

Charter School Application

Executive Summary

In five (5) pages or less, provide an executive summary of your proposal, including a concise overview of the school's mission and vision, the educational needs and/or demand of the targeted community, community engagement and partnerships, the school's education plan or design, and the applicant's capacity (governance and leadership) to open and operate a successful school.

The **mission** of Fort Wayne Preparatory Academy is to provide a public K-8 educational opportunity that aligns with the needs of the unique students of Fort Wayne. We strive to ensure that every student is empowered with the skills, direction, and character to pursue excellence in their lives and careers and play influential roles in their families and communities. To help these students achieve their potential in preparation to support a diverse community, the Academy weaves together research-based best practices in education with community partnerships for labs, service opportunities, and skill development through a comprehensive career and early college program – a true village approach to preparing and integrating our youth.

Our **vision** is to develop students who are curious and creative learners who succeed through a rigorous academic program and high academic goals. We will ensure that they become critical thinkers who possess technological competence through the daily use of technology as well as technology as a special to the curriculum. Our students will embrace diversity, learn to act responsibly, and contribute to our community through service and good stewardship of our resources and community partnerships. Our educators will ensure that all students can meet or exceed rigorous academic standards. They will be compassionate and empathetic but not enablers or have low expectations. Teachers, staff, and administrators will all work together to form a rich professional learning community. By examining our instructional practices and data, we will adjust our teaching and operational systems to improve continuously. We will provide individual learning plans to ensure all students' academic needs are met. Our Families and Community are integral to the success of our students and schools, and they will be treated as active, engaged, and welcomed partners.

We offer an enriched learning environment and a comprehensive system of support to address the whole child's needs. Below are core, compelling beliefs that provide the basis for the vision statement of the school's program:

- Everyone deserves a chance to receive appropriate individualized education and be successful in life.
- Everyone deserves a chance to become all (s)he can be.
- No single educational approach or philosophy is suitable for everyone.
- Everyone learns at different rates, and students should have educational choices that provide for their individual needs and learning pace.
- Schools need to teach students rigorous 21st Century skills.

Fort Wayne Preparatory Academy will serve K-5 in year one and grow to K-8. We anticipate serving 150 students from Fort Wayne Community Schools in year one. Fort Wayne Prep Academy will be in the Southwestern Area of Fort Wayne. This location was selected due to its lack of charter schools, the region's high population, and the majority of the schools being low-performing. Parents need an alternative to the local school district and private schools in the form of a charter school. We will serve students from various backgrounds as the area is very diverse, with almost 44% living in poverty.

The Board of Directors has begun to get the word out about the school through discussions with community organizations. Letters of support have been received from several community members and organizations supporting the need for a charter school in the Fort Wayne area, including State Representative Martin Carbaugh (House District 81), BarrettMcNagny, Indiana Charter School Network, *Business People*, the General Manager of the Mad Ants, community member Nicole Hunt, edCHOICE, and Ignite. Once approved, one of the primary roles of the school administrator will be to become a central figure in the community. The administrator will hold open meetings with parents and community members in the area to gather input on the school.

We provide a safe, secure, and positive, individualized learning environment for children as an alternative to traditional public schools that have been ineffective in meeting certain family and student learning needs or cost-prohibitive private schools. The school serves students who have either been displaced or underserved by traditional public schools. Since our students often arrive more than one grade level behind, our instruction focuses on the mastery of standards, not time in the seat.

Fort Wayne Preparatory Academy will serve students in grades K-8, at full capacity, whose families desire school choice. The school will begin as a K-5, adding a grade level per year. At this time, we only anticipate creating one school. The school will serve 150 students in year one growing to 400 students.

Fort Wayne Preparatory Academy will be a single school without plans for expansion into additional locations. The Board of Directors will be responsible for the execution of the charter contract by recruiting a strong academic leader and an experienced management company. The Board will be responsible for managing all contracts, fiduciary health of the school, and reporting progress to the sponsor.

Section I: Evidence of Capacity

- 1) Provide, as **Attachment 1**, current resumes for each member of the governing board, the school leader, key staff members, and any third parties who are or will be involved in the school's development, governance and/or operation.

See Attachment 1

- 2) For each individual identified above, highlight the qualifications for or experience with

establishing a high-quality charter public school in Indiana and assuming stewardship of public funds, including capacity in areas such as:

- a) School leadership, administration, and governance.
- b) Curriculum, instruction, and assessment.
- c) Financial, business, and human resources.
- d) Performance management.
- e) Parent and community engagement.
- f) Facilities management
- g) Legal compliance.

Fort Wayne Preparatory Academy Board of Directors:

Board Member	Position	Experience
Kenneth Sinak	President	Legal compliance.
Cynthia Roach	Treasurer	Financial, business, and human resources
Susan Gusho	Secretary	Curriculum, instruction, and assessment; School leadership, administration, and governance

- 3) Describe the governance structure of the proposed school, including a description of meetings to date, the planned frequency of meetings, standing committees, and compliance with Indiana’s Public Access Laws. Explain how the proposed governance structure and composition will help ensure that there will be active and effective oversight of the charter school. Describe the current and desired size and composition of the governing board. In **Attachment 2**, provide a completed and signed Statement of Economic Interest & Conflict of Interest Form, attached hereto as Exhibit C, for each governing board member.

The Board of Directors will be responsible for the execution of the charter, fiduciary management of the budget, and development of policies and procedures. The Board will have a minimum of five members when, complete with a President, Vice President, Secretary, and Treasurer. While subcommittees are not yet in place, the board of directors may establish them if needed (i.e. academic, finance). Independent board counsel has been secured to provide training and advise the Board on legal matters, contracts, and school law. All members have completed a conflict-of-interest form and they are contained in **Attachment 2**.

The current Board has three members with room to add a parent and community member in the near future. Two meetings have been held to date to establish the positions on the Board and discuss the creation of the charter, management company options, and the submission of the application. KGR Law & Public Policy, LLC has worked closely with the Board to understand the charter school laws better, Robert’s Rules, and Indiana’s Public Access Laws. Through their guidance, the Board will continue to comply with all school and non-profit laws.

The school's founding board has a vision and enthusiasm for building an excellent school in Fort Wayne and is well-positioned to provide the necessary oversight and support for successfully implementing the charter school's mission. Individuals were engaged in establishing a diverse team of professionals whose expertise and leadership would ensure that this is one of the highest-performing schools in the district. As part of the engagement process, the principal organizers provided information to the proposed board members regarding the responsibilities of a Board Member, which include:

- Believe in and be an active advocate and ambassador for the mission and vision of the school.
- Work with fellow Board members to fulfill the obligations of membership.
- Contribute to the effective operation of the board.
- Regularly attend and participate in meetings of the school. Prepare for these meetings by reviewing materials prior to the meetings.
- Keep informed about the school and its issues by reviewing materials, participating in discussions, and asking strategic questions.
- Participate in the performance review of the School Leader.
- Participate in the activities of the school by attending programs and fundraising events.
- As appropriate, use personal and professional contacts and expertise for the benefit of the school.
- Maintain strong connections with the local community.
- Inform the Board of Directors of any potential conflicts of interest, whether real or perceived and abide by the board's decision related to the situation.

This diverse group of proposed board members possesses expertise in education, the arts, technology, finance, facilities, charters, government relations, compliance, and legal matters. Further, the proposed ESP, Accel Schools, has extensive expertise in instruction, professional development, virtual learning, education policy, and all aspects of successful school operations.

Board Professional Development

In coordination with our board counsel, the board will receive training on topics such as those listed below:

- A. Sunshine Laws
 - Public Records (What is a public record? How is it requested? Why do we have it? How does it affect board members?)
 - Open Meetings (Notice-Why? How? Record of meetings for public records; Allowing opportunity to have input; Executive session—9 Reasons to Enter)
 - FERPA (Conflicts with Sunshine Law - Federal vs. State; Practical considerations for Boards)
- B. Challenges for Charter Schools/Boards - Media and Public Relations
- C. Board Best Practices
 - a. Roles and Responsibilities
 - i. Governance, not Operations
 - ii. Fiduciary responsibilities
 - iii. Public Accountability

- iv. Annual Training
 - b. Efficient Board Meetings
 - i. Prepare for meetings—read materials
 - ii. Roberts Rules of Order
 - iii. Communications
 - iv. Public Relations
 - D. Ethics Training
- 4) If applicable, describe any advisory bodies or councils, including the planned composition, roles and duties, and the reporting structure with respect to the governing board and school leadership.

The Academy does not have any other advisory bodies or councils. The Board may choose to have subcommittees that include financial, compliance, and academics.

- 5) If a school leader has been identified, explain why this individual is qualified to lead the school in achieving its mission. Summarize the proposed leader’s academic and organizational leadership record, including specific evidence that demonstrates the leader’s capacity to oversee a high-performing charter school. If no candidate has yet been identified, provide your timeline, criteria, and process for recruiting and hiring a school leader. Describe the responsibilities of the school’s leadership/management team.

Though the search process is underway, and some candidates have been interviewed, the school’s founding group has not yet identified its school leader. The primary criteria used to select the school leader are a *strong track record* of outstanding achievement results, prior experience as a teacher and administrator, and all administrative licenses. In particular, the hiring team seeks to select a School Leader with: (1) relevant experience working with traditionally underserved students and/or working with blended learning technology, (2) leadership and professional development experience, and (3) a belief that all students can achieve if supported correctly in a high expectations school environment. The founding team will advertise widely to undertake a thorough search of candidates both in Indiana and nationally to ensure a thorough search. As with all positions, the hiring team will institute a fair and open process to select the best candidate available, focusing on recruiting candidates from traditionally underrepresented groups. The founding team plans to have a school leader identified by the Spring of 2023, allowing the school leader to spend significant time engaging with the local community and preparing for the opening of the school.

- 6) If the proposed school leader has been involved in the founding of the school, describe how the board will hold the candidate accountable despite the individual’s personal connection to the development of the school. Provide a description of the process the governing board will use to replace the school leader should the candidate choose to leave or is terminated.

Not applicable – a school leader has not been selected

- 7) If key members of the school’s administrative/management team (beyond the school leader) have been identified in the answer to question 2, describe their responsibilities and qualifications. If these positions have not yet been filled, explain your timeline, criteria, and process for recruitment and hiring.

A school leader will not be hired until the application has been approved. School success depends on exceptional leaders, properly licensed teachers, and well-trained instructional coaches.

- The Head of School ensures that all students are engaged in a safe learning environment that utilizes effective and approved curricula. The Head of School is responsible for staying within the operational budget, day-to-day operations, hiring qualified staff and ongoing evaluations, discipline, community outreach, and overseeing the academic program.
- The Director of Academics enhances student learning by offering instructional staff mentoring and regular professional development. The Director of Academics oversees the school's assessment calendar, assists teachers with various assessment forms, provides ongoing professional development, and ensures the curriculum is implemented with fidelity.
- Teachers drive student learning through high-quality, well-planned instruction. They are responsible for using assessment data to refine curriculum and inform instructional practices, communicate effectively with students, families, and colleagues, and create intentional lesson plans that support academic rigor and student engagement.
- The Office Manager manages all office functions and acts as the first point of contact for students, parents, and the general public.

- 8) Describe the decision-making authority of the governing board, school leader, and ESP (if applicable) as it relates to key functions, including curriculum, culture, performance goals, school policies, recruitment and hiring, community relations, facilities management, contracting and procurement, budget, finance, and accounting. Indicate where primary authority for each function resides.

Although the chart below was removed from the updated application, it provides an excellent visual picture of the responsibilities of each entity. The ESP and other contractors operate at the pleasure of the board therefore the Governing Board is responsible for overseeing the ESP contract and ensuring the charter contract is fulfilled. That being said, the ESP will partner closely with the Board to ensure the school is successful and compliant with all state and federal requirements.

Function	Governing Board	ESP	School
Performance Goals	■	■	■
Curriculum	□	■	■
Professional Development	□	■	■

Data Management and Interim Student Assessments	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Grade Level Promotion Criteria	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Culture	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Budgeting, Finance, and Accounting	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Student Recruitment	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
School Staff Recruitment and Hiring	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
HR Services (payroll, benefits, etc.)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Development	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community Relations	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
Information Technology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Facilities Management	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Vendor Management & Procurement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Other Operational Functions, if any	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Education Service Provider

All organizers proposing to enter into a contract with an ESP for the management, operation, or provision of a significant portion of the managerial or instructional staff to a charter school must comply with [IC § 20- 24-3-2.5](#) and ICSB's [Requirements for Contracts with Education Service Providers](#). An organizer may not execute a contract with an ESP until such contract is approved by ICSB's Executive Director.

If the school intends to contract with an ESP for school management services, please provide the following information:

- a) A brief overview of the ESP's mission, leadership team, and the name and location of all charter schools, both within and outside of Indiana, currently managed by the ESP;

Accel Schools is a K-12 Educational Management Organization based in McLean, VA, currently serving over 18,000 students across the country. Accel does not focus on one student demographic nor subscribe to one specific school model or educational philosophy but instead customizes each school to maximize student performance. Accel Schools tailors blended learning solutions and management services to the unique needs of each student and school. Accel Schools partners with each school board of directors to deliver a high-performing school.

Accel Schools currently operates 50 Brick and Mortar schools in Colorado, Michigan, Arizona, and Ohio, virtual schools in Ohio (OHDELA), Michigan, Indiana, Washington, and California, and several virtual programs for districts across the country. Most Accel schools are in cities with high percentages of economically disadvantaged students. In 2015, Accel began managing the former White Hat and Mosaica Education brick and mortar charter schools, including Ohio's highest-performing charter schools. Since then, our portfolio has increased dramatically from building new schools from the ground up and working with schools experiencing academic and/or financial struggles.

Schools in the communities served by Accel Schools often educate students who are at least a grade level behind, if not more. The neighborhoods are economically disadvantaged, with limited job opportunities and elevated high school dropout rates. Families come to our schools because the local district has failed to meet their needs. Accel Schools provide a safe space where families feel appreciated and invited to partner in their child's education.

Accel is committed to continuing its work to improve educational quality and choice. Unfortunately, severe funding inequities hinder this mission. Charter schools traditionally receive less money per child than school districts. While schools try to compete with the districts' salaries, this is generally not an option. Teachers who are led to work at charter schools are attracted to the small learning environments, innovative teaching strategies, and a strong sense of community. Accel has been able to increase student achievement while operating with a limited budget.

The complete list of charter schools can be found in **Attachment 19**.

- b) How and why the ESP was selected, the specific due diligence conducted by the organizer, and a list of other ESPs assessed during the due diligence process;

The Board of Directors reviewed the information of four ESPs during the due diligence process through company websites. The four ESPs were:

- National Heritage: <https://www.nhaschools.com/en>
- Charter Schools USA: <https://www.charterschoolsusa.com/>
- Leona Group: <https://www.leonagroup.com/>
- Accel Schools: <https://accelschools.com/>

Following this review, the board toured three of Accel's Toledo schools. Accel was chosen as the ESP due to its willingness to adapt each school to meet the community's needs. They were also chosen because of their strong track record of starting new schools with healthy enrollment and student achievement. The Board of Directors feels Accel will be a partner for years to come in the education of our students.

- c) A term sheet, draft contract, or other document setting forth a proposed duration of the contract that aligns with ICSB's five-year charter term. Specifically address:
 - i. An explanation of the relationship between the school governing board and the ESP, specifying how the governing board will monitor and evaluate the performance of the service provider, including specific performance evaluation measures and timelines;
 - ii. The roles and responsibilities of the school governing board, the school staff, and the service provider;
 - iii. The scope of services and resources to be provided by the service provider;
 - iv. A detailed explanation of compensation to be paid to the ESP, including both management fees and all pass-through expenses, such as for curriculum licensing or technology costs;
 - v. Financial controls and oversight;
 - vi. Methods of contract oversight and enforcement;
 - vii. Investment disclosure; and
 - viii. Conditions for renewal and termination of the contract.

See Attached Supplemental ESP Information

- d) Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed ESP or any affiliated business entities;

There are no existing or potential conflicts of interest.

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

See Attached Supplemental ESP Information

- f) Assurance that the governing board of the organizer will be structurally independent of the ESP and shall set and approve school policies. The terms of the service contract must be reached by the organizer and the ESP through an arms-length negotiation in which the organizer is represented by separate and independent legal counsel.

The Board will hold ACCEL Schools (Educational Service Provider) accountable through monthly reports and draft annual budgets. The Board evaluates the ACCEL on an annual basis. The Board is responsible for holding the ESP accountable for all services included in the management contract, and the governing body reviews service delivery periodically throughout the year. The Board will maintain autonomy from ACCEL and will retain independent legal counsel.

Failure by the governing board to engage separate and independent legal counsel to review a management contract before execution is automatic grounds for rejection of the management contract by ICSB.

Network Capacity (if applicable)

If the applicant currently operates one or more schools, provide, as **Attachment 3**:

- 1) The last two (2) years of consolidated audited financial statements for the network and for all schools operated by the network that are located in Indiana;

There are currently no charter schools operated in Indiana by Accel Schools. Please find attached the links for the schools outside of Indiana and the link to the audited financials. Accel Schools is a privately held company and does not release financials. Specific questions from the authorizer will be addressed upon request. Virtual Preparatory Academy of Indiana is a district-run program and does not have separate audited financials.

See Attachment 3

- 2) A description of the applicant's capacity to support and ensure the quality and long-term success of the proposed school as a new school within the network, including evidence of organizational capacity (human capital, financial, information systems, etc.) to open and operate the school. If applicable, provide examples of past replications efforts.

When Accel began working with the portfolio of schools that were opened prior to our management, the schools were experiencing different levels of success. Some schools had a solid academic program with strong re-enrollment and little change in their teaching staff. Other schools struggled significantly academically and financially, and staffing was unstable at best. ACCEL's approach to managing the schools has been to customize our approach to every school.

Many of our schools have been acknowledged by the Department of Education for their strong performance:

Accel Schools on the 2020-21 High Performing School List (data from 2018-19):

- South Columbus Preparatory Academy (84.5 Performance Index)
- Cornerstone Academy Community School (92 Performance Index)
- Columbus Humanities Arts and Technology Academy (78.1 Performance Index)

Accel Schools meeting Criteria 1 as a Community School of Quality

- Columbus Humanities, Arts and Technology Academy
- Cornerstone Academy Community School
- Foundation Academy
- Lincoln Park Academy

Accel Schools has opened 3-4 new schools annually. One of those highly successful school openings was South Columbus Preparatory Academy. Although they had low enrollment in year 1, they had strong

academic results with a Performance Index of over 90, in year two with over 75 new students they maintained their success with an 84 Performance Index. In year 3, they continued to grow conservatively while applying a successful academic program (due to the pandemic, data is not available for 2019-20 or 2020-21).

Cornerstone Academy is the program that will be most directly replicated in this application. Cornerstone Academy (Westerville, Ohio) has a student population of approximately 890 on two campuses. Cornerstone Academy has been given the distinction of making the Ohio High Performing Schools List and being labeled a Community School of Quality. In addition to core academic subjects, students have the benefit of art, music, physical education, and computer science classes. The Academy has a robust sports program for grades 6-12 as well as a marching band. Cornerstone Academy offers travel abroad to students in alternating years. Students have the opportunity to visit places like England, Italy or Japan.

While the bulk of our portfolio exists in Ohio, we have had great success in Michigan. In its first year as a charter school, for its significant academic gains in a short period, In Inkster Preparatory Academy was recognized as a Model School by the International Center for Leadership in Education. Inkster has received consistent praise from its authorizer Central Michigan University for academics and compliance.

- 3) The greatest anticipated risks and challenges to expanding the existing network and how the organizer will meet these challenges and mitigate risks.

Accel Schools is accustomed to growth as our organization has increased drastically over the past seven years. Accel Schools has developed a plan to increase the resources available to all schools. Currently, all schools receive support from a Regional Vice President (RVP) and an Executive Vice President/Superintendent and back-office resources in the form of financial, operations, compliance, purchasing, and educational program support. Accel Schools continues to add Regional Vice Presidents to maintain low school to RVP ratios and provide the needed attention to each school.

Accel Schools implements an established framework of shared service teams that provide specific support, guidance, and best practices.

Shared Service Teams:

- **Marketing** –The marketing and enrollment team has continued implementing the strategic plan for community outreach. The team has designed a more extensive marketing department with regional enrollment and community outreach experts.
- **Purchasing** – The accounting and finance teams continue to work to consolidate purchasing for all Accel Schools to maximize our purchasing power across the network. In 2022, we will launch a systemwide purchasing system to leverage the power of our network and decrease costs to the schools.
- **Facilities** – Accel has added regional experts to help troubleshoot problems and proactively address the needs of the schools.

- **Accounting/Finance** – The finance department is working closely with the Heads of School and RVP’s to keep schools on budget by carefully monitoring staffing and purchasing. Additional staff has been added to support all levels of operations.
- **Technology** –The VP of Technology evaluates each school's infrastructure to allow for better budgeting in the area of technology. In addition, his attention to detail will maximize e-rate funds and ensure the necessary pieces are in place to allow online state testing to run smoothly.
- **Grants and Compliance** –The Grants and Compliance team continues to grow and add state-specific experts in grants management and compliance. The schools receive guidance on grants, and grants management maintains strong student programming. The compliance team continues to grow by adding additional staff to support sponsor compliance, timelines, and NSLP programs. The state reporting team has also been expanded to provide additional support to the schools to ensure they are funded based on their enrollment.

Section II: School Design

Innovation

ICSB is particularly interested in applications that propose school models with strong potential to accelerate student success through different school designs, curriculum, instructional strategies, uses of technology, staffing models, governance arrangements, family and community engagement strategies, and other approaches. In your answers to Section II, summarize any innovation(s) embodied in the proposed school design and/or implementation plan, including:

- 1) An explanation of how the proposed model is different from traditional school models.

The Academy will be innovative because the environment of our school will be aligned with the needs of our stakeholders. The staff and board of directors will meet our families where they are and adapt our practices to support their growth. The Academy will be family-oriented and focused on meeting the whole child's needs. Our school will be the center of the community by connecting families with needed interventions and resources.

The Academy will implement a school model that emphasizes building a foundation for post-secondary education while providing a supportive environment for students, families, and staff. The Academy will ensure the following essential values:

- ***SAFE and Caring:*** We care about the well-being and development of each child. We are interested in each child’s future. Secure and orderly learning environments are our top priority. We address every aspect of security, from building codes and safety procedures to codes of conduct and character education.
- ***Individualized Learning:*** We care about every student and are committed to preparing children for lifelong success. We know that each student has unique needs, and our educational approach ensures we provide an educational path that engages all students.
- ***Academic Excellence:*** We bring great teachers, proven educational practices, and rigorous standards to every classroom. We share best practices in curriculum design, teacher training, and integrated technology to drive continuous gains in academic performance.

- **Community Partnership:** Those who live and work in a community know it best. Our school honors the values of the community and partners, stakeholders, and government leaders to serve the community.
- **Accessible to All:** We foster a culture reflective of local values and interests and are open to all students.

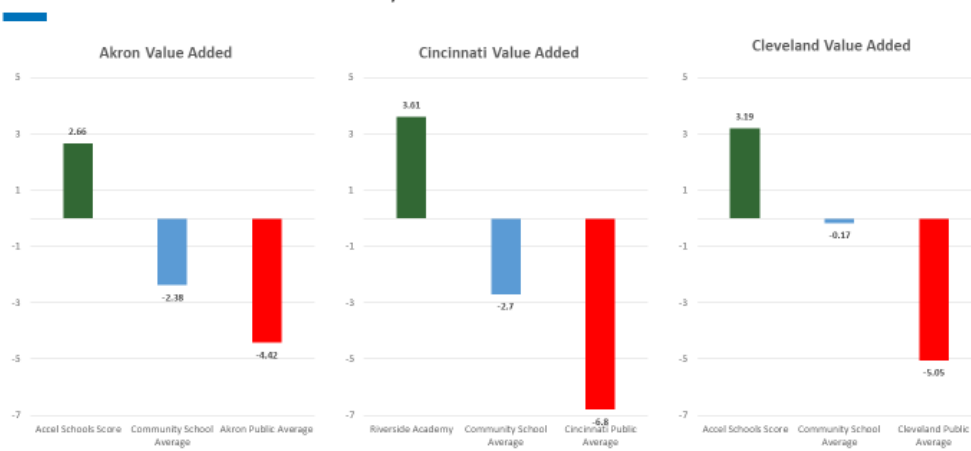
The Academy will be a safe place for creativity and out-of-the-box thinking. Staff will have the ability to execute new and innovative ideas that can be shared with other charter schools and the local district. The Head of School will act as a coach to support interventions that will help our community to succeed. We hope to forge collaborative relationships with the district and other community schools to share ideas and support all students in Fort Wayne.

- 2) Any available evidentiary basis for the efficacy of the model or for the ideas underlying the model.

ACCEL Schools strives to partner with the Board of Directors to create the high-performing school the families deserve. We do not use specific curriculum materials but rather work with the school to maximize existing resources while ensuring alignment with the standards. Student progress is carefully measured using short-cycle assessments throughout the school year. ACCEL schools are unique in our success with turnaround charter schools. We have an unassailable track record with schools with both academic and financial concerns.

ACCEL is often the only management company interested in turning around poor-performing schools. We have a history of taking on projects other management companies would walk away from. With that in mind, in 2015, ACCEL took over management of the former White Hat schools of Ohio. The chart below details the gains made compared to other charter and district schools.

Value Added: Students of Poverty*



Value Added: ACCEL's Turnaround Schools

Value Added Grade

	2013-2014	2014-2015	2015-2016
Broadway	F	C	A
Chapelside	F	F	D
East	D	F	A
Lincoln Park	F	F	C
Northcoast	C	F	A
Northwest	F	F	A
Riverside	C	F	A
University	C	F	A
West Park	F	F	C

accelschools.com

*Source: ODE Reports: "School Report Card Database" 2016, "Report Card Archives"



All turnaround schools combine intense professional development with a focused short-cycle assessment plan for teachers and administrators. This model took Columbus Preparatory Academy from being a school slated for closure to the number one school in Ohio. This same process helped Cornerstone Academy produce strong academic instruction with short-cycle assessment for years to yield strong results on the Ohio Assessments. Even through repeated changes in the state assessments, their Performance Index scores have remained strong. Eleven ACCEL Ohio schools received A or B ratings for Value Added, which measures the progress made by the school in 2015-16. In 2015-16, 60% of ACCEL schools had higher Performance Index scores than their school district.

Many of the schools in our portfolio were on the verge of closing when we began working with them. Due to the research-based methods used at these schools, five of the eight schools in the cohort saw significant Performance Index increases from FY 2016 to SY 2017. Broadway Academy, East Academy, and Northwest Academy received Momentum Awards from the State of Ohio for progress made in all areas of Value Added.

- 3) An explanation of how the model will still permit ICSB to hold the operator to the same high accountability standards to which it holds all authorized schools.

Fort Wayne Preparatory Academy will participate in all required accountability testing required by the state and ICSB. It is our goal to help all students to meet the state standards.

Curriculum and Instructional Design

- 1) Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed the Indiana College and Career Ready Academic Standards adopted by the Indiana State Board of Education. More information about each content area and the Indiana Academic Standards can be found on the Indiana Department of Education ("IDOE") website: [_](#)

<https://www.in.gov/doi/students/indiana-academic-standards/>. At a minimum, the description should include:

- a) The basic learning environment (e.g., classroom-based, independent study, virtual),
- b) Class size and structure,
- c) An overview of the curriculum,
- d) The use of technology in delivering instruction (if applicable),
- e) Plans for ensuring the school is staffed with highly effective teachers, and
- f) Any relevant evidence-based support.

We offer an enriched learning environment and a comprehensive system of support to address the needs of the whole child. Below are core, compelling beliefs that provide the basis for the vision statement of the school's program:

- Everyone deserves a chance to receive appropriate individualized education and be successful in life.
- Everyone deserves a chance to become all (s)he can be.
- No single educational approach or philosophy is suitable for everyone.
- Everyone learns at different rates, and students should have educational choices that provide for their individual needs and learning pace.
- Schools need to teach students rigorous 21st Century skills.

Philosophy: In embracing a new vision of challenging learning activities, our curriculum for all students emphasizes integrating higher-order thinking skills, authentic tasks, and mixed-ability groupings. Instead of students practicing discrete, isolated skills (such as spelling and punctuation done on worksheets), the curriculum stresses composition, comprehension, and applications of skills. Rather than treating basic skills as an obstacle that must be surmounted before exposing students to more complex and meaningful learning activities, we give at-risk students opportunities to learn and practice essential skills in the context of working on authentic tasks. At-risk students work more in heterogeneous groupings as part of collaborative classrooms and less in ability groupings or pull-out classes for compensatory instruction. They are judged on their ability to perform a complex task, reflect, and describe the thinking that went into it rather than on their facility with multiple-choice tests.

Research on classrooms that have put constructivist teaching and learning models into practice indicates that technology can enhance student engagement and productivity. More specifically, technology increases the complexity of the tasks that students can perform successfully, raises student motivation, and leads to changes in classroom roles and organization. With students moving toward self-reliance and peer coaching, these role changes, and teachers functioning more as facilitators than as lecturers, support educational reform goals for all students.

The Academy will serve students in grades K-8 whose families desire school choice. We will provide a safe, secure and positive individualized learning environment for children as an alternative to traditional public schools that have been ineffective in meeting particular family and student learning needs or cost-prohibitive private schools. The school serves students who have either been displaced or underserved by traditional public schools. Since our students often arrive more than one full grade level behind, our instruction is focused on mastery of standards, not time in the seat.

All students have different needs, learn at various rates, and have different learning styles. No one educational program is appropriate for all students. Therefore, students will have a broad experience of activities that engage them in media-rich content, direct instruction, project-based learning, interest-driven and talent-driven opportunities with a healthy mind and body emphasis. Students will learn from their teachers, peers, and community partners. This broad-based approach to learning will be an exciting and valuable experience in creating lifelong 21st-century learners and competent 21st-century citizens. Students will learn and grow with the guidance of properly licensed Instructional Aides and Intervention Specialists. The school will provide a safe and nurturing environment, emphasizing self-discipline, individuality, and responsibility. The dedicated staff will work in small groups and one-on-one with students, addressing their learning issues and the life situations that have prevented success in traditional schools.

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

Differentiated Instruction: A growing body of research shows positive results for fully implementing differentiated instruction in mixed-ability classrooms (Rock, Gregg, Ellis, & Gable, 2008). In one three-year study, Canadian scholars researched the application and effects of differentiated instruction in K–12 classrooms in Alberta. They found that differentiated instruction consistently yielded positive results across a broad range of targeted groups. Compared with the general student population, students with mild or severe learning disabilities received more benefits from differentiated and intensive support, primarily when the differentiation was delivered in small groups or with targeted instruction (McQuarrie, McRae, & Stack-Cutler, 2008).

For additional information: <http://www.ascd.org/publications/educational-leadership/feb10/vol67/num05/Differentiated-Learning.aspx>

At the core of our model is creating and implementing an ***Individualized Learning Plan (ILP)*** for each student. The creation of personalized learning plans for all students can increase student motivation. Students are encouraged to set personal learning goals. The regular assessment part of personalized learning initiatives enables students to receive regular feedback on their progress. Research demonstrates that positive feedback, such as the progression toward a chosen goal, motivates students. Additionally, students who track their progress toward these goals are more likely to make more significant gains toward reaching their goals than students who do not.

For additional information: <http://www.hanoverresearch.com/media/Best-Practices-in-Personalized-Learning-Environments.pdf>

Reciprocal Teaching: First developed by Annmarie Palinscar and Ann Brown (1984), reciprocal teaching is an instructional procedure for teaching students to use multiple comprehension strategies flexibly and interactively to improve content learning. Teachers first model the strategies and then invite students to apply them. Teachers gradually fade their levels of instructional support as students assume control of the strategies. Duffy (2002), Duke & Pearson (2002), and Williams (2002) describe how the strategies are implemented. ■ Summarize — The teacher asks the students to summarize the key

elements of the story or text. Multiple students participate in this process requiring the students to recall and reorganize the text. ■ Question generation — Students generate questions they have after reading the text. ■ Clarifying — This process assists students with a history of comprehension difficulties by having them focus their attention on the text. Clarification can range from word definitions to understanding complex terminology or processes. ■ Predicting — They determine what is going to happen next on a literal or inferential level or what will be the viewpoint of the author in the next section. They activate background knowledge during this process and assist in making connections. For additional information:

<https://extension.ucdavis.edu/sites/default/files/Reciprocal%20Teaching.pdf>

<http://www.readingrockets.org/article/reciprocal-teaching-primary-grades-we-can-do-it-too>

Extensive use of technology both integrated throughout the curriculum and used to facilitate learning and monitor individual progress: Using data wisely and data-driven instructional groups are used daily to differentiate learning through the small group “workshop” opportunities.

To better understand students’ learning needs, teachers need to collect data from multiple sources, such as annual state assessments, interim school assessments, classroom performance data, and other relevant data. A schoolwide data system allows teachers to aggregate data by classroom, content areas, or assignment type to identify patterns in performance. Interpreting data allows teachers to identify the strengths and weaknesses of an entire class and individual students. As they examine the data, teachers can develop hypotheses about factors that affect students’ learning and ways to improve instruction to help all students achieve. Teachers need to slow down and ask why during this phase of the cycle of instructional improvement.

Implementing Data-Informed Decision Making in Schools—Teacher Access, Supports and Use (2009)

<http://files.eric.ed.gov/fulltext/ED504191.pdf>

http://www.naesp.org/sites/default/files/Student%20Achievement_blue.pdf

[1] All references from Tomlinson, C. (2001). *Differentiation of Instruction in the Elementary Grades*. ERIC Digests.

[2] Gardner, H. *The unschooled mind: how children think and how schools should teach* (1991); Gardner, H., & Hatch, T., *Multiple intelligences go to school: Educational implications of the theory of multiple intelligences* (1989) at 18(8), 4-9.

- 3) Identify any key educational features that would *differ* from the education model used by the current school(s) operated by the organizer or proposed ESP. Explain why these features would be implemented, any new resources they would require, and how these features would improve student achievement.

No key features will differ from current schools operated by the proposed ESP.

- 4) Provide, as **Attachment 4**, a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with Indiana’s Academic Standards. The scope and sequence should clearly reflect how the school’s curriculum is integrated across subjects and grade levels served and how it will result in proficiency. If the curriculum is not yet fully developed, provide a timeline outlining the curriculum development process

(including individuals and/or consultants responsible for this task) during the school's pre-opening year.

See Attachment 4

Curricular Plan

The school is built on a solid foundation of high expectations for academic achievement for all students. A standards-based curriculum that teaches students skills for college and career readiness is fundamental to the teaching and learning program implemented at the school. Teachers will receive ongoing professional development in unpacking learning standards so that students develop the skills necessary to advance from one grade level to the next successfully. The curriculum is built on the Indiana Academic Standards for English Language Arts, mathematics, science, social studies, visual arts, and physical education.

The Head of School and Director of Academics will work with the teachers and Accel to develop the curriculum maps and pacing guides for the Academy. Research-based curricular materials will provide a starting point for developing both documents. To ensure no additional gaps, our team will work together to create curriculum maps for every core subject and grade level. The pacing guides will be developed to provide a timeline for moving through the curriculum. The driving force in the curriculum mapping process was the review of the Indiana Academic Standards. We will continue to review the curriculum to ensure the standards are accurately met.

A curriculum map provides a guide to ensure instruction covers the standards and meets the needs of ALL learners. A curriculum map documents the relationship between every curriculum component and allows teachers to check for gaps and redundancies. It is a process for collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for each subject area and grade level. All School Curriculum Maps and Pacing Guides will be continuously updated.

Curriculum maps in ELA and Mathematics will be created using our curriculum resources' model curriculum and maps. We will follow the curriculum maps and pacing for this content. We will conduct a gap analysis to ensure the curriculum maps are accurate and fill any gaps with supplemental materials.

Curriculum maps in Science and Social Studies will be developed using:

- The Indiana Academic Standards
- A publisher's planning/pacing guide may include suggestions for pacing instruction.
- Assessment schedules
- Teacher expertise in grade level and content

The significant difference between curriculum maps and pacing guides is that curriculum maps are what will be taught during the current school year, while pacing guides are when and for how long content will be taught.

Pacing guides are like timelines showing what each teacher covers over a year. Each subject area follows a logical sequence within a grade level and between grade levels. The pacing guides will sequence the Indiana Academic Standards logically and progressively. The pacing guides will outline what is to be taught when it is to be taught, and how long it is to be taught. The pacing guides will outline the scope –

the set of topics studied. The scope is the breadth and depth of the course content. We will have the following goals for our pacing guides:

- To guide teachers to understand what, when, and how long they will teach the standards. We will encourage different teaching styles but want to ensure the standards, assessments, and basic content are taught in a way that will allow our teachers to examine data and make informed decisions to increase student outcomes.
- To allot more time for more in-depth standards. We reviewed the Indiana Academic Standards to determine which standards may need more time, looking for challenging standards with multiple layers of sub-standards.
- To involve teachers in the development and review of the pacing guides. Pacing guides will be reviewed during Professional Development meetings during summer, weekly grade-level meetings, and professional development days in correlation with data review to inform decision making and adjust pacing, breadth, and depth.

The specialists will create curriculum maps and pacing guides for Art, Music, and PE. When possible, the specialists will work collaboratively with other teachers in our network in the same subject area to develop curriculum maps and pacing guides. For curriculum mapping, the specialists will collect and record curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for the subject area (Art, Music, PE) and grade level. The completed curriculum map will become a tool that helps teachers keep track of what has been taught and plan what will be taught. The pacing guide will be developed to help plan the year to enable the teachers to cover necessary material.

Potential Curriculum Materials:

We are anticipating using Eureka Math, Ready Reading, and Science Fusion for Math, Reading/ELA, and Science. Based on our discussions with some of the curriculum material companies, we understand that some materials may not be available when school starts in 2023. Due to the long runway, the Board of Directors and future academic staff will make curriculum decisions based on the available materials and research and begin mapping the materials to the standards as outlined above. Potential materials for the 2023-24 school year are described below.

English Language Development: The Ready Reading materials focus on language development that prepares students for academic and lifelong success and supports educators and families in creating a collaborative environment that fosters student achievement. Tier II intervention materials include Foundations, Heggerty's Phonemic Awareness, iRead, and Jan Richardson's Next Step Forward in Guided Reading & Assessment Guide. Lucy Calkin's Writing Units of Study will be used to support writing.

English Language Arts: Ready Reading's rigorous yet supportive content is proven to make today's demanding standards reachable for all students. Its complex, authentic texts engage students in opportunities to practice close reading strategies across a variety of genres and formats.

Ready Reading instruction uses a consistent Read, Think, Talk, Write model in which teacher-led discussion and small group collaboration are central to student achievement. Lessons scaffold to build

students' confidence as they develop crucial critical thinking and analytical skills. Students are immediately engaged by various real-world source texts, from literature and poetry to blogs and news articles.

Ready Reading supports students and teachers with many on- and off-grade level resources. The program:

- Develops sound skills and strategies for reading comprehension
- Supports a balance of on-grade level and differentiated instruction
- Provides in-the-moment teacher support to guide teachers and help them build students' reading habits
- Connects instruction to the Indiana Academic Standards across K–8 for a coherent path within and across grades

Mathematics: Eureka Math — also known as EngageNY — is a complete PreK through 12 curriculum that carefully sequences the mathematical progressions into expertly crafted modules. Eureka Math provides educators with a comprehensive curriculum, in-depth professional development, books, and support materials.

Science: Houghton Mifflin Harcourt Science Fusion is aligned to the Indiana Academic Standards. The program is inquiry-based and designed to engage the interest of students. Science Fusion challenges students to think about real-life applications, emphasizing STEM skills throughout the series. Lab activities are built into inquiry lessons that incorporate directed inquiry, guided inquiry, and independent inquiry. In addition to a comprehensive digital curriculum, each student has a write-in edition that incorporates vocabulary work, math and writing, and a reading component. Leveled readers provide rich opportunities for students to develop further informational reading standards aligned to Indiana standards.

Social Studies: Houghton Mifflin Harcourt Social Studies provides opportunities for students to learn content aligned to national standards. Students learn about people, places, and events that help them connect to the world in which they live. Units are organized around big ideas, and essential questions set the purpose for reading and focus on specific reading skills. These reading skills are explicitly addressed and assessed. Indiana-specific resources are provided in accordance with the Indiana Academic Standards for Social Studies. Students are presented with biographies, points of view, primary sources, citizenship skills, and critical thinking skills to analyze, apply knowledge, make thoughtful decisions, pose questions, and apply historical events. Online programs include assessments, video selections, and interactive presentations to support student learning.

All classrooms will be equipped with the supplies and equipment to meet the needs of our students. Upon opening, each classroom will be equipped with a curriculum (1:1 ratio), access to schoolwide assessments, White Boards (1 per classroom by year 2), and Chromebooks (1:1 ratio by year 3). We will work with FIT technology to ensure each classroom has access to the internet, and Whiteboards will be added to each classroom as funds are available. All specialists will have the needed supplies and materials to provide standards-based instruction. The Academy will subscribe to the AMP online platform that includes iReady (diagnostic and data-driven instruction), Mastery Connect (short cycle assessments) as well as several intervention programs, including ILX, BrainPOP, Raz-Kids, and supplemental programs like Kahoot!, Khan Academy, typing.com, Newsela, and Sora OverDrive. The necessary supplies and

equipment will include math manipulatives, leveled readers, textbooks, and other supplemental materials.

