we investigate questions about nature? 4. When has a plan helped you accomplish a task? 5. What motivates you to accomplish a goal?

<p>Grade 5 Writing Pacing Guide</p>	<p>Grade 5 Writing Pacing Guide</p>	<p>Grade 5 Writing Pacing Guide</p>	<p>Grade 5 Writing Pacing Guide</p>	<p>Grade 5 Writing Pacing Guide</p>
<p>meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).</p>	<p>5. W. 6.2d Spelling – Applying correct spelling patterns and generalizations in writing.</p>	<p>5. W. 4 Apply the writing process to – <input type="checkbox"/> Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions. <input type="checkbox"/> Use technology to interact and collaborate with others to publish legible documents.</p>	<p>5. W. 1 Write routinely over a variety of time frames and for a range of discipline-specific tasks,</p>	<p>Phonics/Spelling Skill: <i>Contractions</i> Fluency: Rate Writing Trait: Organization: Sequence</p>

Essential Questions: 1. What do good problem solvers do? 2. What can you do to get the information you need? 3. How do we investigate questions about nature? 4. When has a plan helped you accomplish a task? 5. What motivates you to accomplish a goal?

Unit	Essential Questions	Learning Objectives	Grammar Skill	Resources
Unit 2: Week 5 Making It Happen Nov. 28 – Dec. 2	<p>purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p> <p>5. W. 6.1a Nouns/Pronouns</p> <p>5. RL. 3.1 Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, play, or poem.</p> <p>5. RL. 2.2 Determine a theme of a story, play, or poem from details in the text, including how characters respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.</p>	<ul style="list-style-type: none"> • ambitious • memorized • satisfaction • shuddered <ul style="list-style-type: none"> ○ plot ○ rhythm ○ precise language 	<p>Grammar Skill: Possessive Nouns Grammar Mechanics: Adding -s or 's</p> <p>Introduce the Concept: -Build Background -Talk About It</p> <p>Read Aloud: <i>How to Make a Friend</i> -Comprehension Strategy: Reread</p> <p>Read Short Text: <i>A Simple Plan, Rescue</i> -Comprehension Skill: Theme -Comprehension Strategy: Reread</p> <p>Read Main Selection: <i>Stage Fright, Catching Quiet and Paired Text: Foul Shot</i> -Comprehension Skill: Theme -Comprehension Strategy: Reread -Genre: Narrative Poem, Narrative and Free Verse Poetry, Realistic Fiction</p>	<p>Unit 2 Week 5 Assessment</p> <p>Teacher's Edition T266 – T320</p>

Quarter 1

Essential Questions: 1. What do good problem solvers do? 2. What can you do to get the information you need? 3. How do we investigate questions about nature? 4. When has a plan helped you accomplish a task? 5. What motivates you to accomplish a goal?

Grade 5	Unit 2: Week 5	Nov. 28 – Dec. 2			
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<p>Unit 2: Week 5 Making It Happen Nov. 28 – Dec. 2</p>	<p>5. RV. 3.1 Determine how words and phrases provide meaning to works of literature, including imagery, symbolism, and figurative language (e.g., similes, metaphors, hyperbole, or allusion).</p> <p>5. W. 6.2d Spelling – Applying correct spelling patterns and generalizations in writing.</p> <p>5. W. 3.3 Write narrative compositions in a variety of forms that – <input type="checkbox"/> Develop the exposition (e.g., describe the setting, establish the situation, introduce the</p>	<p>Main Selection Leveled Readers A: <i>Clearing the Jungle</i> O: <i>I Want to Ride!</i> B: <i>Changing Goals</i></p> <p>Paired Selection A: <i>Just for Once</i> O: <i>Home Run</i> B: <i>Today's Lesson</i></p> <p>Vocabulary Strategy: Homographs</p> <p>Phonics/Spelling Skill: <i>Closed Syllables</i></p> <p>Fluency: Expression and Phrasing Writing Trait: Word Choice: Precise Language</p>		
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Grade: Fifth Grade

Essential Questions: 1. What do good problem solvers do? 2. What can you do to get the information you need? 3. How do we investigate questions about nature? 4. When has a plan helped you accomplish a task? 5. What motivates you to accomplish a goal?

Unit	Topic	Essential Question	Resources
Unit 1	Character		

<p>narrator and/or characters). <input type="checkbox"/> Develop an event sequence (e.g., conflict, climax, resolution) that unfolds naturally. <input type="checkbox"/> Connecting ideas and events using transitions. <input type="checkbox"/> Use narrative techniques, such as dialogue, description, and pacing to develop experiences and events or show the responses of characters to situations. <input type="checkbox"/> Use precise and expressive vocabulary and figurative language for effect. <input type="checkbox"/> Provide an ending that follows from the narrated experiences or events.</p>	<p>Grammar Skill: Prepositional Phrases Grammar Mechanics: Punctuating titles and letters</p>	<p>5. W. 4 Apply the writing process to – <input type="checkbox"/> Generate a draft by developing, selecting and organizing ideas relevant to topic, purpose, and genre; revise to improve writing, using appropriate reference materials (e.g., quality of ideas, organization, sentence fluency, word choice); and edit writing for format and standard English conventions.</p>	
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Grade	Unit	Subject	Essential Questions	Standards	Resources
5	1	Science	<p>Essential Questions: 1. What do good problem solvers do? 2. What can you do to get the information you need? 3. How do we investigate questions about nature? 4. When has a plan helped you accomplish a task? 5. What motivates you to accomplish a goal?</p>	<p>5. W. 1 Write routinely over a variety of time frames and for a range of discipline-specific tasks, purposes, and audiences; apply reading standards to support reflection and response to literature and nonfiction texts.</p>	

Number Twelve
Academic and Exit Standards

EXPLORE College-Readiness Benchmark Scores and Linked STAR Reading Scores

Subject	EXPLORE Benchmark	Linked STAR Reading Scaled Score	
		Prior Year (Grade 7 Spring)	Same Year (Grade 8 Fall)
Reading	15	852	882
English	13	672	694

EXPLORE College-Readiness Benchmark Scores and Linked STAR Math Scores

Subject	EXPLORE Benchmark	Linked STAR Math Scaled Score	
		Prior Year (Grade 7 Spring)	Same Year (Grade 8 Fall)
Math	17	843	828

*Please note: For math, the cut score for grade 7 is higher than for grade 8. This is a commonly observed pattern that we attribute to the “summer slump” phenomenon, which is particularly acute in math, resulting in significant drops in performance from spring to fall.

Estimating whether students are “on track” in earlier grades

Once the STAR-EXPLORE linking study was completed, an additional linking was conducted to find STAR score ranges for grades 5 and 6 that correspond to college readiness ([Renaissance Learning 2013a](#)). Such ranges may be useful for early identification of students at risk of failing to make college-readiness goals in reading and math, empowering teachers to provide intervention during formative years when it could be most meaningful.

Logistic regression was used to find scores at the end of grades 5 and 6 associated with a 25%, 50%, and 75% probability of achieving the college-readiness STAR cut score for grade 7. These scores represent a range of probable college readiness educators can use to guide decisions about instruction for students in late elementary and early middle school grades.

STAR Reading Grade 7 College-Readiness Cut Scores and Linked Earlier-Grade Scaled Score Ranges

Subject	STAR Reading Grade 7 Spring Cut Score	Grade 5 Spring STAR Reading Scaled Score Range			Grade 6 Spring STAR Reading Scaled Score Range		
		25% Prob.	50% Prob.	75% Prob.	25% Prob.	50% Prob.	75% Prob.
Reading	852	560	662	765	642	758	875
English	672	443	535	626	498	603	708

STAR Math Grade 7 College-Readiness Cut Scores and Linked Earlier-Grade Scaled Score Ranges

Subject	STAR Math Grade 7 Spring Cut Score	Grade 5 Spring STAR Math Scaled Score Range			Grade 6 Spring STAR Math Scaled Score Range		
		25% Prob.	50% Prob.	75% Prob.	25% Prob.	50% Prob.	75% Prob.
Math	843	722	789	857	767	828	889

EXPLORE College-Readiness Benchmark Scores and Linked STAR Reading Scores

Subject	EXPLORE Benchmark	Linked STAR Reading Scaled Score	
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Math	843	722	789	857	767	828	889

To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward benchmark, and which students are already at or above benchmark.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the Star® reports.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A **cut score** is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

Star Reading Enterprise Benchmarks and Cut Scores^a

a. The Star Reading benchmarks are based on 2017 norms.
b. Below 10 - Urgent Intervention; Below 25 - Intervention; At/Above 40 - Benchmark
c. Est. ORF: Estimated Oral Reading Fluency is only reported for grades 1–4.

Grade	Percentile ^b	Fall (September)		Winter (January)		Spring (May)	
		Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c
K	10	12	-	37	-	58	-
	20	28	-	51	-	65	-
	25	35	-	56	-	68	-
	40	50	-	64	-	75	-
	50	57	-	68	-	80	-
	75	67	-	80	-	104	-
	90	79	-	102	-	182	-
1	10	51	0	63	9	73	16
	20	61	7	71	15	82	22
	25	64	9	74	17	86	24
	40	71	15	82	22	105	31
	50	75	17	89	26	139	38
	75	97	28	159	43	230	62
	90	194	53	255	69	323	86

Grade	Percentile ^b	Fall (September)		Winter (January)		Spring (May)	
		Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c
2	10	84	24	97	29	139	37
	20	100	30	147	39	199	52
	25	114	33	170	44	222	57
	40	182	47	230	59	279	72
	50	219	56	265	68	317	83
	75	319	83	367	97	421	111
	90	413	109	463	121	519	139
3	10	176	48	213	54	247	59
	20	236	57	269	64	306	72
	25	261	63	294	70	332	78
	40	323	76	360	85	392	95
	50	362	85	394	95	435	105
	75	467	112	505	121	548	132
	90	567	138	615	150	669	161
4	10	269	62	292	67	319	73
	20	332	76	360	83	380	89
	25	357	82	380	89	409	95
	40	424	98	455	105	479	111
	50	465	107	494	114	522	120
	75	577	133	619	141	669	148
	90	703	154	780	178	855	190
5	10	345	-	369	-	392	-
	20	421	-	449	-	469	-
	25	453	-	472	-	499	-
	40	525	-	555	-	584	-
	50	570	-	606	-	640	-
	75	722	-	790	-	851	-
	90	908	-	964	-	1051	-
6	10	424	-	446	-	465	-
	20	505	-	528	-	555	-
	25	537	-	561	-	590	-
	40	626	-	660	-	698	-
	50	684	-	731	-	795	-
	75	908	-	952	-	1015	-
	90	1116	-	1191	-	1244	-
7	10	472	-	492	-	508	-
	20	561	-	584	-	609	-
	25	601	-	626	-	651	-
	40	713	-	762	-	806	-
	50	811	-	855	-	895	-
	75	1051	-	1124	-	1181	-
	90	1279	-	1309	-	1322	-

Grade	Percentile ^b	Fall (September)		Winter (January)		Spring (May)	
		Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c	Scaled Score	Est. ORF ^c
8	10	528	-	552	-	567	-
	20	633	-	660	-	689	-
	25	680	-	713	-	753	-
	40	847	-	882	-	908	-
	50	921	-	958	-	994	-
	75	1214	-	1250	-	1293	-
	90	1327	-	1336	-	1343	-
9	10	590	-	615	-	640	-
	20	717	-	753	-	790	-
	25	790	-	817	-	851	-
	40	925	-	952	-	975	-
	50	1026	-	1066	-	1116	-
	75	1298	-	1309	-	1315	-
	90	1343	-	1344	-	1344	-
10	10	648	-	648	-	651	-
	20	790	-	800	-	811	-
	25	855	-	865	-	878	-
	40	981	-	1004	-	1026	-
	50	1124	-	1149	-	1167	-
	75	1318	-	1321	-	1324	-
	90	1344	-	1344	-	1345	-
11	10	648	-	664	-	684	-
	20	811	-	836	-	855	-
	25	878	-	895	-	908	-
	40	1026	-	1059	-	1097	-
	50	1172	-	1186	-	1204	-
	75	1325	-	1328	-	1330	-
	90	1345	-	1345	-	1345	-
12	10	680	-	698	-	713	-
	20	878	-	887	-	895	-
	25	921	-	931	-	942	-
	40	1141	-	1149	-	1162	-
	50	1224	-	1232	-	1244	-
	75	1332	-	1336	-	1339	-
	90	1346	-	1346	-	1346	-

To interpret screening results, schools often use benchmarks and cut scores. These scores help educators identify which students require some form of intervention to accelerate growth and move toward benchmark, and which students are already at or above benchmark.

Please note: the table below includes benchmarks for a specific point in time. For the most precise benchmarks based on the exact day(s) your students were tested, rely on the Star® reports.

Benchmarks are the minimum performance levels students are expected to reach by certain points of the year in order to meet end-of-year performance goals. The end-of-year benchmark typically represents the minimum level of performance required by state or local standards. Benchmarks are always grade specific, e.g., the 3rd grade benchmark.

A **cut score** is used to determine which students may need additional assistance to move toward the end-of-year benchmark.

Star Math Enterprise Benchmarks and Cut Scores^a

a. The Star Math benchmarks are based on 2017 norms.

b. Below 10 - Urgent Intervention; Below 25 - Intervention; At/Above 40 - Benchmark

Grade	Percentile ^b	Fall (September)	Winter (January)	Spring (May)
		Scaled Score	Scaled Score	Scaled Score
1	10	150	209	266
	20	188	248	306
	25	204	262	321
	40	240	298	357
	50	264	323	379
	75	331	386	441
	90	392	446	498
2	10	300	347	392
	20	344	386	430
	25	360	401	441
	40	396	435	475
	50	415	456	495
	75	469	510	550
	90	518	560	602

Grade	Percentile ^b	Fall (September)	Winter (January)	Spring (May)
		Scaled Score	Scaled Score	Scaled Score
3	10	392	428	464
	20	431	472	511
	25	446	487	527
	40	482	523	565
	50	501	544	586
	75	555	597	640
	90	604	644	685
4	10	466	496	527
	20	514	544	573
	25	531	560	589
	40	566	597	627
	50	589	620	651
	75	644	677	708
	90	693	726	757
5	10	527	553	579
	20	575	602	628
	25	592	618	646
	40	633	659	683
	50	654	680	708
	75	716	740	766
	90	770	794	818
6	10	583	609	633
	20	636	657	679
	25	654	674	695
	40	698	718	737
	50	723	744	763
	75	789	807	823
	90	835	857	882
7	10	612	630	646
	20	667	682	696
	25	688	701	714
	40	735	748	763
	50	765	778	792
	75	830	843	857
	90	879	898	916
8	10	630	646	662
	20	692	706	723
	25	713	726	740
	40	766	779	791
	50	796	809	820
	75	866	880	893
	90	922	940	958

Grade	Percentile ^b	Fall (September)	Winter (January)	Spring (May)
		Scaled Score	Scaled Score	Scaled Score
9	10	643	661	679
	20	705	716	729
	25	724	737	748
	40	779	787	796
	50	805	814	822
	75	870	882	892
	90	931	947	963
10	10	638	656	674
	20	703	714	727
	25	724	735	748
	40	781	791	801
	50	807	817	827
	75	875	887	898
	90	937	953	970
11	10	683	688	695
	20	735	740	747
	25	753	760	766
	40	802	809	815
	50	828	835	841
	75	898	905	911
	90	973	978	983
12	10	695	700	703
	20	747	750	753
	25	770	774	779
	40	817	823	828
	50	843	848	854
	75	913	918	921
	90	989	994	999

Learning A-Z Correlation Chart

Learning A-Z	Ages	Grade	Fountas & Pinnell	Reading Recovery	DRA	PM Readers	Lexile
aa	4-6	K	A	1	A-1	Starters 1	BR-70
A	4-6	K	A	1	A-1	Starters 1	BR-70
B	4-6	K	B	2	2	Starters 2	BR-70
C	4-6	K	C	3-4	3-4	3-4 red	BR-70
D	4-7	K	D	5-6	6	5-6 red/yellow	80-450
E	6-7	1	E	7-8	8	7-8 yellow	80-450
F	6-7	1	F	9-10	10	9-10 blue	80-450
G	6-7	1	G	11-12	12	11-12 blue/green	80-450
H	6-7	1	H	13-14	14	13-14 green	80-450
I	6-7	1	I	15-16	16	15-16 orange	80-450
J	6-8	1	J	17	18	17 turquoise	451-500
K	7-8	2	J	17	18	18 turquoise	451-550
L	7-8	2	K	18	20	19-20 purple	501-550
M	7-8	2	L	19	24	21 gold	551-600
N	7-8	2	M	20	28	22 gold	551-650
O	7-8	2	M	20	28	22 gold	601-650
P	7-8	2	M	28	28	22 gold	601-650
Q	7-9	3	N	30	30	23 silver	651-690
R	8-9	3	N	30	30	23 silver	651-730
S	8-9	3	O	34	34	24 silver	691-770
T	8-9	3	P	38	38	25 emerald	731-770
U	8-11	4	Q	40	40	26 emerald	771-800
V	9-11	4	Q	40	40	26 emerald	771-830
W	9-11	4	R	40	40	27 ruby	801-860
X	9-11	5	S	40	40	28 sapphire	831-860
Y	9-11	5	T	40	40	29 sapphire	861-890
Z	9-11	5	U-W	N/A	50	30 sapphire	891-980

This correlation chart illustrates how Learning A-Z levels approximately correlate to other leveling systems commonly found in leveled reading materials. Learning A-Z uses objective (quantitative) and subjective (qualitative) Leveling Criteria to measure text complexity.

Number Thirteen
School Calendar and Schedule



Timothy L. Johnson Academy 2018-2019

School Calendar

School Begins @ 8:30 a.m.

School Dismissal @ 3:15 p.m.

August 2018

S	M	T	W	TH	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 2018

S	M	T	W	TH	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 2018

S	M	T	W	TH	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 2018

S	M	T	W	TH	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 2018

S	M	T	W	TH	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 2019

S	M	T	W	TH	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 2019

S	M	T	W	TH	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 2019

S	M	T	W	TH	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 2019

S	M	T	W	TH	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				

May 2019

S	M	T	W	TH	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 2019

S	M	T	W	TH	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 2019

S	M	T	W	TH	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			

No School for Students

Note: shaded dates = no school for students

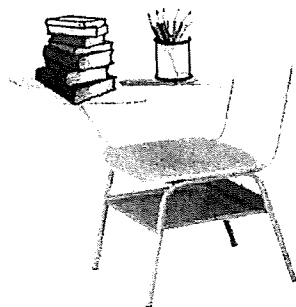
PD - Teachers	Aug 6 - 10
Labor Day	Sept 3
Fall Break	Oct 12
Parent/Teacher Conference	Nov 9
Thanksgiving	Nov 22 & 23
PD - Teachers	Dec 21
Winter Break	Dec 24 - Jan 4
Martin Luther King Day	Jan 21
Parent/Teacher Conference	Feb 8
Spring Break	Mar 29 - Apr 5
Good Friday	April 19
Memorial Day	May 27

No School - *students*

Prof Development(PD) - Teachers

Parent/Teacher Conference

First/Last day of school - *students*



Important Dates

First Day - Teachers	Aug 6
First Day - Students	Aug 14
Last Student Day	May 30
Last Teacher Day	June 7

Grading Periods

1st Semester 8/14 to 12/20

2nd Semester 1/7 to 5/30

First Quarter	Aug 14 - Oct 11
Second Quarter	Oct 15 - Dec 20
Third Quarter	Jan 7 - Mar 14
Fourth Quarter	Mar 18 - May 30

Timothy L. Johnson Academy Middle School Daily Schedule

7:30-8:30- Middle School Teachers participate in PD in the data room or common planning time.

8:30- Teachers pick up students in the cafeteria.

8:30-9:55-85 minute Block

10:00-11:30-85 minute Block

11:35-12:05- Lunch

12:10-1:40-85 minute Block

1:45-3:15- 85 minute Block

Dismissal

4 Core Blocks-

Reading/Language Arts/Writing

Math

Social Studies

Science

Pick of 4 Electives-

Entrepreneurial Literacy
Spanish
Coding
Civic Literacy
Computer Technology
Environmental Literacy

Number Fourteen

Enrollment Policy

Timothy L. Johnson Academy

2018-2019 Plan

Recruitment Strategies-

- Partnered with Headstart and MLK Montessori for incoming kindergarten students
- 3 Kindergarten classrooms to have space to bring in a larger group of new enrollees
- mailer sent out in the summer
- door to door campaign during the summer
- TLJA booth at summer neighborhood events
- working on expanding to a TLJA Middle School to retain students presently in our program and offer a quality middle school alternative

Application Procedures-

- intent to return applications sent out after Spring Break
- summer registration in mid-July
- kindergarten enrollees started registering in March

Waiting List Processes-

- K-3 class max 25/4-7 class max 27
- Three teachers for Kindergarten, Two teachers 1-7th
- will hire additional teachers if class sizes increase at registration
- list created by grade level, enrollees accepted as spaces open

Number Fifteen
Student Discipline Policy

School-Wide Behavior Expectations

Typical Setting (Where behavior occurs)	Prompt <i>Be on-time every day, every hour</i>	Prepared <i>Be ready to learn</i>	Polite <i>Respect yourself, others, & your Surroundings</i>
Classrooms	Be on time Under 10 minutes late is a tardy More than 10 minutes late is a truancy Use passing time to get all necessary materials	Have all supplies: charged iPad, pens pencils, books, notebooks, assignments and planner ready by the start of class. Be ready to engage and participate in learning	Listen when others are talking Take care of self, others & the classroom Allow learning to happen Listen to other people's ideas & opinions
Scholar Services	Arrive directly from class Arrive to appointment on time Exit immediately after signing out	Arrive with a pass and a purpose Sign in at the computer Sign out at the computer Keep electronics out of sight and not heard	Check in at desk upon arrival Use an inside voice Use appropriate language Leave food and drink in cafeteria or locker Wait appropriately until your appointment
Hallways	Walk Go directly to your destination Keep moving Have your pass	Keep your locker locked Keep your combination private Plan locker visits for passing time Follow electronic policies	Keep hands and feet to self Use appropriate language Be positive and respectful with others Use an inside voice (others may be testing)
Cafe: Tables & Serving Lines	Walk to the cafe Arrive on time Form lines around the perimeter of the cafe Listen for instructions from the cafe chaperon Cooperate with your table captain	Be seated at a table for lunch Wait for your meal patiently Lunch includes all food groups Outside food may not be shared Engage in conversation with your tablemates Respect yourselves and others	Use appropriate communication skills Keep your hands & feet to yourself Say Use your manners Eat your food or keep it on your tray Pick up garbage around your table Uneaten food should be disposed in designated areas Properly dispose of used food tray Remain in approved areas

Bathrooms	Get in and get out	Use the bathroom as intended	Allow others privacy and time Practice good hygiene Leave space neat and clean Use an inside voice
Gym	Go directly to your assigned gym	Bring positive attitude	Show good sportsmanship Listen and participate Keep your hands and feet to yourself Be positive and respectful with others Match tone/volume of voice with activity
Media Center	Arrive with your class or with a pass Go where directed Return materials on time	Be ready to engage and participate in learning	Respect yourself, others and property Work and study quietly Push in chair Leave food/drink in cafeteria or locker
Project WorkRoom	Arrive with your class or with a pass Go where directed Wait for teacher's directions	Be ready to engage and participate in learning	Be responsible with workspace & equipment Leave your station clean and intact for others Notify teacher if there is a problem
Learning Center & Computer Lab	Arrive on time with signed pass Check in Sit where directed Notify teacher if there is a problem Wait for directions	Have all supplies: charged iPad, pens/pencils, books, notebooks, and assignments Listen for instructions	Work quietly Leave your area clean and intact for the next user: Push in chair Notify teacher if there is a problem No food or drink permitted
Buses	Walk directly to bus and take a seat	Stay seated forward Keep aisle clear. Keep objects and body parts in the bus. Keep food and drinks in your backpack	Follow adult directions. Conversations and use of electronics are quiet and respectful Keep your hands, feet and belongings to yourself Be respectful of private property at the bus stop

SCHOLAR EXPECTATIONS

PROMPT: ON TIME

PREPARED: READY TO LEARN

POLITE: RESPECT YOURSELF, OTHERS, AND PROPERTY

At TLJAMS we expect all scholars to:

- Attend school and be **on time** each day.
- Bring appropriate materials to class each day.
- Be tobacco and chemical free.
- Never bring a weapon or look-alike weapon to school. (Use/possession of a weapon is grounds for expulsion).
- Keep your hands and feet to yourself.
- Not engage in racial, sexual, and religious harassment or assault.
- Use appropriate language.
- Respond promptly and courteously to the directions of any staff member.
- Be clean, neat, and dressed appropriately for the school day.
- Follow the bus ridership guidelines outlined in your handbook.
- Consume food and beverages in the cafeteria only.
- Keep your locker clean inside and out.
- Recycle and reuse. Don't litter!

Decisions to violate the scholar expectations will result in consequences including but not limited to a conference, detention, community service, restitution, suspension, exclusion, and/or recommendation for expulsion.

