



Indy STEAM Academy



Attachment #5

Academic and Exit Standards



Indy STEM Academy will be a full capacity grades K-8 in Year 5. Exit Standards for Grade 8 indicate what students should know and be able to do to be prepared to enter high school. The academy's curriculum will be aligned with the Indiana Academic Standards to ensure student success.

Grade 8 Reading Academic and Exit Standards


 Indiana Department of Education
 

GRADE 8

READING

Guiding Principle: Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information, to respond to the needs and demands of society and the workplace; to apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.¹

READING: Literature

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

Learning Outcome

RL.1 Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

RL.1.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

RL.1.2 Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.

RL.1.3 Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provide a decision.

RL.1.4 Students are expected to build upon and continue applying concepts learned previously.

Structural Elements and Organization

RL.1.1 Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.



RL.1.2 Analyze a particular point of view or cultural perspective in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.

Synthesis and Connection of Ideas

RL.1.1 Analyze the extent to which a filmed or live production of a story or play stays faithful to or departs from the text or script, evaluating the choices made by the director or actor.

RL.1.2 Analyze how works of literature draw on and transform earlier texts.

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 Indiana Department of Education
 

READING: Nonfiction

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Nonfiction.

Learning Outcome

RN.1 Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.

Key Ideas and Textual Support

RN.1.1 Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.

RN.1.2 Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.

RN.1.3 Analyze how a text makes connections and distinctions among individuals, events, and ideas.

Structural Elements and Organization

RN.1.1 Students are expected to build upon and continue applying concepts learned previously.

RN.1.2 Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

RN.1.3 Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

Synthesis and Connection of Ideas

RN.1.1 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when relevant evidence is introduced.

RN.1.2 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

RN.1.3 Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

Grade 8 2 Indiana Academic Standards 2014


 Indiana Department of Education
 

READING: Vocabulary

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary.

Learning Outcome

RV.1 Acquire and use accurately grade-appropriate general academic and content-specific words and phrases, greater vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Vocabulary Building

RV.1.1 Use context to determine or clarify the meaning of words and phrases.

RV.1.2 Students are expected to build upon and continue applying concepts learned previously.

RV.1.3 Distinguish among the connotations of words with similar denotations.

RV.1.4 Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., -prefix, -suffix, -root).

RV.1.5 Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.²

Vocabulary in Literature and Nonfiction Texts

RV.1.1 Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RV.1.2 Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

RV.1.3 Interpret figures of speech (e.g., verbal irony, puns) in context.

Grade 8 3 Indiana Academic Standards 2014


 Indiana Department of Education
 

WRITING

Guiding Principle: Students create a wide range of texts in their writing and use different writing processes appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, analyze, and discuss writing. Students conduct research and interact by generating ideas and questions, and by using problem-solving, critical-thinking, and problem-solving skills to analyze a variety of sources to communicate their discoveries in ways that suit their purpose and audience.³

WRITING

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

Learning Outcome

W.1 Write routinely over a variety of time frames for a range of tasks, purposes, and audiences, applying reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

Handwriting

W.1 Students are expected to build upon and continue applying concepts learned previously.

Writing Genres: Argumentative, Informative, and Narrative

W.1.1 Make arguments in a variety of forms (e.g., –

- Evidence claims, acknowledge and distinguish the claims from alternative or opposing claims, and analyze the reasons and evidence logically.
- Support claims with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating understanding of the topic or text.
- Use effective transitions to create coherence and clarify the relationships among claims, counterclaims, reasons, and evidence.
- Establish and maintain a consistent style and tone appropriate to subject and audience.
- Provide a concluding statement or section that follows from and supports the argument presented.

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Grade 8 Reading Academic and Exit Standards



- 8.W.1.2** Write informative compositions in a variety of forms that –
- Introduce a topic clearly, preview what is to follow, organize ideas, concepts, and information into broader categories; include formatting (e.g., headings, graphics (e.g., charts, tables), and multimedia) when useful to aiding comprehension.
 - Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
 - Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
 - Choose language and content-specific vocabulary that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
 - Establish and maintain a style appropriate to the purpose and audience.
 - Provide a concluding statement or section that follows from and supports the information or explanation presented.
- 8.W.1.3** Write narrative compositions in a variety of forms that –
- Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
 - Organize an event sequence (e.g., conflict, climax, resolution) that unfolds rationally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
 - Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - Provide an ending that follows from and reflects on the narrated experiences or events. 3

The Writing Process

- 8.W.1** Apply the writing process to –
- Plan and develop, draft, revise using appropriate reference materials, rewrite, try a new approach, and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
 - Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.



The Research Process: Finding, Assessing, Synthesizing, and Reporting Information

- 8.W.5** Conduct short research assignments and tasks to build knowledge about the research process and the topic under study.
- Formulate a research question.
 - Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
 - Assess the credibility and accuracy of each source.
 - Quote or paraphrase the information and conclusions of others.
 - Avoid plagiarism and follow a standard format for citation.
 - Present information, choosing from a variety of formats. 3

Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

- 8.W.6.1** Demonstrate command of English grammar and usage, focusing on:
- 8.W.6.1a** Punctuation –
Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.1b** Verbs –
Explaining the function of verbs (gerunds, participles, infinitives) in general and their function in particular sentences, forming and using active and passive voice, recognizing and correcting frequent errors in verb usage.
- 8.W.6.1c** Adjectives and Adverbs –
Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.1d** Phrases and Clauses –
Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.1e** Usage –
Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on:
- 8.W.6.2a** Capitalization –
Students are expected to build upon and continue applying conventions learned previously.
- 8.W.6.2b** Punctuation –
Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.
- 8.W.6.2c** Spelling –
Students are expected to build upon and continue applying conventions learned previously.



SPEAKING AND LISTENING

Guiding Principle: Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students are respectful of understanding of and respect for diversity in language use, patterns, and dialects.¹

SPEAKING AND LISTENING

There are three key areas found in the Speaking and Listening section for grades 8-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

Learning Outcomes

- 8.SL.1** Listen actively and adjust the use of spoken language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

Discussion and Collaboration

- 8.SL.2.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly.
- 8.SL.2.2** Quote, paraphrase, and reflect on ideas under discussion by identifying specific evidence from materials under study and other resources.
- 8.SL.2.3** Follow rules for collaborative discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 8.SL.2.4** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- 8.SL.2.5** Acknowledge new information expressed by others, and, when warranted, qualify or justify personal views in reference to the evidence presented.

Comprehension

- 8.SL.3.1** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- 8.SL.3.2** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

Presentation of Knowledge and Ideas

- 8.SL.4.1** Present ideas and findings, emphasizing selected points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- 8.SL.4.2** Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.

8.SL.5.3 Students are expected to build upon and continue applying conventions learned previously.



MEDIA LITERACY

Guiding Principle: Students develop critical thinking about the messages received and created by media. Students recognize their media as a part of culture and function as agents of evaluation and change, understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.²

MEDIA LITERACY

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

Learning Outcome

- 8.ML.1** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.

Media Literacy

- 8.ML.2.1** Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print, and mass media, and identify false or misleading information.
- 8.ML.2.2** Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.

¹ Adapted from Standards for the English Language, National Council of Teachers of English and International Reading Association, 2006. Available at <http://www.ncte.org/standards/ELA/Standards/Books/StandardsforELA.pdf>.

² Adapted from Standards for the English Language, National Council of Teachers of English and International Reading Association, 2006. Available at <http://www.ncte.org/standards/ELA/Standards/Books/StandardsforELA.pdf>.



Grade 8 Mathematics Academic and Exit Standards

MATHEMATICS: GRADE 8

The Mathematics standards for grade 8 are supplemented by the Process Standards for Mathematics.

The Mathematics standards for grade 8 are made up of 5 strands: Number Sense; Computation; Algebra and Functions; Geometry and Measurement; and Data Analysis, Statistics, and Probability. The skills listed in each strand indicate what students in grade 8 should know and be able to do in Mathematics.

NUMBER SENSE

GRADE 8
8.NS.1: Give examples of rational and irrational numbers and explain the difference between them. Understand that every number has a decimal expansion; for rational numbers, show that the decimal expansion terminates or repeats, and convert a decimal expansion that repeats into a rational number.
8.NS.2: Use rational approximations of irrational numbers to compare the size of irrational numbers, plot them approximately on a number line, and estimate the value of expressions involving irrational numbers.
8.NS.3: Given a numeric expression with common rational number bases and integer exponents, apply the properties of exponents to generate equivalent expressions.
8.NS.4: Use square root symbols to represent solutions to equations of the form $x^2 = p$, where p is a positive rational number.

COMPUTATION

GRADE 8
8.C.1: Solve real-world problems with rational numbers by using multiple operations.
8.C.2: Solve real-world and other mathematical problems involving numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Interpret scientific notation that has been generated by technology, such as a scientific calculator, graphing calculator, or excel spreadsheet.

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ALGEBRA AND FUNCTIONS

GRADE 8
8.AF.1: Solve linear equations with rational number coefficients fluently, including equations whose solutions require expanding expressions using the distributive property and collecting like terms. Represent real-world problems using linear equations and inequalities in one variable and solve such problems.
8.AF.2: Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by transforming a given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = x$, or $a = b$ results (where a and b are different numbers).
8.AF.3: Understand that a function assigns to each x -value (independent variable) exactly one y -value (dependent variable), and that the graph of a function is the set of ordered pairs (x,y) .
8.AF.4: Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear, has a maximum or minimum value). Sketch a graph that exhibits the qualitative features of a function that has been verbally described.
8.AF.5: Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. Describe similarities and differences between linear and nonlinear functions from tables, graphs, verbal descriptions, and equations.
8.AF.6: Construct a function to model a linear relationship between two quantities given a verbal description, table of values, or graph. Recognize in $y = mx + b$ that m is the slope (rate of change) and b is the y -intercept of the graph, and describe the meaning of each in the context of a problem.
8.AF.7: Compare properties of two linear functions given in different forms, such as a table of values, equation, verbal description, and graph (e.g., compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed).
8.AF.8: Understand that solutions to a system of two linear equations correspond to points of intersection of their graphs because points of intersection satisfy both equations simultaneously. Approximate the solution of a system of equations by graphing and interpreting the reasonableness of the approximation.

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Grade 8 Mathematics Academic and Exit Standards

GEOMETRY AND MEASUREMENT

GRADE 8
8.GM.1: Identify, define and describe attributes of three-dimensional geometric objects (right rectangular prisms, cylinders, cones, spheres, and pyramids). Explore the effects of slicing these objects using appropriate technology and describe the two-dimensional figure that results.
8.GM.2: Solve real-world and other mathematical problems involving volume of cones, spheres, and pyramids and surface area of spheres.
8.GM.3: Verify experimentally the properties of rotations, reflections, and translations, including: lines are mapped to lines, and line segments to line segments of the same length; angles are mapped to angles of the same measure; and parallel lines are mapped to parallel lines.
8.GM.4: Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations. Describe a sequence that exhibits the congruence between two given congruent figures.
8.GM.5: Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations. Describe a sequence that exhibits the similarity between two given similar figures.
8.GM.6: Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
8.GM.7: Use inductive reasoning to explain the Pythagorean relationship.
8.GM.8: Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and other mathematical problems in two dimensions.
8.GM.9: Apply the Pythagorean Theorem to find the distance between two points in a coordinate plane.

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DATA ANALYSIS, STATISTICS, AND PROBABILITY

GRADE 8
8.DSP.1: Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantitative variables. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
8.DSP.2: Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and describe the model fit by judging the closeness of the data points to the line.
8.DSP.3: Write and use equations that model linear relationships to make predictions, including interpolation and extrapolation, in real-world situations involving bivariate measurement data; interpret the slope and y-intercept.
8.DSP.4: Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs. Understand and use appropriate terminology to describe independent, dependent, complementary, and mutually exclusive events.
8.DSP.5: Represent sample spaces and find probabilities of compound events (independent and dependent) using methods, such as organized lists, tables, and tree diagrams.
8.DSP.6: For events with a large number of outcomes, understand the use of the multiplication counting principle. Develop the multiplication counting principle and apply it to situations with a large number of outcomes.

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Grade 8 Science and Engineering Process Standards

Eighth Grade Science Standards

Science and Engineering Process Standards (SEPS)	
SEPS.1 Posing questions (for science) and defining problems (for engineering)	<p>A practice of science is posing and refining questions that lead to descriptions and explanations of how the natural and designed world(s) work and those questions can be scientifically tested. Engaging questions clarify problems to determine criteria for possible solutions and identify constraints to solve problems about the designed world.</p> <p>A practice of both science and engineering is to use and construct conceptual models that illustrate ideas and explanations. Models are used to develop questions, predictions and explanations; analyze and identify flaws in systems; build and revise scientific explanations and proposed engineered systems; and communicate ideas. Measurement and observations are used to revise and improve models and designs. Models include, but are not limited to, diagrams, drawings, physical replicas, mathematical representations, analogies, and other technological models.</p>
SEPS.2 Developing and using models and tools	<p>Another practice of both science and engineering is to identify and correctly use tools to construct, obtain, and evaluate questions and problems. Unlike appropriate tools while describing their functions. Tools include, but are not limited to: pencil and paper, models, ruler, a protractor, a calculator, laboratory equipment, safety gear, a spreadsheet, experiment data collection software, and other technological tools.</p>
SEPS.3 Constructing and performing investigations	<p>Scientists and engineers are constructing and performing investigations in the field or laboratory, working collaboratively as well as individually. Researching analogous problems in order to gain insight into possible solutions allows them to make conjectures about the form and meaning of the solution. A plan to a solution pathway is developed prior to constructing and performing investigations. Constructing investigations systematically encompasses identified variables and parameters presenting quality data. While performing, scientists and engineers monitor and record progress. After performing, they evaluate to make changes to modify and repeat the investigation if necessary.</p>
SEPS.4 Analyzing and interpreting data	<p>Investigations produce data that must be analyzed in order to derive meaning. Because data patterns and trends are not always obvious, scientists and engineers use a range of tools to identify the significant features in the data. They identify sources of error in the investigations and calculate the degree of certainty in the results. Advances in science and engineering makes analysis of proposed solutions more efficient and effective. They analyze their results by continually asking themselves questions, possible questions may be, but are not limited to: "Does this make sense?" "Could my results be duplicated?" and/or "Does the design solve the problem with the given constraints?"</p>

Eighth Grade

1 Indiana Academic Standards for Science 2016

Eighth Grade Science Standards

SEPS.1 Using mathematics and computational thinking	<p>In both science and engineering, mathematics and computation are fundamental tools for representing physical variables and their relationships. They are used for a range of tasks such as constructing equations, solving equations exactly or approximately, and analyzing, expressing, and applying quantitative relationships. Mathematical and computational approaches enable scientists and engineers to predict the behavior of systems and test the validity of such predictions. Scientists and engineers understand how mathematical ideas are abstracted and build on one another to produce a coherent whole.</p>
SEPS.6 Constructing explanations (for science) and designing solutions (for engineering)	<p>Scientists and engineers use their results from the investigation to construct descriptions and explanations, using the interpretation of data, connecting the investigation to how the natural and designed world(s) work. They construct a design, logical coherent explanations to solutions of phenomena that incorporate their understanding of science and/or engineering as a model that represents it, and are consistent with the available evidence.</p>
SEPS.7 Engaging in argument from evidence	<p>Scientists and engineers use reasoning and argument based on evidence to identify the best explanation for a natural phenomenon or the best solution to a design problem. Scientists and engineers use organization, the process by which evidence-based conclusions and solutions are reached, to learn to, compare, and evaluate competing ideas and methods based on merit. Scientists and engineers engage in argumentation when investigating a phenomenon, testing a design solution, resolving questions about measurements, building data models, and using evidence to evaluate claims.</p>
SEPS.8 Obtaining, evaluating, and communicating information	<p>Scientists and engineers need to be communicating clearly and articulating the ideas and methods they generate. Cataloging and communicating ideas individually and in groups is a critical professional activity. Communicating information and ideas can be done in multiple ways: using tables, diagrams, graphs, models, and equations, as well as, words, as writing, and through extended discussion. Scientists and engineers employ multiple sources to obtain information that is used to evaluate the merit and validity of claims, methods, and designs.</p>

Eighth Grade

2 Indiana Academic Standards for Science 2016



Grade 8 Science Academic and Exit Standards

Eighth Grade Science Standards

LEARNING OUTCOMES	LST.1: LEARNING OUTCOME FOR LITERACY IN SCIENCE/TECHNICAL SUBJECTS
	Read and comprehend science and technical texts independently and proficiently and write effectively for a variety of discipline-specific tasks, purposes, and audiences
	GRADES 6-8
	6-8.LST.1.1: Read and comprehend science and technical texts within a range of complexity appropriate for grades 6-8 independently and proficiently by the end of grade 8.
	6-8.LST.1.2: Write routinely over a variety of time frames for a range of discipline-specific tasks, purposes, and audiences.

KEY IDEAS AND TEXTUAL SUPPORT	LST.2: KEY IDEAS AND TEXTUAL SUPPORT (READING)
	Extract and construct meaning from science and technical texts using a variety of comprehension skills
	GRADES 6-8
	6-8.LST.2.1: Cite specific textual evidence to support analysis of science and technical texts.
	6-8.LST.2.2: Determine the central ideas or conclusions of a text; provide an accurate, objective summary of the text.
	6-8.LST.2.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

STRUCTURAL ELEMENTS AND ORGANIZATION	LST.3: STRUCTURAL ELEMENTS AND ORGANIZATION (READING)
	Build understanding of science and technical texts, using knowledge of structural organization and author's purpose and message
	GRADES 6-8
	6-8.LST.3.1: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
	6-8.LST.3.2: Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.
	6-8.LST.3.3: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.



Grade 8 Science Academic and Exit Standards

Eighth Grade Science Standards

SYNTHESIS AND CONNECTION OF IDEAS	LST.4: SYNTHESIS AND CONNECTION OF IDEAS (READING)
	Build understanding of science and technical texts by synthesizing and connecting ideas and evaluating specific claims
	GRADES 6-8
	6-8.LST.4.1: Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
	6-8.LST.4.2: Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
	6-8.LST.4.3: Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

WRITING GENRES	LST.5: WRITING GENRES (WRITING)
	Write for different purposes and to specific audiences or people
	GRADES 6-8
	6-8.LST.5.1: Write arguments focused on discipline-specific content.
	6-8.LST.5.2: Write informative texts, including scientific procedures/experiments or technical processes that include precise descriptions and conclusions drawn from data and research.

THE WRITING PROCESS	LST.6: THE WRITING PROCESS (WRITING)
	Produce coherent and legible documents by planning, drafting, revising, editing, and collaborating with others
	GRADES 6-8
	6-8.LST.6.1: Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
	6-8.LST.6.2: Use technology to produce and publish writing and present the relationships between information and ideas clearly and efficiently.



Grade 8 Science Academic and Exit Standards

Eighth Grade Science Standards

THE RESEARCH PROCESS	LST.7: THE RESEARCH PROCESS (WRITING) Build knowledge about the research process and the topic under study by conducting short or more sustained research
	GRADES 6-8
	6-8.LST.7.1: Conduct short research assignments and tasks to answer a question (including a self-generated question), or test a hypothesis, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
	6-8.LST.7.2: Gather relevant information from multiple sources, using search terms effectively; annotate sources; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation (e.g., <i>APA</i> or <i>CSE</i>).
	6-8.LST.7.3: Draw evidence from informational texts to support analysis, reflection, and research.



Grade 8 Science Academic and Exit Standards

Eighth Grade Science Standards

Physical Science (PS)
8.PS.1 Create models to represent the arrangement and charges of subatomic particles in an atom (protons, neutrons and electrons). Understand the significance that the currently 118 known chemical elements combine to form all the matter in the universe.
8.PS.2 Illustrate with diagrams (drawings) how atoms are arranged in simple molecules. Distinguish between atoms, elements, molecules, and compounds.
8.PS.3 Use basic information provided for an element (atomic mass, atomic number, symbol, and name) to determine its place on the Periodic Table. Use this information to find the number of protons, neutrons, and electrons in an atom.
8.PS.4 Identify organizational patterns (radius, atomic number, atomic mass, properties and radioactivity) on the Periodic Table.
8.PS.5 Investigate the property of density and provide evidence that properties, such as density, do not change for a pure substance.
8.PS.6 Compare and contrast physical change vs. chemical change. Analyze the properties of substances before and after substances interact to determine if a chemical reaction has occurred.
8.PS.7 Balance chemical equations to show how the total number of atoms for each element does not change in chemical reactions and as a result, mass is always conserved in a closed system. (Law of Conservation of Mass.)

Earth and Space Science (ESS)
8.ESS.1 Research global temperatures over the past century. Compare and contrast data in relation to the theory of climate change.
8.ESS.2 Create a diagram or carry out a simulation to describe how water is cycled through the earth's crust, atmosphere and oceans. Explain how the water cycle is driven by energy from the sun and the force of gravity.
8.ESS.3 Research how human consumption of finite natural resources (i.e. coal, oil, natural gas, and clean water) and human activities have had an impact on the environment (i.e. causes of air, water, soil, light, and noise pollution).



Grade 8 Science Academic and Exit Standards

Eighth Grade Science Standards

Life Science (LS)
8.LS.1 Compare and contrast the transmission of genetic information in sexual and asexual reproduction. Research organisms that undergo these two types of reproduction.
8.LS.2 Demonstrate how genetic information is transmitted from parent to offspring through chromosomes via the process of meiosis. Explain how living things grow and develop.
8.LS.3 Create and analyze Punnett squares to calculate the probability of specific traits being passed from parents to offspring using different patterns of inheritance.
8.LS.4 Differentiate between and provide examples of acquired and genetically inherited traits.
8.LS.5 Explain how factors affecting natural selection (competition, genetic variations, environmental changes, and overproduction) increase or decrease a species' ability to survive and reproduce.
8.LS.6 Create models to show how the structures of chromatin, chromosomes, chromatids, genes, alleles and deoxyribonucleic acid (DNA) molecules are related and differ.
8.LS.7 Recognize organisms are classified into taxonomic levels according to shared characteristics. Explain how an organism's scientific name correlates to these shared characteristics.
8.LS.8 Explore and predict the evolutionary relationships between species looking at the anatomical differences among modern organisms and fossil organisms.
8.LS.9 Examine traits of individuals within a species that may give them an advantage or disadvantage to survive and reproduce in stable or changing environment.
8.LS.10 Gather and synthesize information about how humans alter organisms genetically through a variety of methods.
8.LS.11 Investigate how viruses and bacteria affect the human body.



Grade 8 Science Academic and Exit Standards

Eighth Grade Science Standards

Engineering (E)
6-8.E.1 Identify the criteria and constraints of a design to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
6-8.E.2 Evaluate competing design solutions using a systematic process to identify how well they meet the criteria and constraints of the problem.
6-8.E.3 Analyze data from investigations to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
6-8.E.4 Develop a prototype to generate data for repeated investigations and modify a proposed object, tool, or process such that an optimal design can be achieved.



Grade 8 Computer Science Academic and Exit Standards

Sixth – Eighth Grade Computer Science Standards

Programs and Algorithms (PA)
6-8.PA.1 Select appropriate tools and technology resources to support learning and personal productivity, publish individual products, and design, develop, and publish data, accomplish a variety of tasks, and solve problems.
6-8.PA.2 Implement problem solutions using a programming language that includes looping behavior, conditional statements, logic, expressions, variables, and functions.
6-8.PA.3 Demonstrate dispositions amenable to open-ended problem solving and programming (e.g., comfort with complexity, persistence, brainstorming, adaptability, patience, propensity to tackle, curiosity, accepting challenge).

Networking and Communication (NC)
6-8.NC.1 Collaboratively design, develop, publish, and present products (e.g., videos, podcasts, websites) using technology resources that demonstrate and communicate curricular concepts.
6-8.NC.2 Exhibit disposition necessary for collaboration: providing useful feedback, integrating feedback, understanding and accepting multiple perspectives, socialization.

Impact and Culture (IC)
6-8.IC.1 Exhibit legal and ethical behaviors when using technology and information and discuss the consequences of misuse.
6-8.IC.2 Analyze the positive and negative impacts of technology on one's personal life, society, and our culture.
6-8.IC.3 Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and biases that occur in electronic information sources.
6-8.IC.4 Discuss ethical issues that relate to emergence and networks (e.g., security, privacy, ownership, and information sharing), and discuss how unequal distribution of technological resources in a global economy raises issues of equity, access, and power.

Sixth – Eighth Grade Computer Science Standards

Introduction to Indiana's Academic Standards for Computer Science
 Indiana's Academic Standards for Computer Science allows for students to be prepared in the ever-changing computer science arena providing inquiry-based, hands-on experiences based on two components: Concepts and Practices. These standards are to be implemented in the 2016-2017 school year. The expectation is for students to work through the standards in multi-subject areas. As students move through grade levels, they will work with and experience the standards at those grade bands (K-2, 3-5, and 6-8). The standards are based on the five core concepts: Data and Information (DI), Computing Devices and Systems (CD), Programs and Algorithms (PA), Networking and Communication (NC), and Impact and Culture (IC).

Data and Information (DI)
6-8.DI.1 Use the basic steps in algorithmic problem-solving to design solutions (e.g., problem statement and exploration, examination of sample instances, design, implementing a solution, testing, and evaluation).
6-8.DI.2 Describe the process of parallelization as it relates to problem solving.
6-8.DI.3 Represent data in a variety of ways (e.g., text, sounds, pictures, and numbers), and use different visual representations of problems, structures, and data (e.g., graphs, charts, network diagrams, flowcharts).
6-8.DI.4 Understand the notion of hierarchy and abstraction in computing including high-level languages, translation, instruction set, and logic circuits.
6-8.DI.5 Demonstrate interdisciplinary applications of computational thinking and interact with content-specific models and simulations to support learning and research.

Computing Devices and Systems (CD)
6-8.CD.1 Demonstrate an understanding of the relationship between hardware and software.
6-8.CD.2 Apply troubleshooting strategies to identify and solve routine hardware and software problems that occur during everyday computer use.
6-8.CD.3 Describe the major components and functions of computer systems and networks.
6-8.CD.4 Describe what distinguishes humans from machines focusing on human intelligence versus machine intelligence and ways we can communicate, as well as ways in which computers use models of intelligent behavior (e.g., robot motion, speech and language understanding, and computer vision).



Grade 8 Social Studies Academic and Exit Standards

GRADE 8 United States History—Growth and Development (to 1877)

COURSE 0470-08

In Grade 8, students focus upon United States history, beginning with a brief review of early history, including the Revolution and Founding Era, and the principles of the United States and Indiana constitutions, as well as other founding documents and their applications to subsequent periods of national history and to civic and political life. Students then study national development, westward expansion, social reform movements, and the Civil War and Reconstruction. Students examine major themes, issues, events, movements, and figures in United States history through the Reconstruction Period (1877) and explore relationships to modern issues and current events.

Eighth grade students need to experience a variety of teaching and learning strategies. Students are provided practice in thinking and research skills by learning to use the media center, primary documents, and community resources such as historic sites and buildings to identify, evaluate and use appropriate data and reference information. This course also helps students to develop an appreciation of historical thinking skills. Finally, students should demonstrate, through their studies, a commitment to the rights and responsibilities of citizenship in a democratic society.

The Indiana's K–8 academic standards for social studies are organized around four content areas. The content area standards and the types of learning experiences they provide to students in Grade 8 are described below. On the pages that follow, age-appropriate concepts are listed for each standard. Skills for thinking, inquiry and participation are integrated throughout.

CONTENT STANDARDS

Standard 1—History

Students examine the relationship and significance of themes, concepts, and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

Standard 2—Civics and Government

Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.

Standard 3—Geography

Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.

Standard 4—Economics

Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

Standard 1 History

Students examine the relationship and significance of themes, concepts and movements in the development of United States history, including review of key ideas related to the colonization of America and the revolution and Founding Era. This will be followed by emphasis on social reform, national development and westward expansion, and the Civil War and Reconstruction period.