Physical Education classes will be equipped with the necessary athletic equipment (i.e., balls, safety mats, cones, jump ropes etc., and other materials needed to meet the standards. The art teacher will have the necessary supplies, including paint, markers, brushes, paper, and other supplies needed to address the standards. The music teacher will have the necessary music, instruments, and supplies to meet the music standards.

- 5) Provide, as **Attachment 5**, the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies.

The number of instructional days will mirror the local school district calendar to eliminate confusion for families. In grades K-5, students will receive 120 minutes of ELA, 60-90 minutes of math, and 60 minutes of science and social studies. These numbers will shift to 60 minutes for all subject areas as students move to a block schedule for middle school (6-8th grade). School start time will be 8:55 and end time at 3:30. In time, the school would like to offer wrap-around services for parents who need before and aftercare.

See Attachment 5

- 6) *For schools planning to provide virtual instruction:* Describe the number of hours per day that instruction at your proposed school will be delivered through virtual distance learning, online technologies, and/or computer-based instruction. Does your proposed education model meet the definition of a virtual charter school as defined under Indiana law?

Not Applicable

Pupil Performance Standards

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

- 1) Provide, in **Attachment 6**, the school's Academic and, if applicable, Exit, Standards for students *for each division of the school* as applicable (elementary, middle, and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do.

See Attachment 6 – Fort Wayne Preparatory Academy will use the Indiana Academic Standards as our exit standards in connection with our promotion standards below.

<https://www.in.gov/doe/students/indiana-academic-standards/> As we are a K-8 school, high school graduation requirements do not apply.

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

While course grades are an essential component of retention and promotion decisions, teachers and school leaders will be trained to utilize a multi-faceted decision-making approach, to ensure that each student’s unique characteristics are considered in conjunction with all available student-level data to inform retention and promotion decisions. During the Spring of each school year, teachers will create a list of students for whom retention may be necessary, based on available data. Multiple stakeholders involved with the student will be included in the decision-making team (teachers, parents, administrators, guidance counselors, interventionists). For any student who undergoes the Retention/Promotion review, the team will create an individualized plan to note what additional supports and interventions will be provided to the student in the course of the next school year to ensure continued progress towards mastery of grade-level standards, regardless of whether the decision is to retain or to promote. Considerations for the retention and promotion decision process may include course grades, assessment data, student attendance, student motivation, learning style and pace, chronological age, developmental characteristics/maturity, prior retention, student learning exceptionalities, and student transiency.

- 3) Graduation Requirements (High Schools Only)

Not Applicable

Special Populations and At-Risk Students

As public schools, charter schools are responsible for meeting the needs of all students enrolled at the school, including those identified with special needs. School personnel are required to participate in developing Individualized Education Programs (“IEPs”), to identify and refer students for assessment of special education needs, to maintain records, and to cooperate in the delivery of special education instruction and services, as appropriate.

Indiana’s special education regulations may be found in [Article 7](#) of Title 511 of the Indiana Administrative Code (“IAC”). More practical information can be found on IDOE’s website: <https://www.in.gov/doe/students/special-education/>, including IDOE’s special education handbook: [Navigating the Course: Finding Your Way through Indiana’s Special Education Rules](#).

- 1) Summarize the school’s plan to serve students with special needs, including but not limited to those with IEPs, students with Section 504 plans, English Learners (“EL”), students identified as intellectually gifted, and students at risk of academic failure or dropping out. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise.

The Academy will comply with all applicable State and Federal Laws in serving students with

disabilities, including, but not limited to, Section 504 of the Rehabilitation Act (“Section 504”), the Americans with Disabilities Act (“ADA”), the Individuals with Disabilities Education Act (“IDEA”), as well as the Indiana Special Education Rules (511 Indiana Administrative Code Article 7).

Students who Enroll with an IEP or 504 Plan

During enrollment, families will be given the opportunity to inform the Academy if their child has an IEP or 504 Plan. The parent/guardian may provide a copy of the documents or the Academy will obtain the documents from the previous school. Upon enrollment, the special education team will review the evaluation report and IEP from the previous school district. After consultation with the student’s parent/guardian, the school will immediately implement the student’s existing IEP, including any comparable services. A case conference committee will be convened within 10 instructional days of enrollment to adopt or amend the existing IEP (Per 511 IAC 7-42-5(a)(3)). For a student with an existing 504 Plan, we will convene a 504 team meeting with the parent/guardian as soon as possible, but no later than 30 days after enrollment. In addition to being active participants in the case conference committee and 504 team meetings, the parent/guardian will be provided with a copy of the Procedural Safeguards Notice.

Prevention and Intervention-

The school will implement a research-based Multi-Tiered System of Supports (MTSS) framework. It will establish a school-based MTSS team to ensure that students needing Tier 2 and Tier 3 services receive the research-based interventions that will allow them to accelerate their learning. The Head of School will lead the MTSS framework and serve as the leader for MTSS. Starting with the MTSS process in the general classroom, the school’s 3-tiered system utilizes multiple measures including, but not limited to, teacher observation, results from Indiana’s State Tests, normative testing (iReady), report cards/progress reports, classroom assessments, incident reports, behavior logs, suspension records, and anecdotal records. These assessments are used to identify students that are “at-risk” and demonstrate a struggle in performing proficiently with grade-level material and skills. For students identified as “at-risk” in the general education population, the students may be referred to the Student Support Team (SST) to engage in the MTSS process.

The IAT uses the Multi-Tiered System of Supports (MTSS) model to identify and measure the success of the interventions and plans. Based on the American Institutes for Research’s Multi-Tiered System of Supports essential components, Our School will utilize this multi-level prevention system to maximize student achievement and reduce behavior problems. The four essential components of an MTSS framework include screening, progress monitoring, multi-level or multi-tier prevention system, and data-based decision making.

The teachers and SST will screen students, review data, complete classroom observations, and give teacher/parent/student surveys via the School Referral Form. The Referral Form has teachers indicate any academic or behavioral concerns, outline student successes, and share data that led them to refer the student. This form is submitted to the Head of School and is placed in the IAT binder. A meeting will be scheduled for the SST to review observations and data.

The SST will utilize specific, research-based interventions implemented in the classroom and/or building, set goals and timelines for the intervention, and schedule a follow-up meeting date. These intervention plans are developed by all instructional staff involved, including parents, Intervention Specialists,

Teachers, Administrators, Title I Staff, and other support staff. These interventions will be monitored and evaluated for effectiveness during an agreed-upon time frame with an agreed-upon frequency, which will depend on the individual student and the interventions being made. The SST will implement and monitor the chosen interventions during this time.

During the follow-up meeting, the SST will review the data and determine the effectiveness of the intervention. When appropriate, interventions, observations, progress monitoring, and Evaluation are recorded and documented by all instructional staff involved, including parents. Suppose the interventions are successful and lead to expected outcomes and goals. In that case, the intervention will continue until the student can perform proficiency for interventions that are ineffective for “at-risk” students, intervention strategies and intensity increase through a succession of three trials if necessary, or until the SST moves to the next tier, where the process will be repeated. Suppose, at the end of the successive interventions of the MTSS process, progress is not made, and effectiveness has not been determined. In that case, a student may be referred for evaluation for Special Education. There are three levels of interventions, inclusive of timelines and intensities, as outlined below:

Three-Tier Model of the Multi-Tiered System of Supports Model

Tier 1

Most Important Level

Includes All Students

Scientifically Based Curriculum with High-Quality Instruction

Differentiated Instruction

Universal Behavior Management System

Universal Screenings: Formative and summative assessments

Tier 2

Small group instruction

Differentiated and/or leveled grouped instruction inside or outside of the classroom

Target a specific skill to improve

Small group size

Frequency: 2 to 3 times per week

Duration: At least 6 weeks

Monitor progress at least weekly

Parents may be invited and will be notified via a phone call or letter

Developed programs

Title I Reading, Title I Math

Tier 3

Intensive, Smaller group instruction

Differentiated and/or leveled grouped instruction inside or outside of the classroom

Target a specific skill to improve

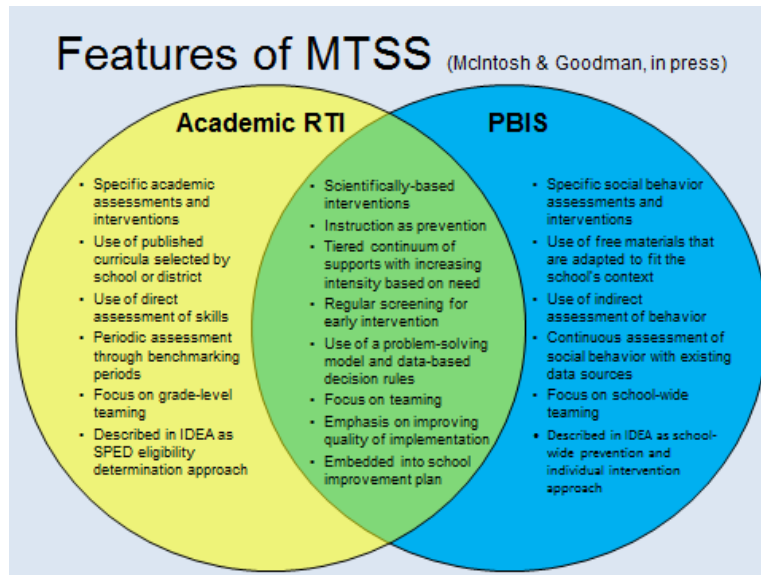
Smaller group size: no more than 3

Frequency: 4 to 5 times per week

Duration: At least 8 weeks

Monitor progress at least two times per week

Parents will be invited and should be involved



Students with Disabilities: General and IDEA-B funds will be used to support students with disabilities. The Academy will comply with sections 613 (a)(5) & (b) of the Individuals with Disabilities Education Act (IDEA) in the following ways:

- Interventions will provide multiple tiers of student support, including evaluation for a suspected disability.
- Discipline- A student code of conduct will be created and approved by the Board. The school will implement said policy with all students. For students with disabilities, The School will abide by all federal laws regarding discipline, suspension, and expulsion.
- The Academy will provide services and accommodations as prescribed in a student's IEP or 504 Plan. Such services will include but are not limited to a psychologist, speech-language pathologist, audiologist, physical therapist, occupation therapist, and adaptive physical education. The Academy may contract those services or may choose to hire a qualified individual.
- The Academy will employ properly licensed teacher(s) and para-professionals with proper credentials to provide services for students with disabilities and limited English proficiency.

Homeless: The Academy will ensure there are no barriers to enrollment at our school. We will comply with all regulations in the McKinney-Vento Act. Title I and general funds will be used to provide transportation, uniforms, supplies, tutoring, and any other reasonable support.

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

In accordance with 511 IAC 7-40-1(b), the Academy will develop and implement written policies and procedures to ensure the location, identification, and evaluation of all students attending the school who require special education and related services. School administration will ensure that all staff is appropriately trained in these policies and procedures and receive appropriate support. School administration and other school staff will also ensure that parents/guardians are aware of determining if a student is eligible for special education and how to initiate and participate in the process.

Screening

School staff will be identified for participation in the Multi-Tiered Systems of Support (MTSS) Team, including a special education staff member. The special education staff member will guide the team on specific instructional and behavioral approaches for students. The team will ensure that students who are not responding adequately to the established interventions are referred for a special education evaluation in a timely manner, engaging the parent/guardian in the process. The team will verify that the struggling student has received appropriate instruction and those the student's difficulties are not related to Limited English Proficiency. The team will review data related to academic achievement, behavior concerns, intervention results, and academic progress.

Pre-Referral/Referral/Initial Evaluation/Eligibility

Students may be referred for special education evaluation by their parent/guardian, teacher, or the Student Support Team (SST). The team, consisting of general education teachers, special education staff, and school administrators, will regularly review data on students that are not progressing as expected. The SST will consult with the parent/guardians and address struggling students' needs through the MTSS process. The teacher will implement and document interventions and the student's response to interventions. If a student is referred for an evaluation, the student's response to MTSS efforts is used as one data metric to determine special education eligibility. These interventions will not be used to delay or deny a parent/guardian-requested special education evaluation. The school will conduct an initial evaluation in accordance with the requirements of 511 IAC 7-40-4 and 511 IAC 7-40-5. The case conference committee will determine a student's eligibility for special education and related services as proscribed in 511 IAC 7-40-6 and 511 IAC 7-41.

Allowing for Differences in English Language Skills and Ethnic Background

Evaluations must consider the child's English language skills and ethnic background to ensure that the testing and evaluation will be equitable for children of any race or culture. Tests must be given in the native language or mode of communication that is most likely to give accurate information on what the child knows and can do academically, developmentally, and functionally, unless it is not feasible. Upon enrollment in the Academy, the parent/guardian will complete a Language Preference Form to ensure communication and assessments are delivered in the student/family's native language.

Instructional Programming

Students enrolled in the Academy will receive a Free and Appropriate Public Education in the Least Restrictive Environment to the maximum extent possible.

Students determined in need of itinerant or supplemental level of support will access the general

education curriculum with adaptations and modifications as outlined in their IEP in the general education classroom with their typical peers. Special education and general education teachers will collaborate to make necessary adaptations and modifications. Students may receive more intense instruction in small groups (with or without general education peers) or one-on-one sessions, depending on the student's specific needs and as described in the student's IEP.

Students that qualify for the alternative state assessment, Indiana's Alternate Measure (I AM), will utilize a comprehensive program using an alternative curriculum which will include core content, social skills instruction, and daily living skills based on individual needs.

Alternative placements are considered when the current educational environment no longer meets the student's needs, and the case conference committee determines that a student needs more intensive support and programming. Alternative placements can include center-based programs, approved private placements and/or home and hospital instruction. Resources to support alternative placement options may include collaboration with the student's resident school district and the prospective placement for the student.

Assistive Technology (AT)

Suppose the case conference committee determines that a student needs any assistive technology devices or services. In that case, the Academy will provide the requisite AT, including any item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized. Students have access to screen readers, text readers, dictation and word prediction software, large monitors, alternative keyboards and mice, and other AT as specified in the IEP.

Disproportionality

The Academy will collect and examine data regularly to ensure disproportionality is not evident in identification, academic settings and placements, and disciplinary measures. In addition to cultural sensitivity and awareness training, the following practices will be implemented to ensure students are found eligible for special education services without unfair bias:

- Evaluations will be administered by trained and licensed personnel
- More than one single measure or assessment will be used to determine a disability
- Evaluations will not be discriminatory or racially/culturally biased
- Evaluations will take into consideration the child's English language skills, including ethnic background
- Evaluations will be administered in the child's native language or mode of communication

If there is any evidence of disproportionality, the school will review and revise, if needed, all procedures and policies that may be contributing.

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

Strategies for Intervention and Support:

Teachers will review assessment results and course progress data weekly to identify learning gaps and provide individualized support. Throughout the week, students will receive enrichment or remediation working in small groups or 1:1 with core content area teachers. Students will use a variety of ways to learn the content dependent on the age, grade, and need of the child. Teachers will use Robert Marzano's classroom instruction and student assessment research to guide their lesson planning, inform their lesson design learning gaps, and provide individualized support. Throughout the week, students will receive enrichment or remediation working in small groups or 1:1 with core content area teachers.

Academy leadership will work to ensure that each classroom teacher is equipped to provide a structured Multi-Tiered System of Support (MTSS) program to students. Students will receive Tier I interventions within the classroom setting. Students struggling to master Indiana Standards may require more intense instruction and receive Tier II interventions. Students needing the most intensive interventions will receive Tier III MTSS services.

These effective school elements are informed and guided by extensive research, including Dufour, R., Eaker, R. & Dufour, R., *On Common Ground* (2005). The Dufours have popularized the creation of Professional Learning Communities that collect and use data to drive instruction. In addition, a general research base supports flexible school models that enable personalization, particularly for urban and low-income students. See, e.g., Goodlad, J., *A Place Called School* (1984); Marzano, R.J., *Classroom Instruction that Works* (2001); *Breaking Ranks II* (2004); Ouchi, W.G., *Making Schools Work* (2003); Sizer, T., *Horace's Compromise* (1985).

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

Student progress on annual goals and objectives will be monitored regularly using a variety of assessments and reports. The data will be summarized and provided to the parent/guardian quarterly throughout the school year unless the case conference committee agrees upon more frequent updates. Data collection tools may include rubric scores, curriculum-based assessments, tests, portfolios, or fluency probes. Data may also be accumulated during small group or one on one instruction. Teachers will collect and analyze the data bi-weekly to ensure the student is on track to meet the goal by the annual IEP due date. Suppose the student is not making expected progress on the annual goals or objectives. In that case, instructional adjustments will be made accordingly to increase progress, such as increased repetition opportunities or the re-teaching of critical skills. Related service goals will also be regularly monitored, and a summary will be included in the quarterly report to the parent guardian.

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

Transition

The case conference committee will develop a transition plan that will be in effect when the student enters 9th grade, becomes 14 years of age, or earlier if the case conference committee determines it appropriate. The transition plan will prepare the student to move from school to post-school activities, including post-secondary education, vocational education, adult education, independent or supported

employment, and, when appropriate, independent living skills or community participation. The student will be invited to join and participate in the case conference committee meeting. The transition plan will include all the components required pursuant to 511 IAC 7-43-4(h).

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

The Academy will ensure that all special education teachers have the required state licensing as Teachers of Record for students with disabilities per 511 IAC 7-36-2(a)(1). The school will ensure reasonable workloads for staff supporting students with disabilities, ELL students, gifted students, and other at-risk students. Please reference the budget assumptions for additional details.

- 3) Explain how the school will meet the needs of EL students, including:
 - a) How the school will identify EL students.

English Language Learners: The Academy will comply with all requirements as outlined in the IDOE EL Guidebook (<https://www.in.gov/doi/files/IDOE-EL-Guidebook-Revised-August-2021.pdf>). All students enrolling in an Indiana school for the first time, including foreign exchange and preschool students, should be given the Home Language Survey. Any student enrolling in grades K-12 with a language other than English included on the Home Language Survey is screened for English proficiency with the WIDA Screener or the Kindergarten Screener unless transferring from another WIDA state. A student who scores below a 5.0 overall composite score on the WIDA Screener or the Kindergarten Screener is formally identified as an English learner. All HLPs will be housed within the Indiana ILP.

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

ELs will have equitable access to academic content for all classes. WIDA Can Do Descriptors will be utilized by integrating them into content-area instruction via collaboration between the school ELL Coordinator and teachers. The model has the flexibility to be assigned based on student needs. For example, the school will increase the English proficiency of English Language Learners (“ELLs”) by providing high-quality language instructional programs that are scientifically based and demonstrate the effectiveness of English proficiency and achievement in academic content areas. Students identified as ELLs will partake in a comprehensive English as a Second Language Program, which provides instruction in English across all subject areas. This program considers the student's level of English proficiency and builds on the language skills and academic subject knowledge the student has acquired in his or her native language.

Students with limited English abilities that demonstrate English Language proficiency of 1, 2, or 3 on their annual assessment in one or more of the four domains (listening, speaking, reading, and writing) will receive intensive research/evidence-based instruction and the standard academic content. Individualized Learning Plans are utilized to identify additional supports and the state-approved accommodations they need to achieve academic and language growth and success. Assistive technology can be fluidly implemented to ensure access to grade-level courses. Such assistive technology may include but is not limited to new vocabulary words introduced prior to each lesson and highlighted throughout the lesson; screening readers to read/highlight/define online print material; word prediction software; and audio

text.

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

The school will document rigorous monitoring of student progress. Methods may include but are not limited to:

- Frequency of monitoring checks (e.g., biweekly, quarterly, once a semester)
- Student grades in all content areas
- Summative and formative assessment data (including all state assessments)
- Content teacher observations
- EL staff observations
- Teacher observations of student progress in the four language domains of listening, speaking, reading, and writing
- Behavior and attendance data

EL students will be monitored for their progress throughout the school year and assessed annually using the WIDA ACCESS assessments. Students who meet Indiana's exit criteria on that assessment will be reclassified as Fluent and exit EL services but be monitored per state guidelines for the next two years

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

Depending on the number of EL students, the Academy will likely contract with a local service provider for a properly licensed teacher. Should there be an extensive caseload, we will hire the teacher on staff.

The Academy will provide annual professional development related to English Language Development for all personnel as part of the school's professional development plan. The Academy of Indiana will also pursue technical support and staff training offered through IDOE. Training will occur at the start of each school year and delivered by a certified EL professional. A sign-in procedure will ensure all staff attends the mandatory training annually. If staff members are hired during the school year, the Academy will ensure that the training will be part of the onboarding process.

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

Lowest 20%: Title I funds are used to target the Lowest 20% by providing supplemental instruction in an individual and small group setting. The IAT will utilize specific, research-based interventions implemented in the classroom and/or building, set goals and timelines for the intervention, and schedule a follow-up meeting date. These intervention plans are developed by all instructional staff involved, including parents, Intervention Specialists, Teachers, Administrators, Title I Staff, and other support staff. These interventions will be monitored and evaluated for effectiveness during an agreed-upon time frame with an agreed-upon frequency, which will depend on the individual student and the interventions being made. The IAT will implement and monitor the chosen interventions during this time.

Third Grade Students: Students in grades K-3 found “Not on Track” on any diagnostic assessment will be placed on a remediation plan within 60 days. The school notifies and involves the student’s parent or guardian and the classroom teacher to develop the plan. The plan includes:

- Identification of the student’s specific reading deficiency,
 - A description of proposed supplemental instruction services that will target the student’s identified reading deficiencies as appropriate for grade level (phonemic awareness, phonics, comprehension, fluency, vocabulary),
 - Opportunities for the student’s instructional services in the reading deficiency area,
 - A small-group reading curriculum during regular school hours that assists students to read at grade level and provides for reliable tests and ongoing analysis of each student’s reading progress, and
 - A statement that unless the student attains the appropriate level of reading competency by the end of grade 3, the student will be retained unless otherwise exempt.
 - All students will participate and pass the IREAD-3 Prior to the student’s projected fourth-grade year.
- 5) Explain how the school will identify and meet the needs of intellectually gifted students, including:
- a) The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.
 - b) How the school will provide qualified staffing for intellectually gifted students.
 - c) How the school will assess and monitor the progress and success of intellectually gifted students.

Students in grades K-8 will be offered gifted services and programs necessary to personalize their learning. The Academy will use the IDOE High Ability Program Checklist and Toolkit to develop the program and seek any state funding available to support it. The school will provide targeted support and feature teacher-led differentiation, including materials, enrichment activities, and specialized instruction. Students may be considered for acceleration and alternative placements. Students are identified as gifted through formal evaluation in the domains of general intellectual, general creative, specific academic, technical and practical arts, visual and performing arts, and interpersonal. Once identified, students are provided services necessary for the fulfillment of their exceptional potential. The gifted program will incorporate the same educational standards as the standard offering but will also include enrichment activities that will expand upon lesson topics and programs, higher-level thinking, and understanding. Gifted learners will be grouped together and given opportunities for group interaction through live learning sessions. The gifted program will offer a great deal of flexibility. Gifted students may be placed in different curriculum levels for different subjects to support a specific need. A sixth grader with a high math aptitude could be placed in Gifted and Talented Math 6 where students engage in eighth-grade math content while continuing to take sixth-grade level courses in other subjects. All grade level acceleration and acceleration in individual subjects may also be considered for students identified as exceptionally gifted through formal evaluation.

6) *For schools planning to provide virtual instruction:* Describe the unique challenges presented when

serving special populations in a partially or wholly virtual environment. What steps will you take to ensure that your students are being provided the services required by law? Provide specific examples.

Not Applicable

Performance Management

ICSB evaluates each charter school's performance according to a set of academic, financial, and organizational compliance performance standards that are incorporated into the charter agreement. The academic performance standards will consider proficiency, growth, and comparative performance based on state standards and ICSB policies. A complete description of ICSB's Accountability System, including the required Accountability Plan performance indicators incorporated into each school's charter agreement, is available here: <https://www.in.gov/icsb/school-performance/icsb-accountability-system/>.

- 1) In addition to the indicators and measures described above, what other student performance goals does the governing board expect the school to achieve by the end of the first five-year charter term? Goals must be specific and measurable and must include a timeline by which the governing board will determine whether the school has achieved those student performance goals. Note: Goals may include both academic proficiency goals as well as non-academic measures, e.g. attendance, discipline, retention, and participation in extra-curricular activities.

The Board of Directors will meet all of the goals outlined in the ICSB's performance standards.

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

The Fort Wayne Preparatory Academy will use the Indiana Academic Standards to define what students need to know, understand, and be able to do. Mastery is achieved when a student can demonstrate proficiency in skills and content as described in grade-level state standards. Formative assessment opportunities will be utilized in an ongoing manner to ensure that students are on track to demonstrate mastery of state-mandated summative assessments. These assessments will provide teachers with the information required to monitor progress and adjust instruction.

Formative assessment will include:

- Qualitative and observational data obtained by teachers through student-level interactions (live web conferencing sessions, one-on-one meetings, phone conversations)
- Embedded course assignments and assessments at the lesson and unit level
- Frequent, brief standards-aligned short-cycle assessments sequenced to assess mastery of content recently presented
- Local benchmark assessments administered 3 times per year
- Common mock assessments administered 3 times per year

The table below provides a summary of the assessments Accel proposes to utilize to monitor student performance at the Academy.

Assessment Type	Platform/Tool
Local Benchmark/Diagnostic (Computer Adaptive Nationally Normed)	Example: iReady
Incoming Assessment	Example: iReady
Short Cycle Assessments (Progress Monitor)	Example: iReady (K-8) and MasteryConnect (K-12)
Reading Fluency	Example: Dibels
Classroom Assessments	Examples: iReady Standards Mastery and MasteryConnect Course assessments
State of Indiana Summative Assessments	ILEARN, I AM, IREAD-3, SAT, PSAT, WIDA ACCESS

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

Teachers will continually review student data and common assessment data to monitor student growth and progress. Teachers will conference regularly with their students throughout the school year and before and after testing periods to discuss their learning targets. Students are empowered to develop a data-based action plan leading to mastery. A vital element of the assessment plan is the importance of data walls in classrooms. Students will monitor their achievements and track their growth. Students will be assessment literate to understand their specific area of need and work with their teacher to close the achievement gap. The learning needs of students who are making exceptional progress beyond grade-level expectations will also be addressed through the ongoing review of assessment data. Formative assessments will be developed through grade level and cross grade-level team meetings and professional development days with the Director of Academics. During weekly meetings with the Director of Academics, teachers will share their data from the formative assessments to provide insight into student learning. The Director of Academics and Head of School will conduct daily informal observations to monitor the use of formative assessments in the classroom. Along with other data gathered through the SIP, the team will use formative assessment data to monitor the effectiveness of resources and materials and determine the need for additional professional development.

Short Cycle Assessments - All implemented curricula have assessment provisions embedded as part of their programs. These ongoing assessments will inform instruction so that teachers can assess the extent of student learning and the success of their teaching. Adding more information to this knowledge base

about student performance will be teacher-created short cycle assessments providing formative assessment feedback. These assessments will ensure that teachers have the necessary data to determine student growth and plot the course to the mastery of standards.

The school will implement a short cycle assessment program. Biweekly short cycle assessments focus on the standards taught during that time. The results of the assessments are then placed in a data tracker for analysis. Teachers use this type of assessment to determine which students need additional support on a standard and which are ready for enrichment opportunities. This process allows for frequent monitoring of student progress but also the opportunity to provide test preparation. The short cycle assessments are administered via Mastery Connect, allowing students to experience many technology-enhanced items not possible on paper and pencil tests.

The Head of School will create a testing schedule to ensure a positive and productive environment which meets all state and short cycle assessment testing policies. Each teacher will be assigned a data tracker to track each standard. Teachers will review the data monthly at professional development meetings with the Head of School, Regional Vice President, and the Director of Academics. Teachers will then review any weak areas with students prior to state testing.

This method will be the primary source of data for teachers and administrators. A data wall will be placed outside each classroom where teachers, administrators, students, parents, and visitors (authorizers) can see how each student is performing and the overall classroom performance index. Students and parents will always be informed of where their performance is for each short cycle assessment. The administrator glances at who is at a proficient level and who is behind grade level. Administrators can address students who are struggling and have conversations with parents. This also will help in the RTI process.

Teachers and administrators will use the data from these short cycle assessments to find the gaps in student mastery. Teachers will review the data and find the standards where students struggled during the year.

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

All student data is managed through AMP. This system pulls all data from the school SIS, iReady, MasteryConnect, and other supplemental programs. In the initial years of growth, the Head of School will be responsible for maintaining this data and coordinating professional development. As the school grows, a Director of Academics will be added to maintain these systems.

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

School leadership and teachers will receive training at the beginning of the school year on the various assessment tools utilized during the school year, how they are administered, access and use of the data, and creative interventions. During the school year, teachers will be provided ongoing professional

development to reinforce the concepts already provided and share the next level of instructional strategies.

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

The Fort Wayne Preparatory Academy has committed to continuous improvement in all areas -- academically, operationally, and fiscally. The school will create a cross-grade level team of school leaders and teachers to work on the annual school improvement plan. After a thorough review of the cumulative academic data results from the last school year, the school improvement team will collaborate on expected root causes for any shortcomings in the individual, classroom, or school-wide results. In partnership with the Accel School Operations and Curriculum team, the school improvement team will also participate and provide additional resources/professional development/guidance as needed. The Head of School will present the proposed school improvement plan, which will comply with IC 20-31-5,6 and 511IAC 6.2-3-3, to the school board for review prior to submitting IDOE.

Staffing

- 1) Provide, as **Attachment 7**, an organizational chart for the proposed school at Year 1 and at full capacity. The chart should identify all administrative, operational, instructional, and non-instructional personnel, as well as any paraprofessionals or specialty teachers, and clearly delineate the roles and responsibilities of the governing board and staff.

The administrative team has not yet been established. The following provides the highlights of each job description. As the job descriptions are lengthy, they can be provided upon request. The human resources team will embark on an extensive search similar to the administrator and teacher recruitment.

- The Head of School ensures that all students are engaged in a safe learning environment that utilizes effective and approved curricula. The Head of School is responsible for staying within the operational budget, day-to-day operations, hiring qualified staff and ongoing evaluations, discipline; community outreach; and overseeing the academic program.
- The Director of Academics enhances student learning by offering instructional staff mentoring and regular professional development. The Director of Academics oversees the school's assessment calendar, assists teachers with various assessment forms, provides ongoing professional development, and ensures the curriculum is implemented with fidelity. This position will be added when the budget is healthy enough to allow it.
- Teachers drive student learning through high-quality, well-planned instruction. They are responsible for using assessment data to refine curriculum and inform instructional practices, communicating effectively with students, families, and colleagues, and creating intentional lesson plans that support academic rigor and student engagement.
- The Office Manager manages all office functions and acts as the first point of contact for students, parents, and the community.

See Attachment 7 for the Organizational Chart

- 2) Describe your strategy and timeline for recruiting and hiring teachers in accordance with [IC § 20-24-6-5](#) (charter school teacher qualifications). Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers. Explain how you will secure teachers in historically hard-to-find subjects, such as science and math, and certified teachers for EL and special education.

A qualified and committed instructional staff is the cornerstone of exceptional learning outcomes for the students that attend our schools. We recognize that a comprehensive talent management strategy for teachers and our school leadership team is critical to recruiting and retaining top educators. Our plan begins with identifying credentialed individuals who are committed to our schools.

We will employ a mix of veteran teachers and recent college graduates, allowing us to leverage school experience and the latest in instructional practices. All instructional staff will be offered a variety of mandatory and optional training opportunities to further their instructional effectiveness. Their performance will be assessed throughout the year, with regular feedback and coaching.

We believe several key areas of focus are crucial to hiring and retaining top talent.

- Recruitment
 1. Job Posting
 2. Career Fairs and Campus Visits
 - Compensation
 3. Signing and Milestone Bonuses
 4. Employee Referral Program
 - Retention
 5. Exit Interview
 6. Career Development
 7. Education and Training Opportunities
 8. Job Mobility

Our goal is to find and retain the best instructional staff to help our students reach their maximum potential.

RECRUITMENT

Job Posting

Each position will be posted on a variety of job boards, including but not limited to:

- Top School Jobs – Education Week
- Greenhouse
- Indeed
- K12 Job Spot
- Department of Education
- Various university career boards
- Career Board

- Idealist
- LinkedIn
- Simply Post
- Teachers-Teachers

Career Fairs and Campus Visits

The following campuses will be targeted for campus visits, job fairs, and relationship building with their career offices:

- Ball State University
- Indiana University Bloomington
- Purdue University
- Butler University
- Indiana Wesleyan University
- Indiana State University
- Huntington University
- Taylor University
- IUPUI
- Franklin College
- Valparaiso University
- Bethel University
- Marian University Indianapolis
- University of Evansville
- Grace College
- Saint Mary's College
- Hanover College
- Goshen College
- University of Southern Indiana
- Manchester University
- Trine University

COMPENSATION

Signing and Milestone Bonuses

In addition to a competitive salary structure, signing bonuses are potentially available for certain circumstances where positions are hard to find. Employees will be eligible for a milestone bonus once they reach a certain number of years of service with Accel Schools.

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

In year 1, we will hire one Head of School (Principal), intervention specialist (1), Title I Teacher (.5), classroom teachers (6), and one office manager. As the budget increases, additional staffing will be added. The staffing model will be a standard model. In the event supplemental instruction is needed, it can be provided through the AMP program. AMP allows for a properly licensed teacher to provide

instruction to students in the classroom with the support of an in-class aid. This instructional method is used when enrichment programs, remediation, and other instructional programs are needed but an in-class teacher is not available.

- 4) Explain how – and with what frequency – the school will evaluate the performance of the school leader and teachers. What key elements will drive evaluations, and who will conduct them?

The Indiana Department of Education released RISE 3.0 as a model plan for teacher and principal evaluations. The RISE model plan was revised in 2020, removing the requirement that student assessment results from statewide standardized assessments be used as part of a certified employee’s annual evaluation performance plan. The Head of School will facilitate the development of the teacher evaluation with the teachers based on the Rise Teacher Evaluation Tool. Informal assessments will occur monthly with formal evaluations occurring a minimum of once per year.

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

Accel Schools will work closely with the school board to communicate concerns regarding unsatisfactory leadership/teacher performance. The process for unsatisfactory leadership or teacher performance may follow the sequence below:

1. The administrative supervisor holds a meeting with the individual that presents unsatisfactory behaviors or performance, and the desired expectations can be verbal or written.
2. If the unsatisfactory behavior or performance continues, another meeting occurs with the individual and administrative supervisor that is documented and references expected improvement(s).
3. If the unsatisfactory behavior or performance continues, a third meeting occurs, includes another administrator, and the individual is placed on an improvement plan. The improvement plan will state areas for needed improvement with a timeline of expectations for when improvement should occur.
4. Lastly, if the individual does not show improvement or his or her behavior or performance has become worse, the process for termination begins.
5. The individual, if they feel have been treated unfairly, can follow the grievance policy referenced in the Employee Handbook.
- 6) Provide an overview of the school’s compensation system (including benefits) and how this aligns with the performance evaluation process. For legislative requirements regarding employee benefits, see, for example: [IC § 20-24-6-7](#).

ACCEL Schools offers a competitive compensation and benefits package for all school staff. The HR team reviews local salaries in the state/region by position and uses this information to make salary determinations. School staff salaries are calculated with a competitive base compensation with increases based on college degrees, years of experience in a site-based and/or virtual classroom, and certifications.

School staff may be eligible for an annual performance-based pay program, including merit increases and bonuses. As referenced in the budget assumptions for general education teachers, the average school salary is \$42,000, and \$45,000 for special education teachers.

Below is a summary of the Accel employee benefits package that school staff would be eligible to participate in:

Medical Benefits - Full-time employees (those who work 30 or more hours per week) are eligible for medical benefits provided by a national carrier with both in-network and out-of-network coverage. Employees have multiple plans to choose from that offer a wide range of deductibles and co-insurance levels. Our goal is to provide employees with maximum choice in finding a plan that meets their individual needs. Employees have access to PPO plans with set co-pays for certain medical services, and High Deductible Plans with set co-insurance levels after deductibles have been met.

Dental and Vision Benefits - Full-time employees (those who work 30 or more hours per week) are eligible for dental benefits and vision benefits. Coverage is available both in-network and out-of-network.

Flexible Spending - All benefits-eligible employees may enroll in flexible spending as a tax-advantaged way to pay for health expenses. Employees enrolled in a High Deductible Health Plan (HDHP) have access to a Health Savings Account (HSA); all other benefits-eligible employees (including those not enrolling in a company-sponsored health plan) have access to a Flexible Spending Account (FSA) and Dependent Care Reimbursement Account.

Benefits-eligible employees may enroll in a Dependent Care Flexible Spending Account that covers IRS-designated care costs for children under age 13 or a spouse or relative living in your home who is physically or mentally incapable of self-care.

Ancillary Insurance Benefits - Full-time employees (those who work 30 or more hours per week) receive Short-Term Disability, Long-Term Disability, Basic Life, and Accidental Death & Dismemberment (AD&D) insurances. Benefits-eligible employees may purchase additional life and AD&D coverage and/or Accident and Critical Illness insurances.

Retirement Benefits - Employees are eligible to participate in the Company's 401(k) plan. Employee contribution maximums are determined by the Internal Revenue Service (IRS). For every dollar an employee puts into the retirement plan, up to 4% of gross salary, the Company will match one dollar (up to 4%) and place this into the employee's retirement plan. The Company retains the sole discretion to revise these terms for all employees, and the size of the contribution is limited by federal law. Eligible newly hired employees are automatically enrolled in the 401(k) Plan at a contribution level of 4% after the 45th service day requirement is met. Information will be mailed to the employee's address with more information after their hire date. Employee contribution changes, including Opt-out from the Plan, can be done at any time. Since the 401k Plan utilizes automatic enrollment, an employee who does not wish to participate must Opt-out of the Plan within 90 days of the effective date.

Professional Development

- 1) Describe the professional development that will be offered to school leadership and teaching staff. If your school is providing virtual instruction in whole or in part, describe how the professional development will be tailored to fit this method of instruction.

The Professional Development schedule for teachers begins well before the start of the school year. Each summer for three weeks, teachers are immersed in training. Once the school year begins, teachers are monitored daily by building-level leaders, and they continue their training with monthly in-service days, workshops, and weekly Professional Development. The “scope and sequence” for professional development is developed over the summer in collaboration with school goals, and when data trends dictate real-time needs for professional development, adjustments are made accordingly. Data from teacher observations, weekly observations, and student data guide the course for professional development throughout the year. The in-depth training consists of components that extend beyond lesson planning to demonstrate teaching methodologies and pedagogy.

Teachers receive at least 140 hours of development training during the school year. They attend goal-setting meetings twice per year and are evaluated formally midway through the school year and at the end of the school year. Teachers create individual professional development plans (IPDP) in conjunction with administration at the start of the year, and these plans will be reviewed and assessed twice a year. Building leaders will use IPDP forms, workshop feedback, surveys, and class observations to determine which teachers need additional support and/or instructional coaching.

Pre-Service includes mandatory training, which occurs on an annual basis due to state/federal law and those which are needed to run a successful school. Examples of such training are listed below:

- CPR
- Bloodborne Pathogens
- Child abuse and neglect training and reporting training
- ALICE (Active Shooter Training and Preparedness Solutions) training
- Restraint training
- Safety Plan training
- Creation of 5-year licensed teacher PD goals
- Review School Improvement Plan

All other agenda items will be created on a month-by-month basis, based on what the school needs. Each month we create a schedule of the topics being addressed in that month’s professional development. Those topics are centered around research-based behavior and teaching strategies. Some of those topics may include but are not limited to:

- Data Collection and interpretation of student data
- Special Education trainings
- Effective lesson planning (reteach, remediate)
- Horizontal and vertical alignment amongst building staff
- Creating short cycle assessments

- Effective behavior management strategies
- Effective teaching strategies
- Creating a positive classroom environment
- Diversity and sensitivity training

Our Leadership Team seeks out trainers or creates presentations based on what our teachers need on a month-to-month basis so that we can address any of our needs as a staff.

The Academy is committed to providing teachers, school leaders, and board members exemplary pre-service and in-service training and support necessary to ensure exemplary teaching practices. Information regarding our vision, goals, standards, instructional methods, and tracking systems are not only disseminated during these venues but discussed, practiced, and applied.

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

School leaders are supported through Accel’s Summer Leadership Retreat, cohort training based on geographic region, and regular meetings with Regional Vice Presidents. In 2021, Accel launched the ACCEL Leadership Training (ALT) to develop leadership within our organization. Regional Vice Presidents and Heads of School nominate candidates to participate in exciting hands-on training on school operations for Heads of School and future Heads of School.