REPORTING PROCEDURES:

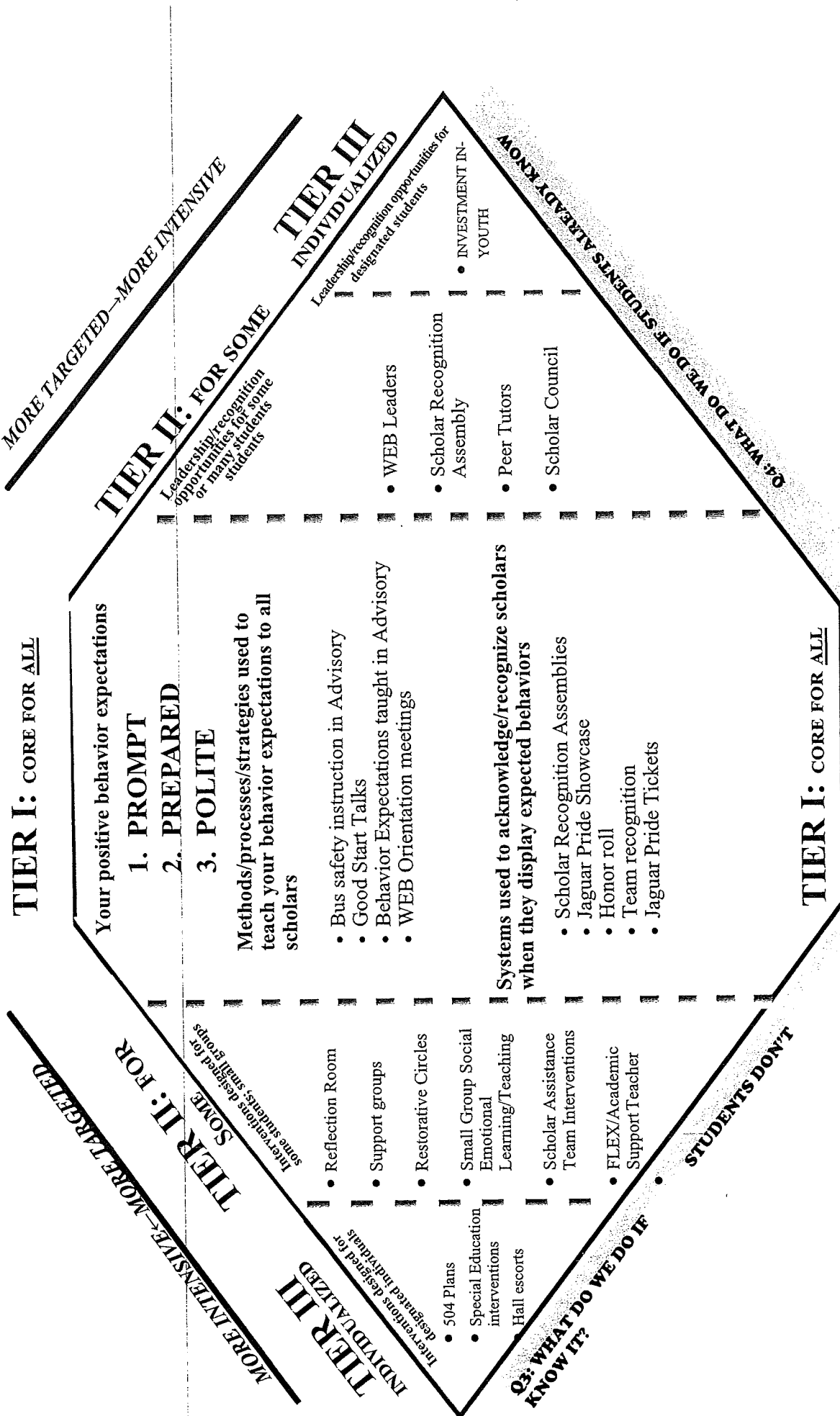
Report any misbehavior you witness or experience. Everyone has a right to feel safe and respected.

- Generally, begin by reporting the misbehavior to your classroom teacher. In the case, tell one of the supervisors.
- If personal safety is an issue, go to the nearest adult. Tell them you need help and are not feeling safe.
- On-going problems should be reported to a classroom teacher or building leader. Be aware of the date, time, and location of the incident. This information will help in the investigation.
- Reporting forms are also located in the school office, or you may email a staff member through Google Classroom.

NO Backpacks, Large Purses or Bags

There are no backpacks, large purses, bags, book bags, or duffel bags allowed during the school day. Any type of bag/purse that is large enough to hold a book or a notebook is **NOT ALLOWED**. If students bring these items to school they must be kept and stored in their lockers for the entire day once they enter the school building.

Timothy L Johnson Academy Middle School



2018-19 POSITIVE BEHAVIOR INTERVENTION FRAMEWORK

SCHOLAR BEHAVIOR PLAN

GENERAL SCHOOL CONDUCT:

TLJAMS is a public place and all the laws, social norms, and common sense rules of public behavior apply on school property. It is expected that Scholars will treat other Scholars, as well as adults, with respect in class, in the halls, on school buses, at all school activities.

GENERAL SCHOOL RULES:

- Be Prompt. Be Prepared. Be Polite.
- Respect other people's property and feelings.
- Conduct yourself in an appropriate physical and verbal manner.
- Careless behavior can result in personal injury or property damage.
- Keep traffic flowing in the halls. Do not loiter, congest or block others.
- Show appropriate affection - "friendly hits," holding hands, embracing, and kissing are inappropriate.
- Follow the classroom behavior guidelines established by each teacher.
- Report harmful, threatening, suspicious or frightening situations to an adult immediately.

DESCRIPTION OF SCHOLAR BEHAVIOR VIOLATIONS:

Academic misconduct: includes, but is not limited to cheating on school assignments or tests, plagiarism or collusion. Administrative and/or academic consequences may also be assigned.

Bomb threat: a spoken or written bomb threat may result in a recommendation for expulsion.

Bullying: any written, verbal expression, physical act or gesture or pattern of such that causes a Scholar(s) to feel distressed and which substantially interferes with another Scholar(s) education, opportunities or performance. These four categories are outlined by the Indiana Department of Education; verbal bullying, physical bullying, social/relational bullying and electronic or written communication bullying (IC 5-2-10.1-12, as amended by P.L. 132-2007, Section 3 (e), IC 20-20-8-8 and IC 20-34-6-1.) Participation in acts of bullying will be subject to disciplinary action. Acts may include but not limited to: harming a scholar, damaging a student's property, placing a scholar in reasonable fear of harm to his/her person or property and creating a hostile or intimidating educational environment for that scholar(s).

Chemical violation: possession, use, sale, or distribution of any illegal drugs, drug paraphernalia, alcohol, or prescription drugs which do not belong to the person in possession. Any use of prescription drugs or over the counter medications for mood altering effects.

Computer guidelines: the use of school computers is a privilege not a right.

Disruptions: interruption of education and/or school activities.

Field trips: have both academic and behavior requirements for Scholars who may want to participate. Scholars that do not fulfill either the academic or behavior requirements are therefore ineligible to attend the field trip.

Fighting: engaging in any form of fighting is prohibited regardless of who initiated the fight. This could include, but is not limited to horseplay, hitting, slapping, pushing, pulling hair, biting, spitting, kicking, scratching, or any other acts in which a Scholar inflicts or attempts to inflict bodily harm on another person.

Fire: possessing or using matches, lighters, or other fire producing instruments; giving false alarm or tampering with safety systems.

Forgery: falsifying signatures or date, forging notes, hall passes, etc.

Gambling: any participation in events or games of chance which involve the exchange of money, goods, or services.

Harassment and violence (sexual, religious, or racial): harassing, threatening to inflict, or attempting to inflict violence or harm through conduct or communication on the basis of race, color, creed, religion, national origin, sex, marital status, familial status, status with regard to public assistance, sexual orientation or disability.

Harmful articles: any item, other than a weapon, that poses a threat to others or is a potential disruption (includes, but not limited to: shock pens, laser pointers, perfumes, scented lotions, body sprays).

Hazing: committing an act against a Scholar, or coercing a Scholar into committing an act, that creates a substantial risk or harm to a person, in order for the Scholar to be initiated into or affiliated with a Scholar organization, or for any other purpose.

Identification: Scholars have the responsibility to identify themselves when asked by a school staff member or employee. Failure to do so, fleeing, or giving a false name will be considered insubordination and is subject to disciplinary action.

Insubordination: failure to obey any reasonable request from a staff member.

Off campus behavior: Scholars may be disciplined for off campus misconduct if the misconduct is a continuation of, or has a nexus to, improper conduct that occurred on school grounds.

All employees in the middle school have the responsibility and the right to enforce school rules. Scholars are expected to respond immediately and respectfully to any employee giving directions.

CHOLAR BEHAVIOR PLAN (continued)

Physical Assault: when one or more persons attack an individual who does not physically retaliate; intentionally causing or attempting to cause harm to another individual. Intentional assault of a staff member or a group assault may result in a recommendation for expulsion. Instigation/encouragement of fights/assaults will also result in school consequences.

tardy: less than 10 minutes late to class.

Theft: intentionally taking, using, transferring or retaining property of another without permission of the owner.

Threats/Verbal or Non-Verbal Assault: speaking, writing, or gesturing in an appropriate, threatening, or offensive manner. This includes communication via technology. Consequences may range from parent conference to a recommendation for expulsion.

Tobacco: possessing or using tobacco or e-cigarettes on school property or trespassing on adjoining property to use tobacco or e-cigarette. A tobacco or e-cigarette violation will result in school consequences and a police referral.

Trespassing: unauthorized presence on school property. When a scholar has been administratively dismissed or suspended out of school, he/she may not be on school property until readmitted by administration.

Truancy: one period or more of unexcused absence from class for 10 or more minutes. **Vandalism:** damaging school or personal property. Indiana code 34-31-4-1 8 provides that a parent or guardian of a minor is responsible for injuries or damages caused by the minor up to \$5,000, such as technology damage.

Violent Behavior Rule: a scholar participating in a fight/physical assault during their middle school career may be recommended for expulsion from Timothy L Johnson Academy Middle School. Building administration will make a police report and criminal charges may follow.

Weapons: Scholars and non-students, including adults and visiting youths, are forbidden to possess, store, transmit, or use an instrument that is considered a weapon or a look-alike weapon in school, on school grounds, at school activities, at bus stops, on school buses or school vehicles or school contracted vehicles, or entering upon or departing from school premises, property or events.

The district takes a position of zero tolerance on real and look-alike weapons, including, but not limited to:

- All firearms, whether loaded or not
- Other guns of all types including, but not limited to, pellet, air soft pellet, B-B, paintball, non-functioning or toy guns
- Knives, including but not limited to, switch blades, automatically opening knives, box cutters or razor blades
- Explosives, including but not limited to, live ammunition and fireworks
- Flammable liquids or combustibles

Weapons Cont: Scholars are expected to report harmful, threatening or suspicious situations to an adult immediately. Failure to do so may result in disciplinary action. A Scholar who finds a weapon on the way to school or in the school building and immediately takes the weapon to any staff member or to the principal's office will not be considered to be in possession of a weapon.

DESCRIPTION OF CONSEQUENCES

It is our philosophy that the consequence and corrective action taken be appropriate, fair, and result in ending the behavior. Parent/guardian involvement encourages appropriate behavior. Disciplinary consequences may be given by a staff member or for more serious offenses by the administration. Parents are not contacted for each infraction, but will be notified for in-school suspension or out-of-school suspension. Parents, check with your child regularly about his/her behavior. Consequences may include but are not limited to: meeting with the teacher/counselor/principal, detention, loss of school privileges, parent conference with school staff, modified school program, referral to school support services, referral to legal system, restitution, removal from class, administrative dismissal, out-of-school suspension, exclusion, or expulsion. Unless otherwise stated, the normal progression of consequences may include detention, in-school suspension, and out-of-school suspension. This may vary due to severity and frequency of offenses. Detention is a supervised study period before or after school assigned by a teacher and/or administration. Out-of-school suspension means the scholar is not to be on any school property during the suspension. A parent conference will be required before the scholar is readmitted to school.

Expulsion is action by the school board to prohibit an enrolled Scholar from further attendance for a period of time, up to one calendar year.

Consequences may include, but are not limited to the following:

ADMINISTRATIVE DISMISSAL:

Any removal of a scholar from school for one day or less will be considered an administrative dismissal. Administrative dismissal prohibits a scholar from being in school, on school grounds, or at a school sponsored event for the day. A parent conference may be required before the scholar is readmitted to school.

Alternatives to suspension is an intervention to reduce the need for suspension as a response to disciplinary incidents. Alternatives to suspension include: Participation in the Reflection Room, community service, or restitution.

DESCRIPTION OF CONSEQUENCES (continued)

BEFORE/AFTER SCHOOL EXCLUSION:

Being in the school before and after school requires proper behavior and certain guidelines. Scholars that exhibit unwanted behaviors will be excluded from early/late privileges. Parents of such scholars will be notified and trespassing charges may be filed if the exclusion is disobeyed.

CLASSROOM REMOVAL:

Classroom teachers have the right to request removal of a scholar from class on a temporary basis. An administrator will make the decision to remove a scholar. Scholars who are removed from class will be supervised and expected to work on assignments.

COMMUNITY SERVICE:

Scholars will be assigned duties around the school to give back to TLJAMS school community.

EXPULSION: (Up to twelve calendar months)

Expulsion prohibits a scholar from attending school for a prescribed period of time. No expulsion shall be imposed without a hearing unless the right to a hearing is waived in writing by the pupil and parent/guardian.

DETENTION:

Scholars are required to stay before or after school to serve a detention. A detention can be assigned by building leader or teacher. Scholars are required to use detention time to study or work on school assignments. Scholars who have been assigned repeated detentions who do not attend may be required to participate in the Reflection Room.

OUT-OF-SCHOOL SUSPENSION (OSS):

Out of School Suspension prohibits a scholar from being in school, on school grounds, or at a school sponsored event for a specific period of time. OSS will be assigned by an administrator. Homework will be provided for scholar make-up work for suspensions of three or more days. A parent conference will be required before the scholar is readmitted to school.

RESTITUTION:

Scholars will make a payment to restore or make right on an incident that has caused a loss or damage.

TEACHER DETENTION: (Before or after school)

A classroom teacher may require a scholar to serve teacher detention before or after school for make-up work, behavior infractions, or class tardies.

DUE PROCUSS NOTICE:

Occasionally (usually in the context of allegations of violations of school rules, behavior guidelines, or school board policy), school staff may need to interview students to gather information that would be helpful in an investigation. All applicable laws and policies as determined by the Indiana legislature and IDOE will be followed.

NOTICE: OTHER WEAPON CONCERNS

Paint ball guns, air soft pellet guns, and look-alike/replica firearms have the capability of doing great bodily harm.

DO NOT BRING ANY LOOK-A-LIKE/REPLICA OR REAL FIREARM ON SCHOOL PROPERTY. POSSESSION OF A GUN ON SCHOOL PROPERTY WILL RESULT IN SUSPENSION AND A RECOMMENDATION FOR EXPULSION.

Indiana does not permit any person, including a person licensed to carry a handgun, to possess a firearm in or on:

School property (including private schools and preschools1); or

Property that is being used by a school for a school function or on a school bus

However, a person who is specifically authorized by a school board may carry a concealed firearm on school property.

Dress Code Expectations

Scholars are expected to be clean, neat, and dressed appropriately for the school day. Articles of clothing or words/symbols on personal property that are inappropriate or cause disruption will not be allowed. Examples that are inappropriate include, but are not limited to:

- clothing advertising substances illegal for juveniles.
- sexually obscene and/or profane language, slogans, emblems or pictures
- gang symbols and/or emblems or clothing worn in a manner to identify gang membership
- sexually provocative or immodest clothing, words, or symbols
- clothing that displays undergarments, bare midriffs, or cleavage
- Hats, visors, or hoods from a sweatshirt
- Slippers, rollerblades, or other footwear that could damage floors
- Straps to tank tops that are thinner than 2 fingers width

Parents, we ask that you please support our goal of maintaining school appropriate dress.

PLEASE DO CLOTHING CHECKS AT HOME PRIOR TO COMING TO SCHOOL.

Thank you.

Scholars in violation of the dress code policy will be expected to change. If scholars do not have clothes to change into they will be expected to change into clothing provided by TLJAMS.

Our school community supports Scholar Dress and Appearance Policies establishing that:

- The responsibility for the appearance of the scholar rests with the parent/guardian and scholar. They have the right to determine scholar dress providing that articles of attire not destructive to school property, comply with requirements for health and safety, are not offensive, and do not interfere with the educational process.
- The building administration has the authority to determine whether scholar attire is destructive to school property, fails to comply with requirements for health and safety, is offensive, or interferes with the educational process.

iPads

Scholars are expected to leave their district issued iPad at school every day to use in cooperation with their teachers to enhance their educational experience. It is the responsibility of each teacher to establish procedures and expectations for use of the digital learning devices in their classroom, and it is the responsibility of each scholar to follow those procedures and expectations. Scholars are advised to secure their digital learning and electronic devices at all times as we are not able to provide staff time to investigate lost or stolen items.

Reminders:

- iPad is to remain on school grounds
- iPad should be fully charged each day
- Only authorized Apps should be downloaded onto the device
- Social Media sites are not allowed to be accessed using TLJAMS devices and networks

Any photographic or movie image taken of scholars or staff members on TLJAMS property without the consent of the individual(s) will result in disciplinary action. Any photographic or movie image taken of scholars or staff members on TLJAMS property cannot be published or posted on a public forum (Twitter, Facebook, YouTube, Instagram, SnapChat, etc.) without the written consent of each individual. Any violation may result in disciplinary action.

Cell Phones and other electronic devices:

In our learning environment it is important that scholars stay focused on their learning. **Personal electronic devices, including (but not limited to) cell phones and iPods, are limited to the discretion of the classroom teacher.** Should your scholar need to carry their cell phone for after school communication, it is to be off and out of sight during the school day. Should you need to contact your scholar during school hours, please call the main line at 260-441-8727. Items that interrupt the learning process or violate policy will be confiscated by staff. Repeat offenses will result in administrative consequence including parent pick up of confiscated items.

Timothy L. Johnson Academy Middle School is not responsible for lost or stolen items, including all electronic devices. We advise leaving all electronic devices and valuables at home.

SCHOOL SERVICES

FAMILY/COMMUNITY OUTREACH INITIATIVES

Department of Educational Equity staff provide scholar support, family outreach and education, and collaboration with district and community resources to help all scholars and families access our schools and services. If you have questions, please call our school leader.

HEALTH SERVICE

No scholar may leave school because of illness without permission from the school administration. In case of an emergency, the school will make every effort to contact the parent/guardian. If the appropriate contacts can not be made, the school will proceed with action deemed necessary for the welfare of the child.

Emergency Cards

Scholars under 18 years of age will not be released from school if ill or injured unless authorized by a legal parent/guardian or another adult designated by a parent/guardian. Please update emergency information annually and as changes occur.

Immunizations

According to IN state law, all Scholars must be in compliance with state immunization requirements, be in the process of receiving the immunization series, or meet exemption criteria.

Medications

School nurses are not available to dispense medications in schools on a daily basis. Medication administration may be delegated to trained non-medical personnel when the nurse is not there. For this reason, it is especially important for parents to follow medication administration guidelines. State law requires that prescription and over the counter medicine be in its original container and that written parent/guardian instructions and permission be provided. Medication permission forms are available in school office. Send only a one-week supply of medication at a time. Parents are responsible for the safe transportation of medication to school. Indiana law requires that parents pick up unused medication from school or provide written permission for the scholar or a designated adult over the age of 18 to do so.

MEDIATION PROGRAM

The mediation program at Timothy L. Johnson Academy Middle School is designed to help scholars resolve conflicts that negatively impact their school lives. The program is founded on the belief that Scholars can learn skills to resolve conflict constructively.

The goal of the mediation program is to:

- Teach scholars to resolve conflicts peacefully through mediation.
- Teach scholars to take responsibility for themselves and increase their lifelong skills in successfully dealing with anger and conflict.
- Improve the school climate for scholars by reducing conflict.
- Prepare scholars to live in a multicultural world through listening to others' points of view and peacefully resolving differences.

To enter mediation, a scholar simply asks a teacher or school leader to have it arranged. During mediation, the two scholars in conflict sit down with two mediators. Each scholar tells his/her side of the story and helps generate possible solutions.

The TLJAMS staff holds high expectations for scholar behavior. We expect scholars to seek help in resolving conflict from a parent, teacher, school leader, or through mediation instead of resorting to harassment or violence.

CIVIL RIGHTS NONDISCRIMINATION GRIEVANCE POLICY

PROCEDURE

Non-discrimination grievance procedure applies to the Civil Rights Regulatory Title VI (race, color, national origin including limited English proficiency) Title IX (sex and gender), and the Americans with Disabilities Act of 1973 (Handicapping conditions), and the Americans with Disabilities Act. Interested parties include school corporation officers, employees, and patrons. The nondiscrimination procedure applies to acts or omissions relating to the protected rights based upon age, race, color, sex, handicapping condition, national origin including Limited English proficiency.

State regulations require the identification and notification of employees, scholars and patrons of the corporations Civil Right(s) Coordinator(s). The coordinators Timothy L. Johnson Academy Middle School are as follows:
The building superintendent/school leader or designee serves as the compliance coordinator for allegations of building level violations affecting students, employees or building patrons.

The Superintendent or designee serves as the compliance coordinator for violations at the corporate level. TLJAMS Nondiscrimination Policy is as follows:

TLJAMS supports the principle that all persons are entitled to equal employment opportunity without regard to race, religion, color, marital status, national origin, sex, age, ability or limited English proficiency. No person is excluded from participating, denied the benefits of, or otherwise subject to unlawful discrimination on such basis under any national program or student activity.

If you believe that you have experienced discrimination or been denied participation in any program or activity, contact your building superintendent/school leader, who acts as compliance officer. He or she has a copy of the student grievance procedure, which explains your right to file a complaint and how that complaint is filed and investigated.

For Title IX, Americans with Disabilities Act, Title VI, and the 504 compliance officer is the Superintendent/School Leader (260) 441-8727. Their office is located at 4615 Werling Drive West Wayne, IN. 46806.

THE PROCESS

Level One

- The officer, employee, student or patron alleging a violation shall submit the initial complaint in writing to the appropriate compliance coordinator described above (building level or corporation level). The complaint shall stipulate the specific act or omission, the date of same and parties involved.
- The compliance coordinator shall initiate investigation of the circumstances of the complaint within seven calendar days of the receipt of the written complaint.
- The compliance coordinator shall render a decision within 14 calendar days of the receipt of the written complaint. The decision shall be in writing to the complainant.
- The complainant shall have seven calendar days to re-act to the decision before it becomes final. If the complainant disagrees with the decision of the compliance coordinator and submits a written document so stating to the compliance officer, a level

Level Two

- The compliance coordinator shall submit the statement of written disagreement and all related information to the Superintendent within three calendar days of receipt.
- The Superintendent shall review all materials and schedule a meeting within seven calendar days of receipt of the statement of written disagreement and all related information. The participants shall be the complainant, the compliance coordinator and the Superintendent. Other witnesses may be called with mutual prior notice of three calendar days.
- The Superintendent shall make a decision within seven calendar days of the final meeting of parties. This decision shall be final.

NOTE: By mutual agreement, circumstances of calendar availability may result in extension of stipulated time allowances if a request is made in writing by either party and so agreed to by the parties.

If the alleged violation, interpretation or application is of a corporate nature such as a written rule, regulation or policy, then level two is initiated immediately.

RA CURRICULAR ACTIVITIES

ety of extracurricular opportunities are offered for both boys and girls. We encourage you to your child take an active part in the many clubs, organizations, and athletic programs.

icipation in school activities is a privilege that carries with it varying degrees of responsibility, nition and reward. Participating scholars represent their school and other members of the ar body, and it is their duty to conduct themselves in a manner that is positive for them-selves, amilies, their school and their community. Participants in the school's extracurricular and co- ular activities shall be governed by local and state laws, related state association regulations, ode of Conduct, School Behavior Code and the Extracurricular/Co-Curricular Code of Conduct. fition, with the approval of the principal or designee, each coach, club sponsor or faculty er of an extracurricular/ co-curricular activity may develop and impose eligibility rules with ct to attendance or other matters, which may be in addition to the general behavior rements of the TLJAMS Code of Conduct, School Behavior Code or this Extracurricular/Co- ular Code. These rules and regulations shall be properly distributed to and reviewed by all ipants in that particular activity before that activity begins. This code applies to all scholars who onnected with any school-sponsored or school-sanctioned extracurricular/co-curricular activity, ing clubs and athletic programs in various sports, academic competitions, competitive groups ire an extension of the curricular program.

NDARD OF CONDUCT:

lars participating in extracurricular/co-curricular activities are required to follow the same rules nduct expected of all scholars and avoid those areas of prohibited scholar conduct identified in LJAMS Code of Conduct, School Behavior Codes, association rules and the rules of each ty. In addition, any scholar arrested on a charge other than a traffic violation will be suspended any participation pending investigation of the arrest both by civil and school authorities and will anied participation upon conviction.

extracurricular/co-curricular participants are reminded that the rules contained in this code ibiting certain conduct apply both on and off school property and are in force for a full year, hen school is not in session. Scholars are also reminded that the most typical extra- ular/co-curricular discipline imposed involves the possession, use, or consumption of olled substances or substances represented to be a controlled substance, the use of alcohol tobacco products and the use of performance-enhancing products. If a scholar approaches ol personnel for help with a problem, he/she will not be penalized by school personnel for this ission. The scholar must come forward prior to being caught in a violation of this code. In such s, the school will assist the scholar in finding help.

First Offense:

If a violation has occurred and if the scholar is willing to participate in an approved assessment and indicated follow-up therapy at the scholars expense or with the current Scholar Assistance Program, the scholar will be suspended from participation for 25 percent of the sports season or activity. If the scholar chooses not to participate in the assessment/therapy phase, then the suspension would be for 50 percent of the season or activity. If less than 25 percent of the season or activity remains, or the violation occurs between seasons or activities, the penalty shall be extended into the next season or activity in which the scholar participates for the equivalent remaining percentage of that next season or activity until the total suspension equals 25 percent or 50 percent as appropriate. The offense and action taken will be recorded and filed in the office of the school leader or the school leader's designee and a copy filed with the assistant school leader.

Second Offense:

The penalty shall be suspension from participation and forfeiture of eligibility for any honors or awards related to any season or activity from which the scholar is suspended for one calendar year from the date of the second offense. The offense and action taken will be recorded and filed in the office of the school leader or designee and a copy filed with the assistant school leader.

Further Violations:

The penalty shall be suspension from participation in all sports or extracurricular activities, as appropriate, for the remainder of the student's TLJAMS school career. The offense and action taken will be recorded and filed in the office of the school leader or designee and a copy filed with the assistant school leader.

Under the Indiana Juvenile Code, any law enforcement officer may take a child into custody with a court order or if the officer has reason to believe the child has committed a delinquent act. Additionally, a law enforcement officer, probation officer or Child Protective Services caseworker may take a child into custody under specified circumstances if they are acting with probable cause to believe the child is "a child in need of services." School officials will connect parents/guardians with the appropriate officer/detective or DCS Case Manager if their child has been taken into custody.

GENERAL INFORMATION (continued)

INTERNET ACCEPTABLE USE AND SAFETY:

Electronic information research skills are fundamental to preparation of scholars as citizens of the world. The school district expects that faculty will blend thoughtful use of the school district computer system and the Internet through the curriculum and that they will provide guidance and instruction to scholars in their use. Use of the district's network/Internet resources is intended only for educational and informational purposes, such as research, professional development, instruction and collaborative education projects. The use of the school district system and access to the use of the Internet including electronic communication is a privilege, not a right, used within district policies. Consequences for scholars who fail to abide by Internet Acceptable Use and Safety policies will be included in the building discipline procedures. Infractions by scholars will also be referred to legal authorities when appropriate. Ultimately, parents and guardians of minors are responsible for setting and conveying the standards that their children should follow when using network/Internet resources. While the school will monitor scholar network/Internet use as closely as possible, the school cannot guarantee that scholars will not independently access network/Internet resources. If parents/guardians do not want their scholar to access network/Internet resources in school, they must notify the principal in writing.

LOCKERS:

Each scholar will be assigned a hall locker and will be given a lock. Scholars are urged NOT to bring expensive items to school; personal items are not covered by school insurance. Scholars should keep their lock combinations to themselves. Scholars are to use only their assigned lockers and are responsible for the contents as well as keeping it clean inside and out.