Historical Knowledge

The American Revolution and Founding of the United States: 1754 to 1801

- 8.1.1 Identify the major Native American Indian groups of eastern North America and describe early conflict and cooperation between European settlers and these Native American groups.
- 8.1.2 Compare and contrast reasons for British, French, Spanish and Dutch colonization in the New World.
- 8.1.3 Explain the conditions, causes, consequences and significance of Britain's struggle to maintain control of colonies during the French and Indian War (1754–1763).
- 8.1.4 Identify and explain the reasons and actions for the resistance and rebellion against British imperial rule by the thirteen colonies in North America (1761–1775).
- 8.1.5 Analyze the causes and effects of the Revolutionary War (1775–1783), including the ideas from the Declaration of Independence, the enactment of the Articles of Confederation and the Treaty of Paris (1783).
- 8.1.6 Identify and give the significance of major events in the creation of the Constitution such as: the enactment of state constitutions, the Constitutional conventions, the willingness to compromise, and the Federalist- and Federalist debates regarding the vote to ratify the Constitution.
- 8.1.7 Identify and explain the steps taken during the Washington Administration and the First and Second Congresses of the United States to establish a stable and lasting national government.
- 8.1.8 Compare and contrast the views of Thomas Jefferson and Alexander Hamilton and explain how their differences gave rise to the development of political parties.
- 8.1.9 Identify the events leading up to the presidential and congressional election of 1800 and the transfer of political authority and power to the Democratic-Republican Party led by Thomas Jefferson (1801). Evaluate the significance of these events.
- 8.1.10 Analyze the influence of important individuals on social and political developments of the time (1775–1800) such as the independence movement and the framing of the Constitution.
- 8.1.11 Compare and contrast the ways of life in the northern and southern states, including the growth of towns and cities and the growth of industry in the North and the growing dependence on slavery and the production of cotton in the South.

National Expansion and Reform: 1801 to 1861

- 8.1.12 Interpret how the events surrounding the Louisiana Purchase (1803) and Lewis and Clark expedition (1803-1806) allowed for America's initial push towards westward expansion.
- 8.1.13 Explain the main issues, consequences, and landmark decisions of the Marshall Court.
- 8.1.14 Analyze the causes and consequences of the War of 1812.
- 8.1.15 Define nationalism and understand the direction nationalism gave to domestic and foreign policy and to the development of an industrial economy during this period.
- 8.1.16 Identify the key ideas of Jacksonian democracy and explain their influence on political participation, political parties and constitutional government; analyze Jackson's actions as President such as the destruction of the National Bank, the nullification crisis, and Jackson's Indian policy.
- 8.1.17 Explain relationships and conflict between settlers and Native Americans on the frontier.
- 8.1.18 Describe the causes, courses, challenges, compromises, and consequences associated with westward expansion, including the concept of Manifest Destiny.
- 8.1.19 Analyze the causes and effects of the Mexican War (1846-1848).
- 8.1.20 Give examples of how immigration affected American culture in the decades before and the Civil War, including growth of industrial sites in the North; religious differences, tensions between middle-class and working-class people, particularly in the Northeast; and intensification of cultural differences between the North and the South.
- 8.1.21 Give examples of the changing role of women, minorities, and immigrants in the northern, southern and western parts of the United States in the mid-nineteenth century, and examine possible causes for these changes.
- 8.1.22 Describe the abolitionist movement and identify figures and organizations involved in the debate over slavery, including leaders of the Underground Railroad.
- 8.1.23 Analyze the influence of early individual social reformers and movements such as the abolitionist, feminist and social reform movements.

The Civil War and Reconstruction Period: 1850 to 1877

- 8.1.24 Analyze the causes and effects of events leading to the Civil War, and evaluate the impact issues such as states' rights and slavery had in developing America's sectional conflict.
- 8.1.25 Identify the factors and individuals which influenced the outcome of the Civil War and explain the significance of each.
- 8.1.26 Compare and contrast the three plans for Reconstruction and evaluate the merits of each.
- 8.1.27 Describe causes and lasting effects of the Civil War and Reconstruction as well as the political controversies surrounding this time such as Andrew Johnson's impeachment, the Black Codes, and the Compromise of 1877. (Government, Economics)



Grade 8 Social Studies Academic and Exit Standards

Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, and Issues-Analysis and Decision-Making

- 8.1.28 Recognize historical perspective and evaluate alternative courses of action by describing the historical context in which events unfolded.
- 8.1.29 Differentiate between facts and historical interpretations of events, recognizing that the historian's narrative reflects his or her judgment about the significance of particular facts.
- 8.1.30 Using primary and secondary sources, analyze an issue confronting the United States from colonial times through the Reconstruction period.
- 8.1.31 Compare and contrast examples of art, music, literature, and other forms of expression; explain how these reflect American culture during this time period.

Standard 2 Civics and Government

Students explain the major principles, values and institutions of constitutional government and citizenship, which are based on the founding documents of the United States and how the three branches of government share and check power within our federal system of government.

Foundations of Government

- 8.2.1 Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty and property, and freedom of conscience.
- 8.2.2 Explain the concept of a separation of powers and how and why these powers are distributed, shared and limited in the constitutional government of the United States.
- 8.2.3 Examine ways that the national government affects the everyday lives of people of the United States.

Functions of Government

- 8.2.4 Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution.
- 8.2.5 Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.

Roles of Citizens

- 8.2.6 Recognize and explain the relationship between the rights and responsibilities of citizenship in the United States.
- 8.2.7 Explain the importance of responsible participation by citizens in voluntary civil organizations to bring about social reform.
- 8.2.8 Explain ways that citizens can participate in the election process (political parties, campaigns and elections) at the national, state, and local levels.
- 8.2.9 Explain how citizens can monitor and influence the development and implementation of public policies at local, state and national levels of government.
- 8.2.10 Research and defend positions on issues in which fundamental values and principles related to the United States Constitution are in conflict such as: 1st and 2nd Amendment rights, the right to privacy, and the rights of the individual.



Grade 8 Social Studies Academic and Exit Standards

Standard 3 Geography

Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals and major cities and use geographic skills and technology to examine the influence of geographic factors on national development.

The World in Spatial Terms

- 8.3.1 Read maps to interpret symbols and determine the land forms and human features that represent physical and cultural characteristics of regions in the United States.

Places and Regions

- 8.3.2 Read and interpret maps that portray the physical growth and development of the United States from colonization through Reconstruction (1877).

Physical Systems

- 8.3.3 Identify and locate the major climate regions in the United States and describe the characteristics of these regions.
- 8.3.4 Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.

Human Systems

- 8.3.5 Identify the agricultural regions of the United States and be able to give explanations for how the land was used and developed during the growth of the United States.
- 8.3.6 Using maps identify changes influenced by growth, economic development and human migration in the United States.
- 8.3.7 Using primary and secondary sources, identify ways people modified the physical environment as the United States developed and describe the impacts that resulted.
- 8.3.8 Analyze human and physical factors that have influenced migration and settlement patterns and relate them to the economic development of the United States.
- 8.3.9 Identify and interpret maps, graphs and charts showing the distribution of natural resources such as forests, water sources and wildlife in the United States at the beginning of the nineteenth century and give examples of how people exploited these resources as the country became more industrialized and people moved westward.

Standard 4 Economics

Students identify, describe and evaluate the influence of economic factors on national development from the founding of the nation to the end of Reconstruction.

- 8.4.1 Identify economic factors contributing to European exploration and colonization in North America, the American Revolution and the drafting of the Constitution of the United States.
- 8.4.2 Identify and explain the four types of economic systems (traditional, command, market, and mixed); evaluate how the characteristics of a market economy have affected the economic and labor development of the United States.
- * **traditional economy:** an economy in which resources are allocated based on custom and tradition
 - * **command economy:** an economy in which resources are allocated by the government or other central authority
 - * **market economy:** an economy in which resources are allocated by decisions of individuals and businesses
 - * **mixed economy:** an economic system combining private and public enterprise
- 8.4.3 Explain how federal, state, and local governments are involved in the economy of the United States.
- 8.4.4 Analyze contributions of entrepreneurs and inventors in the development of the United States economy to 1877.
- 8.4.5 Relate how new technology and inventions brought about changes in labor productivity in the United States in the eighteenth and nineteenth centuries.
- 8.4.6 Trace the development of different kinds of money used in the United States.
- 8.4.7 Trace the development of the banking system in the United States.
- 8.4.8 Explain and evaluate examples of domestic and international interdependence throughout United States history.
- 8.4.9 Examine the importance of borrowing and lending (the use of credit) in the United States economy and list the advantages and disadvantages of using credit.
- 8.4.10 Compare and contrast job skills needed in different time periods in United States history.





Indy STEAM Academy

Attachment #6

School Calendar and Schedule



School Calendar 2020-2021

Indianapolis STEAM Academy 2020-21 Academic Year Calendar

July 2020							August 2020							September 2020							
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S	
			1	2	3	4	1	2	3	4	5	6	7	8	6	7	8	9	10	11	12
5	6	7	8	9	10	11	9	10	11	12	13	14	15	13	14	15	16	17	18	19	
12	13	14	15	16	17	18	16	17	18	19	20	21	22	20	21	22	23	24	25	26	
19	20	21	22	23	24	25	23	24	25	26	27	28	29	27	28	29	30				
26	27	28	29	30	31		30	31													

October 2020							November 2020							December 2020						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3	1	2	3	4	5	6	7	1	2	3	4	5		
4	5	6	7	8	9	10	8	9	10	11	12	13	14	6	7	8	9	10	11	12
15	16	17	18	19	20	21	15	16	17	18	19	20	21	13	14	15	16	17	18	19
18	19	20	21	22	23	24	22	23	24	25	26	27	28	20	21	22	23	24	25	26
25	26	27	28	29	30	31	29	30						27	28	29	30	31		

January 2021							February 2021							March 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
					1	2	1	2	3	4	5	6	1	2	3	4	5	6		
3	4	5	6	7	8	9	7	8	9	10	11	12	13	7	8	9	10	11	12	13
10	11	12	13	14	15	16	14	15	16	17	18	19	20	14	15	16	17	18	19	20
17	18	19	20	21	22	23	21	22	23	24	25	26	27	21	22	23	24	25	26	27
24	25	26	27	28	29	30	28							28	29	30	31			
31																				

April 2021							May 2021							June 2021						
S	M	T	W	T	F	S	S	M	T	W	T	F	S	S	M	T	W	T	F	S
				1	2	3						1						1		
4	5	6	7	8	9	10	2	3	4	5	6	7	8	6	7	8	9	10	11	12
11	12	13	14	15	16	17	9	10	11	12	13	14	15	13	14	15	16	17	18	19
18	19	20	21	22	23	24	16	17	18	19	20	21	22	20	21	22	23	24	25	26
25	26	27	28	29	30		23	24	25	26	27	28	29	27	28	29	30	1	2	3
							30	31												

Important Dates:

Month	Day	Event
July 2020	13-27	Teacher PD Days
July 2020	28	Parent Conference ABC Plan
July 2020	29	First Day for Students
August 2020		
August 2020	10	Open House Night
August 2020	28	Teacher PD Day
September 2020		
September 2020	7	Labor Day Holiday
September 2020	8	Teacher PD Day
October 2020		
October 2020	11	Parent Conference Day
October 2020	21	Teacher PD Day
October 2020	30	Fall Break
November 2020		
November 2020	6	Teacher PD Day
November 2020	25-27	Thanksgiving Holiday
December 2020		
December 2020	10	Parent Conference Day
December 2020	21-Jan 1	Winter Break
January 2021		
January 2021	18	MLK Jr. Holiday
January 2021	29	Teacher PD Day
February 2021		
February 2021	19	President's Day Holiday
February 2021	26	Teacher PD Day
March 2021		
March 2021	25	Parent Conference Day
March 2021	26	Teacher PD Day
March 2021	29-Apr 21	Spring Break/Easter
April 2021		
April 2021	7	Teacher PD Day
May 2021		
May 2021	28	Teacher PD Day
May 2021	31	Memorial Day Holiday
June 2021		
June 2021	9	Last Day for Students
June 2021	10	Parent Conference Day
June 2021	14	Teacher PD Day
June 2021	14-Jul 21	Summer School/STEAM Camp

Student Attendance Days: July 29, 2020 through June 9, 2021 - Total 186 Attendance Days

- First Quarter: July 29 – October 2, 2020 (42 Instructional Days)
- Second Quarter: October 5 – December 18, 2020 (45 Instructional Days)
- Third Quarter: December 21, 2020 – March 19, 2021 (51 Instructional Days)
- Fourth Quarter: March 22 – June 9, 2021 (48 Instructional Days)
- First Semester: July 29 – December 18, 2020 (87 Instructional Days)
- Second Semester: December 21, 2020 – June 9, 2021 (99 Instructional Days)

Extended Learning Opportunities:

- Summer School: June 14 through July 2, 2021 (15 Instructional Days)
- Summer STEAM Enrichment Camp: June 14-25, 2021 (10 Instructional Days)



Overview of Academic and Non-Academic Programs

Indy STEAM Academy Overview of Dates, Holidays and Events 2020 -2021

Summer Pre-Opening Events: July 2020

July 6, 2020	Ribbon Cutting Ceremony – Opening of the Indy STEAM Academy Facility
July 09, 2020	New Staff (Non-Certified) Orientation/Onboarding
July 10, 2020	New Staff (Certified) Orientation/Onboarding
July 13-24, 2020	Staff Professional Development Days (No students)
July 25, 2020	Back to School Family Picnic and STEAM Fair

Quarter 1: July 28 – October 2, 2020 (42 Instructional Days)

July 27, 2020	First Day of School for Staff
July 28, 2020	Parent Conference Day (ABC Plans)
July 29, 2020	First Day of School for Students
August 10, 2020	Open House Night
August 10-14, 2020	NWEA MAP Growth K-5 Fall Benchmark Assessments
August 28, 2020	Staff Professional Development Day (No Students)
August 31, 2020	STEAM Ovation Night! – Design Challenge Presentations
September 7, 2020	Labor Day Holiday (No School)
September 8, 2020	Staff Professional Development Day (No Students)
September 28, 2020	STEAM Ovation Night! – Design Challenge Presentations
October 1, 2020	Parent-Teacher-Student Conferences [Q1 – Progress Report Pick-up]
October 2, 2020	Staff Professional Development Day (No Students)
Dates TBD	STEAM Fall Competitions

Fall Break: October 5-9, 2020

October 5-9, 2020	COSI – Camp-In (Columbus, OH) and Fall College Tour
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Quarter 2: October 5 – December 18, 2020 (45 Instructional Days)

November 6, 2020	Staff Professional Development Day (No Students)
November 23, 2020	STEAM Ovation Night – Design Challenge Presentations
November 25-27, 2020	Thanksgiving Holiday (No School)
December 18, 2020	Parent-Teacher-Student Conferences [Q2 – Progress Report Pick-up]
Dates TBD	STEAM Winter Competitions



Winter Break: December 21, 2020 – January 3, 2021

December 28-30, 2020	Science Museum Visit and Winter College Tour
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Quarter 3: December 21, 2020 – March 19, 2021 (51 Instructional Days)

January 11-15, 2021	NWEA MAP Growth K-5 Winter Benchmark Assessments
January 18, 2021	Martin Luther King, Jr. Holiday (No School)
January 25, 2021	STEAM Ovation Night – Design Challenge Presentations
January 29, 2021	Staff Professional Development Day (No Students)
February 5, 2021	Young Author’s Night Celebration
February 15, 2021	President’s Day Holiday (No School)
February 22, 2021	STEAM Ovation Night – Design Challenge Presentations
February 26, 2021	Staff Professional Development Day (No Students)
March 18, 2021	Science Fair
March 25, 2021	Parent-Teacher-Student Conferences [Q3 – Progress Report Pick-up]
Date TBD	STEAM Spring Competitions

Spring Break: March 29 – April 2, 2021

March 29-31, 2021	Science Museum Visit and Spring College Tour
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Quarter 4: March 22 – June 9, 2021 (48 Instructional Days)

April 19-23, 2021	I-READ K-2 Assessment
May 17-21, 2021	NWEA MAP Growth K-5 Spring Benchmark Assessments
May 20, 2021	STEAM Career Fair
May 28, 2021	Staff Professional Development Day (No Students)
May 31, 2021	Memorial Day Holiday (No School)
June 9, 2021	Last Day of School for Students
June 10, 2021	Parent-Teacher-Student Conferences [Q4 – Progress Report Pick-up]
June 11, 2021	Staff Professional Development Day (No Students)

Summer Extended Learning Opportunities:

June 14-July 2, 2021	Full STEAM Ahead – Summer School
June 14-25, 2021	STEAM Enrichment Summer Camp
Dates TBD	STEAM Summer Competitions



School Master Schedule

The school year provides 186 full days of student instruction beginning July 29, 2020 through June 9, 2021 that include 5 Parent Conference Days, 10 Staff Professional Days before the start of the school year and 10 Staff Professional Development Days during the school year which are embedded into the school calendar. The Academy is accessible to students from 7:30 AM until 5:15 PM. The teacher day is 7:15 AM to 4:15 PM. Teachers who are not working with after school activities may depart at 4:15 PM. Students arrive for breakfast at 7:30 AM. Students go to their classrooms at 8:00 AM, which is the beginning of the instructional school day. Students are considered late, if they arrive after 8:05 AM. The first period of the day is the balanced math 90 minutes instructional block. The second period of the day is the balanced literacy 90 minutes instructional block. Students participate in specials (art, music, physical education, library, and computer lab) for 60 minutes that rotate each day of the week. Teachers participate in grade level team planning periods while students are in specials. Staff lunch is 45 minutes. Students have 30 minutes for lunch and 15 minutes for recess/restroom break. Students receive 60 minutes of Social Studies and Citizenship instruction three days per week. Students receive 60 minutes of Health and Wellness instruction two days per week. Students participate in the STEM Block for 90 minutes each day which integrates science, technology, engineering and math (practical application) instruction. The last period of the day is Success Time, where students receive Tier II instruction for 60 minutes each day to meet their academic proficiency and growth goals for reading and math. Students are dismissed at 4:00PM. Snacks are provided for students participating in after school activities for 15 minutes. Students may participate in afterschool tutoring for one hour three days (T-TH) per week for additional help with reading and math. Students in tutoring may participate in extra curricular activities for one hour on days in which they are not receiving tutoring instruction. Students not participating in tutoring may participate in afterschool extracurricular activities and clubs for one hour four days (M-TH) per week. Homework Help Club is provide for one hour four days per week (M-TH). Monthly night activities are held from 5:30-7:30 PM. Dinner is served during monthly family nights to make it more convenient for parents to participate after work.

The master schedule below identifies the time, day, and subjects taught on a typical school day:

Times	Subjects	Monday	Tuesday	Wednesday	Thursday	Friday
7:15	Teachers Arrive	X	X	X	X	X
7:30-8:00	Student Arrival Breakfast	X	X	X	X	X
8:00-9:30	Mathematics	X	X	X	X	X
9:30-11:00	Reading/Language Arts	X	X	X	X	X
11:00-12:00	Specials (Rotations)	Art	Music	Computer	Library	Phys. Ed.
12:00-12:45	Lunch/Recess	X	X	X	X	X
12:45-1:30	Social Studies/Citizenship	X		X		X
12:45-1:30	Health and Wellness		X		X	
1:30-3:00	STEM (Science, Technology, Engineering)	X	X	X	X	X
3:00-4:00	Success Time	X	X	X	X	X
4:00	Student Dismissal	X	X	X	X	X
4:15	Teachers Depart	X	X	X	X	X
4:00-4:15	Snacks	X	X	X	X	X
4:15-5:15	After School Tutoring		X	X	X	
4:15-5:15	Extra-Curricular Activities	X	X	X	X	X



Indy STEAM Academy
Integration of STEAM - Overview

Content Area	Teachers	Coaches
<p>Math Block 8:00-9:30 AM (90 Minutes)</p> <p>Builds a strong foundation for math</p>	<p>Balanced Math Uses Math Program</p> <p>Whole Group Instruction -Model Mini-Lesson Shared Math Activity Interactive Math Activity Small Group Guided Practice Independent Practice</p> <p>Assess: Before, During, After Reading</p> <p>Reviews student work</p> <p>Debriefs with coaches Provides reflections about the lesson and ways to improve upon the lesson</p> <p>Meets with coach in grade level team meetings to create and modify lesson plans</p>	<p>Literacy and STEAM Coaches</p> <p>Creates Curriculum Maps that are aligned with the standards</p> <p>Assists teachers with developing lesson plans that are aligned with the standards</p> <p>Identifies Formative and Summative Assessments</p> <p>Assists teachers with the analysis of data to plan instruction and grouping students for instruction</p> <p>Informally observes teachers</p> <p>Provides feedback during debriefing sessions before school or on Wednesdays during plan periods.</p>
<p>Reading Block 9:30-11:00 AM (90 Minutes)</p> <p>Builds a strong foundation for reading and writing</p>	<p>Balanced Literacy Reading & Language Arts Uses Basal Reading Program</p> <p>Whole Group Instruction Mini-Lesson Model Reading, Shared Reading/Writing Small Group Guided Reading/Writing Independent Practice Assess: Before, During, After</p> <p>Reviews student work Debriefs with coaches Provides reflections about the lesson and ways to improve upon the lesson</p> <p>Meets with coach in grade level team meetings to create and modify lesson plans</p>	



Integration of STEAM Schedule Overview

Page 2 of 3

<p>Art, Music, Physical Education, Library, Computer Lab 11:00 -12:00 Noon (60 minutes)</p>	<p>Provides Instruction Whole Group Shared Activities Independent Activities</p>	<p>Assists teachers with integration where aligned</p>
<p>Social Studies & Citizenship 12:45-1:30 PM (45 Minutes) (M, W, F)</p>	<p>Provides Social Studies and Citizenship Instruction Whole Group Shared Activities Independent Practice</p>	<p>Assists teachers with the integration of STEAM where aligned</p>
<p>Health & Wellness 12:45-1:30 PM (45 Minutes) (T, TH)</p>	<p>Provides Health & Wellness Instruction Whole Group Shared Activities Independent Practice</p>	<p>Assists teachers with the integration of STEAM where aligned</p>
<p>STEM Block 1:30-3:00 PM (90 Minutes)</p> <p>Provides a deep understanding of concepts through the practical application of skills.</p>	<p>Teacher provides Science Content Instruction (45 minutes)</p> <p>Whole Group Shared Activities – Science Experiments Teacher reinforces Science Inquiry Process: <i>Observe, Make Predictions, Investigate, Experiment, Test Predictions -Multiple trials, Collect Data, Evaluate Investigations, and Communicate Findings</i></p> <p>Engineering Component (45 minutes) Teacher integrates content and provides the practical application of science, technology, and math using the engineering design process</p> <p>Teacher builds background knowledge by reading a story about a real-world problem or need</p>	<p>Creates Curriculum Maps that are aligned with the standards</p> <p>Assists teachers with developing lesson plans that are aligned with the standards</p> <p>Assists teachers with preparing science experiments</p> <p>Assists teachers with preparing engineering design challenges</p> <p>Identifies Formative and Summative Assessments</p> <p>Assists teachers with the analysis of data to plan instruction and grouping students for instruction</p> <p>Informally observes teachers</p> <p>Provides feedback during debriefing sessions</p>



Integration of STEAM Schedule Overview
Page 3 of 3

	<p>The teacher uses Internet resources to present additional information about the problem, need and constraints</p> <p><i>Teacher uses the Engineering Design Process to guide students with the development of solutions to the problem:</i></p> <p>Ask: Identify the problem/need and constraints. Research the problem</p> <p>Imagine: Brainstorm possible solutions</p> <p>Plan: Select a promising solution</p> <p>Create: Build a Prototype</p> <p>Test and Evaluate a Prototype</p> <p>Improve: Redesign the Model as Needed</p> <p>Present model to class and parents</p>	
<p>Success Time 3:00-4:00 PM (60 Minutes) Targeted Intervention Tier II Supports Remediate, reinforce, and enrich skills to ensure proficiency</p> <p>Tier III Supports Intensive Systematic Intervention Specialist for one- to-one support</p>	<p>STEAM Ahead – All Hands on Deck! All teachers provide Tier II instruction with flexible groups of students based on proficiency levels in reading and math</p> <p>Provides formative assessments to monitor student learning and summative assessments to determine levels of proficiency</p> <p>Use data to make informed decisions about instruction and student learning</p> <p>Monitors student progress. Regroups students based on skill levels</p>	<p>Assists teachers with the analysis of data to inform instruction and helps teachers group students based on skill levels and learning objectives</p> <p>Creates Tier II lesson plans with teachers to meet the needs of students</p> <p>Assists teachers with formative assessments to monitor student learning</p> <p>Assists teachers with summative assessments to determine levels of proficiency</p>



The Day of the STEAM and Literacy Coaches

Morning: 7:15 AM – Arrive – Check Mailbox

7:15-7:55

Coaches Debriefing Sessions

Coaches meet with teachers to discuss the lessons they will model or the lesson they will observe.

8:00-9:30

STEAM Coach: Class demonstrations/modeling/coaching for math

Literacy Coach: Prepare for Reading Block, Success Lessons, After School Tutoring Lessons

Analysis of Data from assessments – review

Lesson Plan Review

9:30-11:00

Literacy Coach: Class demonstrations/modeling/coaching for reading

STEAM Coach: Prepare for STEAM Block experiments, Engineering Challenges, and Success Lessons

Analysis of Data from assessments – review

Lesson Plan Review

11:00-12:00

Grade Level Team Meetings (M, T, TH)

Assist teachers with lesson planning, activities, assessments – review analysis of data for grade level

Debriefing Sessions (W, F) with classroom teachers

Debrief with classroom teachers by providing feedback regarding informal classroom observations.

Teachers have an opportunity to reflect on their lessons (strengths and opportunities for improvement).

Coaches and teachers develop a plan for future support and teacher needs.

Afternoon:

12:00-12:45

Lunch

12:45-1:30

Coaches Plan Period T, W, TH

Leadership Team Meeting with Head of School (M/F)

1:30-2:30

STEAM Coach and Literacy Coaches support STEM block instruction

Assist with experiment and design process

2:30-3:00

STEAM and Literacy Coaches prepare for Success Time

3:00-4:00

STEAM and Literacy Coaches support teachers during success time

4:00-4:15 – Assist with transition to afterschool programs.





Indy STEAM Academy

Attachment #7

Enrollment Policy

Letter of Intent to Enroll

Parent Survey



Enrollment Policy

Indianapolis STEAM Academy Enrollment Policy & Procedures

Enrollment at the Indianapolis (Indy) STEAM Academy will be open to all students interested in attending the academy. Enrollment will be on first-come, first-served basis. As a free public charter school, Indy STEAM Academy will follow the guidelines outlined in our charter regarding admissions and enrollment of students. The enrollment procedures explained below are designed to provide a fair opportunity for all students to apply to our school, regardless of race, ethnicity, nationality, religion, gender, gender identity, gender expression, sexual orientation, home language, or disability. Enrollment and admission practices will comply with all applicable state and federal laws. Indy STEAM Academy is committed to serving students that reflect the community.

Key Enrollment Dates:

Dates	Activities
September, 2019	Parents may begin submitting Letters of Intent to Enroll forms or may go to the Academy website to complete an enrollment form until Enroll Indy Opens.
November 2019	Parent Round-Ups (Information Meetings and Recruitment Activities) Participate in Head Start Registration Fair Enroll Indy Registration/Lottery Process Round #1
December 2019	Parent Round-Ups (Information Meetings and Recruitment Activities)
January 6-10, 2020 January 2020	Follow-up contacts with parents who registered in the Fall Check Letter of Intent to Enroll - Make sure that parents have completed registration packets (online or hardcopy) Parent Coordinator will visit homes to assist parents with the registration Parent Round-Ups (Information Meetings and Recruitment Activities)
February 2020	Parent Round-Ups (Information Meetings and Recruitment Activities) Confirm Fall Enrollment Results with Enroll Indy Enroll Indy Registration Lottery Process Round #2
March 2, 2020	Follow-up contacts with parents who registered in the Winter Check Letter of Intent to Enroll and Registrations online and Hardcopy Parent Coordinator will visit homes to assist parents with the registration packet or completing the online enrollment process.
April 2020	Parent Round-Ups (Information Meetings and Recruitment Activities)
April 30, 2020	Efforts are made to fill any vacant seats at each grade level
May 29, 2020	Deadline to complete and submit all registration forms. Confirm Enroll Indy Round #2 Enrollment
June 19, & 26, 2020	Parent Orientations for confirmed enrollments Enroll Indy Registration Lottery Process Round #3
July 10 & 17, 2020	Parent Orientations for confirmed enrollments Enroll Indy Registration and Lottery Process for Late Enrollment
July 24, 2020	Deadline to receive student records from sending schools Confirm all late enrollments with Enroll Indy
July 30-August 7, 2020	"No Shows" are contacted by phone Parent Coordinator conducts home visits for "No Shows"



Open Enrollment Period

The open enrollment period for Indy STEAM Academy will begin November 2019 and will end May 30, 2020. Applications received after the deadline will be placed on the wait list on a first come first served basis, if there are no additional seats available at the requested grade level.