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

Annually, the school will conduct a comprehensive needs assessment, gathering data from students, teachers, and stakeholders. We will then perform a gap analysis to determine where our needs are. Based on this data, we will develop a professional development plan aligned with the needs assessment that drives the School Improvement Plan. The school will align all professional development plans to the Indiana Academic Standards.

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

School staff will receive over forty hours of professional development prior to school opening. The components of our professional development offerings are delivered in a combination of asynchronous learning (via the learning management system) and synchronous learning as determined by the Head of School). Below is an outline of the topics covered:

1. School Overview
 - a. Mission and Vision
 - b. Accel Services and Supports
 - c. Initiatives Overview

- d. School Specific Performance and Goals
- 2. Accel Management Platform (AMP)
 - a. Overview of Ecosystem and Components for New Users
 - b. Best practices
- 3. Canvas (Learning Management System- LMS)
 - a. Canvas Basics for New Users
 - b. Canvas Advanced Features
 - c. Student-Teacher Dashboard
- 4. Core Curriculum
 - a. School Specific Vendor Information and Methodology
 - b. School Specific Core Curriculum Deliverable
 - c. School Specific Core Curriculum Discussion
- 5. Supplemental Curriculum
 - a. School Specific Supplemental Resources Information and Screencasts
 - b. What's New for Returning Users
 - c. Supplemental Curriculum Deliverable
- 6. Instruction
 - a. Recommended Instructional Model: Putting It All Together
 - b. Instruction Best Practices
 - c. Classroom Management
 - d. Small-Group Instruction
 - e. Using Data to Inform Instruction
 - f. Curriculum Mapping
 - g. The Learning Cycle
- 7. Assessments
 - a. MasteryConnect Information
 - b. MasteryConnect Deliverable
 - c. iReady Information and Screencast
 - d. iReady Deliverable
 - e. Assessment Platforms
- 8. Special Education
 - a. Basics of Special Education Programming and Compliance
 - b. Best Instructional Practices for Students with Disabilities
- 9. Compliance (sample, offerings are customized for state requirements)
 - a. AED Use
 - b. Child Abuse and Mandated Reporting
 - c. Email Safety: Phishing, Malware, Ransomware
 - d. Implicit Bias and Cultural Responsiveness
 - e. Sexual misconduct – Staff to Student

- f. Social Media: Personal and Professional Use
- g. School Emergency Management Plan
- h. Homeless Education: Serving Students Under McKinney Vento
- i. School Policies and Procedures
- j. Student Privacy Rights (FERPA)
- k. Code of Professional Conduct for Educators
- l. Preventing Child Abuse and Human Trafficking
- m. Depression and Suicide Prevention
- n. Bullying Prevention
- o. Prevention of Mental, Emotional, and Behavioral Disorders in Students
- p. Building Safe and Supportive School Environments
- q. Ethical Use of Tests
- r. CIPA Course Curriculum

After completing this initial training program, teachers will have the foundation to deliver instruction in the school's online environment successfully. As mentioned earlier, Fort Wayne Preparatory Academy will conduct training throughout the school year to reinforce these concepts and address additional topics based on teacher feedback. The school will also form professional learning communities by grade levels, content areas, and additional areas identified by staff.

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

All staff will receive numerous hours of professional development related to online student engagement, boosting achievement, Social Emotional Learning (SEL), working with subgroups, trauma-informed classrooms, and other topics. Professional development will be provided in both in-person and online modalities. Along with participation in professional learning communities, staff will be trained in differentiated instruction techniques, enabling them to identify students' learning styles and create learning activities compatible with the students' needs. At the same time, the staff will be trained to use various assessments and how to interpret those results to personalize instruction based on individual student needs. The Head of School will be responsible for the annual professional development plan and will work with the Regional Vice President to create it. Accel will share this plan with the school's board of directors.

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

Annually, the Academy will conduct a comprehensive needs assessment, gathering data from students, teachers, and stakeholders. We will then perform a gap analysis to determine where our

needs are. Based on this data, we will develop a professional development plan aligned with the needs assessment that drives the School Improvement Plan. Academy will align all professional development plans to the Indiana Standards for Professional Development. The Indiana Standards for Professional Development define the essential elements of a strong professional learning system.

School Culture

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

The Academy's educational program is student-centered learning. We are committed to providing an individualized and differentiated learning experience that maximizes each student's learning potential. When students' academic programs provide the right level of challenge, they persist through difficult parts of the course and derive a feeling of success, which is key to a positive environment.

The underlying tenets of school culture that will enable the educational program to be successful include:

- Setting high academic and behavioral expectations for all students and staff.
- Communicating that student success results from hard work, shared commitment, open and honest communication, and personal and shared responsibility.
- Leveraging the power of instant academic data that a blended model enables with students, parents, and teachers, informing instructional and planning decisions.
- Balancing the need for individualized instruction with the need to create a school culture built upon shared experiences.

Positive Behavior Intervention System (PBIS) – All teachers will receive professional development in PBIS through the professional development plan. School-wide Positive Behavior Support (SWPBS) is a systems approach to establishing the social culture needed for schools to achieve social and academic gains while minimizing problem behavior for all students. SWPBS is not a specific curriculum, intervention, or practice but a decision-making framework that guides the selection, integration, and implementation of scientifically-based academic and behavioral practices to improve all students' academic and behavior outcomes. A central feature of SWPBS is the implementation of behavioral practices throughout the entire school. SWPBS defines practices that all students experience in all parts of the school and at all times of the day. Teachers will be taught to:

- Communicate Expectations—Make students aware of your expectations for them. The more detailed you are at the beginning of the year, the better.
- Offer Choice—Choices should be offered to legitimate students, equally acceptable to the person giving them, and need to be given positively.
- Engaging Students—students that are engaged in the learning process through motivational teaching are less likely to have disciplinary problems.
- Acknowledge—help students with emotional issues know that you care and understand what they are going through.
- Prompt Student Self Correction—Using these 8 strategies (proximity, offer help, name dropping, redirect, signals, flattery, question, offer choice), teachers can effectively avoid many behavioral issues.

- Creating the Encouraging Environment.
- Professional development for staff is embedded annually in the school's professional development calendar.

Student Discipline

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

The Board of Directors is committed to assuring a school climate appropriate for learning and assuring the safety and welfare of students and personnel. Creating and maintaining a positive school and classroom climate contributes to positive student behavior. Our transparent philosophy on discipline consists of five basic components: high expectations for student behavior, clear and understandable rules, fair and equitable enforcement of these rules, reasonable consequences for infractions of rules, and consistent acknowledgment of positive behavior, effort, and improvement on the part of our students. Since education is so vital in this society, every reasonable effort must be made to keep students productive in class and school. All school members, community, parents/guardians, staff, and students must be a part of this effort. A good partnership between home and school personnel increases student participation and success.

- 2) Provide, as **Attachment 8**, the school's Discipline Policy, which should include a summary of the following:
 - a) Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior.
 - b) A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.
 - c) An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
 - d) A description of the appeal process that the school will employ for students facing expulsion.
 - e) How students and parents will be informed of the school's discipline policy.

See Attachment 8

Supplemental Programming

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

Summer school will be dependent on the needs of our students. We will likely offer an extended year for students below grade level based on academic data or teacher referrals. The program will be provided through Title I funding. Without student data, it is difficult to predict the number of students participating in the program. Ideally, we would like to pair our summer program with an enrichment program provided by a community organization. Through this partnership, students may be more

motivated to participate in tutoring if they know something fun will follow.

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

Rich extra-curricular activities help to mold the community of the school. With the school's launch, we will survey families to determine which activities will be offered after school. We would like to see a variety of clubs, including STEM and chess clubs as well as exploratory sports programs. We will look for potential members who have diverse interests and would like to head these programs in hiring our staff. Initially, we will utilize Title IV funds to provide a well-rounded education for our students.

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

A positive school climate is a foundation for measuring their future success. One of the school culture's primary facets is how students are supported as individuals. Supporting the whole student is essential in increasing their academic success in college and career readiness and ensuring they have the social and emotional skills necessary to thrive. By supporting the whole students through a comprehensive social-emotional learning (SEL) program, students will see positive outcomes in terms of academics, behavior, and post-secondary success. The Academy aims to create a learning environment that fosters self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

In the first few years of the Academy, a full-time school counselor will not be affordable. To ensure students have access to mental health services, we will partner with local organizations specializing in services to children and their families. When financially able to do so, the Academy will add a school counselor or social worker to the staff. In addition, once Title I funds are available, a Family Liaison may be employed to connect families to services they need in the community.


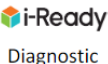





- 4) If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

SUPPLEMENTAL CURRICULUM











ACCEL Schools' learning ecosystem, the ACCEL Management Platform (AMP) for Education, integrates the best available courses inside the powerful Learning Management System (LMS) and integrated Student Information System (SIS). This system was the primary reason Accel Schools could outpace district schools during the pandemic. Students were not shortchanged and received a rigorous education from their homes. The innovative advantages of AMP are outlined below:

- Single sign-on experience includes curriculum and web-based resources inside each course.
- Synchronous and asynchronous lessons support student-centered learning.

- Real-time progress monitoring provides instantaneous access to standards-aligned and performance-based data on each student so teachers can target students in need and individualize support with small groups or one-on-one instructional support.
- Teachers can customize homepages, modules, and grade books, individualize assignments and learning pathways, create and monitor discussion boards, schedule and host live sessions, provide feedback, and email students.

 AMP Assessments & Supplemental Tools			
Supplemental	Grade Level	Type of Tool (* denotes Lesson Plans available)	Recommended Uses
 i-Ready Diagnostic	Diagnostic: K-12 Math and ELA	Diagnostic, computer adaptive assessment	<ul style="list-style-type: none"> • Identifying individual strengths and weaknesses • Use data to make goals for individual students, classes, and growth scores
 i-Ready Instruction	K-8 Instruction + Teacher Toolbox: Math, ELA	*Resources for each standard for each stage of learning	<ul style="list-style-type: none"> • Lesson plans and videos for correlated to state standards • Ideas for all phases of learning • Reteaching and small group
 IXL	K-12: Math/ELA Grades 2-8: Sci/Soc	Individualized fluency practice based on identified strengths and weakness	<ul style="list-style-type: none"> • Individualized Fluency/practice with skills and content • Reteaching incorporated when needed
 BrainPOP	K-12 Math, ELA, Social Studies, Selected Electives	*Videos, quizzes, primary reading sources, vocabulary cards, coding, and concept mapping. * BrainPop for Educators also offers lesson planning feature!	<ul style="list-style-type: none"> • Have students create maps and apply what they're learning • Quick mini lesson • Games to review content • Graphic organizers
 newsela	3-12 ELA *Contains content relevant for Science, Social Studies and some electives	Levelled reading passages with quizzes – the same article presented in different Lexile levels	<ul style="list-style-type: none"> • Engaging topics to review Informational text standards and differentiate by Lexile level • Support co-curricular conversations
 Khan Academy	K-12 ELA, Math, High school Science	Resources for review/re-teaching of standards	<ul style="list-style-type: none"> • Reteaching and Individual practice/review • Self-paced videos and quizzes for each grade, subject, topic

All resources can be found in any course you teach on Canvas!

 Pear Deck	K-12 Any subject	A Google Add-on to any Google Slides to enrich learning experience (Find it in Google Apps)	<ul style="list-style-type: none"> • Engaging ALL students during direct instruction-requiring participation and interaction • Give and receive immediate feedback throughout lesson delivery • Individualized copies of guided notes straight to students' Google Drive
 Kahoot!	K-12 All	Interactive, competitive quiz/review	<ul style="list-style-type: none"> • Competitive, fun review of standards • Review game with groups • Quizzes or exit tickets
 GoNoodle	K-12 All	Hundreds of videos to use for Brain Breaks	<ul style="list-style-type: none"> • Intentional use for transition times • Videos promote movement and mindfulness • Songs to support class content
 cK-12	K-12 All; mostly science and math	*Lessons, videos, simulations, articles...	<ul style="list-style-type: none"> • Text, videos, quizzes & pages • Bring science concepts to life with simulations • Interactive articles to present concepts
 PHET INTERACTIVE SIMULATIONS	K-12 Science	PLIX Interactives science lab experiences	<ul style="list-style-type: none"> • Create interactive lab experiences virtually when resources/materials aren't available
 iCivics	3-12 Social Studies: US History and Gov	*Lessons, games, simulation resources, videos	<ul style="list-style-type: none"> • Lesson plans • Facilitate simulations to bring concepts to life in class • Games to practice concepts
 typing.com	K-12 All	Keyboarding and digital resources that support all content areas	<ul style="list-style-type: none"> • Keyboarding practice- with scope and sequence included • Digital citizenship • Formatting and support for all content areas
 Sora	K-12 ELA	Digital Library for students to check out books	<ul style="list-style-type: none"> • Student choice of e-books and audio books to use for Independent Reading Time • Find passages to use as a mentor text for read alouds or writing lessons
 Raz-Kids	K-3 ELA	Levelled reading resources	<ul style="list-style-type: none"> • 800+ levelled e-books, guided reading lesson plans for levelled books provide a scaffolded approach
 Code.org	K-12 Computer Science	Lessons and videos for elementary, middle and high school	<ul style="list-style-type: none"> • Coding lessons that cross across varies content areas • Arranged by courses in a sequence that builds

Section III: Need, Demand, and the Community

- 1) Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school. Explain how this strategy will garner the targeted enrollment.

We will open as a K-5 and grow to a K-8 one year at a time. The goal is to have slow and steady growth and to retain/reenroll as many students from year to year as possible. We will form strong relationships with the families to encourage them to stay with us, enabling us to have the maximum impact on student achievement.

The unique and promising programming at the Academy will offer an intriguing and unprecedented choice in the district. Our marketing plan aligns with the market analysis of the community in that we understand we cannot take a one size fits all approach to community outreach. While some members may be reached through flyers and radio advertisements, others need a more personalized approach. We understand that our community is best reached through a personalized marketing approach. The Academy is prepared to think outside of the box, reaching parents through carnivals, “touch the truck,” Ice Cream Truck visits, local churches, and sporting events.

The Academy will inform the community about our enrollment process, procedures, and deadlines through a multimodal approach. Board members and ACCEL staff will work to bring a network of community-based education opportunities to the school's doors. With museums, businesses, science labs, etc., these learning partnerships will play an additional role in our marketing plan. To recruit students and educate parents, community members, and businesses, we plan to implement the following strategies:

- Hosting a series of well-advertised public informational sessions or “Open Houses.” These will be scheduled on a three-part basis, with some repeats if warranted:
- Session One: the first “Open House” will provide information to interested community members on the premise of charter schools. This will be followed by a question and answer session in order for participants to develop an accurate picture of how charter schools operate in Indiana. This open house will highlight information on the school’s mission and offerings.
- Session Two: The second “Open House” will provide detailed information on the school’s curricula and programs, allowing parents and community members to learn and ask questions about particular aspects of what will be taught and how it will be taught (pedagogy). School Board members have found this a missing link for many parents searching for educational options. We want our parents to make informed decisions. Session Two will occur within two weeks of Session One.
- The final sequence in Open Houses will be an open “Question and Answer” forum. We will offer a public forum for interested parents to provide feedback on the design and implementation process of the school. This will also be a significant push for enrollment and

a time for early recruitment of parent volunteers. Session Three will occur within two weeks of Session Two. This series of Open Houses may be held several times.

- Publicizing in the community (including ethnic and foreign-language) newspapers and area newsletters, and taking advantage of public notice opportunities and low-cost airtime from local radio and television stations (including cable);
- Widely distributing informational flyers at locales such as libraries; coffee shops; public announcement boards in apartment complexes; social clubs; houses of worship; and area businesses (*e.g.*, supermarkets, hair salons, laundromats, etc.);
- Sending announcements to local support organizations;
- Contacting the families and other individuals who expressed interest and provided us with contact information;
- Mailing letters of introduction to local publicly elected officials, government agencies with area offices, and local social services and cultural arts organizations and asking them to post an informational flyer; and
- Making announcements at community meetings

Educationally disadvantaged or at-risk student populations - The Academy has embarked on a comprehensive community outreach plan beyond the mailbox flyer and enters the community through regular attendance at local community events and going door-to-door when traditional methods do not work. Our parents, board members, and staff are motivated to get the word out about this new opportunity in our community. At this time, we anticipate at least 75% enrollment in educationally disadvantaged students, including low-income, English Language Learners, homeless, migrant, and other at-risk students.

- 2) How have you determined that there will be sufficient demand from student and families for the school to meet enrollment projections? Provide, as **Attachment 9**, evidence of community engagement and support from community partners. This attachment may include documentation of public forums held, meetings with community leaders (e.g., mayors, council members, neighborhood leaders), letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed from the partner, as applicable. Provide a detailed plan to accomplish successful community engagement during the school's pre-opening period and leading into the school's first year.

Fort Wayne Preparatory Academy has found extensive support from local business leaders. Letters of support can be found in **Attachment 9** from various community members. Highlights of their support can be found below:

- Martin Carbaugh, State Representative House District 81 – “I am supportive of robust education options for Fort Wayne’s Children.”
- Keving Fitzharris, BarretMcNagny Attorneys at Law – “we fully support the mission and vision of the Fort Wayne Preparatory Academy. It is encouraging to see a school that is striving to reach

all students with an individualized education in an interactive learning environment rooted in rigger and innovation. We believe this Academy is dedicated to academic excellence that empowers and prepares students for a world of opportunity. We believe this Academy can set the standard for academic excellence among public schools by partnering with parents to promote individual student growth.”

- Marcie Brown Carter, Indiana Charter School Network – “During and emerging from the COVID-19 pandemic, we believe more families will seek educational options for their students, after their students were not fulfilled by traditional public schools.”
- Daniel Copeland, *Business People* – “Along with growth (Fort Wayne) come challenges that may be unforeseen. One of those lies in the existing public education system. Schools are becoming crowded and individualized learning is becoming rare. The need for new options for education is growing along with the community.”
- Chris Taylor, GM Fort Wayne Mad Ants – “The Mad Ants are supportive of all our schools in the region whether they are public, virtual, private or charter. Nothing is more important for every community and the education of every student. Creating more schools to support families can only help the residents of Ft. Wayne.”
- Nicole Hunt, community member – “Unfortunately, charter schools in this region have not increased in the past decade yet the performance of the Fort Wayne Community School has not improved. Thank you for considering this application and I look forward to learning about the future success of the Ft. Wayne Preparatory Academy.”
- Robert Enlow, EdChoice – “During this time in our nation's history, we are witnessing a transformation in how we deliver education to students. Every school, whether traditional, charter or private, is now doing everything they can to catch students up from the loss of time and instruction during the pandemic. After learning about the charter proposal being presented to the Indiana Charter School Board and Accel Schools, I'm encouraged that families may have another opportunity to attend a school of choice in Fort Wayne.”
- Richard Grip, Ignite – “It is my understanding that Fort Wayne currently has only one chartered school serving our urban community. Preparatory charter schools are associated with higher achievement in reading, math and more. Adding an additional such school for our urban center will help to set a new standard for academic excellence among public schools. It will do so by partnering with parents to promote individual student growth.”

- 3) What other school options exist in the targeted location for your proposed school? As **Attachment 10**, in list or table format, list all other public schools, traditional and charter, in the immediate vicinity (within three (3) miles) with the same or a similar grade level configuration. In the list or table, include the following information for each school: the distance from your proposed location, the most recent enrollment figures by grade level, and school level performance data for the most recently completed school year. Some of this information may be found on IDOE’s INview website: <https://inview.doe.in.gov/>. More specific school level academic data may be found in the school and corporation reports section of IDOE’s website: <https://www.in.gov/doe/it/data-center-and-reports/>. The data used to compare schools should be as equivalent as possible: 1) grade levels should be identical or very similar; 2) subgroup comparisons should be identical or within a close (~5%) range; and 3) categories of comparison, including SY, grade levels, academic subjects or tests (e.g., Math,

ELA, IREAD), methods of measurement (growth or proficiency), and data types (scores vs percentages) should be the same. Do not use ISTEP data for comparison in grades 3-8.

See Attachment 10

Parents and Community

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

Increased parental involvement in a child's education directly impacts student achievement rates. The founding board shares common goals for the involvement of parents in their student's education. The Academy seeks to increase opportunities for whole families by empowering parents with confidence and trust in the educational setting. Therefore, school leaders, teachers, and board members will personally invite and encourage parent participation in all facets of the Academy's operation.

Parent and community involvement:

- Shows students that education is valued and valuable
- Helps to make the school a focal point for the community
- Helps to provide opportunities for students to become contributing members of the community and this helps to foster a positive sense of responsibility and belonging
- Provides valuable learning for parents and community members as well.

The Academy will align all parental and community involvement activities to support the overall academic programming of the school. We will reach out to parents and other key stakeholders through written and online communications and face-to-face through town-hall meetings.

We will involve parents directly in their child's education through Codes of Conduct and Individualized Student Achievement Plans. We will encourage and provide numerous volunteer opportunities for parents and other community members. Parents and school staff will serve as ambassadors to the broader community, seeking partnerships with key stakeholders and other community-based organizations that can contribute to a school's success. Our goal is to develop a collaborative relationship with parents, teachers, administrators, and the community to support a culture of excellence. We will offer training in the areas of the school curriculum, the school discipline policy, and technology for parents to work with their children and reinforce what is happening at school.

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

The Academy intends to become the center of the community. To do so, we must holistically view our families with various needs. We will work with community-based organizations to provide access to services for our families like mental health services, access to health care, and

GED services. This will be accomplished by allowing the organizations to provide “push-in” services to our families at the school who are interested. Some services may occur during the school day, while others will occur through the use of our building after hours. We believe families who are connected with the services needed to live healthy lives can better support children as they grow into successful adults.

- 3) Provide, as **Attachment 11**, a copy of the school’s Grievance or Complaint policy. The policy must clearly describe the process the school will use to address complaints or concerns about school or school board policies, practices, or administrative procedures. See [ICSB’s Charter School Grievance Policy](#) for more details.

See **Attachment 11**

Section IV: Startup Plan

The Organizer

A charter may only be granted to a nonprofit corporation either formed in, or registered to do business in, Indiana, and who has received, or has applied for, federal tax-exempt status from the Internal Revenue Service (“IRS”). The organization must receive a determination letter that it qualifies as a public charity as a school under section 170(b)(1)(A)(ii) of the Internal Revenue Code.

- 1) For the entity proposing to hold the charter (the organizer), provide, as **Attachment 12**, copies of the following governance documents:
 - a) Either a 501(c)(3) Determination Letter ([Letter 947](#)) from the IRS or evidence that the applicant has applied for federal tax-exempt status, such as an IRS letter acknowledging receipt of the exemption application ([IRS Notice 3367](#));
 - b) Articles of Incorporation (filed with the Indiana Secretary of State);
 - c) Bylaws (formally approved by the governing board and signed by a board officer);
 - d) Code of Ethics policy; and
 - e) Conflict of Interest policy.

See **Attachment 12**

- 2) Pursuant to [IC § 20-24-3-3](#), the organizer’s Articles or Bylaws must contain a clause providing the following:

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

- 3) As **Attachment 13**, provide a single complete Statement of Assurances form, attached hereto as Exhibit D, signed by an authorized representative of the applicant group.

See Attachment 13

Start-Up Plan

- 1) Provide, as **Attachment 14**, a detailed start-up plan for the period leading up to the first day of student attendance for the proposed school. The start-up plan must indicate the targeted first day (month, day, year) of student attendance and must specify planning tasks by month, and the individuals responsible for each task.

See Attachment 14

The Academy will align with the local district for the first day of school to prevent any confusion for families. The first day of school will occur in August 2023. The local calendar has not been released for 2023-24, so the particular opening day cannot be determined yet.

- 2) If the school will provide transportation, describe the transportation arrangements for prospective students. In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events. Describe how the school will comply with the federal McKinney-Vento Homeless Assistance Act, 42 USC 11431, for homeless students, as well as the Individuals with Disabilities Education Act and 511 IAC 7-43-1(u).

The Academy does not plan to offer transportation at this point. As the budget allows, the Board of Directors may decide to add student transportation in future years.

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

Student and staff safety at school is of the utmost importance. The Academy has drafted a preliminary safety plan that addresses all the essential components determined by the Department of Education. The building will be equipped with the necessary security cameras to provide a line of sight into all areas. Staff will be trained in all areas of the school safety plan, and regular training will occur throughout the year. The school will increase security by having all visitors check in to the main office. At this time, we do not anticipate hiring security personnel. The Board of Directors will review all security policies and procedures.

- 4) Charter schools authorized by ICSB are required to indemnify ICSB, any related entities, and their respective members, officers, employees, officials, and agents. In addition, charter schools must obtain liability insurance coverage naming ICSB as Additional Insured on a primary basis. Provide, as **Attachment 15**, an estimate from an insurance agent/broker for insurance coverage that aligns with ICSB's Insurance Requirements.

See Attachment 15

Student Admissions and Enrollment

- 1) Provide, as **Attachment 16**, the school’s Enrollment Policy, which should include the following:
 - a) Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents.
 - b) Tentative dates for the application period, including enrollment deadlines and procedures, and an explanation of how the school will receive and process Intent to Enroll forms.
 - c) Tentative lottery dates and procedures.
 - d) Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

See Attachment 16

- 2) For Indianapolis-based schools only:

Not Applicable

- 3) For “virtual charter schools” only:

Not Applicable

Section V: School Finance

Budget

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

Financial services for the Fort Wayne Preparatory Academy will be provided by Accel Schools’ financial team. Accel Management Accounting Procedures Manual can be provided so that the authorizer may review these procedures. This manual describes the systems, policies, and processes the school will use for financial planning, accounting, purchasing, and payroll.

The Accel School Finance team will use the Microsoft Dynamics™ (Great Plains) software system to manage the accounting for the school. Accel uses Ultipro™ as its Human Resource Information System, including payroll functionality.

To ensure that all school processes and reporting are compliant with state-specific reporting requirements, the ESP will retain Bookkeeping Plus to support compliance. Bookkeeping Plus is headquartered in Greenfield, Indiana, and provides financial and compliance services to the Indiana charter school community for over twenty years.

Indiana recently passed a law that requires schools and other government entities to implement a specific internal control methodology. As a new charter school, the Fort Wayne Preparatory Academy will adopt and implement financial policies and procedures to ensure the school is compliant with the statute and the State Board of Accounts (SBOA) regulations. In addition, the school will train its staff and prepare written certification on SBOA forms. Bookkeeping Plus will support the Academy to ensure the school's internal control methodology is compliant, conduct the training, and prepare the required written certification on SBOA forms. Prior to the school launch, the school board will approve a complete set of financial controls policies and review for Indiana-specific requirements.

The Board Treasurer is the fiscal officer for the school and will review all financial documents, at a minimum, on a monthly basis. The Treasurer will review Accel invoices and authorize payment. The Board Treasurer will participate in the annual school budgeting process and provide a detailed review before the budget is presented to the entire board for review and approval.

The Accel finance team provides hands-on financial management that aligns with the board's strategic vision and helps the school execute its operational plans. The Accel financial services include bookkeeping for the school, developing the draft annual budget, providing business analytics, and preparing monthly/year-end unaudited financial statements.

Bookkeeping Plus will work with the school finance team to ensure all reports and processes are compliant with any Indiana laws.

In carrying out the school's operations, the Head of School will be authorized to spend funds aligned with the school budget and within the school spending policy limits.

The Board will seek an independent audit firm, approved by the State Board of Accounts, to conduct the annual school audit of financial and administrative operations. The board will request at least two bids from firms with experience with charter schools with a preference for one with charter school audit experience.

The school is committed to transparency and will comply with all state, federal, authorizer finance, and reporting requirements. The Indiana Transparency Portal provides the annual financial reports for all school corporations in the state. Any member of the public will be able to view the school's annual financial statements.

The Board will also review detailed financial documents on a monthly basis. Therefore, those financial reports will be part of the school board meeting deck and public documents. Any member of the public may request those public documents through a request pursuant to Indiana's Access to Public Records Act, and the school will comply with those requests. The school will produce an annual report that will include school academic and financial information and distribute it to all parents in the school. The authorizer will be provided a copy of this report.

The authorizer has required monthly and annual reporting requirements, including financial reports. The Board will comply with all requests from the authorizer to review school financial documents.

- 2) Provide, as **Attachment 17**, a detailed five-year pro-forma budget for the school, including the start-up year, by completing ICSB's [Budget Projections Workbook](#).

Charter schools must adopt and implement a single, unified accounting system as prescribed by the Indiana State Board of Accounts ("SBOA"). Annual financial statements must be prepared on the accrual basis of accounting in accordance with generally accepted accounting principles.

For organizers with more than one school, ICSB requires both network-level and individual school financial budgeting, reporting and annual audits. Each Indiana school's finances must be transparent and distinct from the network level. For more specific information, refer to SBOA's charter school webpage: <https://www.in.gov/sboa/political-subdivisions/charter-schools/>, including SBOA's [Guidelines for the Audits of Charter Schools Performed by Private Examiners](#), the Charter School Manual (available in chapter form on SBOA's website), and [ICSB's Audit Requirements](#).

See Attachment 17

- 3) Provide, as **Attachment 18**, a detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the five-year business plan. The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for per-pupil revenue projections, staffing levels, facilities expenses, and technology costs.

See Attachment 18

- 4) If a pre-existing non-profit organization will be the charter holder, provide, as **Attachment 21**, for the organization and any related business entities: (a) the last three years of audited financial statements; and (b) the most recent internal financial statements including balance sheets and income statements.

Facility

- 1) If you are in the process of identifying a facility, describe with as much detail as possible the viable facility options that your team has identified. Include in this section how you selected a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Describe the organization's capacity and experience in managing compliance with state and local health and safety requirements as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies, including managing build-out and/or renovations. Detail the specific interactions the applicant group has had with state and local agencies to determine whether the identified facilities are suitable and affordable. Explain the inputs, including specific sources of information, the applicant group has used to project all facility related costs. These inputs should be reflected in the facility related expenses included in your five-year budget.

The Academy has yet to identify a facility as we will not open until 2023. We have been working closely with Accel Schools to identify potential facilities through Loopnet and other means. The board would like to find a former school property to ensure the building feels like a school rather than an office building. Our legal counsel will review all leases, and in the event, the building is owned by our ESP, we will ensure fair market value.

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

Not Applicable as we have not found a building.

- 3) For Indianapolis-based Schools:

Not Applicable

Section VI: Portfolio Review and Performance Record

- 1) Provide, as **Attachment 19**, a completed [Academic Performance Workbook](#).

See Attachment 19 for additional information

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

Starting in 2015, Accel Schools was asked to turn around several schools that had a history of poor performance. Unfortunately, we were not often given sufficient time to turn around all schools. During the summer of 2015, Accel Schools assumed the management of the former White Hat Academies. In 2016, Buckeye Hope Community Foundation non-renewed two of these schools, Pearl Academy and Garfield Academy, due to consistently low academic progress. STEAM Academy of Dayton was non-renewed by the Ohio Council of Community Schools in 2018 due to consistently low academic progress. In late 2018, Accel Schools took over a cluster of former Cambridge schools, in 2019, Buckeye Preparatory Academy was non-renewed due to poor academic performance, and in 2020, Winton Preparatory Academy was also non-renewed for the same reason. Former White Hat schools, University Academy and Chapelside Academy were non-renewed for poor academic performance in 2020. STAR Academy was closed due to the inability to find a suitable facility. While we intend always to get schools going in the right direction, one or two years is not enough time to turn around a

school that has been failing for years.

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

Not Applicable

- 4) Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. Provide the following as **Attachment 20**: summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation.

Not Applicable

Submission of Full Application

Provide, as **Attachment 21**, one (1) PDF file that contains all application components, including the Application Overview, the Executive Summary, the Application Narrative, and all required Attachments. This PDF file will be posted on ICSB’s website as required under Indiana law and in accordance with ICSB policy. Therefore, be certain that this attachment contains no confidential personal information. In addition, adhere with the guidelines provided under the Notice of Disclosure section on page 7 of this Application for any other information considered confidential.

Exhibit A

Application Checklist - Experienced Operator

#	Document	Page Limit	Format	Completed
	Application Overview (including Enrollment Plan)	Use Template in <u>Exhibit B</u>	PDF and MS Excel	<input type="checkbox"/>
	Application (including Executive Summary)	60 pages	MS Word or PDF	<input type="checkbox"/>
1	Applicant Group Resumes	None	MS Word or PDF	<input type="checkbox"/>
2	Statement of Economic Interest & Conflict of Interest Form (for each governing board member)	Use Template in <u>Exhibit C</u>	PDF	<input type="checkbox"/>
3	Network Capacity (if applicable)	5 pages	MS Word or PDF	<input type="checkbox"/>

4	Course Scope and Sequence	30 pages	MS Word or PDF	<input type="checkbox"/>
5	School Calendar and Schedule	15 pages	MS Word or PDF	<input type="checkbox"/>
6	Academic and Exit Standards	10 pages	MS Word or PDF	<input type="checkbox"/>
7	Organizational Chart	10 pages	MS Word or PDF	<input type="checkbox"/>
8	Student Discipline Policy	10 pages	MS Word or PDF	<input type="checkbox"/>
9	Evidence of Support from Community Partners	None	MS Word or PDF	<input type="checkbox"/>
10	Need and Demand Analysis	None	MS Word or MS Excel	<input type="checkbox"/>
11	Grievance Policy	10 pages	MS Word or PDF	<input type="checkbox"/>
12	Governance Documents	None	MS Word or PDF	<input type="checkbox"/>
13	Statement of Assurances (only one form required)	Use Template in <u>Exhibit D</u>	PDF	<input type="checkbox"/>

#	Document	Page Limit	Format	Completed
14	Start-Up Plan	10 pages	MS Word, Excel, or PDF	<input type="checkbox"/>
15	Insurance Estimate	None	MS Word or PDF	<input type="checkbox"/>
16	Enrollment Policy	5 pages	MS Word or PDF	<input type="checkbox"/>
17	Budget Projections Workbook	Template	MS Excel	<input type="checkbox"/>
18	Budget Narrative	5 pages	MS Word or PDF	<input type="checkbox"/>
19	Existing Organizer Financials (if applicable)	None	MS Excel	<input type="checkbox"/>
20	Academic Performance Workbook	Template	MS Excel	<input type="checkbox"/>
21	Litigation Summary (if applicable)	10 pages	MS Word or PDF	<input type="checkbox"/>
22	Entire Application (including Attachments)	None	PDF	<input type="checkbox"/>

Exhibit B

Charter Application Overview - Experienced Operator

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

Name of proposed Charter School: Fort Wayne Preparatory Academy

Proposed Charter School location:* Fort Wayne

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

School district of proposed location: Fort Wayne Community Schools

Legal name of group applying for Charter: Fort Wayne Preparatory Academy, Inc.

Designated representative: Kenny Sinak

Contact Information (Phone & Email): (260) 437-4118

Planned opening year for the school: 2023

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

Proposed Grade Levels and Student Enrollment

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

Target student population (if any): All Students K-8

Has or will an application for the same charter school be submitted to another authorizer either concurrently or in the near future?

Yes No

If yes, identify the authorizer(s): NA

Planned submission date(s): NA

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

Authorizer(s): NA
Submission date(s): NA

Additional Information Required for Experienced Operators

Does the school expect to contract or partner with an ESP or other organization for Charter School management/operation?

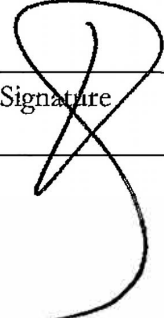
Yes No

If yes, identify the ESP or partner organization. Accel Schools

Is Charter School proposing to replicate a proven school model?

Yes No

If yes, provide the name and location of at least one school where the model is in use. Cornerstone Academy 6015 E Walnut St, Westerville, OH 43081

Signature of Designated Representative	
<u>Kenny Simola</u>	
Name	
	<u>3-25-22</u>
Signature	Date

SUSAN GUSHO

3389 Treviso Cove
Fort Wayne, IN 46814

sgusho@att.net

414.531.9173

PROFESSIONAL SUMMARY

Writer, editor, and judge of fiction for print publication, small press, and newspaper submissions. Experienced bookseller with deep knowledge of the bookselling industry, as well as the art and craft of writing and reviewing. Experienced writing instructor at community college level.

EXPERIENCE

Vautrin Magazine

2019 - Present

Contributing Editor

- Worked with Editor-in-Chief to assess and select fiction and nonfiction pieces for print publication; assisted Design Editor with line editing and resolving style matters
- Authored critical essay in Spring 2019 issue and upcoming Summer 2022 issue
Online at: <https://vautrin.pub/2019/05/two-long-weeks-i-wandered/>

Watermark Books & Cafe, Wichita, KS

2012 - 2016

Floor Manager/Bookseller

- Developed relationships with publisher sales representatives and agents, as well as other independent bookstore personnel across the country resulting in increased recognition and awareness of the Watermark brand.
- Represented Watermark Books & Cafe at trade shows and among publishers at trade shows such as ABA Winter Institute, Midwest Independent Booksellers Association, and in the general Wichita community
- Regularly wrote and published reviews for Watermark Books' website, e-mail newsletter, and printed in-store marketing materials
- Created, developed, marketed, and facilitated contemporary literature book group ("And the Winner Is") focusing on books short-listed or awarded literary prizes across genres. Developed and presented "book talks" to community book groups, selecting books and introducing each season's distinctive offerings
- Facilitated seamless functioning of all aspects of the sales floor to create an inimitable customer experience, including scheduling and managing staff, merchandising, creating displays, closing/opening store, and providing high-level customer service including book recommendations across genre.

- Initiated and lead hand selling efforts among staff for numerous books from both high-interest commercial and lesser-known small presses, as well as for authors visiting Watermark through its robust author appearance program
- Coordinated logistic tasks among staff, introduced authors, and managed various author events at large off-site venues and in-store

Bryant & Stratton College, Milwaukee, WI
English Instructor

2010 - 2012

- Taught English Composition to community college population including planning lessons, developing lesson and lecture materials and exams, and evaluating student writing and performance
- Tutored and coached students seeking extra support to enhance academic success
- Made recommendations for course textbook selection

Next Chapter Bookshop, Mequon, WI

2010 - 2012

Bookseller/Book Club Coordinator/Secondhand Book Buyer

- Balanced daily receipts and cash monies, made buying and pricing decisions for secondhand book sales program, assisted with inventory management by pulling returns
- Serviced community book groups by ordering stock for registered groups and delivering presentations introducing new authors/titles tailored to various groups

Harry W. Schwartz Bookshop, Brookfield, WI

2002 - 2010

Bookseller

- Managed the store's remainder section including merchandising the area and overseeing sales in tandem with the company's Remainder Buyer
- Performed inventory management tasks such as returns, shelving, and markdowns

VOLUNTEER

Friends of the Elm Grove Library, Elm Grove, WI

2008 - 2010

Board Member

EDUCATION

University of Wisconsin – Madison

Bachelor of Arts in English

University of Virginia

Master of Arts in English Language and Literature

Undergraduate Honors/Awards: Phi Beta Kappa; Modine Mfg. National Merit Scholarship; Helen C. White Award; George Enfield Frazer Scholarship; Mary Brabyn Wackman Scholarship for distinction in English; Phi Kappa Phi Honor Society; Graduated with Distinction

CYNTHIA A. ROACH

2924 Cadogan Drive, Greenwood, Indiana 46143
(317) 418-4765
cynthia.roach@yahoo.com

EMPLOYMENT

Board Administrator
Back 9 Development, LP

December 2020-Present
Indianapolis, Indiana

Responsibilities include:

- Coordinate all annual Shareholder and Monthly Board Meetings
- Track all legal and financial documents.
- Assist with financial and human resources aspects of running Christmas Lake Golf Club including, but not limited to:
 - Health insurance
 - Property and Liability Insurance
 - New Payroll System
 - Hiring and working with an Accountant
 - Getting a Liquor License for the Back 9 Grill
- Assist with Clubhouse and development and management of Back 9 Grill.
- Assist General Partner with Marketing Strategies and Initiatives.

Director of Corporate Administration & Project Coordination
GlobalSource Capital Management

November 2019-Present
Indianapolis, Indiana

Responsibilities include:

- Assisted in the development and design of project materials for capital investment ventures.
- Coordinate project timelines for multiple projects.
- Assist the General Partner as requested in multiple areas of current and potential future capital ventures.
- Assisted Back 9 Development, LP in the acquisition and transition of Christmas Lake Golf Club. This included:
 - Research for shifts in current business structures to better streamline operations.
 - Review of documents requested before closing which included but were not limited to financial, personnel, lease contracts, and insurance.
 - Setting up a process for tracking accounts receivable.
 - Providing training for the new General Partner and Assistant General Manager in multiple areas of management.
 - Serve as Board Administrator for Back 9 Development, LP.

Owner, Consultant
CAR Education Consulting, LLC

July 2019-Present
Indianapolis, Indiana

Primary focus includes curriculum and assessment audits, development of interim assessments, and professional development in assessment literacy.