School lockers are the property of the school district. At no time does the school district relinquish its exclusive control of lockers provided for the convenience of scholars. Inspection of the interior of lockers may be conducted by school authorities for any reason at any time, without notice, without scholar consent, and without a search warrant. The personal possessions of scholars within a school locker may be searched only when school authorities have a reasonable suspicion that the search will uncover evidence of a violation of law or school rules. As soon as practical after the search of a scholar's personal possessions, the school authorities must provide notice of the search to scholars whose lockers were searched unless disclosure would impede an ongoing investigation by police or school officials.

LOST AND FOUND/THEFT

Lost and found will be located in the main office. Scholars should report both lost and found items immediately. Please complete a lost and found/theft report in the Scholar Services office.

INDIANA DEPARTMENT OF EDUCATION:

Parents have the right to request information regarding the professional qualification of the student's classroom teachers. You can check a teacher's professional qualifications on the Indiana Department of Education website: <https://licenselookup.doe.in.gov/TeacherInquiry.aspx>

NOTICE OF USE OF HAND HELD METAL DETECTORS:

Weapons are prohibited on school property by Board policy and State and Federal law. When there is reasonable suspicion that someone is in possession of a weapon on school grounds, the administration is authorized to use hand held metal detectors as a method of searching for those weapons.

PHYSICAL EDUCATION EXCUSE POLICY:

EXCUSES FOR 1 TO 3 DAYS - Minor injuries and ailments require a written note from parent/guardian. These notes ARE NOT taken to the health specialist, but are given to your physical education instructor at the BEGINNING OF YOUR CLASS.

EXCUSES FOR MORE THAN 3 DAYS - You must obtain a written excuse from your doctor and have it signed by the school health specialist before giving it to your physical education instructor. Excuses of this kind will require an alternative project or assignment.

If there is a question about the validity of the note or about the number of days excused, the instructor may send you to the health specialist for verification with parent/guardian.

PHYSICAL EDUCATION UNIFORMS:

Physical Education teachers will share information with their scholars regarding the type of clothing needed for physical education.

PLEDGE OF ALLEGIANCE:

Anyone who does not wish to participate in reciting the Pledge of Allegiance for any personal reasons may elect not to do so. Scholars must respect another person's right to make that choice.

SALES IN SCHOOL:

No individual scholar or organization, public or private, charitable or otherwise, may use the school to sell literature or products for a profit. The only exception to this rule is the sale of items by the school's organizations to raise funds specifically for the organization.

SCHOOL CLOSING ANNOUNCEMENTS

School closings due to inclement weather will be announced on television stations Indiana News Center and WANE TV 15. It will be listed as Timothy L. Johnson Academy. Announcements will be made immediately should it be necessary to dismiss school during the day.

GENERAL INFORMATION (continued)

CHES:

Sons of health, safety, or suspected criminal activity, scholars may be asked to empty purses/bags, and/or remove shoes and socks.

POSTERS, LITERATURE:

Sign or poster that is to be displayed or literature to be distributed in the school building or school grounds requires the prior approval of the administration. Public school signs may not be used to promote the interests of any commercial or non-school agency.

BOARDS/ROLLERBLADES:

Boards/rollerblades may not be used in the building or on school grounds.

PROHIBITED OCCASIONS:

Parties, signs, flowers, singing messages, beverages, food, and other items WILL NOT be allowed in school.

PHONES:

Telephones are for business only. They SHOULD NOT BE USED FOR PERSONAL USE EXCEPT IN CASES OF EMERGENCY, and then only with consent of someone in charge. Scholars WILL NOT BE CALLED FROM CLASS TO ANSWER THE TELEPHONE DURING AN EMERGENCY. A courtesy phone is available for scholar use.

PASSING:

Access to any school location without permission from the staff of that school (Scholars are not to go into other district buildings without permission from the staff of that building) is prohibited. Admitting others through a locked or secured door without permission of school administration is permitting trespassing. School administration and/or police will respond to incidents of trespassing.

STUDENT TEACHERS:

Student teachers are guests and provide a service for our scholars and staff. We expect student teachers to be courteous, cooperative, respectful and helpful to all guests in the building.

SEXUAL, RELIGIOUS & RACIAL HARASSMENT

Harassment is illegal behavior

Harassment means

Behavior, words or put downs of a sexual, religious, or racial nature which

- pressure or intimidate you
- make you feel uncomfortable
- affect you in a negative way.

Some examples of harassment are:

- telling offensive jokes/stories
- making degrading gestures and comments
- displaying pornographic or sexually explicit materials
- calling someone derogatory names/put downs
- pressuring someone to do something which he/she is not comfortable
- inappropriate or offensive touching

Everyone has a right to feel safe and respected.

School officials must investigate and take timely and appropriate corrective action in sexual, religious, and racial harassment cases.

Number Sixteen

Evidence of Support from Community Partners

Middle School Data Analysis

The following analysis is of schools serving students in grades 6-8 in the districts of both Fort Wayne Community Schools (FWCS) and East Allen County Schools (EACS). The purpose of the analysis is to identify the types of educational opportunities Timothy L. Johnson Academy (TLJA) students will encounter when they leave TLJA after sixth grade.

Distance

Schools analyzed were found within a 15-mile driving radius of TLJA, knowing that students are bused into TLJA from various parts of Allen County. However, a distinction was also made between schools 0-5 miles and 5-15 miles from TLJA.

1. Paul Harding Jr. High School (EACS)	2.9 miles
2. Prince Chapman Academy (EACS)	3.0 miles
3. Miami Middle School (FWCS)	3.2 miles
4. Memorial Park Middle School (FWCS)	4.3 miles
5. Kekionga Middle School (FWCS)	4.8 miles
6. Lakeside Middle School (FWCS)	5.2 miles
7. Portage Middle School (FWCS)	7.0 miles
8. Lane Middle School (FWCS)	8.2 miles
9. Blackhawk Middle School (FWCS)	9.2 miles
10. Northwood Middle School (FWCS)	9.2 miles
11. Heritage Junior/Senior High (EACS)	9.9 miles
12. New Haven Middle School (EACS)	10.0 miles
13. Shawnee Middle School (FWCS)	10.8 miles
14. Jefferson Middle School (FWCS)	14.9 miles

Historical School Accountability Grades

Due to the transition to the more rigorous Indiana College and Career Ready Standards and a new, more rigorous assessment aligned to these standards, the Indiana General Assembly passed Senate Enrolled Act 200 to hold schools and corporations harmless for the results of the more rigorous assessment. This Hold Harmless approach for Statewide Accountability allowed schools and corporations to receive the better of either the 2013-14 grade or the 2014-15 grade.

- Timothy L. Johnson Academy's letter grade improved from an F to a D in 2015-16, while all other analyzed middle schools' grades stayed the same due to Senate Enrolled Act 200.
- 50% of analyzed middle schools saw a drop in letter grades from Spring ISTEP+ 2015 to Spring ISTEP+ 2017.
- Spring ISTEP+ 2015: 71% of analyzed middle schools received an accountability grade of A, B, or C.
Spring ISTEP+ 2016: 57% of analyzed middle schools received an accountability grade of A, B, or C.
Spring ISTEP+ 2017: 36% of analyzed middle schools received an accountability grade of A, B, or C.
- Heritage Junior/Senior High's accountability grade includes high school multiple measures, which accounts for 47.3% of the assigned grade of a 'B' for Spring 2017. Looking at 6-8 only, the assigned grade would be a 'C.'

	Spring 2015*	Spring 2016	Spring 2017
Timothy L. Johnson Academy	D	D	D
5-Mile Driving Radius			
Paul Harding Jr. High School (EACS)	B	D	F
Prince Chapman Academy (EACS)	B	C	D
Miami Middle School (FWCS)	D	D	C
Memorial Park Middle School (FWCS)	C	C	C
Kekionga Middle School (FWCS)	D	F	F
Lakeside Middle School (FWCS)	B	C	D
10-Mile Driving Radius			
Portage Middle School (FWCS)	D	D	D
Lane Middle School (FWCS)	A	C	D
Blackhawk Middle School (FWCS)	B	B	B
Northwood Middle School (FWCS)	A	C	C
Heritage Junior/Senior High (EACS)	B	B	B
New Haven Middle School (EACS)	C	C	D
15-Mile Driving Radius			
Shawnee Middle School (FWCS)	C	D	C
Jefferson Middle School (FWCS)	B	C	B

ISTEP+ Performance Comparison Spring 2016-2017

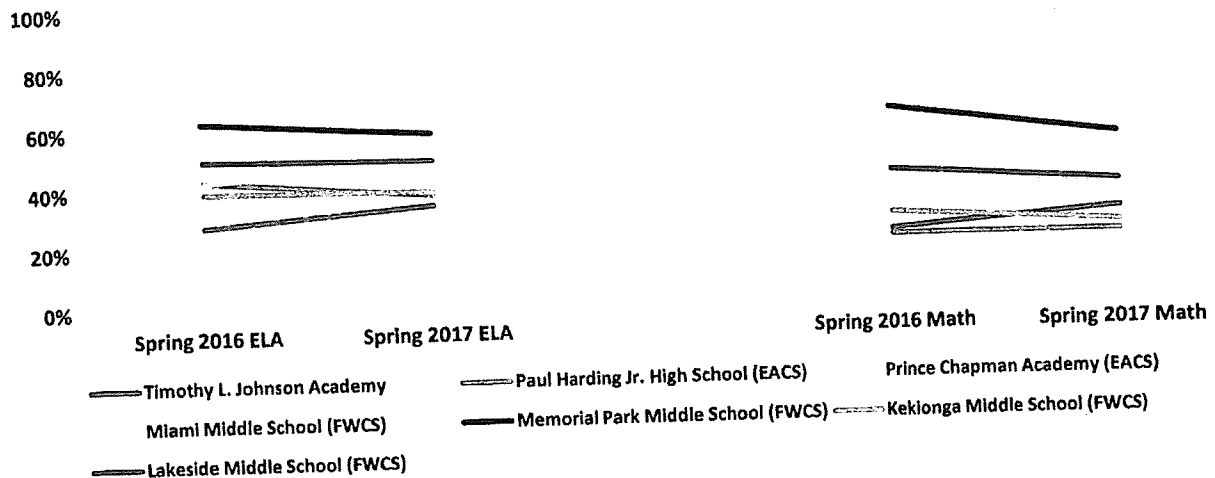
The following table and graphs show the comparison of and change in passing percentages for ISTEP+ in both ELA and math from Spring 2016 to Spring 2017.

- In most areas, TLJA's passing percentage in ELA and math is more than 10% away from the analyzed middle schools.
- TLJA is the only school that saw more than a 5% increase in passing percentages in both ELA and math, with a change of 6.3% and 6.2% respectively.
- 57% of analyzed schools saw a decrease in passing percentages in both ELA and math. An additional 29% of schools saw a decrease in passing percentage in either ELA or math.
- The average rate of change in passing percentages for the analyzed middle schools in ELA was -1.4%.
- The average rate of change in passing percentages for the analyzed middle schools in math was -6.2%.

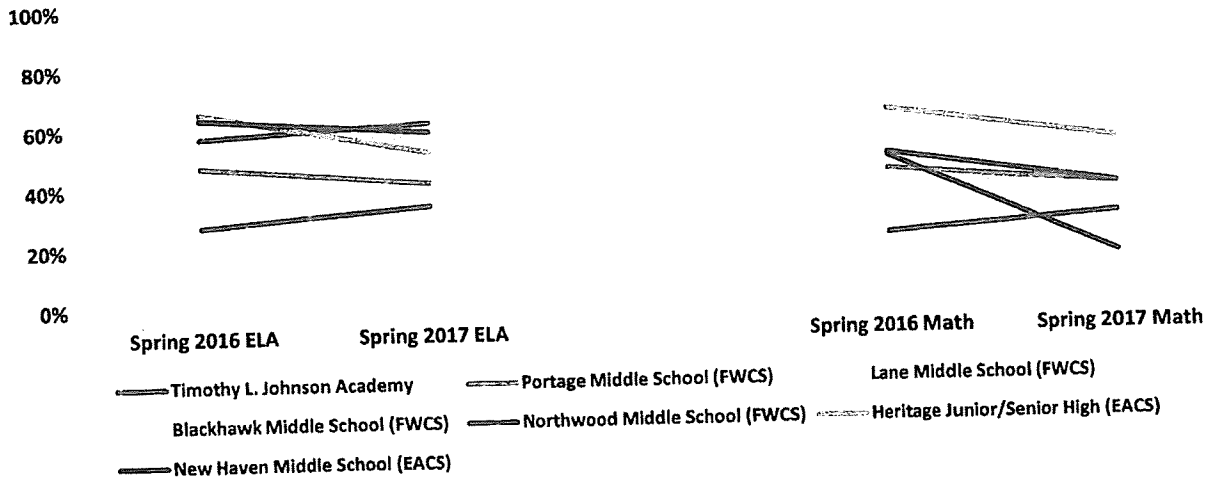
	Spring 2016 ELA	Spring 2017 ELA	Spring 2016 Math	Spring 2017 Math
Timothy L. Johnson Academy	27.5%	33.8%	21.8%	27.6%
5-Mile Driving Radius				
Paul Harding Jr. High School (EACS)	42.8%	37.3%	19.9%	19.8%
Prince Chapman Academy (EACS)	50.2%	44.5%	39.4%	35.9%
Miami Middle School (FWCS)	42.6%	47.5%	40.9%	36.3%
Memorial Park Middle School (FWCS)	62.5%	58.0%	62.5%	52.6%
Kekionga Middle School (FWCS)	38.8%	38.4%	27.3%	25.0%
Lakeside Middle School (FWCS)	49.5%	48.8%	41.7%	36.7%
10-Mile Driving Radius				
Portage Middle School (FWCS)	47.5%	52.2%	43.1%	43.9%
Lane Middle School (FWCS)	56.8%	56.6%	41.6%	38.2%
Blackhawk Middle School (FWCS)	64.8%	65.9%	62.5%	60.2%
Northwood Middle School (FWCS)	57.3%	61.6%	48.6%	37.4%
Heritage Junior/Senior High (EACS)	65.6%	51.9%	63.3%	52.6%
New Haven Middle School (EACS)	63.6%	58.6%	47.6%	34.3%
15-Mile Driving Radius				
Shawnee Middle School (FWCS)	52.4%	57.0%	40.0%	44.6%
Jefferson Middle School (FWCS)	62.8%	65.6%	48.4%	50.1%

TLJA had a higher passing proficiency.
 **TLJA was within 0-5% of the school's passing proficiency.
 **TLJA was within 5-10% of the school's passing proficiency.

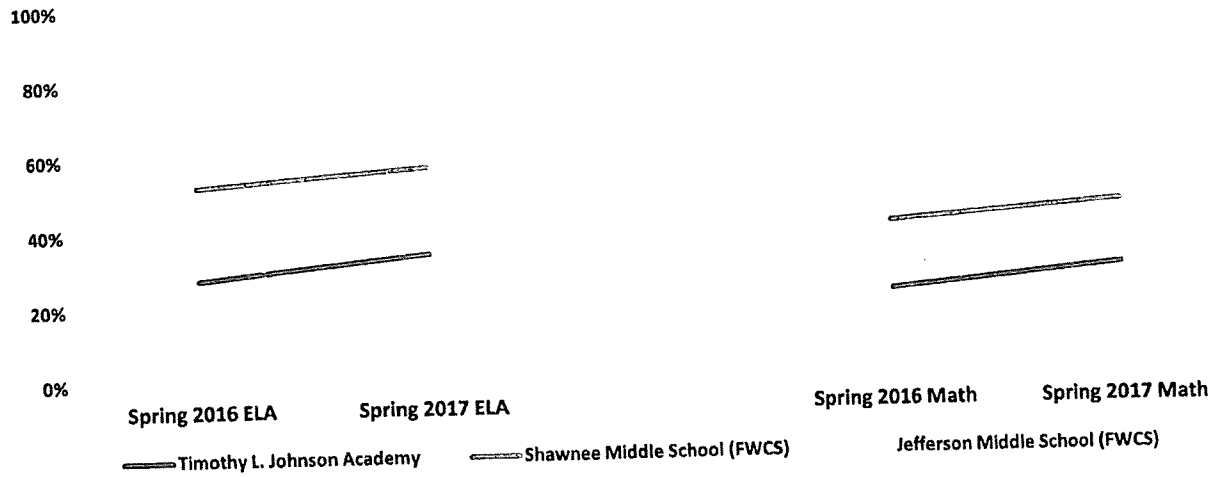
**5-Mile Radius of TLJA
 Change in ISTEP+ Proficiency
 Spring 2016-2017**



**10-Mile Radius of TLJA
Change in ISTEP+ Proficiency
Spring 2016-2017**



**15-Mile Radius of TLJA
Change in ISTEP+ Proficiency
Spring 2016-2017**



ISTEP+ Performance Comparison Spring 2016-2017

The following table and graphs show the comparison of and change in growth points received on ISTEP+ in both ELA and math from Spring 2016 to Spring 2017.

- TLJA did see a decrease in growth points received in both ELA and math, by 7.3 points and 10.6 respectively.
- In most areas, TLJA received more growth points than the other middle schools analyzed.
- 36% of analyzed schools saw a decrease in growth points in both ELA and math. An additional 36% of schools saw a decrease in passing percentage in either ELA or math.
- The average rate of change in growth points for the analyzed middle schools in ELA was 0.3 points.
- The average rate of change in growth points for the analyzed middle schools in math was -2.8 points.

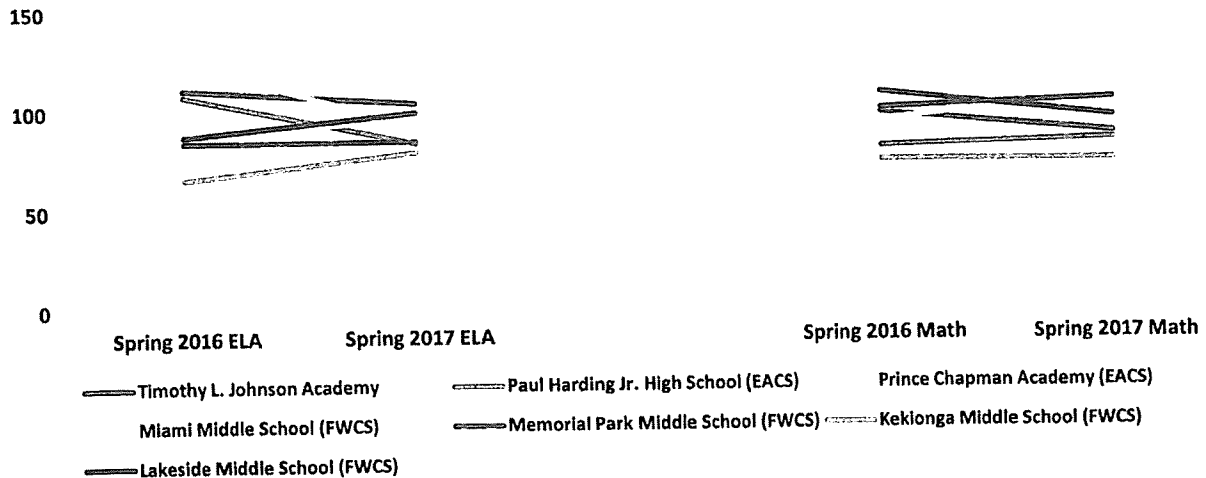
	Spring 2016 ELA	Spring 2017 ELA	Spring 2016 Math	Spring 2017 Math
Timothy L. Johnson Academy	110.8 points	103.5 points	96.7 points	86.1 points
5-Mile Driving Radius				
Paul Harding Jr. High School (EACS)	107.5 points	93.5 points	79.8 points	82.9 points
Prince Chapman Academy (EACS)	123.2 points	93 points	98.9 points	89.2 points
Miami Middle School (FWCS)	86.5 points	96.1 points	93.1 points	103.1 points
Memorial Park Middle School (FWCS)	84 points	84.5 points	98.9 points	103.1 points
Kekionga Middle School (FWCS)	65.6 points	78.8 points	77.9 points	72.4 points
Lakeside Middle School (FWCS)	87.3 points	98.8 points	106.8 points	94.1 points
10-Mile Driving Radius				
Portage Middle School (FWCS)	83 points	75.8 points	98 points	96.3 points
Lane Middle School (FWCS)	101.3 points	94.3 points	99.7 points	85.2 points
Blackhawk Middle School (FWCS)	84.8 points	104.5 points	111.1 points	93.2 points
Northwood Middle School (FWCS)	109.3 points	96.5 points	109.8 points	84.2 points
Heritage Junior/Senior High (EACS)	93 points	92.9 points	125 points	107.5 points
New Haven Middle School (EACS)	102.4 points	87.9 points	81.4 points	98.7 points
15-Mile Driving Radius				
Shawnee Middle School (FWCS)	82.5 points	96.3 points	83.9 points	95.1 points
Jefferson Middle School (FWCS)	89.5 points	111.5 points	87.3 points	92.9 points

*TLJA had more growth points.

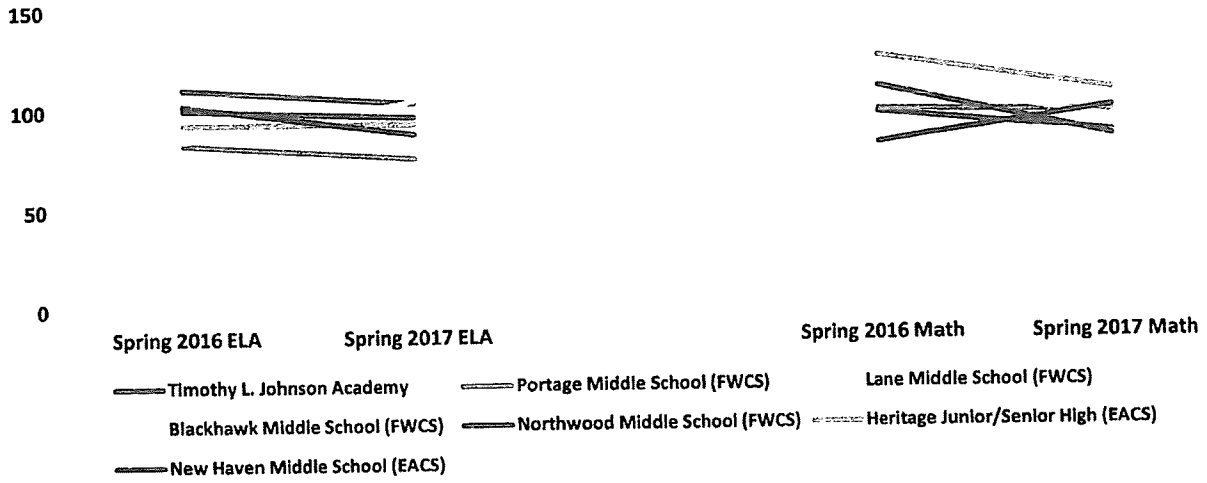
**TLJA was within 0-5 growth points.

***TLJA was within 5-10 growth points.

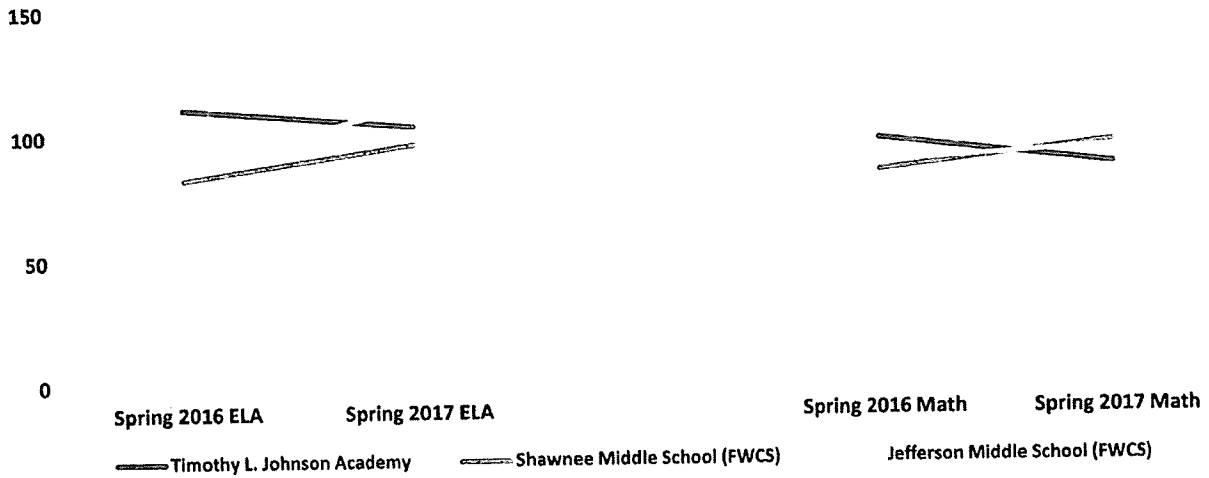
**5-Mile Radius of TLJA
Change in ISTEP+ Growth Points
Spring 2016-2017**



**10-Mile Radius of TLJA
Change in ISTEP+ Growth Points
Spring 2016-2017**



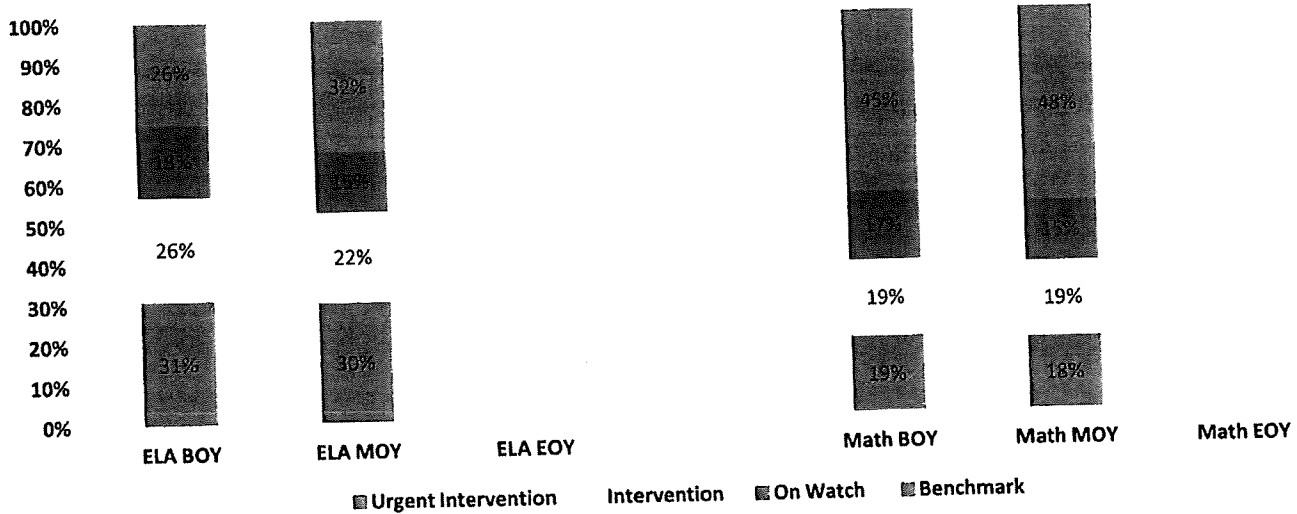
**15-Mile Radius of TLJA
Change in ISTEP+ Growth Points
Spring 2016-2017**