Letter of Intent to Enroll

Beginning November 2019, parents interested in enrolling their children to attend Indy STEAM Academy may complete the Letter of Intent to Enroll. This Letter of Intent is designed to gauge the interests of parents and the grade levels of perspective students to identify staffing and instructional resource needs. Parents may complete the Letter of Intent online at the Academy website www.indysteamacademy.org or may complete a hardcopy at Round-Up, Registration Fairs, or at the school. A running list of names of students by grade level will be maintained with the date that the enrollment was confirmed. Registration forms are to be completed by parents to finalize the enrollment process.

Steps to Enrollment:

Enrollment Application & Enroll Indy

Parents will be given the opportunity to complete an application for enrollment online using Enroll Indy when the November Enrollment Lottery opens. Parents may also submit interest in enrolling their children using the academy's website. Parents will have three opportunities to register their children during Round #1 (November), Round #2 (February), and Round #3 (May) registration periods. Late registration is in June. Parents must have (1) the student's birth certificate; (2) immunization records; (3) Proof of residency (Utility bill or Lease agreement); and (4) Parent photo identification. Enrollment application should be received by **May 30, 2020**, and will be considered late after this date. Applications received after this date will be placed on the wait list, if there are no seats available at the requested grade level. In the event there are seats still available after the registration deadline, late applications will be accepted. If the capacity is reached before the deadline, students will be placed on the waitlist; however, the Board of Directors reserve the right to extend the enrollment capacity as long as there are enough students to support opening another classroom at a given grade level. Registration and enrollment for the next school year will begin directly after the first day of school.

Priority

Children of staff members will be given priority to enroll. Children of the Board of Directors will be given priority to enroll. Families with more than one child at the grade levels offered will be given priority to enroll. After the academy opens, siblings of students currently enrolled will receive priority enrollment. If in the case there is a family with more than one child, and there is a space available for one child, but not the other, both students will be enrolled. The new Bill HEA 1426 will allow charter schools to give enrollment preference to free and reduced lunch students, if the charter school's stated mission is to serve that subgroup.

Lottery Dates and Procedures

Pursuant to I 20-24-5-5, should the number of applicants exceed the number of available seats, the academy will hold a random drawing at a public meeting for student enrollment two weeks after the application deadline. The following procedures will govern the process for enrollment of students:

1. All students who have completed application forms prior to the deadline will be allowed to participate in the lottery. The deadline for the 2020 school year is May 30, 2020.
2. All students drawn in the public lottery will receive a seat in the academy according to grade levels until all seats are filled.



3. Students who are drawn after all seats are filled for a given grade level will be added to the wait list in the order in which their names were drawn. Students will be removed from the wait list as seats become available.
4. If in the case there are limited seats available for siblings of students, a separate lotter will be conducted for the enrollment of students by grade level before non-sibling applicants.

In accordance with IC 20-24-5-5, should a public lottery be required, admission preferences will be given priority considerations based on the following criteria:

- Students currently attending Indy STEAM Academy
- Siblings of students currently attending Indy STEAM Academy
- Students whose parents are staff members
- Students of the Board of Directors

Sibling preference is designed to ensure that all students within a family are able to attend the academy as a family if they desire to attend the same school.

Waiting List

Student registrations that are received after the registration deadline may be placed on the wait list, if there are no seats available at the requested grade level. Students on the waitlist may fill vacant seats of students who are considered to be “No Shows” or when a seat becomes available due to a transfer-out or withdrawal.

No Shows

Students will be considered a “No Show” if the registration packet is not completed through Enroll Indy, at the school’s website or in person. If a parent has completed a registration packet and the enrollment has been confirmed, but the student fails report within the first 10 days of school, the student will be deemed a “No Show.” If the student reports the first day of school, but is absent for a period of 7 days, the student will forfeit the seat, if there is no medical or justifiable reason.

Withdrawals

A parent may withdraw a student from school at any time; however, parents are encouraged to wait until a logical break in the school week, month, quarter or semester to withdraw if possible. A student will not be considered withdrawn until the parent completes and submits the withdrawal form and the Release of Information to send the student’s records to the receiving school.

Re-enrollment

Students enrolled at the Academy will be able to attend the following school year without having to reapply. Students who leave the school and want to return during the same school year may re-enroll without any consequence; however, the Academy cannot guarantee that the student re-enrolling during will be able to return to the same classroom/teacher. Every effort will be made to accommodate the needs of the student.

Transfers

Students transferring out and want to return the following school year will be required to complete a new enrollment application but will be given priority in the enrollment process. Students transferring-in during the school year may do so if seats are available. If there are no seats available, students will be placed on the waitlist.



Registration Packet Contents:

- Enrollment and Contact Information
- Medical Information and Release Form
- Special Education Services
- Parent/Guardian Home Language Identification Survey
- Federal Parent/Guardian Student Ethnic & Race Identification Form
- Student Residency Questionnaire – Federal McKinney-Vento Act
- Student Records Release
- FERPA – Family Educational Rights & Privacy Act
- Computer, Internet, and Email Policy
- Media Release Form
- Transportation Request Form
- Blanket Field Trip Permission Slip Form
- Parent, Student, Teacher Compact

Non-Discriminatory Policy

Indy STEAM Academy will provide equal opportunities without regard to race, color, national origin, gender, age, disability, sexual orientation, economic status, religion, political affiliation, or veteran status in its educational programs and activities. This includes, but is not limited to admissions, educational services, financial assistance and employment. Any complaints or allegations of any violations of this policy should be reported to: Yvonne Bullock (or designee), CEO/Founder/Head of School.

Indy STEAM Diversity Statement

Indy STEAM Academy is an equal employment opportunity public charter school which strives to deliver educational excellence, equitable access, and quality service to our students and families. Indy STEAM Academy recognizes the educational and social value of human differences. Indy STEAM Academy is committed to an inclusive approach which affirms and embraces all aspects of diversity. We are strengthened by our unique experiences, interests, hopes, challenges, cultures, traditions and families. We engage families as partners in education through trusting relationships built on culturally responsive two-way communication and mutual respect. Recognizing our diversity, we are committed to equity in all of our work. We seek to allocate resources to eliminate discrimination and disparities. We strive to eliminate stereotypes, prejudice, and intolerance and bridge gaps between and among our diverse students, families, staff and communities. Our approach to diversity and commitment to fairness ensure that the students we serve are empowered to succeed in college, career, military and life.

(Adopted from IPS)

Federal McKinney-Vento Homeless Assistance Act

Congress established the McKinney-Vento Homeless Assistance Act after receiving reports that up to 50% of homeless children were not attending school. The McKinney-Vento Act was created with the goal of ensuring the enrollment, attendance, and success of homeless children and youth in school. The McKinney-Vento Act provides states with funding to help remove barriers to education. Children and youth experiencing homelessness find shelter in a variety of places. The McKinney-Vento Act defines homeless as – an individual who lack fixed, regular, adequate nighttime residence. According to the U.S. Department of Education, children and youth living in the following situations are considered homeless:

- o Doubled-Up with family or friends due to economic situation
- o Living in motels and hotels for lack of other suitable housing
- o Emergency, domestic violence and transitional shelters



- Students whose parent/guardian is hospitalized, incarcerated or military deployed
- The streets, abandoned buildings, cars, trailers, and campgrounds
- Migratory children residing in housing not fit for habitation
- Runaway and “Throwaway” children and youth

Requirements for Schools

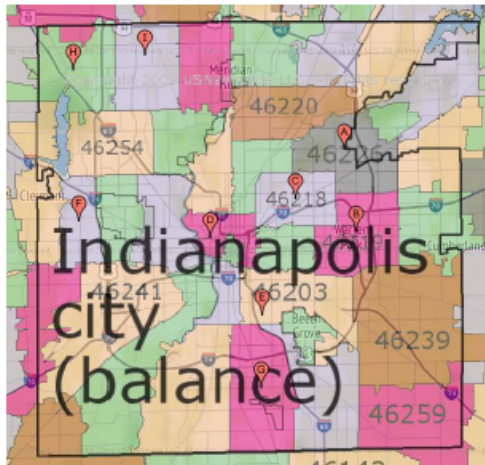
The McKinney-Vento Act provides certain rights for homeless students. They include waiving certain requirements such as proof of residency when students are enrolling and allowing categorical eligibility services, such as free textbooks. The Act also states:

- Immediate enrollment in the school of origin or the school in whose attendance area students are currently residing even if they do not present the required documents at the time of enrollment;
- Access to free meals and textbooks, Title I, and other educational programs and other services; including transportation;
- Attendance in the same classes and activities that students in other living situations also participate in without fear of being separated or treated differently due to their housing situations.

(Adopted from IPS)

Demand by Zip Codes

Map of Zip Codes of parents who expressed an interest in our academy.



- A= 46226 (10 Parents) 46228 = (1 Parent)
- B= 46219 (4 Parents) 46235= (2 Parents)
- C= 46218 (23 Parents) 46237= (1 Parent)
- D= 46202 (1 Parent) 46205= (9 Parents)
- E= 46203 (3 Parents) 46201= (3 Parents)
- F= 46214 (1 Parent) 46229= (7 Parents)
- G= 46227 (1 Parent)
- H= 46278 (1 Parent)
- I= 46268 (1 Parent)

Day Early Learning Recruitment Fair November 2018 Results: Parents/Grade Level of Child(ren)

Parent	Grade	Parent	Grade	Parent	Grade
N. Riggs	2nd	E. Jones	Kdg	O. Richardson	Kdg
R. Willis	2nd	R. Wade	Kdg	E. Edwards	Kdg
R. Willis	1st	L. Davis	Kdg	A. Duffy	Kdg
		A. Brown	Kdg	C. Williamson	Kdg
13 Students		S. Christian	Kdg	J. Glass	Kdg



Letters of Intent to Enroll

**Summary of Responses (63 Students)
January 2018**

Parent	Grade of Student	Parent	Grade of Student	Parent	Grade of Student
D Bennett	K	J Hatchett	K	T Ramsey	K
L Black	K	C Hughes	K	J Reid	K
A Bolling	K	K Hill	K	B Robinson (twins)	K
L Bowden	K	L Holland	K	B Robinson (twins)	K
A Buckner	2	D Holder	K	M Shanklin	K
A Buckner	K	D Hutchinson	K	A Siggers	K
D Crenshaw	K	S Hyche	K	JR Steele	K
D Crenshaw	2	N Jackson	K	S Steele	K
C Davenport	K	A Jessup	2	A Stephens	K
O Dillard	K	J Johnson	K	A Tolbert	K
A Easley	K	K Jones	2	T. Tumstall	K
Y Echols	K	L Lewis	K	B Wagner	K
D Elliott	K	L R Lewis	1	B Wagner	1
C Freeman	K	M Mackey	K	F Wallace	K
C Finch	K	E Miller	K	P Weatherspoon	K
T Fowler	K	C J Miranda	K	P Weatherspoon	2
S Francois	K	M Morales	K	T Weatherspoon	K
M Graham	K	D Moses	K	M Westmoreland	K
L Dicorsi	K	MJY Perez	K	M Williams	K
N Hadley	K	T Powell	1	A Young	K
C Harris	K	B Peterson	K	W Young	K



Letter of Intent to Enroll



Indy STEAM Academy
Letter of Intent to Enroll
2020-21

This Letter of Intent is used to demonstrate interest in having your child attend the Indianapolis STEAM Academy, a proposed K-8 public charter school for the 2020-21 school year. This letter does not guarantee your child's enrollment in this school, nor does it legally bind parents to enroll their children at this school. The purpose of this Intent to Enroll form is to gain more information about the interest of parents and the potential enrollment of students at the Academy. Parents may complete a registration packet to officially enroll their children at the Academy.

Full Name of Child _____

Date of Birth _____ **Gender** _____

Grade at Enrollment Fall 2018 _____

Current School/Day Care Center _____

Name of Parent/Guardian _____

Home Phone _____ **Cell Phone** _____

Email Address _____

Student's Home Address _____ **Zip Code** _____

Student areas of interest and ability:

Is there anything you would like us to know about your child?

Parent/Guardian Signature _____ **Date:** _____

Please return this form by email to: Indianapolis STEAM Academy at the email address below.

Email address: indysteamacademy@outlook.com

Thank you!





Indy STEAM Academy



Our Focus: Science, Technology, Engineering, Art, and Math

Our Model: Hands on Learning, Small Group Instruction, Working on Projects to Solve Real-Life Problems, Computers, Small Class Sizes, Extra Learning Time, Extra support for ELL and Special Education students.

Grades: K-2

Enrollment: 200 Students

(Add a new grade level each year until we reach grades K-8.)

When: July 30, 2018

Where: 4410 N. Shadeland (Former Carpe Diem School)

Time: 7:30 – 4:00 PM

Activities: Afterschool and extra-curricular activities provided!

Are you interested in sending your child to our school?

Please circle one response below:

Results: 32 Responses

5= Very interested

15 Parents = Very Interested

4= Interested

15 Parents = Interested

3= Maybe

2 Parents = Maybe

2=Not sure

0 Parents = Not Sure

1=Not interested

0 Parents = Not Interested

Please provide your name and email address to receive more information about our school:

Print Name: _____

Email: _____

Phone: _____

Indy STEAM Academy – “Preparing Today’s Students for Tomorrow’s Careers!”



Parent Survey for New School Location



Indy STEAM Academy Parent Survey



Our Focus: Science, Technology, Engineering, Art, Math

Our Model: Hands on Learning, Small Group Instruction, Work on projects that Solve Real-Life Problems, Computers, Small Class Sizes, Extra Learning Time, Extra-Curricular Programs, After School Programs, Tutoring, Homework Help, Extra Support for ELL and Special Education Students

Grades: K-5

Enrollment: 300 Students – Year 1

When: July 29, 2020

Where: Northeast

Time: 7:30 AM - 4:00 PM

After School Activities: 4:00-5:15 PM

Are you interested in sending your child to our school?

Please circle one response below:

5= Very Interested

4= Interested

3= Maybe

2= Not Sure

1= Not Interested

Please provide your name and email address to receive more information about our charter school.

Print Name: _____

Email: _____

Phone/Cell: _____

Indy STEAM Academy – “Preparing Today’s Students for Tomorrow’s Careers!”





INDY STEAM ACADEMY GRADES K-5 (YEAR 1)



INSTRUCTIONAL MODEL

STEAM: Science, Technology, Engineering, Arts, Math

- **90 Minutes Reading and Math Blocks**
 - Whole Group Instruction
 - Small Group Instruction
 - Individualized Instruction
- **90 Minutes STEAM Block**
 - Science Experiments
 - Engineering Design Projects
 - Technology
- **60 Minutes Success Time**
- **After School Tutoring and Homework Help**
- **After School Extra-Curricular Activities**
- **Summer School and STEAM Summer Camps**

Contact:

Yvonne Bullock, Ph.D.

CEO/Founder/Head of School

Phone: (317) 556-2307

Email: indysteamacademy@outlook.com

Website: www.indysteamacademy.org

**First Day of School:
July 29, 2020**

Mission

To nurture the academic and creative talents of students through Science, Technology, Engineering, Arts Design, and Mathematics with a strong literacy foundation to ensure the academic success of all students, and prepare them for high school, college, and careers in a 21st century global workforce.

Teacher Supports

- Coaching and Mentoring
- Professional Development
- One Hour Grade Level Team Planning Periods
- Data Driven Instruction
- Research-based Best Practice Strategies
- Response to Intervention (RTI)
- Positive Behavior Intervention and Supports (PBIS)
- Teacher Assistants

Student Supports

- Work in Learning Teams
- Hands-on Learning
- Computers
- Extra Help During School Time
- After School Tutoring
- Extra-Curricular Activities
- Extra Help During Breaks
- Robotics, Lego, Coding
- Math and Science Competitions
- Mentoring
- Small Class Sizes





Indy STEAM Academy

Attachment #8

Student Discipline Policy



Indianapolis (Indy) STEAM Academy

Discipline Policy

Discipline Philosophy

The Indianapolis (Indy) STEAM Academy will provide a safe and nurturing learning environment where students take responsibility for their behaviors to be productive citizens at school and in their communities.

Core Values

The core values of our academy are based on the Six Pillars of Character to foster a positive school climate and culture:

- Trust
- Respect
- Responsibility
- Fairness
- Caring

These core values are taught to students, reflected in behavior expectations, and modeled in all interactions among members of our school community. Building strong character is fundamental to creating a positive learning environment and school culture which is the hallmark of our academy. The following matrix defines our core values which are reinforced each day. Schoolwide activities are provided where students are able to demonstrate these attributes as they interact with peers and staff. Students are encouraged to apply these core values in their daily lives at home and in their communities.

Respect <ul style="list-style-type: none"> • Treat others with respect • Follow the "Golden Rules" • Be tolerant and accepting of other's differences • Use good manners • Be considerate of other's feelings 	Responsibility <ul style="list-style-type: none"> • Do what you are supposed to do • Plan Ahead • Be accountable for your words actions and attitudes • Set an example for others • Be Diligent • Persevere • Do your best 	Fairness <ul style="list-style-type: none"> • Play by the rules • Take turns and share • Be open-minded • Listen to others • Avoid blaming others • Treat people fairly
Trustworthiness <ul style="list-style-type: none"> • Be honest • Be reliable • Be loyal • Do what you say you will do • Have a good reputation • Have courage to do the right thing 	Caring <ul style="list-style-type: none"> • Be kind • Be compassionate • Show you care • Express gratitude • Forgive others • Help people in need 	Citizenship <ul style="list-style-type: none"> • Do your share to make the community better • Cooperate • Get involved in school/community activities • Be a good neighbor • Follow the rules • Protect the environment • Volunteer

Learning Environment

Indy STEAM Academy will provide a safe and nurturing learning environment where students feel capable, connected, and engaged with their peers and teachers in a positive learning environment.



School Expectations

1. Follow directions the first time they are given
2. Treat others with respect
3. Keep hands, feet, and objects to yourself
4. Walk quietly in the halls
5. Do your best

Behavior Expectations

Indianapolis STEAM Academy has established clear expectations for behaviors within the school environment in order to support the learning community. These behaviors fall into three categories: **Respect, Responsibility, and Safety**. These expectations contribute to a positive learning environment where students are able to grow socially emotionally and succeed academically.

Behavior Expectations Matrix

	Be Safe	Be Respectful	Be Responsible
Classroom	Sit in your assigned seat Keep your hands, feet, and objects to yourself Handle all equipment in a safe manner Clean-up after each lesson Stay in the classroom until you are dismissed	Listen when others are talking Raise your hand to speak Share materials Keep up with your belongings Keep your hands, feet, and objects to yourself	Be prepared to learn Listen and follow directions the first time given Stay on task Complete class assignments Turn-in assignments when they are due Give your best effort
Hallways	Walk safely Stay on the right side of the hall and stairs Use the stairs handrails Watch for opening doors Keep your hands, feet, and objects to yourself	Go directly to class Take a hall pass when leaving the classroom	Use quiet voices Hold the door for the person behind you
Cafeteria	Sit at your assigned table Keep your food on the tray Keep your table clean Stay seated until you are dismissed	Wait patiently in line for your food. Empty your tray when you are done eating	Use indoor voices Keep your food on your tray Use table manners
Playground	Stay in your assigned area Keep your hands, feet, and objects to yourself	Return all equipment to the storage containers Line up quietly when it is time to return to the classroom	Follow the rules of the game Play fairly Everyone can play Share and take turns



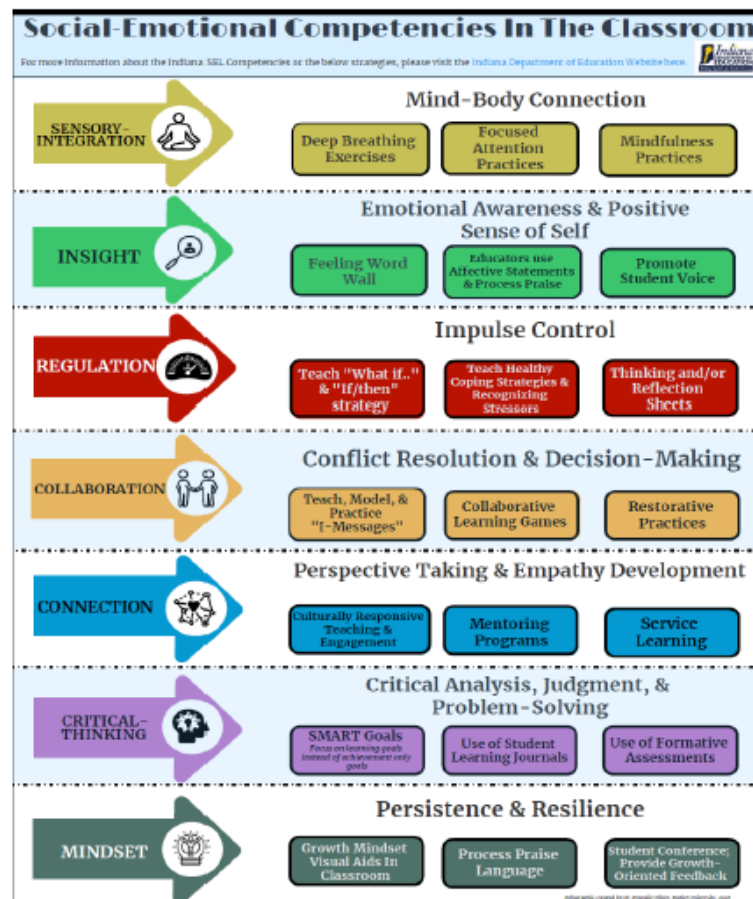
Restroom	Flush the toilet and wash your hands One person in each stall One person at the water fountain	Use the restroom then return to the classroom Conserve water, paper, and soap.	Give privacy to others Keep the restrooms clean
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Engagement

Indy STEAM Academy will help students build strong positive relationships between administrators, teachers and among students. Indy STEAM Academy will incorporate Social Emotional Learning Competencies/Standards and Curriculum to support academic and behavioral well-being of all students.

Social Emotional Learning

Social Emotional Learning (SEL) is a process where teachers and staff help students develop knowledge, skills, attitudes, and behaviors that they need to make positive choices. (Collaborative for Academic, Social, and Emotional Learning [CASEL], 2003). Indy STEAM Academy will have classroom teachers, a behavior specialist, Cummins Mental Health Agency and school administrators who will help students manage their emotions, build positive relationships with others, solve interpersonal problems, and make positive and ethical decisions when confronted with difficult situations. Indy STEAM Academy will incorporate social emotional competencies identified in the chart below:



Source: Indiana Department of Education, (2018). Social Emotional Learning Strategies.



Teachers will use the following Social Emotional Learning Competencies and Standards:



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

From birth, social, and emotional experiences shape how an individual handles life. With the development of the Indiana Social and Emotional Learning Competencies (2019), we see a clear connection between the Pre-K to 2nd Grade Competencies and Indiana’s Early Learning Foundations (2015). Below is a crosswalk to show this alignment:

Indiana Social and Emotional Learning Competency	Indiana Early Learning Foundations
1. Sensory Motor Integration	
1A. Student demonstrates an understanding of body awareness and sensations in the body <i>“I feel an awareness of my body in comparison to objects. I feel an awareness of my emotions in my body.”</i>	SE1.2 Demonstrate identification and expression of emotions PHG2.2 Demonstrate development of body awareness
1B. Student manages transitions and changes in routine <i>“I feel ready for transitions and can show I am adaptable to change.”</i>	SE2.1 Demonstrate self-control
2. Insight	
2A. Student identifies a wide range of emotions. <i>“I am aware of my emotions.”</i>	SE1.2 Demonstrate identification and expression of emotions
2B. Student recognizes personal strengths. <i>“I am aware of my strengths.”</i>	SE1.1 Demonstrate self-awareness and confidence
2C. Student demonstrates self-efficacy. <i>“I am capable of learning.”</i>	SE1.1 Demonstrate self-awareness and confidence APL1.2 Demonstrate interest and curiosity as a learner
3. Regulation	
3A. Student demonstrates self-control. <i>“I can control my actions and manage my feelings.”</i>	SE2.1 Demonstrate self-control
3B. Student recognizes life stressors and has strategies to manage them. <i>“I can recognize situations that make me feel stressed and take appropriate steps to change them.”</i>	SE2.1 Demonstrate self-control SE3.1 Demonstrate conflict resolution
3C. Student practices personal responsibility. <i>“I can take responsibility for my actions.”</i>	SE2.1: Demonstrate self-control SE3.1 Demonstrate conflict resolution
4. Collaboration	
4A. Student demonstrates communication skills. <i>“I will develop positive and healthy relationships with others.”</i>	SE4.1 Demonstrate relationship skills



4B. Student understands teamwork and works with others. <i>"I will use active listening skills to communicate with others."</i>	SE4.1 Demonstrate relationship skills APL4.1: Demonstrate development of social interactions during play ELA1.1 Demonstrate receptive communication skills ELA1.3 Demonstrate ability to engage in conversations SS5.1 Demonstrate awareness of citizenship
4C. Student applies conflict management skills. <i>"I will use assertive communication to resolve conflicts cooperatively."</i>	SE3.1 Demonstrate conflict resolution APL2.1 Demonstrate development of flexible thinking skills during play
5. Connection	
5A. Student treats others fairly and respectfully, is able to see multiple perspectives, and is open-minded. <i>"I build respectful and positive relationships with others, showing that I value diverse perspectives."</i>	SE4.1 Demonstrate relationship skills APL4.1: Demonstrate development of social interactions during play SS1.1 Demonstrate development of self
5B. Student demonstrates care and concern for others. <i>"I build relationships showing care and concern for others."</i>	SE4.1 Demonstrate relationship skills
6. Critical Thinking	
6A. Student demonstrates an understanding of metacognition. <i>"I know how I learn."</i>	APL1.2: Demonstrate interest and curiosity as a learner
6B. Student understands the decision making process. <i>"I know my choices and decisions have consequences. I think about how my choices and decisions will impact myself and others."</i>	SE1.1 Demonstrate self-awareness and confidence
6C. Student analyzes, synthesizes, and evaluates the thinking process. <i>"I know how to identify problems and find creative and positive solutions to them."</i>	APL2.1 Demonstrates development of flexible thinking skills during play
7. Mindset	
7A. Student demonstrates a willingness to learn, especially when faced with challenges or following a failure. <i>"I believe that if I give effort, my abilities and learning will improve and I can learn from challenges and failures."</i>	APL1.1 Demonstrate initiative and self-direction APL1.2 Demonstrate interest and curiosity as a learner APL3.1: Demonstrate development of sustained attention and persistence
7B. Student practices flexible and innovative thinking. <i>"I believe it is important to practice different strategies, show willingness to keep trying, and apply creative ideas."</i>	APL2.1 Demonstrate development of flexible thinking skills during play APL3.1 Demonstrate development of sustained attention and persistence
7C. Student accepts constructive feedback. <i>"I am trying to learn from the feedback that others give me."</i>	SE4.1 Demonstrate relationship skills APL2.1: Demonstrate development of flexible thinking skills during play

Source: Indiana Department of Education. *Social Emotional Learning Crosswalk*



Teacher/Staff Responsibilities

The teachers and staff at Indy STEAM Academy are committed to providing a sound educational community for all learners. This commitment includes providing effective instruction and establishing of a positive classroom environment with clear expectations for student behavior. At the start of each school year, teachers are responsible for establishing, with the input of their students, a clear set of positively stated classroom behavior expectations. They are responsible for establishing and consistently applying a set of clear consequences for behaviors, both positive and negative in the classroom. Teachers are expected to demonstrate regular focus and attention to developing these behaviors in students. They will provide a model of appropriate behavior, as well as provide explicit instruction in the school expectations on a weekly basis by utilizing multiple teaching strategies that help students understand what is expected. Teachers will accept responsibility for guiding the behavior of ALL students within the school setting, not just the students enrolled in their classes. Teachers will promote mutual respect towards students and their parents. Teachers are expected to communicate with parents on a regular basis to discuss the performance and behaviors of students in their classrooms and document these interactions for school discipline records. Teachers will promote a sense of pride and community by creating a warm and inviting learning environment.