Director of Assessment
Project Lead The Way

September 2017-May 2019
Indianapolis, Indiana

Responsibilities included:

- Oversaw the successful implementation of the prior PLTW End of Course Assessments after changes in staff and administration.
- Assisted with the development and design of new and innovative End of Course and Interim Assessments for 14 different high school courses in the Engineering, Computer Science, and Biomedical Science pathways. This included:
 - Securing a new vendor and working collaboratively across and between teams and organizations to create and implement the new assessment in less than a year.
 - Coordinating the planning and smooth execution of multiple Assessment Panels requiring a new process involving collaboration between teachers and experts from both higher education and industry.
 - Reviewing hundreds of items in the new online system to ensure technical accuracy and assurance of most appropriate format.
 - Coordinating and participating in over 10 online training webinars for educators across the nation to ensure a base set of knowledge about the use and implementation of the new assessment system.
 - Overseeing the development of multiple training manuals, quick start guides, and question and answer documents to assure a smooth administration and transition to the new assessment system.
 - Overseeing finances for the assessment team to guarantee fiscal responsibility with the implementation of this company wide focus on the new assessment initiative.
- Other duties included reviewing and serving on new course development and implementation committees across all grades and pathways.

Senior Director of Accountability and Assessment for the
Indiana State Board of Education/
Chief Accountability and Assessment Officer for the
Center for Education and Career Innovation
Indiana State Government

February 2015-September 2017
Indianapolis, Indiana
August 2014-February 2015
Indianapolis, Indiana

Responsibilities included:

- Advised and informed the Indiana State Board of Education on state mandated assessment and school accountability matters including potential issues and solutions.
- Assisted in the development and writing of the State Board of Education federally and state mandated accountability rules by providing insight to past accountability models and identifying potential issues and solutions surrounding misalignment.
- Bring potential issues regarding assessment and accountability to the Technical Advisory Committee for review and discussion of viable solutions.
- Served and provided input and insight on the Legislated Diploma Review Panel as well as the State Board of Education Diploma Review Committee for proposed changes and recommendations to the Indiana diplomas.

Director for the Division of Research, Evaluation, & Assessment
Indianapolis Public Schools

August 2010–August 2014
Indianapolis, Indiana

Responsibilities included:

- Served as the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) Corporation Coordinator with the successful implementation of ISTEP+ during major changes that included a shift from paper/pencil to online administration.
- Served as the Core 40 End of Course Assessment (ECA) Corporation Coordinator.
- Served as the Indianapolis Public Schools Benchmark Assessment Coordinator:
 - Oversaw the successful shift to a new vendor and an online administration which required changes in data uploading, test assigning, printing, delivery, and reporting of Benchmark Assessments to be given in 4 subject areas in Grades 3 – 8 three times throughout the school year and Grades 9 – 12 every nine weeks.
 - Assisted schools with questions and issues during test administration along with the interpretation of test results and training accessing additional resources.
- Served as the Coordinator of the IT/Online Assessment Team which required weekly meetings to guarantee successful administration of all online testing.
- Developed a 17-point model for grading and reporting of district-wide metrics used for evaluating schools.
- Supervised the Coordinator of mClass K-1-2 Assessments and Grades 3-8 Scholastic Reading Inventory Assessments and saw a successful expansion of these assessment and resources for the students in most need of reading intervention.
- Supervised the District Data Coach and was able to successfully implement a process for sharing data and reports to schools as well as data required through grant agreements.
- Served on multiple different committees for district-wide initiatives such as curriculum & instructional planning, district accreditation, school calendar, intersession, and pre-school.
- Coordinated the yearly appeals process of the IPS schools for both state and federal accountability.
- Assisted district lawyers with research and data for lawsuits.
- Reviewed and approved research study proposals.

Assessment Specialist
Indianapolis Public Schools

January 2006–July 2010
Indianapolis, Indiana

Responsibilities included:

- Served as the Indiana Statewide Testing for Educational Progress Plus (ISTEP+) Corporation Coordinator with the successful implementation of ISTEP+ during major changes that included a shift from fall to spring test administration.
- Served as the Core 40 End of Course Assessment (ECA) Corporation Coordinator with the successful implementation of the ECAs during major changes that included becoming the new Graduation Qualifying Examination for all seniors.
- Served as the Indianapolis Public Schools Benchmark Assessment Coordinator:
 - Oversaw the successful implementation of this new endeavor that included data uploading, test assigning, printing, delivery, and reporting of Benchmark Assessments to be given in 4 subject areas in Grades 3 – 8 three times throughout the school year and Grades 9 – 12 every nine weeks.
 - Assisted schools with questions and issues during testing and scanning/scoring of answer sheets.
- Member of Secondary Education Leadership Team
- Member of Profile Committee and Writing Team for District Accreditation Process
- Coordinated the yearly appeals process of the IPS schools for both state and federal

accountability.

- Reviewed and recommended research study requests
- Assisted IPS Directors interpret test data and provided training to principals.
- Assisted the Director of REA with other projects as assigned.

Assessment Specialist Division of School Assessment
Indiana Department of Education

July 1998 – January 2006
Indianapolis, Indiana

Responsibilities included:

- Oversaw the development of mathematics assessments for the ISTEP+ and Core 40 End of Course Assessments (ECA) as the assessment shifted from Grades 3, 6, 8, and 10 to Grades 3-10, along with additional requirements mandated by the new federal accountability law, No Child Left Behind.
- Assisted with standard setting for the newly developed ISTEP+ assessments.
- Developed and implemented process used for writing ISTEP+ Performance Level Descriptors.
- Assisted with the development and review of all ancillary ISTEP+ and ECA materials.
- Designed a test deck to check accuracy of ISTEP+ and ECA reports.
- Answered questions regarding administration and other requirements surrounding state mandated assessments.
- Presented in multiple regional workshops across the state to administrators and educators about the administration, interpretation, and use of state assessments and results.
- Served as the Indiana Coordinator of National Assessment of Educational Progress (NAEP)

Mathematics Curriculum Coordinator for the
Office of Program Development
Indiana Department of Education

July 1997 - July 1998
Indianapolis, Indiana

Responsibilities included:

- Provided K-12 mathematics professional development.
- Ensured curriculum alignment for the mathematics portion of ISTEP+.
- Assisted in Indiana's mathematics textbook adoption.
- Updated high school mathematics course descriptions.
- Answered questions about mathematics course requirements for Core 40 and the Academic Honors Diploma.
- Board member of the Indiana Council of Teachers of Mathematics Board of Directors.
- Assisted the Indiana Coordinator of NAEP.

Mathematics Instructor
Paris High School

October 1994 – July 1997
Paris, Illinois

Responsibilities included:

- Teaching Honors Geometry and Algebra I
- Assistant Coach for Girls Track and Scholastic Bowl
- Member of the Student Assistance Program and Gifted Committee

Mathematics Instructor
Cisne High School

August 1990 – August 1992
Cisne, Illinois

Responsibilities included:

- Teaching Algebra II, Geometry, Introductory Algebra, Pre-Algebra, and General Math
- Assistant Coach Cheerleading, Middle School Track, and Scholastic Bowl
- Sponsor for Pep Club and Freshman Class

OTHER CONTRACT EMPLOYMENT

Curriculum Audit and Interim Assessment Alignment <i>Muncie Community Schools</i>	August 2019 – March 2020 <i>Muncie, Indiana</i>
Curriculum Audit and Interim Assessment Alignment <i>Southern Wells Elementary School</i>	March 2020 – December 2020 <i>Poneto, Indiana</i>
Marketing Assistance <i>A+ Math Tutoring</i>	January 2020 – March 2020 <i>Indianapolis, Indiana</i>
Graduation Pathways and Teacher Evaluation Review <i>Equitable Education Systems</i>	November 2019 – February 2020 <i>Crawfordsville, Indiana</i>
Curriculum Audit and Interim Assessment Alignment <i>Daleville Jr/Sr High School</i>	October 2019 – January 2020 <i>Daleville, Indiana</i>
ESSA State Plan Peer Review Panel <i>US Department of Education</i>	October and May 2017 <i>Arlington, Virginia</i>
Singapore Math Research Project <i>Math In Focus</i>	January 2009 <i>Houghton Mifflin Harcourt</i>
Oregon Assessment Alignment Study <i>WestEd</i>	February 2007 <i>San Francisco, CA</i>

EDUCATION

Doctorate of Philosophy in Educational Leadership (ABD) <i>Indiana State University</i> Major: Educational Leadership	2012-present <i>Terre Haute, Indiana</i>
Educational Specialist <i>Indiana State University</i> Major: Educational Leadership	2012 <i>Terre Haute, Indiana</i>
Administrative License <i>Indiana State University</i>	2009 <i>Terre Haute, Indiana</i>
Master of Science in Education <i>Southern Illinois University</i> Major: Educational Psychology in Human Learning with an emphasis in Measurement and Statistics.	1994 <i>Carbondale, Illinois</i>
Bachelor of Science <i>Indiana State University</i> Major: Mathematics, Secondary Education.	1989 <i>Terre Haute, Indiana</i>

PRESENTATIONS

"PLTW Enhanced Assessments: Measuring What Matters Most," PLTW Summit, Kansas City, KS, 2018.

"Same Benefits? Parsing ESSA to Understand the Legal Obligations to Provide Appropriate Accommodations," Education Law Association Conference, San Diego, CA, 2017.

"Old Tool, New Tricks: Proposed Changes to the PLTW End of Course Assessments," PLTW Summit, Orlando, FL, 2017.

"Educational Assessments in Indiana," Kiwanis presentation, Indianapolis, IN, 2017

"School Accountability Update: 15/16 Calculations & Changes Under ESSA," Upper Wabash Valley School Study Council, Fort Wayne, IN, 2016.

"A-F School Accountability: 15/16 Calculations," Perry Township Staff Meeting, Indianapolis, IN, 2016.

"School Accountability Update: 15/16 Calculations & Changes Under ESSA," Indiana Association of School Principals Conference, Indianapolis, IN, 2016.

"Legal and Ethical Considerations for Assessment," Education Law Conference, Orlando, Florida, 2016.

"Calculating A-F Accountability: The New Model Begins 2015-16," Charter Board Monthly Meeting, Indianapolis, IN, July 2016.

"Joint Recommendation on the Growth to Proficiency Table," State Board of Education Monthly Meeting, Indianapolis, IN, March 2016.

"Overview of the NEW A-F Accountability: the New Model Begins 2015-16," Indiana Curriculum and Instruction Association, Indianapolis, IN, 2015.

"Accountability for Drop-Out Recovery High Schools," State Board of Education Monthly Meeting, Indianapolis, IN, January 2015.

"16 Criteria Review Dates," Indianapolis Public Schools Retreat, Indianapolis, IN, 2012

"A-F Model: Unique Features," Indianapolis Public Schools Retreat, Indianapolis, IN, 2012.

"Under What Conditions Do Benchmark Assessments Impact Teaching and Learning?" National Conference on Student Assessment, Minneapolis, MN, 2012.

"Online IREAD-3: Summer 2012," Preparation for Summer IREAD Administration, Indianapolis, IN, 2012.

"Proposed Changes to PL221: A-F Grading Model for Schools and Corporations, Grades 3-8 and High School," Indianapolis Public Schools Monthly Staff Meeting, Indianapolis, IN, February 2012.

"PL221 High School Overview," Indianapolis Public Schools Monthly Staff Meeting, Indianapolis, IN, April 2011.

"Proper ISTEP+ and ECA Administration," Preparation for Spring ISTEP+/GQE Administration, Indianapolis, IN, 2011.

"Grades 7 and 8 ISTEP+: IPS Overview," Indianapolis Public Schools Staff Retreat, Indianapolis, IN, 2010.

"Algebra I ECA: IPS Overview," Indianapolis Public Schools Staff Retreat, Indianapolis, IN, 2010.

"Test Taking Strategies," Preparation for ISTEP+/GQE Administration, Indianapolis, IN, 2010.

"ISTEP+ Ethics Quiz," Preparation for ISTEP+/GQE Administration, Indianapolis, IN 2009.

"Using ISTEP+ Reports to Direct Instruction," Indiana Association of School Principals Conference, Indianapolis, IN, 2005.

"Writing Performance Level Descriptors," PLD Development Workshop for new ISTEP+, Indianapolis, IN, 2005.

"ISTEP+ Pretest Workshops," Fall ISTEP+ Road-show, Multiple Indiana Locations, 2005.

"ISTEP+ Testing the New Standards: Calculator and Rubric Presentation," Indiana Math Initiative

Monthly Meeting, Indianapolis, IN, May 2002.

"ISTEP+ Testing the New Standards," Indiana Math Initiative Monthly Meeting, Indianapolis, IN, April 2002.

"ISTEP+ Testing the New Standards: New Item Types," Indiana Math Initiative Monthly Meeting, Indianapolis, IN, December 2001.

"ISTEP+ Testing the New Standards," Indiana Council Teachers of Mathematics Conference, Indianapolis, IN, 2001.

"Changes to ISTEP+ and the Graduation Qualifying Exam," Indiana Math Initiative Monthly Meeting, June 2001.

PROFESSIONAL REFERENCES

Available upon request.

Kenneth J. Sinak
3371 Treviso Cove • Fort Wayne, IN 46814 • (260) 437-4118
kenny@boughtersinak.com

Profile:

Young and eager attorney with ten years of varying legal experience. Solid attention to detail along with excellent communication and interpersonal skills. Trustworthy, reliable and able to excel in leadership and managerial roles. Enjoys the rewards of a job well done and ambitious to perform above expectations.

Legal Experience:

Boughter Sinak, LLC – Fort Wayne, IN June 2017 to present
Partner

- Transitioned from an associate attorney to named managing partner. Duties expanded to include managerial and hiring input along with decisions regarding advertising and promotions.
- Continue to oversee all files in the office including workup and constant client contact.
- Lead counsel on settlement of numbers six figure cases and participate in litigation and settlement of many million-dollar cases including wrongful death and catastrophic injury.

Boughter Law Office, LLC – Fort Wayne, IN March 2014 - June 2017
Associate Attorney – Litigation Manager

- Oversaw all files in the office including claims in pre and post litigation. Routinely met with potential and existing clients in order to secure new business and move files to conclusion.
- Appeared for Court hearings, mediations, depositions, motion hearings and numerous other court actions.
- Defended and took many depositions and mediations along with answering and drafting discovery.
- Drafted demand letters and correspondence to insurance companies regarding clients' claims and injuries. Frequently negotiated settlements directly with insurance companies, adjusters and defense counsel throughout Indiana and the Midwest.

Bruck Law Offices, S.C - Milwaukee, WI May 2012-October 2013
Associate Attorney

- Primarily active in the management of the firm's evictions, property management and medical collection accounts. Negotiated payment arrangements between tenants and property owners to best meet the needs of our clients and their tenants.
- Attended small claims calendars in Milwaukee and surrounding counties routinely appearing for pre-trial conferences and reaching settlements to avoid disputed hearings.
- Frequently communicated with debtors, both in and out of the court environment, and rapidly developed the ability to speak with individuals of all personalities.
- Appeared for garnishment objection hearings, mediations, motion hearings and numerous other court actions.

Eiche & Frakes, S.C. - Milwaukee, WI

September 2011-May 2012

Associate Attorney

- Drafted pleadings, interrogatories, motions to compel and motions for summary judgment. Appeared for small claims return dates and hearings.
- Organized and drafted firm's discovery requests and opposing counsels' responses.
- Frequently reviewed firm's caseload and provided summaries and advice to partners regarding current status and possible strategies.

Gutglass, Erickson, Bonville, and Larson, S.C. - Milwaukee, WI July 2010-May 2011

Legal Clerk

- Completed daily legal tasks for multiple attorneys, including researching and drafting pleadings, interrogatory responses, motions and memorandums.
- Summarized depositions and performed medical research at local Medical College.
- Collaborated with attorneys on litigation and defense of medical malpractice claims.

Milwaukee Street Law Initiative - Milwaukee, WI
2011

August 2010-April

Student Instructor- Hope High School

- Prepared weekly lesson plans and taught high school course covering basic law concepts to junior and senior inner-city students.
- Lead high school class as coach and instructor of mock trial team.
- Yearlong experience culminated with a citywide mock trial competition where students played roles of attorneys and witnesses.

Marquette University Mediation Clinic - Milwaukee, WI

January-May 2010

Student Mediator

- Mediated actual small claim civil disputes at the Milwaukee County Courthouse under the guidance of former Wisconsin Supreme Court Justice Janine Geske.
- Actively performing and observing mediations illustrated the importance of the legal system to the underprivileged in addition to developing critical leadership and interpersonal skills.

Boughter Law Office - Fort Wayne, IN

May-August 2009

Legal Clerk

- Worked closely with Attorney Robert Boughter attending and preparing for depositions, motion hearings, and meditations.
- Office responsibilities included drafting letters to clients, dictating memorandums, and filing court documents.

Education:

Marquette University Law School - Milwaukee, WI

August 2008-May 2011

- May 2011 Juris Doctor Graduate
- Three-year Thomas More Law Scholarship Recipient
- Member of Health Law Moot Court National Competition Team (Quarter-Finalist)
- Board Member of Marquette Law Moot Court Program

Indiana University - Bloomington, IN

August 2002-May 2006

- May 2006 Graduate, Bachelors of Science Degree in Biology
- Evans Scholarship Recipient - Scholarship Provided Full Tuition and Board
- Elected New Member Educator for 2005 Calendar year
- Molecular Biology Undergraduate Teaching Intern

Bar Admissions and Interests:

- *State Bar of Wisconsin*
-Member (June 2011- 2014)
- *State Bar of Indiana*
-Member (October 2012- Present)
- Captain of Evans Scholar Little 500 Cycling Team from 2004 through 2006.
- Currently enjoy reading, exercising, working out playing piano, spending time with my wife, two daughters, dog and volunteering.

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

1. Name of charter school on whose governing board you serve:

Fort Wayne Preparatory Academy, Inc.

2. Your full name:

Susan Sartain Gusho

3. Your spouse's full name:

Mark Wayne Gusho

Employment History

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

My resume is attached.

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

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

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

Zimmer Biomet - manufacturer of surgical implants/parts

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

No.

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

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

No.

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

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

No.

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

Conflict of Interest Disclosures

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

No.

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

Ken Sinak is a neighbor in my subdivision.

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

Yes. Please identify the business and indicate the nature of the relationship:

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

No.

Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not applicable.

No.

Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.

- No.
 Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

- Not applicable.
 No.
 Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

- No.
 Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

- No.
 Yes. Please describe the nature of the potential conflict(s):

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

Yes.

Don't Know/ Unsure.

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

Susan S. Gusko

Name

Susan S. Gusko

Signature

03/09/2022

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

1. Name of charter school on whose governing board you serve:

Ft Wayne Preparatory Academy

2. Your full name:

Cynthia Ann Roach

3. Your spouse's full name:

Employment History

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

My resume is attached.

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

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

CAR Education Consulting: Provides assessment and curriculum audits to schools as well as other business consulting outside of education.

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

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

No.

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

CAR Education Consulting

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

No.

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

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

No.

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

Conflict of Interest Disclosures

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

No.

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

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

Yes. Please identify the business and indicate the nature of the relationship:

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

No.

Yes. Please describe the nature of the business that is being, or will be, conducted:

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not applicable.

No.

Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.

No.

Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

Not applicable.

No.

Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

No.

Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

No.

Yes. Please describe the nature of the potential conflict(s):

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

Yes.

Don't Know/ Unsure.

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

Cynthia Ann Roach

Name

Cynthia Roach

Signature

March 9, 2022

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

1. Name of charter school on whose governing board you serve:

Fort Wayne Preparatory Academy, Inc.

2. Your full name:

Kenneth John Retz Sinak

3. Your spouse's full name:

Kendra Ellen Sinak

Employment History

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

My resume is attached.

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

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

Boughter Sinak, LLC

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

None

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

No.

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

Boughter Sinak, LLC - I have been a partner with the law firm since 2016.

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

No.

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

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

No.

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

Conflict of Interest Disclosures

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

No.

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

Susan Gusho is a neighbor in my subdivision.

2. Do you or your spouse have a personal or business relationship with anyone who is conducting, or who plans to conduct, business with the charter school (whether as an individual or as a director, officer, employee or agent of another entity)?

No.

Yes. Please identify the business and indicate the nature of the relationship:

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

No.

Yes. Please describe the nature of the business that is being, or will be, conducted:

Not sure, I have two daughters who will be school age in the next few years.

4. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a personal or business relationship with any employees, officers, owners, directors or agents of the service provider?

Not applicable.

No.

Yes. Please describe the relationship:

5. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members have a direct or indirect ownership, employment, contractual or management interest in the service provider?

Not applicable.

- No.
 Yes. Please provide a description of the interest:

6. (If the school intends to contract with an Education Service Provider). Do you, your spouse, or any immediate family members conduct, or anticipate conducting, any business with the provider?

- Not applicable.
 No.
 Yes. Please describe the nature of the business:

7. Are you, your spouse, or any other immediate family members, a director, officer, employee, partner or member of, or are otherwise associated with, any other organization that is partnering, or plans to partner, with the charter school?

- No.
 Yes. Please describe the relationship and the nature of the partnership:

8. Are there any other potential ethical or legal conflicts of interests that would, or are likely to, exist should you serve on the school's board?

- No.
 Yes. Please describe the nature of the potential conflict(s):

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

Yes.

Don't Know/ Unsure.

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

Kenny Sicalo
Name

[Signature]
Signature

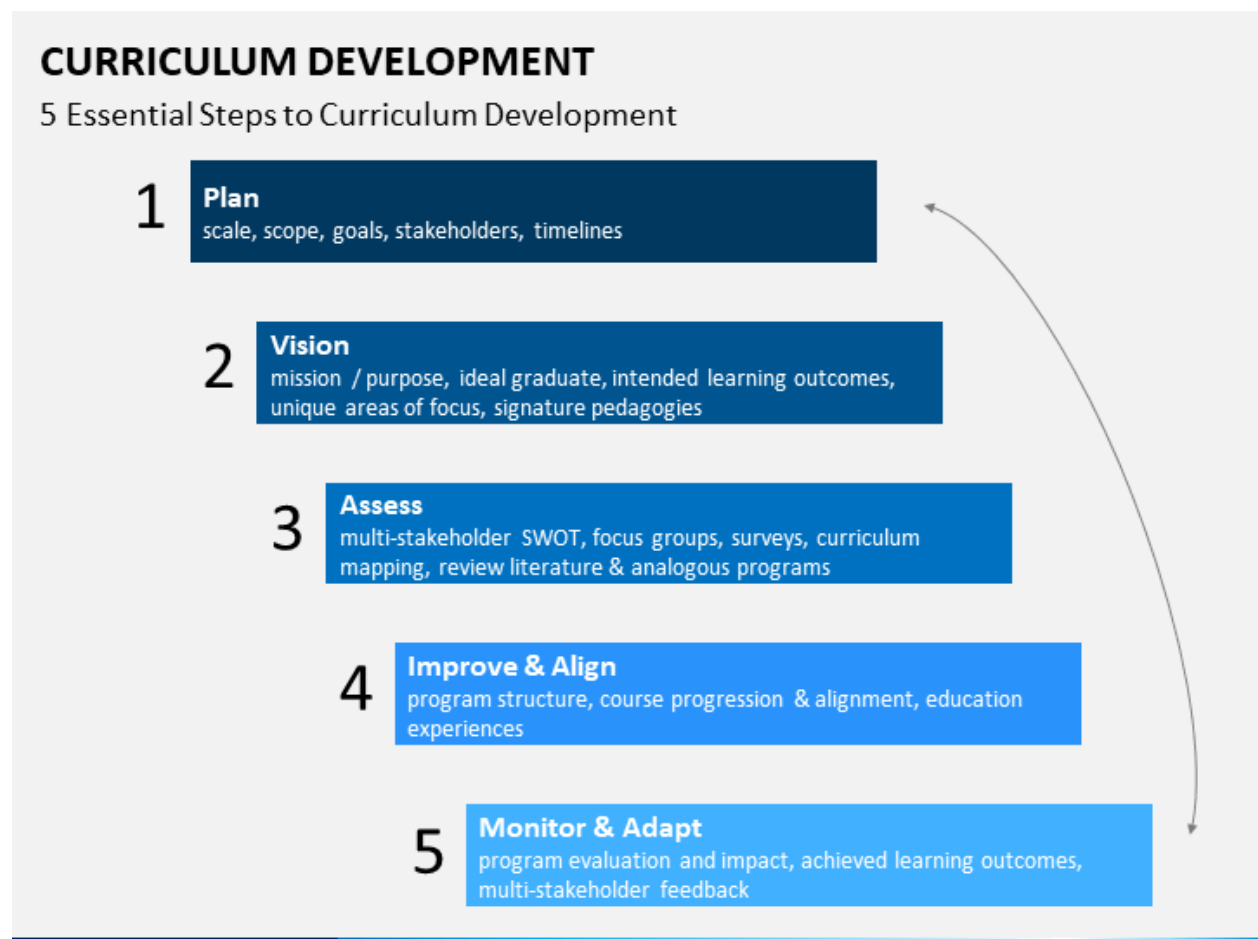
3-9-2022
Date

Charter School Name	School Website	Financial Audit
Akron Preparatory School	akronprep.org	Akron Prep SY 2020 Audit
Banning Lewis Ranch Academy	blracademy.org	Banning Lewis Ranch Acad SY 2020 Audit
Broadway Academy	acabroadway.com	Broadway Academy SY 2020 Audit
Canton College Preparatory School	cantoncollegeprep.org	Canton College Prep SY 2020 Audit
Capital Collegiate Preparatory Academy	capcollprep.org	Capital Collegiate Prep Acad SY 2020 Audit
Cleveland Arts and Social Sciences Academy	clevelandartsocsci.org	Cleveland Arts & Social Sciences Acad SY 2020 Audit
Cleveland College Preparatory School	clevelandcollegeprep.org	Cleveland College Prep SY 2020 Audit
Cleveland Preparatory Academy	clevelandprepacademy.org	Cleveland Prep Academy SY 2020 Audit
Columbus Arts & Technology Academy	columbusata.org	Columbus Arts & Tech Acad SY 2020 Audit
Columbus Bilingual Academy-North	cbaschool.org	Columbus Bilingual Acad SY 2020 Audit
Columbus Humanities Arts and Technology Academy	columbushumanitiesata.org	Columbus Humanities Arts & Tech Acad Y 2020 Audit
Cornerstone Academy Community School	cornerstoneacad.org	Cornerstone Acad SY 2020 Audit
East Academy	acaeast.com	East Prep Academy SY 2020 Audit
Eastland Preparatory Academy	eastlandprep.org	Eastland Prep SY 2020 Audit
Euclid Preparatory School	euclidprep.org	Euclid Prep SY 2020 Audit
Foundation Academy	foundationacad.org	Foundation Acad SY 2020 Audit
Hope Academy Northcoast	acancoast.com	Hope Academy Northcoast SY 2020 Audit
Hope Academy Northwest Campus	acanwest.com	Hope Academy Northwest SY 2020 Audit
Inkster Preparatory Academy	inksterprep.org	Inkster Prep SY 2020 Audit
Lake Erie College Preparatory School	lakeerieprep.org	Lake Erie Prep SY 2020 Audit
Lincoln Park Academy	acalincolnp.com	Lincoln Park Acad SY 2020 Audit
Lorain Bilingual Preparatory Academy	lorainbilingual.org	Lorain Bilingual Prep SY 2020 Audit
Lorain Preparatory Academy	lorainprep.org	Lorain Prep Acad SY 2020 Audit
Marion Preparatory Academy	marionprep.org	Marion Prep SY 2020 Audit
Monroe Preparatory Academy	monroeprep.org	Monroe Prep SY 2020 Audit
Montgomery Preparatory Academy	montgomeryprep.org	Montgomery Prep SY 2020 Audit
Mount Auburn Preparatory Academy	mtauburnprep.org	Mount Auburn Prep SY 2020 Audit
North Columbus Preparatory Academy	ncpawarriors.org	North Columbus Prep SY 2020 Audit
Northeast Ohio College Preparatory School	neocollegeprep.org	Northeast Ohio College Prep SY 2020 Audit
Ohio College Preparatory School	ohiocollegeprep.org	Ohio College Prep SY 2020 Audit
Ohio Distance Electronic Learning Academy	ohdela.com	OHDELA SY 2020 Audit
Parma Academy	parmaacademy.org	Parma Academy SY 2020 Audit
Riverside Academy	acariverside.com	Riverside Academy SY 2020 Audit
South Columbus Preparatory Academy at German Village	scpagermanvillage.org	South Columbus Prep Acad SY 2020 Audit
STEAM Academy of Warren	steamacademywarren.org	STEAM Acad of Warren SY 2020 Audit
STEAM Academy of Warrensville Heights	steamwarrensville.org	STEAM Academy of Warrnesville Heights SY 2020 Audit
Toledo Preparatory Academy	toledoprepacademy.org	Toledo Prep Acad SY 2020 Audit
University of Cleveland Preparatory School	uniclevelandprep.org	University of Cleveland Prep SY 2020 Audit
West Park Academy	acawestpark.com	West Park Acad SY 2020 Audit
Woodley Leadership Academy	woodleyacademy.org	Woodley Prep SY 2020 Audit
Wright Preparatory Academy	wrightprep.org	Wright Prep Academy SY 2020 Audit
Youngstown Academy of Excellence	youngstownacademy.org	Youngstown Acad of Excellence SY 2020 Audit
Case Preparatory Academy	caseprepacademy.org	n/a
Central Point Preparatory Academy	centralpointprep.org	n/a
George V. Voinovich High School	gvhighschool.org	George Voinovich SY 2019 Audt
Michigan Online School	michiganonlineschool.com	Michigan Online School SY 2020 Audit
Northside Preparatory Academy	northsideprepacademy.org	n/a
Southfield Preparatory Academy	socolumbusprep.org	n/a
Virtual Preparatory Academy at Lucerne	lucerne.virtualpreparatoryacademy.com	VPA Lucerne SY 2020 Audit
Academy with Community Partners	acpathope.org	ACP SY 2020 Audit

Attachment 6

Curriculum Development Process

Upon approval of the charter, the Board of Directors, the Head of School, and Accel Schools will begin the process of selecting the curriculum materials and aligning them to the Indiana State Standards. As outlined in the application and below. We will follow the 5 Essential Steps to Curriculum Development to provide structure to our process. As staffing will be limited at the school, Accel will support the Board of Directors with a team of experienced educators to draft the initial alignment until a full staff is in place. Following the launch of the school, a Regional Director of Academics from Accel will be in place to support the academic leaders at the school level.



The Head of School and Director of Academics will work with the teachers and Accel to develop the curriculum maps and pacing guides for the Academy. Research-based curricular materials will

provide a starting point for the development of both documents. To ensure there are no additional gaps, our team will work together to create curriculum maps for every core subject and grade level. The pacing guides will be developed to provide a timeline for moving through the curriculum. The driving force in the curriculum mapping process was the review of the Indiana Academic Standards. We will continue to review the curriculum to ensure the standards are accurately met.

A curriculum map provides a guide to ensure instruction covers the standards and meets the needs of ALL learners. A curriculum map documents the relationship between every component of the curriculum and allows teachers to check for gaps and redundancies. It is a process for collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for each subject area and grade level. All School Curriculum Maps and Pacing Guides will be continuously updated.

Curriculum maps in ELA and Mathematics will be created using the model curriculum and maps from our curriculum resources. We will follow the curriculum maps and pacing for this content. We will conduct a gap analysis to ensure the curriculum maps are accurate and fill any gaps with supplemental materials.

Curriculum maps in Science and Social Studies will be developed using:

- The Indiana Academic Standards
- A publisher's planning/pacing guide, which may include suggestions for pacing instruction.
- Assessment schedules
- Teacher expertise in grade level and content

The major difference between curriculum maps and pacing guides is that curriculum maps are what will be taught during the current school year while pacing guides are when and for how long content will be taught.

Pacing guides are like timelines showing what each teacher covers over a year. Each subject area follows a logical sequence within a grade level and between grade levels. The pacing guides will sequence the Indiana Academic Standards logically and progressively. The pacing guides will outline what is to be taught when it is to be taught, and for how long it is to be taught. The pacing guides will outline the scope – the set of topics that will be studied. The scope is the breadth and depth of the course content. We will have the following goals for our pacing guides:

- To guide teachers to understand what, when, and for how long they are going to teach the standards. We will encourage different teaching styles but want to ensure the standards, assessments, and basic content are taught in a way that will allow our teachers to examine data and make informed decisions to increase student outcomes.
- To allot more time for more in-depth standards. To determine which standards may need more time, we reviewed the Indiana Academic Standards. Looking for difficult standards, standards with multiple layers of sub-standards.
- To involve teachers in the development and review of the pacing guides. Pacing guides will be reviewed during Professional Development meetings during summer, weekly grade-level

meetings and professional development days in correlation with data review to inform decision making and adjust pacing, breadth, and depth.

Curriculum maps and pacing guides for Art, Music, and PE will be created by the specialists. When possible, the specialists will work collaboratively with other teachers in our network in the same subject area to develop curriculum maps and pacing guides. For curriculum mapping, the specialists will go through the process of collecting and recording curriculum-related data that identifies core skills and content taught, processes employed, and assessments used for the subject area (Art, Music, PE) and grade level. The completed curriculum map will then become a tool that helps teachers keep track of what has been taught and plan what will be taught. The pacing guide will be developed to help plan the year to enable the teachers to cover necessary material.



Fort Wayne Preparatory Academy

2022-2023

July 2022						
S	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
S	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

Dates to Remember
August 5: All new, certified staff report to school for professional development.
August 8-9: All returning, certified staff report to school for professional development.
August 10: First day of school
August :Back to School Event (schedule five days before or after first day of school)
September 5: Labor Day, no school for students and staff. School closed.
October 13: Quarter 1 ends
October 14th: District Closed, Fall Break
November 4: Release Day PT Conferences
November 23-25: Thanksgiving Break, no school for students and staff. School closed.
November 28: Classes resume, students report to school.
December 22: Quarter 2 ends.
December 23 - January 6: Winter Break, no school for students. School closed.
January 9: Teacher PL/Word Day. No school for students.
January 10: Classes resume, students report to school. Quarter 3 begins.
January 16: Martin Luther King Jr. Day, no school for students and staff. School closed.
November 4: Release Day PT Conferences
February 20: President's Day, no school for students and staff. School closed.
March 16: End of Quarter 3.
March 17: District closed. End of Quarter 3 break.
April 3-7: Spring Break, no school for students and staff. School closed.
April 10: Classes resume, students report to school.
May 25: Last day of school for all students, Quarter 4 ends.
May 26: Teacher Work/Semester End
May 29: Memorial Day. School closed.
June 2 and 3: Graduations.

September 2022						
S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
S	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
S	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
S	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

February 2023						
S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
S	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
S	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
S	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

COLOR CODE & SYMBOL LEGEND	
	First and Last Day of School
	End of Quarter
	Staff Professional Development Day
	Students Return to School
	No School for Students
	Leadership and Staff Report to School
	Parent/Teacher Conferences: No Classes

Fort Wayne Preparatory Academy

First Semester (8/10/22-12/22/22)
1st Qtr (8/10-10/13) 2nd Qtr (10/12-12/22)

Second Semester (1/10/23-5/25/23)
3rd Qtr (1/10-2/16) 4th Qtr (3/20-5/25)

Q1 46/Q2 45 = 91
Q3 45/Q4 44= 89
TOTAL INSTRUCTIONAL DAYS: 180

Attachment 8 – Exit Standards

While course grades are an important component of retention and promotion decisions teachers and school leaders will be trained to utilize a multi-faceted decision-making approach, to ensure that each student’s unique characteristics are considered in conjunction with all available student-level data to inform retention and promotion decisions. During the Spring of each school year, teachers will create a list of students for whom retention may be necessary, based on available data. Multiple stakeholders involved with the student will be included in the decision-making team (teachers, parents, administrators, guidance counselors, interventionists). For any student who undergoes the Retention/Promotion review, the team will create an individualized plan to note what additional supports and interventions will be provided to the student in the course of the next school year to ensure continued progress towards mastery of grade-level standards, regardless of whether the decision is to retain or to promote. Considerations for the retention and promotion decision process may include course grades, assessment data, student attendance, student motivation, student learning style and pace, chronological age, developmental characteristics/maturity, prior retention, student learning exceptionalities, and student transiency.

Promotion Framework:

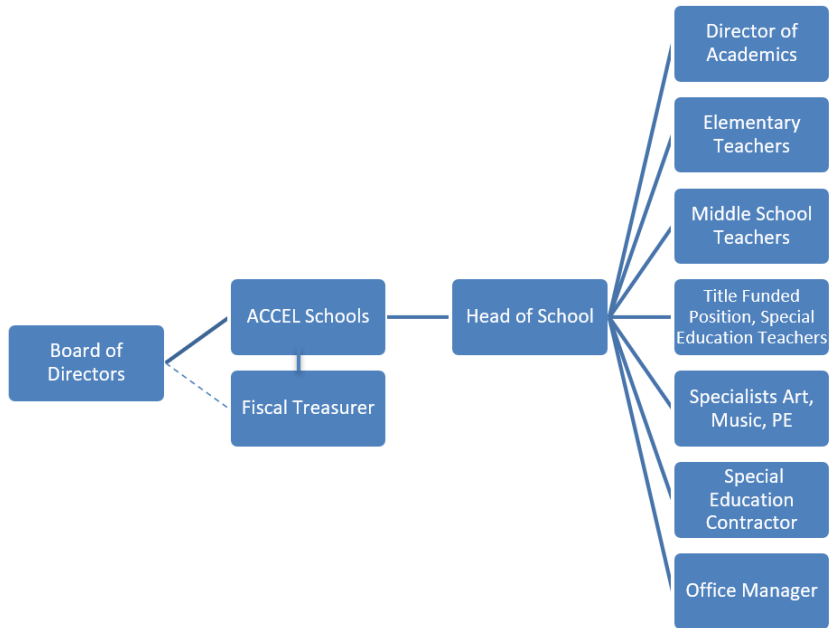
Mastery Determination	Evaluative Determinate	Promotion Criteria
English Language Arts	ILEARN, IAM, Teacher Evaluation, Course Completion	Scores Proficient, Teacher Recommendation
Reading Fluency	IREAD-3, iReady, Teacher Observation	Scores Proficient, Teacher Recommendation
Mathematics	ILEARN, IAM, iReady, Teacher Evaluation, Course Completion	Scores Proficient, Teacher Recommendation
Science	ILEARN, IAM, Teacher Observation, Course completion	Scores Proficient, Teacher Recommendation
Core Subject Areas (grades 9-12)	Course Completion, Teacher Observation	Scores Proficient and/or Teacher Evaluation
Classroom Assignments	Teacher Evaluation	Teacher Evaluation
Attendance	Student LMS Login, Completed Lessons	90% School Attendance and/or Teacher Evaluation

Students (and parents) are expected to regularly consult and follow course pacing guides to ensure that all assignments and assessments are completed by the established due dates. Extensions are handled at the course level teacher's discretion.

The school's teachers maintain an electronic grade book within the AMP System that displays the student's progress. Parents and students have view-only access to view grade reports itemizing each grade for students. Grades are posted and reported quarterly. Semester grades will be comprised of the average of two quarters. The final grades will be the average of the two semesters. School administration will have a final review of grades and credits earned to be sure that all credits earned are properly credited in the student's records.

Assignment Mark	Grade/Pt	Teacher Observation/Evaluation
90-100 %	A/4	Student demonstrates superior knowledge of content
80-89 %	B/3	Student demonstrates advanced knowledge of content
70-79 %	C/2	Student demonstrates average knowledge of content
60-69 %	D/1	Student demonstrates limited knowledge of content
59 % and Below	F/0	Student fails to demonstrate even limited knowledge of content

Attachment 9 – Organizational Chart



A. Behavior Guidelines

Effective learning cannot occur without an approach to student behavior that stresses self-discipline, consistent with the maturity level of the students. Discipline, which reflects the school's policy of non-violence, exists to promote an atmosphere favorable to concentration, attention, and creativity. In addition, discipline is a positive attempt to help all students realize that they are important, worthwhile, and capable of learning. In classroom management, teachers shall be fair, firm, consistent, and impartial, displaying sensitivity to the needs of the individual child.

The following are the main ideas basic to the school's system of discipline. Students will be successful by:

- Knowing and obeying the rules; and
- Accepting responsibility for their behavior.

Corporal punishment is not permitted. No employee shall threaten, inflict, or cause to inflict unreasonable, irrational, or inappropriate force upon a student.

The rules of the Student Code of Conduct apply to any conduct:

- On school grounds during the school day or immediately before or after school hours;
- On school grounds at any other time when the school is being used by a school group;
- On or off school grounds at any school activity, function, or event;
- Traveling to and from school, including actions on any school bus, van, or public conveyance; and
- On the Internet including but not limited to any social media platforms, whether on school grounds or off school grounds if the conduct affects the school's teachers and staff or the education of the school's students.