2017-18 STAR Data: Whole School

- TLJA is showing an increase in students on benchmark and a decrease in students in needing some type of intervention.
- TLJA is showing that they are making higher growth gains when compared to the normed population of students who take STAR nationwide.
 - Whole School Reading Learning Gain: 1.02
 - Whole School Math Learning Gain: 1.04

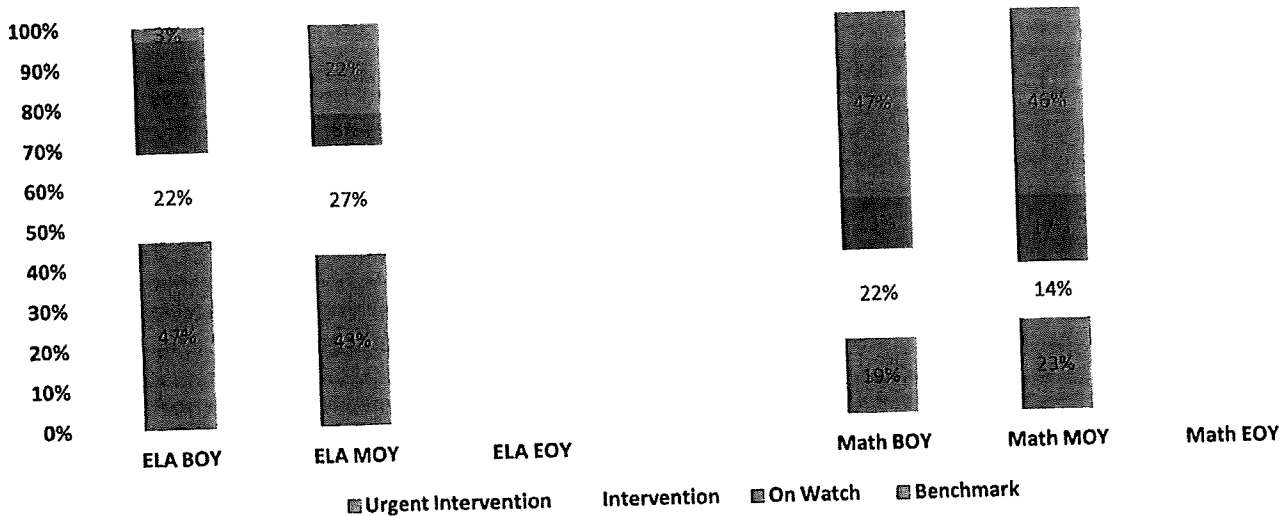
**TLJA STAR Data: ELA and Math
Grades 2nd-6th**



2017-18 STAR Data: Whole School

- 6th grade is showing an increase of 19% in students considered benchmark from BOY to MOY testing in reading. While the number of students in Urgent Intervention decreased by 4%, the number of students overall needing some type of intervention increased by 1%
- 6th grade stayed relatively the same in terms of the number of students considered benchmark from BOY to MOY testing in Math. The number of students needing some type of intervention decreased by 4%. However, students falling in the urgent intervention category grew by 4%.
- 6th grade is showing that they are making higher growth gains when compared to the normed population of students who take STAR nationwide.
 - Sixth Grade Reading Learning Gain: 1.02
 - Sixth Grade Math Learning Gain: 1.01

**TLJA STAR Data: ELA and Math
6th Grade**



Number Seventeen

Start-Up Plan

- **Start-Up Plan.** Provide, as **Attachment 17**, a detailed start-up plan for the period leading up to the first day of student attendance for the first proposed school described in the application (or schools, if the organization intends to open more than one school in Year 1). **NOTE: Limit attachment to ten (10) pages.**
 - The Start-Up Plan must indicate the targeted first day (month, day, year) of student attendance.
 - The Start-Up Plan must specify planning tasks by month, and responsible individuals.

Our targeted start date is August 14, 2018. For Timothy L. Johnson Middle School.

Pending approval the next steps are as follows-

April and May- Send out notice to families and ask for the Intent to Return from sixth graders. Put out notification out to all families that seventh grade will be available 2018/2019 school year.

Begin reviewing and ordering textbooks.

Post for teaching and teaching assistant position.

June and July- Begin classroom set-up.

Register students.

To be completed by the School Leader, Dawn Starks

Number Eighteen

Insurance Coverage



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
3/20/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher Risk Management Services, Inc. 650 E. Carmel Drive, Suite 400 Carmel IN 46032	CONTACT NAME: PHONE (A/C, No, Ext): 317-587-1330 FAX (A/C, No): 317-810-4930 E-MAIL ADDRESS:														
	<table border="1"> <thead> <tr> <th>INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> </thead> <tbody> <tr> <td>INSURER A: American Underwriters Insurance Company</td> <td>10251</td> </tr> <tr> <td>INSURER B:</td> <td></td> </tr> <tr> <td>INSURER C:</td> <td></td> </tr> <tr> <td>INSURER D:</td> <td></td> </tr> <tr> <td>INSURER E:</td> <td></td> </tr> <tr> <td>INSURER F:</td> <td></td> </tr> </tbody> </table>		INSURER(S) AFFORDING COVERAGE	NAIC #	INSURER A: American Underwriters Insurance Company	10251	INSURER B:		INSURER C:		INSURER D:		INSURER E:		INSURER F:
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INSURER A: American Underwriters Insurance Company	10251														
INSURER B:															
INSURER C:															
INSURER D:															
INSURER E:															
INSURER F:															
INSURED Timothy L. Johnson Academy 4625 Werling Drive Fort Wayne IN 46806	TIMOLJO-01														

COVERAGES **CERTIFICATE NUMBER: 1416701183** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOG OTHER:			4NA2CP0000015-00	7/1/2017	7/1/2018	EACH OCCURRENCE	\$1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$100,000
							MED EXP (Any one person)	\$5,000
							PERSONAL & ADV INJURY	\$1,000,000
							GENERAL AGGREGATE	\$2,000,000
							PRODUCTS - COMP/IOP AGG	\$2,000,000
								\$
	<input type="checkbox"/> AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident)	\$
							BODILY INJURY (Per person)	\$
							BODILY INJURY (Per accident)	\$
							PROPERTY DAMAGE (Per accident)	\$
								\$
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE	\$
							AGGREGATE	\$
								\$
	<input type="checkbox"/> WORKERS COMPENSATION AND EMPLOYERS' LIABILITY <input type="checkbox"/> ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N	N/A			PER STATUTE	OTHER
							E.L. EACH ACCIDENT	\$
							E.L. DISEASE - EA EMPLOYEE	\$
							E.L. DISEASE - POLICY LIMIT	\$

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER For informational purposes only	CANCELLATION SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE
--	--

Number Nineteen
Budget and Staffing Workbook

Timothy L. Johnson Middle School

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: 2018-2019							28	28						56	33%	5%	100%
Year 2: 2019-2020							28	28	28					84	33%	5%	100%
Year 3: 2020-2021							56	56	56					168	33%	5%	100%
Year 4: 2021-2022							56	56	56					168	33%	5%	100%
Year 5: 2022-2023							56	56	56					168	33%	5%	100%

Planned Number of Classes														
ACADEMIC YEAR	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Year 1: 2018-2019							1	1						2
Year 2: 2019-2020							1	1	1					3
Year 3: 2020-2021							2	2	2					6
Year 4: 2021-2022							2	2	2					6
Year 5: 2022-2023							2	2	2					6

Timothy L. Johnson Middle School						
Enrollment		56	84	168	168	168
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
Total Revenue	\$ -	\$ 546,200	\$ 806,280	\$ 1,588,710	\$ 1,588,710	\$ 1,588,710
		\$ 9,754	\$ 9,599	\$ 9,457	\$ 9,457	\$ 9,457
EXPENDITURES						
Total Personnel Expenses	\$ -	\$ 232,500	\$ 353,835	\$ 669,025	\$ 688,742	\$ 709,052
Total Instructional Supplies and Resources	\$ -	\$ 67,744	\$ 77,020	\$ 161,799	\$ 104,090	\$ 107,213
Total Support Supplies and Resources	\$ -	\$ 8,160	\$ 12,673	\$ 22,579	\$ 23,257	\$ 23,954
Total Board Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Prof. Purchased or Contracted Services	\$ -	\$ 103,072	\$ 157,284	\$ 310,248	\$ 315,762	\$ 325,234
Total Facilities	\$ -	\$ 61,320	\$ 93,937	\$ 199,400	\$ 191,123	\$ 196,857
Total Authorizer, CMO & Contingency	\$ -	\$ 67,699	\$ 100,246	\$ 198,107	\$ 237,107	\$ 198,107
Total Expenditures	\$ -	\$ 540,495	\$ 794,995	\$ 1,561,159	\$ 1,560,082	\$ 1,560,418
		\$ 9,652	\$ 9,464	\$ 9,293	\$ 9,286	\$ 9,288
Carryover/Deficit	\$ -	\$ 5,705	\$ 11,285	\$ 27,551	\$ 28,628	\$ 28,292
		1.0%	1.4%	1.7%	1.8%	1.8%
Cumulative Carryover/(Deficit)	\$ -	\$ 5,705	\$ 16,990	\$ 44,542	\$ 73,170	\$ 101,461

Timothy L. Johnson Middle School						
Enrollment		56	84	168	168	168
	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
REVENUE						
State Revenue						
Basic Grant	\$	435,960	\$ 653,940	\$ 1,307,880	\$ 1,307,880	\$ 1,307,880
State Matching Funds for School Lunch Program	\$	-	\$ -	\$ -	\$ -	\$ -
Professional Development	\$	-	\$ -	\$ -	\$ -	\$ -
Technology Grants	\$	-	\$ -	\$ -	\$ -	\$ -
Remediation Program	\$	-	\$ -	\$ -	\$ -	\$ -
Full-Day Kindergarten	\$	-	\$ -	\$ -	\$ -	\$ -
Gifted and Talented Program	\$	-	\$ -	\$ -	\$ -	\$ -
Textbook Reimbursement	\$	-	\$ -	\$ -	\$ -	\$ -
Summer School	\$	-	\$ -	\$ -	\$ -	\$ -
Charter School Facility Grant	\$	28,000	\$ 42,000	\$ 84,000	\$ 84,000	\$ 84,000
Other State Revenue (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Federal Revenue						
Public Charter School Program (PCSP) Grant	\$	-	\$ -	\$ -	\$ -	\$ -
Facilities Assistance Program Grant	\$	-	\$ -	\$ -	\$ -	\$ -
Public Law 101-476 (IDEA)	\$	7,200	\$ 10,800	\$ 17,280	\$ 17,280	\$ 17,280
Title I	\$	34,720	\$ 39,060	\$ 58,590	\$ 58,590	\$ 58,590
Title II	\$	3,920	\$ 5,880	\$ 11,760	\$ 11,760	\$ 11,760
Federal Lunch Program	\$	25,200	\$ 37,800	\$ 75,600	\$ 75,600	\$ 75,600
Federal Breakfast Reimbursement	\$	11,200	\$ 16,800	\$ 33,600	\$ 33,600	\$ 33,600
Other Revenue Federal sources (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
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)	\$	-	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Total Revenue	\$	546,200	\$ 806,280	\$ 1,588,710	\$ 1,588,710	\$ 1,588,710
	\$	9,754	\$ 9,599	\$ 9,457	\$ 9,457	\$ 9,457
EXPENDITURES						
Personnel Expenses						
Wages, Benefits and Payroll Taxes	\$	232,500	\$ 347,955	\$ 657,265	\$ 676,982	\$ 697,292
Substitute Teachers	\$	-	\$ -	\$ -	\$ -	\$ -
Professional Development	\$	-	\$ 5,880	\$ 11,760	\$ 11,760	\$ 11,760
Bonuses	\$	-	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses	\$	232,500	\$ 353,835	\$ 669,025	\$ 688,742	\$ 709,052
Instructional Supplies and Resources						
Textbooks	\$	25,032	\$ 15,120	\$ 50,400	\$ 12,600	\$ 12,978
Library, periodicals, etc	\$	-	\$ -	\$ -	\$ -	\$ -
Technology	\$	2,000	\$ 4,000	\$ 7,000	\$ -	\$ -
Assessment materials	\$	3,024	\$ 4,326	\$ 8,652	\$ 8,912	\$ 9,179
Computers	\$	16,800	\$ 21,200	\$ 31,000	\$ 31,930	\$ 32,888
Software	\$	10,808	\$ 16,800	\$ 33,600	\$ 34,608	\$ 35,646
Other classroom supplies	\$	5,040	\$ 7,787	\$ 15,574	\$ -	\$ -
Field trips, other unclassified items	\$	-	\$ -	\$ -	\$ -	\$ -
Co-curricular & Athletics	\$	5,040	\$ 7,787	\$ 15,574	\$ 16,041	\$ 16,522
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Total Instructional Supplies and Resources	\$	67,744	\$ 77,020	\$ 161,799	\$ 104,090	\$ 107,213
Support Supplies and Resources						
Administrative Computers	\$	1,500	\$ 2,575	\$ 1,500	\$ 1,545	\$ 1,591
Administrative Software	\$	500	\$ 858	\$ 500	\$ 515	\$ 530
Administration Dues, fees, misc expenses	\$	-	\$ -	\$ 1,545	\$ 1,591	\$ 1,639
Office supplies	\$	6,160	\$ 9,240	\$ 19,034	\$ 19,605	\$ 20,194
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Other (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -
Total Support Supplies and Resources	\$	8,160	\$ 12,673	\$ 22,579	\$ 23,257	\$ 23,954

Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 435,960	
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter School Facilities Assistance Program Grant	\$ 28,000	
Other State Revenue (please describe)		
Federal Revenue		
Public Charter School Program (PCSP) Grant		
Charter School Facilities Assistance Program Grant		
Public Law 101-476 (IDEA)	\$ 7,200	
Title I	\$ 34,720	
Title II	\$ 3,920	
Federal Lunch Program	\$ 25,200	
Federal Breakfast Reimbursement	\$ 11,200	
Other Revenue Federal sources (please describe)		
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)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 546,200	
	\$ 9,754	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 232,500	Use staffing workbook
Substitute Teachers		
Professional Development		
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 232,500	
Instructional Supplies and Resources		
Textbooks	\$ 25,032	
Library, periodicals, etc		
Technology	\$ 2,000	
Assessment materials	\$ 3,024	
Computers	\$ 16,800	
Software	\$ 10,808	
Other classroom supplies	\$ 5,040	
Field trips, other unclassified items		
Co-curricular & Athletics	\$ 5,040	
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$ 67,744	

Support Supplies and Resources		
Administrative Computers	\$	1,500
Administrative Software	\$	500
Administration Dues, fees, misc expenses		
Office supplies	\$	6,160
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Support Supplies and Resources	\$	8,160
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 (compliant with SBOA requirements)	\$	3,640
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services		
Consultants		
Internet Services	\$	952
Telephone/Telecommunication Services		
Total Insurance Costs	\$	7,280
Travel		
Postage		
Special Education Services	\$	7,200
Student Information Services		
Food service	\$	36,400
Transportation	\$	47,600
Nursing Services		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Professional Purchased or Contracted Services	\$	103,072
Facilities		
Rent, mortgage, or other facility cost		
Furniture & Equipment	\$	5,600
Gas/electric	\$	12,320
Water/ Sewer	\$	1,960
Grounds Keeping	\$	1,792
Maintenance Services	\$	10,640
Custodial	\$	28,000
Waste disposal	\$	784
Debt Service for Facilities (Interest Only)		
Security Monitoring	\$	224
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Facilities	\$	61,320
Other		
Contingency		
Education One Administrative Fee	\$	13,079
CMO/EMO Fee	\$	54,620
		Assume 3% of Basic Grant (Row 6)

Common School Fund Loan Interest Costs		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Other	\$	67,699
Total Expenditures	\$	540,495

**Carryover/Deficit \$ 5,705
1.04%**

Cumulative Carryover/(Deficit)

84.00
50%

Expected New School Annual Operating Budget -- YEAR 2 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 653,940	
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter School Facilities Assistance Program Grant	\$ 42,000	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Public Charter School Program (PCSP) Grant	\$ -	
Charter School Facilities Assistance Program Grant	\$ -	
Public Law 101-476 (IDEA)	\$ 10,800	
Title I	\$ 39,060	
Title II	\$ 5,880	
Federal Lunch Program	\$ 37,800	
Federal Breakfast Reimbursement	\$ 16,800	
Other Revenue Federal sources (please describe)	\$ -	
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)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 806,280	
	\$ 9,599	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 347,955	Use staffing workbook
Substitute Teachers	\$ -	
Professional Development	\$ 5,880	
Bonuses	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Personnel Expenses	\$ 353,835	
Instructional Supplies and Resources		
Textbooks	\$ 15,120	
Library, periodicals, etc		
Technology	\$ 4,000	
Assessment materials	\$ 4,326	
Computers	\$ 21,200	
Software	\$ 16,800	
Other classroom supplies	\$ 7,787	
Field trips, other unclassified items		
Co-curricular & Athletics	\$ 7,787	
Other (please describe)		

Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$	77,020
Support Supplies and Resources		
Administrative Computers	\$	2,575
Administrative Software	\$	858
Administration Dues, fees, misc expenses	\$	-
Office supplies	\$	9,240
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Support Supplies and Resources	\$	12,673
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 (compliant with SBOA requirements)	\$	5,624
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services		
Consultants		
Internet Services	\$	1,471
Telephone/Telecommunication Services		
Total Insurance Costs	\$	11,248
Travel		
Postage		
Special Education Services	\$	10,800
Student Information Services		
Food service	\$	54,600
Transportation	\$	73,542
Nursing Services		
Other (please describe)		
Other (please describe)		
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Professional Purchased or Contracted Services	\$	157,284
Facilities		
Rent, mortgage, or other facility cost		
Furniture & Equipment	\$	5,600
Gas/electric	\$	20,332
Water/ Sewer	\$	3,028
Grounds Keeping	\$	2,769
Maintenance Services	\$	17,391
Custodial	\$	43,260

Waste disposal	\$	1,211	
Debt Service for Facilities (Interest Only)			
Security Monitoring	\$	346	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Other (please describe)	\$	-	
Total Facilities	\$	93,937	
Other			
Contingency	\$	-	
Education One Administrative Fee	\$	19,618	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee	\$	80,628	
Common School Fund Loan Interest Costs			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	100,246	
Total Expenditures	\$	794,995	
Carryover/Deficit	\$	11,285	

1.4%

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 3 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,307,880	
State Matching Funds for School Lunch Program		
Professional Development		
Technology Grants		
Remediation Program		
Full-Day Kindergarten		
Gifted and Talented Program		
Textbook Reimbursement		
Summer School		
Charter School Facilities Assistance Program Grant	\$ 84,000	
Other State Revenue (please describe)		
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 17,280	
Title I	\$ 58,590	
Title II	\$ 11,760	
Federal Lunch Program	\$ 75,600	
Federal Breakfast Reimbursement	\$ 33,600	
Other Revenue Federal sources (please describe)		
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)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,588,710	
	\$ 9,457	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 657,265	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 11,760	
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 669,025	
Instructional Supplies and Resources		
Textbooks	\$ 50,400	
Library, periodicals, etc		
Technology	\$ 7,000	
Assessment materials	\$ 8,652	
Computers	\$ 31,000	
Software	\$ 33,600	
Other classroom supplies	\$ 15,574	
Field trips, other unclassified items		
Co-curricular & Athletics	\$ 15,574	
Other (please describe)		
Other (please describe)		
Other (please describe)		

Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$	161,799
Support Supplies and Resources		
Administrative Computers	\$	1,500
Administrative Software	\$	500
Administration Dues, fees, misc expenses	\$	1,545
Office supplies	\$	19,034
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Support Supplies and Resources	\$	22,579
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 (compliant with SBOA requirements)	\$	11,248
Payroll Services		
Accounting Services		
Printing/Newsletter/Annual Report Services		
Consultants		
Internet Services	\$	2,942
Telephone/Telecommunication Services		
Total Insurance Costs	\$	22,495
Travel		
Postage		
Special Education Services	\$	17,280
Student Information Services		
Food service	\$	109,200
Transportation	\$	147,084
Nursing Services		
Other (please describe)		
Other (please describe)		
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Professional Purchased or Contracted Services	\$	310,248
Facilities		
Rent, mortgage, or other facility cost		
Furniture & Equipment	\$	17,304
Gas/electric	\$	45,856
Water/ Sewer	\$	6,056
Grounds Keeping	\$	5,537
Maintenance Services	\$	34,781
Custodial	\$	86,520
Waste disposal	\$	2,423
Debt Service for Facilities (Interest Only)		

Other (please describe)	\$	692	
Other (please describe)	\$	-	
Other (please describe)	\$	231	
Other (please describe)	\$	-	
Total Facilities	\$	199,400	
Other			
Contingency	\$	-	
Education One Administrative Fee	\$	39,236	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee	\$	158,871	
Common School Fund Loan Interest Costs			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	198,107	
Total Expenditures	\$	1,561,159	
Carryover/Deficit	\$	27,551	
			1.73%

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 4 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,307,880	
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Technology Grants	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ -	
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Charter School Facilities Assistance Program Grant	\$ 84,000	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 17,280	
Title I	\$ 58,590	
Title II	\$ 11,760	
Federal Lunch Program	\$ 75,600	
Federal Breakfast Reimbursement	\$ 33,600	
Other Revenue Federal sources (please describe)	\$ -	
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)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Revenue	\$ 1,588,710	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 676,982	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 11,760	
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 688,742	
Instructional Supplies and Resources		
Textbooks	\$ 12,600	
Library, periodicals, etc		
Technology		
Assessment materials	\$ 8,912	
Computers	\$ 31,930	
Software	\$ 34,608	
Other classroom supplies		
Field trips, other unclassified items		
Co-curricular & Athletics	\$ 16,041	
Other (please describe)		
Other (please describe)		
Other (please describe)		

Other (please describe)		
Other (please describe)		
Total Instructional Supplies and Resources	\$	104,090
Support Supplies and Resources		
Administrative Computers	\$	1,545
Administrative Software	\$	515
Administration Dues, fees, misc expenses	\$	1,591
Office supplies	\$	19,605
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Support Supplies and Resources	\$	23,257
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 (compliant with SBOA requirements)	\$	11,585
Payroll Services	\$	-
Accounting Services	\$	-
Printing/Newsletter/Annual Report Services	\$	-
Consultants	\$	-
Internet Services	\$	3,030
Telephone/Telecommunication Services	\$	-
Total Insurance Costs	\$	23,170
Travel	\$	-
Postage	\$	-
Special Education Services	\$	17,280
Student Information Services		
Food service	\$	109,200
Transportation	\$	151,497
Nursing Services	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Professional Purchased or Contracted Services	\$	315,762
Facilities		
Rent, mortgage, or other facility cost	\$	-
Furniture & Equipment	\$	3,565
Gas/electric	\$	47,231
Water/ Sewer	\$	6,238
Grounds Keeping	\$	5,703
Maintenance Services	\$	35,824
Custodial	\$	89,116
Waste disposal	\$	2,495
Debt Service for Facilities (Interest Only)	\$	-

Other (please describe)	\$	713	
Other (please describe)	\$	-	
Other (please describe)	\$	238	
Other (please describe)	\$	-	
Total Facilities	\$	191,123	
Other			
Contingency	\$	39,000	
Education One Administrative Fee	\$	39,236	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee	\$	158,871	
Common School Fund Loan Interest Costs			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	237,107	
Total Expenditures	\$	1,560,082	
Carryover/Deficit	\$	28,628	
		1.8%	

Cumulative Carryover/(Deficit)

Expected New School Annual Operating Budget -- YEAR 5 -- Fiscal Year July 1-June 30		
REVENUE	Amount	Notes
State Revenue		
Basic Grant	\$ 1,307,880	
State Matching Funds for School Lunch Program	\$ -	
Professional Development	\$ -	
Technology Grants	\$ -	
Remediation Program	\$ -	
Full-Day Kindergarten	\$ -	
Gifted and Talented Program	\$ -	
Textbook Reimbursement	\$ -	
Summer School	\$ -	
Charter School Facilities Assistance Program Grant	\$ 84,000	
Other State Revenue (please describe)	\$ -	
Federal Revenue		
Public Law 101-476 (IDEA)	\$ 17,280	
Title I	\$ 58,590	
Title II	\$ 11,760	
Federal Lunch Program	\$ 75,600	
Federal Breakfast Reimbursement	\$ 33,600	
Other Revenue Federal sources (please describe)	\$ -	
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)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Total Revenue	\$ 1,588,710	
EXPENDITURES		
Personnel Expenses		
Wages, Benefits and Payroll Taxes	\$ 697,292	Use staffing workbook
Substitute Teachers		
Professional Development	\$ 11,760	
Bonuses		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Other (please describe)		
Total Personnel Expenses	\$ 709,052	
Instructional Supplies and Resources		
Textbooks	\$ 12,978	
Library, periodicals, etc	\$ -	
Technology	\$ -	
Assessment materials	\$ 9,179	
Computers	\$ 32,888	
Software	\$ 35,646	
Other classroom supplies	\$ -	
Field trips, other unclassified items	\$ -	
Co-curricular & Athletics	\$ 16,522	
Other (please describe)	\$ -	
Other (please describe)	\$ -	
Other (please describe)	\$ -	

Other (please describe)	\$	-
Other (please describe)	\$	-
Total Instructional Supplies and Resources	\$	107,213
Support Supplies and Resources		
Administrative Computers	\$	1,591
Administrative Software	\$	530
Administration Dues, fees, misc expenses	\$	1,639
Office supplies	\$	20,194
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Support Supplies and Resources	\$	23,954
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 (compliant with SBOA requirements)	\$	11,933
Payroll Services	\$	-
Accounting Services	\$	-
Printing/Newsletter/Annual Report Services	\$	-
Consultants	\$	-
Internet Services	\$	3,121
Telephone/Telecommunication Services	\$	-
Total Insurance Costs	\$	23,865
Travel	\$	-
Postage	\$	-
Special Education Services	\$	17,798
Student Information Services	\$	-
Food service	\$	112,476
Transportation	\$	156,041
Nursing Services	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Other (please describe)	\$	-
Total Professional Purchased or Contracted Services	\$	325,234
Facilities		
Rent, mortgage, or other facility cost	\$	-
Furniture & Equipment	\$	3,672
Gas/electric	\$	48,648
Water/ Sewer	\$	6,425
Grounds Keeping	\$	5,875
Maintenance Services	\$	36,899
Custodial	\$	91,789
Waste disposal	\$	2,570
Debt Service for Facilities (Interest Only)	\$	-

Other (please describe)	\$	734	
Other (please describe)	\$	-	
Other (please describe)	\$	245	
Other (please describe)	\$	-	
Total Facilities	\$	196,857	
Other			
Contingency			
Education One Administrative Fee	\$	39,236	Assume 3% of Basic Grant (Row 6)
CMO/EMO Fee	\$	158,871	
Common School Fund Loan Interest Costs			
Other (please describe)			
Other (please describe)			
Other (please describe)			
Total Other	\$	198,107	
Total Expenditures	\$	1,560,418	
Carryover/Deficit	\$	28,292	
			1.8%

Cumulative Carryover/(Deficit)

Number Twenty

Budget Narrative

Budget Narrative

As we are beginning our middle school program, we will be a school within our elementary program. We will be using many of the assets we already have in the elementary program to start the middle school program. This includes classrooms, furniture, textbooks, staff, materials, etc. We will also be submitting the Charter School Grant Application by July 31, 2018. We have also applied for the IYI grant for Professional Development training for numerous staff members in the middle school program. So with these internal supports in existence with the middle school, the transition will be very cost effective for our budget.