Student Responsibilities

Students at Indy STEAM Academy are expected to be familiar with all behavioral expectations, both school-wide and in their respective classrooms. Students will take responsibility for their own learning and their behavioral choices. Students will comply with all school staff member requests and make behavioral choices that contribute to their safety and the safety of others. They are expected to abide by these guidelines in all that they do on the school campus in order to create a safe and productive learning environment.

Parent Responsibilities

Parents will receive a copy of the Parent Handbook at the beginning of the school year. Parents are encouraged to review the Discipline Plan with their children and discuss how the family values are aligned with the core values instilled at school. Parents at Indy STEAM Academy will be familiar with the academy's expectations for student behavior and related consequences. Parents are responsible for ensuring that their children arrive at school each morning in a timely fashion, ready to learn. The academy expects parents' support in reinforcing behavioral expectations, in communicating regularly with their children's teachers, and in receiving and reading all school related information that is sent home. When consequences for inappropriate student behavior are implemented at school, parents will follow up at home to make sure the behavior does not reoccur. Parents will participate in three parent/teacher conference days and attend school activities.

Parent Contacts

Teachers and parents are expected to communicate often and routinely about the progress of students in their classrooms. Teachers may contact parents during the school day. Parents may be contacted electronically, or via mail. Parents will check student folders and book bags each night for communication from school. Parents may be contacted when they bring their children to school or at pick-up.

Rewards for Meeting Expectations

The school has a variety of activities and incentives to recognize students for modeling exemplary behavior such as "Caught being Good" tickets; Stickers, STEAM Bucks; Happy Grams; Treasure Chest, Student Store, Friday Fun Days, and Student of the Month and quarterly awards assemblies.



Consequences for Not Meeting Expectations

The teacher and school administration will use a variety of consequences depending on the nature and severity of the behavior. Teachers will resolve minor infractions in their classrooms by giving a verbal warning, time out in the classroom, loss of privileges, contact parent, send a note home to parent (to be signed and returned the next day,) or time-out away from the classroom. Major infractions require more restrictive measures including after school detention, parent phone calls, parent conferences, in-school suspension, out of school suspension, or expulsion.

Levels of Infractions and Logical Consequences

<p>Level 1 Infractions <i>Acts of misconduct that interferes with orderly school procedures, school functions, extracurricular programs, a student's own learning process or the learning process of others</i></p>	<p>Consequences</p>
<ul style="list-style-type: none"> • Excessive talking • Failure to follow directions • Refusal to participate or cooperate • Acts that seek unnecessary attention from others • Distracting or disruptive sounds, noise, or movement • Using the cell phone for non-education purposes • Inappropriate use of computers or other electronic devices • Chewing gum/eating candy 	<ul style="list-style-type: none"> • Time out in the classroom • In-school suspension • Loss of recess or other privileges • Reflective consequence/problem solving • Restorative consequence repair harm <p>Other Recommended Actions</p> <ul style="list-style-type: none"> • Parent Phone Call • Conference with teacher or administrator
<p>Level 2 Infractions <i>Acts of misconduct that include, but are not limited to misbehaviors directed against persons or property, but do not seriously endanger the health, safety, or well-being of others</i></p>	<p>Consequences</p>
<ul style="list-style-type: none"> • Persistent Disobedience or defiance of authority • Refusal to follow directions of a staff member • Repeated interference with the school's ability to provide educational opportunities to other students • Talking back to adults • Verbal, non-verbal, or written aggressive behaviors • Using profanity • Throwing objects or other behaviors that may become harmful • Late to class (during the school day) • Repeated Level 1 offenses 	<ul style="list-style-type: none"> • In school suspension • Suspension (1-5 days) • Detention • Loss of privileges, school activities • Lunch work detail • Reflective consequence/problem solving • Restorative consequence/written apology <p>Other Recommended Actions:</p> <ul style="list-style-type: none"> • Parent conference w/teacher • Parent conference w/administrator • Daily Behavior Log
<p>Level 3 Infractions <i>Acts of misconduct that may threaten health, safety, or property and other serious acts of misconduct including repeated misbehaviors.</i></p>	<p>Consequences</p>



<ul style="list-style-type: none"> • Chronic Disruptive behaviors – repeated Level 2 offenses • Fighting • Throwing Food • Intentionally triggering the fire alarm • Threatening to cause harm to another person • Bullying and/or Cyberbullying • Verbal, non-verbal, written aggressive behavior or abuse including using profanity or making threats to peers or adults • Physical aggression • Skipping class • Leaving the classroom without permission • Leaving an assigned area without permission • Leaving the building without permission' • Theft, attempted theft, or possession of stolen items • Destruction of school or private property (vandalism) 	<ul style="list-style-type: none"> • Suspension (1-10 days) Required conference with parent before the student may return to school • Loss of school privileges/activities • Community service hours • Charges may be filed by authorities • Restitution (payment of damages) • Restorative consequences that repair harm done or mend relationships (written apology, peer mediation) • Referral to the RTI Team - Develop a Behavior Intervention Plan/Behavior Plan or Behavior Contract <p>Other Recommended Actions:</p> <ul style="list-style-type: none"> • Immediate discipline referral • Immediate removal • Parent Phone Call • Parent Conference with Administrators
<p>Level 4 Infractions <i>Acts of misconduct that threatens the health and safety, or wellbeing of others. These violations are so serious that they require notice to outside agencies and/or law enforcement.</i></p>	<p>Consequences</p>
<ul style="list-style-type: none"> • Chronic Disruptive behaviors – repeated Level 3 offenses • Repeated failure to adhere to the goals in the Behavior Intervention Plan • Possession of/carrying a weapon • Possession and/or use of drugs or alcohol • Arson, false alarms or bomb threats • Terroristic threats • Assault of staff • Sexual harassment of a student or staff member • Promiscuous or immoral acts • Inappropriate Internet or cell phone use 	<ul style="list-style-type: none"> • Long-term Suspension (10+ days) • Expulsion (up to 365 Days) • Civil authorities called • Possible charges filed <p>Other Recommended Actions:</p> <ul style="list-style-type: none"> • Immediate discipline referral • Immediate removal • Conference with administrator • Parent phone call • Parent conference • Referral to RTI Team

BULLYING

What is Bullying? Bullying is the use of force threat or coercion to abuse intimidate or aggressively dominate others. The behavior is often repeated and habitual."

Forms of Bullying

Physical Bullying: Punching, Pushing, Fighting, Attacked by a Gang

Verbal Bullying: Name calling, teasing, gossip, slander, put downs, mimicking others, verbal treats

Psychological Bullying: Excluding someone from the group, or from participating in activities or from making friends, and other forms of alienation or association with a person

Cyber Bullying: Using the Internet or other technology to abuse, spread lies, gossip, threaten, or posting embarrassing pictures or videos



The following procedures shall be used for reporting, investigating, and resolving complaints of bullying.

Complaint Procedures:

Building Administrators/Designees have the responsibility of conducting investigations concerning the claim of bullying. The investigators shall be a neutral party with no prior involvement in the complaint presented. Any student, employee, or third party who has knowledge of conduct in violation of the Bullying Policy or feels s/he has been a victim of bullying in violation of this Policy is encouraged to immediately report his/her concerns. All complaints will be promptly investigated in accordance with procedures identified in the Grievance section of this application.

Due Process and Appeals

Students have the right to due process in the event they are accused of an infraction identified in Code of Conduct. The student must be informed of the charges, and evidence should be presented to support the claim. Students will be provided an opportunity to present his/her side of the story and any supporting evidents related to the matter. Students have the right to appeal the decision or disciplinary action taken. The student or parent may request that the student remain in school during the period of the appeal of the suspension. If the Head of School believes that the student is a present danger to himself/or others or is likely to be disruptive or destructive, the Head of School shall not allow the student to remain at school during the appeal process. This appeal/complaint process is identified in the Grievance section of this application.

Manifestation Determination

The purpose of this review is to determine whether or not the child's behavior that led to the disciplinary infraction is linked to his or her disability.

Under §300.530(e), a manifestation determination must occur within 10 days of any decision to change the child's placement because of a violation of a code of student conduct. Under IDEA 2004, the law does not require a manifestation determination for removals for less than 10 consecutive school days that do not constitute a change in placement.

The LEA, the parent, and relevant members of the IEP team (as determined by the parent and the LEA) are involved in conducting the review. Their purpose is to determine:

- If the conduct in question was caused by, or had a direct and substantial relationship to, the child's disability; or
- If the conduct in question was the direct result of the LEA's failure to implement the IEP [§300.530(e)(1)-(2)]

To make these determinations, the group will review all relevant information in the student's file, including the child's IEP, any teacher observations, and any relevant information provided by the parents. The Act recognizes that a child with a disability may display disruptive behaviors characteristic of the child's disability and the child should not be punished for behaviors that are a result of the child's disability. (71 Fed. Reg. 46720)

If the Determination is "Yes"

There are two scenarios under which the manifestation determination would be "yes." These are when the conduct:

- was a manifestation of the child's disability, or
- the direct result of the LEA's failure to implement the child's IEP.

If either condition is met, the student's conduct must be determined to be a manifestation of his or her disability [§300.530(e)(2)-(3) and (f)]. In other words, the manifestation determination is "yes."



Unless the behavior involved one of the special circumstances—weapons, drugs, or serious bodily injury—the child would be returned to the placement from which he or she was removed as part of the disciplinary action. However, the parent and LEA can agree to a change of placement as part of the modification of the behavioral intervention plan. [§300.530(f)(2)]

If the Determination is “No”

A manifestation determination of “no” means either that:

- the child’s behavior was not caused by or did not have a direct and substantial relationship to the child’s disability; or
- the child’s behavior was not the direct result of the LEA’s failure to implement the IEP.

In either case of “no,” school personnel have the authority to apply the relevant disciplinary procedures to the child with disabilities in the same manner and for the same duration as the procedures would be applied to a child without disabilities, *except—and this is very important—for whatever special education and related services the school system is required to provide the child with disabilities under §300.530(d).*





Indy STEAM Academy

Attachment #9

Grievance or Complaint Policy



Indy STEAM Academy

Grievance Policy

GRIEVANCE PROCESS

If a staff, student, parent, or community stakeholder has a complaint about the academy, board policies, school practices, or administrative procedures, they may express their concerns using the following grievance process. It is the desire of the Indy STEAM Academy to resolve any complaints in a fair and prompt manner. Prior to the initiation of a grievance, the parent or student will discuss the concern/problem with the person directly involved in an attempt to resolve the problem. If the matter is not resolved, the matter shall be presented in writing to the Head of School using the Complaint Form and follow the resolutions steps are identified as follows:

First Resolution Step: Submit a Complaint Form

The parents or student should initiate a complaint by requesting a complaint form from the officer manager, completing the form and returning it to the office manager or completing and submitting the complaint form on the academy's website. The petitioner is to state the claim, provide a detailed statement of the facts in support of the claim, and identify their desired resolution of the matter. After submitting the form to the CEO/Head of School for review, the CEO/Head of School will provide a written or electronic response acknowledging receipt of the complaint. The CEO/Founder will advise the petitioner of the grievance process and timeline.

Second Resolution Step: In-Person Meeting

The CEO/Head of School will meet individually with all parties to get a clear understanding of the complaint. The CEO/Head of School may determine that it is necessary to meet with both parties involved (if applicable) to resolve the dispute and collaborate on a solution to amicably resolve the matter. The CEO/Head of School will provide a written response on the Complaint form and return it to the parent or student within five (5) business days of the initial meeting decision. If the parent or student is not satisfied with the decision of the CEO/Head of School, the petitioner may appeal to the Policy and Governance Committee (Proceed to the Third Resolution Step).

Third Resolution Step: Decision and Appeal Process

The parent or student may appeal in writing the decision of the CEO/Head of School to the Board of Directors Governance Committee. The CEO/Head of School will forward the Complaint Form with the enclosed resolution to the Governance Committee. The Governance Committee will review all information relative to the complaint and request a meeting with the complainant within (5) five business days. The Governance Committee will meet with the parent or student and any parties involved to review the complaint and shall provide a written decision to the parent or student within five business days of the meeting. If further discussion is needed to resolve the complaint, the Governance Committee may refer the parent or student to the Board of Directors or if the parent or student is not satisfied with the decision of the Governance Committee, the parent or student may appeal to the Board of Directors (proceed to the Fourth Resolution Step).

Fourth Resolution Step: Meeting with the Board of Directors

The parent or student may request to meet with the Board of Directors in Executive Session. The Board Secretary will contact the parent, student and other persons involved with the meeting date and time of the hearing. The Board of Directors has the power and duty to act as deemed appropriate to resolve the matter. The Board of Directors will work diligently to amicably resolve the matter.

If the school or school governing board fails to address the grievance, or if you believe additional notification is warranted, you may contact the Indiana Charter School Board regarding your complaint at indianacharterschoolboard@icsb.in.gov. Please be prepared to complete a complaint form and to provide documentation that describes the issue and any complaint procedure you have followed with the school.





Indy STEAM Academy

Attachment #10

Evidence of Support from
Community Partners



IUPUI
**DEPARTMENT OF
MATHEMATICAL
SCIENCES**
SCHOOL OF SCIENCE
A Purdue University School
Indianapolis

August 15, 2018

Amy Osborne
Assistant Director of Applications and External Relations
Indiana Charter School Board
143 West Market Street, Suite 300
Indianapolis, IN 46204

Re: Letter of Support for the proposed Indianapolis STEAM Academy

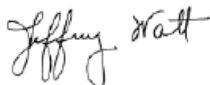
Dear Amy Osborne:

It is my pleasure as the IUPUI Director of UCASE (Urban Center for the Advancement of STEM Education) to provide this letter of support for *Educating Children Matters, Inc.*'s application to establish a charter school in Indianapolis. The proposed school name is Indianapolis STEAM Academy. I have met with Yvonne Bullock to discuss the goals of the academy, curriculum and instruction, grade levels targeted (K-8⁺), and potential IUPUI programs that can support the Academy's activities to increase the number of students in the STEM pipeline.

If this charter school application is approved and implemented, there exists a number of IUPUI programs that could partner with this new academy, including but not limited to:

- providing professional development for teachers,
- volunteering undergraduate and graduate math/science education majors to tutor students,
- using the Mobile Resource Trailer as an extension of field-based science instruction,
- assisting with service learning projects for students,
- implementing fieldtrips and science projects,
- developing activities to effectively use technology including coding,
- working with the Geology Center for Discovering the Earth Sciences,
- working with the "Project Lead the Way" program for middle school students,
- collaborating to develop a Summer Camp program for low-income, underserved, and underrepresented minority students.

Sincerely,



Jeffrey X. Watt, Ph.D.
The M. L. Bittinger Chair for Mathematics Education
Chair and Professor, Department of Mathematical Sciences
IUPUI School of Science
(317) 274-4070 jwatt@math.iupui.edu



MARIAN UNIVERSITY
— Indianapolis —
Fred S. Klipsch Educators College

August 28, 2018

Amy Osborne
Assistant Director of Applications & External Relations
Indiana Charter School Board
143 West Market Street, Suite 300
Indianapolis, IN 46204

Dear Ms. Osborne,

Marian University has a tradition of focusing its institutional efforts on forming highly effective leaders in the fields of medicine, social welfare and education. Through its Klipsch Educators College, Marian prepares effective school leaders, forms high quality teachers and provides access to quality school and student supports.

We have come to know Dr. Yvonne Bullock of Indianapolis (Indy) STEAM Academy during the course of her development of the school's concept. Dr. Bullock has a proven track record of effective service to students within the IPS District. Marian is pleased to partner with Indy STEAM Academy to support the implementation of its Science, Technology, Engineering, Arts and Mathematics instructional model.

Marian will help support Indy STEAM Academy in a variety of ways: pre-opening assistance; administrative support with state reporting; substantive counsel and administrative support for its Special Education/ELL programs. Through its Center for School and Community Success ("CS2"), Marian will provide professional development workshops and training for staff and the school leadership that include:

- (1) Special Education Program Policy and Practice Development
- (2) Special Education Professional Coaching and Support
- (3) Special Education Administration
- (4) State Reporting and Compliance

In addition to these supports, Marian's Klipsch Educators College intends to partner with Indy STEAM Academy to provide a Teacher Clinical Residency Program. Marian's clinical residencies will take place following a student's acquisition of a Bachelor's degree and licensure. The program will allow a student to complete a Master's degree during a full-year Clinical Residency at a Marian partner school. We will be working with Indy STEAM Academy as a program partner for this clinical residency program and believe that such a relationship will provide Indy STEAM Academy with a reliable system for recruiting and retaining highly effective teachers who will serve the teaching profession for many years.

At Marian, we support highly effective school leaders who implement successful school models, and we will continue to do so across school sectors and throughout the state. We look forward to this opportunity to share resources and support for Indy STEAM Academy. We support the school's efforts to obtain authorization for its Indianapolis location and we will support the school's long-term efforts to develop and sustain a high quality educational program for the benefit of the students and families served by the school.

Respectfully,



Kenith C. Britt, Ph.D.
Senior Vice President and Dean of Fred S. Klipsch Educators College
Marian University



One day, all children in this nation will have the opportunity to attain an excellent education.

TEACHFORAMERICA

Teach For America – Indianapolis
1314 N. Meridian Street, Suite 200
Indianapolis, IN 46202

August 8, 2018

Amy Osborne
Assistant Director of Applications and External Relations
Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204

Dear Ms. Osborne:

We are writing today to express our full support of Indy STEAM Academy's charter application.

Teach For America's mission is to find, develop, and support a diverse network of leaders who expand opportunity for children from classrooms, schools, and every sector that shapes the broader systems in which schools operate. To do this, we recruit our nation's most promising leaders and ask them to make a lifelong commitment that starts with two years teaching in a public school, partnering with children and families most acutely impacted by educational inequity. These individuals develop and cultivate their leadership skills and mindsets as they work to become great classroom teachers recognizing teaching is a profound act of leadership. They are also expanding their perspectives, knowledge, and skill as educators, advocates, and systems-change leaders. After the corps, we then support our alumni in their individual and collective leadership as they work toward educational equity from every sector and field.

We are pleased to hear that experienced educator and administrator, Yvonne Bullock, is working to launch and lead Indy STEAM Academy, a K-2 proposed school here in Indianapolis. We support her innovative school model focused on delivering curriculum and instruction that provides a strong foundation in reading, and integrates science, technology, engineering, and mathematics to ensure that students have a deeper understanding of content knowledge and are prepared to take more rigorous coursework in high school and college. In this spirit, we look forward to a potential future school partnership with Indy STEAM Academy that will connect students in Indianapolis with our pipeline of mission-aligned corps members and alumni as teachers and leaders.

Sincerely,



Mark Hazelgrove
Managing Director, Talent
Teach For America - Indianapolis



AN AMERICORPS PROGRAM

1314 North Meridian Street, Suite 200 • Indianapolis, Indiana 46202 • P 317.632.4218 • www.teachforamerica.org



August 7, 2017

Dr. Yvonne Bullock
Educating Children Matters, Inc.
12041 Cholla Road
Fishers, IN 46037

Dear Dr. Bullock:

On behalf of I-STEM Resource Network I am pleased to submit this letter of support for Educating Children Matters and their application for creating a new STEAM charter school in Indianapolis.

I-STEM serves the leadership on strategic planning for STEM/STEAM education, and improving student performance. Professional development for teachers is a key aspects of I-STEM's work. As part of our focus on systemically improving science education in grades K-8 across Indiana, we have a firm stake in the future success of all of our state's students. Additional efforts are focused on integrating mathematics and engineering with science into a comprehensive STEM curriculum.

The I-STEM Resource Network believes the strategy and implementation plan for your new STEAM Academy will offer a well-focused opportunity in Indianapolis that is unique in the city. The enrollment plan will ensure that students develop a strong literacy, and blended science, engineering, mathematics, and technology foundation in student's early years. In addition, your plan to participate in the IDOE STEM Certification process in the Fall 2018, with anticipation of implementation in year 2, will align your work with the well-developed processes we have in place to ensure quality STEM education in Indiana schools. Finally, your plan to develop a partnership with Mays Chemical is essential to both linking STEM schools with industry and ensuring access to STEM professionals for in-classroom support.

Based on our experiences with STEM education in Indianapolis, we have high expectations for this project, and we are committed to supporting its success.

Respectfully,



Paul J. Ainslie, Ph.D.
Managing Director
I-STEM Resource Network





August 20, 2018

Amy Osborne
Assistant Director of Applications and External Relations
Indiana Charter School Board
143 West Market Street
Suite 300
Indianapolis, IN 46204
RE: STEAM Academy

Ms. Osborne:

It is with great pleasure that Cummins Behavioral Health Systems, Inc. (Cummins) would like to state our intent to partner with Indy STEAM (Science, Technology, Engineering, Arts, Mathematics) Academy in order to provide needed behavioral health services to students and families.

As a community mental health center, Cummins is able to provide evidenced-based therapeutic services to marginalized students who have mental health and behavioral health needs. Through the intended partnership with Indy STEAM Academy, Cummins intends to provide therapy, skills training, case management, and medication services to students enrolled in Cummins Services.

There is a strong need for school-based services for students who have been diagnosed with a behavioral health need. As we know, prevention and early treatment is key for successful and lasting outcomes. Through our intended contract with Indy STEAM Academy, Cummins will be able to provide mental health screening, treatment, and preventive services for students referred by parents, community members, and the school staff.

On behalf of Cummins, we look forward to the opening of the Indy STEAM Academy and look forward to meeting the social, emotional, behavioral, and mental health needs of students enrolled.

Sincerely,

A handwritten signature in blue ink that reads "Amy J. Mace".

Amy J. Mace
President and CEO





2960 North Meridian Street
Suite 150
Indianapolis, IN 46208

317.921.2201
317.921.2202 (fax)

www.bebigforkids.org

August 2, 2017

To Whom It May Concern:

Please accept this letter on behalf of Big Brothers Big Sisters of Central Indiana as our commitment to work with the students of the STEM Academy, particularly female students, in providing them with a one-to-one mentoring relationship. It would be our hope to provide mentors to work with students in these early grades to help nurture them as they pursue a variety of career opportunities in the STEM fields.

It has been found that 77% of youth in mentoring relationships report doing better in school, 46% are less likely to use illegal drugs, and 85% state that being in our program helped them have confidence in their abilities.

Our Programmatic commitments include:

Provision of community-based mentoring program establishing one-to-one mentoring relationships between adults (ages 19+) and youth (ages 8-18). Through the Big Brothers Big Sisters of America Service Delivery Model and Standards of Practice BBBSCI recruits, trains, screens, matches, professionally supports, and evaluates each mentor, youth, and parent/guardian. Mentors (Bigs) and mentees (Littles) meet at least four to six hours per month for a minimum of one year (and for as many as 10 years) to ensure the most successful youth outcomes.

We hope through this partnership, more youth in our community will be better prepared for their future

Sincerely,

A handwritten signature in black ink, appearing to read "Amy Pomeranz Essley".

Amy Pomeranz Essley, MSW, MPA
Chief Program Officer



United Way agency

Think of the possibilities. **What will you start?**

start something™



Charter Schools Capital Prequalification Letter for Funding



225 SW Broadway, Ste. 300
Portland, OR 97205
877-CSC-1001
(877) 272-1001

September 27, 2017

VIA EMAIL

Yvonne Bullock
CEO & Founder
12041 Cholla Rd
Fishers, IN 46037

Re: Qualification for Funding – Indianapolis STEAM Academy

Dear Ms. Bullock:

Please be advised that Indianapolis STEAM Academy has prequalified for funding with Charter School Capital, Inc. (CSC) based on the information contained in its application and other documents submitted to CSC. Based on the initial information provided by the school, CSC has indicated that it can offer a contract to cover funding in the amount of \$325,000.

Funding for Indianapolis STEAM Academy is generally contingent on the following factors and is subject to satisfaction of CSC’s underwriting requirements:

1. Having a valid charter with defined beginning and ending dates of the charter term;
2. Being recognized as a valid charter school in good standing with the State of Indiana, including the Indiana Department of Education;
3. CSC receiving a copy of the approved charter;
4. Having a nonprofit corporation in good standing with the Indiana Secretary of State;
5. A “Good Standing Certification” being executed by the school’s Authorizer upon approval of the charter that is either unconditional or with conditions that are acceptable to CSC;
6. Being in compliance with its charter and Indiana laws governing charter schools.

Please feel free to call if any other information is needed.

Sincerely,

Westley Koenen

Westley Koenen
VP of Client Services
971.295.0792

A New Direction in Charter School Financing



Communication with President of Alliance for Northeast Unification

February 11, 2019

Hello Mr. Reid

I am reaching out to you to ask for help and support to bring a charter school with an innovative instructional model to the Avondale Meadows community. I am the CEO/Founder of Indy STEAM Academy and I have been working for 3 years on this model and charter application for authorization. We hope to be authorized to open our school July 30, 2020 with 300 students grades K-5. We will add 50 students and one additional grade level each year thereafter until we reach a capacity of 450 students grades K-8. We are interested in housing the academy in the former Tindley Collegiate Prep all girls building at 4020 Meadows Parkway.

There are over 110,000 STEM jobs right here in Indianapolis. These jobs will increase by 7,000 new jobs each year. Research suggests that many of these jobs will go unfilled due to the “lack of highly skilled workers.” Our charter school will provide a **Science, Technology, Engineering, Art, and Math** standards-based curriculum that prepares students for high school, college and careers in these high demand STEM fields. We will provide a strong foundation in reading and math to ensure that students demonstrate proficiency. Students will spend more time learning about physical, earth/space, and life sciences content and will be able to apply what they have learned during our STEAM Block by developing new technology products and designs that solve real-world problems and by creating artifacts for engineering design challenges that foster creativity, innovation, communication and collaboration skills that are needed to be successful in the STEM workplace.

The STEM workforce only has 6% African-American, 7% Hispanic, and 25% women in these careers. Indy STEAM Academy will provide a high-quality educational choice for low-income students, underserved minority students, and underrepresented students like girls gain access to these high paying career options by exposing them to these career pathways early, taking them on industry visits, participating in job shadowing, internships, and visiting colleges to learn about STEM program requirements.

Please let me know a day and time that we can meet to discuss the charter school model. I also look forward to speaking with you to discuss ways that we can enhance the economic development of the community and provide a better quality of life for students and their families by engaging them in high-impact curriculum programs like Indy STEAM Academy that will inspire them to become the next generation of STEAM professionals. Please find attached a copy of the Executive Summary for our academy. You may also learn more about our academy by visiting our website: www.indysteamacademy.org

Sincerely,

Yvonne Bullock, Ph.D.

CEO/Founder/Head of School

Indy STEAM Academy

Email: ybullock@outlook.com

Website: www.indysteamacademy.org

School Cell: 317-797-5936



Communication with the following Neighborhood Association Presidents

Vickie Driver, President of Oxford Neighborhood Association
Alma Trawick, President of Keystone Millersville Neighborhood Association

February 7, 2019

Hello Alma and Vickie,

Thank you for taking time today to speak with me about Indy STEAM Academy, a proposed charter school that is interested in serving the Avondale Meadows Community. I shared the Executive Summary of the Charter School and there was good discussion about the curriculum of the academy, support for teachers, budget, and enrollment priority for families who live in the Avondale Meadows Community. I am excited about this possibility which will provide a focused curriculum for STEAM (Science, Technology, Engineering, Arts and Math) and provide an educational plan for students K-8 which will follow them through high school and college. Our Academy will serve as a pipeline to high wage, high demand STEM jobs that are available here in Indianapolis.

Indy STEAM Academy is seeking the support of the Avondale Meadows Community and we respect the fact that you would like to review the entire application before this decision is made. Here is the link to the 2018 Charter

Application: https://www.in.gov/icsb/files/Indianapolis%20STEAM%20Academy_Entire%20Application_Fall2018.pdf

We are in the process of revising this application with a proposed location of 4020 Meadows Parkway, serving students grades K-5 (300 students) Year 1 then adding one additional grade level each year until we reach a capacity of 450 students grades K-8. We hope to partner with Tindley Prep High School which will serve as a feeder high school for our Academy. Please let me know, if you have additional questions about the application.