B. Code of Conduct

Violation of the Code of Conduct may subject the student to discipline including but not limited to detentions and in-school suspensions and up to and including suspension, expulsion, or permanent exclusion. The following behavior is a violation of the Student Code of Conduct:

- Tardiness – Arriving later than scheduled*
- Truancy – Absent without permission*
- Dress Code Violation – Not adhering to school dress code regulation
- Disobedient/Disruptive Behavior – Unwillingness to submit to authority, refusal to respond to a reasonable request or any act that disrupts the orderly conduct of a school function; behavior that substantially disrupts the orderly learning environment (i.e., dress code violation, inappropriate language, cursing, inappropriate gestures)
- Cheating – To act dishonestly; copying of someone else's work; to deceive, take credit for work not done by the student himself/herself
- Profane/Obscene Language or Gestures Between/Toward Students or Staff – Use of unacceptable words, terms, or gestures to embarrass or insult another student or staff member
- Theft – To take the property of an individual or the school without right or permission
- Fighting/Violence – To participate in physical contact with one or more students with the intent to hurt or injure
- Use, Possession, Sale or Distribution of Tobacco Products
- Use, Possession, Sale or Distribution of Alcoholic Beverages
- Vandalism/Damage to School or Personal Property – Purposeful destruction, misuse or defacing of school or other's personal property

- Intimidation/Interference/Hazing of Student or Staff – Threatening to physically or verbally harm, interfere, or degrade another student or staff
- False Alarms/Bomb Threat – Purposefully engaging in a false alarm
- Use/Possession/Sale/Transmission/Concealment of any Drug or look-alike drug or other illegal or Controlled Substance
- Use, Possession, Sale or Distribution of a Firearm – Firearm has the same meaning as provided pursuant to the “Gun Free Schools Act of 1994.”
- Use, Possession, Sale or Distribution of any Explosive, Incendiary or Poison Gas – Any destructive device, including a bomb, a grenade, or a rocket
- Unwelcome Sexual Conduct – Unwelcomed sexual advances, requests for sexual favors, other physical or verbal conduct or communication of a sexual nature, including gender-based harassment that creates an intimidating, hostile, or offensive education or work environment, i.e., pinching, grabbing, suggestive comments, gestures, jokes, or pressure to engage in sexual activity
- Harassment, Intimidation, or Bullying behavior (including by an electronic act) as defined in the school’s Policy on Harassment, Intimidation, and Bullying (**Appendix 1**)
- Gang involvement – Participation in gang-related actions, dress, or activities
- Weapons – No student at any time, for any reason, shall possess, handle, transmit, or use any object, which can be reasonably considered a weapon in or on the property of the school, or any school-sponsored activity held away from the school property. For purposes of illustration, but without limitation, this rule shall include firearms, explosives, fireworks, and knives, including penknives, chemicals, and other dangerous objects, which are of no reasonable value to a student other than as a weapon. Possession of a “weapon” may result in immediate expulsion.
- Serious Bodily Injury – An incident that results in serious bodily injury to one’s self or others. Serious bodily injury is defined as “a bodily injury that involves substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member or organ.”
- Wrongful Conduct – Actions not in the listing above that impede, obstruct, interfere, or violate the mission, philosophy, and regulations of the school or classroom, including any policies listed in this handbook or the Board of Director’s Board Policy Manual.

*A student may not be suspended or expelled for truancy.



STATE OF INDIANA
HOUSE OF REPRESENTATIVES
THIRD FLOOR STATE HOUSE
INDIANAPOLIS, INDIANA 46204

Martin Carbaugh
State Representative
House District 81
200 W Washington St
Indianapolis, Indiana 46204
Work: 317-232-9643
H81@iga.in.gov
Personal: 260-225-3430

COMMITTEES:
Insurance: Chairman
Commerce, Small Business and Economic Development
Employment, Labor and Pensions

March 31, 2022
Indiana Charter School Board
c/o Mr. James Betley, Executive Director
143 W Market St, Ste 300
Indianapolis, IN 46204

Mr. Betley,

I recently had discussed the proposed Fort Wayne Preparatory Academy with Lynn Black. I appreciated to learn about the plan for Fort Wayne Prep, the emphasis on short-term assessments, the slow/steady growth of enrollment and Accel's track record in Toledo.

I am supportive of robust education options for Fort Wayne's children. I liked the information that I learned from Mr. Black and look forward to following Fort Wayne Prep's progress if you grant them a charter.

Please contact me if you wish.

Sincerely,

A handwritten signature in black ink, appearing to read "Martin Carbaugh".

Martin Carbaugh
State Representative
House District 81

March 25, 2022

State of Indiana
c/o Kenny J. Sinak, Esq.
5150 West Jefferson Blvd.
Fort Wayne, IN 46804

Re: Community Support Letter for the Fort Wayne Preparatory Academy

TO WHOM IT MAY CONCERN:

Please allow this Community Support Letter to strongly recommend that the State of Indiana approve the Fort Wayne Preparatory Academy. I have lived in Fort Wayne since I was 5 years old and I am a product of the Fort Wayne Community School system. Specifically, I attended Maplewood Elementary School, Miami Middle School, and thereafter, Wayne High School. In addition, our children went through the Southwest Allen County School system, specifically, Haverhill Elementary School, Summit Middle School, and Homestead High School. Having lived in Allen County for the past 50+ years we are also familiar with many of the other school systems in the area.

Based upon my own personal experience with the Fort Wayne Community School system, our kids experience with the Southwest Allen County School system, and other friends and family members who have children that are products of other school systems here in the area, we fully support the mission and vision of the Fort Wayne Preparatory Academy. It is encouraging to see a school that is striving to reach all students with an individualized education in an interactive learning environment rooted in rigor and innovation. We believe this Academy is dedicated to academic excellence that empowers and prepares students for a world of opportunity. We believe this Academy can set the standard for academic excellence among public schools by partnering with parents to promote individual student growth.

Quite frankly, it has been difficult to see that a decade ago Fort Wayne had 4 charter schools that gave parents an additional school choice outside of their neighborhood assigned school diminish to one. I believe there is still a demand for a charter school choice. Such academies like the proposed Academy have had success in Ohio and we fully anticipate the success will be duplicated here in Allen County.

State of Indiana
March 25, 2022
Page 2

For the foregoing reasons, we fully support the Fort Wayne Preparatory Academy and hope and trust you will do the same. Should you wish to discuss further, we are available. Until then, we remain,

Very truly yours,

BARRETT McNAGNY LLP

Kevin K. Fitzharris

Kevin K. Fitzharris

KKF:rmc:3262527



March 28, 2022

Indiana Charter School Board

To the Indiana Charter School Board,

The Indiana Charter School Network (ICSN) writes to express support for the application of the Fort Wayne Preparatory Academy. ICSN serves as Indiana's charter school association, with membership of 90% of Indiana's charter schools. ICSN supports charter schools in numerous ways, including advocating in favor of strong charter school policy and funding, communication to and among charter leaders, and programming and professional development for various charter school staff and leaders.

ACCEL representatives have communicated with ICSN as they have worked to enter the Indiana charter school market, sharing information about their proposed school model, curriculum, support structures, enrollment, engagement, board, and other areas. ICSN supports charter school options for Hoosier families, and looks forward to an additional public school choice option locating in Ft. Wayne. We expect the Fort Wayne Preparatory Academy to offer a highly accountable and ethical option for families.

During and emerging from the COVID-19 pandemic, we believe more families will seek educational options for their students, after their students were not fulfilled by traditional public schools. Fort Wayne Preparatory Academy is building a board of directors, understanding that strong on-the-ground leadership is key to any school's development and opening. Other leaders with the Accel Schools team are known to ICSN from their previous work with Indiana charter schools, and we believe they will hold this school to the highest standard. ICSN respects the leadership of the Indiana Charter School Board and believes their approach to chartering is a good fit for the Fort Wayne Preparatory Academy. If they are chartered, ICSN looks forward to counting this school among its members.

Sincerely,

A handwritten signature in black ink that reads "Marcie Brown Carter". The signature is written in a cursive style and is positioned above the printed name and title.

Marcie Brown Carter
Executive Director

BusinessPeople

March 29, 2022

To Whom it May Concern:

Fort Wayne, Indiana is growing. The city has been featured in numerous nationwide media in recent years for its economic development successes and population growth. It is also one of the hottest residential real estate markets in the United States.

Along with growth come challenges that may be unforeseen. One of those lies in the existing public education system. Schools are becoming crowded and individualized learning is becoming rare. The need for new options for education is growing along with the community.

The Fort Wayne Preparatory Academy will be an excellent option for many families in the region. Now is the time to make this new learning environment available to our students who very much need this opportunity to learn and grow. I encourage you to support this excellent idea and allow the Academy to open and the kids to flourish.

Sincerely,



Daniel C. Copeland
Founder and President

March 7, 2022

Indiana Charter School Board
c/o Mr. James Betley, Executive Director
143 W Market St, Ste 300
Indianapolis, IN 46204

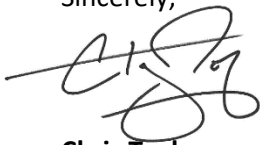
Mr. Betley,

I am writing this letter in support of the Fort Wayne Preparatory Academy. As the General Manager of the Mad Ants, the NBA G L NBA G League affiliate of the Indiana Pacers, our organization understands the importance of a quality education.

The Mad Ants are supportive of all our schools in the region whether they are public, virtual, private or charter. Nothing is more important for every community and the education of every student. Creating more schools to support families can only help the residents of Ft. Wayne.

The Mad Ants look forward to welcoming the Ft. Wayne Preparatory Academy to the city and will continue doing our best to provide positive role models with our players and staff that can mentor these students. Thank you for your support of all Indiana students.

Sincerely,



Chris Taylor
General Manager
Fort Wayne Mad Ants

March 21, 2022

Indiana Charter School Board
c/o Mr. James Betley, Executive Director
143 W Market St, Ste 300
Indianapolis, IN 46204

Mr. Betley,

I am writing this letter in support of the Fort Wayne Preparatory Academy as they go through the application process. As a lifelong Fort Wayne resident, I have observed the additional opportunities for families to have school choice other than their neighborhood school.

The Fort Wayne region needs more opportunities for families to be able to have a charter school choice and I am excited about this school. As I understand the organization of the school is modeled from a high performing charter school near Columbus, OH with similar demographics. Having a model to replicate that has had success certainly is advantageous in starting this school.

Over the years I have served in many capacities supporting youth sports and traditional school activities, interacting with children and parents alike. Through those experiences it was many times evident parents were looking for a supportive non-traditional model to best fit their child's educational needs. Classroom size, quality of education and learning at their own pace were often sentiments I heard in conversations. Having two sons of my own and navigating the traditional school model, I strongly support school choice as I know others in the area do.

Unfortunately, charter schools in this region have not increased in the past decade yet the performance of the Fort Wayne Community School has not improved. Thank you for considering this application and I look forward to learning about the future success of the Ft. Wayne Preparatory Academy.

Sincerely,

Nicole Hunt
Senior Manager Chemical Operations - Americas



March 21, 2022

Mr, James Betley, Executive Director
Indiana Charter School Board
Indianapolis, IN

Dear James,

As the President and CEO of EdChoice, I would like to present to you this letter of support for the authorization for the Fort Wayne Preparatory Academy. As you are aware, EdChoice is a 501(c)(3) nonprofit, nonpartisan organization. Our team is driven by the shared mission of educational freedom and choice for all as a pathway to successful lives and a stronger society.

During this time in our nation's history, we are witnessing a transformation in how we deliver education to students. Every school, whether traditional, charter or private, is now doing everything they can to catch students up from the loss of time and instruction during the pandemic. After learning about the charter proposal being presented to the Indiana Charter School Board and Accel Schools, I'm encouraged that families may have another opportunity to attend a school of choice in Fort Wayne.

I have had professional and personal relationships with several members of the Pansophic and Accel Schools Senior Management Team, including the CEO Ron Packard. It is my understanding that Mr. Packard has a vision of taking the best academic school models they have established in Ohio and provide similar charter models in Indiana. I believe that his organization, along with the School Board and executive team that has been created, should be afforded the opportunity to establish and grow in Indiana.

Again, I support the application of the Fort Wayne Preparatory Academy, and if there is any additional information needed from me please do not hesitate to contact my office. Thank you for your work in giving more education choice to families in Indiana.

Sincerely,

A handwritten signature in blue ink, appearing to read "RE", written over a white background.

Robert Enlow
CEO/President
EdChoice



March 29, 2022

Indiana Charter School Board
Mr. James Betley, Executive Director
143 W Market St, Ste 300
Indianapolis, IN 46204

Dear Mr. Betley,

I am writing this personal letter of recommendation and endorsement for the charter of Accel School's Fort Wayne Preparatory Academy. It has been my professional and personal pleasure to have served on several boards and leadership committees serving the Ft. Wayne area. These include: The American Red Cross, The Fort Wayne Center for Learning, and the Downtown Fort Wayne Rotary. I am a strong advocate for community citizenship. Included with this letter is my professional bio.

It is my understanding that Fort Wayne currently has only one chartered school serving our urban community. Preparatory charter schools are associated with higher achievement in reading, math and more. Adding an additional such school for our urban center will help to set a new standard for academic excellence among public schools. It will do so by partnering with parents to promote individual student growth.

The new Fort Wayne Preparatory Academy will become a pipeline for children to be exposed to artistic and youth development. It will provide the opportunity to support children to get them ahead of the game, so they don't have to play catch-up.

In closing, I believe that we truly need this new preparatory charter school focused on best educational practices. I encourage that this charter be granted. We need schools where any child residing in Fort Wayne's urban center, can attend and be academically challenged - where they can blossom, flourish, achieve, and prosper to their full potential, all the way through (and beyond) college.

My thanks.

Sincerely yours,

Richard Gripp



Marketing Analysis:

Fort Wayne Prep Academy will be located in the **SOUTHWESTERN Area** of Fort Wayne in the **FORT WAYNE COMMUNITY SCHOOLS**. This location was selected due to its lack of charter schools and it is a region of the City where the majority of the schools are low performing and highly populated. The Fort Wayne Preparatory Academy will continue to research this region to purchase or lease a school. One current target is 2313 S Hanna St, Fort Wayne, IN 46803. 2313 S Hanna St is a former school that includes **CLASSROOMS/GYM/etc**. The area is attractive to Fort Wayne Prep because Allen County currently has only 2 charter schools and because of the latest **ENROLL INDY ANNUAL REPORT** from the 2018-2019 school year. Due to the pandemic, data from the SY 2020 & 2021 is not available.

Fort Wayne Community Schools Corporation has a total enrollment of 28,460 (SY20-21). The latest Enroll Indy Annual Report (SY 2018-19) data showed that students in grades 3-8 in Fort Wayne Community Schools Corporation were well below the IN state-average proficiency rates in all subject matters. The table below represents this data:

Subject	Grades	% of Students Proficient or Higher (Fort Wayne)	% of Students Proficient or Higher (State)	% Difference
English/Language Arts	3-8	34.9%	47.9%	-13.0%
Mathematics	3-8	35.9%	47.8%	-11.9%
Science	4 & 6	33.9%	47.4%	-13.5%
Social Studies	5	31.2%	46.0%	-14.8%
Reading	3	78.7%	87.3%	-8.6%

Demographics:

According to the 2020 U.S. Census, Fort Wayne, IN has a population of 263,886 residents, 15.5% of which live below the poverty level. Fort Wayne’s population consists of 72.0% White, 15.0% Black or African American, 9.1% Hispanic or Latino, 5.1% Multiracial, 5.0% Asian, and 0.2% American Indian, and 0.0% Hawaiian or Pacific Islander. The Fort Wayne Community Schools Corporation student population is characterized by the following ethnic segmentation: 38.5% White, 25.0% Black or African American, 19.7% Hispanic or Latino, 10.0% Multiracial, 6.5% Asian, 0.2% American Indian, and 0.1% Hawaiian or Pacific Islander. 65.9% of students qualify for free or reduced priced lunches.

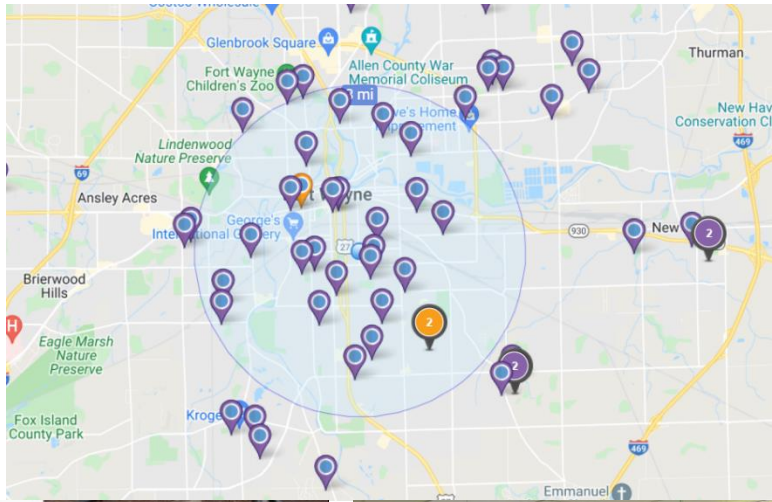
The tables below provide a picture of the schools that are located within 3 miles to the potential locations for the proposed Fort Wayne Prep Academy.

Table 1: Schools Within Three Miles - 2313 S Hanna St, Fort Wayne, IN

School	Grade Band	Federal Rating (2018-19)	State Grade	Student Enrollment	% Econ. Dis.
Bunche Elementary	PK-K	Approaches Expectations	C	186	52.7%
Whitney M Young Early Childhood	PK-K	Meets Expectations	B	198	50.5%
Weisser Park Ele.	1-5	Meets Expectations	B	583	56.8%
Fairfield Elementary	PK-5	Approaches Expectations	B	533	89.1%
Saint Paul Lutheran School	K-8	n/a	B	149	56.4%

South Side High School	9-12	Does Not Meet Expectations	C	1415	73.2%
Alyssum Montessori	PK-6	n/a	n/a	25	68.0%
John S Irwin Elementary	K-5	Approaches Expectations	C	287	64.1%
South Wayne Elementary	PK-5	Does Not Meet Expectations	C	373	84.5%
Memorial Park Middle	6-8	Approaches Expectations	B	595	64.5%
Emmanuel St Michael Lutheran	PK-8	n/a	A	307	25.4%
Smith Academy for Excellence	4-12	Approaches Expectations	D	82	81.7%
Merle J Abbett Elementary	PK-5	Does Not Meet Expectations	F	524	85.7%
Washington Elementary School	PK-5	Approaches Expectations	B	200	81.5%
Adams Elementary School	PK-5	Approaches Expectations	B	285	86.0%
Harrison Hill Elementary School	PK-5	Approaches Expectations	C	587	80.2%
St John the Baptist School	PK-8	n/a	A	230	38.3%
Bloomingtonale Ele. School	PK-5	Does Not Meet Expectations	F	331	88.2%
Lakeside Middle School	6-8	Does Not Meet Expectations	C	512	77.1%
St Joseph Catholic School	PK-8	n/a	A	162	98.1%
Bishop Luers High School	9-12	n/a	A	477	48.2%
Levan R Scott Academy	PK-5	Does Not Meet Expectations	F	440	89.1%
Study Elementary School	PK-5	Approaches Expectations	D	274	90.1%
Forest Park Elementary School	PK-5	Does Not Meet Expectations	C	585	74.5%
Lutheran South Unity School	K-8	n/a	B	138	94.9%
Most Precious Blood School	PK-8	n/a	B	200	45.0%
Timothy L. Johnson Academy	6-8	n/a	A	119	82.4%
Timothy L Johnson Academy	K-5	Does Not Meet Expectations	D	375	83.5%
North Side High School	9-12	Approaches Expectations	B	1547	68.8%
Jeff H Towles Inter. School	1-8	Approaches Expectations	C	557	54.4%
Saint Jude Elementary	K-8	n/a	B	364	26.6%
Crossroad Child & Family Serv.	K-12	n/a	n/a	44	100.0%
Indian Village Elementary	PK-5	Approaches Expectations	C	394	72.1%
Concordia Lutheran School	PK-8	n/a	C	374	46.8%
Kekionga Middle School	6-8	Does Not Meet Expectations	D	573	80.8%
Franke Park Elementary School	PK-5	Approaches Expectations	C	387	76.2%
Queen of Angels School	PK-8	n/a	B	164	59.1%
Brentwood Elementary School	PK-5	Approaches Expectations	B	425	76.2%
Francis M Price Elementary	PK-5	Meets Expectations	B	421	62.7%

Area Map & Building Pictures: 2313 Hanna St, Fort Wayne, IN



Fort Wayne Preparatory Academy Complaint Policy

Fort Wayne Preparatory Academy honors the autonomy given to the charter schools it authorizes. Fort Wayne Preparatory Academy recognizes the responsibilities of accountability delegated to the charter sponsor by the Indiana charter law. When Fort Wayne Preparatory Academy receives a complaint, it follows these procedures:

1. If there is an issue with staff/faculty, please reach out to that individual first to address any concerns.
2. If the complainant's concerns are not addressed, then the complainant should talk directly to the school leader.
3. The school leader or designee shall investigate the complaint as promptly as practicable but in no case more than fifteen (15) working days from the date the complaint was received. The school leader or designee shall have the complete cooperation of all persons during the investigation.
4. If the concern involves a student safety issue, the school shall immediately notify Indiana Charter School Board's Executive Director.
5. If the school leader does not resolve the issue or address the concern, the complainant should speak with someone on the school board.
6. If no agreement satisfactory to the parties can be reached within twenty (20) working days from receipt of the complaint, the school leader or designee shall make a report to the School Board within thirty (30) working days from receipt of the complaint.
7. The School Board shall review the case and make its recommendations to the school leader within fifteen (15) working days after receiving the grievance.
8. Retaliation against an individual for filing a complaint or cooperating in an investigation is strictly prohibited, and Fort Wayne Preparatory Academy will take necessary actions to prevent such retaliation.
9. If a complainant feels that the complaint has not been satisfactorily addressed by the school and governing board, the complainant may then bring their concerns to ICSB. Formal complaints may be emailed to indianacharterschoolboard@icsb.in.gov or sent by regular mail to:

Indiana Charter School Board
Re: Charter School Complaint
143 West Market Street, Suite 400
Indianapolis, IN 46204

10. The Indiana Charter School Board will investigate the complaint and send follow-up correspondence.

Fort Wayne Preparatory Academy follows all Indiana State and U.S. Department of Education laws to ensure students are provided accommodations. The school will provide equal access for families for students with special education, 504 plan, or English Language Learners.

Fort Wayne Preparatory Academy Complaint Form

Today's Date	
Complainant's Full Name	
Phone Number	
Email Address	
Mailing Address	
Detailed descriptions that violate a school law.	
Did someone observe this violation? If yes, who?	
Have you contacted the school leader? Date of Contact?	
If yes, what was the outcome? If no, why not?	
Have you contacted someone on the school board? Date of Contact?	
If yes, what was the outcome? If no, why not?	
Possible Solution	
I certify the above information to the best of my knowledge is true, accurate, and complete.	Signature:

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Code.

ARTICLE I - NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID 202202221568134
BUSINESS TYPE Domestic Nonprofit Corporation
BUSINESS NAME FORT WAYNE PREPARATORY ACADEMY, INC.
PRINCIPAL OFFICE ADDRESS 111 MONUMENT CIRCLE, SUITE 900, Indianapolis, IN, 46204, USA

ARTICLE II - REGISTERED OFFICE AND ADDRESS

REGISTERED AGENT TYPE Individual
NAME Seamus Boyce
ADDRESS 111 Monument Circle, Suite 900, Indianapolis, IN, 46204, USA
SERVICE OF PROCESS EMAIL sboyce@kgrlaw.com

I acknowledge that the Service of Process email provided above is the email address at which electronic service of process may be accepted.

ARTICLE III - PERIOD OF DURATION AND EFFECTIVE DATE

PERIOD OF DURATION Perpetual
EFFECTIVE DATE 02/22/2022
EFFECTIVE TIME 02:24PM

ARTICLE IV - GOVERNING PERSON INFORMATION

No Principal on record.

ARTICLE V - INCORPORATOR(S)

NAME Ted Nolting
ADDRESS 111 MONUMENT CIRCLE, SUITE 900, Indianapolis, IN, 46204, USA

APPROVED AND FILED
HOLLI SULLIVAN
INDIANA SECRETARY OF STATE
02/22/2022 02:30 PM

ARTICLE VI - GENERAL INFORMATION

STATEMENT OF PURPOSE

See attached Articles of Incorporation

TYPE OF CORPORATION

Public benefit corporation, which is organized for a public or charitable purpose

WILL THE CORPORATION HAVE MEMBERS?

No

DISTRIBUTION OF ASSETS

See attached Articles of Incorporation

SIGNATURE

THE SIGNATOR(S) REPRESENTS THAT THE REGISTERED AGENT NAMED IN THE APPLICATION HAS CONSENTED TO THE APPOINTMENT OF REGISTERED AGENT.

THE UNDERSIGNED, DESIRING TO FORM A CORPORATION PURSUANT TO THE PROVISIONS OF THE INDIANA NONPROFIT CORPORATION ACT, EXECUTE THESE ARTICLES OF INCORPORATION.

IN WITNESS WHEREOF, THE UNDERSIGNED HEREBY VERIFIES, SUBJECT TO THE PENALTIES OF PERJURY, THAT THE STATEMENTS CONTAINED HEREIN ARE TRUE, THIS DAY **February 22, 2022**.

THE UNDERSIGNED ACKNOWLEDGES THAT A PERSON COMMITS A CLASS A MISDEMEANOR BY SIGNING A DOCUMENT THAT THE PERSON KNOWS IS FALSE IN A MATERIAL RESPECT WITH THE INTENT THAT THE DOCUMENT BE DELIVERED TO THE SECRETARY OF STATE FOR FILING.

SIGNATURE Ted Nolting
TITLE Incorporator

Business ID : 202202221568134
Filing No : 9324308

ARTICLES OF INCORPORATION
OF
FORT WAYNE PREPARATORY ACADEMY, INC.

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

ARTICLE I
Name and Address

Section 1.1. The date of incorporation of the Corporation is February 22, 2022.

Section 1.2. The name of the Corporation is Fort Wayne Preparatory Academy, Inc.

Section 1.3. The principal address of the Corporation shall be 111 Monument Circle, Suite 900, Indianapolis, IN 46204, which address shall also serve as the mailing address of the Corporation.

ARTICLE II
Type of Corporation

The Corporation is a public benefit corporation, which is organized for a public or charitable purpose.

ARTICLE III
Purpose and Powers

Section 3.1. Purposes.

(a) The Corporation is organized and operated exclusively for educational purposes in accordance with section 501(c)(3) and 170(c)(2) of the Internal Revenue Code, including but not limited to: (1) establishing, operating, maintaining, and managing public charter schools pursuant to the Indiana Charter School Laws, Title 20, Article 24 of the Indiana Code, as subsequently amended from time to time; and (2) transacting any and all lawful business under the Act and the Indiana Charter School Laws in furtherance of each of these aforementioned purposes.

(b) The activities of the Corporation shall be conducted in such a manner that no part of its net earnings shall inure to the benefit of any member, director, officers, shareholder, or other individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in this Section 3.1.

(c) Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on:

(1) By a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax laws, or

(2) By a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax laws.

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

(a) To do everything necessary, advisable or convenient for the accomplishment of any of the purposes hereinbefore set forth, or which shall at any time appear conducive to or expedient for the protection or benefit of the Corporation and to do all of the things incidental thereto or connected therewith which are not forbidden by law;

(b) To have, exercise and enjoy in furtherance of the purposes hereinbefore set forth all the general rights, privileges and powers granted to corporations by the Act, as now existing or hereafter amended, and by the common law.

Section 3.3. Limitations of Powers.

(a) The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax laws.

(b) The Corporation shall not engage in any act of self-dealing that would subject any person to the taxes imposed on acts of self-dealing by Section 4941 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax law.

(c) The Corporation shall not retain any excess business holdings which would subject it to the tax on excess business holdings imposed by Section 4943 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax law.

(d) The Corporation shall not make any investments in such a manner as to subject it to the tax under Section 4944 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax law.

(e) The Corporation shall not make any expenditures which would subject it to the taxes on taxable expenditures imposed by Section 4945 of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax law.

(f) No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the Corporation shall not participate in, or intervene in (including the publishing or distribution of statements), any political campaign on behalf of any candidate for public office.

ARTICLE IV
Term of Existence

The Corporation shall have perpetual existence.

ARTICLE V
Registered Agent and Registered Office

The name and office address of the registered agent of the Corporation is Séamus P. Boyce, Kroger Gardis & Regas, LLP, 111 Monument Circle, Suite 900, Indianapolis, Indiana 46204.

ARTICLE VI
Membership

Section 6.1. Members. The Corporation shall have no members.

ARTICLE VII
Board of Directors

Section 7.1. Number. The total number of directors of the Corporation shall be that number specified in or fixed in accordance with the Bylaws of the Corporation, provided that the number of voting directors shall no more than five (5) voting members as set by Resolution of the Board of Directors from time to time. Unless otherwise provided by Resolution of the Board, the initial number of directors of the Corporation shall be four (4) voting members.

The terms and procedures for removals or appointments of Directors are to be specified in the Bylaws of the Corporation.

Section 7.2. Qualifications and Appointment. Each director shall have such qualifications and be appointed or removed as specified from time to time in the Bylaws of the Corporation or required by law.

ARTICLE VIII
Name and Address of Incorporator

The name and address of the original incorporator is as follows:

Ted W. Nolting
111 Monument Circle, Suite 900
Indianapolis, IN 46204

ARTICLE IX
Dissolution

Upon the dissolution of the Corporation, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, including the reimbursement or return of all funds and assets advanced by the State of Indiana, dispose of all the assets of the Corporation exclusively to such organization or organizations organized and operated exclusively for charitable or social welfare purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, or corresponding provisions of any subsequent Federal tax law, as the Board of Directors shall determine. Any such assets not so disposed of as set forth above shall be disposed of by the Judge of the Circuit Court of Allen County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

ARTICLE X
Provision for Regulation of Business
and Conduct of Affairs of Corporation

Section 10.1. Place of Meetings. Meetings of the Board of Directors of the Corporation shall be held at such places, either within or without the State of Indiana, as shall be specified in the respective calls and notices or waivers of notice of such meetings given in accordance with the By-Laws of the Corporation. If no such location is specified, then the location shall be at the principal office of the Corporation.

Section 10.2. Indemnification of Directors and Officers.

(a) The Corporation shall indemnify every director made a party to a proceeding because such individual is or was a director, as a matter of right, against all liability incurred by such individual in connection with the proceeding; provided that it shall be determined in the specific case in accordance with paragraph (d) of this Section that indemnification of such individual is permissible in the circumstances because the individual has met the standard of conduct for indemnification set forth in paragraph (c) of this Section. The Corporation shall pay for or reimburse the reasonable expenses incurred by a director in connection with any such proceeding in advance of final disposition thereof if: (i) the individual furnishes the Corporation a written affirmation of the individual's good faith belief that he or she has met the standard of conduct for indemnification described in paragraph (c) of this Section, (ii) the individual furnishes the Corporation a written undertaking, executed personally or on such individual's behalf, to repay the advance if it is ultimately determined that such individual did not meet such standard of conduct, and (iii) a determination is made in accordance with paragraph (d) that based upon facts then known to those making the determination, indemnification would not be precluded under this Section. The undertaking described in paragraph (a)(ii) above must be an unlimited general obligation of the individual but need not be secured and may be accepted without reference to financial ability to make repayment. The Corporation shall indemnify a director who is wholly successful, on the merits or otherwise, in the defense of any such proceeding, as a matter of right, against reasonable expenses incurred by the individual in connection with the proceeding without the requirement of a determination as set forth in paragraph (c) of this Section. Upon demand by a director for indemnification or advancement of expenses, as the case may be, the Corporation shall expeditiously determine whether the director is entitled thereto in accordance with this Section. The indemnification and advancement of expenses provided for under this Section shall be applicable to any proceeding arising from acts or omissions occurring before or after the adoption of this Section.

(b) Every individual who is or was an officer of the Corporation shall be indemnified, and shall be entitled to an advancement of expenses, to the same extent as if such individual were a director. The term "officer" includes those officer positions that are also members of the Board of Directors and those officer positions that are not members of the Board of Directors. The Corporation shall have the power to indemnify any individual who is or was an employee or agent of the Corporation to the same extent as if such individual was a director or officer.

(c) Indemnification is permissible under this Section only if: (i) the conduct of the individual seeking to be indemnified was in good faith, (ii) the individual reasonably believed (A) in the case of conduct in the individual's official capacity with the Corporation, that the individual's conduct was in the Corporation's best interests, and (B) in all other cases, that the individual's conduct was at least not opposed to the Corporation's best interests, and (iii) in the case of any criminal proceeding, the individual either (A) had reasonable cause to believe the individual's conduct was lawful, or (B) had no reasonable cause to believe the individual's conduct was unlawful. An individual's conduct with respect to an employee benefit plan for a purpose the individual reasonably believed to be in the best interests of the participants in and the beneficiaries of the plan is conduct that satisfies the requirements of this paragraph (c). The termination of a proceeding by judgment, order, settlement, conviction or upon a plea of nolo contendere or its equivalent is not, of itself, determinative that the individual did not meet the standard of conduct described in this paragraph (c).

(d) A determination as to whether indemnification or advancement of expenses is permissible shall be made by any one of the following procedures:

(i) By the Board of Directors by a majority vote of a quorum consisting of directors not at the time parties to the proceeding;

(ii) If a quorum cannot be obtained under paragraph (d)(i) above, by a majority vote of a committee duly designated by the Board of Directors (in which designation directors who are parties may participate) consisting solely of two or more directors not at the time parties to the proceeding; or

(iii) By special legal counsel:

(A) Selected by the Board of Directors or its committee in the manner prescribed in paragraph (d)(i) or (d)(ii) above; or

(B) If a quorum of the Board of Directors cannot be obtained under paragraph (d)(i) and a committee cannot be designated under paragraph (d)(ii), selected by a majority vote of the full Board of Directors (in which selection directors who are parties may participate).

(e) A director of the Corporation who is a party to a proceeding may apply for indemnification from the Corporation to the court, if any, conducting the proceeding or to another court of competent jurisdiction. On receipt of an application, the court, after giving notice the court considers necessary, may order indemnification if it determines:

(i) In a proceeding in which the director is wholly successful, on the merits or otherwise, the director is entitled to indemnification under this Section, in which case the court shall order the Corporation to pay the director his or her reasonable expenses incurred to obtain such court ordered indemnification; or

(ii) The director is fairly and reasonably entitled indemnification in view of all the relevant circumstances, whether or not the director met the standard of conduct set forth in paragraph (c) of this Section.

(f) Nothing contained in this Section shall limit or preclude the exercise or be deemed exclusive of any right under the law, by contract or otherwise, relating to indemnification of or advancement of expenses to any individual who is or was a director, officer, employee or agent of the Corporation or is or was serving at the Corporation's request as a director, officer, partner, trustee, employee, or agent of another foreign or domestic corporation, partnership, association, joint venture, trust, employee benefit plan, or other enterprise, whether for-profit or not. Nothing contained in this Section shall limit the ability of the Corporation to otherwise indemnify or advance expenses to any individual. It is the intent of this Section to provide indemnification to directors and officers to the fullest extent now or hereafter permitted by law consistent with the terms and conditions of this Section. Indemnification shall be provided in accordance with this Section irrespective of the nature of the legal or equitable theory upon which a claim is made, including without limitation, negligence, breach of duty, mismanagement, corporate waste, breach of contract, breach of warranty, strict liability, violation of federal or state securities law, violation of the Employee Retirement Income Security Act of 1974, as amended, or violation of any other state or federal law; provided that no individual shall be indemnified under this Section in respect of any proceeding wherein any personal profit or advantage to which the individual is not legally entitled. In addition, there shall be no indemnification with respect to matters as to which indemnification would result in inurement of the net earnings of the Corporation "to the benefit of any private shareholder or individual" within the meaning of Section 501(c)(4) of the Internal Revenue Code of 1986, as amended, or similar provisions of any subsequent federal tax law.

(g) For purposes of this Section:

(i) The term “director” means an individual who is or was a director of the Corporation or an individual who is or was serving at the Corporation’s request as a director, officer, partner, trustee, employee or agent of another foreign or domestic corporation, partnership, joint venture, trust, employee benefit plan, or other enterprise, whether for-profit or not, including without limitation any subsidiary corporation of the Corporation. An individual is considered to be serving an employee benefit plan at the Corporation’s request if the individual’s duties to the Corporation also impose duties on, or otherwise involve services by, the individual to the plan or to participants in or beneficiaries of the plan. “Director” includes, unless the context required otherwise, the estate or personal representative of a director.

(ii) The term “expenses” includes all direct and indirect costs (including without limitation counsel fees, retainers, court costs, transcripts, fees of experts, witness fees, travel expenses, duplication costs, printing and binding costs, telephone charges, postage, delivery service fees and all other disbursements or out-of-pocket expenses) actually incurred in connection with the investigation, defense, settlement or appeal of a proceeding or establishing or enforcing a right to indemnification under this Section, application law or otherwise.

(iii) The term “liability” means the obligation to pay a judgment, settlement, penalty, fine, excise tax (including an excise tax assessed with respect to an employee benefit plan), or reasonable expenses incurred with respect to a proceeding.

(iv) The term “party” includes an individual who was is or is threatened to be made a named defendant or respondent in a proceeding.

(v) The term “proceeding” means any threatened, pending, or completed action, suit or proceeding, whether civil, criminal, administrative or investigative and whether formal or informal.

(h) The Corporation may purchase and maintain insurance for its benefit, the benefit of any individual who is entitled to indemnification under this Section, or both, against any liability asserted against or incurred by such individual in any capacity or arising out of such individual’s service with the Corporation, whether or not the Corporation would have the power to indemnify such individual against such liability.

Section 10.3. Compensation of Employees. In order to carry out the purposes and activities of the Corporation, such individuals as are deemed necessary may be employed, and each such employee may be paid such compensation for services actually rendered in the course of such employment as may be fixed in the manner provided by the Board of Directors of the Corporation.

Section 10.4. Amendment of the Articles of Incorporation. The Corporation reserves the right to amend, alter, change or repeal any provision contained in the Articles of Incorporation or to any amendment hereto. The Board of Directors shall have the power to adopt, amend or repeal these Articles of Incorporation or any amendment hereto at a meeting called expressly for that purpose. An amendment so proposed shall be adopted upon receiving the affirmative votes of a majority of the votes entitled to be cast in regard to the amendment unless these Articles of Incorporation or the By-Laws require a larger proportion of votes.


Section 10.5. By-Laws. The Board of Directors of the Corporation shall have the power to adopt and amend the By-Laws of the Corporation, which may contain other provisions consistent with the laws of the State of Indiana, for the regulation and management of the affairs of the Corporation.

Section 10.6. Powers of the Board of Directors. Subject to any limitation or restriction imposed by law or these Articles of Incorporation, the Board of Directors of the Corporation is hereby authorized to exercise, in furtherance of the purpose of the Corporation, all powers of the Corporation.

IN WITNESS WHEREOF, the undersigned incorporator executes these Articles of Incorporation and verifies subject to penalties for perjury that the facts contained herein are true.

Dated and effective this 22nd day of February, 2022.

“INCORPORATOR”



Ted W. Nolting

**CODE OF BY-LAWS
OF
FORT WAYNE PREPARATORY ACADEMY, INC.**

**ARTICLE I
Identification**

Section 1.1. Name. The name of the corporation shall be Fort Wayne Preparatory Academy, Inc., hereinafter referred to as the “Corporation.”

Section 1.2. Registered Agent and Registered Office. The name and address of the registered agent of the Corporation are:

Séamus P. Boyce
Kroger, Gardis & Regas, LLP
111 Monument Circle, Suite 900
Indianapolis, Indiana 46204-5125.

Section 1.3. Fiscal Year. The fiscal year of the Corporation shall begin on the first day of July of each calendar year and end upon the last day of June of the following calendar year.

**ARTICLE II
Membership**

Section 2.1. Members. The Corporation shall have no members.

**ARTICLE III
Board of Directors**

Section 3.1. Appointment; General Powers, Duties and Qualifications. The affairs of the Corporation shall be governed by a volunteer Board of Directors (the “Board”), all of whom shall be citizens of the United States. The founding Directors shall be designated in the Articles of Incorporation of the Corporation, and all subsequent Directors shall be elected by the Board. The Board shall elect the officers of the Corporation and shall appoint such agents and employees as they deem advisable. The Board may also fix the compensation structure of such agents and employees as determined from time to time in the annual budget that is approved by the Board. All Directors, except in the case of early resignation, removal or death, shall hold office until their respective successors are chosen and qualified in the same manner as the initial Board of Directors.

Section 3.2. Number. The number of Directors of the Corporation shall be no less than three (3) voting members and no more than five (5) voting members as set by Resolution of the Board of Directors from time to time. Unless otherwise provided by Resolution of the Board, the initial number of directors of the Corporation shall be three (3) voting members.

Section 3.3. Term. Each Director shall serve an initial term two (2) years. At the conclusion of the initial term, Directors may serve additional three (3) year terms.

Section 3.4. Vacancies. Any vacancy on the Board of Directors caused by an increase in the number of Directors, the expiration of the term of a Director, resignation, death, incapacity or removal shall be filled by the Board. No decrease in the number of Directors shall have the effect of shortening the term of any incumbent Director.

Section 3.5. Removal of Directors. Unless otherwise provided in the Articles of Incorporation, any and all Directors may be removed, with or without cause, by a majority vote of all of the members of the then-constituted Board of the Directors.