Start-up- As outlined above, most of the initial costs will be shared with the elementary school. Staff, facility, transportation, benefits, curriculum, and intervention supports are integrated from the elementary program. However, in saying that, there will be very specific record keeping and an office manager for the middle school. All expenses will be carefully tracked through the middle school and will be reimbursed to the elementary program once funding starts coming in to the middle school program.

Staffing besides teachers/instructional assistants will consist of-

Dawn Starks-School Leader/Superintendent for each school (shared funding)

Dr. Brad Yoder-Instructional Coach/Assistant Principal for each program (shared funding)

Bev Wyss-Middle School Office Manager/Title Coor. for each school (shared funding)

Kathy Garrett-Secretary/Receptionist for each school (shared funding)

Custodial Staff-(shared funding)

Tech Plan-for each additional Title One revenue, funds will be designated for technology. Each child will be partnered with an iPad.

Five Year Plan

Year One-

This will be our foundational year. We will establish our staff, student base, our curriculum, our supports, and our facility structure. **Our projected enrollment will be from 56-98 students, with 2-4 classrooms, based on enrollment.**

Year Two-

This will be the year we start our eighth grade. We will also be starting a building campaign to build a Middle/High School. We will also complete our High School application, beginning year three with a Freshman Academy. With each additional year, we look at adding 28-56 students to our school. Staffing will be one teacher per 28 students and one instructional assistant per 56 students.

At the rate of growth we anticipate, we should be **enrolled at 84-140 students and 3-4 teachers.**

Year Three-

This is the year we should be housed in our own facility, recruiting new students as well as growing our legacy students. Our goal is to have the high school program underway, adding a new grade level each year until we have reached 12th grade. At the rate of growth we anticipate, we should be **enrolled at 112-196 students and 4-5 teachers.**

Year Four-

We will be one year in our new facility and housing Middle School /High School, grades 6-8, and 9-10. At the rate of growth we anticipate, we should be **enrolled at 140-252 students and 5-9 teachers.**

Year Five-

This will be the opening year for our 11th grade program. At the rate of growth we anticipate, we should be **enrolled at 168-308 students and 6-11 teachers.**

Number Twenty-One

Portfolio Summary



Phalen Leadership Academies

Phalen Leadership Academies (PLA) is a turnaround operator that works to transform underperforming schools into the high-quality schools that children deserve. PLA is:

- **A non-profit organization that was founded in 2013;**
- **Currently serves 4,000 children in 10 schools in Indianapolis, IN; Fort Wayne, IN; Gary, IN; and Detroit, MI;**
- **Over 90% of PLA scholars are eligible for free lunch; and**
- **PLA has a strong track-record of success whose model has transformed five F-rated schools into A-rated schools – all within three years of taking over leadership.**

The PLA education model has several unique elements that drive the strong growth of our scholars. Rigorous curriculum; high quality professional development; a coaching cycle that develops teachers; enrichment opportunities for scholars; and authentic partnerships with parents are just a few of the elements that drive success for PLA scholars. Additionally, next year, every PLA school will have access to *STEMNASIUM*, an organization that exposes scholars of every age to STEM, including learning coding and Java Script; creating mobile apps; building underwater remote operating vehicles; building and piloting drones; and more.

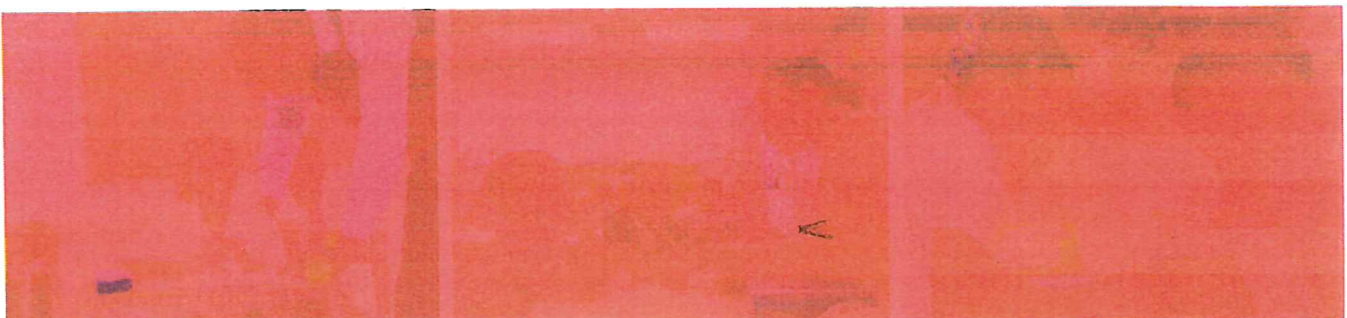
Our model has a proven track-record of helping children achieve remarkable success, including some of the following:

- Transforming multiple failing schools into A-rated schools;
- Having the highest IREAD scores in Indiana for two consecutive years (2015, 2016);
- Increasing scholars' passing rates on state ELA and Math tests by 11% in just one year – the highest standardized test growth for all schools in Central Indiana in 2015-16;
- In 2016-17, two PLA schools ranked #4 and #5 in the district for strongest growth (with 8.2% and 8.1% increases in state test score proficiency growth respectively); and
- All, but one, PLA schools are outperforming their host districts. Two PLA schools – one in year five and the other in only year three – are within 6% of the state test average and will beat the state average this year.

The success of PLA scholars can be attributed to the comprehensive, high quality services that PLA provides to its school partners and scholars. While some educational management organizations only offer human resources and accounting support, PLA is a nonprofit that supports its partners in the following ways:

- Educational program (i.e., research-based curriculum, pacing guides, and assessments);
- Pre-service professional development and an on-going coaching cycle for teachers (e.g., PLA University);
- Human resources;
- On-site quality assurance monitoring and support;
- Behavior and classroom management systems; and
- Parental engagement framework.

www.phalenacademies.org



School	Year Management Commenced	City	State	Address	Phone Number	Authorizer	Grade Span	Enrollment	Free/ reduced price meals	Black Students	Latino Students	Asian/ Pacific Islander	White Students	Multiracial and Native American	Students in Special Education	English Language Learners
George and Veronica Phalen Leadership Academy	2013	Indianapolis	IN	2323 North Illinois Street Indianapolis, IN 46202	(317) 333-6980	Indiana Charter School Board (ICSB)	K-6	350	82.60%	95.70%	0.00%	0.00%	1.80%	2.30%	6.20%	0%
PLA@Francis Scott Key School #103	2015	Indianapolis	IN	3920 Baker Drive Indianapolis, IN 46236	(317) 226-4103	Indianapolis Public Schools (IPS)	K-6	460	60.70%	74.80%	18.00%	0.00%	2.80%	4.40%	11.70%	13.90%
Thea Bowman Leadership Academy	2016	Gary	IN	975 W 6th Ave Gary, IN 46402	(219) 883-4826	Trine -- EducationOne	K-12	1,100	76.70%	95.40%	3.00%	0.1%	0.30%	1.20%	10.50%	0.30%
PLA@George Fisher School #93	2016	Indianapolis	IN	7151 East 35th Street Indianapolis, IN 46226	(317) 226-4293	Indianapolis Public Schools (IPS)	K-6	415	82.40%	73.50%	13.50%	0.00%	7.70%	5.30%	13%	8.40%
James and Rosemary Phalen Middle School	2017	Indianapolis	IN	4352 Mitthoeffler Road Indianapolis, IN 46235	(617) 781-8195	Indiana Charter School Board (ICSB)	7-8	200	93.30%	75.60%	14.30%	0.00%	5.00%	5.10%	20.20%	6.70%
Timothy L. Johnson Academy Elementary School	2017	Fort Wayne	IN	4625 Wiering Dr Fort Wayne, IN 46806	(260) 441-8727	Trine -- EducationOne	K-5	310	99%	54.20%	5.80%	32.70%	1.30%	6.10%	6.70%	31.10%
Michigan Education Choice Center	2017	Detroit	MI	20045 Joanne Street Detroit, MI 48205	(313) 426-1020	Central Michigan University (CMU)	K-8	350	79.20%	95.20%	0.20%	0.60%	0.70%	3.30%	13.10%	0.10%

-SY17-18 state test results are not currently available

Grade	ELA ISTEP Passing Rates			Math ISTEP Passing Rates			Combined ELA/Math ISTEP Passing Rates		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Overall	71.4%	60.0%	58.8%	46.4%	40.0%	52.4%	39.3%	37.1%	40.2%
3	71.4%	73.8%	62.5%	46.4%	40.5%	40.8%	39.3%	40.5%	37.5%
4		39.3%	58.3%		39.3%	52.8%		32.1%	38.9%
5			Suppressed			83.3%			Suppressed

Grade	IREAD	
	2015-16	2016-17
3	96.4%	85.4%

Grade	STAR Reading Growth*			STAR Math Growth*		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K						
1	0.8	0.7	0.8	1.1	1.0	1.0
2	1.0	1.0	0.8	1.3	1.4	1.2
3	1.1	1.1	0.7	1.4	1.3	1.3
4	0.7	1.5	0.8	0.8	1.6	1.8
5		1.5	1.0		2.0	2.1
6			0.5			1.9
AVG	0.9	1.2	0.8	1.2	1.5	1.6

No data available

*Average grade equivalency growth from BOY to EOY

Grade	ELA ISTEP Passing Rates		Math ISTEP Passing Rates		Passing Rates	
	2015-16	2016-17	2015-16	2016-17	2015-16	2016-17
Overall	29.5%	27.3%	5.8%	19.0%	4.6%	12.8%
3	28.6%	31.9%	2.1%	22.2%	0.0%	16.9%
4	31.1%	22.6%	8.9%	16.7%	6.8%	13.5%
5	27.3%	26.0%	0.0%	20.0%	0.0%	8.2%
6	31.0%	32.3%	13.8%	19.4%	13.8%	12.9%

Grade	IREAD	
	2015-16	2016-17
3	69.4%	48.0%

Grade	STAR Reading Growth*			STAR Math Growth*		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
K			0.5			
1	0.4	0.5	0.7	0.8	1.0	0.5
2	0.5	0.8	0.9	0.8	1.8	1.1
3	0.8	0.7	1.2	1.1	1.5	1.5
4	0.3	1.0	0.9	0.6	1.6	1.7
5	1.0	1.4	1.0	0.8	0.9	1.4
6	0.7	1.1	2.0	1.0	1.3	2.0
AVG	0.6	0.9	1.0	0.9	1.4	1.4

No data available

*Average grade equivalency growth from BOY to EOY

Grade	ELA ISTEP Passing Rates		Math ISTEP Passing Rates		Passing Rates	
	2015-16 (Prior to PLA)	2016-17	2015-16 (Prior to PLA)	2016-17	2015-16 (Prior to PLA)	2016-17
Overall	44.7%	51.1%	46.3%	56.1%	30%	38.2%
3	43.6%	54.2%	41.1%	44.1%	27.3%	33.9%
4	37.1%	43.8%	41.9%	51.6%	28.3%	36.5%
5	44.8%	46.7%	63.2%	82.0%	33.9%	45.0%
6	57.1%	61.5%	37.2%	45.3%	31.0%	37.3%

Grade	IREAD	
	2015-16 (Prior to PLA)	2016-17
3	66.0%	86.7%

Grade	STAR Reading Growth*		STAR Math Growth*	
	2016-17	2017-18	2016-17	2017-18
K		0.5		
1	0.3	0.7		0.5
2	0.3	0.9	0.3	1.1
3	0.6	1.2	0.8	1.5
4	0.6	0.9	0.9	1.7
5	1.2	1.0	1.8	1.4
6	0.9	2.0	1.1	2.0
AVG	0.7	1.0	1.0	1.4

No data available

*Average grade equivalency growth from BOY to EOY

Grade	ELA ISTEP Passing Rates		Math ISTEP Passing Rates		Passing Rates	
	2015-16 (Prior to PLA)	2016-17	2015-16 (Prior to PLA)	2016-17	2015-16 (Prior to PLA)	2016-17
Overall	43.9%	42.8%	28.6%	27.0%	24.4%	22.5%
3	40.8%	41.5%	39.8%	26.0%	34.0%	22.3%
4	46.6%	39.3%	36.0%	31.5%	30.7%	22.7%
5	48.1%	41.3%	23.8%	27.5%	19.0%	21.3%
6	55.3%	48.5%	29.9%	26.9%	28.0%	22.7%
7	48.6%	51.5%	23.6%	19.1%	22.9%	19.1%
8	28.9%	37.1%	16.5%	30.0%	11.3%	27.1%
10	31.6%	26.6%	4.2%	0.9%	4.3%	0.9%

Grade	IREAD	
	PLA	2016-17
3	87.3%	91.5%

Grade	STAR Reading Growth*	STAR Math Growth*
	2017-18	2017-18
K		
1	0.9	1.1
2	1.0	1.2
3	1.0	1.4
4	0.5	0.8
5	0.8	0.8
6	0.7	1.0
7	0.4	0.6
8	0.5	1.5
9	0.2	1.0
10	0.6	1.1
11	-0.2	0.5
AVG	0.6	1.0

No data available

*Average grade equivalency growth from BOY to EOY

Grade	Passing Rates		Math ISTEP	
	2017-18	2017-18	2017-18	2017-18
Overall				
7				
8				

Grade	STAR Reading Growth*		STAR Math Growth*	
	2017-18	2017-18	2017-18	2017-18
7	0.7	1.7		
8	0.5	1.3		
AVG	0.6	1.5		

No data available--SY17-18 state test results have not been released

*Average grade equivalency growth from BOY to EOY

Grade	Passing Rates		Math ISTEP	
	2017-18	2017-18	2017-18	2017-18
Overall				
3				
4				
5				

Grade	STAR Reading Growth*		STAR Math Growth*	
	2017-18	2017-18	2017-18	2017-18
K	0.3	0.9		
1	0.6	0.7		
2	0.8	1.2		
3	0.7	0.8		
4	0.6	0.9		
5	0.7	0.9		
AVG	0.6	0.9		

No data available--SY17-18 state test results have not been released

*Average grade equivalency growth from BOY to EOY

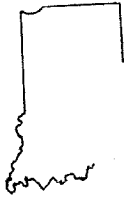
Grade	Passing Rates		Math MSTEP	
	2017-18	2017-18	2017-18	
Overall				
3				
4				
5				
6				
7				
8				

Grade	NWEA Reading Average SGP*		NWEA Math Average SGP*	
	2017-18		2017-18	
K	93%		96%	
1	79%		97%	
2	62%		56%	
3	75%		77%	
4	80%		72%	
5	91%		93%	
6	79%		51%	
7	74%		98%	
8	70%		85%	
AVG	78%		80%	

No data available--SY17-18 state test results have not been released

*Student growth percentile (SGP) describes a student's growth compared to other students with similar prior test scores, i.e. their academic peers.

Number Twenty-Two
Indiana School Financials



B48346

STATE OF INDIANA
AN EQUAL OPPORTUNITY EMPLOYER

STATE BOARD OF ACCOUNTS
302 WEST WASHINGTON STREET
ROOM E418
INDIANAPOLIS, INDIANA 46204-2769

Telephone: (317) 232-2513
Fax: (317) 232-4711
Web Site: www.in.gov/sboa

July 6, 2017

Charter School Board
Timothy L. Johnson Academy, Inc.
4625 Werling Drive
Fort Wayne, IN 46806

We have reviewed the Financial Statements and Independent Auditors' Report prepared by Darnell & Meyering, PC, Independent Public Accountants, for the period July 1, 2015 to June 30, 2016. In our opinion, the audit report was prepared in accordance with the guidelines established by the State Board of Accounts. Per the Independent Public Accountants' opinion, the financial statements included in the report present fairly the financial condition of the Timothy L. Johnson Academy, Inc., as of June 30, 2016, and the results of its operations for the period then ended, on the basis of accounting described in the report.

In addition to the report presented herein, a Supplemental Audit Report for Timothy L. Johnson Academy, Inc. was prepared in accordance with the guidelines established by the State Board of Accounts.

The Financial Statements and Independent Auditors' Report and the Supplemental Audit Report are filed in our office as a matter of public record.

Paul D. Joyce
Paul D. Joyce, CPA
State Examiner

DARNELL & MEYERING, P.C.
Certified Public Accountants

CLINTON MEYERING, C.P.A.
RANDALL H. DARNELL, C.P.A.
DALE A. VESTRAND, C.P.A.

20500 EUREKA ROAD - SUITE 300
TAYLOR, MI 48180
(734) 246-9240
FAX (734) 246-8635

MEMBERS
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS
MICHIGAN ASSOCIATION OF
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report

To the Board of Directors of
Timothy L. Johnson Academy, Inc.

We have audited the accompanying financial statements of Timothy L. Johnson Academy, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2016, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Timothy L. Johnson Academy, Inc. as of June 30, 2016, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

DARNELL & MEYERING, P.C.

Darnell & Meyering, P.C.

Taylor, Michigan
May 26, 2017

TIMOTHY L. JOHNSON ACADEMY, INC
STATEMENT OF FINANCIAL POSITION

ASSETS

	<u>June 30, 2016</u>
Current Assets	
Cash	\$ 150,178
Accounts receivable	100,695
Deposits	<u>5,790</u>
Total current assets	<u>256,663</u>
Property and Equipment	
Structures and improvements	234,263
Vehicles and equipment	321,721
Less accumulated depreciation	<u>(236,913)</u>
Property and equipment, net	<u>319,071</u>
Other Assets	
Cash restricted, escrow account	<u>50,000</u>
Total other assets	<u>50,000</u>
Total assets	<u><u>\$ 625,734</u></u>

LIABILITIES AND NET ASSETS

Current Liabilities	
Accounts payable	\$ 89,811
Accrued expenses	60,802
Current portion of long-term debt	<u>4,302</u>
Total current liabilities	154,915
Long-term Liabilities	
Long-term debt, net of current portion	<u>3,412</u>
Total liabilities	<u>158,327</u>
Net Assets	
Unrestricted	417,407
Temporarily restricted	<u>50,000</u>
Total net assets	<u>467,407</u>
Total liabilities and net assets	<u><u>\$ 625,734</u></u>

The accompanying notes are an integral part of the financial statements.

TIMOTHY L. JOHNSON ACADEMY, INC.
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2016

CHANGES IN NET ASSETS	<u>Unrestricted</u>	<u>Temporarily Restricted</u>	<u>Total</u>
Revenues, gain and other support			
State tuition support	\$ 2,169,304	\$ -	\$ 2,169,304
State grants and other support	27,666	-	27,666
Federal grant revenue	477,456	-	477,456
Other	61,074	-	61,074
	<u>2,735,500</u>	<u>-</u>	<u>2,735,500</u>
Expenses			
Program services:			
Educational instruction	828,686	-	828,686
Educational support	318,121	-	318,121
Food service	226,737	-	226,737
Community services	69,266	-	69,266
Supporting services:			
Support services	615,891	-	615,891
Operations and maintenance	369,773	-	369,773
Transportation	191,953	-	191,953
Lease	1,200	-	1,200
Depreciation	41,329	-	41,329
Interest	1,354	-	1,354
	<u>2,664,310</u>	<u>-</u>	<u>2,664,310</u>
Change in Net Assets	<u>71,190</u>	<u>-</u>	<u>71,190</u>
Net Assets - Beginning of Year	<u>346,217</u>	<u>50,000</u>	<u>396,217</u>
Net Assets - End of Year	<u>\$ 417,407</u>	<u>\$ 50,000</u>	<u>\$ 467,407</u>

The accompanying notes are an integral part of the financial statements.

TIMOTHY L. JOHNSON ACADEMY, INC.
STATEMENT OF CASH FLOWS

	<u>June 30, 2016</u>
Cash Flows from Operating Activities	
Change in net assets	\$ 71,190
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	41,329
(Increase) decrease in operating assets	
Accounts receivable	3,344
Deposits	(338)
Increase (decrease) in operating liabilities	
Accounts payable	57,072
Accrued expenses	<u>(26,431)</u>
Net cash provided by operating activities	<u>146,166</u>
Cash Flows from Investing Activities	
Purchase of property and equipment	<u>(32,788)</u>
Net cash used by investing activities	<u>(32,788)</u>
Cash Flows from Financing Activities	
Proceeds from equipment loan	9,600
Payments on vehicle and equipment loans	<u>(17,067)</u>
Net cash used by investing activities	<u>(7,467)</u>
Net Increase in Cash	105,911
Cash, Beginning of Year	<u>44,267</u>
Cash, End of Year	<u><u>\$ 150,178</u></u>
Supplemental disclosure of cash flow information	
Cash paid during the year for interest	\$ 1,354

The accompanying notes are an integral part of the financial statements.

TIMOTHY L. JOHNSON ACADEMY, INC.
Notes to Financial Statements
June 30, 2016

Note 1. Description of Organization

Organization

Timothy L. Johnson Academy, Inc. (the "Academy") is a public benefit not-for-profit organization incorporated under the laws of the State of Indiana. The Academy operates a public charter Academy established under Indiana Code 20-24 and is sponsored by Trine University. The Academy has entered into a service agreement with The Leona Group, LLC, a limited liability company organized in the State of Michigan, to provide educational programming, personnel functions, building operations, and business administration services.

Note 2. Summary of Significant Accounting Policies

Basis of Accounting

The financial statements of the Academy have been prepared on the accrual basis in accordance with generally accepted accounting principles (GAAP) as applied to nonprofit organizations.

Accounting Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Revenue Recognition

Revenues primarily come from resources provided under the Indiana Charter Academy's Act. Under the Act, the Academy receives an amount per student in relation to the funding received by public Academy's in the same geographic area. Funding from the State of Indiana is based on enrollment, and is paid in equal monthly installments in July through June throughout the Academy year. Revenue is recognized in the year in which the educational services are rendered.

A portion of the Academy's revenue is the product of cost reimbursement grants. Accordingly, the Academy recognizes revenue under these grants in the amount of costs and expenses at the time they are incurred.

TIMOTHY L. JOHNSON ACADEMY, INC.
Notes to Financial Statements
June 30, 2016
(continued)

Cash and Cash Equivalents

For purposes of the statements of cash flows, the Academy considers its cash and cash equivalents to include cash on deposit, cash on hand, money market funds, and all highly liquid investments if purchased with a maturity of three months or less when acquired.

Grants Receivable

Grants receivable relate primarily to activities funded under federal grants and legislation enacted by the State of Indiana. The Academy believes that it is operating in compliance with regulatory requirements and as such no allowance for doubtful accounts is deemed necessary.

Income Taxes

Timothy L. Johnson Academy, Inc. has received a determination from the U.S. Treasury Department stating that it qualifies under the provisions of Section 501(c)(3) of the Internal Revenue Code as a tax-exempt organization; however, the Academy would be subject to tax on income unrelated to its tax-exempt purpose. For the year ended June 30, 2016, no accounting for federal and state income taxes was required to be included in the accompanying financial statements.

Professional standards require the Academy to recognize a tax liability only if it is more likely than not the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax liability that is greater than 50% likely of being realized on examination. For tax positions not meeting the more-likely-than-not test, no tax liability is recorded. The Academy has examined this issue and has determined that there are no material contingent tax liabilities or questionable tax positions. The tax years ending 2015, 2014 and 2013 are open to audit for both federal and state purposes.

Property and Equipment

Purchases of property and equipment that materially increase value, or extend useful lives are capitalized at cost. Routine maintenance and repairs and minor replacement costs are expensed as incurred.

TIMOTHY L. JOHNSON ACADEMY, INC.
Notes to Financial Statements
June 30, 2016
(continued)

Minimum cost thresholds for the Academy's asset classes are as follows:

		<u>Group Purchase</u>
Leasehold Improvements	\$25,000	
Site Improvements	25,000	
Computers	5,000	\$12,500
Equipment & Furniture	5,000	12,500
School Buses	5,000	
Educational Media & Textbooks	5,000	

Depreciation on all assets is provided using the straight-line method over the following useful lives:

Leasehold Improvements	3-15 years
Site Improvements	15 years
Computers	3 years
Equipment & Furniture	3-6 years
School Buses	8 years
Educational Media & Textbooks	5 years

Depreciation expense was \$41,329 for the year ended June 30, 2016.

Basis of Presentation

The financial statement presentation follows the Not-for-Profit Entities topics of the Financial Accounting Standards Codification. The Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted net assets, and permanently restricted net assets. For the year ended June 30, 2016, all net assets were unrestricted, except for \$50,000, which is temporarily restricted under the charter granted by Trine University. Additional information regarding this restriction is contained in Note 7.

Subsequent Events

The Academy evaluated subsequent events through May 26, 2017, the date these financial statements were available to be issued. Events occurring through that date have been evaluated to determine whether a change in the financial statements or related disclosures would be required. The Academy has no subsequent events that were determined to be reportable.

TIMOTHY L. JOHNSON ACADEMY, INC.
Notes to Financial Statements
June 30, 2016
(continued)

Note 3. Accounts Receivable

Accounts receivable as of June 30, 2016 represent amounts due in the form of grants receivable for state education support from the Department of Education and other receivables as follows:

Title I	\$	69,424
Special Ed. Part B		4,907
Child Nutrition		21,736
Other Receivables		4,628
		\$ 100,695
		\$ 100,695

:

Note 4. Long-term Debt

Long term debt at June 30, 2016 was comprised of:

Mercedes-Benz Fin. Services	\$	1,127
All Lines Leasing		6,587
		7,714
Less: Current Maturities		4,302
		\$ 3,412

In August 2011, the Academy executed a loan agreement with Mercedes-Benz Financial Services USA, LLC to purchase a bus in the amount of \$56,995. The note is payable in monthly installments of \$1,134, including interest at 7.2% per annum. The final payment of this loan agreement is due on August 10, 2016.

In July 2015, the Academy executed a lease agreement with All Lines Leasing to purchase equipment in the amount of \$9,600. The note is payable in monthly installments of \$296, including interest at 7.2% per annum. The final payment of this loan agreement is due on June 29, 2018.