Sincerely,
Yvonne Bullock
CEO/Founder
Indy STEAM Academy
(Science, Technology, Engineering, Arts, Math)
Cell: 317-797-5936



Communication with Purpose Built Schools

January 15, 2019

Hello Mr. Shepard,

I am reaching out to you to ask for help and support from **Purpose Built Schools** to replicate the **Drew Charter School model** here in Indianapolis, Indiana. I am the CEO/Founder of Indy STEAM Academy and I have been working for 3 years on a model and charter application for authorization. I would also like to have someone from Purpose Built Schools serve on my Funding Board of Directors as we prepare for launch in 2020. I would like for our academy to be part of the Purpose Built Schools organization. I am aware that the community in which we are looking to house the school worked with Purpose Built Communities during the revitalization process for the Avondale Meadows Community, so it would make great sense for us to work with the Purpose Built Schools as well.

We hope to be authorized to open our school July 30, 2020 with 200 students Grades K-2. We will add 75 students and one additional grade level each year thereafter until we reach a capacity of 650 students grades K-8.

There are over 110,000 STEM jobs right here in Indianapolis. These jobs will increase by 7,000 new jobs each year. Research suggests that many of these jobs will go unfilled due to the "lack of highly skilled workers." Our charter school will provide a **Science, Technology, Engineering, Art, and Math** standards-based curriculum that prepares students for high school, college and careers in these high demand STEM fields. We will provide a strong foundation in reading and math to ensure that students demonstrate proficiency. Students will spend more time learning about physical, earth/space, and life sciences content and will be able to apply what they have learned during our STEAM Block by developing new technology products and designs that solve real-world problems and by creating artifacts for engineering design challenges that foster creativity, innovation, communication and collaboration skills that are needed to be successful in the STEM workplace.

The STEM workforce only has 6% African-American, 7% Hispanic, and 25% women in these careers. Indy STEAM Academy will provide a high-quality educational choice for low-income students, underserved minority students, and underrepresented students like girls gain access to these high paying career options by exposing them to these career pathways early, taking them on industry visits, participating in job shadowing, internships, and visiting colleges to learn about STEM program requirements.

I look forward to speaking with you to discuss ways that we can work with the Purpose Built Schools organization to engage students in high-impact curriculum programs like Indy STEAM Academy that will inspire them to become the next generation of STEM Professionals. Please find attached a copy of the Executive Summary for our Academy. You may also learn more about our Academy by visiting our website: www.indysteamacademy.org

Sincerely,

Yvonne Bullock, Ph.D.
CEO/Founder/Head of School
Indy STEAM Academy
Email: ybullock@outlook.com
Website: www.indysteamacademy.org
School Cell: 317-797-5936



"Preparing Today's Students for Tomorrow's Careers!"



Communication with NOBCChe Organization

February 4, 2019

Good afternoon Mr. Ardayfio,

I am reaching out to you again to seek a partnership with NOBCChe. I reached out to you in the past through Dr. Haynes (Proctor & Gamble) who suggested that we connect with the local affiliate. I believe that Torian Stinette, who works at Eli Lilly may have reached out to you as well about Indy STEAM Academy. We hope to be authorized to open our school July 28, 2020 with 300 students Grades K-5 in the Avondale Meadows Community. We will add 50 students and one additional grade level each year thereafter until we reach a capacity of 450 students grades K-8. We hope that the engineers in your organization will be willing to serve as "STEAM Ambassadors" which are visiting engineers who are willing to speak with students in our classrooms about their careers and educational background. We hope that volunteers from your organization will also be willing to help our classroom teachers with their engineering design challenges by providing feedback and support as students design their prototypes or critique them at the end. We would like for students to be able to job shadow or visit the industry where their STEAM Ambassadors work. This will be a great way to motivate and inspire our young students and help them to find career pathways in the STEM field.

Did you know that there are over 110,000 STEM jobs right here in Indianapolis? These jobs will increase by 7,000 new jobs each year. There will be over one million jobs available over the next decade that will require some computer technology skills and training. Research suggests that many of these jobs will go unfilled due to the "lack of highly skilled workers." Our charter school will provide a **Science, Technology, Engineering, Art, and Math** standards-based curriculum that prepares students for high school, college and careers in these high demand STEM fields. We will provide a strong foundation in reading and math to ensure that students demonstrate proficiency. Students will spend more time learning about physical, earth/space, and life sciences content and will be able to apply what they have learned by developing new technology products and designs that solve real-world problems and by creating artifacts for engineering design challenges that foster creativity, innovation, communication and collaboration skills that are needed to be successful in the STEM workplace.

The STEM workforce only has 6% African-American, 7% Hispanic, and 25% women in these careers. Indy STEAM Academy will provide a high-quality educational choice for low-income students, underserved minority students, and underrepresented students like girls gain access to these high paying career options by exposing them to these career pathways early, taking them on industry visits, participating in job shadowing and Jr. internships, and visiting colleges to learn about STEM program requirements.

I look forward to speaking with you in the near future to discuss how our academy can partner with NOBCChe to inspire and train students to become the next generation of STEM Professionals. Please find attached a copy of the Executive Summary for our Academy. You may also learn more about our Academy by visiting our website: www.indysteamacademy.org

Sincerely,

Yvonne Bullock, Ph.D.
CEO/Founder/Head of School
Indy STEAM Academy
Email: ybullock@outlook.com
Website: www.indysteamacademy.org
School Cell: 317-797-5936



"Preparing Today's Students for Tomorrow's Careers!"



Letter for STEAM Ambassadors

Dear STEM Professionals:

Indy STEAM Academy is seeking volunteers to work with our Academy during the science and engineering block of instruction. We provide science content instruction (Physical, Life, Earth/Space) and the practical application of skills where students demonstrate what they have learned through science experiments and creating new technology using the Engineering Design Process to solve real world problems. STEAM Ambassadors play a crucial role in closing the STEM skills gap. They build partnerships between schools and industries. We are only asking that you share a small portion of your time to help teachers and students at our academy. STEAM Ambassadors get involved in a range of activities to impact young people's learning and enjoyment of STEM subjects. When it comes to the types of activities you can do, the opportunities are endless. If you are willing to serve as a STEAM Ambassador, please return via email an attached brief letter indicating your interest in helping and how you would like to help.

Activities you can do:

- **CAREERS TALKS AND CAREER FAIRS**
STEM careers and advice sessions to help student learn more about STEM professionals.
- **CPD FOR EDUCATORS**
Develop and run professional development activities for classroom teachers.
- **EMPLOYABILITY SKILLS**
Help students learn 21st Century skills such as communication, collaboration, creativity and critical-thinking skills needed to be successful in the STEM workplace.
- **EVENTS AND EXHIBITIONS**
Support an exhibition, event or enrichment days.
- **ADVICE**
Provide support to classroom teachers, coaches, and heads of school with the implementation of the STEAM instructional model.
- **JUDGE A COMPETITION**
Judge a STEM-related competition or engineering design challenge.
- **MENTORING**
Provide mentoring for students or support with STEM projects and activities.
- **PRACTICAL WORK/SUPPORT CLASSROOM TEACHERS & STUDENTS**
Hands-on practical work to engage students with STEM activities in the classroom.
- **PRESENTATIONS**
Deliver a lecture or assembly around STEM careers.
- **RESOURCES**
Support educators by developing resources and activities.
- **SPEED NETWORKING**
Networking opportunities or question and answer sessions.
- **VISIT A WORKPLACE**
Host a visit to a workplace to inspire young people with STEM.
Please feel free to share this volunteer opportunity with other engineers in your workplace.

Sincerely,

Yvonne Bullock, Ph.D.
CEO/Founder/Head of School
Indy STEAM Academy
Educating Children Matters, Inc.
Board of Directors
Email: ybullock@outlook.com
Website: www.indysteamacademy.org
Cell: 317-797-5936



"Preparing Today's Students for Tomorrow's Careers!"



Letter of Support
Page 1 of 2

Dear Indiana Charter School Board,

My name is Torian Stinnette and I am a research scientist at Eli Lilly and Company. I have been engaged in research for nearly 20 years starting with two years in Academia, and now, nearly 18 years in the pharmaceutical/biotechnology industry. I received my Bachelor of Science degree from the University of North Carolina at Chapel (with a minor in Chemistry) and a Master of Science degree in Developmental Biology and Teratology from Thomas Jefferson University in Philadelphia, PA. I began my journey in science and medicine in high school, which included active involvement in HOSA (Health Occupations Students of America). I was excited to gain acceptance to UNC-Chapel Hill as an African American young woman from a disadvantaged background and a school system that ranked second to last in the country. Obtaining my degree at UNC-Chapel Hill was one of the hardest times in my life, as I worked three jobs to put myself through school. My GPA was not high enough to be competitive for medical school, so I decided to apply to graduate school to gain some additional academic experience in absence of having a full work load. Unfortunately, that was not exactly the outcome. My loans did not come through in the amount that I needed, so I had to work a full-time job. The only job that was available was in a research lab. I hated labs in college, but it was all I had to gain some financial assistance to continue in the program. Surprisingly, working in the research lab was one of the most enlightening and eye-opening experiences I've had in my life. It was as if the textbooks that I had studied in undergrad and now graduate school was coming to life right before my eyes. I was engaged. My thought process was transformed. I learned how to think critically and to apply knowledge in a way that manifested into a workable project, presentations, and publications. I was a scientist and was good at it! Here I am 20 years later.

This letter is to provide my support for Dr. Bullocks initiative for the Indy STEAM Academy that would offer opportunities to students who are like myself back in the day. I often wonder if I attended a school that had increased rigor or a school that was focused/centered on strengthening our academic growth in science and math, if I would be a M.D., Ph.D. today - doing even more to help those who are suffering from chronic illnesses, such as neuropathic pain, cancer, neurodegenerative diseases, etc. To go even further, what if that spark that was lit in me in graduate school started in my early childhood years - 1st and 2nd grade? The opportunities are endless for young minds at that age whose learning can be like a "sponge sitting in water" - soaking up knowledge at all angles. With programs such as Indy STEAM Academy, we can begin to embark on efforts to train and engage our future generations in STEAM careers, moving that needle on our ranking to be one of the highest in STEAM fields when considering the global statistics. Dr. Bullock's plan and organization for the Academy allows for exponential growth by starting small and allowing students to grow with the school. I personally plan to play an active role in the Academy to help mentor, train, and guide students to being successful in their academic pursuits, which will lead to success in their career endeavors. I understand what it is like to grow up in a family where no one went to college. I know what it is like to have no one to help you seek out opportunities to make you more competitive for scholarships and colleges. Dr. Bullock's Academy will offer all of these things. I do not know the success of the current Charter Schools, but there can NEVER be too many schools that concentrates and fosters an environment that encourages interests and sparks enthusiasm in STEAM areas.



Letter of Support
Page 2 of 2

I cannot stress enough the need for minorities and woman in the STEAM fields. Considering my current situation at Eli Lilly, I am one of three African Americans in our department and the only African American female scientist. In LRL (Lilly Research Labs), the number of African Americans and Hispanics is in the single digits. The statistics of minority and woman in other departments, such as finance, business, HR, and clinical is much higher. This is just one example of why we need to provide more opportunities to expose minorities and woman to STEAM fields - we need to at least have a representation that is close to what we see in the national population. The Indy STEAM Academy will be another step in that direction, but Dr. Bullock is targeting them early in their academic careers - that is what will make her Academy and the opportunities she will provide stand out from the other charter schools.

If you desire to seek any additional comments from me regarding the Indy STEAM Academy, do not hesitate to reach out to me via email or phone. I did not send this email from my work email address because we have very strict rules about sending letters such as this using company email, as it may imply that I speak on behalf of Lilly. I do need to be sure that I mention that Lilly is very supportive of STEM efforts and encourage us as employees to get involved. But, I am not writing this letter as a representative of Lilly. I am writing this letter as an African American Research Scientist of 20 years, Adjunct Professor of Anatomy and Physiology for 15 years, and Owner of a Business who focus is to help girls become phenomenal leaders in our society. Thank you for taking the time to read my letter of support for the Indy STEAM Academy!

Warmest Regards,

Torian Williams Stinnette

Torian Williams Stinnette, M.S.

Email: torian0319@aol.com

Phone: 267-241-5304



Letter of Reference

Dawn M. Jones
South Bend Community School Corporation
215 S. Martin Luther King Jr. Blvd.
South Bend, Indiana 46601

August 16, 2018

Amy Osborne
Assistant Director of Applications and External Relations
Indiana Charter School Board
143 West Market Street, Suite 300
Indianapolis, Indiana 46204

Dear Ms. Osborne,

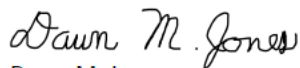
It is with great pleasure to provide this letter of support for Dr. Yvonne Bullock who is tirelessly working to provide a high-quality educational choice for underprivileged families who desire their children to receive an elevated education in the STEAM (Science, Technology, Engineering, Arts, Mathematics) curriculum.

Dr. Bullock served the South Bend Community School Corporation as Executive Director of Curriculum and Instruction. As a fifth term (18 years) member of the Board of Trustees of the SBCSC and grant writer myself, I encountered her expertise in grant writing and budgeting first hand. During her first two weeks in the district, she was able to resolve problems with our Title I/II funds which saved the corporation \$500,000 as well as pull in another \$500,000 in funds to offer a summer school program. I witnessed firsthand Dr. Bullock's knowledge, skills, and tenacity as she hit the ground running by creating Reading and Math quarterly benchmark assessments for grades K-12, and creating opportunities for teachers to obtain professional development while simultaneously offering them personalized support in the classroom to enhance student achievement.

I have known Dr. Bullock for seven years. She is extremely focused, professional as well as knowledgeable about all aspects of school operations. Her leadership style is to lead by example and to offer encouragement along the way. I enjoyed our working relationship as I worked with her on several projects like selecting a new student information management system for the district, stabilizing two high schools and one middle school to prevent state takeover, and supporting a community-wide symposium to address the needs of At-Risk Students.

I am elated that Dr. Bullock is planning this public charter school and encourage you to authorize Indy Steam Academy. Many students will benefit from the opportunity to attend this academy.

Sincerely,



Dawn M. Jones
Secretary, South Bend Community School Corporation, Board of Trustees



Indy STEAM Academy Community Focus Groups

The Indianapolis STEAM Academy would like to become authorized to operate a charter school on the Northeast side of Indianapolis. If approved, we will open July 29, 2020 with approximately 300 students grades K-5, ultimately growing to serve students in grades K-8 over the next five years.

Please help us create the school by telling us what is important to you. We will consider all responses from families and community members in planning the school.

Instructions:

Participants will select a focus group to share ideas and concerns.

The facilitator will capture ideas and concerns of the group on chart paper (45 minutes)

Participants will reconvene as a group to share ideas and concerns (45 minutes).

Participants may share their contact information on the sign-in sheet, if they would like to receive a copy of the group discussions.

Focus Groups and Topics for Discussion:

Group 1: Instruction STEAM Model, School Year, and Hours

Group 2: Before and After School Care, Extra-Curricular Activities, and Transportation

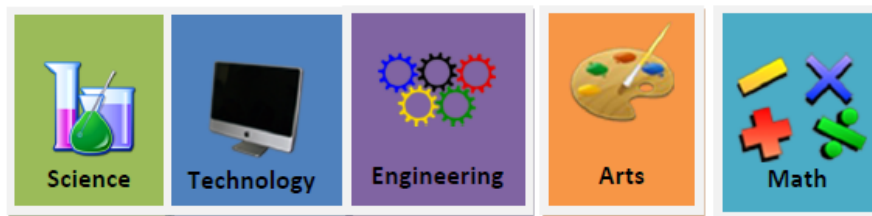
Group 3: Discipline Policy, Rewards, and Consequences

Group 4: Teacher and School Leader Qualities

Group 5: Parent and Community Engagement Activities

Thank you for your time and participation in this focus group!

Indy STEAM Academy “Preparing Today’s Children for Tomorrow’s Jobs”



Meetings with Community Leaders

The CEO/Founder/Head of School has met with the following community leaders and organizations:

Date	Representatives/Organizations
8/24/2017	Michael Howe, CAFÉ
9/12/2017	Jamie VandeWilde IPS Office of Education and Innovation
9/12/2017	LaPlaza
9/21/2017	Illinois Facilities Financing (IFF)
10/05/2017	Mayor Hogsett
11/2/2017	Enroll Indy
11/28/2017	Learning Ladder Ministry
11/30/2017	IDOE Roadshow
11/12/2017	Head Start Café
11/2017	Marcie Brown-Carter Indiana Charter School Resource Network
11/2017	Joshua Graham Cushman & Wakefield
1/02/2018	School Zone
1/15/2018	Nick Leroy, Bright Minds
1/16/2018	Patsy Fleming KinderCare
1/19/2018	Day Early Learning Eastern Star
1/20/2018	Anna Marie Burrell -Schmidt Associates
2/2018	Jeff Lozer Marian Center for Schools and Community Success
2/2018	Joe Feeser BD Managed Services
2/2018	Mark Hazelgrove, Teach for America
6/26/2018	Indiana Charter School Resource Network Marcie Brown Carter Heather Willey, Barnes & Thornburg Cole Dietrich – IDOE LeeAnn Kwiatkowski, Senior Advisor to Governor Holcomb
7/21/2018	Indiana Black Expo: Congressman Andre Carson and Marc House II Mayor Hogsett and Devon Davis Dwayne Wright, Duke Energy 100 Black Men Lisa Shoemaker, Indianapolis Recorder Sargent Larry Aiken, Indianapolis Metropolitan Police Department Indiana Black Alumni Association Virginia Booth Warmack, Purdue University Marva Hunt, IUPUI Kelley School of Business Ivy Tech Community College, Advanced Automation/Robotics Technology Program Catherine Merriweather, Cummins Manufacturing
8/9/2018	Representative John Bartlett
8/2018	Stephanie Whiteside Cummins Behavioral Systems
8/23/2018	Dean Britt and Dr. Linden Hill, College of Education, Marian University



Meetings with Community Leaders Continued

11/7/2018	Day Early Learning Kindergarten Fair
01/5/2019	Participation in Strengthening Fiscal Management for Child Care Programs: Budget Planning
01/5/2019	Participation in Strengthening Fiscal Management for Child Care Programs: Financial Reports
01/8/2019	Meeting with Marla Segal - PreK Program Manager
01/9/2019	Participation in Orientation I – Starting a Childcare Business
01/10/2019	Meeting with Michelle Beer representative from Duke Energy to discuss Community Partnership opportunities
01/22/2019	Meeting with Chandra Orr – Community Partnership Manager, Alliance for Northeast Unification
02/6/2019	Participation in Orientation II – Orientation for Child Care Centers
02/6/2019	Meeting with Vickie Driver, President of Oxford Neighborhood Association and Alma Trawick, President of Keystone Millersville Neighborhood Association
02/13/2019	Meeting with Roderick Reid, President of the Alliance For Northeast Unification
Other requests for meetings post application:	
March 2019	Kelly Herron, Executive Director, United Schools of Indianapolis
	Edreece Redmon, Interim CEO, Tindley Schools
	Kathleen Brownley, Purpose Built Communities
	Ryan Shephard, Purpose Build Schools
	Gregory Garrett, Area 7 Mayor’s Neighborhood Advocate
	Arlington Woods Neighborhood Association
	Amy Hartwell, One Voice, Martindale Brightwood





Indy STEAM Academy

Attachment #11

Governance Documents



Letter of Determination 501 (c)(3)

Page 1 of 2

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

DEPARTMENT OF THE TREASURY

Date: JUN 01 2018

EDUCATING CHILDREN MATTERS INC
DBA INDIANAPOLIS INDY STEAM
ACADEMY
C/O HOWARD L STEVENSON
612 E MARKET ST
INDIANAPOLIS, IN 46202

Employer Identification Number:
82-3816879
DLN:
17053004309028
Contact Person:
HARRY J DAMRON ID# 31499
Contact Telephone Number:
(877) 829-5500

Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
December 29, 2017
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Letter 947



Letter of Determination 501 (c)(3)

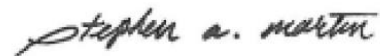
Page 2 of 2

EDUCATING CHILDREN MATTERS INC

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

We sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



Director, Exempt Organizations
Rulings and Agreements



State of Indiana
Office of the Secretary of State

Certificate of Assumed Business Name
of
EDUCATING CHILDREN MATTERS, INC.

I, CONNIE LAWSON, Secretary of State, hereby certify that a Certificate of Assumed Business Name of the above Domestic Nonprofit Corporation has been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

Following said transaction, the above named entity will transact business under the assumed business name(s) of:

INDIANAPOLIS (INDY) STEAM ACADEMY

NOW, THEREFORE, with this document I certify that said transaction will become effective **Thursday, August 17, 2017.**



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, **August 17, 2017.**

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

2015050700873 / 7679558

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



Certificate of Assumed Business Name
2 of 2

APPROVED AND FILED
CONNIE LAWSON
INDIANA SECRETARY OF STATE
08/17/2017 10:46 AM

CERTIFICATE OF ASSUMED BUSINESS NAME

NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID 2015050700873
BUSINESS TYPE Domestic Nonprofit Corporation
BUSINESS NAME EDUCATING CHILDREN MATTERS, INC.
PRINCIPAL OFFICE ADDRESS 12041 CHOLLA RD, FISHERS, IN, 46037, USA

EFFECTIVE DATE

EFFECTIVE DATE 08/17/2017

ASSUMED NAME AND ADDRESS

Indianapolis (Indy) STEAM Academy 12041 Cholla Road, Fishers, IN, 46037, USA

SIGNATURE

IN WITNESS WHEREOF, THE UNDERSIGNED HEREBY VERIFIES, SUBJECT TO THE PENALTIES OF PERJURY, THAT THE STATEMENTS CONTAINED HEREIN ARE TRUE, THIS DAY **August 17, 2017**

SIGNATURE Yvonne Bullock
TITLE CEO

Business ID : 2015050700873
Filing No. : 7679558



**ARTICLES OF INCORPORATION
FOR EDUCATING CHILDREN MATTERS, INC., A NONPROFIT
CORPORATION**

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**

The name of the Corporation is Educating Children Matters, Inc. The principal office of the Corporation shall be 12041 Cholla Road, Fishers, Indiana 46037.

**ARTICLE II
Purpose**

This Corporation is organized for the basic purpose to do all things reasonable and proper in the operation of a nonprofit charter school within the state of Indiana and to deal generally therein. This corporation is organized exclusively for educational purposes within the meaning of IRC Section 501(c) (3) of the Internal Revenue Code.

Notwithstanding any other provision of these Articles, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal Income tax under Section 501(c)(3) of the Internal Revenue Code of 1986 (or corresponding provision of any future United States Internal Revenue Law), or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986 (or the corresponding provision of any future United States Internal Revenue Law).

**ARTICLE III
Registered Agent and Registered Office**

The name of the registered agent is Yvonne Bullock, Ph.D. and is located at 12041 Cholla Road, Fishers, Indiana 46037.

**ARTICLE IV
Members**

This Corporation shall have no members.



ARTICLE V
Limitations on Corporate Earnings and Activities

- 5.1 Earnings. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its incorporator, directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purpose set forth in Article II.
- 5.2 Limitations on Activities. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislations, except as may be permitted to Section 501 (c) (3) organizations by the Code and the Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office. Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not conduct or carry on any other activities not permitted to be conducted or carried on (i) by an organization exempt from federal income tax under Section 501 (c)(3) of the Code, or (ii) by an organization, contributions to which are deductible under Section 170 (e) (2) of the Code.
- 5.3 Notwithstanding any other provision of these articles, this corporation shall not, except to an insubstantial degree, engage in any activities or exercise any powers that are not in furtherance of the purposes of this corporation.

ARTICLE VI
Incorporators

The name of the incorporators is are Yvonne Bullock, Ph.D. and William G. Bullock III.

ARTICLE VII
Dissolution

Upon the dissolution of the corporation, assets shall be distributed for one or more exempt purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, as amended or supplemented, or shall be distributed to the federal government or to a state or local government for a public purpose. Any such assets not so disposed of shall be disposed of by the District Court of the county in which the principal office of the corporation is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

In witness whereof, the undersigned incorporators of said Corporation execute this document, and verify subject to penalties of perjury that the facts contained are true



Articles of Incorporation
3 of 3

this 27th day of March, 2015.

Yvonne Bullock
Signature

Yvonne Bullock
Printed Name

William G. Bullock III
Signature

William G. Bullock III
Printed Name

This instrument was prepared by Gerald B. Coleman, Attorney-at-Law, of
COLEMAN STEVENSON, LLP, 9101 Wesleyan Road, Suite 100
Indianapolis, Indiana 46268.



ByLaws

BYLAWS OF THE BOARD OF DIRECTORS - INDIANAPOLIS STEAM ACADEMY

(PAGE 1 of 8)

ARTICLE I: OFFICES

The principal office of the Academy in the State of Indiana shall be located in Indianapolis, County of Marion. The Academy shall have and continuously maintain in the State of Indiana a registered office, and a registered agent whose office is identical with such registered office, as required by the relevant state Nonprofit School Act.

ARTICLE I: BOARD OF DIRECTORS

Section 1. General Powers.

The affairs of the Academy shall be managed by its Board of Directors. Directors need not be residents of the State of Indiana.

Section 1A. Duties of the Board of Directors.

The Board shall be charged with the management of the affairs of the Academy, and shall pursue such policies and principles as shall be in accordance with the law, the provisions of the Articles of the Academy, these By-Laws, and any written charter entered into by the Board. The Board shall be considered as having the powers of a Board of Directors and shall be deemed to be acting as the Board of Directors for all purposes of the Nonprofit School Law. By way of elucidation, and not in limitation, the Board shall be responsible to carry out the following duties and obligations:

- a. The Board shall uphold the school's mission and vision and ensure effective organizational planning on the part of the school through an annual strategic planning and review process that will review and update the school's short-term, mid-term, and long-range goals, and evaluate the effectiveness of the implementation of the school's mission and plans;
- b. The Board shall either directly or through a personnel committee provide for the annual appraisal of the performance of the school's principal/head of school;
- c. The Board shall do its best to ensure the financial stability of the Academy through regular monthly review of financial statements and reports, an annual independent audit, and direct oversight of major financial commitments and decisions;
- d. The Board shall take an active role, either directly or through a Board committee, in resolving grievances and conflicts which may arise within the school community involving, students, parents, staff, administration, and Board members.
- e. To the extent permitted by law, the Board may, by general resolution, delegate to officers of the Academy or to committees of the Board such powers within the Board's authority, as it deems necessary or appropriate to carry out its duties and obligations.

Section 2. Number, Election, Tenure and Qualifications.

- a. The number of Directors shall be between five (5) and nine (9) members. They shall be selected in accordance with the provisions of paragraph b. There is no limit to the number of terms a Director may serve. Terms of service are voluntary, but must complete one full school year of service to remain as a Director.



- b. Directors need not be residents of the State of Indiana.
- c. No Director shall as a private person engage in any business transaction with the Academy or be employed in any capacity by the Academy.

Section 3. Annual Meeting.

An annual meeting of the Board of Directors shall be held during the month of July in each year, beginning with the year the Academy opens or before for the purpose of electing officers and handling any business transactions for the opening of school.

Section 4. Regular Meetings.

The Board of Directors may provide by resolution the time and place, within the State of Indiana, for the holding of additional regular meetings of the Board. The preferred location for regular meetings shall be the school's location. There shall be a notice posted in a public place, at least a 24-hour prior to the meeting.

Section 5. Special Meetings.

Special meetings of the Board of Directors may be called by or at the request of the President or any two Directors. The person or persons authorized to call special meetings of the Board may fix any place, within the State of Indiana, as the place for holding any special meeting of the Board called by them. The preferred location for regular meetings shall be the school's location.

Section 6. Notice.