ARTICLE IV **Meetings of Directors**

Section 4.1 Annual Meeting. The Board of Directors shall meet each year on the date set in the Notice of the meeting within six (6) months of the close of the fiscal year of the Corporation at such place within or without the State of Indiana, as shall be set in the Notice of the meeting, for the purpose of election of officers and consideration of any other business that may properly come before the meeting.

Section 4.2 Regular Meetings. Regular meetings of the Board of Directors shall be held at such times and places as may be fixed by the Board of Directors. Such regular meeting of the Board of Directors may be held upon such notice as may be fixed by the Directors.

Section 4.3 Special Meetings. Special meetings of the Board of Directors may be called by the President of the Board, or by not less than two-thirds (2/3) of the voting members of the Board of Directors and upon forty-eight (48) hours' notice specifying the time and place and general purposes of the meeting. Such notice shall be given to each Director either personally or by mail, telegraph, teletype, telephone, other form of wire or wireless communication or via electronic mail.

Section 4.4. Place of Meetings. Meetings of the Board of Directors may be held at the principal office of the Corporation or at such other place as shall either (i) be designated in the notice of the meeting or (ii) be agreed upon at or before the meeting by a majority of the Directors then in office.

Section 4.5. Meeting by Conference Telephone or Other Multi-Channel Communications' Device. Any one or more Directors or members of a committee may participate in a meeting of the Board or committee by means of a conference telephone or similar communications device which allows all Directors participating in the meeting to simultaneously hear each other during the meeting, and such participation in a meeting shall be deemed presence in person at such meeting.

Section 4.6. Waiver of Notice. A Director may waive notice required to be given under the provisions of these By-Laws, the Articles of Incorporation or by applicable law before or after the date and time stated in the notice, if the waiver is in writing and delivered to the Corporation for inclusion in the minutes or filing with the corporate records. Attendance at any meeting in person:

- (a) waives objection to lack of notice or defective notice of the meeting, unless the director at the beginning of the meeting objects to holding the meeting or transacting business at the meeting; and
- (b) waives objection to consideration of a particular matter at the meeting that is not within the purpose or purposes described in the meeting notice, unless the director objects to considering the matter when it is presented.

Section 4.7. Quorum. At all meetings of the Board of Directors, the presence of a majority of the then-constituted Board of Directors shall constitute a quorum for the transaction of business.

Section 4.8. Manner of Acting. Except as otherwise provided by law or in the By-Laws, the act of the majority of the voting Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 4.9. Action Without Meeting/Action By Consent. Any action required or permitted to be taken at any meeting of the Board of Directors may be taken without a meeting if a written consent to such action is signed by all members of the Board of Directors and such action is filed with the proceedings of the Board of Directors.

ARTICLE V **Officers**

Section 5.1. Titles. The officers of the Corporation shall be a President of the Board of Directors, a Vice President, a Secretary, and a Treasurer. The Board of Directors may also elect one or more Assistant Secretaries and one or more Assistant Treasurers, and such other officers, assistants or employees as it shall deem necessary. The President, the Vice President, the Secretary and the Treasurer shall be chosen from the voting members of the Board of Directors. Except as otherwise provided in these By-Laws, the additional officers shall have the authority and perform the duties as from time to time may be prescribed by the Board of Directors. Any two or more offices may be held by the same individual, but no officer may act in more than one capacity where action of two or more officers is required.

Section 5.2. Election and Term. The officers of the Corporation shall be elected by the Board of Directors at the annual meeting to hold office for a term of two (2) years commencing on the date of the annual meeting and until his/her successor shall be duly elected and qualified.

Section 5.3. Removal. Any officer or agent elected or appointed by the Board of Directors may be removed at any time by the Board with or without cause, whenever, in their judgment, the best interests of the Corporation will be served thereby.

Section 5.4. Resignation. An officer or agent may resign at any time by communicating such resignation to the Corporation. A resignation is effective when it is communicated unless it specifies in writing a later effective date.

Section 5.5. Vacancies. Vacancies among the officers may be filled and new offices may be created and filled by the Board of Directors.

Section 5.6. Delegation of Official Authority. In case of the absence or disability of any officer of the Corporation, or for any other reason that the Board of Directors may deem sufficient, the Board of Directors may delegate the powers or duties of such officer to any officer or to any other qualified person for a specified period.

ARTICLE VI **Duties of Officers**

Section 6.1. President. The President shall preside at meetings of the Board of Directors. The President shall execute instruments which may be lawfully executed on behalf of the Corporation, except where required or permitted by law to be otherwise signed and executed, and except where the signing and execution shall be delegated by the Board of Directors to some other officer or agent. In general, the President shall also perform all duties incident to the office of President and such other duties as may be assigned by the Board of Directors from time to time. The President shall also act as an agent of the Board of Directors in exercising general control.

Section 6.2. Vice President. The Vice President shall exercise the powers of the President during the officer's absence or disability of the President to act. The Vice President shall have such other

powers and perform such other duties incident to the office and such other duties as may be assigned by the Board of Directors.

Section 6.3. Treasurer. The Treasurer shall keep or cause to be kept custody of all funds and securities belonging to the Corporation and shall receive, deposit or disburse the same under the direction of the Board of Directors; provided, that the Board may appoint a custodian or depository for any such funds or securities, and the Board may designate those persons upon whose signature or authority such funds may be disbursed or transferred. The Treasurer shall in general perform the duties incident to the office and such other duties as may be assigned from time to time by the President of the Board of Directors.

Section 6.4. Assistant Treasurers. Each Assistant Treasurer shall have such powers and perform such duties as may be assigned by the Board of Directors, and the Assistant Treasurers shall exercise the powers of the Treasurer during that officer's absence or inability to act. Any Assistant Treasurer shall not be a member of the Board of Directors.

Section 6.5. Secretary. The Secretary will attend all meetings of the Directors and shall keep or cause to be kept accurate records of the acts and proceedings of all meetings of the Board of Directors and shall give all notices required by law and these By-Laws. The Secretary shall have general charge of the corporate books and records and of the corporate seal and shall affix the corporate seal to any lawfully executed instrument requiring it. The Secretary shall sign such instruments as may require the signature of the Secretary and in general shall perform all the duties incident to the office of Secretary and such other duties as may be assigned from time to time by the President of the Board of Directors.

Section 6.6. Assistant Secretaries. Each Assistant Secretary shall have such powers and perform such duties as may be assigned by the Board of Directors, and the Assistant Secretaries shall exercise the powers of Secretary during that officer's absence or inability to act. Any Assistant Secretary shall not be a member of the Board of Directors.

ARTICLE VII **General Provisions**

Section 7.1. Execution of Contracts and Other Documents. Unless otherwise ordered by the Board of Directors by written resolution, all written contracts, checks, drafts or orders for the payment of money and other documents entered into on behalf of the Corporation shall be executed on behalf of the Corporation by the President of the Corporation and if required, attested to by the Secretary.

Section 7.2. Bond. All Directors, officers, agents, or employees of the Corporation empowered to handle funds of the Corporation shall be bonded and shall comply with such other conditions as may from time to time be required by the Board.

Section 7.3. Loans. No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a written resolution of the Board of Directors. Such authority may be general or confined to specific instances based upon the written approval and resolution of the Board of Directors.

Section 7.4. Conflict of Interest. A Director shall inform the Board of Directors of any direct or indirect conflict of interest which the Director has with regard to any transaction contemplated by the Board of Directors (a "Conflict of Interest"). A Conflict of Interest shall exist in Board actions including, but not limited to, actions concerning a transaction:

- (i) in which the Director has a material financial interest, or
- (ii) in which the Director is presently serving as a director, trustee, officer, or general partner of another party.

The Director with a Conflict of Interest may participate in the discussion if requested to do so by a majority of the Board of Directors, but may not vote on the transaction. The transaction is authorized, approved, or ratified by the vote of a majority of the directors in office who have no Conflict of Interest (which must be more than one Director) and when a majority of the Directors who have no Conflict of Interest so vote, a quorum is deemed present at the meeting for the purposes of that vote.

Section 7.5. Amendments. Subject to law and the Articles of Incorporation, the power to make, alter, amend or repeal all or any part of these By-Laws is vested in the Board of Directors. These By-Laws may be amended or repealed and new By-Laws may be adopted by the affirmative vote of a majority of the entire then-constituted Board of Directors.

Section 7.5 Dissolution. Upon dissolution: (1) the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school, then to any outstanding debt to the common school fund; and (2) remaining funds received from the department shall be returned to the department not more than thirty (30) days after dissolution. If the assets of the charter school are insufficient to pay all parties to whom the charter school owes compensation under subdivision (1), the priority of the distribution of assets may be determined by a court.

Adopted by the Board of Directors as of the _____ of _____, 2022.

CODE OF ETHICS AND CONFLICT OF INTEREST POLICY

PURPOSE

The purpose of this code of ethics and conflict of interest policy is to protect the interest of Fort Wayne Preparatory Academy, Inc. (the "Corporation") by ensuring that its authorized representatives are conducting themselves with the highest degree of personal and professional integrity. Ethical issues generally arise when the Corporation interacts with others through the Corporation's authorized representatives. This policy is to be applied when the Corporation is contemplating entering into a transaction or arrangement that might benefit the financial interests of an interested person, as such is defined below.

DEFINITIONS

1. **Interested Person.** Any director, officer, employee, or member of a committee with board delegated powers who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial Interest.** A person has a financial interest if the person has, directly or indirectly, through business, investment or family:
 - a. an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement;
 - b. a compensation arrangement with the Corporation or with any entity or individual with which the Corporation 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 Corporation is negotiating a transaction or arrangement. Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

PROCEDURES

1. **Duty to Disclose.** In connection with any actual or possible conflict of interest, an interested person must disclose the existence and nature of his or her financial interest to the directors and members of committees with board delegated powers considering the proposed transaction or arrangement.
2. **Determining Whether a Conflict of interest Exists.** After disclosure of the financial interest, the interested person shall leave the board or committee meeting while the financial interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists by a two-thirds vote. If it is determined that a conflict of interest exists, the board or committee shall proceed as provided in Section 3(c).
3. **Addressing the Conflict of Interest.**
 - a. If the board or committee has not already done so, the chairperson may, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - b. After exercising due diligence, the board or committee shall determine whether the Corporation can obtain a more advantageous transaction or arrangement with

reasonable efforts from a person or entity that would not give rise to a conflict of interest.

- c. If a more advantageous transaction or arrangement is not reasonably attainable under circumstances that would not give rise to a conflict of interest, the board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest and for its own benefit and whether the transaction is fair and reasonable to the Corporation and shall make its decision as to whether to enter into the transaction or arrangement in conformity with such determination.
 - d. In determining whether to enter into the transaction or arrangement under Section 3(c)iii., the board or committee may request that the interested board member or committee member provide additional information to the board or committee. The interested person shall not be present or participate in the vote on whether to enter into such transaction but may be counted for purposes of determining the existence of a quorum. If the interested director is counted for quorum purposes, the action must be approved by a sufficient number of votes based upon that quorum. For example, if a majority vote of the quorum is required to approve an action and eight (8) directors constitute a quorum, the action must be approved by five (5) of the seven (7) disinterested directors voting on the transaction or arrangement.
- 4. Violations of the Conflict of Interest Policy.**
- a. If the board or committee has reasonable cause to believe that an interested person has failed to disclose actual or possible conflicts of interest, it shall inform the interested person of the basis for such belief and afford the interested person an opportunity to explain the alleged failure to disclose.
 - b. If, after hearing the response of the interested person and making such further investigation as may be warranted in the circumstances, the board or committee determines that the interested person has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

RECORDS OF PROCEEDINGS.

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

- (a) the names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the board's or committee's decision as to whether a conflict of interest in fact existed; and
- (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 therewith.

ANNUAL STATEMENTS

Each director, principal officer, employee and member of a committee with board delegated powers shall annually sign a statement incorporated as Exhibit C.

PERIODIC REVIEWS

To ensure that the Corporation operates in a manner consistent with its charitable purposes and that it does not engage in activities that could jeopardize its status as an organization exempt from federal income tax, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, assess whether compensation arrangements and benefits are reasonable and are the result of arm's-length bargaining.

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 Indiana Code ("IC") § 20-24.
3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board ("ICSB") and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments of 1972*, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 427 of the *General Education Provision Act*.
5. Recipients receiving federal Charter School Program Grant funds will comply with all provisions of the Non regulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
6. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined at 20 U.S.C. § 1401(14) of the *Individuals with Disabilities Education Act*, will follow the student, in accordance with applicable federal and state law.
7. Recipients will comply with all provisions of the *Elementary and Secondary Education Act of 1965*, as amended by the *Every Student Succeeds Act of 2015*, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act and assessments.
8. Recipients will operate with the organizer serving in the capacity of fiscal agent for the charter school and in compliance with generally accepted accounting principles.

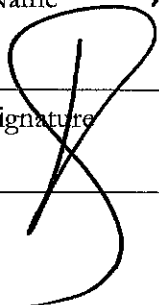
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees,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

Signature from Authorized Representative of the Charter School Applicant

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

Kenny Sink
Name

President
Title


Signature

3-25-22
Date

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

Do not enter social security numbers on this form as it may be made public.

Go to www.irs.gov/Form1023 for instructions and the latest information.**Note:** *If exempt status is approved, this application will be open for public inspection.*

Use the "?" buttons throughout this form for help in completing this application. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500.

If you cannot complete required responses within the textbox limits throughout this form, upload your additional narratives with the other required documents.

Part I Identification of Applicant

1a Full Name of Organization (exactly as it appears in your organizing document) FORT WAYNE PREPARATORY ACADEMY INC			b Care of Name (if applicable) SAEMUS BOYCE		
c Mailing Address (Number, street and room/suite) 111 MONUMENT CIRCLE SUITE 900		d City INDIANAPOLIS		e Country UNITED STATES	
f State INDIANA		g Zip Code + 4 46204-5125	h Foreign Province (or State)		i Foreign Postal Code
2 Employer Identification Number 88-1401315		3 Month Tax Year Ends JUNE		4 Person to Contact if More Information is Needed (officer, director, trustee, or authorized representative) SEAMUS BOYCE	
5 Contact Telephone Number 317-692-9000		6 Fax Number (optional) 317-264-6832		7 User Fee Submitted \$600.00	

8 Organization's Website (if available):**9** List the names, titles, and mailing addresses of your officers, directors, and/or trustees.

First Name: KENNETH		Last Name: SINAK		Title: PRESIDENT	
Mailing Address: 111 MONUMENT CIRCLE SUITE 900			City: INDIANAPOLIS		
State (or Province): IN		Zip Code (or Foreign Postal Code): 46204-5125			
First Name: SUSAN		Last Name: GUSHO		Title: SECRETARY	
Mailing Address: 111 MONUMENT CIRCLE SUITE 900			City: INDIANAPOLIS		
State (or Province): IN		Zip Code (or Foreign Postal Code): 46204-5125			
First Name: CYNTHIA		Last Name: ROACH		Title: TREASURER	
Mailing Address: 111 MONUMENT CIRCLE SUITE 900			City: INDIANAPOLIS		
State (or Province): IN		Zip Code (or Foreign Postal Code): 46204-5125			
First Name:		Last Name:		Title:	
Mailing Address:			City:		
State (or Province):		Zip Code (or Foreign Postal Code):			
First Name:		Last Name:		Title:	
Mailing Address:			City:		
State (or Province):		Zip Code (or Foreign Postal Code):			

 Check here to add more officers, directors, and/or trustees.

Part II Organizational Structure

- 1 You must be a corporation, limited liability company (LLC), unincorporated association, or trust to be tax exempt.

Select your type of organization.

Corporation

At the end of this form, you must upload a copy of your articles of incorporation (and any amendments) that shows proof of filing with the appropriate state agency.

Limited Liability Company (LLC)

At the end of this form, you must upload a copy of your articles of organization (and any amendments) that shows proof of filing with the appropriate state agency. Also, if you adopted an operating agreement, upload a copy, along with any amendments.

Unincorporated Association

At the end of this form, you must upload a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.

Trust

At the end of this form, you must upload a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.

- 2 Enter the date you formed. (MM/DD/YYYY)

02/22/2022

- 3 Select your state (or U.S. territory) of incorporation or other formation. If you were formed under the laws of a foreign country, select Foreign Country.

Indiana

- 4 Have you adopted bylaws? If "Yes," at the end of this form, upload a current copy showing the date of adoption. If "No," explain how you select your officers, directors, or trustees.

Yes No

- 5 Are you a successor to another organization?

Yes No

Answer "Yes" if you have taken or will take over the activities of another organization, you took over 25% or more of the fair market value of the net assets of another organization, or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G.

Part III Required Provisions in Your Organizing Document

Part III helps ensure that, when you submit this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3).

If you cannot check "Yes" in both Lines 1 and 2, your organizing document does not meet the organizational test. DO NOT file this application until you have amended your organizing document. Remember to upload your original and amended organizing documents at the end of this form.

- 1** Section 501(c)(3) requires that your organizing document limit your purposes to one or more exempt purposes within section 501(c)(3), such as charitable, religious, educational, and/or scientific purposes.

The following is an example of an acceptable purpose clause: The organization is organized exclusively for charitable, religious, educational, and scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Does your organizing document meet this requirement?

Yes No

- 1a** State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph):

Section 3.1(a)

- 2** Section 501(c)(3) requires that your organizing document provide that upon dissolution, your remaining assets be used exclusively for section 501(c)(3) exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Depending on your entity type and the state in which you are formed, this requirement may be satisfied by operation of state law.

The following is an example of an acceptable dissolution clause: Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Does your organizing document meet this requirement?

Yes No

- 2a** State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or indicate that you rely on state law.

Article IX

Part IV Your Activities

- 1 Describe completely and in detail your past, present, and planned activities. Do not refer to or repeat the purposes in your organizing document. For each past, present, or planned activity, include information that answers the following questions:

- a. What is the activity?
- b. Who conducts the activity?
- c. Where is the activity conducted?
- d. What percentage of your total time is allocated to the activity?
- e. How is the activity funded (for example, donations, fees, etc.) and what percentage of your overall expenses is allocated to this activity?
- f. How does the activity further your exempt purposes?

Fort Wayne Preparatory Academy will prepare a diverse community of elementary and middle school students to be successful in college and in their careers through a flexible and highly individualized educational experience that develops analytical, compassionate, disciplined, and self-directed learners. Our vision is to develop students who are curious and creative learners who succeed through a rigorous academic program and high academic goals. The School is a learning community, which values high expectations for both academics and behavior. The staff embraces students, families, and communities to build and develop well-rounded individuals who are independent critical thinkers, and intrinsically motivated to be lifelong learners. We believe that all children can learn as we seek to make a difference in the lives of our students. The teachers and staff at the School are committed to providing a quality education for all students in a safe, secure, and nurturing learning environment. We are committed to ensuring that each child reaches their full potential. Fort Wayne Preparatory Academy is staffed with certified members of the teaching staff and classified or support staff. In addition to core academic subjects, students have the benefit of weekly art and physical education classes. Special services available to students include special education, literacy support, and counseling. We encourage all parents and guardians to maintain regular communications with their child's teachers and be actively involved in the school community. School activities are conducted on school grounds and may be done through remote learning as permitted under Indiana law. These activities are conducted by school staff and outside vendors as needed to provide the necessary services. 100% of the time is allocated to teaching students and providing professional development to staff and is funded through state and federal funds. The School may apply for and receive grants to further the mission of the organization.

Part IV Your Activities (continued)

2 Enter the 3-character NTEE Code that best describes your activities.

B29

Or check here if you want the IRS to select the NTEE Code that best describes your activities.

3 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes" if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.

Yes

No

4 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors? If "Yes," explain how these related individuals are eligible for goods, services, or funds.

Yes

No

5 Do you or will you support or oppose candidates in political campaigns in any way? If "Yes," explain.

Yes

No

6 Do you or will you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation.

Yes

No

Part IV Your Activities (continued)

- 6a Did you or will you make an election to have your legislative activities measured by expenditures by filing Form 5768? If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. Yes No

- 7 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. Yes No

- 8 Do you or will you provide educational information to the general public on budgeting, personal finance, financial literacy, saving and spending practices, the sound use of consumer credit, and/or assist individuals and families with financial problems such as credit card debt and foreclosure by providing them with counseling? If "Yes," explain. Yes No

- 9 Do you or will you make grants, loans, or other distributions to organizations? If "Yes," describe the type and purpose of the grants, loans, or distributions, how you select your recipients including submission requirements (such as grant proposals or application forms), and the criteria you use or will use to select recipients. Also describe how you ensure the grants, loans, and other distributions are or will be used for their intended purposes (including whether you require periodic or final reports on the use of funds and any procedures you have if you identify that funds are not being used for their intended purposes). Finally, describe the records you keep with respect to grants, loans, or other distributions you make and identify any recipient organizations and any relationships between you and the recipients. If "No," continue to Line 10. Yes No

Part IV Your Activities (continued)

- 9a** Do you or will you make grants, loans, or other distributions to organizations that are not recognized by the IRS as tax exempt under section 501(c)(3)? If "Yes," name and/or describe the non-section 501(c)(3) organizations to whom you do or will make distributions and explain how these distributions further your exempt purposes. Yes No

- 9b** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," name each foreign organization (if not already provided), the country and region within each country in which each foreign organization operates, any relationship you have with each foreign organization, and whether the foreign organization accepts contributions earmarked for a specific country or organization (if so, specify which countries or organizations). If "No," continue to Line 10. Yes No

- 9c** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. Yes No

- 9d** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. Yes No

- 9e** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including periodic reporting requirements, auditing grantees, site visits by your employees or compliance checks by impartial experts, etc., to verify that grant funds are being used appropriately. Yes No

Part IV Your Activities (continued)

- 9f** Do you share board members or other key personnel with the recipient organization(s)? If "Yes," identify the relationships. Yes No

- 9g** When you make grants, loans, or other distributions to foreign organizations, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities. Yes No

- 9h** Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC? Yes No

- 9i** Will you acquire from OFAC the appropriate license and registration where necessary? Yes No

- 10** Do you or will you operate in a foreign country or countries? If "Yes," name each foreign country and region within each country in which you do or will operate and describe your operations in each one. If "No," continue to Line 11. Yes No

- 10a** When you conduct activities in foreign countries, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities. Yes No

- 10b** Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC? Yes No

- 10c** Will you acquire from OFAC the appropriate license and registration where necessary? Yes No

Part IV Your Activities *(continued)*

- 11 Are you a sponsoring organization that maintains one or more donor advised funds? If yes, please provide a complete description of your program, including the specific advice that such donors may provide. Describe in detail the control you maintain (or will maintain) over the use of the funds. Yes No

- 12 Do you or will you operate a school? Yes No
If "Yes," complete Schedule B.

- 13 Is your principal purpose or function to provide hospital or medical care? Yes No
If "Yes," complete Schedule C.

- 14 Do you or will you provide low-income housing? Yes No
If "Yes," complete Schedule F.

- 15 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? Yes No
If "Yes," complete Schedule H - Section I.

- 16 Check any of the following fundraising activities that you will undertake (check all that apply):

- | | |
|--|--|
| <input checked="" type="checkbox"/> Website, mail, email, personal, and/or phone solicitations | <input checked="" type="checkbox"/> Foundation grant solicitations |
| <input type="checkbox"/> Receive donations from another organization's website | <input checked="" type="checkbox"/> Government grant solicitations |
| <input type="checkbox"/> Bingo | <input type="checkbox"/> Other (non-bingo) gaming activities |
| <input type="checkbox"/> Other (describe) | |

- We will not engage in fundraising activities.

- 17 Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements, including the names or descriptions of the organizations for which you raise funds. Yes No

Part V Compensation and Other Financial Arrangements

- 1** Do you or will you compensate officers, directors, or trustees, or do or will you have highest compensated employees, or highest compensated independent contractors? If "No," continue to Line 2. Yes No

In establishing compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors:

- 1a** Do or will the individuals that approve compensation arrangements follow a conflict of interest policy? Yes No
- 1b** Do or will you approve compensation arrangements in advance of paying compensation? Yes No
- 1c** Do or will you document in writing the date and terms of approved compensation arrangements? Yes No
- 1d** Do or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? Yes No
- 1e** Do or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Yes No
- 1f** Do or will you record in writing both the information on which you relied to base your decision and its source? Yes No
- 1g** Do or will you have any other practices you use to set reasonable compensation? If "Yes," describe these practices. Yes No

- 2** Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If you are a hospital, answer "Yes" if your conflict of interest policy includes provisions consistent with the additional healthcare related provisions in the sample document. If "No," describe the procedures you will follow to ensure that persons who have a conflict of interest will not have influence over setting their own compensation or regarding business deals with themselves. Yes No

- 3** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Yes No

Part V Compensation and Other Financial Arrangements *(continued)*

- 4 Do you or will you purchase or sell any goods, services, or assets from or to: (i) any of your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any such transactions that you made or intend to make, with whom you make or will make such transactions, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value. Yes No

- 5 Do you or will you have any leases, contracts, loans, or other agreements with: (i) your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any written or oral arrangements that you made or intend to make, with whom you have or will have such arrangements, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value. Yes No

- 6 Do you or will you contract with another organization to develop, build, market, or finance your facilities? Yes No
If "Yes," describe each facility, the role of the other organization, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how that entity is selected, how the terms of any contract(s) are negotiated at arm's length, and how you determine you will pay no more than fair market value for services.

Part V Compensation and Other Financial Arrangements *(continued)*

- 7 Does or will someone other than your own employees or volunteers manage your activities or facilities? Yes No
- If "Yes," describe the activities or facilities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how these managers were or will be selected, how the terms of any contracts or other agreements were or will be negotiated, and how you determine you will pay no more than fair market value for services.

- 8 Do you participate in any joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. Yes No

Part VI Financial Data

- 1 Select the option that best describes you to determine the years of revenues and expenses you need to provide.
- You completed less than one tax year.
Provide a total of three years of financial information (including the current year and two future years of reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.
- You completed at least one tax year but fewer than five.
Provide a total of four years financial information (including the current year and three years of actual financial information or reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.
- You completed five or more tax years.
Provide financial information for your five most recent tax years (including the current year) in the following Statement of Revenues and Expenses.

Part VI Financial Data (continued)**A. Statement of Revenues and Expenses**

Type of revenue	Current tax year	4 prior tax years or 2 succeeding tax years			
		From: 07/01/2021 To: 06/30/2022	From: 07/01/2021 To: 06/30/2023	From: 07/01/2023 To: 06/30/2024	From: _____ To: _____
1 Gifts, grants, and contributions received (do not include unusual grants)	\$0	\$1,141,938	\$1,225,102		
2 Membership fees received					
3 Gross investment income					
4 Net unrelated business income					
5 Taxes levied for your benefit					
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
7 Any revenue not otherwise listed above or in lines 9 - 12 below (provide an itemized list below)	\$0	\$0	\$0		
8 Total of lines 1 through 7	\$0	\$1,141,938	\$1,225,102	\$0	\$0
9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (provide an itemized list below)	\$0	\$0	\$0		
10 Total of lines 8 and 9	\$0	\$1,141,938	\$1,225,102	\$0	\$0
11 Net gain or loss on sale of capital assets (provide an itemized list below)	\$0	\$0	\$0		
12 Unusual grants (provide an itemized list below)	\$0	\$0	\$0		
13 Total Revenue (add lines 10 through 12)	\$0	\$1,141,938	\$1,225,102	\$0	\$0
Type of expense	Current tax year	4 prior tax years or 2 succeeding tax years			
14 Fundraising expenses	\$0				
15 Contributions, gifts, grants, and similar amounts paid out (provide an itemized list below)	\$0				
16 Disbursements to or for the benefit of members (provide an itemized list below)	\$0				
17 Compensation of officers, directors, and trustees					
18 Other salaries and wages		\$587,228	\$712,974		
19 Interest expense					
20 Occupancy (rent, utilities, etc.)		\$225,494	\$251,779		
21 Depreciation and depletion					
22 Professional fees					
23 Any expense not otherwise classified, such as program services (provide an itemized list below)	\$0	\$296,440	\$343,894		
24 Total Expenses (add lines 14 through 23)	\$0	\$1,109,162	\$1,308,647	\$0	\$0

25 Itemized financial data

Not applicable

Part VI Financial Data (continued)

B. Balance Sheet (for your most recently completed tax year)		Year End: 06/30/2022
Assets		
1 Cash		\$0
2 Accounts receivable, net		
3 Inventories		
4 Bonds and notes receivable (provide an itemized list below)		
5 Corporate stocks (provide an itemized list below)		
6 Loans receivable (provide an itemized list below)		
7 Other investments (provide an itemized list below)		
8 Depreciable assets (provide an itemized list below)		
9 Land		
10 Other assets (provide an itemized list below)		
11 Total Assets (add lines 1 through 10)		\$0
Liabilities		
12 Accounts payable		\$0
13 Contributions, gifts, grants, etc. payable		
14 Mortgages and notes payable (provide an itemized list below)		
15 Other liabilities (provide an itemized list below)		
16 Total Liabilities (add lines 12 through 15)		\$0
Fund Balances or Net Assets		
17 Total fund balances or net assets		\$0
18 Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)		\$0

19 Itemized financial data

Part VII Foundation Classification

Part VII is designed to classify you as an organization that is either a private foundation or a public charity. Public charity classification is a more favorable tax status than private foundation classification. If you are a private foundation, this part will further determine whether you are a private operating foundation.

1 Select the foundation classification you are requesting from the list below.

- You are described in 509(a)(1) and 170(b)(1)(A)(vi) as an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- You are described in 509(a)(2) as an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- You are described in 509(a)(1) and 170(b)(1)(A)(i) as a church or a convention or association of churches. Complete Schedule A.
- You are described in 509(a)(1) and 170(b)(1)(A)(ii) as a school. Complete Schedule B.
- You are described in 509(a)(1) and 170(b)(1)(A)(iii) as a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete Schedule C.
- You are described in 509(a)(1) and 170(b)(1)(A)(iv) as an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- You are described in 509(a)(1) and 170(b)(1)(A)(ix) as an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.
- You are described in 509(a)(3) as an organization supporting either one or more organizations described in 509(a)(1) or 509(a)(2) or a publicly supported section 501(c)(4), (5), or (6) organization. Complete Schedule D.
- You are described in 509(a)(4) as an organization organized and operated exclusively for testing for public safety.
- You are a publicly supported organization and would like the IRS to decide your correct classification.
- You are a private foundation.

1a As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check this box to confirm that your organizing document includes these provisions or you rely on state law.

State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or state that you rely on state law.

1b Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? Yes No
If "Yes," complete Schedule H - Section II.

1c Are you a private operating foundation? Yes No

To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations.

Part VII Foundation Classification *(continued)*

- 1d** Describe how you meet the requirements for private operating foundation status, including how you meet the income test and either the assets test, the endowment test, or the support test. If you've been in existence for less than one year, describe how you are likely to satisfy the requirements for private operating foundation status.

- 2** If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(1) and 170(b)(1)(A)(vi) in existence for five or more tax years, you must have received one-third or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities; or 10% or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities and the facts and circumstances indicate you are a publicly supported organization. Calculate whether you meet this support test for your most recent five-year period.

- i.** Did you receive contributions from any person, company, or organization whose gifts totaled more than the 2% amount of line 8 in Part VI-A? Yes No

If "Yes," identify each person, company, or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- ii.** Based on your calculations, did you receive at least one-third of your support from public sources or did you normally receive at least 10 percent of your support from public sources and you have other characteristics of a publicly supported organization? Yes No

- 2a** If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(2) in existence for five or more tax years, you must have normally received more than one-third of your support from contributions, membership fees, and gross receipts from activities related to your exempt functions, or a combination of these sources, and not more than one-third of your support from gross investment income and net unrelated business income. Calculate whether you meet this support test for your most recent five-year period.

- i.** Did you receive amounts from any disqualified persons? Yes No

If "Yes," identify each disqualified person by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- ii.** Did you receive amounts from individuals or organizations other than disqualified persons that exceeded the greater of \$5,000 or 1% of the amount on line 10 of Part VI-A Statement of Revenues and Expenses? Yes No

If "Yes," identify each individual or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- iii.** Based on your calculations, did you normally receive more than one-third of your support from a combination of gifts, grants, contributions, membership fees, and gross receipts (from permitted sources) from activities related to your exempt functions and normally receive not more than one-third of your support from investment income and unrelated business taxable income? Yes No

Part VIII Effective Date

In general, a determination letter recognizing exemption of an organization described in section 501(c)(3) is effective as of the date of formation of an organization if: (1) its purposes and activities prior to the date of the determination letter have been consistent with the requirements for exemption; and (2) it has filed an application for recognition of exemption within 27 months from the end of the month in which it was organized.

- 1 Are you submitting this application within 27 months of the end of the month in which you were legally formed? Yes No

If "No," complete Schedule E.

Part IX Annual Filing Requirements

If you fail to file a required information return or notice for three consecutive years, your exempt status will be automatically revoked.

- 1 Certain organizations are not required to file annual information returns or notices (Form 990, Form 990-EZ, or Form 990-N, e-Postcard). If you are granted tax-exemption, are you claiming to be excused from filing Form 990, Form 990-EZ, or Form 990-N? Yes No

If "Yes," are you claiming you are excused from filing because you are:

- A church or association of churches
- An integrated auxiliary (such as a men's or women's organization, religious school, mission society, or religious group)
- A church-affiliated organization (other than a section 509(a)(3) organization) that is exclusively engaged in managing funds or maintaining retirement programs and is described in Revenue Procedure 96-10, 1996-1 C.B. 577
- A school below college level affiliated with a church or operated by a religious order
- A mission society (other than a section 509(a)(3) supporting organization) sponsored by, or affiliated with, one or more churches or church denominations, if more than half of the society's activities are conducted in, or directed at, persons in foreign countries
- An affiliate of a governmental unit that meets the requirements of Revenue Procedure 95-48, 1995-2 C.B. 418 (other than a section 509(a)(3) supporting organization)
- Other (describe)

Part X Signature

- I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, and to the best of my knowledge it is true, correct, and complete.

Kenneth Sinak

(Type name of signer)

PRESIDENT

(Type title or authority of signer)

03/30/2022

(Date)

Upload checklist:

- Organizing document (and any amendments)
- Bylaws, if adopted
- Form 2848, Power of Attorney and Declaration of Representative (if applicable)
- Form 8821, Tax Information Authorization (if applicable)
- Supplemental responses (if applicable)
- Expedited handling request (if applicable)

Schedule A. Churches

- 1 Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," describe your written creed, statement of faith, or summary of beliefs. Yes No

- 2 Do you have a literature of your own? If "Yes," describe your literature. Yes No

- 3 Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline. Yes No

- 4 Describe your religious hierarchy or ecclesiastical government.

- 5 Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. Yes No

- 6 Do you have a form of worship? If "Yes," describe your form of worship. Yes No

- 7 Do you have regularly scheduled religious services? If "Yes," describe the nature of the services. Yes No

- 7a What is the average attendance at your regularly scheduled religious services?

- 8 Do you have an established place of worship? If "Yes," describe your established place of worship or where you meet to hold regularly scheduled religious services. Yes No

Schedule A. Churches (continued)

9 Do you have an established congregation or other regular membership group? If "No," continue to Line 10. Yes No

9a How many members do you have?

9b Do you have a process by which an individual becomes a member? If "Yes," describe the process. Yes No

9c Do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have. Yes No

9d May your members be associated with another denomination or church? Yes No

9e Are all of your members part of the same family? Yes No

10 Do you conduct baptisms, weddings, funerals, or other religious rites? Yes No

11 Do you have a school for the religious instruction of the young? Yes No

12 Do you have ministers or religious leaders? If "Yes," describe these roles and explain whether the ministers or religious leaders are ordained, commissioned, or licensed after a prescribed course of study. Yes No

13 Do you have schools for the preparation of your ordained ministers or religious leaders? Yes No

14 Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure. Yes No

15 Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain. Yes No

Schedule B. Schools, Colleges, and Universities

- 1** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? Yes No
- 2** Is the primary function of your school the presentation of formal instruction? If "No," continue to Line 3. Yes No

2a Select the best description(s) of your school:

- Elementary school
- Secondary school
- Charter school
- College or university
- Technical school
- Other school (describe)

- 3** Are you a public school because you are operated by a state or subdivision of a state or operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. Yes No

Pursuant to state law, the School will operate under a contract with the school's authorizer, the Mayor of Indianapolis. The School will be publicly funded primarily through the Indiana Department of Education, based upon the average daily membership (ADM) of its enrolled students.

- 4** Were you formed or substantially expanded at the time of public school desegregation in the school district or county in which you are located? Yes No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. Yes No

- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. Yes No

Information Required by Revenue Procedure 75-50 as Modified by Revenue Procedure 2019-22

- 7** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? Yes No

State where the policy is located or if adopted by resolution of your governing body.

- 8** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? If "Yes," continue to Line 9. Yes No

- 8a** By checking this box, you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.

Schedule B. Schools, Colleges, and Universities *(continued)*

9 Have you made your racially nondiscriminatory policy known to all segments of the general community you serve by: a) publishing a notice of your policy in a newspaper of general circulation that serves all racial segments of the community; b) publicizing your policy over broadcast media in a way that is reasonably expected to be effective; or c) displaying a notice of your policy at all times on your primary, publicly accessible internet home page in a manner reasonably expected to be noticed by visitors to the homepage? If "Yes," continue to Line 10. Yes No

9a By checking this box, you agree that you will publicize your nondiscriminatory policy in a way that meets the requirements of Revenue Procedure 75-50, 1975-2 C.B. 587, as modified by Revenue Procedure 2019-22, I.R.B. 1260.

10 Do or will you (or any department or division of your organization) discriminate in any way on the basis of race with respect to admissions, use of facilities or exercise of student privileges, faculty or administrative staff, or scholarship or loan programs? If "Yes," for any of the above, explain fully. Yes No

11 Complete the table below to show the racial composition for the current academic year and projected for the next academic year. If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community you serve).

For each racial category, enter the number of (a) students, (b) faculty, and (c) administrative staff. Provide actual numbers rather than percentages for each racial category.

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

12 In the table below, enter the number and amount of loans and scholarships awarded to enrolled students by racial categories. Provide actual numbers rather than percentages for each racial category.

Check here if you will not provide any loans or scholarships to students.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

Schedule B. Schools, Colleges, and Universities *(continued)*

- 13** List your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

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- 14** Do any of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations, have an objective to maintain segregated public or private school education? If "Yes," explain.

Yes No

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- 15** Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain.

Yes No

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Schedule C. Hospitals and Medical Research Organizations

- 1** Are you a medical research organization (an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research) operated in conjunction with a hospital? If "No," continue to Line 2. Yes No

- 1a** Name the hospitals with which you have a relationship and describe the relationship.

- 1b** List your assets showing their fair market value and the portion of your assets directly devoted to medical research.

Do not complete the remainder of Schedule C.

- 2** Are you applying for exemption as a cooperative hospital service organization described in section 501(e)? If "Yes," explain. Yes No

Do not complete the remainder of Schedule C.

- 3** Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected. Yes No

Schedule C. Hospitals and Medical Research Organizations (continued)

- 4** Do you or will you provide medical services to all individuals in your community who can pay for themselves or are able to pay through some form of insurance? If "No," explain. Yes No

- 5** Do you or will you maintain a full-time emergency room? If "Yes," continue to Line 6. Yes No

- 5a** Are you a specialty hospital or would emergency services be duplicative based on your region or locality? Yes No

- 6** Do you provide free or below cost services? If "Yes," describe your policy for determining when and to whom you provide these services and how these services promote the organization's benefit to the community. Yes No

- 7** Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs. Yes No

- 8** Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs. Yes No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

- 9** Is your board of directors composed of a majority of individuals who are representative of the community you serve, or do you operate under a parent organization whose board of directors is composed of a majority of individuals who are representative of the community you serve? If "Yes," continue to Line 10. Yes No

- 9a** List each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. If you operate under a parent organization whose board of directors is not composed of a majority of individuals who are representative of the community you serve, provide the requested information for your parent's board of directors as well.

- 10** Do you operate a facility which is required by a state to be licensed, registered, or similarly recognized as a hospital? If "No," do not complete the rest of Schedule C. Yes No

- 10a** Do you conduct a community health needs assessment (CHNA) at least once every three years and adopt an implementation strategy to meet the community health needs identified in the assessment as required by section 501(r)(3)? If "No," explain. Yes No

- 10b** Do you have a written financial assistance policy (FAP) and a written policy relating to emergency medical care as required by section 501(r)(4)? If "No," explain. Yes No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

10c Do you both (1) limit amounts charged for emergency or other medically necessary care provided to individuals eligible for assistance under your FAP to not more than amounts generally billed to individuals who have insurance covering such care, and (2) prohibit use of gross charges as required by section 501(r)(5)? If "No," explain. Yes No

10d Do you make reasonable efforts to determine whether an individual is FAP-eligible before engaging in extraordinary collection actions as required by section 501(r)(6)? If "No," explain. Yes No

Schedule D. Section 509(a)(3) Supporting Organizations

1 List the names, addresses, and EINs of the organizations you support.

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2 Are all your supported organizations public charities under section 509(a)(1) or (2)? If "Yes," continue to Line 3. Yes No

2a Are your supported organizations tax exempt under section 501(c)(4), 501(c)(5), or 501(c)(6) and do your supported organizations meet the public support test under section 509(a)(2)? If "No," explain how each organization you support is a public charity under section 509(a)(1) or 509(a)(2). Yes No

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3 Which of the following describes your relationship with your supported organization(s)?