TIMOTHY L. JOHNSON ACADEMY, INC.
Notes to Financial Statements
June 30, 2016
(continued)

Future maturities of long-term debt are as follows:

2017	\$ 4,302
2018	<u>3,412</u>
	<u>\$ 7,714</u>

Note 5. Leases

On July 28, 2015 the Academy's Board of Directors entered into a lease agreement with Community Action of Northeast Indiana, Inc. to provide a portion of the Academy's building for the purpose of providing Head Start services. The term of the lease began on August 1, 2015 and ended on July 31, 2016. Revenue under the lease was \$29,678 for the year ended June 30, 2016. The lease has been extended to June 30, 2017.

Note 6. Management Services Agreement

The Academy has executed a management agreement with The Leona Group, LLC ("Leona"), whereby Leona provides management, administrative, and educational programming services. This agreement remains in effect so long as the Academy maintains its charter, but may be terminated by either party with appropriate advance notice. Under terms of the agreement, the Academy has agreed to pay an amount equal to 10% of revenues, as defined, for such services. Aggregate payments to Leona under this agreement were \$217,588 for the year ended June 30, 2016.

Note 7. Oversight Sponsoring Organization

The Academy operates under a charter granted by Trine University. As the sponsoring organization, Trine University exercises certain oversight responsibilities. Under this charter, the Academy has agreed to pay to Trine University an annual administrative fee equal to 3% of state tuition support. Payments under this charter agreement were \$42,989 for the year ended June 30, 2016. The Academy has also agreed to under this charter, and established an escrow account of no less than \$50,000 to pay for legal, wind down of operations and audit expenses that would be associated with a dissolution should it occur.

TIMOTHY L. JOHNSON ACADEMY, INC.
Notes to Financial Statements
June 30, 2016
(continued)

Note 8. Retirement Plan

The Academy participates in a Section 401(k) retirement plan sponsored by The Leona Group, LLC for the benefit of its employees. Under the plan, the Academy will match 100% of employee contributions not to exceed 6% of compensation for the plan year. Additional contributions may be made to the plan at the discretion of the board of directors. No discretionary contributions were made in 2016. Retirement plan expense for the year ended June 30, 2016 was \$7,059.

Note 9. Risks and Uncertainties

The Academy provides educational instruction services to families residing in Allen and surrounding counties in Indiana, and is subject to the risks of economic and competitive forces at work within this geographic area.

The majority of revenues relate to legislation enacted by the State of Indiana and grants awarded under federal programs. Changes in state or federal legislation could significantly affect the Academy. Additionally, the Academy is subject to monitoring and audit by state and federal agencies. Those examinations may result in additional liability to be imposed on the Academy.

Financial instruments that potentially subject the Academy to concentrations of credit risk consist principally of receivables from the State of Indiana. At June 30, 2016, substantially all of the accounts receivable balance was due from the State of Indiana. In addition, deposits maintained at Citizens Bank frequently exceed the \$250,000 FDIC insurance limit.

Note 10. Related Parties

A board member, ~~Robert Grady~~, of the Academy is the father of the Academy's school leader, Dawn Starks. The board member abstains from voting on any items pertaining to the school leader's salary, employment & evaluation.

A board member, Joe Jordan, of the Academy is the CEO of the Boys and Girls Club of Fort Wayne, Inc. The board member abstains from voting on any items pertaining to the Academy's contract for services with the Boys and Girls Club of Fort Wayne, Inc. On July 22, 2015 the Academy's Board of Directors entered into a contract with the Boys and Girls Club of Fort Wayne, Inc. to operate a Boys and Girls Club site in the Academy's building. The Academy has agreed to pay the Boys and Girls Club of Fort Wayne for expenses, not to exceed \$72,760, associated with providing afterschool services for students of the Academy. The Academy incurred expenses of \$60,633 for the Boys and Girls Club of Fort Wayne.

TIMOTHY L. JOHNSON ACADEMY, INC.
Notes to Financial Statements
June 30, 2016

Note 11. Functional Expense Reporting

The costs of providing the educational activities have been summarized on a functional basis in the statement of activities. Accordingly, certain expenses have been allocated among the programs and services benefited. Following is a summary of expenses comprising each program and service for the year ended June 30, 2016.

	Program Services					Total
	Educational Instruction	Education Support	Food Service Support	Community Services	Supporting Services	
Salaries and employee benefits	\$ 771,040	\$ 203,859	\$ 164,036	\$ 62,606	\$ 583,295	\$ 1,784,836
Professional services	-	109,747	-	-	37,816	147,563
Staff development and recruitment	-	-	-	-	4,247	4,247
Academic services	-	-	-	-	222,512	222,512
Authorizer oversight fee	-	-	-	-	42,989	42,989
Food costs	-	-	61,554	-	-	61,554
Transportation service	-	-	-	-	43,389	43,389
Equipment expense and rental	4,748	-	-	5,557	10,422	20,727
Operation and maintenance	-	-	-	-	169,155	169,155
Classroom, kitchen, and office supplies	52,898	2,478	1,147	1,103	23,458	81,084
Occupancy	-	-	-	-	18,906	18,906
Insurance	-	-	-	-	21,226	21,226
Depreciation	-	-	-	-	41,329	41,329
Interest	-	-	-	-	1,158	1,158
Other	-	2,037	-	-	1,598	3,635
Total expenses	\$ 828,686	\$ 318,121	\$ 226,737	\$ 69,266	\$ 1,221,500	\$ 2,664,310

TIMOTHY L. JOHNSON ACADEMY, INC.

Other Report

Year Ended June 30, 2016

The reports presented herein were prepared in addition to another report for the School as listed below:

Supplemental Audit Report of Timothy L. Johnson Academy, Inc.

TIMOTHY L. JOHNSON ACADEMY, INC.

FINANCIAL STATEMENTS
FOR THE FISCAL YEAR ENDED
JUNE 30, 2017

TIMOTHY L. JOHNSON ACADEMY, INC.

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DARNELL & MEYERING, P.C.
Certified Public Accountants

CLINTON MEYERING, C.P.A.
RANDALL H. DARNELL, C.P.A.
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MEMBERS
AMERICAN INSTITUTE OF
CERTIFIED PUBLIC ACCOUNTANTS
MICHIGAN ASSOCIATION OF
CERTIFIED PUBLIC ACCOUNTANTS

Independent Auditor's Report

To the Board of Directors of
Timothy L. Johnson Academy, Inc.

We have audited the accompanying financial statements of Timothy L. Johnson Academy, Inc. (a nonprofit organization), which comprise the statement of financial position as of June 30, 2017, and the related statements of activities and cash flows for the year then ended, and the related notes to the financial statements.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express an opinion on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinion.

Opinion

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Timothy L. Johnson Academy, Inc. as of June 30, 2017, and the changes in its net assets and its cash flows for the year then ended in accordance with accounting principles generally accepted in the United States of America.

DARNELL & MEYERING, P.C.

Darnell & Meyering, P.C.

Taylor, Michigan
December 27, 2017

TIMOTHY L. JOHNSON ACADEMY, INC
STATEMENT OF FINANCIAL POSITION

ASSETS

	June 30, 2017
Current Assets	
Cash	\$ 205,377
Accounts receivable	3,446
Grants receivable	79,088
Prepaid expenses	1,856
Deposits	5,452
Total current assets	295,219
Property and Equipment	
Structures and improvements	234,263
Vehicles and equipment	321,721
Less accumulated depreciation	(276,257)
Property and equipment, net	279,727
Other Assets	
Cash restricted, escrow account	50,000
Total other assets	50,000
Total assets	\$ 624,946

LIABILITIES AND NET ASSETS

Current Liabilities	
Accounts payable	\$ 49,509
Accrued expenses	14,800
Other current liabilities	3,495
Deferred revenue	4,401
Current portion of long-term debt	5,325
Total current liabilities	77,530
Long-term Liabilities	
Long-term debt, net of current portion	2,995
Total liabilities	80,525
Net Assets	
Unrestricted	494,421
Temporarily restricted	50,000
Total net assets	544,421
Total liabilities and net assets	\$ 624,946

The accompanying notes are an integral part of the financial statements.

TIMOTHY L. JOHNSON ACADEMY, INC.
STATEMENT OF ACTIVITIES
For the Year Ended June 30, 2017

CHANGES IN NET ASSETS	Unrestricted	Temporarily Restricted	Total
Revenues, gain and other support			
State tuition support	\$ 2,423,279	\$ -	\$ 2,423,279
State grants and other support	34,063	-	34,063
Federal grant revenue	429,720	-	429,720
Other	74,752	-	74,752
	<u>2,961,814</u>	<u>-</u>	<u>2,961,814</u>
Expenses			
Program services:			
Educational instruction	914,446	-	914,446
Educational support	270,927	-	270,927
Food service	235,348	-	235,348
Community services	78,662	-	78,662
Supporting services:			
Support services	683,954	-	683,954
Operations and maintenance	400,124	-	400,124
Transportation	261,423	-	261,423
Depreciation	39,343	-	39,343
Interest	573	-	573
	<u>2,884,800</u>	<u>-</u>	<u>2,884,800</u>
Change in Net Assets	<u>77,014</u>	<u>-</u>	<u>77,014</u>
Net Assets - Beginning of Year	<u>417,407</u>	<u>50,000</u>	<u>467,407</u>
Net Assets - End of Year	<u>\$ 494,421</u>	<u>\$ 50,000</u>	<u>\$ 544,421</u>

The accompanying notes are an integral part of the financial statements.

TIMOTHY L. JOHNSON ACADEMY, INC.
STATEMENT OF CASH FLOWS

	<u>June 30, 2017</u>
Cash Flows from Operating Activities	
Change in net assets	\$ 77,014
Adjustments to reconcile change in net assets to net cash provided by operating activities:	
Depreciation	39,343
(Increase) decrease in operating assets	
Accounts & grants receivable	18,161
Prepaid expenses	(1,856)
Deposits	338
Increase (decrease) in operating liabilities	
Accounts payable	(40,302)
Accrued expenses	(46,001)
Other liabilities	3,495
Deferred revenue	4,401
	<u>54,593</u>
Net cash provided by operating activities	
Cash Flows from Financing Activities	
Proceeds from equipment loan	6,300
Payments on vehicle and equipment loans	(5,694)
	<u>606</u>
Net cash used by investing activities	
Net Increase in Cash	55,199
Cash, Beginning of Year	<u>150,178</u>
Cash, End of Year	<u><u>\$ 205,377</u></u>
Supplemental disclosure of cash flow information	
Cash paid during the year for interest	\$ 573

The accompanying notes are an integral part of the financial statements.

TIMOTHY L. JOHNSON ACADEMY, INC.
Notes to Financial Statements
June 30, 2017

Note 1. Description of Organization

Organization

Timothy L. Johnson Academy, Inc. (the "Academy") is a public benefit not-for-profit organization incorporated under the laws of the State of Indiana. The Academy operates a public charter Academy established under Indiana Code 20-24 and is sponsored by Trine University. The Academy has entered into a service agreement with The Leona Group, LLC, a limited liability company organized in the State of Michigan, to provide educational programming, personnel functions, building operations, and business administration services.

Note 2. Summary of Significant Accounting Policies

Basis of Accounting

The financial statements of the Academy have been prepared on the accrual basis in accordance with generally accepted accounting principles (GAAP) as applied to nonprofit organizations.

Accounting Estimates

The preparation of financial statements in conformity with generally accepted accounting principles requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenues and expenses during the reporting period. Actual results could differ from those estimates.

Revenue Recognition

Revenues primarily come from resources provided under the Indiana Charter Academy's Act. Under the Act, the Academy receives an amount per student in relation to the funding received by public Academy's in the same geographic area. Funding from the State of Indiana is based on enrollment, and is paid in equal monthly installments in July through June throughout the Academy year. Revenue is recognized in the year in which the educational services are rendered.

A portion of the Academy's revenue is the product of cost reimbursement grants. Accordingly, the Academy recognizes revenue under these grants in the amount of costs and expenses at the time they are incurred.

TIMOTHY L. JOHNSON ACADEMY, INC.
Notes to Financial Statements
June 30, 2017
(continued)

Cash and Cash Equivalents

For purposes of the statements of cash flows, the Academy considers its cash and cash equivalents to include cash on deposit, cash on hand, money market funds, and all highly liquid investments if purchased with a maturity of three months or less when acquired.

Grants Receivable

Grants receivable relate primarily to activities funded under federal grants and legislation enacted by the State of Indiana. The Academy believes that it is operating in compliance with regulatory requirements and as such no allowance for doubtful accounts is deemed necessary.

Income Taxes

Timothy L. Johnson Academy, Inc. has received a determination from the U.S. Treasury Department stating that it qualifies under the provisions of Section 501(c)(3) of the Internal Revenue Code as a tax-exempt organization; however, the Academy would be subject to tax on income unrelated to its tax-exempt purpose. For the year ended June 30, 2017, no accounting for federal and state income taxes was required to be included in the accompanying financial statements.

Professional standards require the Academy to recognize a tax liability only if it is more likely than not the tax position would be sustained in a tax examination, with a tax examination being presumed to occur. The amount recognized is the largest amount of tax liability that is greater than 50% likely of being realized on examination. For tax positions not meeting the more-likely-than-not test, no tax liability is recorded. The Academy has examined this issue and has determined that there are no material contingent tax liabilities or questionable tax positions. The tax years ending 2016, 2015 and 2014 are open to audit for both federal and state purposes.

Property and Equipment

Purchases of property and equipment that materially increase value, or extend useful lives are capitalized at cost. Routine maintenance and repairs and minor replacement costs are expensed as incurred.

TIMOTHY L. JOHNSON ACADEMY, INC.
Notes to Financial Statements
June 30, 2017
(continued)

Minimum cost thresholds for the Academy's asset classes are as follows:

		<u>Group Purchase</u>
Leasehold Improvements	\$25,000	
Site Improvements	25,000	
Computers	5,000	\$12,500
Equipment & Furniture	5,000	12,500
School Buses	5,000	
Educational Media & Textbooks	5,000	

Depreciation on all assets is provided using the straight-line method over the following useful lives:

Leasehold Improvements	3-15 years
Site Improvements	15 years
Computers	3 years
Equipment & Furniture	3-6 years
School Buses	8 years
Educational Media & Textbooks	5 years

Depreciation expense was \$39,343 for the year ended June 30, 2017.

Basis of Presentation

The financial statement presentation follows the Not-for-Profit Entities topics of the Financial Accounting Standards Codification. The Academy is required to report information regarding its financial position and activities according to three classes of net assets: unrestricted, temporarily restricted net assets, and permanently restricted net assets. For the year ended June 30, 2017, all net assets were unrestricted, except for \$50,000, which is temporarily restricted under the charter granted by Trine University. Additional information regarding this restriction is contained in Note 7.

Subsequent Events

The Academy evaluated subsequent events through December 27, 2017, the date these financial statements were available to be issued. Events occurring through that date have been evaluated to determine whether a change in the financial statements or related disclosures would be required. The Academy has one subsequent event that were determined to be reportable and is described in Note 11.

TIMOTHY L. JOHNSON ACADEMY, INC.
Notes to Financial Statements
June 30, 2017
(continued)

Note 3. Accounts Receivable

Accounts receivable as of June 30, 2017 represent amounts due in the form of grants receivable for state education support from the Department of Education and other receivables as follows:

Title I	\$ 29,394
Special Ed. Part B	22,571
Child Nutrition	27,123
Other Receivables	3,446
	<u>\$ 82,534</u>

:

Note 4. Long-term Debt

Long term debt at June 30, 2017 was comprised of:

All Lines Leasing	\$ 3,412
ABM Equipment	4,908
	<u>8,320</u>
Less: Current Maturities	5,325
	<u>\$ 2,995</u>

In July 2015, the Academy executed a lease agreement with All Lines Leasing to purchase equipment in the amount of \$9,600. The note is payable in monthly installments of \$296, including interest at 7.2% per annum. The final payment of this loan agreement is due on June 29, 2018.

In September 2016, the Academy executed a lease agreement with ABM Equipment to purchase two pieces of maintenance equipment in the amount of \$6,300. The note is payable in monthly installments of \$171, including interest at 3.452% per annum. The final payment of this loan agreement is due on December 21, 2019.

TIMOTHY L. JOHNSON ACADEMY, INC.
Notes to Financial Statements
June 30, 2017
(continued)

Future maturities of long-term debt are as follows:

2018		\$ 5,325
2019		1,980
2020		1,015
		\$ 8,320

Note 5. Leases

On July 28, 2015 the Academy’s Board of Directors entered into a lease agreement with Community Action of Northeast Indiana, Inc. to provide a portion of the Academy’s building for the purpose of providing Head Start services. The term of the lease began on August 1, 2015 and was extended to June 30, 2017. Revenue under the lease was \$38,792 for the year ended June 30, 2017. The lease has been extended to June 30, 2018.

Note 6. Management Services Agreement

The Academy has executed a management agreement with The Leona Group, LLC (“Leona”), whereby Leona provides management, administrative, and educational programming services. This agreement remains in effect so long as the Academy maintains its charter, but may be terminated by either party with appropriate advance notice. Under terms of the agreement, the Academy has agreed to pay an amount equal to 10% of revenues, as defined, for such services. Aggregate payments to Leona under this agreement were \$242,720 for the year ended June 30, 2017. The Academy and The Leona Group, LLC agreed to terminate this agreement as of June 30, 2017.

Note 7. Oversight Sponsoring Organization

The Academy operates under a charter granted by Trine University. As the sponsoring organization, Trine University exercises certain oversight responsibilities. Under this charter, the Academy has agreed to pay to Trine University an annual administrative fee equal to 3% of state tuition support. Payments under this charter agreement were \$46,937 for the year ended June 30, 2017. The Academy has also agreed to under this charter, and established an escrow account of no less than \$50,000 to pay for legal, wind down of operations and audit expenses that would be associated with a dissolution should it occur.

TIMOTHY L. JOHNSON ACADEMY, INC.
Notes to Financial Statements
June 30, 2017
(continued)

Note 8. Retirement Plan

The Academy participates in a Section 401(k) retirement plan sponsored by The Leona Group, LLC for the benefit of its employees. Under the plan, the Academy will match 100% of employee contributions not to exceed 6% of compensation for the plan year. Additional contributions may be made to the plan at the discretion of the board of directors. No discretionary contributions were made in 2017. Retirement plan expense for the year ended June 30, 2017 was \$12,489.

Note 9. Risks and Uncertainties

The Academy provides educational instruction services to families residing in Allen and surrounding counties in Indiana, and is subject to the risks of economic and competitive forces at work within this geographic area.

The majority of revenues relate to legislation enacted by the State of Indiana and grants awarded under federal programs. Changes in state or federal legislation could significantly affect the Academy. Additionally, the Academy is subject to monitoring and audit by state and federal agencies. Those examinations may result in additional liability to be imposed on the Academy.

Financial instruments that potentially subject the Academy to concentrations of credit risk consist principally of receivables from the State of Indiana. At June 30, 2017, substantially all of the accounts receivable balance was due from the State of Indiana. In addition, deposits maintained at Citizens Bank frequently exceed the \$250,000 FDIC insurance limit.

Note 10. Related Parties

A board member, ~~Debra~~, of the Academy is the CEO of the Boys and Girls Club of Fort Wayne, Inc. The board member abstains from voting on any items pertaining to the Academy's contract for services with the Boys and Girls Club of Fort Wayne, Inc. On July 22, 2015 the Academy's Board of Directors entered into a contract with the Boys and Girls Club of Fort Wayne, Inc. to operate a Boys and Girls Club site in the Academy's building. The Academy has agreed to pay the Boys and Girls Club of Fort Wayne for expenses, not to exceed \$72,760, associated with providing afterschool services for students of the Academy. The Academy incurred expenses of \$72,760 for the Boys and Girls Club of Fort Wayne.

TIMOTHY L. JOHNSON ACADEMY, INC.
Notes to Financial Statements
June 30, 2017
(continued)

Note 11. Subsequent Event

As of July 1, 2017, the Academy has entered into a service agreement with Phalen Leadership Academy, Inc., a corporation organized in the State of Indiana, to provide educational programming, personnel functions, building operations, and business administration services. The service agreement is for five years and will expire on June 30, 2022.

TIMOTHY L. JOHNSON ACADEMY, INC.
Notes to Financial Statements
June 30, 2017
(continued)

Note 12. Functional Expense Reporting

The costs of providing the educational activities have been summarized on a functional basis in the statement of activities. Accordingly, certain expenses have been allocated among the programs and services benefited. Following is a summary of expenses comprising each program and service for the year ended June 30, 2017.

	Program Services					Total
	Educational Instruction	Education Support	Food Services	Community Services	Supporting Services	
Salaries and employee benefits	\$ 858,061	\$ 211,851	\$ 173,608	\$ 74,821	\$ 668,200	\$ 1,986,541
Professional services	-	55,611	-	-	39,989	95,600
Staff development and recruitment	-	-	-	-	931	931
Academic services	-	-	-	-	276,727	276,727
Authorizer oversight fee	-	-	-	-	46,937	46,937
Food costs	-	-	58,841	-	-	58,841
Transportation service	-	-	-	-	66,501	66,501
Equipment expense and rental	-	41	-	2,521	12,344	14,906
Operation and maintenance	-	-	-	-	175,670	175,670
Classroom, kitchen, and office supplies	56,385	2,246	2,899	1,320	10,411	73,261
Occupancy	-	-	-	-	18,488	18,488
Insurance	-	-	-	-	26,779	26,779
Depreciation	-	-	-	-	39,343	39,343
Interest	-	-	-	-	573	573
Other	-	1,178	-	-	2,524	3,702
Total expenses	\$ 914,446	\$ 270,927	\$ 235,348	\$ 78,662	\$ 1,385,417	\$ 2,884,800

Financial Update

Income statement pg. 4

Balance sheet pg. 6

Cash flow statement pg. 8

AP detail pg. 9

Check register pg. 12

Summary Income Statement

	<u>Dec 17</u>	<u>Budget</u>	<u>Jul - Dec 17</u>	<u>YTD Budget</u>	<u>Annual Budget</u>
Ordinary Income/Expense					
Income					
1510 · Interest Income	3.61	67.33	13.68	404.02	808.00
1741 · Student and Adult Fees	0.00		50.00		
1920 · Contributions & Donations	193.45		1,693.45		
1999 · Other Income	7,647.33	4,819.50	24,313.98	28,917.00	57,834.00
3111 · Basic Grant	194,104.00	205,989.00	1,251,671.00	1,235,930.00	2,471,864.00
3118 · Charter School grant	0.00		81,250.00		
3198 · Formative Assessment Grant	0.00		0.00		
3199 · Remediation	0.00	369.42	0.00	2,216.48	4,433.00
3217 · Technology Grants	1,620.00	120.75	1,620.00	724.50	1,449.00
3293 Performance based grants	0.00		9,359.42		
3910 · Textbook Reimbursement	0.00	2,142.50	0.00	12,855.00	25,710.00
4291 · School Lunch Reimbursement	45,477.87	15,000.00	95,008.71	90,000.00	180,000.00
4292 · School Breakfast Reimbursement	0.00	9,000.00	27,909.86	54,000.00	108,000.00
4514 · Title I	65,963.30	16,348.00	113,645.80	98,088.00	196,176.00
4599 · SIG 2017	0.00	4,884.25	0.00	29,305.50	58,611.00
4990 · Title II	0.00	449.83	6,377.19	2,699.02	5,398.00
Total Income	<u>315,009.56</u>	<u>259,190.58</u>	<u>1,612,913.09</u>	<u>1,555,139.52</u>	<u>3,110,283.00</u>
Gross Profit	315,009.56	259,190.58	1,612,913.09	1,555,139.52	3,110,283.00
Expense					
11050 · Full Day Kindergarten	17,047.97	11,307.68	76,594.07	68,023.92	135,870.00
11100 · Elementary	110,742.37	69,991.49	478,217.75	419,949.06	839,898.00
11200 · General Instructional	0.00	7,876.83	184.24	47,261.02	94,522.00
12610 · Learning Disability	0.00	6,715.09	0.00	40,290.46	80,581.00
21220 · Counseling Services	0.00	4,958.50	0.00	29,751.00	59,502.00
22130 · Instruction & Curriculum Dev	6,780.04	8,491.33	32,339.00	50,948.02	101,896.00
22360 · Network Support	3,619.86	5,424.99	19,732.38	32,550.06	65,100.00
23150 · 319 Legal Services	0.00		30,546.43		
23210 · Office of the Superintendent	28,559.98	20,598.83	144,587.46	123,593.02	247,186.00
23220 Community Relations	6,100.33	7,638.00	36,479.98	45,832.00	91,660.00
24100 · Office of the Principal	19,052.92	6,234.09	121,687.18	37,404.46	74,809.00
24900 Support Services - Admin	18,412.61	24,506.34	117,664.99	147,037.96	294,076.00
25110 Office of the Business Ma	0.00		0.00		
25150 · Payroll Services	0.00		0.00		
25160 · Financial Accounting	0.00	0.00	0.00	0.00	0.00
25195 · 25195 Bank Service Charges	0.00		56.00		
25720 · Recruitment and Placement	0.00		0.00		
26200 · Maintenance of Building	22,524.12	13,849.98	157,478.22	83,100.12	166,200.00
26300 · Maintenance of Grounds	0.00	416.66	4,139.00	2,500.04	5,000.00
26400 · Maintenance of Equipment	1,722.19	3,809.50	10,160.80	22,857.00	45,714.00
26600 · Security Services	0.00		728.41		
26700 · Insurance	0.00	2,416.68	29,373.00	14,500.04	29,000.00
27700 · Transportation	22,497.58	21,529.26	106,887.95	129,175.44	258,351.00
31200 Food Prep and Dispensing	0.00	4,028.58	0.00	24,171.52	48,343.00
31400 · Food Services	20,386.51	14,841.66	116,648.12	89,050.04	178,100.00
45500 · Rent of Building & Equipment	416.00		2,932.80		
46000 · Moveable Equipment	114.02	708.33	1,356.98	4,250.02	8,500.00
Total Expense	<u>277,976.50</u>	<u>235,343.80</u>	<u>1,487,794.76</u>	<u>1,412,245.20</u>	<u>2,824,308.00</u>
Net Ordinary Income	37,033.06	23,846.78	125,118.33	142,894.32	285,975.00

Summary Income Statement

	<u>Dec 17</u>	<u>Budget</u>	<u>Jul - Dec 17</u>	<u>YTD Budget</u>	<u>Annual Budget</u>
Other Income/Expense					
Other Expense					
Depreciation Expense	4,242.83	2,717.83	61,605.39	16,307.02	32,614.00
52200.832 Loan Interest	11.85	40.92	163.74	245.48	491.00
Temporary Distribution	0.00		0.00		
Total Other Expense	<u>4,254.68</u>	<u>2,758.75</u>	<u>61,769.13</u>	<u>16,552.50</u>	<u>33,105.00</u>
Net Other Income	<u>-4,254.68</u>	<u>-2,758.75</u>	<u>-61,769.13</u>	<u>-16,552.50</u>	<u>-33,105.00</u>
Net Income	<u>32,776.38</u>	<u>21,088.03</u>	<u>63,349.20</u>	<u>126,341.82</u>	<u>252,870.00</u>

Balance Sheet

Dec 31, 17

ASSETS

Current Assets

Checking/Savings

2 · PNC - 8905

0100 · 0100 General Fund

51,192.62

Total 2 · PNC - 8905

51,192.62

4 · PNC Checking 3447

0100 General fund

286,811.03

3028 Formative Assessment Grant

4,544.08

3720 State Connectivity

787.50

3951 Charter Innovation

75,750.00

4130 Title I

-65,963.30

Total 4 · PNC Checking 3447

301,929.31

5 · Petty Cash

0100 General fund

200.00

Total 5 · Petty Cash

200.00

Total Checking/Savings

353,321.93

Accounts Receivable

Accounts Receivable

111,441.17

Total Accounts Receivable

111,441.17

Other Current Assets

Prepaid Expenses

928.10

Security Deposits

5,452.00

Total Other Current Assets

6,380.10

Total Current Assets

471,143.20

Fixed Assets

11100 · Elementary.