Notice of any special meeting of the Board of Directors shall be given at least twenty four hours previously thereto by written notice delivered personally or sent by mail, email or telegram to each Director at his address as shown by the records of the Academy, and by posting a public notice twenty four hours prior to the meeting. If mailed, such notice shall be deemed to be delivered when deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. Any Director may waive notice of any meeting. The attendance of a Director at any meeting shall constitute 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. Neither the business to be transacted at, nor the purpose of, any regular or special meeting of the Board need be specified in the notice or waiver of notice of such meeting, unless specifically required by law or by these by-laws.

Section 7. Quorum.

A majority of the Board of Directors either attending or participating in the meeting telephonically shall constitute a quorum for the transaction of business at any meeting of the Board.



Section 8. Manner of Acting.

The act of a majority of the Directors present at a duly called and attended meeting or participating in the meeting telephonically at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these by-laws.

Section 9. Vacancies.

Any vacancy occurring in the Board of Directors and any directorship to be filled by reason of an increase in the number of directors may be filled by the affirmative vote of a majority of the remaining directors, though less than a quorum of the Board of Directors. A Director selected to fill a vacancy shall at least one full year to remain as a Director.

Section 10. Compensation.

Directors shall receive a stipend of \$250.00 per year for their service and reimbursement for mileage and other Board related expenses. A Director may not receive reimbursement for cell phone or internet use.

Section 11. Informal Action by Directors.

Any action required by law to be taken at a meeting of directors, or any action which may be taken at a meeting of directors, may be taken without a meeting if a consent is verbal or in writing, setting forth the action so taken, shall be signed and approved by all of the Directors.

Section 12. Removal of a Director.

Any Director may be removed as a Director of the Academy by the vote of two-thirds of all duly elected Directors for violating these By-Laws, neglect of duty of office, or behavior injurious to the Academy. No such action shall be taken until the Director has been advised of specific charges, given a reasonable time to prepare a response, and afforded a full hearing before the entire Board of Directors.

ARTICLE II: OFFICERS

Section 1. Officers.

The officers of the Academy shall be a President, one Vice President, a Secretary, and a Treasurer and such other officers as may be elected in accordance with the provisions of this Article. The Board of Directors may elect or appoint such other officers, including one or more Assistant Secretaries and one or more Assistant Treasurers, as it shall deem desirable, such officers to have the authority and perform the duties prescribed, from time to time, by the Board of directors. Any two or more offices may be held by the same person, except the offices of President and Secretary.



Section 2. Election and Term of Office.

The officers of the Academy shall be elected annually by the Board of Directors at the regular annual meeting of the Board of Directors. If the election of officers shall not be held at such meeting, such election shall be held as soon thereafter as conveniently may be. New offices may be created and filled at any meeting of the Board of Directors. Each officer shall hold office at least one school year term.

Section 3. Removal.

Any officer appointed by the Board of Directors may be removed by the Board of Directors whenever in its judgment the best interests of the Academy would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the officer so removed.

Section 4. Vacancies.

A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board of Directors for the unexpired portion of the term.

Section 5. President.

The President shall be the principal executive officer of the Academy and shall in general supervise and control all of the business and affairs of the Academy. The President shall preside at all meetings of the members and of the Board of Directors. The President may sign, with the Secretary or any other proper officer of the Academy authorized by the Board of Directors, any deeds, mortgages, bonds, contracts, or other instruments which the Board of Directors has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board of Directors or by these by-laws or by statute to some other officer or agent of the Academy; and in general he shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board of Directors from time to time.

Section 6. Vice President.

In the absence of the President or in event of his/her inability or refusal to act, the Vice President (or in the event there be more than one Vice President, the Vice President shall perform the duties of the 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 him by the President or by the Board of Directors.

Section 7. Treasurer.

If required by the Board of Directors, the Treasurer shall give a bond for the faithful discharge of his duties in such sum and with such surety or sureties as the Board of Directors shall determine. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the Academy; receive and give receipts for moneys due and payable to the



Academy from any source whatsoever, and deposit all such moneys in the name of the BY-the Academy in such banks, trust companies or other depositories as shall be selected in accordance with the provisions in Article VII of these by-laws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned by the President or by the Board of Directors.

Section 8. Secretary.

The Secretary shall keep the minutes of the meetings of the members and of the Board of Directors in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these by-laws or as required by law; be custodian of the corporate records and of the seal of the Academy and see that the seal of the Academy is affixed to all documents, the execution of which on behalf of the Academy under its seal is duly authorized in accordance with the provisions of these by-laws; keep a register of the post-office address of each member which shall be furnished to the Secretary by such member; and in general perform all duties incident to the office of Secretary and such other duties as from time to time may be assigned to him by the President or by the Board of Directors.

Section 9. Assistant Treasurers and Assistant Secretaries.

If required by the Board of Directors, the Assistant Treasurers shall give bonds for the faithful discharge of their duties in such sums and with such sureties as the Board of Directors shall determine. The Assistant Treasurers and Assistant Secretaries, in general, shall perform such duties as shall be assigned to them by the Treasurer or the Secretary or by the President or the Board of Directors.

ARTICLE III

COMMITTEES

Section 1. Committees of Directors.

The Board of Directors, by resolution adopted by a majority of the Directors in office, may designate and appoint one or more committees, each of which shall consist of two or more Directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board of Directors in the management of the Academy, except that no such committee shall have the full authority of the Board of Directors.

Section 2. Nominating Committee.

There shall be a Nominating Committee which shall be appointed and operate as follows:

- a. **Chairman.** The President of the Board of Directors shall appoint a Chairman of the Nominating Committee, who must be a Director who has served at least one year term as a Director. Upon the expiration of the Chairman's term or upon a vacancy in the position, the President shall appoint a successor.



- b. Members.** The Chairman shall appoint two additional members to the Committee. In order to stagger the terms of the committee members, one of the appointed members shall serve an initial two year term, and the other shall serve an initial one year term. Upon the expiration of the initial terms and of any succeeding terms, subsequent members shall be appointed to serve up to a three year term. Upon any vacancy in either of the members' positions, the Chairman shall appoint a new member to fill the unexpired term.
- c. Duties.** The Nominating Committee shall be charged with reviewing all applications and interviewing all applicants for member on the Board of Directors. Any person nominated or wishing to be considered for a position on the Board shall submit an application together with all supplemental information to the Board of Directors. Applications and supplemental information shall be submitted no less than 30 days prior to the date on which the vacancy is to be filled except in cases where through death, resignation or otherwise a vacancy on the Board must be filled more quickly, in which case the Nominating Committee, acting unanimously, may prescribe a different submission schedule. No person may be placed in nomination for a position on the Board without having first been screened by the Nominating Committee in accordance with the procedures set forth in this paragraph c.

Section 3. Other Committees.

Other committees not having and exercising the authority of the Board of Directors in the management of the Academy may be appointed in such manner as may be designated by a resolution adopted by a majority of the Directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, all such committees shall include at least one Board member and the President of the Academy shall appoint the members thereof or accept volunteers. Any member thereof may be removed by the person or persons authorized to appoint such member whenever in their judgment the best interests of the Academy shall be served by such removal.

Section 4. Term of Office.

Each member of a committee shall continue as such until the next annual meeting of the Board of the Academy and until his successor is appointed, unless the committee shall be sooner terminated, or unless such member be removed from such committee, or unless such member shall cease to qualify as a member thereof.

Section 5. Chairman.

One member of each committee shall be appointed chairman by the person or persons authorized to appoint the members thereof.



Section 6. Vacancies.

Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 7. Quorum.

Unless otherwise provided in the resolution of the Board of Directors designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a duly called meeting or participating in the duly called meeting telephonically at which a quorum is present shall be the act of the committee.

Section 8. Rules.

Each committee may adopt rules for its own government not inconsistent with these by-laws or with rules adopted by the Board of Directors.

ARTICLE IV

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1. Contracts.

The Board of Directors may authorize any officer or officers, agent or agents of the Academy, in addition to the officers so authorized by these by-laws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Academy, and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, etc.

All checks, drafts or orders for the payment of money, notes or other evidences of indebtedness issued in the name of the Academy, shall be signed by such officer or officers, agent or agents of the Academy and in such manner as shall from time to time be determined by resolution of the Board of Directors. In the absence of such determination by the Board of Directors, such instruments shall be signed by the Treasurer or Assistant Treasurer and countersigned by the President or a Vice President of the Academy. Any amounts in excess of \$[10,000] shall first require an affirmative vote of a majority of the Directors present at a meeting at which a quorum is present.

Section 3. Deposits.

All funds of the Academy shall be deposited from time to time to the credit of the Academy in such banks, trust companies or other depositories as the Board of Directors may select.

Section 4. Gifts.

The Board of Directors may accept on behalf of the Academy any contribution, gift, bequest or devise for the general purposes or for any special purpose of the Academy.



**ARTICLE V
BOOKS AND RECORDS**

The Academy shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board of Directors and committees having any of the authority of the Board of Directors.

**ARTICLE VI
FISCAL YEAR**

The fiscal year of the Academy shall begin on the first day of July and end on the last day of June in each year.

**ARTICLE VII
WAIVER OF NOTICE**

Whenever any notice is required to be given under the provisions of the state's Non-Profit School Act or under the provisions of the articles of the Academy or the by-laws of the Academy, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

**ARTICLE VIII
AMENDMENTS TO BY-LAWS**

These by-laws may be altered, amended or repealed and new by-laws may be adopted by a two-third (2/3) vote of all the Directors then serving on the Board at any regular meeting properly called or at any special meeting properly called, if at least two days' written notice is given of intention to alter, amend or repeal or to adopt new by-laws at such meeting.

**ARTICLE IX
DISPOSITION OF CHARTER SCHOOL ASSETS UPON DISSOLUTION**

Pursuant to IC § 20-24-3-3 upon dissolution of the Indianapolis (Indy) STEAM Academy, the Board of Directors and CEO/Founder shall take the following actions regarding the disposition of the school's assets and funds (1) identify all remaining assets, except funds specified in subdivision; (2) funds/assets shall be used for nonprofit educational purposes; and (3) remaining fund received from the [Indiana Department of Education] shall be returned to the department not more than thirty (30) days after dissolution.

Adopted this 24th day of August 2017 Amended this 14th day of November 2017


Board President/Chair of Policy Committee

9-7-17
Date


Board Secretary

9/10/17
Date



INDIANAPOLIS (INDY) STEAM ACADEMY
GOVERNING BOARD
CODE OF ETHICS

The Indianapolis (Indy) STEAM Academy Governing Board of Directors desire to operate in the most ethical and conscientious manner possible and to that end the board adopts this Code of Ethics and each member of the board agrees that he or she will:

Domain I: Governance Structure

1. Recognize that the authority of the board rests only with the board as a whole and not with individual members and act accordingly.
2. Support the delegation of authority for the day-to-day administration of the charter school to the school leader and act accordingly.
3. Honor the chain of command and refer problems or complaints consistent with the chain of command.
4. Recognize that the school leader should be present at all meetings of the board except when his or her contract, salary or performance is under consideration.
5. Not undermine the authority of the school leader or school administration.
6. Use reasonable efforts to keep the school leader informed of concerns or specific recommendations that any member of the board may bring to the board.

Domain II: Strategic Planning

1. Reflect through actions that his or her first and foremost concern is for educational welfare of children attending the charter school.
2. Participate in all planning activities to develop the vision and goals of the board.
3. Work with the board and the school leader to ensure prudent and accountable uses of the resources of the charter school.
4. Render all decisions based on available facts and his or her independent judgment and refuse to surrender his or her judgment to individuals or special interest groups.
5. Uphold and enforce all applicable laws, all rules and guidelines of the State Board of Education and the board.

Domain III: Board and Community Relations

1. Seek regular and systemic communications among the board and students, staff, and the community.
2. Communicate to the board and the school leader expressions of public reaction to board policies and charter school programs.

Domain IV: Policy Development

1. Work with other board members to establish effective policies for the charter school.
2. Make decisions on policy matters only after full discussion at publicly held board meetings.
3. Periodically review and evaluate the effectiveness of policies on charter school programs and performance.



Domain V: Board Meetings

1. Attend and participate in regularly scheduled and called board meetings.
2. Be informed and prepared to discuss issues to be considered on the board agenda.
3. Work with other board members in a spirit of harmony and cooperation in spite of differences of opinion that may arise during the discussion and resolution of issues at board meetings.
4. Vote for a closed executive session of the board only when applicable law or board policy requires consideration of a matter in executive session.
5. Maintain the confidentiality of all discussions and other matters pertaining to the board and the charter school, during executive session of the board.
6. Make decisions in accordance with the interests of the charter school as a whole and not any particular agreement thereof.
7. Express opinions before votes are cast, but after the board vote, abide by and support all majority decisions of the board.

Domain VI: Personnel

1. Consider the employment of personnel only after receiving and considering the recommendation of the school leader.
2. Support the employment of people best qualified to serve as employees of the charter school and insist on regular and impartial evaluations of charter school staff.
3. Comply with all applicable laws, rules, regulation, and all board policies regarding employment of family members.

Domain VII: Financial Governance

1. Refrain from using the position of board member for personal or partisan gain or to benefit any person or entity over the interest of the charter school.

Conduct as a Board Member

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the board.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.
3. Communicate in a respectful professional manner with and about fellow board members.
4. Take no private action that will compromise the board or charter school administration.
5. Participate in all required training programs developed for board members by the board or the State Board of Education.
6. In the annual report, submitted to the Department, disclose the status of board member compliance with the Code of Ethics.

This policy was adopted by the Indianapolis STEAM Academy Board of Directors on November 14, 2017.



Conflict of Interest Policy

Page 1 of 4

Indianapolis (Indy) STEAM Academy Board of Directors Conflict of Interest Policy

Article I: Purpose

The purpose of this Board Conflict of Interest Policy is to protect the Indianapolis STEAM Academy's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Academy or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to nonprofit and charitable organizations. This policy is also intended to identify "independent" directors.

Article II: Definitions

1. Interested Person

Any director, principal officer, or member of a committee with Board of Directors delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

2. Financial Interest

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

- a. An ownership or investment interest, in any entity with which the Indianapolis STEAM Academy has a transaction or arrangement,
- b. A compensation arrangement with the Indianapolis STEAM Academy or with any entity or individual with which the Indianapolis STEAM Academy has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Indianapolis STEAM Academy is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Policy Committee decides that a conflict of interest exists, in accordance with this policy.

Article III: Conflict of Interest Procedures

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of a financial interest and be given the opportunity to disclose all material facts to the Board of Directors and members of Policy Committee - Board of Directors delegated powers to consider the proposed transaction or arrangement.



2. Recusal of Self

Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

3. Determining Whether a Conflict of Interest Exists

A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the appropriate Board of Directors or Policy Committee decides that a conflict of interest exists. After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board of Directors or Policy Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or Policy Committee members shall decide if a conflict of interest exists.

Notwithstanding anything herein, a conflict of interest shall not exist and no review or action by any Board of Directors or Policy Committee shall be necessary for one or more grants in an aggregate amount of Five Thousand Dollars (\$5,000) or less in any single calendar year, from the Indianapolis STEAM Academy to an organization that is tax exempt under Section 501(c)(3) of the Internal Revenue Code, where a financial interest as described herein exists.

4. Procedures for Addressing a Conflict of Interest

- a.** An interested person may make a presentation at the Board of Directors or Policy Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b.** The Chairperson of the Board of Directors or Policy Committee shall, if appropriate, appoint a disinterested person or Policy Committee to investigate alternatives to the proposed transaction or arrangement.
- c.** After exercising due diligence, the Board of Directors or Policy Committee shall determine whether the Indianapolis STEAM Academy can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d.** If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board of Directors or Policy Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Indianapolis STEAM Academy's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.



5. Violations of the Conflicts of Interest Policy

- a. If the Board of Directors or Policy Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board of Directors or Policy Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Article IV: Records of Proceedings

The minutes of the Board of Directors and all committees with board delegated powers shall contain:

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

Article V: Compensation

- a. A voting member of the Board of Directors who receives compensation, directly or indirectly, from the Indianapolis STEAM Academy for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Indianapolis STEAM Academy for services is precluded from voting on matters pertaining to that member's compensation.
- c. A voting member of the Board of Directors or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Indianapolis STEAM Academy, either individually or collectively, is prohibited from providing information to any committee regarding compensation.



Article VI : Annual Statements

1. Each director, principal officer and member of a committee with Board of Directors delegated powers shall annually sign a statement which affirms such person:
 - a. Has received a copy of the conflicts of interest policy,
 - b. Has read and understands the policy,
 - c. Has agreed to comply with the policy, and
 - d. Understands the Indianapolis STEAM Academy is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Policy Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

Article VII: Periodic Reviews

To ensure the Indianapolis STEAM Academy operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Indianapolis STEAM Academy's written policies, are properly recorded, reflect reasonable investments or payments for goods and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Article VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Indianapolis STEAM Academy may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of Directors of its responsibility for ensuring periodic reviews are conducted.

This Conflict of Interest Policy was adopted by the Indianapolis STEAM Academy Board of Directors on November 14, 2017.





Indy STEAM Academy

Attachment #12

Statement of Assurances
(Exhibit E)



Exhibit E

Statement of Assurances

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

- 1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
- 2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of IC § 20-24.
- 3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the ICSB and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
- 4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
- 5. Recipients will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
- 6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
- 7. Recipients will comply with all provisions of the *Elementary and Secondary Education Act of 1965*, as amended by the *Every Student Succeeds Act of 2015* ("ESSA"), including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act ("FERPA") and assessments.
- 8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.



- 10. Recipients will indemnify and hold harmless the ICSB, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.
- 11. Recipients understand that the ICSB may revoke the charter if the ICSB deems that the recipient is not fulfilling the academic goals, fiscal management, or legal and operational responsibilities outlined in the charter.

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.

Yvonne Bullock

Name

Yvonne Bullock
Signature

2/12/19
Date





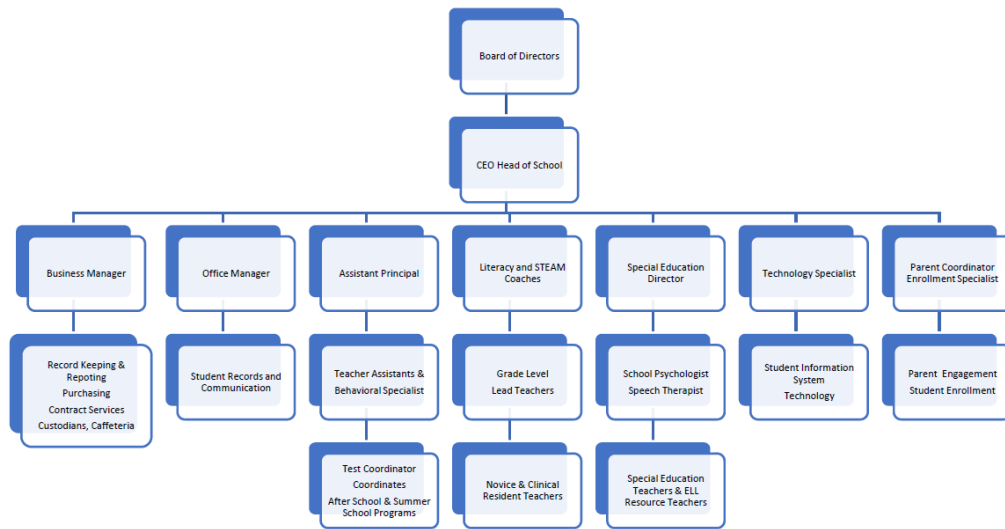
Indy STEAM Academy

Attachment #13

Organizational Charts



Indianapolis (Indy) STEAM Academy
School Level Organizational Chart
(Year One Through Full Capacity)



Notes:

Head of School Evaluates all Administrators, Certified Staff and Back Office Staff

Assistant Principal Evaluates all Non-Certified Staff

Business Manager Evaluates Custodians and Cafeteria Staff

Special Education Director coordinates all Instructional Resource Staff



Indianapolis (Indy) STEAM Academy
Organizational Chart
Governing Board of Director





Indy STEAM Academy

Attachment #14

Start-Up Plan



Attachment #14: Start-Up Plan

P=Primary Responsibility S= Secondary Responsibility

The Pre-Opening Tasks identified below will support Indy STEAM Academy with preparing for the opening of school.

The **First Day of School for students is scheduled for July 29, 2020**. We plan to open with 300 students Grades K-5.

Pre-Opening Tasks	SCL HEAD	BOARD	PAR SPEC	BUSN MGR	COACHES	TECH SPEC	SP-SM 2019	FALL 2019	JAN 2020	FEB 2020	MAR 2020	APR 2020	MAY 2020	JUNE 2020	JULY 2020
Authorizer Requirements															
Start-up conference w/ board chair and Head of School	P	S					X								
Update of Pre-Opening Checklist phone conference	P	S												X	
Indiana Charter School Board Pre-Opening Site Visit Provide copies of the final inspection reports from: (1) Indiana State Department of Health; (2) Office of the State Fire Marshall; (3) Department of Public Works; and (4) Building Inspector. Evacuation plans are in each classroom and school signage are posted.	P	S		S											X
Student Recruitment and Enrollment															
Redo recruitment brochures -current dates for opening Duplicate Letter of Intent to Enroll forms Translate all registration forms to Spanish Create recruitment video and slideshow.	P						X	X							
Student Registration and Enrollment Period Opens	P							X							
Conduct Parent Roundups and Informationals	P	S	S				X	X	X	X	X	X	X		
Participate in Head Start Recruitment Fair	P	S	S				X								
Meet with Director of Day Early Learning to schedule recruitment times at locations.	P		S				X								



Sunday church visits to speak with congregations, distribute materials and enroll interested parents.	P	S	S				X	X	X	X	X	X	X	X	
Saturday community canvassing and recruitment at local stores, business, apartment complexes.	P	S	S				X	X	X	X	X	X	X	X	
Weekday recruitment at Early childhood centers.	P		S				X	X	X	X	X	X	X	X	
Meet with apartment complex property managers to schedule meetings with families and distribute flyers.	P		S				X	X	X	X	X	X	X		
Recruitment at neighborhood associations and public libraries in targeted community until a facility is secure.	P	S	S				X	X	X	X	X	X	X	X	
Send Direct Mailers and Social Media Blitz	P		S				X		X		X				
Conduct Round 1 Enrollment Fair (Enroll Indy)	P		S					X							
Conduct Round 2 Enrollment Fair (Enroll Indy)	P		S							X					
Conduct Round 3 Enrollment Fair (Enroll Indy)	P		S									X			
Follow up, confirm enrollment and registration applications.	P		S					X	X	X	X	X	X	X	X
Conduct enrollment lottery if all seats are filled before second round recruitment.	P	S	S								X				
Student Enrollment and Registration Period Closes check registration paperwork for all students.	P	S	S										X		
Conduct Parent Orientations and distribute information.	P		S								X	X	X	X	X
Deadline to receive student records from sending schools. Check to ensure that IEP's have been sent.	P		S											X	
Send Welcome Packet to Parents of Students who have complete the enrollment process.	P		S											X	
Staff Recruitment and Enrollment															
Update teacher recruitment materials and folders.	P	S					X								
Post job descriptions and vacancy announcements on school website. Send to Teachers-Teachers.com, job	P						X	X	X	X	X	X	X		



banks, local newspapers and broadcast on Radio.																		
Contact Career and College Placement Centers, send job vacancies for posting.	P							X	X	X								
Contact college and universities to schedule times to visit. Recruit on college campuses.	P	S						X	X	X	X	X						
Meet with Teach for America and Marian University regarding partnership agreements for teachers.	P							X										
Teacher Recruitment Fairs: Teach For America	P	S								X								
Conduct School Recruitment Fairs at the public library in neighboring communities.	P							X	X	X	X	X	X	X				
Participate in Regional College Teacher Recruitment Fair	P											X						
Conduct Interviews for Pre-Opening staff (Business Manager, Office Manager, Parent and Community Engagement Specialist, Coaches, and Tech Specialist	P	S							X									
Conduct Round #1 Interviews (Interview Team)	P	S			S						X							
Conduct Round #2 Interviews (Interview Team)	P	S	S		S							X						
Conduct Round #3 Interviews (Interview Team)	P	S			S									X				
Hire Round #1 Candidates	P	S										X						
Hire Round #2 Candidates	P	S												X				
Hire Round #3 Candidates	P															X		
Complete Background Checks and Child Protection Checks for all potential new hires.	P		S								X	X	X					
Last day for candidates to accept offers - make calls to non-respondents.	P	S														X		
Facilities Acquisition																		
Contact Real Estate Broker, schedule time to visit proposed location target community.	P	S						X										
Facilities Committee recommendation for location	P	S							X									
Submit Letter of Intent	S	P							X									
Contact Architect-develop schematics and scope of work.	P	S							X									



Request Certification (Recertification of an existing structure) from an engineer or architect that the building complies as an “E” occupancy under the rules of the Fire Prevention and Building Safety Commission.	P	S						X									
Select general contractor using (RFP) process	S	P		S				X									
Negotiate and finalize Lease Agreement, address should be clearly identified.	S	P		S				X									
Check building specifications and any equipment needs	P	S					X										
Secure property insurance, obtain Certificate of Occupancy or Statement of Substantial Completion and certificates of Inspection and permits: Zoning, land use, and building use permits band/or zone certification, State construction design release Documentation from Indiana Department of Homeland Security, Documentation from the county or Indiana State Department of Health, Documentation from State Fire Marshall or Local Building Inspector, Documentation from Public Works, Documentation from the local Fire Department Inspection of Fire Extinguishers.	P	S		S										X			
Complete State Health Department inspections/licenses	P	S		S										X			
Contact Department of Public Works to request installation of school zone/ and speed limit signs.	P	S		S										X			
Move in day for furniture and staff.	P	S		S												X	
Financial																	
Submit Academy Deduction Policy to State Board of Accounts/IDOE.	S			P				X									
Business manager set up QuickBooks and payroll.	S			P				X									
Submit documents to Charter Schools Capital for prequalification loan.	P	S		S			X										
Submit application for bridge loan and facilities loan to cover re-outfitting.	P	S		S				X									
Identify more information about Common School Fund, Building Hope,	P	S		S				X									



Charter Growth Fund, Indiana Finance Authority.																			
Grants																			
Meet with Cole Dietrich regarding CSP Grant Funds.	P							X											
Complete E-Rate grant application.	P							X											
Complete Assessment grant.	P														X				
Check on status of Walton Foundation grant application.	P							X											
Complete PLTW, STEM, and Homeland Security grants.	P														X				
Search databases for additional funding sources.	P							X	X										
Management & Operations																			
Secure School Code and STN, Bidder's Number (ok), EIN (ok), DUN (ok), 501 c 3 (ok).	P			S				X											
Business Manager completes Independent Accountant's Report per Section 6.4 of the Charter Agreement.			P															X	
Complete Parent & Student Handbook, include discipline policy, uniform policy, technology use policy, parent rights, Parent/ Student Compact, FERPA, School health /records procedures, complaint procedures, right to attend Board meetings.	P		S						X										
School Uniforms and crest have been finalized.								X											
Activate Certificates of Insurance for all coverages.	P	S		S					X										
Prepare written procedures for accommodations of handicapped persons in compliance with ADA.	P	S		S						X									
Provide contact information to IDOE for all state reporting requirements to include Corporation Test Coordinator (CTC) for the Office of Student Assessment.	P								X										
Develop class lists by teacher and student. Finalize Contact Wait List, contact parents if seats are available.	P																X		
Develop plan for times and locations for student drop-off and pick-up before, during, and after school.	P																X		



Non-Instructional Supplies & Materials															
The head of school has already developed a complete itemized list of non-instructional supplies with costs. Order supplies and materials for pro-opening operations. Order non-instructional materials for start of school.	P	S		S				X					X		
Ensure the delivery of all orders. All equipment has been properly tagged with property codes, complete inventory of all textbooks, kits, furniture and equipment. Ensure the installation of all smartboards.	P			S										X	
Human Resources & Onboarding															
Complete interview packet, questions, and rubrics	P	S						X							
Create Teacher and Employee Handbooks	P	S						X							
Update Staffing Plan (Personnel Spreadsheet) that identifies names, position/title, license numbers, special education or ELL designations, and background checks, signed contracts, grade assignment, room number.	P	S											X		
Prepare for onboarding of staff	P	S												X	X
Professional Development															
Contact Consultants for professional development to secure dates for workshops in July.	P							X							
Identify company/secure locations for team building professional development workshop in July	P	S						X							
Prepare agenda, materials, and resources for workshops.	P				S								X	X	
Provide Staff Onboarding and Professional Development Training (10 days 8:00 AM – 4:00 PM)	P				S										X
Governance															
Board Development															
Complete background checks for Board of Directors, send results to ICSB	P							X							