- A majority of your governing board or officers are elected or appointed by your supported organization(s). (Type I supporting organization)
- Your control or management is vested in the same persons who control or manage your supported organization(s). (Type II supporting organization)
- One or more of your officers, directors, or trustees are elected or appointed by the officers, directors, trustees, or membership of your supported organization(s), or one or more of your officers, directors, trustees, or other important office holders, are also members of the governing body of your supported organization(s), or your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s). (Type III supporting organization)

4 Describe how your governing board and officers are selected. If you are a Type III organization, also describe how your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s).

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Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

- 5** Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) with respect to you or persons who have a family or business relationship with any disqualified persons appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. Yes No

- 6** Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. Yes No

- 7** Does your organizing document specify your supported organization(s) by name? Yes No
 If "Yes" and you selected Type I above, continue to Line 8.
 If "Yes," and you selected Type II, do not complete the rest of Schedule D.
 If "No" and you selected Type III above, amend your organizing document to specify your supported organization(s) by name or you will not meet the organizational test and need to reconsider your requested public charity classification; then continue to Line 8.

- 7a** Does your organizing document name a similar purpose or charitable class of beneficiaries as to your supported organization(s)? If "No," amend your organizing document to specify your supported organization(s) by name, purpose, or class or you will not meet the organizational test and need to reconsider your requested public charity classification. Yes No

If you selected Type II above, do not complete the rest of Schedule D.

- 8** Do you or will you receive contributions from any person who alone, or combined with family members or an entity at least 35% controlled by that person, controls any of your supported organizations, or will you receive contributions from any family member of, or an entity at least 35% controlled by, any person who controls any of your supported organizations? If "Yes," explain. Yes No

If you selected Type I above, do not complete the rest of Schedule D.

Schedule D. Section 509(a)(3) Supporting Organizations (continued)

- 9 Do the officers, directors, or trustees of your supported organization have a significant voice in your investment policies, the timing and making of grants, the selection of grant recipients, and in otherwise directing the use of your income or assets? If "Yes," explain. Yes No

- 10 In each taxable year, do you or will you provide each of your supported organizations with (a) a written notice addressed to a principal officer of the supported organization describing the type and amount of all of the support you provided to the supported organization during the immediately preceding taxable year, (b) a copy of your most recently filed Form 990-series return or notice, and (c) a copy of your governing documents? If 'No,' explain. Yes No

- 11 Do you exercise a substantial degree of direction over the policies, programs, and activities of your supported organization(s) and appoint or elect (directly or indirectly) a majority of the officers, directors, or trustees of your supported organization(s)? If "Yes," explain. Yes No

- 12 Do substantially all of your activities directly further the exempt purposes of one or more supported organizations to which you are responsive by performing the functions of, or carrying out the purposes of, such supported organization(s) and but for your involvement would normally be engaged in by such supported organization(s). If "Yes," explain and do not complete the rest of Schedule D. Yes No

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

13 Do you distribute at least 85% of your annual net income or 3.5% of the aggregate fair market value of all of your non-exempt-use assets (whichever is greater) to your supported organization(s)? If "No," explain.

Yes No

13a How much do you contribute annually to each supported organization?

13b What is the total annual revenue of each supported organization?

13c Do you or the supported organization(s) earmark your funds for support of a particular program or activity? If "Yes," explain.

Yes No

Schedule E. Effective Date

- 1** Are you applying for reinstatement of exemption after being automatically revoked for failure to file required returns or notices for three consecutive years? If "No," continue to Line 2. Yes No

- 1a** Revenue Procedure 2014-11, 2014-1 C.B. 411, provides procedures for reinstating your tax-exempt status. Select the section of Revenue Procedure 2014-11 under which you want us to consider your reinstatement request.

- Section 4. You are seeking retroactive reinstatement under section 4 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 4, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future. Do not complete the rest of Schedule E.

- Section 5. You are seeking retroactive reinstatement under section 5 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 5, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in at least one of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

- Section 6. You are seeking retroactive reinstatement under section 6 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 6, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.

Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in each of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.

- Section 7. You are seeking reinstatement under section 7 of Revenue Procedure 2014-11, effective the date you are filling this application. Do not complete the rest of Schedule E.

- 2** Generally, if you did not file Form 1023 within 27 months of formation, the effective date of your exempt status will be the date you filed Form 1023 (submission date). Requests for an earlier effective date may be granted when there is evidence to establish you acted reasonably and in good faith and the grant of relief will not prejudice the interests of the government.

- Check this box if you accept the submission date as the effective date of your exempt status. Do not complete the rest of Schedule E.

- Check this box if you are requesting an earlier effective date than the submission date.

- 2a** Explain why you did not file Form 1023 within 27 months of formation, how you acted reasonably and in good faith, and how granting an earlier effective date will not prejudice the interests of the Government.

You may want to include the events that led to the failure to timely file Form 1023 and to the discovery of the failure, any reliance on the advice of a qualified tax professional and a description of the engagement and responsibilities of the professional as well as the extent to which you relied on the professional, a comparison of (1) what your aggregate tax liability would be if you had filed this application within the 27-month period with (2) what your aggregate liability would be if you were exempt as of your formation date, or any other information you believe will support your request for relief.

Schedule F. Low-Income Housing

- 1** Describe each facility including the type of facility, whether you own or lease the facility, how many residents it can accommodate, the current number of residents, and whether the residents purchase or rent housing from you.

- 2** Describe who qualifies for your housing in terms of income levels or other criteria and explain how you select residents.

- 3** Do you meet the safe harbor requirements outlined in Revenue Procedure 96-32, 1996-1 C.B. 717, which provides guidelines for providing low-income housing that will be treated as charitable, including for each project that (a) at least 75 percent of the units are occupied by residents that qualify as low-income and (b) either at least 20 percent of the units are occupied by residents that also meet the very low-income limit for the area or 40 percent of the units are occupied by residents that also do not exceed 120 percent of the area's very low-income limit, and less than 25 percent of the units are provided at market rates to persons who have incomes in excess of the low-income limit? Yes No

- 4** Is your housing affordable to low-income residents? If "Yes," describe how your housing is made affordable to low-income residents. Yes No

- 5** Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions. Yes No

Schedule F. Low-Income Housing *(continued)*

- 6 In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. Yes No

- 7 Do you provide social services to residents? If "Yes," describe these services. Yes No

- 8 Do you participate in any government housing programs? If "Yes," describe these programs. Yes No

Schedule G. Successors to Other Organizations

- 1** List the name, last address, and EIN of your predecessor organization and describe its activities.

- 2** List the owners, partners, principal stockholders, officers, and governing board members of your predecessor organization. Include their names, addresses, and share/interest in the predecessor organization (if for-profit).

- 3** Are you a successor to a for-profit organization? If "Yes," explain your relationship with the predecessor organization that resulted in your creation and explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status; continue to Line 4. Yes No

- 3a** Explain your relationship with the other organization that resulted in your creation and why you took over the activities or assets of another organization.

Schedule G. Successors to Other Organizations (continued)

- 4 Do or will you maintain a working relationship with any of the persons listed in question 2 or with any for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the relationship. Yes No

- 5 Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof and describe any restrictions that were placed on the use or sale of the assets. Yes No

- 6 Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed. Yes No

- 7 Will you lease or rent any property or equipment to or from the predecessor organization or any persons listed in Line 2 or a for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the arrangement(s) including how the lease or rental value was determined. Yes No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures**Section I** Public charities and private foundations complete lines 1 through 8 of this section.

- 1** Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc., including the purpose, number and amount(s) of grants, how the program is publicized, and if you award educational loans, the terms of the loans.

- 2** Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," explain. Yes No

- 3** Describe the specific criteria you use to determine who is eligible for your program (for example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.).

- 4** Describe the specific criteria you use to select recipients (for example, specific selection criteria could consist of prior academic performance, financial need, etc.).

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

- 5 Describe any requirement or condition you impose on recipients to obtain, maintain, or qualify for renewal of a grant (for example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.).

- 6 Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Explain whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.

- 7 How do you determine who is on the selection committee for the awards made under your program?

- 8 Are relatives of members of the selection committee, or of your officers, directors, or substantial contributors eligible for awards made under your program? If "Yes," what measures do you take to ensure unbiased selections?

Yes No

Do not complete the rest of Schedule H. If you are a private foundation, you will be directed to complete Section II of Schedule H later in the application.

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

Section II Private foundations complete lines 1 through 7 of this section. Public charities do not complete this section.

- 1** As a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? Yes No

If "No," do not complete the rest of Schedule H.

- 1a** Check the box(es) indicating under which section(s) you want your grant making procedures to be considered.

- 4945(g)(1) - Scholarship or fellowship grant to an individual for study at an educational institution
- 4945(g)(3) - Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product

- 2** Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? Yes No

- 3** Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in Line 2? Yes No

- 4** Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an employee of a particular employer? Yes No

If "No," do not complete the rest of Schedule H.

- 5** Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? Yes No

- 6** Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? If "No," continue to Line 7. Yes No

- 6a** Will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? Yes No

- 7** Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? Yes No

If "No," do not complete the rest of Schedule H.

- 7a** Will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? Yes No

If "Yes," do not complete the rest of Schedule H.

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

- 7b** Will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution; do not complete the rest of Schedule H. Yes No

- 7c** Will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test or the 10% test in questions 7a and 7b. Yes No

Exhibit D

Statement of Assurances

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

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

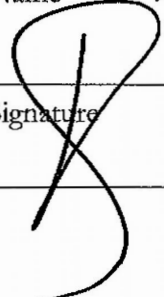
- 9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
- 10. Recipients will indemnify and hold harmless the ICSB, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees,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

Signature from Authorized Representative of the Charter School Applicant

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

Kenny Sink
Name

President
Title


Signature

3-25-22
Date

Task	Responsibility	November 2022	December 2022	January 2023	February 2023	March 2023	April 2023	May 2023	June 2023	July 2023	August 2023	September 2023
Secure in-state consultant	Finance Team											
Set up school bank account	Board Treasurer & Finance Team											
Hire audit firm	Board Treasurer											
Pursue grant opportunities if available	Grants Management Team											
Finalize Year 1 budget/cash flow	Board & Finance Team											
Curriculum & Instruction												
Final Alignments Complete	Curriculum & Instruction Team											
Load school into AMP system	Curriculum & Systems Team											
Review & Amend School Handbook	School Operations Team											
Purchase Curriculum and Technology	Purchasing Team											
Finalize assessment schedule	Head of School											
Facilities												
Finalize school administrative office	Accel Facilities Team/School Board											
Renovation, if necessary	Accel Facilities Team/School Board											
Order furniture, office equipment, utilities	Head of School with Facilities Team											
Move into school office	School Staff											
Final Launch Items												
School Launch!	All											
Ribbon Cutting Ceremony	All											

March 28, 2022

Re: Fort Wayne Preparatory Academy

To Whom It May Concern:

Our agency is pleased to provide insurance services for Blended School Holdings, Inc. and their related entities. We currently work in many states helping schools secure insurance and are licensed to work in The State of Indiana as required by law.

Our program utilizes the following carriers: Philadelphia Insurance Company, Travelers Insurance, Beazley Insurance, and Lloyd's of London. We will only place this school with at least an "A-, VII" rated insurance carrier as determined by AM Best rating guidelines.

On behalf of Fort Wayne Preparatory Academy the following coverages will be secured to meet all requirements of the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
General Liability (includes corporal punishment and field trips)	\$1,000,000 per occurrence \$3,000,000 aggregate limit
Workers Compensation	As specified by Indiana Statutes
Workers' Compensation Part II (Employers' Liability)	\$1,000,000
Employee Benefits Liability	\$1,000,000 per claim \$3,000,000 aggregate limit
Automobile/Bus Liability including non-owned and hired; underinsured as needed	\$1,000,000 combined single limit
Employment Practices Liability	\$1,000,000 per claim/annual aggregate
Educators Legal Liability (School Leaders E&O and/or Professional Liability)	\$2,000,000 per claim/annual aggregate
Directors & Officers	\$1,000,000 per claim/annual aggregate
Sexual Abuse and Misconduct Liability	\$1,000,000 dedicated limit \$3,000,000 aggregate limit
Crime / Employee Dishonesty / Fidelity Coverage (Will obtain a Surety Bond as required)	\$500,000 - \$1,000,000 limits as needed and based on cash flow of the school
Property/Lease and Boiler Machinery Coverage	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
Business Income/Extra Expense	\$300,000 Extra Expense included
Student Accident Coverage	\$25,000 CAT at \$500,000
Cyber Security Liability	\$1,000,000 per loss or claim/aggregate limit
Umbrella / Excess Liability above primary program	Options up to \$25,000,000



Additional Insureds/Loss Payees:

Our program includes the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Educator's Legal Liability policy. In addition, our General Liability policy includes blanket Additional Insureds status when required by Written Contract, Agreement or Permit. Loss Payees can be added to the property upon our review of the lease/funding contracts.

Estimated Premiums:

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. The insurance estimate is based on the types and amounts of insurance that are required by Indiana Authorizers.

Coverage	Estimated Premium for Year One
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$10,000
Directors & Officers / Employment Practices / Fiduciary	\$2,500
Property	\$4,500
Excess \$10 million Limits (follow form over underlying)	\$850
Workers Compensation/Employers Liability	\$1,500
Cyber Liability Premium	\$1,600
Total Annual Premium	\$20,950

Premiums are based upon 1st year projections of 150 students and 9 staff members.

Please feel free to contact me with any questions.

Sincerely,

Megan Gray
Commercial Lines Account Manager
O'Neill Insurance

Fort Wayne Preparatory Academy Enrollment Policy

ENROLLMENT

Fort Wayne Preparatory Academy is a public charter Fort Wayne Preparatory Academy recognized by the state of Indiana for grades Kindergarten through Eighth. (IC 20-24-5-1) Students who are new to Fort Wayne Preparatory Academy are required to enroll with their parents/guardians. To enroll your child, parents are required to provide the following:

- Proof of Identity
- Current Immunization Record
- Proof of Residence
- Copy of most recent K-8 report card (This is not required prior to enrollment approval but will be requested to inform the timely design of student's instructional program)

In some cases, a temporary enrollment may be permitted. If that is done, the parents will be told what records are needed to make the enrollment complete and the date by which such records must be provided. After submitting the application, all required documents must be provided to Fort Wayne Preparatory Academy within 30 days. Once they are received and accepted, you will receive notification of your student's official enrollment. Your student will be considered fully enrolled when all required enrollment documents are received and accepted by Fort Wayne Preparatory Academy.

In order to maintain a student's enrollment, the Guardian must:

- Stay current with attendance and academic requirements.
- Inform Fort Wayne Preparatory Academy, via updated proof of residence, of all parent or student address and phone number changes as soon as possible; and
- Adhere to all requirements of the Parent/Student Handbook.

If you fail to provide any of the above, the Parent and Student may be removed from Fort Wayne Preparatory Academy due to lack of engagement.

NON-DISCRIMINATION

There will be no discrimination in the admission of students to Fort Wayne Preparatory Academy on the basis of race, creed, color, disability, or gender. Upon the admission of any handicapped student, Fort Wayne Preparatory Academy will comply with all federal and state laws regarding the education of handicapped students. Fort Wayne Preparatory Academy will not limit admission to students on the basis of intellectual ability, measures of achievement or aptitude, or athletic ability.

AGE REQUIREMENTS

Children entering the Kindergarten Program must be five years of age by September 1. Any student who turns twenty-two (22) years old on or before August 1 will not be eligible to enroll.

CHANGE OF ADDRESS, PHONE NUMBER, OR CUSTODY

It is the Parent/Guardian/Student's responsibility to inform Fort Wayne Preparatory Academy Office of any change of address or phone number. If you have a change of address, you are required to provide the corrected student information and proof of residency documentation to Fort Wayne Preparatory Academy Office by emailing our office. If there is a change of custody for the student, you are required to provide the corrected student information, including the current custody order, to Fort Wayne Preparatory Academy Office.

ANNUALLY REQUIRED DOCUMENTS

After initial enrollment, each year Fort Wayne Preparatory Academy will distribute the following forms and documents to all parents and students. Some of the documentation will need filled out and returned. It is the parents' responsibility to update necessary information as appropriate. This list is illustrative and subject to change.

- Parent/Student Handbook & Agreement
- Household Income Verification Form (used by the state to inform some streams of Fort Wayne Preparatory Academy funding levels)
- Emergency Medical Authorization
- Title One Compact

HANDBOOK ACKNOWLEDGEMENT

Both the Parent and Student are required to sign the Handbook Agreement Form and submit it at the time of admission, and then annually while enrolled. The signed Agreement Form is kept in the student's cumulative file and, among other things, expresses the acceptance of the Handbook content by both the Parent and the Student.

HEALTH CERTIFICATION AND IMMUNIZATION REQUIREMENTS

Immunizations have proven to help prevent the spread of certain contagious diseases and, in some cases, have eradicated disease. (IC 20-34-4) The state Department of Health determines the schedule of childhood immunizations required for daycare and Fort Wayne Preparatory Academy attendance. Fort Wayne Preparatory Academy is required to adhere to the current immunization schedule. To view the current list of required immunizations for Fort Wayne Preparatory Academy attendance visit the DOE website. In special circumstances, your physician may recommend additional immunizations.

If you choose to have your child exempted from immunizations due to legally permissible religious, good cause, or medical reasons then you must complete an Immunization Exemption Form which will be placed in your child's health record. (IC 20-34-3-2, IC 20-34-3-3)

If there are any questions about immunizations or where to get them, call your public health nurse at the County or City Health Department. If the student has not received the minimum number of immunizations, unless otherwise exempt, he/she is to be excluded, by state directive, from Fort Wayne Preparatory Academy on the fifteenth (15th) day after admission.

Fort Wayne Preparatory Academy will admit the number of students that do not exceed the capacity of Fort Wayne Preparatory Academy's programs, classes, grade levels, and facility. If the number of applicants exceeds the capacity restrictions of Fort Wayne Preparatory Academy, students shall be admitted by lot from all those submitting applications, with the exception that preference shall be given to students attending Fort Wayne Preparatory Academy the previous year. Preference may also be given to siblings of students attending Fort Wayne Preparatory Academy the previous year.

ENROLLMENT PREFERENCE

Fort Wayne Preparatory Academy will enroll any eligible student who submits a timely application for enrollment. If the number of applications for Fort Wayne Preparatory Academy, class, grade level, or building exceeds the capacity of the program, class, grade level, or building, preference will be given as outlined. If a charter Fort Wayne Preparatory Academy receives a greater number of applications than there are spaces for students, each timely applicant must be given an equal chance of admission. Fort Wayne Preparatory Academy must determine which of the applicants will be admitted to the charter

Fort Wayne Preparatory Academy or the program, class, grade level, or building by random drawing in a public meeting, with each timely applicant limited to one (1) entry in the drawing.

Fort Wayne Preparatory Academy may limit new admissions to the charter school to: (IC 20-24-5-5(c))

- (1) ensure that a student who attends the charter school during a school year may continue to attend the charter school in subsequent years,
- (2) ensure that a student who attends a charter school during a school year may continue to attend a different charter school held by the same organizer in subsequent years,
- (3) allow the siblings of a student alumnus or a current student who attends a charter school or a charter school held by the same organizer to attend the same charter school the student is attending, or the student alumnus attended,
- (4) allow each student who qualifies for free or reduced price lunch under the national school lunch program to receive preference for admission to a charter school if the preference is specifically provided for in the charter school's charter and is approved by the authorizer,
- (5) allow each student who attends a charter school that is co-located with the charter school to receive preference for admission to the charter school if the preference is specifically provided for in the charter school's charter and is approved by the charter school's authorizer,
- (6) A charter school may give enrollment preference to children of the charter school's founders, governing body members, and charter school employees, as long as the enrollment preference under this subsection is not given to more than ten percent (10%) of the charter school's total population. (IC 20-24-5-5(e)), and
- (7) A charter school may give enrollment preference to children who attend another charter school that is closed or non-renewed under IC 20-24-4-3 or IC 20-24-9-4. (IC 20-24-5-5(f))

Fair Lottery

Notification of the lottery will serve as public notice of an official meeting, even if Fort Wayne Preparatory Academy Board members anticipate no action(s) at the time of the lottery. If an enrollment lottery is required, the following guidelines will apply:

1. Applicants will receive confirmation of being in the lottery and the lottery's date, time, and place.
2. The lottery will be conducted by a designee and overseen by a delegated board member.
3. The lottery official will check to ensure all applicant student names are appropriately included in the random selection process on the lottery day.
4. The lottery will begin by selecting applicants at the highest grade level with the enrollment preferences mentioned below as the first chosen. The process will continue to work backward through grade levels until kindergarten is complete.
5. Once an applicant is selected, that student's enrollment is assumed for the remainder of the lottery process.
6. The designee will monitor selections to ensure grade levels are not overenrolled.
7. Any applicant student who is not offered enrollment will be placed on a waitlist.

WAITLIST:

The waitlist is the ordered list of applicant students without enrollment offers. The waitlist for each Fort Wayne Preparatory Academy year is initiated through the lottery process. Once all available enrollment opportunities are offered, the remaining applicant students will be added to the waitlist in the order drawn. The waitlist remains active through the academic year. The waitlist for a given year is not carried over to the next Fort Wayne Preparatory Academy year. A new enrollment application is required for each Fort Wayne Preparatory Academy year for which a student is seeking a new enrollment.

Students who wish to transfer to Fort Wayne Preparatory Academy mid-school year may do so if the school can serve that student in that grade level. Otherwise, the student will be added to a waitlist for that grade level.

Instructions

= Information should be entered into I

Name of Proposed Charter School:
Planned Opening School Year (YYYY):
Planned Location (School Corporation):

[1. Instructions](#)

[2. Enrollment Projection](#)

[3. Staffing Plan](#)

[4. Year 0 - Budget and Cash Flow](#)

[5. 5-Year Budget](#)

Notes:

Fort Wayne Preparatory Academy 2023 Fort Wayne Community Schools

ight gray shaded cells.

Fort Wayne Preparatory Academy

2023

Fort Wayne Community Schools

- All organizers submitting a charter application to the Indiana Charter School Board must complete all four BLUE tabs of the Budget Projections Workbook. No information is required to be entered into WHITE cells, they will autofill as information is entered into GREY cells.
- Column and Row references in these instructions are to the Excel spreadsheet Column or Row.

- Please provide a summary of the school's projected enrollment for the proposed grade span for the next five years.

- Please provide a list of administrative, instructional, and other staff along with estimates of proposed salaries and benefits. Please include both full and part-time employees and contractors. Projected salary and benefits should align with Year 0 and 5-Year budgets.

- The estimated "average salary" for each position should include all taxable amounts (including taxable fringe benefits, stipends, bonuses, awards, and allowances).

- "Other Insurance" includes health care, long-term care, life, disability.

- "Other Benefits" are non-taxable benefits (e.g., educational assistance, dependent care assistance, transportation benefits, non-taxable fringe benefits, etc.).

- Please provide budget and cash flow projections for the start-up year (Year 0).

- Please provide 5-year budget projections (Year 1 - Year 5). Year 0 data will automatically populate once Tab 4 is completed. Note that the information provided in Tab 3 must align with the personnel expenses provided in Tab 5 or Tab 5 will throw an ERROR.

- Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro-forma budget, reflecting all components - including the regional back office/central office - of the Indiana network.
- This template is not intended to be exhaustive. If it is unclear to which line a particular item of revenue or expense belongs, add it to the closest approximation or to one of the "other" categories and make a note in the budget narrative.

Ver. 01.28.2021

School Enrollment Projections

(must align with Charter Application Enrollment Plan)

School Name: Fort Wayne Preparatory Academy
Planned Opening Year: 2023
Planned Location: Fort Wayne Community Schools

Is the proposal for an Adult High School (please see requirements below):

Enrollment	Year 1	Year 2	Year 3
Kindergarten	25	25	25
Grade 1	25	25	25
Grade 2	25	25	25
Grade 3	25	25	25
Grade 4	25	25	25
Grade 5	25	25	25
Grade 6		25	25
Grade 7			25
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total K-12 Enrollment:	150	175	200
Adult Learners (1)			
Total Adult Enrollment:	0	0	0
Estimated % of Students:			
Special Education	8%	10%	10%
English Learners			
Qualify for Free/Reduced Priced Lunch	50%	50%	50%
Virtual Students (2)			
K-12 Distribution (3)	\$ 1,015,588.13	\$ 1,184,852.81	\$ 1,354,117.50
Adult Distribution (4)	\$ -	\$ -	\$ -



n)

**REQUIRED
REQUIRED**

Select from drop-down list →

Year 4	Year 5	Notes & D
25	50	<p>1) An "adult high school" is a charter school that has graduation cohort that has already graduated; or (2) time the student was first enrolled at the school. ICS unless the general assembly has made a specific app Code 20-24-7-13.5. <u>If you are proposing an adult high</u></p> <p>2) A "virtual student" is defined as a student for whom services received from the school is virtual instruction provided in an interactive learning environment created separated from their teacher by time or space, or both instruction virtually generate eighty-five percent (85% 100%. The analysis is applicable on a per student basis</p> <p>3) The "basic" tuition support grant for K-12 schools is</p> <p>(Foundation Amount X ADM) + ((Complexity Multiplier X ADM) X Complexity Multiplier)</p> <p>The Distribution calculations are an estimate based on support in the amounts as set forth in the most recent distribution will be based on the school's ADM count dates (in September and February) multiplied by the amount set forth in the 2022-23 FY Budget. In the absence of an updated distribution calculation, the FY 2021 amounts for Distribution calculations use the FY 2021 amounts for Complexity Multiplier = \$3,675. The Special Education Grant (for</p> <p>Complexity provides additional funding to school for low-income families. It is based on the percentage of TANF, or foster care services. The calculation uses the location in which the proposed charter school will be located- the</p>
25	25	
25	25	
25	25	
25	25	
25	25	
25	25	
25	25	
25	25	
25	25	
225	250	
0	0	
10%	10%	
50%	50%	
\$ 1,523,382.19	\$ 1,692,646.88	
\$ -	\$ -	

differ.

4) The Adult Learner Grant amount for adult high school multiplying Total Enrollment by the Adult Grant. However, unless a specific appropriation for such school has been



Definitions

a majority of enrolled students that: (1) belong to a
are over the age of eighteen (18) years of age; at the
B is prohibited from authorizing an adult high school
ropriation for the high school pursuant to Indiana
1 school, complete Row 31 only.

m at least fifty percent (50%) of the instructional
n. Virtual instruction means instruction that is
ted through technology in which students are
th. Students receiving more than 50% of their
%) of the foundation formula amount rather than
is.

is equal to the following formula:

plier X Complexity Index) X ADM)

in projected enrollment multiplied by basic tuition
ntly passed (2020-21 FY) budget. The school's actual
of eligible pupils enrolled in the school on two count
basic tuition support calculation in the amounts as set
approved FY 2022-23 FY budget, the above
r all five (5) years: Foundation = \$5,703; Complexity
mild to moderate disabilities) is equal to \$2,300.

porations serving proportionally more students from
a school corporation's students receiving SNAP,
e Complexity Index for the school corporation in
re school's actual Complexity Index amount will likely

ools is \$6,750. The Adult Distribution is calculated by
ever, ICSB cannot authorize a new adult high school
en made by the General Assembly.

	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
2.0		\$ 115,500.00
Rate/Per Employee Expense		
		Total Expense
	\$ 4,555.00	\$ 45,550.00
	\$ 4,325.00	\$ 43,250.00
	6.2%	\$ 28,055.00
	1.45%	\$ 6,561.25
	2.5%	\$ 11,312.50
		\$ -

	\$ -
	\$ -
	\$ -
	\$ -
2.0	
Rate/Per Employee Expense	
	\$ 4,555.00
	\$ 4,325.00
	6.2%
	1.45%
	2.5%

Year 1	
Total Staff	10.0
Total Salaries:	\$ 452,500.00
Total Benefits:	\$ 134,728.75
Total Salaries + Benefits:	\$ 587,228.75
Student/teacher ratio	0:1
Student/staff ratio	0:1

Year 2	
Total Staff	
Total Salaries:	
Total Benefits:	
Total Salaries + Benefits:	
Student/teacher ratio	
Student/staff ratio	

control what work will be done and how it will be done. An individual who performs services
 ee's wages are subject to employment tax withholding and an independent contractor is subj
 e-employed/independent-contractor-self-employed-or-employee. Please note that the IRS ha
 ident contractor. Misclassification of an employee as an independent contractor may result in
compensation" on Row 57, and explained in the budget narrative. Do not include payments

should be listed in the **Average Salary** column (Rows 15-47) for each year. All pay provided to
 blications/p15.

), Other Authorized Group Insurance, and Workers Compensation Insurance.

Fund, Teachers Retirement Fund, Public Employees Retirement Fund (Optional Contribution),
 nts made to independent contractors. This cell should reflect the sum total of all Other Comp

\$ -	\$ -	\$ -
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -
\$ -	\$ -	\$ -
\$ 118,965.00	2.0	\$ 122,533.95
Total Expense	Rate/Per Employee Expense	Total Expense
\$ 54,660.00	\$ 4,555.00	\$ 59,215.00
\$ 51,900.00	\$ 4,325.00	\$ 56,225.00
\$ 34,133.17	6.2%	\$ 37,892.72
\$ 7,982.76	1.45%	\$ 8,862.01
\$ 13,763.38	2.5%	\$ 15,279.32
\$ -		\$ -

12.0	Year 3		13.0
\$ 550,535.00	Total Staff	\$ 611,172.85	Total Staff
\$ 162,439.30	Total Salaries:	\$ 177,474.04	Total Salaries
\$ 712,974.30	Total Benefits:	\$ 788,646.89	Total Benefit
0:1	Total Salaries + Benefits:	0:1	Total Salaries
0:1	Student/teacher ratio	0:1	Student/teac
	Student/staff ratio	0:1	Student/staf

is for you is an "independent contractor" if the you have the right to control or direct only the result to self-employment tax. However, there are many factors used by the IRS to determine what is issued a number of rulings and advisory opinions holding, based on the specific facts, that an individual additional payroll taxes due, as well as possible interest and penalties. **Please consult your attorney made to independent contractors on Rows 15-47.**

an employee for services performed should be included, including salaries, vacation allowances,

, Teacher Retirement Fund (Optional Contribution).

ensation for the year.

\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
	\$ 126,209.97

Rate/Per Employee Expense	Total Expense
---------------------------	---------------

\$ 4,555.00	\$ 68,325.00
\$ 4,325.00	\$ 64,875.00
6.2%	\$ 43,734.96
1.45%	\$ 10,228.34
2.5%	\$ 17,635.06

\$ -

\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
\$ -	\$ -
2.0	\$ 129,996.27

Rate/Per Employee Expense	Total Expense
---------------------------	---------------

\$ 4,555.00	\$ 72,880.00
\$ 4,325.00	\$ 69,200.00
6.2%	\$ 48,147.01
1.45%	\$ 11,260.19
2.5%	\$ 19,414.12

\$ -

Year 4	
	15.0
Salaries:	\$ 705,402.57
Salaries:	\$ 204,798.36
Salaries + Benefits:	\$ 910,200.93
Student/teacher ratio	0:1
Student/staff ratio	0:1

Year 5	
	16.0
Total Staff	16.0
Total Salaries:	\$ 776,564.65
Total Benefits:	\$ 220,901.31
Total Salaries + Benefits:	\$ 997,465.96
Student/teacher ratio	0:1
Student/staff ratio	0:1

1/3 of the work
 per an individual
 individual
 they before

bonuses,

School Name: Fort Wayne Preparatory Academy
 Planned Opening Year: 2023

Special Instructions for Schools Cc

Please include a note in the assumptions column and budget narrative if any of the listed amounts include additional service, consulting, facility, or license fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to a management company.

If a line item is completed that includes the words "(please describe)" a specific description is required. Failure to provide a description as required will result in a line item being marked as incomplete.

REVENUE	July	August	September	October
Federal Revenue - See Footnotes				
Public Charter School Program Grant (1)	\$ -	\$ -	\$ -	\$ -
Other Federal Revenue (please describe on Tab 5)	\$ -	\$ -	\$ -	\$ -
Total Federal Revenue:	\$ -	\$ -	\$ -	\$ -
Other Revenue				
Contributions and Donations from Private Sources	\$ -	\$ -	\$ -	\$ -
Interest Income	\$ -	\$ -	\$ -	\$ -
Other Revenue (please describe on Tab 5)	\$ -	\$ -	\$ -	\$ -
Total Other Revenue:	\$ -	\$ -	\$ -	\$ -
TOTAL REVENUE:	\$ -	\$ -	\$ -	\$ -
EXPENSES				
Personnel Expenses				
Wages, Benefits, & Payroll Taxes	\$ -	\$ -	\$ -	\$ -
Total Personnel Expenses:	\$ -	\$ -	\$ -	\$ -

REVENUE
Food Services
Transportation Services
Marketing Expenses
Other Services (please describe on Tab 5)
Total Professional Purchased or Other Services:
Facilities Expenses (do not include staff expenses, e.g. custodian)
Facility Lease/Mortgage Payments (please describe)
Capital Improvements
Other Principal Payments
Operating Leases
Interest Payments
Interest Expense
Depreciation Expense
Insurance (Facility)
Purchase of Furniture, Fixtures, & Equipment
Electric & Gas
Water & Sewage
Repair and Maintenance Services (including cost of supplies)
Custodial Services (including cost of supplies)
Waste Disposal
Security Services
Other Facility Expenses (please describe)
Total Facilities Expenses:
Other Expenses - See Footnotes
Management Fee (2)
Bank Fees
Other Expenses (please describe)
Total Other Expenses:
TOTAL EXPENSES:

	July	August	September	October
\$	-	-	-	-
\$	-	-	-	-
\$	-	-	-	-
\$	-	-	-	-
\$	-	-	-	-

\$	-	-	-	-
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\$	-	-	-	-
\$	-	-	-	-

\$	-	-	-	-
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\$	-	-	-	-
\$	-	-	-	-
\$	-	-	-	-

\$	-	-	-	-
----	---	---	---	---

\$	-	-	-	-
----	---	---	---	---

REVENUE	CHANGE IN NET ASSETS:
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July	August	September	October
\$ -	\$ -	\$ -	\$ -

Footnotes:

- (1) This is a competitive grant. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact IDOE'
- (2) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the "management fee" paid to a management company or an affiliate of the management company must be included elsewhere in the worksheet (e.g., leave "Additional Information" Column.

November	December	January	February	March	April	May	June	Year 0 Totals
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ 2,500.00	\$ 5,000.00	\$ 5,000.00	\$ 2,500.00	\$ 15,000.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

\$ -	\$ -	\$ -	\$ -	\$ 2,500.00	\$ 5,000.00	\$ 5,000.00	\$ 2,500.00	\$ 15,000.00
------	------	------	------	-------------	-------------	-------------	-------------	--------------

\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 10,000.00	\$ 5,000.00	\$ 5,000.00	\$ 20,000.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 15,000.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

\$ -	\$ -	\$ -	\$ -	\$ -	\$ 15,000.00	\$ 10,000.00	\$ 10,000.00	\$ 35,000.00
------	------	------	------	------	--------------	--------------	--------------	--------------

\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
------	------	------	------	------	------	------	------	------

\$ -	\$ -	\$ -	\$ -	\$ 2,500.00	\$ 20,000.00	\$ 44,498.33	\$ 105,998.33	\$ 172,996.65
------	------	------	------	-------------	--------------	--------------	---------------	---------------

November	December	January	February	March	April	May	June	Year 0 Total
\$ -	\$ -	\$ -	\$ -	\$ (2,500.00)	\$ (20,000.00)	\$ (44,498.33)	\$ (105,998.33)	\$ (172,996.65)

s Office of Title Grants and Support for more information.

he fee is calculated in the budget narrative. All amounts separate from a specific
e payments, instructional supplies, software, technology, etc.) and described in the

30)

ly or affiliate of a management company that are not included in Line 97 (CMO/EMO management, sale, or lease of real estate. Please also state whether your facility is

Year 5

Additional Information

Other State Grants (Row 29)

\$	1,692,646.88
\$	57,500.00
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-

--

\$ 1,750,146.88

Other Federal Revenue (Row 41)

\$	-
\$	-
\$	80,000.00
\$	125,000.00
\$	10,000.00
\$	42,750.00
\$	-

--

\$ 257,750.00

Other Revenue (Row 50)

\$	-
\$	-

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\$	-
\$	-
\$	-

--

\$	-
----	---

\$	2,007,896.88
----	---------------------

\$	-
\$	78,785.62
\$	51,210.65
\$	-

\$	129,996.27
----	-------------------

\$	565,020.48
\$	50,647.90
\$	30,900.00
\$	-

\$	646,568.38
----	-------------------

Other Support Staff (Row 78)

\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-
\$	-

--

\$	-
----	---

\$	776,564.65
----	-------------------

Other Compensation (Row 94)

\$	78,821.31
\$	72,880.00
\$	69,200.00
\$	-

--

\$	220,901.31
----	-------------------

\$ 997,465.96

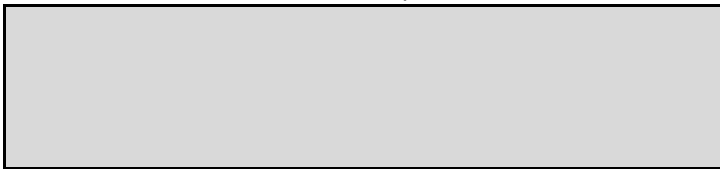


\$ 10,000.00
\$ 10,000.00
\$ 2,813.77
\$ 25,000.00
\$ -
\$ -
\$ 1,500.00

\$ 49,313.77

Other Administrative Expenses (Row 114)

\$ 1,000.00
\$ -



\$ 1,000.00

Other Governing Board Expenses (Row 120)

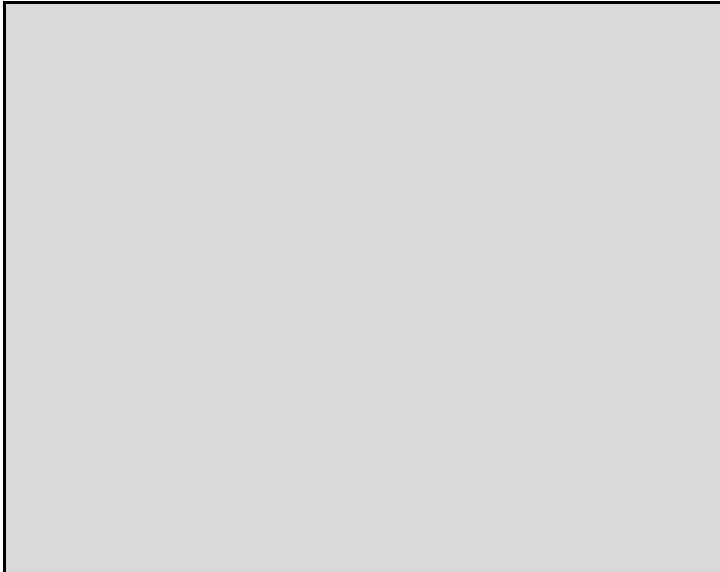
\$ 22,510.18
\$ -



\$ 22,510.18

Other Services (Row 138)

\$ 10,217.00
\$ -
\$ 5,627.54
\$ 3,376.53
\$ 5,627.54
\$ 562.75
\$ 1,125.51
\$ 281.38
\$ 1,125.51
\$ 42,750.00
\$ -
\$ 33,765.26
\$ -



\$ 104,459.03

Attachment 20

The Fort Wayne Preparatory Academy budget was based on conservative enrollment numbers. The school starts with 150 students in grades K-5 and grows by one grade level and 25 students per year. The Staffing plan is also conservative with just essential positions including a Head of School (Principal), Office Manager, six teachers, one interventionist and a part-time Title I teacher. As the school grows, so does the staff. As a facility has not been located, the rent was calculated as a percentage of revenue.

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

Excluding state and federal grants (i.e. Title I, IIa, etc.), the school will not rely upon any variable activities.

- b) A contingency plan that addresses the specific adjustments to revenue and expenses that will be used to meet financial needs if anticipated revenues are not received or are lower than the estimated budget.

Overall enrollment was budgeted at a conservative number to allow for growth. In the event a bridge loan is needed, the board will discuss with Accel Schools and our independent legal counsel the opportunity for a loan with reasonable interest and payoff expectations.

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

The Academy will apply for the Charter School Program Grant to provide for professional development, curriculum supplies and materials, technology, and furniture. ACCEL Schools will provide initial financial backing to get the Academy started and able to provide a high-quality education for all students. Start-up loans will be available to the school at a fair market interest rate.

Attachment 22: Academic Performance Workbook

Due to our large portfolio of schools and being in a number of states that use various scoring metrics, some of the requested data points are not available. In addition, the unprecedented disruptions during the 2019-2020 & 2020-2021 school years due to the COVID-19 pandemic. Because of this, states did not grade/score those years as they have in the past. For a better understanding of the each of the scoring/grading systems of each state that we have schools in, please view the links below.