11100.735 Textbooks

23,528.60

Total 11100 · Elementary.

23,528.60

45100 · Building Acq, Construct, Improv

45100.735 Bldg Acq/Cons/Improv

234,263.00

Total 45100 · Building Acq, Construct, Improv

234,263.00

46000 · Moveable Equipment

46000.735 Furniture & Equip

16,385.70

Computers

321,721.00

Furniture and Equipment

Total 46000.735 Furniture & Equip

338,106.70

Total 46000 · Moveable Equipment

338,106.70

Accumulated Depreciation

Buildings

-9,003.78

Furniture & Equipment

-288,534.25

Textbooks

-980.36

Total Accumulated Depreciation

-298,518.39

Total Fixed Assets

297,379.91

Balance Sheet

	Dec 31, 17
TOTAL ASSETS	<u>768,523.11</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
Accounts Payable	32,936.38
Total Accounts Payable	<u>32,936.38</u>
Other Current Liabilities	
Due to/from GVPLA	-15,374.29
Accrued Expenses	14,671.54
Total Other Current Liabilities	<u>-702.75</u>
Total Current Liabilities	32,233.63
Long Term Liabilities	
Lease	
5110 - Lease Principal	4,908.00
51600.831- Building principal	-948.09
Total Lease	<u>3,959.91</u>
Loan	
5110 Loan Principal	3,412.00
51600.831 - Principal payment	-1,391.92
Total Loan	<u>2,020.08</u>
Total Long Term Liabilities	<u>5,979.99</u>
Total Liabilities	38,213.62
Equity	
Temporarily Restricted Funds	
Charter School Growth Fund	75,750.00
Formative Assessment	4,544.08
Total Temporarily Restricted Funds	<u>80,294.08</u>
3200 - Retained Earnings	586,666.21
Net Income	63,349.20
Total Equity	<u>730,309.49</u>
TOTAL LIABILITIES & EQUITY	<u>768,523.11</u>

Cash Flow Statement

	<u>Dec 17</u>
OPERATING ACTIVITIES	
Net Income	32,778.38
Adjustments to reconcile Net Income to net cash provided by operations:	
Accounts Receivable	-106,863.98
Prepaid Expenses	154.65
Accounts Payable	-1,840.76
Accrued Expenses	15,000.00
Net cash provided by Operating Activities	<u>-60,771.71</u>
INVESTING ACTIVITIES	
Accumulated Depreciation:Buildings	500.21
Accumulated Depreciation:Furniture & Equipment	3,252.44
Accumulated Depreciation:Textbooks	490.18
Net cash provided by Investing Activities	<u>4,242.83</u>
FINANCING ACTIVITIES	
Lease:51600.831- Building principal	-159.15
Temporarily Restricted Funds:Charter School Growth Fund	75,750.00
Net cash provided by Financing Activities	<u>75,590.85</u>
Net cash increase for period	19,061.97
Cash at beginning of period	334,259.96
Cash at end of period	<u><u>353,321.93</u></u>

Accounts Payable - December, 2017

ABM Office Solutions Inc.

Type	Date	Num	Open Balance
Bill	11/30/2017	210480	171.00
Bill	12/01/2017	210480-A	39.41
Bill	12/05/2017	212917	117.44
Bill	12/08/2017	213218	18.87
Bill	12/11/2017	213371	51.35
Bill	12/31/2017	208722	9.59
Bill	12/31/2017	212191	25.65
			<u>433.31</u>

Total ABM Office Solutions Inc.

Bev Wyss

Bill	12/12/2017	Reimbursement	12.92
Bill	12/15/2017	Reimbursement	6.51
Bill	12/15/2017	Reimbursement	12.40
Bill	12/19/2017	Reimbursement	83.21
			<u>115.04</u>

Total Bev Wyss

Blue Beacon International, Inc.

Bill	12/31/2017	2486519	32.00
			<u>32.00</u>

Total Blue Beacon International, Inc.

Boys & Girls Club of Fort Wayne, Inc.

Bill	12/31/2017	2286	6,063.33
			<u>6,063.33</u>

Total Boys & Girls Club of Fort Wayne, Inc.

Cassie Eckert

Bill	12/15/2017	Media Center Service	1,200.00
			<u>1,200.00</u>

Total Cassie Eckert

Clear Choice Glass Inc

Bill	12/01/2017	2095	1,668.60
			<u>1,668.60</u>

Total Clear Choice Glass Inc

Comcast - Phone

Bill	12/28/2017	1/8-2/07/18	258.36
			<u>258.36</u>

Total Comcast - Phone

Cottage Flowers Inc.

Bill	12/31/2017	253237/1	58.95
			<u>58.95</u>

Total Cottage Flowers Inc.

Deanfoods-Schenkels Dairy

Bill	12/04/2017	2023166	298.06
Bill	12/06/2017	77302004	253.68
Bill	12/08/2017	77302038	348.46
Bill	12/12/2017	77302069	300.68
Bill	12/14/2017	77302098	261.42
Bill	12/18/2017	2033192	316.50
Bill	12/20/2017	77302164	33.02
			<u>1,811.80</u>

Total Deanfoods-Schenkels Dairy

Education One, LLC

Bill	11/30/2017	To Be Received	4,288.27
Bill	12/15/2017	1217TLJA	3,841.38
			<u>8,129.65</u>

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Accounts Payable - December, 2017

	<u>Type</u>	<u>Date</u>	<u>Num</u>	<u>Open Balance</u>
Total Education One, LLC				8,129.65
ENA Services LLC				
	Bill	12/31/2017	141981	166.50
Total ENA Services LLC				166.50
Flexpac				
	Bill	12/15/2017	W018506	320.44
	Bill	12/18/2017	W018529	223.25
	Bill	12/06/2017	W018325	551.47
	Bill	12/07/2017	W018326	126.01
	Bill	12/12/2017	W018417	285.07
	Bill	12/15/2017	W018417A	52.75
	Bill	12/18/2017	W018530	86.40
Total Flexpac				1,645.39
Fort Wayne Ballet				
	Bill	10/16/2017	TLJ - 12/8 Nutcracke	165.00
Total Fort Wayne Ballet				165.00
Foster Grandparent Program				
	Bill	12/01/2017	Timothy L Johnson	37.00
Total Foster Grandparent Program				37.00
Gordon Food Service				
	Bill	12/18/2017	182643062	2,428.62
Total Gordon Food Service				2,428.62
IGC Data Management				
	Bill	12/27/2017	2052	1,080.00
Total IGC Data Management				1,080.00
Indiana Michigan Power				
	Bill	12/27/2017	12.27.17 Bill Date	4,937.94
Total Indiana Michigan Power				4,937.94
Indiana Michigan Power - Bus				
	Bill	12/18/2017	Acct #049-599-737-38	290.36
Total Indiana Michigan Power - Bus				290.36
JX Peterbilt - Fort Wayne				
	Bill	12/12/2017	Repair 10627	691.25
Total JX Peterbilt - Fort Wayne				691.25
Kay Clabaugh				
	Bill	12/19/2017	Stipend	190.00
	Bill	12/19/2017	Stipend	10.00
Total Kay Clabaugh				200.00
Kerlin Bus Sales & Leasing				
	Bill	10/11/2017	725468	1.91
Total Kerlin Bus Sales & Leasing				1.91
Konica Minolta Premier Finance				
	Bill	12/31/2017	67912909	416.00
Total Konica Minolta Premier Finance				416.00
Lifetouch NSS				

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Accounts Payable - December, 2017

	<u>Type</u>	<u>Date</u>	<u>Num</u>	<u>Open Balance</u>
Total Lifetouch NSS	Bill	12/15/2017	Event 5452518	283.50
Menards				<u>283.50</u>
Total Menards	Bill	12/19/2017	320835317061142	241.51
Phalen Leadership Academy				<u>241.51</u>
Total Phalen Leadership Academy	Credit	08/31/2017	1028	-2,939.24
Republic Services				<u>-2,939.24</u>
Total Republic Services	Bill	12/19/2017	0091002675668	400.70
School Nurse Supply, Inc.				<u>400.70</u>
	Bill	12/06/2017	0662263-IN	73.25
	Bill	12/13/2017	0663665-IN	258.95
Total School Nurse Supply, Inc.				<u>332.20</u>
School Outfitters				
Total School Outfitters	Bill	12/19/2017	INV12464120	612.49
Seely Office Solutions				<u>612.49</u>
Total Seely Office Solutions	Credit	12/15/2017	1618CM	-56.41
Sherqunna Wells				<u>-56.41</u>
Total Sherqunna Wells	Bill	12/19/2017	Slipend	80.00
Shiffler				<u>80.00</u>
Total Shiffler	Bill	12/13/2017	1725804800	35.20
SuperFleet				<u>35.20</u>
Total SuperFleet	Bill	12/13/2017	11/17-12/18/17	393.23
Wayne-Vaughn Equipment Co., Inc.				<u>393.23</u>
	Bill	12/01/2017	88208	1,492.43
	Bill	12/04/2017	88194	229.76
Total Wayne-Vaughn Equipment Co., Inc.				<u>1,722.19</u>
				<u><u>32,936.38</u></u>

Check Register - December, 2017

Type	Num	Date	Name	Account	Paid Amount
Check	1006	12/01/2017	Scholastic Book Fairs	11100.311 Field Trips & Events	-1,302.97
Check	1007	12/18/2017	Gifts N Things Inc	24100.611 Operational Supplies	-1,103.63
Bill Pmt -Check	1350	12/12/2017	Mobile Ed Productions, Inc	11100.311 Field Trips & Events	-525.00
Bill Pmt -Check	1351	12/18/2017	ABM Office Solutions Inc.	24100.611 Operational Supplies	-191.25
Bill Pmt -Check	1352	12/18/2017	Advance Acceptance/All-Lines Leasing	52200.832 Loan Interest	-13.82
Bill Pmt -Check	1352	12/18/2017	Advance Acceptance/All-Lines Leasing	51600.831 - Principal payment	-281.73
Bill Pmt -Check	1353	12/18/2017	Allstar Communications	24100.531 Telephone	-115.00
Bill Pmt -Check	1354	12/18/2017	Amazon	24100.611 Operational Supplies	-36.17
Bill Pmt -Check	1355	12/18/2017	ARAB Termite & Pest Control Inc	26200.430 Repairs & Mtnc Serv	-30.00
Bill Pmt -Check	1356	12/18/2017	Bev Wyss	24100.611 Operational Supplies	-272.74
Bill Pmt -Check	1357	12/18/2017	Blue Beacon International, Inc.	27700.430 Repair & Maintenance	-76.00
Bill Pmt -Check	1358	12/18/2017	Boys & Girls Club of Fort Wayne, Inc.	23220.319 Other Prof/Tech Serv	-6,063.33
Bill Pmt -Check	1359	12/18/2017	C.L. Schust Co. Inc	26200.430 Repairs & Mtnc Serv	-810.16
Bill Pmt -Check	1360	12/18/2017	City Utilities	26200.411 Water and Sewage	-1,231.90
Bill Pmt -Check	1361	12/18/2017	Classic Cafe Inc	31400.614 Food Purchases	-15,371.00
Bill Pmt -Check	1362	12/18/2017	Clear Choice Glass Inc	27700.430 Repair & Maintenance	-904.16
Bill Pmt -Check	1363	12/18/2017	Comcast - Phone	22360.744 Internet Service	-253.64
Bill Pmt -Check	1364	12/18/2017	Cottage Flowers Inc.	24100.611 Operational Supplies	-98.90
Bill Pmt -Check	1365	12/18/2017	Deanfoods-Schenkels Dairy	31400.614 Food Purchases	-2,997.52
Bill Pmt -Check	1366	12/18/2017	Decker Equipment	24100.532 Postage	-12.95
Bill Pmt -Check	1367	12/18/2017	ENA Services LLC	22360.744 Internet Service	-166.50
Bill Pmt -Check	1368	12/18/2017	Flexpac	26200.611 Operational Supplies	-368.00
Bill Pmt -Check	1369	12/18/2017	Gordon Food Service	31400.614 Food Purchases	-1,146.09
Bill Pmt -Check	1370	12/18/2017	IGC Data Management	22360.319 Other Prof/Tech Serv	-1,080.00
Bill Pmt -Check	1371	12/18/2017	Kay Clabaugh	11100.611 Operational Supplies	-137.60
Bill Pmt -Check	1372	12/18/2017	Konica Minolta Premier Finance	45500.440 Rentals	-416.00
Bill Pmt -Check	1373	12/18/2017	McMahon's Best-One	27700.430 Repair & Maintenance	-536.60
Bill Pmt -Check	1374	12/18/2017	Menards	26200.611 Operational Supplies	-49.04
Bill Pmt -Check	1375	12/18/2017	Phalen Leadership Academy	25110.319 Professional services	-24,718.60
Bill Pmt -Check	1376	12/18/2017	Scholastic	11100.630 Textbooks	-1,103.70
Bill Pmt -Check	1377	12/18/2017	Seely Office Solutions	24100.611 Operational Supplies	-936.00
Bill Pmt -Check	1378	12/18/2017	Sherqunna Wells	11100.319 Other Prof/Tech Serv	-120.00
Bill Pmt -Check	1379	12/18/2017	Steve Ridenour	27700.430 Repair & Maintenance	-18.58
Bill Pmt -Check	1380	12/18/2017	SuperFleet	27700.613 Equipment & Gas	-2,410.98
Bill Pmt -Check	1381	12/18/2017	United Art & Education	11100.611 Operational Supplies	-264.02
Bill Pmt -Check	1382	12/18/2017	Yvette Nichols	24100.611 Operational Supplies	-39.90
Bill Pmt -Check	1383	12/20/2017	Nipsco	26200.622 Gas Utilities	-1,349.44
			Total		-66,552.92

Financial Update

Income statement pg. 4

Balance sheet pg. 6

Cash flow statement pg. 8

AP detail pg. 9

Check register pg. 12

Summarized Income Statement - January, 2018

	<u>Jan 18</u>	<u>Budget</u>	<u>Jul '17 - Jan 18</u>	<u>YTD Budget</u>	<u>Annual Budget</u>
Ordinary Income/Expense					
Income					
1510 · Interest Income	4.63	67.33	18.31	471.35	808.00
1741 · Student and Adult Fees	0.00		50.00		
1920 · Contributions & Donations	0.00		1,693.45		
1999 · Other Income	3,333.33	4,819.50	27,647.31	33,736.50	57,834.00
3111 · Basic Grant	208,611.83	205,989.00	1,460,282.83	1,441,919.00	2,471,864.00
3118 · Charter School grant	63,952.81		145,202.81		
3198 · Formative Assessment Grant	0.00		0.00		
3199 · Remediation	0.00	369.42	0.00	2,585.90	4,433.00
3217 · Technology Grants	0.00	120.75	1,620.00	845.25	1,449.00
3293 Performance based grants	0.00		9,359.42		
3910 · Textbook Reimbursement	0.00	2,142.50	0.00	14,997.50	25,710.00
4291 · School Lunch Reimbursement	14,282.65	15,000.00	93,530.67	105,000.00	180,000.00
4292 · School Breakfast Reimbursement	6,834.30	9,000.00	50,504.85	63,000.00	108,000.00
4514 · Title I	73,189.54	16,348.00	120,872.04	114,436.00	196,176.00
4599 · SIG 2017	0.00	4,884.25	0.00	34,189.75	58,611.00
4990 · Title II	0.00	449.83	6,377.19	3,148.85	5,398.00
Total Income	<u>370,209.09</u>	<u>259,190.58</u>	<u>1,917,158.88</u>	<u>1,814,330.10</u>	<u>3,110,283.00</u>
Gross Profit	370,209.09	259,190.58	1,917,158.88	1,814,330.10	3,110,283.00
Expense					
11050 · Full Day Kindergarten	19,882.61	11,307.68	96,476.68	79,331.60	135,870.00
11100 · Elementary	81,504.58	69,991.49	559,722.33	489,940.55	839,898.00
11200 · General Instructional	0.00	7,876.83	184.24	55,137.85	94,522.00
12610 · Learning Disability	0.00	6,715.09	0.00	47,005.55	80,581.00
21220 · Counseling Services	0.00	4,958.50	0.00	34,709.50	59,502.00
22130 · Instruction & Curriculum Dev	5,400.38	8,491.33	37,739.38	59,439.35	101,896.00
22360 · Network Support	1,595.05	5,424.99	21,327.43	37,975.05	65,100.00
23150 .319 Legal Services	0.00		30,546.43		
23210 · Office of the Superintendent	32,699.28	20,598.83	177,286.74	144,191.85	247,186.00
23220 Community Relations	6,087.33	7,638.00	42,567.31	53,470.00	91,660.00
24100 · Office of the Principal	15,936.74	6,234.09	137,623.92	43,638.55	74,809.00
24900 Support Services - Admin	16,191.41	24,506.34	133,856.40	171,544.30	294,076.00
25110 Office of the Business Ma	0.00		0.00		
25150 · Payroll Services	0.00		0.00		
25160 · Financial Accounting	2,200.00	0.00	2,200.00	0.00	0.00
25195 · 25195 Bank Service Charges	0.00		56.00		
25720 · Recruitment and Placement	0.00		0.00		
26200 · Maintenance of Building	23,593.82	13,849.98	181,072.04	96,950.10	166,200.00
26300 · Maintenance of Grounds	1,952.50	416.66	6,091.50	2,916.70	5,000.00
26400 · Maintenance of Equipment	5,457.13	3,809.50	15,617.93	26,666.50	45,714.00
26600 · Security Services	90.00		818.41		
26700 · Insurance	0.00	2,416.66	29,373.00	16,916.70	29,000.00
27700 · Transportation	39,890.33	21,529.26	146,778.28	150,704.70	258,351.00
31200 Food Prep and Dispensing	0.00	4,028.58	0.00	28,200.10	48,343.00
31400 · Food Services	15,791.46	14,841.66	132,439.58	103,891.70	178,100.00
45500 · Rent of Building & Equipment	436.80		3,369.60		
46000 · Moveable Equipment.	39.41	708.33	1,396.39	4,958.35	8,500.00
Total Expense	<u>268,748.83</u>	<u>235,343.80</u>	<u>1,756,543.59</u>	<u>1,647,589.00</u>	<u>2,824,308.00</u>
Net Ordinary Income	101,460.26	23,846.78	160,615.29	166,741.10	285,975.00
Other Income/Expense					

Summarized Income Statement - January, 2018

	<u>Jan 18</u>	<u>Budget</u>	<u>Jul '17 - Jan 18</u>	<u>YTD Budget</u>	<u>Annual Budget</u>
Other Expense					
Depreciation Expense	4,425.58	2,717.83	66,030.97	19,024.85	32,614.00
52200.832 Loan Interest	11.39	40.92	175.13	286.40	491.00
Temporary Distribution	0.00		0.00		
Total Other Expense	<u>4,436.97</u>	<u>2,758.75</u>	<u>66,206.10</u>	<u>19,311.25</u>	<u>33,105.00</u>
Net Other Income	<u>-4,436.97</u>	<u>-2,758.75</u>	<u>-66,206.10</u>	<u>-19,311.25</u>	<u>-33,105.00</u>
	<u>97,023.29</u>	<u>21,088.03</u>	<u>94,409.19</u>	<u>147,429.85</u>	<u>252,870.00</u>

Balance Sheet

Jan 31, 18

ASSETS

Current Assets

Checking/Savings

2 · PNC - 8905

0100 · 0100 General Fund 51,152.25

Total 2 · PNC - 8905 51,152.25

4 · PNC Checking 3447

0100 General fund 309,284.58

0800 Lunch fund 36,118.17

3028 Formative Assessment Grant 4,544.08

3720 State Connectivity 787.50

3951 Charter Innovation 11,797.19

4140 · Title I 17-18 -73,189.54

Total 4 · PNC Checking 3447 289,341.98

5 · Petty Cash

0100 General fund 200.00

Total 5 · Petty Cash 200.00

Total Checking/Savings 340,694.23

Accounts Receivable

Accounts Receivable 97,639.82

Total Accounts Receivable 97,639.82

Other Current Assets

Prepaid Expenses 773.45

Security Deposits 5,452.00

Total Other Current Assets 6,225.45

Total Current Assets 444,559.50

Fixed Assets

11100 · Elementary.

11100.735 Textbooks 23,528.60

Total 11100 · Elementary. 23,528.60

45100 · Building Acq, Construct, Improv

45100.735 Bldg Acq/Cons/Impro 234,263.00

Total 45100 · Building Acq, Construct, Improv 234,263.00

46000 · Moveable Equipment

46000.735 Furniture & Equip

Computers 19,675.20

Furniture and Equipment 321,721.00

Total 46000.735 Furniture & Equip 341,396.20

Total 46000 · Moveable Equipment 341,396.20

Accumulated Depreciation

Buildings -9,503.99

Furniture & Equipment -291,969.44

Textbooks -1,470.54

Total Accumulated Depreciation -302,943.97

Total Fixed Assets 296,243.83

TOTAL ASSETS 740,803.33

LIABILITIES & EQUITY

Liabilities

Current Liabilities

Accounts Payable

Accounts Payable 53,269.03

Balance Sheet

	<u>Jan 31, 18</u>
Total Accounts Payable	53,269.03
Other Current Liabilities	
Due to/from GVPLA	-15,374.29
Accrued Expenses	-328.46
Total Other Current Liabilities	<u>-15,702.75</u>
Total Current Liabilities	37,566.28
Long Term Liabilities	
Lease	
5110 · Lease Principal	4,908.00
51600.831- Building principal	-1,107.70
Total Lease	<u>3,800.30</u>
Loan	
5110 Loan Principal	3,412.00
51600.831 - Principal payment	-1,391.92
Total Loan	<u>2,020.08</u>
Total Long Term Liabilities	<u>5,820.38</u>
Total Liabilities	43,386.66
Equity	
Temporarily Restricted Funds	
Charter School Growth Fund	11,797.19
Formative Assessment	4,544.08
Total Temporarily Restricted Funds	<u>16,341.27</u>
3200 · Retained Earnings	586,666.21
Net Income	94,409.19
Total Equity	<u>697,416.67</u>
TOTAL LIABILITIES & EQUITY	<u><u>740,803.33</u></u>

Statement of Cash Flows - Month Ended January, 2018

	<u>Jan 18</u>
OPERATING ACTIVITIES	
Net Income	97,023.29
Adjustments to reconcile Net Income to net cash provided by operations:	
Accounts Receivable	-52,161.95
Prepaid Expenses	154.65
Accounts Payable	20,332.65
Accrued Expenses	-15,000.00
Net cash provided by Operating Activities	<u>50,348.64</u>
INVESTING ACTIVITIES	
46000 · Moveable Equipment:46000.735 Furniture & Equip:Computers	-3,289.50
Accumulated Depreciation:Buildings	500.21
Accumulated Depreciation:Furniture & Equipment	3,435.19
Accumulated Depreciation:Textbooks	490.18
Net cash provided by Investing Activities	<u>1,136.08</u>
FINANCING ACTIVITIES	
Lease:51600.831- Building principal	-159.61
Temporarily Restricted Funds:Charter School Growth Fund	-83,952.81
Net cash provided by Financing Activities	<u>-84,112.42</u>
Net cash increase for period	<u>-12,627.70</u>
Cash at beginning of period	<u>353,321.93</u>
Cash at end of period	<u><u>340,694.23</u></u>

Accounts Payable - January 31, 2018

	<u>Type</u>	<u>Date</u>	<u>Num</u>	<u>Open Balance</u>
Amsterdam Printing & Litho				
	Bill	01/26/2018	5895360	<u>100.93</u>
Total Amsterdam Printing & Litho				100.93
ARAB Termite & Pest Control Inc				
	Bill	01/24/2018	119600	<u>30.00</u>
Total ARAB Termite & Pest Control Inc				30.00
Boys & Girls Club of Fort Wayne, Inc.				
	Bill	01/31/2018	2300	<u>6,063.33</u>
Total Boys & Girls Club of Fort Wayne, Inc.				6,063.33
Brad Yoder				
	Bill	01/29/2018	Jan Stipend	<u>750.00</u>
Total Brad Yoder				750.00
City Utilities				
	Bill	01/25/2018	Inv#13615109	852.96
	Bill	01/30/2018	Inv#13627083	<u>106.36</u>
Total City Utilities				959.32
Classic Cafe Inc				
	Bill	01/31/2018	01-18-0011	<u>13,749.04</u>
Total Classic Cafe Inc				13,749.04
Comcast - Phone				
	Bill	01/25/2018	2/8-3/07/18	<u>258.55</u>
Total Comcast - Phone				258.55
Deanfoods-Schenkels Dairy				
	Bill	01/05/2018	77302294	301.97
	Bill	01/09/2018	77302293	415.26
	Bill	01/11/2018	77302325	329.97
	Bill	01/17/2018	77302439	191.12
	Bill	01/19/2018	77302438	301.14
	Bill	01/23/2018	77302473	238.67
	Bill	01/25/2018	77302515	348.00
	Bill	01/29/2018	2060684	285.69
	Bill	01/31/2018	77302588	<u>334.46</u>
Total Deanfoods-Schenkels Dairy				2,746.28
Education One, LLC				
	Bill	11/30/2017	1117TLJA	<u>3,841.38</u>
Total Education One, LLC				3,841.38
ENA Services LLC				
	Bill	01/31/2018	143635	<u>166.50</u>
Total ENA Services LLC				166.50
Flexpac				
	Bill	01/24/2018	W019262	78.45
	Bill	01/17/2018	W019016	140.01
	Bill	01/19/2018	W018930A	82.05
	Bill	01/24/2018	W019261	174.17
	Bill	01/26/2018	W018930B	<u>53.76</u>
Total Flexpac				528.44
Fort Wayne Ballet				
	Bill	10/16/2017	TLJ - 12/8 Nutcracke	<u>165.00</u>
Total Fort Wayne Ballet				165.00
Gordon Food Service				
	Bill	01/22/2018	183321272	<u>3,017.46</u>
Total Gordon Food Service				3,017.46