Formally install all board officers. Transition from founding board to governing board.	S	P						X										
Submit fees and contact Board on Track. Plan retreat	S	P								X								
Establish goals for Head of School. Establish norms for communication.		P								X								
Review Board Job Descriptions, Nomination committee prepares to find additional board members.	S	P							X									
Board Spring Retreat 2020	S	P														X		
Meetings																		
Review Pre-Opening Start-up Plan. Develop Board Calendar and confirm meeting dates.	S	P						X	X									
Subcommittees																		
Subcommittee chairs confirm committee members, send communication regarding subcommittee meetings	S	P							X									
Policies																		
Review ByLaws, Conflict of Interest, Code of Ethics, and Charter School Laws. Create a Board Handbook	S	P						X	X									
Review Non-Bidding Facility Proposal									X									
Legal																		
Approve Real-Estate Agent of Record	S	P						X										
Approve Letter of Intent,	S	P							X									
Continue to develop and approve policies	S	P								X	X							
Prepare employment contracts												X	X	X				
Technology																		
School Website																		
Update website: board members, starting date, and location of school, check link for Letter of Intent to Enroll	S					P		X	X									
Put job descriptions and employment application packet on website	S					P		X	X									
Put Board meeting dates and minutes on website.	S	S				P		X	X									
Create donation page on website.	S	S				P		X										



Request technology on Teachers Go Fund Me page																			
Infrastructure																			
Check internet access, file server room, phone, alarm and intercom system, and surveillance cameras	S					P		X											
Set-up Power School Student Management System	S					P		X											
Purchased and Contracted Services																			
Submit Bids for services	P	S		S						X	X								
Contact all service providers, get quotes and/or estimates for service. Some quotes have been provided.	P	S		S				X											
Contact all consultants, confirm professional development dates.	P			S				X	X										
Parent Engagement																			
Organize Parent Advisory Council, conduct parent advisory meetings.	P	S	S					X	X	X	X	X	X	X	X	X	X	X	X
Send out monthly newsletters via email and website	P		S			S	X	X	X	X	X	X	X	X	X	X	X	X	X
Conduct focus groups to identify programs and services to support students and their families.	P	S					X	X											
Assist parents with required health services and screenings, including immunization records. Parents may participate in annual back-to-school health fair provided by Marion County Health Department.	S		P								X	X	X	X	X	X	X	X	X
Back to School Staff and Parent Picnic, held in July	P		S																X
Community Engagement																			
Initial meeting with school volunteers for assistance with recruitment and fundraising campaigns.	P							X	X										
Meet with all community partners. Complete and sign partnership and service agreements.	P	S						X	X										
Develop Community Advisory Council. Hold meetings.	P	S	S					X	X	X			X						X
Participate in community events for additional exposure.	P	S						X	X	X	X	X	X	X	X	X	X	X	X
Attend council meetings and neighborhood association meetings.	P							X	X	X	X	X	X	X	X	X			



Conduct School Tours for community and parents	P	S												X	X
Food Services															
License to serve food from the Health Department.	P	S			S									X	
Identify food service provides - follow bid process	P	S			S			X							
Hire cafeteria manager, start one month before school	P	S												X	
Order supplies and equipment for cafeteria	S				P								X		
Transportation															
Identify transportation providers, follow bid process	P				S			X							
Get cost proposals for fieldtrips and excursions	P				S			X							
Safety and Security															
Develop Security and Safety Plan – meet with local first responders. Develop a schedule for drills	P	S			S			X	X						
Conduct Threat Analysis, request handheld metal detectors	P	S			S			X	X						
Fundraising															
Fundraising campaigns. Seek monetary donations and in-kind contributions. (Goal \$50,000)	S	P						X		X		X		X	
Begin social media fundraising campaign	P	S						X	X	X	X	X	X	X	X
STEAM AHEAD Raffle	S	P									X				
School Launch															
Ribbon Cutting Ceremony	P	S													X
First Day of School for Teachers is July 27, 2020	P	S			S										X
First Parent/Teacher Conference is July 28, 2020 ABC Plans are developed with parents, students, and teachers.	P				S										X
First Day of School for Students is July 29, 2020	P	S			S										X





Indy STEAM Academy

Attachment #15

Insurance Coverage





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Insurance Estimate: Indianapolis STEAM Academy

Prepared on: February 12, 2019
By: Chad Miller

To Whom It May Concern:

We appreciate the opportunity to provide the outlined insurance estimate for Indianapolis (Indy) STEAM Academy.

Miller Insurance group has operated as an independent agency in Indiana since 1937. We have earned outstanding relationships built on trust, industry knowledge, and service excellence. We are a supporter of quality education in Indiana, whether it be a traditional public school, charter school, or independent school, we want all students in Indiana to have the opportunity to receive an excellent education regardless of the zip code in which they are born. One of our agents, Chad Miller, spent six years working in a public charter school, four of which were as an administrator. Our agency is uniquely positioned to provide coverage which meet the requirements of the law and ICSB, and to advise our clients on school-specific strategies to mitigate risk.

Indiana Charter School Board General Requirements

- We are licensed to do business in The State of Indiana as required by law.
- We will utilize the following carriers, which are admitted in the State of Indiana, to place Indy STEAM Academy's exposure: Hanover Insurance, Liberty Mutual, Markel, Selective, and Travelers Insurance. We also have access to secondary markets in the event Indy STEAM Academy is not able to be placed with a standard carrier.
- We will only place this school with at least an "A" rated insurance carrier as determined by A.M. Best rating guidelines.

Indiana Charter School Board Minimum Insurance Requirements

On behalf of Indy STEAM Academy, the following coverages can be secured to meet all requirements of the ICSB and/or additional insureds as appropriate:

- **Workers' Compensation Liability:** Workers' compensation for all employees as required by Indiana law (see IC § 22-3).
- **Commercial General Liability:** Commercial general liability in an occurrence form, with limits of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate for bodily injury, personal injury and property damage liability coverage. Liability coverage shall include the following: all premises and operations, products/completed operations, independent contractors, separation of insureds, defense and contractual liability. Such comprehensive general liability insurance must expressly cover sexual abuse/molestation liability, and medical payments of \$5,000. The ICSB and the IDOE must each be named as an Additional Insured on a primary, non-contributory basis for any liability arising directly or indirectly from all school business, including school-



Insurance Coverage

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sanctioned functions that may take place outside of normal school hours. As noted above, a copy of the endorsement reflecting these additions must be submitted to the ICSB.

- **Educators' Legal Liability (including Directors' and Officers' and Employment Practices Liability):** Liability insurance covering the school and its directors and officers from liability claims arising from wrongful acts, errors or omissions with regard to the conduct of their duties related to operation and management of the school with limits of not less than \$1,000,000 per occurrence and \$3,000,000 aggregate.
- **Automobile Liability:** Required when any motor vehicle (whether owned, non-owned or hired) is used in connection with all school business, including school-sanctioned functions that may take place outside of ICSB Insurance Requirements Page 2 normal school hours, with limits of not less than \$1,000,000 per occurrence for bodily injury and property damage. NOTE: such liability insurance provides coverage for the school only. The ICSB strongly encourages schools to establish a policy whereby any school employee who drives a personally-owned vehicle for school-related business (including field trips or conferences) must have personal auto coverage of at least \$100,000, and that all such employees must provide certificates of insurance to keep on file at the school.
- **Umbrella/Excess Liability:** Umbrella or Excess Liability Insurance with limits of not less than \$3,000,000 to provide additional limits for underlying general, automobile, employers' and educators' legal liability.
- **Property Insurance:** Property insurance from an A-rated insurance carrier for full Replacement Cost of property, whether by lease or other agreement, from physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/ extra expense losses. If the charter school is leasing its property, the ICSB will accept insurance in the name of either the school or the property owner.
- **Student Accident Coverage:** All Indiana High School Athletic Association (IHSAA) schools must include coverage for athletic participation.
- **Employee Dishonesty Liability:** Employee Dishonesty liability insurance in the amount of at least \$250,000 for all school employees. Note that the state of Indiana has specific fidelity bond requirements for certain school employees.
- **Cyber Liability:** Schools may wish to obtain cyber liability insurance, depending upon the school model.
- **Foreign Travel/Field Trip Liability:** Schools may wish to obtain liability insurance covering field trips and/or foreign travel, depending upon the school model. Additional Requirements For Schools

Indiana Charter School Board Additional Requirements

We are also aware that contracting with an Educational Management Organization Charter schools authorized by the ICSB that enter into a management agreement with an Educational Management Organization ("EMO") must factor in these additional requirements:

- The service agreement between the charter school and the EMO must require the school to be named as an Additional Insured on the EMO's liability policies.
- The EMO must obtain liability insurance coverage from an A-rated carrier naming the ICSB and the IDOE as Additional Insured on a primary, non-contributory basis. As noted above, a copy of the endorsement reflecting these additions must be submitted to the ICSB.



Insurance Coverage
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- Workers’ compensation insurance that complies with state law must be carried by whichever entity employs the school’s staff. If both the school and the EMO employ staff, then each entity must carry the appropriate insurance coverage for their respective employees. If the school does not employ any of the staff or administration and does not carry workers’ compensation insurance, then the service agreement between the charter school and the EMO must include a provision to indemnify the school against any liability for workers’ compensation claims.

Based on the initial estimates, and the programming required, it would be our counsel that the following estimates could be used for budgeting purposes

Year One Projection (2020-2021 Academic Year) – New School with Leased Space

Property and Casualty Insurance Coverage	Annual Premium
Liability	
Directors and Officers Liability, Educators Legal Liability, and Employment Practices Liability	\$8,565
Workers Compensation/Employer's Liability	\$7,150
Commercial General Liability (including "Abuse" or "Molestation")	\$2,980
Automobile Liability	\$1,150
Employee Dishonesty Liability	\$1,485
Cyber Liability	\$749
Umbrella Liability	\$3,425
Liability Cost	\$25,504
Property	
Business Auto	\$2,005
Business Personal Property & Business Income and Extra expense	\$1,125
Property Cost	\$3,130
Total Cost	\$28,634
Optional Coverages	
Law Enforcement Professional	\$1,760
Foreign Travel Liability	\$1,245

Estimates were made based on the following based on the following:

- 300 Students
- 40 Staff Members
- One commercial auto (likely 16-passenger van)
- Business Personal Property is estimated at \$325,000



Insurance Coverage
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Medical Insurance Coverage	Monthly Premium
Medical (Individual: \$3,000 deductible / \$6,000 out of pocket max Family: \$6,000 / \$12,000)	
Employee Only	\$534
Employee and Child(ren)	\$936
Employee and Spouse	\$994
Family	\$1,260

***Important note:** Insurance market conditions can change quickly, which makes it difficult to project insurance costs for the fall of 2020. This estimate has been put together using knowledge from our carrier companies and our experience insuring charter schools. Insurance rates can be affected by a number of factors and therefore come with a high degree of variability.

Should you have any questions, feel free to contact me by phone or through email.

For our youth,

Chad J. Miller

Chad Miller
Partner
e: chad@millerinsurancegrp.com
c: (317) 869-9180





Indy STEAM Academy

Attachment #16

Budget and Staffing Workbook



School Enrollment Projections

School Enrollment Projections

(must align with Charter Application Enrollment Plan)

School Name: Indianapolis (Indy) STEAM Academy
 Planned Opening Year: 2020

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten	75	50	50	50	50
Grade 1	75	75	50	50	50
Grade 2	50	75	75	50	50
Grade 3	50	50	75	75	50
Grade 4	25	50	50	75	75
Grade 5	25	25	50	50	75
Grade 6		25	25	50	50
Grade 7			25	25	25
Grade 8				25	25
Grade 9					
Grade 10					
Grade 11					
Grade 12					
Adult					
Total Enrollment:	300	350	400	450	450
Special Education #	30	35	40	45	45
English Learners #	15	17	20	22	22
FRL #	240	280	320	360	360
Basic Grant	\$ 1,605,600.00	\$ 1,873,200.00	\$ 2,140,800.00	\$ 2,408,400.00	\$ 2,408,400.00
Complexity	\$ 398,604.00	\$ 465,038.00	\$ 531,472.00	\$ 597,906.00	\$ 597,906.00
Adult Grant	\$ -	\$ -	\$ -	\$ -	\$ -
Total:	\$ 2,004,204.00	\$ 2,338,238.00	\$ 2,672,272.00	\$ 3,006,306.00	\$ 3,006,306.00

Indiana's Complexity Grant addresses vertical equity by utilizing demographic factors to provide additional funding to school corporations serving proportionally more students from low-income families. It is based on the percentage of the school corporation's students receiving SNAP, TANF, or foster care services. The above **Complexity** calculation is an estimate based on the complexity index for the school corporation in which the proposed charter school will be located. The school's actual complexity amount will likely differ.



Budget and Cash Flow (Year 0)

School Name: Indianapolis Indy STEAM Academy
 Planned Opening Year: 2020

REVENUES	July	August	September	October	November	December	January	February	March	April	May	June	Total
Federal Revenues - See Footnotes													
1 Public Charter School Program Grant	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
2 Other Federal Revenue (please describe) (1)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Total Federal Revenues:	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Other Revenues													
3 Contributions and Donations from Private Sources	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
4 Interest Income	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
5 Other Revenue (please describe)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Total Other Revenues:	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
TOTAL REVENUES:	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
EXPENSES													
Personnel Expenses													
6 Wages, Benefits and Payroll Taxes	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Total Personnel Expenses:	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Instructional Supplies and Resources - See Footnotes													
7 Textbooks	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
8 Library/Literary Services (Other than Staff)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
9 Instructional Supplies	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
10 Technology Supporting Instruction (2)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
11 Student Assessments	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
12 Contributions used for Instruction	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
13 Instructional Software	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
14 Enrichment Programs (3)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Total Instructional Supplies and Resources:	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Support Supplies and Resources													
15 Administrative Expenses	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
16 Administrative Software	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
17 Administrative Technology Services	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
18 Administration Dues & Fees	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
19 Operational Supplies	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
20 Professional Development	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
21 Other (please describe)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Total Support Supplies and Resources:	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Governing Board Expenses													
22 General Board Services	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
23 Legal Services	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
24 Board Supplies	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
25 Board Fees	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
26 Other (please describe)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Total Board Expenses:	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Purchased or Contracted Services													
27 Audit Services	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
28 Payroll Services	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
29 Financial Accounting	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
30 Other Fiscal Services	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
31 Printing, Publishing, Duplicating Services	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
32 Other Professional/Technical Services	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
33 Telecommunication Services	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
34 Insurance	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
35 Travel	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
36 Postage	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
37 Special Education Administration	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
38 Student Information Services	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
39 Food Services	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
40 Contracted Transportation Services	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
41 Other Transportation Services (please describe)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
42 Promotion Expenses	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
43 Other (please describe)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Total Professional Purchased or Contracted Services:	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Facilities Expenses													
44 Rent or Buildings, Facilities, and Equipment	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
45 Purchase of Furniture & Equipment	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
46 Electricity	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
47 Water & Sewage	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
48 Repair and Maintenance Services (not provided by school personnel)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
49 Custodial Services (not provided by school personnel)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
50 Waste Disposal	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
51 Heat/Cooling for Facilities (Principal & Interest)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
52 Best Service for Equipment (Principal & Interest)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
53 Other (please describe)	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Total Facilities Expenses:	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Other Expenses													
54 Indiana Charter School Board Administrative Fee	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
55 INDO ENO Fee	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
56 Bank Fees	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
57 Depreciation Expense	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
58 Extra	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
Total Other Expenses:	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
TOTAL EXPENSES:	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$
SURPLUS / (DEFICIT):	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$	\$

Note: Budget for Cash Flow for Year 0 will be provided if we receive CSP grant funds.



Five-Year Budget
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Expected New School Annual Operating Budget -- YEAR 1 -- Fiscal Year July 1-June 30							
School Name: Indianapolis (Indy) STEAM Academy							
Planned Opening Year: 2020							
Special Instructions for Schools Contracting with a Management Company:							
Please include a note in the assumptions column and budget narrative if any of the listed amounts include additional services, consulting, facility, or licensing fees paid to a management company or affiliate of a management company that are not included in Line 37 (CMO/EMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state whether your facility is leased or purchased from a management company or affiliate of a management company.							
REVENUES	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Assumptions
State Revenues - See Footnotes							
1 State Tuition Support - From Tab 2 (1)	\$ 2,004,204.00	\$ 2,338,238.00	\$ 2,672,272.00	\$ 3,006,306.00	\$ 3,006,306.00	\$ 3,006,306.00	
2 State Matching Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
3 Professional Development Grant	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	Plan to utilize technology grant to provide additional resources
4 Technology Grants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	Plan to utilize technology grant to provide additional resources
5 Remediation/Preventive Remediation Programs	\$ 37,500.00	\$ 43,750.00	\$ 50,000.00	\$ 56,250.00	\$ 62,500.00	\$ 68,750.00	Plan to utilize technology grant to provide additional resources
6 Gifted and Talented Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
7 Textbook Reimbursement	\$ 24,300.00	\$ 26,350.00	\$ 28,400.00	\$ 30,450.00	\$ 32,500.00	\$ 34,550.00	See state's estimate - see assumptions - projected each year
8 Summer School	\$ 100,000.00	\$ 125,000.00	\$ 150,000.00	\$ 175,000.00	\$ 175,000.00	\$ 175,000.00	500 x number of students participating each year
9 Charter and Innovation Network School Grant (2)	\$ 150,000.00	\$ 175,000.00	\$ 200,000.00	\$ 225,000.00	\$ 225,000.00	\$ 225,000.00	100 x number of participating schools x number of schools available for
10 Charter and Innovation Network School Advance	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
12 Formative Assessment Grant	\$ 4,050.00	\$ 4,725.00	\$ 5,400.00	\$ 6,075.00	\$ 6,075.00	\$ 6,075.00	See state's estimate - see assumptions - projected each year - see assumptions
13 Performance Based Awards	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
14 Other State Revenue (please describe)	\$ 3,750.00	\$ 4,250.00	\$ 5,000.00	\$ 5,500.00	\$ 5,500.00	\$ 5,500.00	
15 Special Education Grant	\$ 89,000.00	\$ 80,500.00	\$ 92,000.00	\$ 103,500.00	\$ 103,500.00	\$ 103,500.00	See state's estimate - see assumptions - projected each year
16 Special Education Preschool	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total State Revenues:	\$ 2,397,804.00	\$ 2,804,813.00	\$ 3,212,672.00	\$ 3,619,611.00	\$ 3,619,611.00	\$ 3,619,611.00	
Federal Revenues - See Footnotes							
17 Public Charter School Program Grant (3)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	See state's estimate - see assumptions - projected each year
18 Charter Facilities Assistance Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
19 IDEA - Part B Grant (Special Education)	\$ 15,582.00	\$ 18,279.00	\$ 20,776.00	\$ 23,573.00	\$ 23,573.00	\$ 23,573.00	See state's estimate - see assumptions - projected each year
20 Title I	\$ 133,200.00	\$ 154,400.00	\$ 177,800.00	\$ 199,800.00	\$ 199,800.00	\$ 199,800.00	See state's estimate - see assumptions - projected each year
21 Title II	\$ 23,380.00	\$ 24,920.00	\$ 26,460.00	\$ 28,000.00	\$ 28,000.00	\$ 28,000.00	See state's estimate - see assumptions - projected each year
22 Federal Lunch Program	\$ 129,456.00	\$ 151,032.00	\$ 172,608.00	\$ 194,184.00	\$ 194,184.00	\$ 194,184.00	See state's estimate - see assumptions - projected each year
23 Federal Breakfast Reimbursement	\$ 109,360.00	\$ 124,860.00	\$ 140,360.00	\$ 164,062.00	\$ 164,062.00	\$ 164,062.00	See state's estimate - see assumptions - projected each year
24 Other Federal Revenue (please describe) (4)	\$ 54,300.00	\$ 63,370.00	\$ 71,800.00	\$ 82,470.00	\$ 82,470.00	\$ 82,470.00	
Total Federal Revenues:	\$ -	\$ 461,068.00	\$ 537,893.00	\$ 598,860.00	\$ 695,919.00	\$ 697,919.00	
Other Revenues							
25 Contributions and Donations from Private Sources	\$ -	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	Fundraising, Donations, Foundation Awards
26 Student and Adult Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
27 Other Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
28 Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
29 Other Revenue (please describe)	\$ -	\$ 325,000.00	\$ -	\$ -	\$ -	\$ -	See Prequalification Letter from Charter Schools Capital
Total Other Revenues:	\$ -	\$ 375,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	\$ 50,000.00	
TOTAL REVENUES:	\$ -	\$ 3,235,870.00	\$ 3,802,706.00	\$ 4,380,732.00	\$ 4,380,000.00	\$ 4,380,000.00	
EXPENSES							
Administrative Staff - See Footnotes							
30 Executive Administration: Office of Superintendent (5)	\$ 95,000.00	\$ 97,850.00	\$ 100,700.00	\$ 103,550.00	\$ 106,400.00	\$ 109,250.00	See state's estimate - see assumptions - projected each year
31 School Administration: Office of the Principal (6)	\$ 70,000.00	\$ 71,400.00	\$ 72,800.00	\$ 74,200.00	\$ 75,600.00	\$ 77,000.00	See state's estimate - see assumptions - projected each year
32 Other School Administration (please describe) (7)	\$ 25,000.00	\$ 25,500.00	\$ 26,000.00	\$ 26,500.00	\$ 27,000.00	\$ 27,500.00	See state's estimate - see assumptions - projected each year



Five-Year Budget
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33 Business Manager/Director of Finance	\$ 25,000.00	\$ 25,500.00	\$ 26,010.00	\$ 26,530.00	\$ 27,060.50	Personnel Manager, part-time (1) to monitor school budget/finance activities, as required by the board.
Total Administrative Staff:	\$ 211,000.00	\$ 220,250.00	\$ 225,634.00	\$ 231,153.00	\$ 236,814.00	
Instructional Staff - See Footnotes						
34 Teachers - Regular (8)	\$ 665,500.00	\$ 709,410.00	\$ 760,231.00	\$ 1,060,092.00	\$ 1,079,513.00	Teacher 1 employed work on contract - salary will increase by 2.5% over 5 years. Teacher 2 employed work on contract - salary will increase by 2.5% over 5 years. Teacher 3 employed work on contract - salary will increase by 2.5% over 5 years. Teacher 4 employed work on contract - salary will increase by 2.5% over 5 years. Teacher 5 employed work on contract - salary will increase by 2.5% over 5 years. Teacher 6 employed work on contract - salary will increase by 2.5% over 5 years. Teacher 7 employed work on contract - salary will increase by 2.5% over 5 years. Teacher 8 employed work on contract - salary will increase by 2.5% over 5 years.
35 Teachers - Special Education	\$ 67,500.00	\$ 68,250.00	\$ 69,036.00	\$ 69,846.00	\$ 70,680.00	
36 Substitutes, Assistants, Paraprofessionals, Aides	\$ 167,100.00	\$ 195,600.00	\$ 242,280.00	\$ 290,070.00	\$ 294,840.00	Substitutes will not work on contract - teacher assistance and paraprofessionals will not work on contract.
37 Summer School Staff	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Instructional Staff:	\$ 900,100.00	\$ 1,033,660.00	\$ 1,236,147.00	\$ 1,460,547.00	\$ 1,496,125.50	
Non-instructional/Support Staff - See Footnotes						
38 Social Workers, Guidance Counselors, Therapists (6)	\$ 75,000.00	\$ 76,500.00	\$ 78,030.00	\$ 79,590.00	\$ 81,181.00	Guidance Counselor and Psychologist will be part-time (0.5 FTE) - other employees will be full-time (1.0 FTE) - all without salary increase over 5 years.
39 Other Support Staff (please describe) (10)	\$ 95,000.00	\$ 96,900.00	\$ 98,838.00	\$ 100,814.00	\$ 102,830.00	Salary employee works 11 months.
40 Nurse Services	\$ 40,000.00	\$ 40,800.00	\$ 41,616.00	\$ 42,448.00	\$ 43,297.00	Teacher aide employed part-time (0.5 FTE) - other employees will be full-time (1.0 FTE) - all without salary increase over 5 years.
41 Instructional Support Staff (11)	\$ 110,000.00	\$ 112,000.00	\$ 114,044.00	\$ 116,134.00	\$ 118,268.00	Teacher aide employed part-time (0.5 FTE) - other employees will be full-time (1.0 FTE) - all without salary increase over 5 years.
42 Librarian	\$ 45,000.00	\$ 45,900.00	\$ 46,818.00	\$ 47,754.00	\$ 48,709.00	Librarian will not work on contract - teacher aide employed part-time (0.5 FTE) - other employees will be full-time (1.0 FTE) - all without salary increase over 5 years.
43 Technology Support	\$ 45,000.00	\$ 45,900.00	\$ 46,818.00	\$ 47,754.00	\$ 48,709.00	Librarian will not work on contract - teacher aide employed part-time (0.5 FTE) - other employees will be full-time (1.0 FTE) - all without salary increase over 5 years.
44 Maintenance of Buildings, Grounds, Equipment	\$ 60,000.00	\$ 61,200.00	\$ 62,424.00	\$ 63,672.00	\$ 64,944.00	Librarian will not work on contract - teacher aide employed part-time (0.5 FTE) - other employees will be full-time (1.0 FTE) - all without salary increase over 5 years.
45 Security	\$ 20,000.00	\$ 20,400.00	\$ 20,808.00	\$ 21,224.00	\$ 21,648.00	Will seek homeland security grant to share cost.
46 Athletics Coaches	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Non-Instructional/Support Staff:	\$ 490,000.00	\$ 499,600.00	\$ 509,796.00	\$ 519,990.00	\$ 530,386.00	
Subtotal Wages and Salaries:	\$ 1,601,100.00	\$ 1,733,710.00	\$ 1,971,577.00	\$ 2,220,693.00	\$ 2,263,325.50	
Payroll Taxes and Benefits - See Footnotes						
47 Social Security/Unemployment (12)	\$ 162,917.68	\$ 178,001.57	\$ 200,115.07	\$ 225,400.04	\$ 229,727.64	
48 Other Insurance (13)	\$ 118,500.00	\$ 127,500.00	\$ 142,500.00	\$ 159,000.00	\$ 159,000.00	
49 Retirement / Pension (14)	\$ 45,345.50	\$ 49,217.50	\$ 56,382.50	\$ 65,137.00	\$ 65,302.00	
50 Other Employee Benefits (15)	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Payroll Taxes and Benefits:	\$ -	\$ 326,823.15	\$ 354,797.07	\$ 399,997.07	\$ 454,029.64	
Total Personnel Expenses:	\$ -	\$ 1,831,933.15	\$ 2,108,469.07	\$ 2,370,574.57	\$ 2,670,227.64	\$ 2,717,985.04
Instructional Supplies and Resources - See Footnotes						
51 Textbooks	\$ -	\$ 75,000.00	\$ 40,500.00	\$ 44,500.00	\$ 48,500.00	Textbooks provided to teacher or students available 1 yr. prior to the start of the school year.
52 Library/Media Services (Other than Staff)	\$ -	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	\$ 4,000.00	100 books x \$40.00 each year to build library
53 Instructional Supplies	\$ -	\$ 18,000.00	\$ 20,000.00	\$ 22,000.00	\$ 24,000.00	2000 copies each including NYC, Music, Physical Education, Social Studies, Science, and Art.
54 Technology Supporting Instruction (16)	\$ -	\$ 25,080.00	\$ 8,360.00	\$ 4,180.00	\$ 4,180.00	Epson Projectors for classrooms
55 Student Assessment	\$ -	\$ 22,500.00	\$ 26,250.00	\$ 30,000.00	\$ 33,750.00	WEAD # 2, READ 3, REAR, NWEA, WIDA
56 Computers used for Instruction	\$ -	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	\$ 60,000.00	Computer for classroom, teacher, library, and administration.
57 Instructional Software	\$ -	\$ 22,500.00	\$ 25,250.00	\$ 30,000.00	\$ 33,750.00	100K or 75 new students
58 Enrichment Programs (17)	\$ -	\$ 42,438.00	\$ 31,218.00	\$ 33,618.00	\$ 45,963.00	1000K PROSE BASKETBALL TEAM OR 2000K TOURNAMENT COST
Total Instructional Supplies and Resources:	\$ -	\$ 298,518.00	\$ 166,578.00	\$ 181,298.00	\$ 209,133.00	\$ 200,905.00
Support Supplies and Resources						
59 Administrative Computers	\$ -	\$ 6,250.00	\$ -	\$ -	\$ -	1 for Back Office, Asst. Principal and Special Ed. Director
60 Administrative Software	\$ -	\$ 1,000.00	\$ -	\$ -	\$ -	Software and renewal of subscriptions
61 Administrative Technology Services	\$ -	\$ -	\$ -	\$ -	\$ -	
62 Administration Dues & Fees	\$ -	\$ 1,000.00	\$ 1,500.00	\$ 1,500.00	\$ 2,000.00	Memberships in STEAM/STEM organizations
63 Operational Supplies	\$ -	\$ 14,000.00	\$ 16,000.00	\$ 18,000.00	\$ 20,000.00	2000 copies each including NYC, Music, Physical Education, Social Studies, Science, and Art.
64 Professional Development	\$ -	\$ 40,000.00	\$ 45,000.00	\$ 50,000.00	\$ 55,000.00	Required to participate in professional development about 100 hours each year.
65 Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Support Supplies and Resources:	\$ -	\$ 42,250.00	\$ 42,500.00	\$ 48,500.00	\$ 77,000.00	
67 Governing Board Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	
68 General Board Services	\$ -	\$ 1,000.00	\$ 1,500.00	\$ 2,000.00	\$ 2,500.00	Board Retreat 2 times per year