[Ohio School Report](#)

[2020-2021 Guide to Ohio School Report Cards](#)

[AZ School Report Cards](#)

[CO Performance Framework Reports](#)

[CA School Dashboard](#)

[Michigan Open Data Portal](#)

Organizer/Management Company Portfolio Summary

Please complete for each school currently or formerly operated by the organizer or management company. Insert additional rows as needed

School Name	Street Address	City	State	Zip	Contact Name
Akron Preparatory School	1200 E Market St Ste 3360	Akron	OH	44305-4018	Ashley D. Miles
Banning Lewis Ranch Academy	7094 Cottonwood Tree Dr	Colorado Springs	CO	80927	Shannon Molnar
Broadway Academy	3398 E 55th St	Cleveland	OH	44127-1691	Donna L. Baynes
Canton College Preparatory School	101 Cleveland Ave NW	Canton	OH	44702-1707	Darryl M. Lindsay
Capital Collegiate Preparatory Academy	1414 Gault St	Columbus	OH	43205-2933	Antwan Pratt
Cleveland Arts and Social Sciences Academy	10701 Shaker Blvd	Cleveland	OH	44104-3752	Alvin C. McDaniel
Cleveland College Preparatory School	4906 Fleet Ave	Cleveland	OH	44105-3328	Antonio Gaines
Cleveland Preparatory Academy	4850 Pearl Rd	Cleveland	OH	44109-4138	Robert Williams
Columbus Arts & Technology Academy	2255 Kimberly Pkwy E	Columbus	OH	43232-7210	Antoinette M. Bates
Columbus Bilingual Academy-North	2100 Morse Rd	Columbus	OH	43229-3051	Steve Fawcett
Columbus Humanities, Arts and Technology Academy	1333 Morse Rd	Columbus	OH	43229	Erin E. Johnson
Cornerstone Academy Community School	6015 E Walnut St	Westerville	OH	43081-9620	Luis E. Leon
East Academy	15720 Kipling Ave	Cleveland	OH	44110-3105	Paul Cowan
Eastland Preparatory Academy	2741 S Hamilton Rd	Columbus	OH	43232-3374	Shannan J. Enoch
Euclid Preparatory School	23001 Euclid Ave	Euclid	OH	44117-1600	Darlene D. Goss
Foundation Academy	1050 Wyandotte Ave	Mansfield	OH	44906-1939	Sandra A. Kimani Mithi
Hope Academy Northcoast	4310 E 71st St	Cleveland	OH	44105-5759	Martin R. Ngom
Hope Academy Northwest Campus	1441 W 116th St	Cleveland	OH	44102-2301	Nicole L. Dykstra
Inkster Preparatory Academy	27355 Woodfield St	Inkster	MI	48141	Shawn Hurt
Lake Erie College Preparatory School	14405 Saint Clair Ave	Cleveland	OH	44110-3433	Denecia M. Dillard
Lincoln Park Academy	3185 W 41st St	Cleveland	OH	44109-1275	Alissa M. Clugh
Lorain Bilingual Preparatory Academy	309 W 7th St	Lorain	OH	44052	Raul Saez
Lorain Preparatory Academy	4119 Leavitt Rd	Lorain	OH	44053-2341	Megan J. Wilson
Marion Preparatory Academy	1001 Mount Vernon Ave	Marion	OH	43302-5536	Jennifer R. Hutton
Monroe Preparatory Academy	328 E Monroe St	Lorain	OH	44870-2341	Rachel A. Blackshire

Montgomery Preparatory Academy	2745 S Smithville Rd	Dayton	OH	45420-2668	Emory Wyckoff
Mount Auburn Preparatory Academy	244 Southern Ave	Cincinnati	OH	45219-3023	William C. Horn
North Columbus Preparatory Academy	1965 Gladstone Ave	Columbus	OH	43211-2549	Courtney C. Williams
Northeast Ohio College Preparatory School	2280 Professor Ave	Cleveland	OH	44113-4467	VEDA L. GILES-WEEKS
Ohio College Preparatory School	21100 Southgate Park Blvd	Maple Heights	OH	44137-3004	Ashley D. Hall
Alternative Education Academy	4 Summit Park Dr, Suite 350	Independence	OH	44131	Raymond Lambert
Huber Heights Preparatory Academy dba Parma Academy	12925 Corporate Dr	Parma	OH	44130	Wendy J. Copen
Riverside Academy	3280 River Rd	Cincinnati	OH	45204-1214	Elizabeth A. Lucas
South Columbus Preparatory Academy at German Village	387 E Beck St	Columbus	OH	43206-3259	JAROD M. Hawk
STEAM Academy of Warren	261 Elm Rd NE	Warren	OH	44483-5003	Jonathan A. Natko
STEAM Academy of Warrensville Heights	4700 Richmond Rd Ste 3000	Warrensville Heights	OH	44128-5984	Tamika Cleveland
Kenmore Preparatory Academy dba Toledo Preparatory Academy	824 6th St	Toledo	OH	43605	Amy S. Printy
University of Cleveland Preparatory School	1906 E 40th St	Cleveland	OH	44103-3557	Phillip Penn
West Park Academy	12913 Bennington Ave	Cleveland	OH	44135-3761	Michael F. Jaisle
Woodley Leadership Academy	1300 Malzahn St	Saginaw	MI	48602	Pamela Farris
East Branch Preparatory Academy dba Wright Preparatory Academy	1500 Superior Ave NE	Canton	OH	44705	Willie Banks
Youngstown Academy of Excellence	1408 Rigby St	Youngstown	OH	44506-1617	Heather R. Knapp
Case Preparatory Academy	107 S Arlington St	Akron	OH	44306	Natalee Long
Central Point Preparatory Academy	680 Harrisburg Pike	Columbus	OH	43223-2100	Chris Geisler
George V. Voinovich High School	3398 E 55th St	Cleveland	OH	44127-2620	Brian Hessey
Michigan Online School	209 S State St, PO Box 408	Gobles	MI	49055	Stephanie Hargens
Dublin Preparatory Academy dba Northside Preparatory Academy	4750 Winton Rd	Cincinnati	OH	45232	Yolanda Clark
South Columbus Preparatory Academy at Southfield	3220 Groveport Rd	Columbus	OH	43207	Jarod Hawk
Virtual Preparatory Academy at Lucerne	8560 Aliento Rd	Lucerne Valley	CA	92356	Michelle Romaine
Academy with Community Partners	443 N. Hall	Mesa	AZ	85203	Gary Williamson
Niles Preparatory Academy	45 S Chestnut Ave	Niles	OH	44446	Melanie Jarman
Western Toledo Preparatory Academy	6145 Hill Ave	Toledo	OH	43615	Kechan Johnson

Constellation Schools: Westpark Community Middle	16210 Lorain Ave	Cleveland	OH	44111	Deborah Rotolo
Constellation Schools: Madison Community Elementary	2015 W 95th St	Cleveland	OH	44102	Kevin Sheridan
Constellation Schools: Lorain Community Middle	1110 W 4th St	Lorain	OH	44052	Jordan McHugh
Constellation Schools: Old Brooklyn Community Middle	4430 State Rd	Cleveland	OH	44109	Kristina Scott
Constellation Schools: Puritas Community Middle	17720 Puritas Ave	Cleveland	OH	44135	Victoria Wasilewski
Constellation Schools: Westside Community School of the Arts	3727 Bosworth Rd	Cleveland	OH	44111	Howard Waugaman
Constellation Schools: Eastside Arts Academy	6700 Lansing Ave	Cleveland	OH	44105	Katherine Rybak
Constellation Schools: Lorain Community Elementary	1110 W 4th St	Lorain	OH	44052	Jordan McHugh
Constellation Schools: Elyria Community	300 N Abbe Rd	Elyria	OH	44035	Brian Belmont
Constellation Schools: Westpark Community Elementary	16210 Lorain Ave	Cleveland	OH	44111	Jason Wilson
Constellation Schools: Parma Community	5983 W 54th St	Parma	OH	44129	Bob Kilnar
Constellation Schools: Old Brooklyn Community Elementary	4430 State Rd	Cleveland	OH	44109	Cherie Kaiser
Constellation Schools: Puritas Community Elementary	17720 Puritas Ave	Cleveland	OH	44135	Victoria Wasilewski
Constellation Schools: Stockyard Community Elementary	3200 W 65th St	Cleveland	OH	44102	Stan Koterba
Virtual Preparatory Academy of Indiana at Madison-Grant	1208 W White River Blvd, Suite 137	Muncie	IN	47303	Melissa Dewitt
Virtual Preparatory Academy of Washington	717 Tucannon St	Starbuck	WA	99359	Brian Bradish

School Information

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mdewitt@vprepinmg.org	Madison-Grant School District		
bbradish@vprepwa.org	Starbuck School District		

Year Opened	Year EMO Began Mgmt	Year Closed (if applicable)	Grade Levels	Number of Students	FRL %	Special Education %	Minority %	ELL %	Management Company
7/1/2018	7/1/2017		K-8	365	100.00%	13.70%	92.05%	0.00%	Accel Schools
7/1/2006	7/1/2015		K-12	1435	12.82%	5.43%	26.76%	2.86%	Accel Schools
3/2/2011	7/1/2015		K-8	391	100.00%	15.60%	98.47%	0.00%	Accel Schools
7/1/2013	7/1/2017		K-8	348	100.00%	11.21%	91.09%	0.00%	Accel Schools
7/1/2019	7/1/2017		K-8	147	100.00%	16.33%	95.24%	0.00%	Accel Schools
7/1/2005	7/1/2015		K-8	327	98.64%	8.26%	97.25%	0.00%	Accel Schools
7/1/2010	7/1/2017		K-8	223	100.00%	16.59%	97.31%	6.28%	Accel Schools
7/1/2012	7/1/2015		K-8	120	100.00%	17.50%	80.83%	0.00%	Accel Schools
7/1/2005	7/1/2015		K-12	502	111.67%	6.18%	99.00%	16.53%	Accel Schools
7/1/2010	7/1/2017		K-8	422	92.23%	9.95%	81.75%	54.98%	Accel Schools
7/1/2004	7/1/2015		K-8	635	99.76%	5.35%	96.54%	23.62%	Accel Schools
7/1/2004	7/1/2015		K-12	985	58.78%	6.29%	84.06%	10.66%	Accel Schools
7/1/2013	7/1/2015		K-8	249	58.78%	12.05%	93.98%	0.00%	Accel Schools
4/10/2013	7/1/2016		K-12	358	100.00%	6.98%	85.75%	0.00%	Accel Schools
7/1/2017	7/1/2019		K-8	366	99.72%	7.38%	96.72%	0.00%	Accel Schools
7/1/2007	7/1/2015		K-8	470	100.00%	13.19%	51.49%	0.00%	Accel Schools
7/1/2002	7/1/2015		K-8	316	100.00%	18.35%	87.34%	4.11%	Accel Schools
7/1/2004	7/1/2015		K-8	188	100.00%	20.21%	77.66%	0.00%	Accel Schools
5/25/2016	5/25/2016		K-5	230	100.00%	5.65%	100.00%	0.00%	Accel Schools
7/1/2012	7/1/2017		K-8	276	100.00%	9.42%	96.01%	0.00%	Accel Schools
7/1/2013	7/1/2015		K-8	362	100.00%	17.40%	77.07%	4.42%	Accel Schools
7/1/2018	7/1/2018		K-8	274	100.00%	5.11%	95.62%	16.06%	Accel Schools
7/1/2006	7/1/2015		K-8	531	103.28%	10.36%	78.15%	1.88%	Accel Schools
7/1/2018	7/1/2018		K-8	250	100.00%	15.60%	17.20%	0.00%	Accel Schools
7/1/2005	7/1/2015		K-8	263	99.60%	12.55%	68.82%	0.00%	Accel Schools

Organizer/Management Company Portfolio Summary

Please complete for each school currently or formerly operated by the organizer or management company. Insert additional rows as needed

School Performance

Please provide the most recent **three years** of academic data, if available, for each school listed on Tab 1, inserting additional Tabs as necessary for additional schools. Insert additional rows as necessary for each grade level.

School Name: Akron Preparatory School

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	363	78	NR	NR	48.121	NR	NR	NR	NR	77.6	18.8	NC	NR
SY 2019-20	K-8	303	91.4	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	218	87.8	D	D	62.007	D	F	F	C	67.9	32	NC	NR

School Name: Banning Lewis Ranch

Year	Grade Bands	Enrollment	Attendance Rate	Overall Performance Rating	Reading/Language Arts Mean Scale Score	Math Mean Scale Score	Reading/Language Arts Median Growth Percentile	Math Median Growth Percentile						
SY 2020-21	K-11	1676	94.70%	#N/A	748.8	734.1	45.0	44.0						
SY 2019-20	K-11	1469	94.20%	#N/A	#N/A	#N/A	#N/A	#N/A						
SY 2018-19	K-11	1435	95.00%	60.6	750.5	737.8	44.0	42.0						

SY 2018-19	K-8	#N/A	NC	#N/A	#N/A	NC	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
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School Name: Cleveland Arts and Social Sciences Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	329	65.7	NR	NR	44.808	NR	NR	NR	NR	83.5	14.3	NC	NR
SY 2019-20	K-8	306	93.1	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	295	88.2	F	F	51.88	F	F	F	F	78.7	19.6	NC	NR

School Name: Cleveland College Preparatory School

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	254	72.1	NR	NR	49.053	#N/A	NR	NR	NR	82.7	17.1	NC	NR
SY 2019-20	K-8	269	91.9	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	274	88.5	C	C	67.831	D	B	B	B	59.8	40.2	NC	NR

School Name: Cleveland Preparatory Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	128	70.3	NR	NR	51.46	NR	NR	NR	NR	81.7	18.3	NC	NR
SY 2019-20	K-8	102	88.2	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	154	79.4	F	F	45.909	F	D	F	F	83.8	13.6	40.9	F

School Name: Columbus Arts & Technology Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-12	555	77.8	NR	NR	53.618	NR	NR	NR	NR	71.5	23.9	82.4	NR
SY 2019-20	K-12	556	92.4	NR	NR	NC	NR	NR	NR	NR	NR	NR	83.3	NR
SY 2018-19	K-12	569	90.9	D	D	76.16	D	F	F	C	49.5	50.3	68.8	F

School Name: Columbus Bilingual Academy-North

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	384	81.9	NR	NR	44.624	NR	NR	NR	NR	87.3	11.9	NC	NR
SY 2019-20	K-8	338	93.1	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	296	91.8	D	D	65.086	D	D	F	B	63.6	35.3	NC	NR

SY 2018-19	K-8	306	85.2	F	F	54.612	F	F	F	F	76.9	23	NC	NR
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School Name: Eastland Preparatory Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-12	324	65.5	NR	NR	45.084	NR	NR	NR	NR	86.3	13.3	NC	NR
SY 2019-20	K-12	316	89.2	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-12	254	83.3	D	D	56.03	F	B	C	F	72.6	24.8	NC	NR

School Name: Euclid Preparatory School

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	362	71.5	NR	NR	48.489	NR	NR	NR	NR	80.6	16.2	NC	NR
SY 2019-20	K-8	332	91.8	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	251	88	D	D	53.781	F	F	F	B	77.8	22.2	NC	NR

School Name: Foundation Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	476	80.5	NR	NR	53.856	NR	NR	NR	NR	76.1	23	NC	NR
SY 2019-20	K-8	456	95	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	396	93.6	D	D	72.271	D	F	F	F	53.6	46.4	NC	NR

School Name: Hope Academy Northcoast

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	301	67.7	NR	NR	41.935	NR	NR	NR	NR	88.1	9	NC	NR
SY 2019-20	K-8	269	90.2	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	297	87.1	D	D	53.543	F	C	D	F	78.7	21.3	NC	NR

School Name: Hope Academy Northwest Campus

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	301	67.7	NR	NR	41.935	NR	NR	NR	NR	88.1	9	NC	NR
SY 2019-20	K-8	269	90.2	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	297	87.1	D	D	53.543	F	C	D	F	78.7	21.3	NC	NR

School Name: Inkster Preparatory Academy

Year	Grade Bands	Enrollment	Students Proficient in English (end Grade)	Student Academic Growth	Students Proficient in Math & English (3-									
SY 2020-21	K-5	n/a	11.80%	48.00%	14.30%									
SY 2019-20	K-5	n/a	n/a	n/a	n/a									
SY 2018-19	K-5	n/a	26.70%	n/a	n/a									

School Name: Lake Erie College Preparatory School

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	301	75	NR	NR	47.986	NR	NR	NR	NR	79.8	18	NC	NR
SY 2019-20	K-8	262	90.7	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	248	85.5	D	D	56.061	F	D	F	B	76.4	23.5	NC	NR

School Name: Lincoln Park Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	405	73.8	NR	NR	49.66	NR	NR	NR	NR	79.6	19.1	NC	NR

SY 2019-20	K-8	371	88.7	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	426	86.1	D	D	57.059	F	B	A	F	73.4	26.2	NC	NR

School Name: Lorain Bilingual Preparatory Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	245	70	NR	NR	43.659	NR	NR	NR	NR	84.8	10.3	NC	NR
SY 2019-20	K-8	181	90	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	104	87.9	F	F	51.343	F	C	D	F	79.1	20.9	NC	NR

School Name: Lorain Preparatory Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	584	73.6	NR	NR	51.001	NR	NR	NR	NR	76	20.1	NC	NR
SY 2019-20	K-8	530	91.5	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	520	90	C	C	69.539	D	D	F	B	58.4	41.4	NC	NR

School Name: Marion Preparatory Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	223	85.5	NR	NR	61.099	NR	NR	NR	NR	64.4	33.5	NC	NR
SY 2019-20	K-8	99	92.7	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	#N/A	NC	#N/A	#N/A	NC	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A

School Name: Monroe Preparatory Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	302	70.2	NR	NR	48.632	NR	NR	NR	NR	81.2	17.3	NC	NR
SY 2019-20	K-8	251	92.8	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	212	87.7	D	D	59.953	D	C	D	F	72.2	27.8	NC	NR

School Name: Montgomery Preparatory Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	238	66	NR	NR	49.699	NR	NR	NR	NR	72.3	21.4	NC	NR
SY 2019-20	K-8	235	89.1	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	199	84.6	F	F	47.987	F	C	D	F	84.6	15	NC	NR

School Name: Mount Auburn Preparatory Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-12	299	53.8	NR	NR	44.393	NR	NR	NR	NR	82.3	13.3	NC	NR
SY 2019-20	K-12	297	84.6	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-12	303	83	F	F	51.262	F	C	D	F	80.0	19.8	NC	NR

School Name: North Columbus Preparatory Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	182	65.6	NR	NR	37.521	NR	NR	NR	NR	91.5	6.9	NC	NR
SY 2019-20	K-8	106	85.7	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	#N/A	NC	#N/A	#N/A	NC	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A

School Name: Northeast Ohio College Preparatory School

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-12	526	74.1	NR	NR	46.648	#N/A	NR	NR	NR	78.9	16.7	95.5	NR

SY 2019-20	K-12	459	88.2	NR	NR	NC	NR	NR	NR	NR	NR	NR	97.6	NR
SY 2018-19	K-12	437	85.4	D	D	61.728	D	D	F	B	66.2	32.1	89.6	F

School Name: Ohio College Preparatory School

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	304	74.5	NR	NR	46.767	NR	NR	NR	NR	82.3	15.5	NC	NR
SY 2019-20	K-8	305	90.7	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	297	87.8	C	C	65.724	D	B	B	B	63.3	36.5	NC	NR

School Name: Alternative Education Academy (Ohio Distance Learning Academy)

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-12	4730	77.5	NR	NR	47.431	NR	NR	NR	NR	63.8	21.3	23.6	NR
SY 2019-20	K-12	2040	66.5	NR	NR	NC	NR	NR	NR	NR	NR	NR	25.6	NR
SY 2018-19	K-12	1940	89	F	F	54.647	F	F	F	F	71.2	25.6	26.4	F

School Name: Huber Heights Preparatory Academy dba Parma Academy

SY 2018-19	K-8	#N/A	NC	#N/A	#N/A	NC	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A
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School Name: University of Cleveland Preparatory School

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	208	66.5	NR	NR	43.943	NR	NR	NR	NR	88.5	11.5	NC	NR
SY 2019-20	K-8	227	88.9	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	288	83.9	D	D	58.889	F	D	F	F	71.7	28.1	NC	NR

School Name: West Park Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	290	72.6	NR	NR	47.887	NR	NR	NR	NR	85.4	14.4	NC	NR
SY 2019-20	K-8	250	89.8	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	216	87.3	D	D	55.994	F	C	C	F	74.0	26	NC	NR

School Name: Woodley Leadership Academy

Year	Grade Bands	Enrollment	Students Proficient in English (end Grade	Student Academic Growth	Students Proficient in Math & English (3-									
SY 2020-21		n/a	n/a	n/a	n/a									
SY 2019-20		n/a	n/a	n/a	n/a									
SY 2018-19		n/a	n/a	n/a	n/a									

School Name: East Branch Preparatory Academy dba Wright Preparatory Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	144	64.7	NR	NR	41.351	NR	NR	NR	NR	91.2	8.8	NC	NR
SY 2019-20	K-8	157	91.2	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	136	86.9	D	D	51.218	F	D	D	F	82.0	18	NC	NR

School Name: Youngstown Academy of Excellence

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	227	61.9	NR	NR	47.462	NR	NR	NR	NR	82.3	16.9	NC	NR
SY 2019-20	K-8	184	84.1	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	167	87.5	D	D	57.447	F	C	D	F	72.3	27.6	NC	NR

School Name:

Case Preparatory Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	267	70.8	NR	NR	33.728	NR	NR	NR	NR	74.6	7.9	NC	NR
SY 2019-20	K-8	#N/A	NC	#N/A	#N/A	NC	#N/A	#N/A	NR	#N/A	NR	NR	#N/A	#N/A
SY 2018-19	K-8	#N/A	NC	#N/A	#N/A	NC	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A

School Name:

Central Point Preparatory Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	169	70.9	NR	NR	39.879	NR	NR	NR	NR	82.4	10.9	NC	NR
SY 2019-20	K-8	#N/A	NC	#N/A	#N/A	NC	#N/A	#N/A	NR	#N/A	NR	NR	#N/A	#N/A
SY 2018-19	K-8	#N/A	NC	#N/A	#N/A	NC	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A

School Name:

George V. Voinovich High School

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
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School Name: South Columbus Preparatory Academy at Southfield

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	211	77.5	NR	NR	64.611	NR	NR	NR	NR	63.2	35.3	NC	NR
SY 2019-20		#N/A	NC	#N/A	#N/A	NC	#N/A	#N/A	NR	#N/A	NR	NR	#N/A	#N/A
SY 2018-19		#N/A	NC	#N/A	#N/A	NC	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A	#N/A

School Name: Virtual Preparatory Academy at Lucerne

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% of Students Basic or	% of Students Proficient or Higher	Grad	Prepared for Success Grade
SY 2020-21	K-10	79	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SY 2019-20	K-10	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SY 2018-19	K-10	70	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

School Name: Academy with Community Partners

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Alternative Points Earned (Total)	Percentage	Proficiency	Academic Persistence	Graduation	CCRI	Bonus Points			
SY 2020-21	9-12	116	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			
SY 2019-20	9-12	132	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a			

SY 2018-19	9-12	135	n/a	C	52.75	67.94	2.18	9.9	7.27	33.4	2.0		
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Arizona Revised Statutes § 15-241 requires the Arizona Department of Education, subject to final adoption by the State Board of Education, to develop an annual achievement profile for every public school in the state based on an A through F scale. The system measures year to year student academic growth, proficiency on English language arts, math and science. It also includes the proficiency and academic growth of English language learners, indicators that an elementary student is ready for success in high

School Name:	Niles Preparatory Academy
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Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SY 2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SY 2018-19	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

*School opened SY21-22

School Name:	Western Toledo Preparatory Academy
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Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SY 2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SY 2018-19	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

* School opened SY21-22

School Name: Constellation Schools: Westpark Community Middle

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	5-8	198	89.2	NR	NR	50.972	NR	NR	NR	NR	58.5	26.3	NC	NR
SY 2019-20	5-8	202	94.7	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	5-8	224	93.8	F	F	77.286	D	F	F	F	47.6	52.4	NC	NR

School Name: Constellation Schools: Madison Community Elementary

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-8	231	72.1	NR	NR	44.118	NR	NR	NR	NR	84.3	13.4	NC	NR
SY 2019-20	K-8	253	94	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	248	92	D	D	60.285	D	C	C	F	70.6	29.1	NC	NR

School Name: Constellation Schools: Lorain Community Middle

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	5-8	126	83.8	NR	NR	55.216	NR	NR	NR	NR	73.4	24.7	NC	NR
SY 2019-20	5-8	152	94.9	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	5-8	132	93.2	C	C	80.095	D	D	F	A	45.7	54.3	NC	NR

School Name: Constellation Schools: Old Brooklyn Community Middle

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	5-8	253	85.3	NR	NR	58.507	NR	NR	NR	NR	63.8	30.7	NC	NR
SY 2019-20	5-8	271	95.4	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	5-8	268	94	D	D	76.884	D	C	D	F	49.2	50.8	NC	NR

School Name: Constellation Schools: Puritas Community Middle

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	5-8	152	87.4	NR	NR	57.392	NR	NR	NR	NR	72	27.1	NC	NR
SY 2019-20	5-8	170	96	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	5-8	173	94.6	D	D	72.756	D	C	D	F	52.7	47.3	NC	NR

School Name: Constellation Schools: Westside Community School of the Arts

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
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SY 2020-21	K-8	238	79.2	NR	NR	46.897	NR	NR	NR	NR	78.7	15.2	NC	NR
SY 2019-20	K-8	287	94.4	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-8	326	91.8	D	D	68.256	D	D	F	F	59.3	40.5	NC	NR

School Name: Constellation Schools: Eastside Arts Academy

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-6	120	73.6	NR	NR	44.632	NR	NR	NR	NR	89.7	10.3	NC	NR
SY 2019-20	K-6	135	94.2	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-6	126	90.9	C	C	67.586	D	B	B	B	63.5	36.5	NC	NR

School Name: Constellation Schools: Lorain Community Elementary

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-4	148	86.9	NR	NR	56.771	NR	NR	NR	NR	74	26	NC	NR
SY 2019-20	K-4	182	95.2	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-4	182	93.1	B	B	86.528	C	A	A	A	35.4	63.9	NC	NR

School Name: Constellation Schools: Elyria Community

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	4-8	384	88.3	NR	NR	57.96	NR	NR	NR	NR	53.4	34.2	NC	NR
SY 2019-20	4-8	455	96	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	4-8	488	94.3	C	C	87.319	C	B	B	C	34.3	65.7	NC	NR

School Name: Constellation Schools: Westpark Community Elementary

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-4	272	87.5	NR	NR	68.708	NR	NR	NR	NR	44.5	45.9	NC	NR
SY 2019-20	K-4	284	95	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-4	315	93.2	A	A	103.73	B	A	A	A	10.6	89.4	NC	NR

School Name: Constellation Schools: Parma Community

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-12	1294	89.2	NR	NR	61.14	NR	NR	NR	NR	62	33	92.4	NR
SY 2019-20	K-12	1409	94.9	NR	NR	NC	NR	NR	NR	NR	NR	NR	96.8	NR
SY 2018-19	K-12	1412	93.4	D	D	80.872	D	D	F	C	41.7	58.1	88.8	F

School Name: Constellation Schools: Old Brooklyn Community Elementary

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-4	306	87.5	NR	NR	56.805	NR	NR	NR	NR	63.5	30	NC	NR
SY 2019-20	K-4	356	94.9	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-4	329	94	B	B	87.537	C	B	B	A	34.6	65.5	NC	NR

School Name: Constellation Schools: Puritas Community Elementary

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-4	170	91.6	NR	NR	52.711	NR	NR	NR	NR	75.3	23.5	NC	NR
SY 2019-20	K-4	197	95.5	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-4	202	93.1	D	D	80	D	D	F	F	43.5	56.5	NC	NR

School Name: Constellation Schools: Stockyard Community Elementary

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	K-6	178	83.2	NR	NR	49.486	NR	NR	NR	NR	83	17	NC	NR

SY 2019-20	K-6	205	94.1	NR	NR	NC	NR	NR	NR	NR	NR	NR	NC	NR
SY 2018-19	K-6	255	91.3	F	F	64.412	D	D	F	F	65.0	35	NC	NR

School Name: VPA of Madison Grant

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SY 2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SY 2018-19	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

* School opened SY21-22

School Name: VPA of Washington

Year	Grade Bands	Enrollment	Attendance Rate	Overall Grade	Achievement Component Grade	Performance Index Score	Performance Index Grade	Progress Component Grade	Overall Value Added Grade	Gap Closing Grade	% Basic or Lower	% Proficient or Higher	Grad Rate	Prepared for Success Grade
SY 2020-21	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SY 2019-20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
SY 2018-19	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

* School opened SY21-22

Attachment 3: ESP Information

- a) A brief overview of the ESP's founding year, mission, leadership team, and the name and location of all charter schools, both within and without Indiana, currently managed by the ESP;

ACCEL Schools is a K-12 Educational Management Organization based in McLean, VA currently serving over 18,000 students across the country. ACCEL does not focus on one particular student demographic, nor subscribe to one specific school model or educational philosophy but rather customizes each school to maximize student performance. ACCEL Schools tailors blended learning solutions and management services to the unique needs of each student and school. ACCEL Schools partners with each school board of directors to deliver a high-performing school.

ACCEL Schools currently operates 50 Brick and Mortar schools in Colorado, Michigan, Arizona, and Ohio and virtual schools in Ohio (OHDELA), Michigan, Indiana, Washington, and California as well as several virtual programs for districts across the country. Most ACCEL schools are in cities with high percentages of economically disadvantaged students. In 2015, ACCEL began managing the former White Hat and Mosaica Education brick and mortar charter schools including the highest performing charter school in Ohio. Since this time our portfolio has increased dramatically both from building new schools from the ground up and by working with schools experiencing academic and/or financial struggles.

Schools in the communities served by ACCEL Schools often educate students who are at least a grade level behind if not more. The neighborhoods are economically disadvantaged with limited job opportunities and elevated high school dropout rates. Families come to our schools because the local district has failed to meet their needs. ACCEL Schools provide a safe space where families feel appreciated and invited to partner in their child's education.

ACCEL is committed to continuing its work to improve educational quality and choice. Unfortunately, severe funding inequities hinder this mission. Charter schools traditionally receive less money per child than school districts. While schools try to compete with the salaries of the districts, this is generally not an option. Teachers who are led to work at charter schools are attracted to the small learning environments, innovative teaching strategies, and a strong sense of community. ACCEL has been able to increase student achievement while operating with a limited budget.

The full list of charter schools can be found in **Attachment 19**.

- b) A summary explanation of how and why the ESP was selected, the specific due diligence conducted by the organizer on the ESP's academic results with a similar

student population as well as financial health and stability, and a list of other ESPs assessed during the due diligence process;

The Board of Directors reviewed the information of four ESP's during the due diligence process through company websites. The four ESP's were:

- National Heritage: <https://www.nhaschools.com/en>
- Charter Schools USA: <https://www.charterschoolsusa.com/>
- Leona Group: <https://www.leonagroup.com/>
- Accel Schools: <https://accelschools.com/>

Following this review, the board toured Accel's Toledo schools. Accel was chosen as the ESP due to its willingness to adapt each school to meet the needs of the community. They were also chosen because of their strong track record of starting new schools with healthy enrollment and student achievement. The Board of Directors feels Accel will be a partner for years to come in the education of our students.

- c) A term sheet or other document setting forth a proposed duration of the contract that aligns with ICSB's five-year charter term. Specifically, address:
 - i. An explanation of the relationship between the school governing board and the ESP, specifying how the governing board will monitor and evaluate the performance of the service provider, including specific performance evaluation measures and timelines;

The contract will align to the five-year charter. The ESP will operate at the pleasure of the board and both parties will comply with all language as indicated in the management agreement. The Board and ESP will come to mutually agreeable evaluation methods which will occur annually. The ESP will provide financials monthly as well as updates on student progress as determined by state and school-based assessments.

- ii. The roles and responsibilities of the school governing board, the school staff, and the service provider;

Please see draft contract

- iii. The scope of services and resources to be provided by the service provider;
 - a. Financial Management – *Included*
 - b. Compliance/Legal – *Compliance – Included; Legal – Accel will provide support but the Board Attorney should advise the Board of Directors.*
 - a. Personnel Management - *Included*
 - b. Facility Management – *Accel will advise on the care and keeping of the building, but repair*

expenses will be the responsibility of the Academy.

- c. Technology Management – *Accel will provide recommendations for technology but the day-to-day upkeep of the infrastructure will not be included in the management fee.*
 - d. Academy/Student Support Services – *Accel has staff to support the administration of a special education program as well as other support services.*
 - e. Enrollment/Marketing/Public Relations – *Accel will provide ongoing support to the marketing of the Academy. Any additional expenses such as marketing materials will be discussed with the Board of Directors.*
- iv. A detailed explanation of compensation to be paid to the ESP, including both management fees and all pass-through expenses, such as for curriculum licensing or technology costs;

The Academy will pay to Accel an annual fee of fifteen percent (15%) of the federal, State and local funds the Academy receives, directly or indirectly, for the particular students enrolled in the Academy pursuant and subject to applicable law and regulations, exclusive of Free and Reduced Lunch Revenues (the “Funds”), plus an additional two percent (2%) of the Funds for accomplishing enrollment target agreed between the Parties before the start of each school year, plus an additional two percent (2%) of the Funds for accomplishing an academic target agreed upon between the Parties before the start of each school year (collectively, the "Management Fee"). The Management Fee calculation shall not include charitable contributions, transportation funding, facility funding, or proceeds from fundraisers ("Non-Qualified Gross Revenue")

- v. Financial controls and oversight;

Monthly Review of Financial Documents: ACCEL provides the board with monthly financial statements that include a year-to-date budget versus actuals report, a balance sheet, and cash flow analysis when needed. The school has a standing Finance Committee that also reviews these financial documents monthly and provides a report to the full board regarding areas of concern, strategic decisions, etc.

- vi. Methods of contract oversight and enforcement;

The Board of Directors and Accel Schools will create a mutually agreeable annual evaluation.

- vii. Investment disclosure; and

No member of the Board of Directors will be employed by the ESP or associated with it in any way.

- viii. Conditions for renewal and termination of the contract.

See the attached Contract

- d) A draft of the proposed management contract (if one exists) that is in compliance with ICSB’s Requirements for Contracting with Educational Management

Organizations, which may be found here: <https://www.in.gov/icsb/school-operations/icsb-policies/esp-requirements/>.

See attached

- e) Disclosure and explanation of any existing or potential conflicts of interest between the school governing board and proposed ESP or any affiliated business entities;

There are no existing or potential conflicts of interest.

- f) Evidence that the service provider is authorized to do business in Indiana; and

See Attached

- g) Assurance that the governing board of the organizer will be structurally independent of the ESP and shall set and approve school policies. The terms of the service contract must be reached by the organizer and the ESP through an arms-length negotiation in which the organizer is represented by separate and independent legal counsel.

The Board will hold ACCEL Schools (Educational Service Provider) accountable through monthly reports and draft annual budgets. The Board evaluates the ACCEL on an annual basis. The Board is responsible for holding the ESP accountable for all services included in the management contract, and the governing body reviews service delivery periodically throughout the year. The Board will maintain autonomy from ACCEL and will retain independent legal counsel.

Delaware

The First State

Page 1

I, JEFFREY W. BULLOCK, SECRETARY OF STATE OF THE STATE OF DELAWARE, DO HEREBY CERTIFY THE ATTACHED IS A TRUE AND CORRECT COPY OF THE CERTIFICATE OF AMENDMENT OF "MICHIGAN DEVELOPMENT, LLC", CHANGING ITS NAME FROM "MICHIGAN DEVELOPMENT, LLC" TO "ACCEL SCHOOLS CENTRAL LLC", FILED IN THIS OFFICE ON THE TWENTY-EIGHTH DAY OF MARCH, A.D. 2022, AT 1:28 O`CLOCK P.M.



Jeffrey W. Bullock, Secretary of State

5953206 8100
SR# 20221189044

Authentication: 203035718
Date: 03-29-22

You may verify this certificate online at corp.delaware.gov/authver.shtml

**STATE OF DELAWARE
CERTIFICATE OF AMENDMENT**

1. Name of Limited Liability Company: Michigan Development, LLC

2. The Certificate of Formation of the limited liability company is hereby amended as follows:

The name of the limited liability company is changed to:

ACCEL Schools Central LLC

IN WITNESS WHEREOF, the undersigned have executed this Certificate on the 28th day of March, A.D. 2022.

By: Maria Szalay
Authorized Person(s)

Name: Maria Szalay
Print or Type

State of Indiana
Office of the Secretary of State
Foreign Registration Statement
of
ACCEL SCHOOLS CENTRAL LLC

I, HOLLI SULLIVAN, Secretary of State, hereby certify that an Registration Statement of the above Foreign Limited Liability Company 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 Code.

NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, March 29, 2022.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, March 30, 2022.

A handwritten signature in cursive script that reads "Holli Sullivan".

HOLLI SULLIVAN
SECRETARY OF STATE

202203291579179 / 9368963

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

REGISTRATION STATEMENT

Formed pursuant to the provisions of the Indiana Code.

ARTICLE I - NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID 202203291579179
BUSINESS TYPE Foreign Limited Liability Company
BUSINESS NAME ACCEL SCHOOLS CENTRAL LLC
PRINCIPAL OFFICE ADDRESS 1650 Tysons Blvd, Suite 600, McLean, VA, 22102, USA

ARTICLE II - REGISTERED OFFICE AND ADDRESS

REGISTERED AGENT TYPE Business Commercial Registered Agent
NAME CORPORATION SERVICE COMPANY
ADDRESS 135 North Pennsylvania Street, Suite 1610, Indianapolis, IN, 46204, USA

ARTICLE III - PERIOD OF DURATION AND EFFECTIVE DATE

PERIOD OF DURATION Perpetual
EFFECTIVE DATE 03/29/2022
EFFECTIVE TIME 11:04AM

ARTICLE IV - GOVERNING PERSON INFORMATION

No Principal on record.

MANAGEMENT INFORMATION

THE LLC WILL BE MANAGED BY MANAGER(S) No
IS THE LLC A SINGLE MEMBER LLC? No

ARTICLE V - FOREIGN ENTITY JURISDICTION INFORMATION

FORMATION DATE 02/02/2016
COUNTRY USA
STATE DE

APPROVED AND FILED
HOLLI SULLIVAN
INDIANA SECRETARY OF STATE
03/30/2022 09:08 AM

SIGNATURE

THE SIGNATOR(S) REPRESENTS THAT THE REGISTERED AGENT NAMED IN THE APPLICATION HAS CONSENTED TO THE APPOINTMENT OF REGISTERED AGENT.

THE UNDERSIGNED DESIRES TO EFFECTUATE THE ADMITTANCE OF THIS LIMITED LIABILITY COMPANY TO TRANSACT BUSINESS IN THE STATE OF INDIANA PURSUANT TO INDIANA LAW.

IN WITNESS WHEREOF, THE UNDERSIGNED HEREBY VERIFIES, SUBJECT TO THE PENALTIES OF PERJURY, THAT THE STATEMENTS CONTAINED HEREIN ARE TRUE, THIS DAY **March 29, 2022**.

THE UNDERSIGNED ACKNOWLEDGES THAT A PERSON COMMITS A CLASS A MISDEMEANOR BY SIGNING A DOCUMENT THAT THE PERSON KNOWS IS FALSE IN A MATERIAL RESPECT WITH THE INTENT THAT THE DOCUMENT BE DELIVERED TO THE SECRETARY OF STATE FOR FILING.

SIGNATURE

Maria Szalay

TITLE

Authorized Agent

Business ID : 202203291579179

Filing No : 9368963

Delaware

The First State

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I, JEFFREY W. BULLOCK, SECRETARY OF STATE OF THE STATE OF DELAWARE, DO HEREBY CERTIFY "ACCEL SCHOOLS CENTRAL LLC" IS DULY FORMED UNDER THE LAWS OF THE STATE OF DELAWARE AND IS IN GOOD STANDING AND HAS A LEGAL EXISTENCE SO FAR AS THE RECORDS OF THIS OFFICE SHOW, AS OF THE TWENTY-NINTH DAY OF MARCH, A.D. 2022.

AND I DO HEREBY FURTHER CERTIFY THAT THE SAID "ACCEL SCHOOLS CENTRAL LLC" WAS FORMED ON THE SECOND DAY OF FEBRUARY, A.D. 2016.

AND I DO HEREBY FURTHER CERTIFY THAT THE ANNUAL TAXES HAVE BEEN PAID TO DATE.



A handwritten signature in black ink, appearing to read "JBULLOCK", is written over a horizontal line. Below the line, the text "Jeffrey W. Bullock, Secretary of State" is printed.

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SR# 20221211820

You may verify this certificate online at corp.delaware.gov/authver.shtml

Authentication: 203038490

Date: 03-29-22