Accounts Payable - January 31, 2018

	<u>Type</u>	<u>Date</u>	<u>Num</u>	<u>Open Balance</u>
IGC Data Management				
	Bill	01/18/2018	2063	<u>1,170.00</u>
Total IGC Data Management				1,170.00
Indiana Michigan Power				
	Bill	01/25/2018	1.25.18 Bill Date	<u>4,419.22</u>
Total Indiana Michigan Power				4,419.22
Indiana Michigan Power - Bus				
	Bill	01/25/2018	Acct #049-599-737-38	<u>499.73</u>
Total Indiana Michigan Power - Bus				499.73
Indiana Stamp				
	Bill	01/24/2018	767778IS	<u>33.20</u>
Total Indiana Stamp				33.20
Jerry Dager				
	Bill	01/01/2018	12.25.17	262.50
	Bill	01/08/2018	1.8.18	592.50
	Bill	01/15/2018	1.15.18	590.00
	Bill	01/18/2018	1.18.18	<u>507.50</u>
Total Jerry Dager				1,952.50
JX Peterbilt - Fort Wayne				
	Bill	01/19/2018	2810938S	354.33
	Bill	01/25/2018	2810968S	294.39
	Bill	01/31/2018	2811001S	<u>234.99</u>
Total JX Peterbilt - Fort Wayne				883.71
Kerlin Bus Sales & Leasing				
	Bill	10/11/2017	725468	1.91
	Bill	01/24/2018	728520	<u>36.77</u>
Total Kerlin Bus Sales & Leasing				38.68
Konica Minolta Business Solutions				
	Bill	01/25/2018	9003736756	28.69
	Bill	01/31/2018	9004185819	857.22
	Bill	01/31/2018	9004276509	<u>586.40</u>
Total Konica Minolta Business Solutions				1,472.31
Konica Minolta Premier Finance				
	Bill	01/31/2018	68022616	<u>436.80</u>
Total Konica Minolta Premier Finance				436.80
Menards				
	Bill	01/19/2018	320801918037897	<u>79.76</u>
Total Menards				79.76
Nipsco				
	Bill	01/19/2018	442223Dec2017	<u>3,046.78</u>
Total Nipsco				3,046.78
Outcome, LLC				
	Bill	01/25/2018	15071	<u>58.00</u>
Total Outcome, LLC				58.00
Parker Services, Inc				
	Bill	01/31/2018	343387	<u>200.00</u>
Total Parker Services, Inc				200.00
Plante & Moran, PLLC				
	Bill	01/24/2018	1505555	<u>2,200.00</u>
Total Plante & Moran, PLLC				2,200.00
Progressive Therapy Service				
	Bill	01/25/2018	11/1-11/30/17	<u>2,717.00</u>

Accounts Payable - January 31, 2018

	<u>Type</u>	<u>Date</u>	<u>Num</u>	<u>Open Balance</u>
Total Progressive Therapy Service				2,717.00
Republic Services				
	Bill	01/19/2018	0091002694893	361.89
Total Republic Services				361.89
Seely Office Solutions				
	Bill	01/19/2018	41804	696.61
Total Seely Office Solutions				696.61
Steve Ridenour				
	Bill	01/23/2018	Reimbursement	22.01
Total Steve Ridenour				22.01
SuperFleet				
	Bill	01/19/2018	12/17-1/16/18	431.07
Total SuperFleet				431.07
United Art & Education				
	Bill	01/19/2018	5974082	124.27
	Bill	01/23/2018	5976828	49.26
Total United Art & Education				173.53
				<u>53,269.03</u>

Check Register - January, 2018

Type	Num	Date	Name	Account	Paid Amount
Bill Pmt -Check	ETF	01/18/2018	Marathon	27700.613 Equipment & Gas	-3,181.74
Bill Pmt -Check	1384	01/03/2018	ABM Office Solutions Inc.	52200.832 Loan Interest	-18.91
Bill Pmt -Check	1384	01/03/2018	ABM Office Solutions Inc.	51600.831- Building principal	-247.53
Bill Pmt -Check	1384	01/03/2018	ABM Office Solutions Inc.	46000 746 Other Tech Hardware	-61.41
Bill Pmt -Check	1384	01/03/2018	ABM Office Solutions Inc.	24100.611 Operational Supplies	-70.22
Bill Pmt -Check	1385	01/03/2018	Bev Wyss	24100.611 Operational Supplies	-115.04
Bill Pmt -Check	1386	01/03/2018	Cassie Eckert	24100.319 Other Prof/Tech Serv	-1,200.00
Bill Pmt -Check	1387	01/03/2018	Clear Choice Glass Inc	27700.430 Repair & Maintenance	-1,668.60
Bill Pmt -Check	1388	01/03/2018	Deanfoods-Schenkels Dairy	31400.614 Food Purchases	-1,811.80
Bill Pmt -Check	1389	01/03/2018	Education One, LLC	25110.319 Professional services	-8,129.65
Bill Pmt -Check	1390	01/03/2018	ENA Services LLC	22360.744 Internet Service	-166.50
Bill Pmt -Check	1391	01/03/2018	Flexpac	26200.611 Operational Supplies	-1,335.74
Bill Pmt -Check	1392	01/03/2018	Foster Grandparent Program	23220.319 Other Prof/Tech Serv	-37.00
Bill Pmt -Check	1393	01/03/2018	Gordon Food Service	31400.614 Food Purchases	-2,428.62
Bill Pmt -Check	1394	01/03/2018	IGC Data Management	22360.319 Other Prof/Tech Serv	-1,080.00
Bill Pmt -Check	1395	01/03/2018	Indiana Michigan Power	26200.621 Electricity	-4,937.94
Bill Pmt -Check	1396	01/03/2018	JX Peterbilt - Fort Wayne	27700.430 Repair & Maintenance	-691.25
Bill Pmt -Check	1397	01/03/2018	Kay Clabaugh	11100.611 Operational Supplies	-200.00
Bill Pmt -Check	1398	01/03/2018	Lifetouch NSS	24100.319 Other Prof/Tech Serv	-283.50
Bill Pmt -Check	1399	01/03/2018	School Nurse Supply, Inc.	24100.611 Operational Supplies	-73.25
Bill Pmt -Check	1400	01/03/2018	School Outfitters	11100.611 Operational Supplies	-612.49
Bill Pmt -Check	1401	01/03/2018	Sherqunna Wells	11100.319 Other Prof/Tech Serv	-80.00
Bill Pmt -Check	1402	01/03/2018	Wayne-Vaughn Equipment Co., Inc.	26400.430 Maintenance	-1,722.19
Bill Pmt -Check	1403	01/03/2018	Phalen Leadership Academy	25110.319 Professional services	-21,779.36
Bill Pmt -Check	1404	01/01/2018	Fort Wayne Childrens Zoo	11100.311 Field Trips & Events	-180.00
Bill Pmt -Check	1405	01/23/2018	ABM Office Solutions Inc.	24100.611 Operational Supplies	-35.24
Bill Pmt -Check	1405	01/23/2018	ABM Office Solutions Inc.	52200.832 Loan Interest	-11.39
Bill Pmt -Check	1405	01/23/2018	ABM Office Solutions Inc.	51600.831- Building principal	-159.61
Bill Pmt -Check	1405	01/23/2018	ABM Office Solutions Inc.	46000 746 Other Tech Hardware	-39.41
Bill Pmt -Check	1406	01/23/2018	Amazon	24100.611 Operational Supplies	-84.18
Bill Pmt -Check	1407	01/23/2018	Apple Inc	Computers	-3,289.50
Bill Pmt -Check	1408	01/23/2018	Bev Wyss	24100.611 Operational Supplies	-27.14
Bill Pmt -Check	1409	01/23/2018	Bi-Okoto Drum & Dance Theatre	11100.311 Field Trips & Events	-500.00
Bill Pmt -Check	1410	01/23/2018	Blue Beacon International, Inc.	27700.430 Repair & Maintenance	-32.00
Bill Pmt -Check	1411	01/23/2018	Boys & Girls Club of Fort Wayne, Inc.	23220.319 Other Prof/Tech Serv	-6,063.33
Bill Pmt -Check	1412	01/23/2018	Certified Burglar & Fire Alarm	26600.533 Monitoring	-90.00
Bill Pmt -Check	1413	01/23/2018	City Utilities	26200.411 Water and Sewage	-1,198.11
Bill Pmt -Check	1414	01/23/2018	Comcast - Phone	22360.744 Internet Service	-258.36
Bill Pmt -Check	1415	01/23/2018	Cottage Flowers Inc.	24100.611 Operational Supplies	-58.95
Bill Pmt -Check	1416	01/23/2018	Education One, LLC	25110.319 Professional services	-4,139.30
Bill Pmt -Check	1417	01/23/2018	Flexpac	26200.611 Operational Supplies	-2,078.29
Bill Pmt -Check	1418	01/23/2018	Foster Grandparent Program	23220.319 Other Prof/Tech Serv	-24.00
Bill Pmt -Check	1419	01/23/2018	Indiana Michigan Power - Bus	26200.621 Electricity	-290.36
Bill Pmt -Check	1420	01/23/2018	JX Peterbilt - Fort Wayne	27700.430 Repair & Maintenance	-44.56
Bill Pmt -Check	1421	01/23/2018	Konica Minolta Business Solutions	24100.319 Other Prof/Tech Serv	-3,984.82
Bill Pmt -Check	1422	01/23/2018	Konica Minolta Premier Finance	45500.440 Rentals	-416.00
Bill Pmt -Check	1423	01/23/2018	McMahon's Best-One	27700.430 Repair & Maintenance	-98.45
Bill Pmt -Check	1424	01/23/2018	Menards	26200.611 Operational Supplies	-281.46
Bill Pmt -Check	1425	01/23/2018	Progressive Therapy Service	11050.319 Other Prof/Tech Serv	-2,192.00
Bill Pmt -Check	1426	01/23/2018	Republic Services	26200.412 Refuse Removal	-400.70
Bill Pmt -Check	1427	01/23/2018	School Nurse Supply, Inc.	24100.611 Operational Supplies	-258.95
Bill Pmt -Check	1428	01/23/2018	Service Mechanical, Inc.	26200.430 Repairs & Mtnc Serv	-1,581.43

Check Register - January, 2018

<u>Type</u>	<u>Num</u>	<u>Date</u>	<u>Name</u>	<u>Account</u>	<u>Paid Amount</u>
Bill Pmt -Check	1429	01/23/2018	Shiffler	46000.730 Furniture & Equip	-35.20
Bill Pmt -Check	1430	01/23/2018	SuperFleet	27700.613 Equipment & Gas	-393.23
Bill Pmt -Check	1431	01/23/2018	Trent McClendon	24100.611 Operational Supplies	-43.34
Bill Pmt -Check	1432	01/23/2018	Classic Cafe Inc	31400.614 Food Purchases	-11,236.00
Bill Pmt -Check	1433	01/23/2018	Rae Patel	31400.614 Food Purchases	-42.68
Bill Pmt -Check	1434	01/23/2018	Outcome, LLC	24100.319 Other Prof/Tech Serv	-168.00
Bill Pmt -Check	1435	01/23/2018	MacAllister Machinery Co., Inc.	27700.430 Repair & Maintenance	-10,616.67
Bill Pmt -Check	1436	01/23/2018	MacAllister Machinery Co., Inc.	27700.430 Repair & Maintenance	<u>-14,283.91</u>
					-116,569.31

Number Twenty-Four

Litigation Documents



U.S. Equal Employment Opportunity Commission
Indianapolis District Office

101 West Ohio St
Suite 1900
Indianapolis, IN 46204
(317) 226-7212
TTY (317) 226-5162
FAX (317) 226-7953

EEOC No: 24D-2017-00341
FEPA No: EO-0193-A17

[REDACTED]

Charging Party

TIMOTHY L JOHNSON ACADEMY Respondent

[REDACTED]
4625 Werling Drive
Fort Wayne, IN 46806

DETERMINATION

Under the authority vested in me by the Commission, I issue the following determination as to the merits of the subject charge.

Respondent is an employer within the meaning of the statutes enforced by the Commission. Timeliness, deferral and all other jurisdictional requirements have been met. Substantial weight has been accorded to the findings of the City of Fort Wayne Metro Human Relations Commission.

The record presented by the Agency includes evidence that the matter in controversy has been successfully settled.

This concludes the Commission's processing of the charge subject to the performance by the Respondent of the promises and representations contained in the order or agreement.

The parties are reminded that federal law prohibits retaliation against individuals who have exercised their right to protest acts they believe violate the laws enforced by the Commission. Retaliation against individuals who have participated in the processing of charges or complaints by the Commission is also prohibited. These protections extend to the individuals regardless of the Commission's determination concerning the merits of the charge.

Pursuant to the Commission's regulations, this file will be destroyed one year after the date of this determination.

On Behalf of the Commission:

Michelle Eisele

Sep 27, 2017

Date

Michelle Eisele
Director

**CONFIDENTIAL SETTLEMENT AGREEMENT AND
GENERAL RELEASE**

This Confidential Settlement Agreement and General Release ("Agreement") is entered into on this 22nd day of September, 2017 by and between [REDACTED], and Timothy L. Johnson Academy, Inc. ("TLJA"), as defined and described in detail herein.

The term "Litigation" shall mean and refer to: [REDACTED]. *The Leona Group, LLC and Timothy L. Johnson Academy, Inc.*, United States District Court for the Northern District of Indiana, Fort Wayne Division identified by No. 1:17-cv-00193.

RECITALS, INTENT AND DENIAL OF LIABILITY

This Agreement is made with reference to the following facts:

- a. [REDACTED] initiated the Litigation by the filing of a Complaint on May 1, 2017;
- b. Leona and TLJA filed answers denying the substantive allegations made by [REDACTED] as alleged in her Complaint;
- c. Leona and TLJA deny any and all liability to [REDACTED] in any capacity.
- d. [REDACTED], Leona and TLJA (collectively "the Parties") desire to enter into this Agreement in order to provide for payment in full settlement and discharge of any and all claims which have been, or could have been, asserted by [REDACTED], including, without limitation, all claims which are, or that could have been, asserted in the Litigation, upon the terms and conditions set forth below.

THEREFORE, in consideration of the mutual covenants contained herein and intending to be legally bound hereby, the Parties agree as follows:

1.0 GENERAL RELEASE

1.1 In consideration of the Settlement Payment set forth in Section 2.0 and the promises and covenants set forth herein [REDACTED] on her own behalf and on behalf of her respective assigns, trustees, beneficiaries, heirs, legatees, spouses, family members, successors-in-interest, and representatives, hereby mutually releases, remises, and forever discharges Leona and TLJA as well as their respective past and present agents, employees, representatives, administrators, shareholders, officers, directors, board members, divisions, affiliates, partnerships, attorneys, partners, joint ventures, parent corporations, subsidiary corporations, related or affiliated entities, assigns, heirs, successors-in-interest, attorneys and

insurers, from any and all claims, demands, and causes of action heretofore or hereafter arising out of, connected with, or incidental to the Litigation and/or her alleged employment with Leona and TLJA, except as to the rights and obligations created by this Agreement ("Release").

1.2 [REDACTED] acknowledges and specifically agrees that Leona and TLJA shall be held harmless from, and are hereby released from, any and all liability regarding any potential tax consequences and/or taxing authority consequences sustained by her as a result of the matters raised in the Litigation, or that could have been raised in the Litigation, and/or as a result of this settlement.

1.3 The Release set forth herein includes, without limitation on the generality of the foregoing, any and all claims, counterclaims, demands, causes of action, suits, debts or liabilities of any kind reflected or which could have been asserted by [REDACTED] at the time that this Agreement is executed and fully and finally performed.

1.4 [REDACTED] agrees to discontinue with prejudice the Litigation no later than ten (10) business days after receipt of the Settlement Payment set forth in Section 2.0 below.

2.0 SETTLEMENT PAYMENT

The sum of Fifteen Thousand Dollars (\$15,000.00) shall be paid by Leona and on behalf of TLJA in full settlement of all claims as set forth herein, by check made payable to [REDACTED] and [REDACTED] & Associates, LLC ("Settlement Payment").

3.0 CONFIDENTIALITY

3.1 Except as necessary to enforce the terms of this Agreement, the terms of this Agreement and the Agreement itself, shall never be published or disclosed, orally or in writing, by the Parties to this Agreement, including their counsel of record, unless:

- a. It becomes necessary to enforce the terms of this Agreement.
- b. A court, regulatory or self-regulatory organization, or quasi-judicial body of competent jurisdiction requires and orders the Agreement to be disclosed.
- c. The Parties to this Agreement deem it necessary to advise their counsel, their accountants, taxing authorities, or insurers of the existence of this Agreement. If one of the Parties discloses the existence of this Agreement to his, her or its attorney or accountant, the attorney or accountant to whom the Party disclosed the terms of this Agreement must also agree to keep this Agreement and the terms of this Agreement confidential.

d. The Parties receive a request to disclose the existence of the Agreement to regulatory or self-regulatory organizations.

3.2 The Parties and their counsel are allowed to disclose to those persons who are already aware of this Litigation that the Litigation was resolved in a manner satisfactory to all the Parties, but are prohibited from revealing the particular terms of this Agreement.

4.0 **NO ADMISSION OF WRONGDOING**

4.1 It is understood and agreed that this Agreement is a compromise of disputed claims by and between the Parties hereto. It is further understood and agreed that neither this Agreement nor any of its terms shall be construed as an admission of liability, fault or wrongdoing of any nature whatsoever in that any and all allegations of liability, fault or wrongdoing have been and are expressly denied. The Parties have entered into this Agreement solely to avoid the costs and expenses associated with this Litigation.

4.2 Without limitation, it is expressly agreed that this Agreement is the result of a compromise within the meaning of Fed. R. Evid. Rule 408 and any and all similar state statutes or rules barring the admission into evidence of compromises or settlements. Except with respect to a controversy or dispute arising out of this Agreement (including disputes with any governing authority), this Agreement may not be offered or introduced as evidence, or otherwise, in any proceeding, lawsuit, regulatory action, investigation or any matter whatsoever.

4.3 Should any judicial or quasi-judicial body receive this Agreement into evidence, the Agreement shall remain sealed and used only for purposes of that adversary proceeding.

5.0 **REPRESENTATIONS AND WARRANTIES**

5.1 Each Party to this Agreement or the authorized agent thereof has read this Agreement and understands the terms of this Agreement. Each party to this Agreement has had the opportunity to receive independent legal advice from his, her or its attorneys with respect to the advisability of executing the settlement provided for herein, with respect to the advisability of executing this Agreement and with respect to compromising the claims embodied in this Agreement. Each party or the duly-authorized agent of that party has executed this Agreement knowingly, voluntarily and willingly and with the advice of counsel or the opportunity to seek advice of counsel.

5.2 Each party to this Agreement has made such investigation of the facts pertaining to this settlement and this Agreement and of all the matters pertaining thereto as he, she or it deems necessary.

5.3 No party to this Agreement, nor any partnership, partner, joint venture, officer, director, shareholder, agent, administrator, employee, insurer, lender, representative or attorney of or for any party to this Agreement has made any statement or representation to any other party to this Agreement regarding any facts relied upon in entering into this Agreement except as expressly stated in this Agreement. No party to this Agreement has relied upon a statement, representation, or promise of any other party to this Agreement or of any partnership, partner, joint venture, officer, director, shareholder, agent, administrator, employee, insurer, lender, representative or attorney of or for any other party to this Agreement in executing this Agreement or in making the settlement provided for herein, except as expressly stated in this Agreement.

5.4 In entering into and performing the terms of this Agreement, each party to this Agreement assumes the risk of any misrepresentation, concealment, or mistake. If any party to this Agreement should subsequently discover that any fact relied upon in entering into this Agreement was untrue, that any fact was concealed, or that his, her or its understanding of the facts or law was incorrect, such party shall not be entitled to any relief in connection therewith, including, without limitation on the generality of the foregoing, any alleged right or claim to set aside or rescind this Agreement. In furtherance of such intention, the Release given herein shall be and remain in effect as full and complete release of all such matters notwithstanding the subsequent discovery or existence of any additional or different claims related thereto.

5.5 [REDACTED] warrants and represents that she is the owner of all rights and claims being dismissed, discharged and/or released herein and that no portions of those rights have been transferred to any person or entity. This representation is a material provision of the Agreement.

5.6 Other than as stated herein, each of the Parties to this Agreement represents and agrees that he, she or it has not assigned or transferred to any person or entity, any claim or any portion thereof, or interest thereon, and agrees to indemnify and hold the other party harmless in the event that this warranty is inaccurate or incorrect.

5.7 Each of the Parties warrants that he, she or it, by the signing of this Agreement is duly authorized to sign the Agreement.

5.8 Each term of this Agreement is contractual and not merely a recital.

5.9 Each of the Parties agrees to perform, in good faith, such acts as are reasonably necessary and required to perform the covenants and satisfy the conditions of this Agreement and each of them will execute all such further and

additional documents as shall be reasonably necessary to carry out the provisions of this Agreement.

5.10 In further consideration of the promises made herein, [REDACTED] agrees that she will never at any time make any claim or demand, or commence, prosecute, cause or permit to be prosecuted, any action or proceeding whatsoever against the parties herein released, for any alleged damages incurred by the parties resulting from a claim released herein.

5.11 [REDACTED] further agrees that she shall not disparage or otherwise cast either Leona or TLJA in a negative light.

5.12 The Parties agree that if any provision of this Agreement or the application thereof shall be held to be invalid or unenforceable to any extent, the validity of the remaining provisions shall not be affected thereby, and the invalid provision shall be deemed not part of this Agreement, and all remaining provisions shall remain valid and enforceable.

5.13 The Parties agree that they have not relied upon any other party regarding their decision to execute this Agreement and that no party can or will bring a fraud, conspiracy, or aiding and abetting claim against anyone released herein, including but not limited to the Parties' attorneys.

6.0 AGREEMENT AS FULL AND COMPLETE DEFENSE

This Agreement may be asserted as a full and complete defense to, and the Parties hereby consent that it may be used as a basis for an injunction against any action, suit or other proceeding based on claims released by this Agreement.

7.0 ENTIRE AGREEMENT

This Agreement constitutes the entire agreement among the Parties, and there are no other agreements or representations, express or implied, written or verbal. This Agreement supersedes all prior representations, negotiations, and agreements which are hereby merged and incorporated into this Agreement. In particular, the Parties to this Agreement have not relied upon any statements or representations which are not expressly set forth in this Agreement in making their respective decisions to enter into this Agreement.

8.0 AMENDMENTS

This Agreement may be amended or modified only in a writing signed by all of the Parties to this Agreement.

9.0 HEADINGS

The headings within this Agreement are for the purpose of convenience of reference only and shall not limit, modify, expand or otherwise affect any of the terms of this Agreement.

10.0 SEVERABILITY

Should any provision of this Agreement be declared or determined to be illegal or invalid, in whole or in part, the validity of the remaining parts, terms or provisions shall not be affected thereby and said illegal or invalid part, term or provision shall be deemed not to be a part of this Agreement.

11.0 EXECUTION OF THE AGREEMENT

This Agreement may be executed in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. Leona shall not, however, be required to tender the Settlement Payment until each of the Parties have executed and returned this Agreement.

12.0 BINDING ON SUCCESSORS

This Agreement is binding upon and shall inure to the benefit of the Parties hereto, their respective agents, employees, representatives, administrators, attorneys, insurers, lenders, shareholders, officers, directors, divisions, affiliates, partnerships, partners, joint venturer, parents, beneficiaries, trustees, subsidiaries, or related corporations, assigns, heirs and successors-in-interest.

13.0 ATTORNEY FEES AND COSTS

Each party is responsible for his, her or its own attorneys' fees and costs associated with this Litigation.

14.0 BREACH OF THE AGREEMENT

Should any party to this Agreement breach this Agreement, the party that breaches the Agreement shall be liable to the person or persons for consequential damages, if any, arising from the breach.

15.0 RULE OF CONSTRUCTION

The Parties acknowledge that they and/or their respective counsel have participated in the drafting of this Agreement and that each party has reviewed, or has had the opportunity to review the terms of this Agreement, and to seek the advice of counsel if desired. No rule of construction shall apply in any interpretation of this Agreement that might result in this Agreement being construed in favor or against any party hereto, including without limitation, any rule of construction to the effect that ambiguities ought to be resolved against the scrivener of the Agreement.

16.0 CONTROLLING LAW

This Agreement, and any dispute related thereto, shall be interpreted pursuant to the laws of Indiana.

17.0 REMAINING PROVISIONS

17.1 In the event of [REDACTED] violation of the confidentiality clause referenced above, Leona and TLJA shall have the right to obtain and [REDACTED] shall pay \$2,000.00 as liquidated damages to Leona and/or TLJA.

17.2 Pursuant to this Agreement's terms, the Settlement Amount to be paid by Leona to [REDACTED] shall be paid for compensatory damages and not for lost wages. As such, the Parties agree that Leona shall issue an IRS Form 1099 for the Settlement Amount. It is explicitly understood by the Parties that [REDACTED] shall be responsible for all taxes related to the payment of the Settlement Amount and that Leona and TLJA shall have no liability for any tax. [REDACTED] agrees to defend and indemnify Leona and TLJA relative to any tax liabilities stemming from the payment of the Settlement Amount, including accountant or attorneys' fees incurred by Leona and TLJA.

17.3 [REDACTED] & Associates, LLC shall provide all Parties with a release of any and all attorney liens relative to the Litigation.

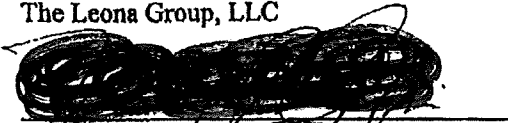
17.4 [REDACTED] warrants and represents that there are no liens that need to be satisfied relative to her claims in the Litigation. The Parties acknowledge that Leona and TLJA have materially relied on [REDACTED] warranty and representation in signing this Agreement. In the event of any claim related to any liens concerning the Litigation or the Settlement Amount, [REDACTED] hereby agrees to defend and indemnify Leona and TLJA from that claim, including the payment of Leona and TLJA's attorneys' fees.

IN WITNESS WHEREOF, and intending to be legally bound, I have set my hand
and seal this 22nd day of September, 2017.




IN WITNESS WHEREOF, and intending to be legally bound, I have set my hand
and seal this 21ST day of September, 2017.

The Leona Group, LLC



By:

Its:


GENERAL COUNSEL


IN WITNESS WHEREOF, and intending to be legally bound, I have set my hand
and seal this 27th day of September, 2017.

Timothy L. Johnson Academy, Inc.



By:

Its:


BOARD CHAIR