Five-Year Budget
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66	Legal Services	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 15,000.00	\$ 15,000.00	\$ 20,000.00	Attorney fees
70	Board Supplies	\$ -	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	\$ 1,000.00	Supplies and materials for Board meetings
67	Dues & Fees	\$ -	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	\$ 10,500.00	Based on Track
68	Other (please describe)	\$ -	\$ 2,000.00	\$ 4,000.00	\$ 6,000.00	\$ 8,000.00	\$ 10,000.00	National Charter School Institute membership with transportation
Total Board Expenses:		\$ -	\$ 24,500.00	\$ 27,000.00	\$ 34,500.00	\$ 37,000.00	\$ 44,500.00	
Purchased or Contracted Services								
69	Audit Services	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 15,000.00	\$ 15,000.00	\$ 20,000.00	Estimate
70	Payroll Services	\$ -	\$ 4,000.00	\$ 4,400.00	\$ 4,850.00	\$ 5,350.00	\$ 5,900.00	Contracted Services for Payroll (\$100 a number of staff)
71	Financial Accounting	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
72	Other Fiscal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
73	Printing, Publishing, Duplicating Services	\$ -	\$ 8,000.00	\$ 9,000.00	\$ 10,000.00	\$ 11,000.00	\$ 12,000.00	Lease copy machines
74	Other Professional/Technical Services	\$ -	\$ 8,000.00	\$ 9,000.00	\$ 10,000.00	\$ 11,000.00	\$ 12,000.00	Contract cost for testing services, server security and
75	Telecommunication Services	\$ -	\$ 7,000.00	\$ 7,500.00	\$ 8,000.00	\$ 8,500.00	\$ 9,000.00	Estimate cost of Internet access, telephone and security systems
76	Insurance	\$ -	\$ 28,684.00	\$ 29,684.00	\$ 30,684.00	\$ 31,684.00	\$ 32,684.00	Insurance quote
77	Travel	\$ -	\$ 2,000.00	\$ 4,000.00	\$ 6,000.00	\$ 8,000.00	\$ 10,000.00	Estimate of travel expenses to participate in conferences and
78	Postage	\$ -	\$ 3,000.00	\$ 3,000.00	\$ 4,000.00	\$ 4,500.00	\$ 4,500.00	Estimate approximately \$10 per student each year
79	Special Education Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
80	Student Information Services	\$ -	\$ 15,554.00	\$ 15,554.00	\$ 15,554.00	\$ 15,554.00	\$ 15,554.00	Power School Student Information System Software quote
81	Food Services	\$ -	\$ 225,000.00	\$ 262,500.00	\$ 300,000.00	\$ 360,000.00	\$ 360,000.00	Contracted Services for Cafeteria Contractors. See note given
82	Contracted Transportation Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	See note given
83	Other Transportation Services (please describe)	\$ -	\$ 12,000.00	\$ 14,000.00	\$ 16,000.00	\$ 18,000.00	\$ 18,000.00	See note given
84	Promotional Expenses	\$ -	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	\$ 2,000.00	Brochures, Table Decor, Banner, Posters
85	Other (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Professional Purchased or Contracted Services:		\$ -	\$ 325,138.00	\$ 371,138.00	\$ 422,088.00	\$ 496,588.00	\$ 501,088.00	
Facilities Expenses								
86	Rent of Buildings, Facilities, and Equipment	\$ -	\$ 815,000.00	\$ 867,500.00	\$ 920,000.00	\$ 972,500.00	\$ 1,025,000.00	Table of building is given for equity rent with a fee. Fee is
87	Purchase of Furniture & Equipment	\$ -	\$ 51,000.00	\$ 5,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	1,000 per classroom plus replacement cost
88	Electric/Gas	\$ -	\$ 66,000.00	\$ 67,000.00	\$ 68,000.00	\$ 69,000.00	\$ 70,000.00	Based on previous years expenses
89	Water & Sewage	\$ -	\$ 5,000.00	\$ 5,700.00	\$ 6,100.00	\$ 6,500.00	\$ 6,900.00	Based on previous years expenses
90	Repair and Maintenance Services (not provided by school personnel)	\$ -	\$ 6,000.00	\$ 7,000.00	\$ 8,000.00	\$ 9,000.00	\$ 10,000.00	Based on previous years expenses
91	Custodial Services (not provided by school personnel)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
92	Waste Disposal	\$ -	\$ 4,250.00	\$ 4,300.00	\$ 4,350.00	\$ 4,400.00	\$ 4,450.00	Based on previous years expenses
93	Debt Service for Facilities (Principal & Interest)	\$ -	\$ 15,750.00	\$ 16,375.00	\$ 17,000.00	\$ 17,625.00	\$ 18,250.00	Interest 3% of lease amount
94	Debt Service for Equipment (Principal & Interest)	\$ -	\$ 113,750.00	\$ 113,750.00	\$ 113,750.00	\$ -	\$ -	Improvements on building - assume equal amount over three year
95	Other (please describe)	\$ -	\$ 25,000.00	\$ 10,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	Weighted average depreciation, cafeteria tables, testing center, server &
Total Facilities Expenses:		\$ -	\$ 882,050.00	\$ 989,625.00	\$ 1,052,200.00	\$ 1,096,025.00	\$ 1,146,475.00	
Other Expenses - See Footnotes								
96	ICSB Administrative Fee - From Tab 2 (18)	\$ -	\$ 4,014.00	\$ 9,366.00	\$ 10,704.00	\$ 12,042.00	\$ 12,042.00	
97	CMO/EMO Fee (19)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
98	Bank Fees	\$ -	\$ 180.00	\$ 180.00	\$ 180.00	\$ 180.00	\$ 180.00	
99	Depreciation Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
100	Required Excess (20)	\$ -	\$ -	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	\$ 10,000.00	
Total Other Expenses:		\$ -	\$ 4,194.00	\$ 18,546.00	\$ 20,884.00	\$ 22,222.00	\$ 22,222.00	
TOTAL EXPENSES:		\$ -	\$ 3,209,736.15	\$ 3,354,836.07	\$ 3,731,044.57	\$ 4,102,195.04	\$ 4,142,175.04	
SURPLUS / (DEFICIT):		\$ -	\$ 26,113.85	\$ 37,849.94	\$ 106,667.43	\$ 262,804.97	\$ 204,624.96	

Footnotes:

- (1) The foundation amount for all charter schools in FY2019 is \$5,352, regardless of corporation of legal settlement. Students in Full Day Kindergarten are treated as 1 student, 1/2 day kindergarten is treated as 0.5 for purposes of ADM.
- (2) For the 2018-19 FY, new charter schools are entitled to \$500 per student to be used for capital, technology, and transportation costs. Subsequent awards depend on continued funding of the grant in the biennial budget. See IC 20-24-13 for additional criteria and more details.
- (3) This is a competitive grant. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact DOE's Office of Title Grants and Support for more information.
- (4) Unrestricted Federal Revenue Direct from the Federal Government; Restricted Federal Revenue Direct from the Federal Government; Restricted Federal Revenue Through the State, etc.

- (5) Includes the Head of School, School Leader, Executive Director, Chief Executive Officer, as well as associate or assistant executive positions.
- (6) Includes Vice- and Assistant Principals.
- (7) Includes Chief Academic Officers; Directors, Deans, and Coordinators of: Curriculum, Instruction, Faculty, Students, Assessment, Student Affairs, Student Achievement, and similar positions.
- (8) SB04/Form 9 Classification of teachers is as follows. Expenditure Accounts: Preschool - 11025; Full Day Kindergarten - 11090; Elementary School - 11100; Middle/Junior High School - 11200; and High School - 11300. Object Accounts: Certified Salaries - 110; Non-Certified Salaries - 120; (Temporary) Licensed Employees - 130; (Temporary) Non-Licensed Employees - 130; Stipends - 131; and (Temporary or Permanent) Overtime Salaries - 140.
- (9) Includes Social Workers; Counselors; Psychologists; and Speech, Occupational, and Physical Therapists.
- (10) Secretary/Receptionist; Attendance Clerk; Office Manager, Cafeteria Worker, and other full or part-time employees not specifically described.
- (11) Includes Staffing for Instruction and Curriculum Development, Instructional Staff Training, etc.
- (12) Social Security for both Certified and Uncertified Workers.
- (13) Includes Group Life Insurance, Group Health Insurance, Group Accident Insurance, Other Authorized Group Insurance, and Workers Compensation Insurance (does not include Unemployment Insurance).
- (14) Includes Severance/Early Retirement Pay, Public Employees Retirement Fund, Teachers Retirement Fund, Public Employees Retirement Fund (Optional Contribution), Teacher Retirement Fund (Optional Contribution).
- (15) Any other non-taxable benefits not otherwise classified above.
- (16) Includes Systems Analysis and Planning, Application Development, Systems Operations, Network Support, and Hardware Maintenance and Support.
- (17) Expenses associated with extra-curricular or athletic activities.
- (18) One half percent (0.5%) of the Basic/Adult Learner Grant amount.
- (19) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All other amounts paid to a management company or affiliate of the management company must be accounted for elsewhere in this worksheet.
- (20) Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.





Indy STEAM Academy

Attachment #17

Budget Narrative



Budget Narrative

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Budget Narrative

Indy STEAM was awarded the Charter Schools Program grant in the amount of \$900,000 in March 2018 for a three-year period. At the time of the award, Indy STEAM Academy was not authorized. It was our understanding that we would have 18 months to expend the first round of funds, which would give us time to get authorized. We were not able to get authorized by June 2018, so the Indiana Department of Education (IDOE) revoked our funds. The IDOE indicated that once we are authorized that we would have to reapply for these funds. We hope that we are able to get authorized and that the IDOE will restore our funds. Indy STEAM Academy has developed this application with the assumption that we would have the CSP grant; but we have established a **budget without the CSP grant funds** to demonstrate that we will still be able to operate and successfully implement the STEAM model with fidelity. If the academy is authorized and is able to receive additional funds through the CSP grant, it would allow us to have “state of the art” equipment like maker spaces and 3D printers as well as additional computers, AV projectors, and materials, instruments, and equipment for after school extra-curricular programs. As stated previously, the budget provided without grant funds will allow the academy to operate as planned.

Budget Narrative: Revenues Year One

The projected **Year One** budget anticipates the enrollment of 300 students grades K-5 with the Basic Grant revenue of approximately **\$5,352** per-pupil with complexity for a total of **\$2,004,204.00** (State Tuition Support). The academy anticipates receiving federal revenues through State Tuition Support, reimbursement for student breakfast, lunch and textbooks based on 80% free and reduced lunch totals. We anticipate receiving Title I revenues which are based on an 80% poverty index (240 students) @ \$555.00 per student for a total of \$133,200. Title II revenues are based on an 80% poverty index @ \$89.00 per student for a total of \$21,360.00. We anticipate receiving \$2,400 from federal funds and \$3,750 in state funds to support the instruction of our English Language Learners which is based on the assumption of approximately 5% (15) students. The academy anticipates receiving \$69,000 from the state and \$15,582 from federal funds to support the instruction of Special Needs students 10% (30) students. The academy anticipates receiving \$26,000 for Title IV at a rate of \$131.00 per student for a total of \$39,300. The academy anticipates receiving funds to support summer school - \$100,000 for approximately 200 students at a rate of \$500.00 per student and funds for remediation of all students in the amount of \$37,500 at the rate of \$125.00 per student. **The total revenues for Year One are \$3,235,870.00.** This is a very modest, but adequate budget and we plan to operate within our means until we can secure additional grant funding sources.

Budget Narrative: Expenditures Year One

Staffing expenditures include salaries for (1) Head of School \$95,000.00, (1) Assistant Principal \$70,000, (1) Part-time Business Manager \$25,000; (1) Office Manager \$35,000.00, (2) Instructional Coaches @ \$55,000.00 each, (3) Lead Teachers \$48,000; (4) Fine Arts teachers including librarian \$45,000.00; (5) Novice Teachers \$42,000; (1) Special Education Resource Teachers \$45,000, (1) ELL Resource Teacher \$45,000; (1) Parent Coordinator \$35,000; (3) Teacher Assistants \$25,000, (1) School Nurse \$40,000; (.50) Speech Therapist; (.50) School Psychologist (.50) and Director of Special Education at \$50,000; (2) custodians \$30,000.00 each; and (1) cafeteria worker \$25,000. Note: The total costs for staff salaries for Year One is \$1,605,100. Benefits including health insurance and retirement will be approximately 28% of annual salaries which is a total of \$326,803.15. **The total cost for salaries and benefits for Year One is \$1,931,903.15.**

After School, Extra-Curricular, and Summer School Staffing Costs (see Budget Worksheet Staffing Plan Tab)

The **After School Tutoring** program will be 3 days per week x \$30.00 per hour x 34 weeks = \$3060 per teacher. Year One, we plan to have 3 teachers for a total of \$9,180.00. **Extra-curricular activities** will be 4 days per week (2 days per activity) including Instrumental, Dance, Drama, Choir, Lego/Robotics Athletics (rotate each quarter). Staff will be paid 2 days x \$30.00 per hour x 34 weeks = \$2,040 per staff. Year One, we plan to have 6 extra-curricular activities for a total of \$12,240.00. The Summer School program will be 15 days x 5 hours (includes one hour for planning) x \$30.00 per hour = \$2,250 per teacher. Year One, we plan to have 5 teachers for a total of \$11,250.00. Teacher assistants working summer school will be paid 15 days x 4 hours x \$20.00 per hour = \$1,200. Year One, we will have 3 assistants for a total of \$3,600.



Budget Narrative

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Instructional Supplies and Resources expenditures include textbooks and consumable workbooks \$75,000, library books \$4,000, assessment materials \$22,500, classroom supplies \$18,000, instructional software \$22,500 and field trips \$12,000 (see purchase services).

Science/Engineering Materials and Equipment:

Year	ISTEM/Science Experiment Kits	Project Lead the Way	Engineering is Elementary
Year 1 \$42,438	Initial Teacher Implementation Cost= \$22,160 + Student cost=\$4,525 Total \$26,685	Launch (K-5) 8 Modules w/equipment Total \$4,910	EIE K-5 10 Units/Modules w/equipment Total = \$10,843
Year 2 \$31,218	New Teacher Cost =\$4,100 Grades K-5 Student cost=\$4,525 Grade 6 Student cost = \$425 Total \$9,050	Launch (K-5) 8 Modules Total \$4,910 Gateway (Grades 6) 3 Modules w/equipment Total \$7,500	EIE K-5 (5 Units/Modules w/equipment Total = \$5,421 Grades 6 4 Modules Total = \$4,337
Year 3 \$31,618	New Teacher Cost =\$4,100 Grades K-5 Student cost=\$4,525 Grades 6-7 Student cost = \$825 Total \$9,450	Launch (K-5) 8 Modules Total \$4,910 Gateway (Grade 7) 3 Modules w/equipment Total \$7,500	EIE K-5 5 Units/Modules w/equipment Total = \$5,421 EIE Grade 7 4 Modules Total = \$4,337
Year 4 \$21,687	New Teacher Cost=\$4,100 Grades K-5 Student cost=\$4,525 Grades 6-8 Student cost = \$1,225 Total \$9,850	Gateway (Grade 8) 3 Modules w/equipment Total \$7,500	EIE Grade 8 4 Units/Modules w/equipment Total = \$4,337
Year 5 \$11,250	Grades K-5 Student cost=\$4,525 Grades 6-8 Student cost = \$1,225 Total \$5,750	Gateway (Grade 8) 1 Modules Total \$2,500	Grade K-8 Replacement equipment Total \$3,000

Support Supplies and Resources expenditures include computers for administrative staff \$6,250, software \$1,000, operational supplies for the office, cafeteria, and maintenance \$14,000, association dues and fees \$1,000 and professional development for staff prior to the beginning of the school year \$40,000. **The total cost for support supplies and resources is \$62,250.**

Technology expenditures include computers for students \$50,000, AV Projectors (ceiling mounted) \$18,000 and instructional software licenses \$22,500. **The total cost for technology is \$90,500.**

Purchased or Contract Services expenditures include audit fees \$10,000, Payroll services \$4,100, printing and copy machine lease \$8,000, technical services for file server and technical troubleshooting \$8,000 phone and internet service \$7,000, insurance \$28,648; travel \$2,000, postage \$3,000, student management system \$15,554, food service \$225,000, transportation for fieldtrips \$12,000 and promotional expenses \$2,000. **The approximate cost for contract services is \$325,338.**

Facilities Expenses include the facility lease \$315,000, interest on lease \$15,750, furniture and equipment \$51,000, (repay loan with interest debt service) \$113,753, gas and electric \$66,000, water and sewage \$5,300, repairs and maintenance \$6,000, waste disposal \$4,250, playground equipment, cafeteria tables, and maintenance equipment \$25,000. **The total cost for Facility expenses is \$602,053.**

Governing Board Expenses include Board on Track Membership fee \$10,500, Board training \$1,000, supplies \$1,000, legal services \$10,000, and 2,000 conferences. **The total cost for governing board expenses is \$24,500.**



Budget Narrative

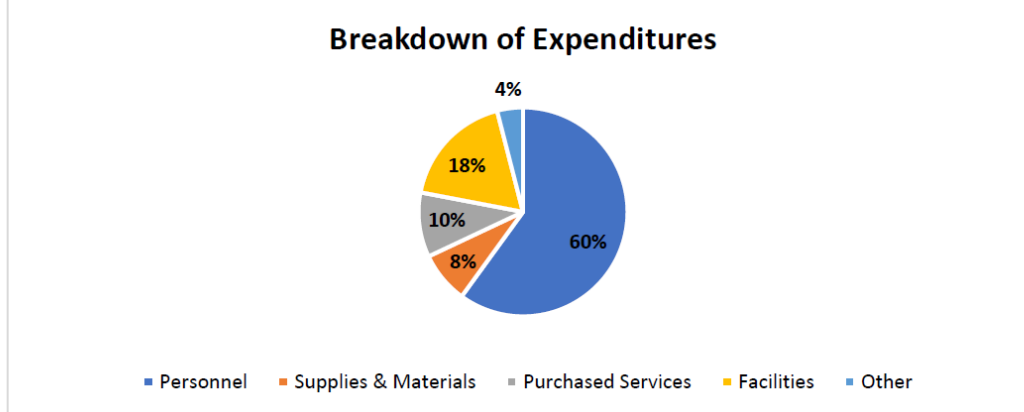
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Other Expenditures include administrative fee for authorizer \$4,010, bank fees \$180.00 for a total of \$4,194. The academy will save \$10,000 each remaining year up to \$40,000 for dissolution.

Breakdown of Expenditures for Year One

The chart below clearly demonstrates that the major expense for the academy will be personnel salaries and benefits which are 60% of the budget expenditures. The second greatest cost factor is facilities which is 18% of the budget. Purchase services are 10% and supplies and materials are 8% of the total budget and other expenditures are 4%.

Indy STEAM Academy realizes the importance of meeting its enrollment targets to afford its operational costs.



The academy will seek funds from donations, foundations, and reapply for the Charter School Program grant. Included in the staffing plan is a wish list of start-up costs for staff prior to the opening of school using CSP grant funds. The budget for Year One has a very small surplus because we are strategically using funds to build our program. The first two years will be lean; however, starting year three, there will be larger surpluses to cover any additional needs. The academy anticipates more savings in Years 3-5 to demonstrate the Academy's ability to sustain itself in the upcoming years. These budget years have significant carryover to compensate for unexpected costs and cover shortfalls if the academy does not meet its minimum enrollment targets, or if there is a change in state and funding sources. All efforts will be made to ensure a stable enrollment by achieving 95% of our targeted enrollment and by retaining approximately 90% of our current students and staff each year. The Academy believes that the innovative instructional model will attract and retain students to achieve our enrollment goals.

Sufficient Funding to Open:

Indy STEAM Academy will have sufficient fund to open as budgeted without grant funds. We will be able to provide supplies, materials and technology to effectively implement our instruction model. We will receive \$325,000 from **Charter Schools Capital (see Attachment #10)** upon authorization to support opening costs until the academy can receive its first installment. As with any start-up, the first two years will be spent building our program. We will stay focused and on target to implement our model with fidelity. The Five-Year budget demonstrates our ability to sustain the program as we **remain conservative and spend only what is needed** in Years 3-5 to save for the future and unexpected expenses or challenges.

Enrollment Shortfall - Contingency Plan A: Reduce Staff and Expenditures

If enrollment targets are not met, the academy will still be able to operate with the appropriate ratio of staff (25:1) to accommodate the lower number of students enrolled. The Academy will reduce staff, instructional supplies and materials, support supplies and resources, and contracted services by 25%; however, the facility expenditures will remain the same since the academy will continue to operate with the existing lease and utility costs. The chart below identifies a Five-Year budget with a reduction of 50 students less than the proposed targeted enrollment each year. The chart demonstrates that the academy will be able to operate and maintain the integrity of programs and services with reduced student enrollment **revenues and expenditures based on 250 students** if this scenario were to occur.



Budget Narrative
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Five Year Reduced Budget Summary

	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Reduced Enrollment	Planning	250	300	350	400	400
Basic State Aid	-	\$1,670,170	\$1,605,600	\$1,873,200	\$2,140,800	\$2,140,800
Revenues	-	\$2,426,902	\$2,544,529	\$2,895,549	\$3,273,750	\$3,275,250
Expenditures	-	\$2,397,799	\$2,506,860	\$2,802,033	\$3,062,677	\$3,108,412
Surplus	-	\$29,103	\$37,669	\$93,546	\$211,073	\$166,838

Contingency Plan B: Consider Late Enrollments

The Enroll Indy Annual Report 2018 suggest that approximately 14 to 44 parents in the targeted community waited late to register their children. Indy STEAM Academy will anticipate 10% late enrollment. This number will be combined with the wait list to cover the 25% “No Show” factor as identified in the Enroll Indy report.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Target	300	350	400	450	450
Late Enrollment	15	17	20	22	22

Contingency Plan B: Maintain a Wait List (use in conjunction with Late Enrollment)

The academy will maintain a “Wait List” of at least 10% more students than the targeted enrollment each year. The chart below identifies the ideal number of students to have on our wait list to ensure that our targeted enrollment is met. This wait list will provide a pipeline of additional students from which to draw to ensure that our enrollment targets are met, due to the number of anticipated “No Shows” based on data from Enroll Indy.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Target	300	350	400	450	450
Wait List	30	35	40	45	45

Contingency Plan C: “Over Enroll”

The academy could “over enroll” the number of seats anticipated to ensure that the targets are met. The academy has considered that there could be “No Shows” at the beginning of the school year for a variety of reasons, so this overage would balance the number of students needed to ensure that our enrollment targets are met. If all students “Show,” the Board of Directors would reserve the right to open additional classes to ensure stable enrollment.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollment Target	300	350	400	450	450
Over Enrollment	325	375	425	475	475

Contingency Plan D: Last Resort - Use Contingency Funds to Cover Enrollment Shortfalls

Indy STEAM Academy could use contingency funds to cover enrollment shortfalls as identified in the chart below. The contingency funds are divided by the average cost to educate a student in the given year to determine the number of students that could be covered using these funds. However, the academy is committed to meeting its enrollment targets, so these funds can be used for other unanticipated emergencies.

	Year 3	Year 4	Year 5
Surplus	\$109,687.43	\$262,804.97	\$204,824.96
Cost per student	\$9,377	\$9,115	\$9,249
# of students covered	11	28	22



Budget Narrative

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Sufficient Funding

The Five-Year Budget Plan is aligned with the projected revenues and expenditures which will be in balance each year when enrollment projections are met. The ending cash balances and surplus funds over a five-year:

Enrollment Projections		Year 1	Year 2	Year 3	Year 4	Year 5
		300	350	400	450	450
Basic Grant		Year 1	Year 2	Year 3	Year 4	Year 5
+ Complexity		\$2,004,204.00	\$2,338,238.00	\$2,672,272.00	\$3,006,306.00	\$3,006,306.00
Cash Balances	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Revenues	-0-	\$3,235,870.00	\$3,392,706.00	\$3,860,732.00	\$4,365,000.00	\$4,367,000.00
Expenditures	-0-	\$3,197,006.15	\$3,354,856.07	\$3,751,044.57	\$4,102,195.04	\$4,162,175.04
Surplus	-0-	\$26,113.85	\$37,849.94	\$109,687.43	\$262,804.97	\$204,824.96

Sufficient Funds

a) Start-up Costs: Indy STEAM Academy will begin recruitment and enrollment campaigns immediately after authorization May 2019 June 2020 to prepare for the first day of school (July 29, 2020). We no longer have the CSP grant award, but will reapply to get these funds back after authorization. The academy will also apply for other foundation and grant sources. The academy would like to hire back office staff (office manager, business manager, and parent engagement specialist) to assist with preparing to launch the academy. The academy would also like to subcontract with two coaches to develop curriculum maps and pacing guides that align our curriculum with the Indiana Academic Standards. The academy would like to hire a technology specialist to assist with setting-up the student management system and installing technology in classrooms. The academy would like to provide professional development two weeks prior to the start of school to help teachers become acclimated with the culture and climate and familiarize themselves with the curriculum and instructional model. We will apply for the Homeland Security grant to conduct a building threat analysis and to share the cost of the school resource officer.

The Recruitment and Marketing team understands the sense of urgency to ensure that the academy is able to operate well above its minimum target enrollment and has planned a strong campaign to achieve these goals. The Academy will partner with Indiana Charter School Resource Network and Mind Trust Center for Innovation to identify service providers to meet the needs of the academy.

b) Special Education Costs:

Indy STEAM Academy will hire 1.5 Special Education Resource teachers to provide services for students with IEP's or who are suspected of or in the process of being identified with special needs. The academy will also contract .50 FTE Speech Therapist and School Psychologist to address the needs of students. The Academy will hire an additional Special Education Resource Teacher as our numbers of students receiving services increase.

c) Transportation Costs

Indy STEAM Academy will provide transportation for homeless students to comply with the federal McKinney-Vento Homeless Act, 42 USC 11431, and for students with disabilities whose IEPs require transportation in compliance with the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u) through a private contracted bus service. We will provide middle school students (Grades 6-8) with free monthly IndyGo Bus passes and discounted or free passes for their parents or guardians.

d) Retirement Plan Contributions

The State of Indiana has a mandatory requirement to join the Teachers Retirement Fund. The budget factors an additional 28% on top of annual salaries to cover retirement and health insurance contributions. The Academy will contract with a service provider to assist with direct deposit, selecting health care providers, making contributions to retirement funds.





Indy STEAM Academy

Attachment #18

Existing Non-Profit Entity Financials
(Not Applicable)

