

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: _____

Proposed Charter School location:* _____

**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: _____

Legal name of group applying for Charter: _____

Designated representative: _____

Contact Information (Phone & Email): _____

Planned opening year for the school: _____

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

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): _____

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): _____

Planned submission date(s): _____

List the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4.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

Submission date(s): _____

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.

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.

Signature of Designated Representative

Name



Signature

Date

Proposed Amendment to Enrollment Plan

1. Please submit as part of your original Enrollment Plan worksheet. Existing information will be autofilled.
 2. Approved amendments will be reflected on your official Enrollment Plan on Sheet 1.

Name of Charter School:	Creek Point Academy
Current Grade Span:	K-8
Proposed Grade Span:	Select from drop-down list →
Proposed Maximum Enrollment:	
Year 1 of Change (Format: "YYYY"):	Select from drop-down list →

Current Yearly Enrollment By Grade Level

Grade Level	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Maximum Enrollment
K	100	100	100	100	100	
1	84	84	84	84	84	
2	84	84	84	84	84	
3	84	84	84	84	84	
4	84	84	84	84	84	
5	56	84	84	84	84	
6	28	56	84	84	84	
7	28	28	56	84	84	
8	27	28	28	56	84	
9						
10						
11						
12						
Yearly Enrollment:	575	632	688	744	772	772

Proposed Yearly Enrollment By Grade Level

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Maximum Enrollment
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Yearly Enrollment:						

Proposed Amendment to Enrollment Plan

1. Please submit as part of your original Enrollment Plan worksheet. Existing information will be autofilled.
 2. Approved amendments will be reflected on your official Enrollment Plan on Sheet 1.

Name of Charter School:	Creek Point Academy
Current Grade Span:	K-8
Proposed Grade Span:	Select from drop-down list →
Proposed Maximum Enrollment:	
Year 1 of Change (Format: "YYYY"):	Select from drop-down list →

Current Yearly Enrollment By Grade Level

Grade Level	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Maximum Enrollment
K	50	75	100	100	100	
1	56	56	84	84	84	
2	56	56	56	84	84	
3	28	56	56	56	84	
4	28	28	56	56	56	
5	26	28	28	56	56	
6	26	26	28	28	56	
7	25	25	26	28	28	
8	25	25	26	28	27	
9						
10						
11						
12						
Yearly Enrollment:	320	375	460	520	575	575

Proposed Yearly Enrollment By Grade Level

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Maximum Enrollment
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Yearly Enrollment:						

Executive Summary

Mission and vision

Mission: Creek Point Academy will offer a K-8 school choice focused on the four pillars of academic excellence, student responsibility, parent partnerships, and moral focus, and through our rigorous student-focused curriculum, we will prepare students for high school, college, and life beyond.

Vision: Creek Point Academy will provide a rigorous curriculum with an emphasis on data-driven instruction, academic excellence, and moral focus.

Background

Creek Point Academy (Creek Point or CPA) intends to locate at 3600 N. German Church Road, Indianapolis, IN 46235.

For 20 years, Andrew J. Brown Academy (AJB) has served the local community with a strong school choice. The need for Creek Point arose after the AJB School Board notified National Heritage Academies (NHA) in January of 2023 that they wished to non-renew the services agreement. No specific reason was provided, and NHA was not given an opportunity to respond or address any concerns.

As you can imagine, that was very disappointing, considering the AJB Board and NHA had worked in partnership for 20 years, since 2003. Beyond NHA's disappointment, this was upsetting for a school community that had come to expect and enjoy an academic program that cares for and encourages all children to succeed.

In response, we formed the Creek Point Academy Board to continue providing a high-quality education in a long-standing facility that has become a beacon of hope in the community, especially to students who are acquiring English. Our new local Board understands that the current AJB Board is seeking a new facility in partnership with Paramount Schools of Excellence. We wish them the best in their efforts but must acknowledge there is demand for the program in place today. This application presents a school to meet that demand.

The school has seen a significant increase in the number of students learning English, with Spanish, Haitian Creole, and French as the predominant languages. We look forward to being able to continue meeting student needs as the community transitions. Our founding principal, Phobie Perkins, has built a strong school culture that is welcoming and inviting, as evidenced by the near 20 percent increase in English learner (EL) students in one year. For the 2023-24 school year, 70 of 90 kindergarten students speak another language at home. This is a student population that needs consistency in education and one we seek to serve.

Our governing Board seeks to continue to meet this need with a new K-8 school that we will operate in partnership with NHA. Nearly 70 percent of students in NHA-partner schools qualify for free and reduced-price lunch (FRL), 75 percent are demographically minority, and about 10 percent are English learners. Our Board has experience in education, policy, small business ownership, and finance.

Educational need and target community

The east side of Indianapolis needs a high-quality school choice, especially for students who qualify as at-risk. We know that these are truly at-promise youth, who can succeed in the learning environment we propose here. NHA has experience in helping schools meet this need, both across the nation and in Indiana.

We do not have a target community. CPA will serve any student who chooses to enroll through our open application process. We plan to open for the 2024-25 school year to serve students in kindergarten through 8th grade. With this in mind, we project enrollment levels similar to the population currently served in the area for the following student groups:

- English learners: 57 percent
- Gifted students and students with special needs: 12.5 percent
- Free and reduced-price lunch students: 97 percent

As mentioned above, the population of multilingual learners in the area has expanded by nearly 20 percent in a single school year. This indicates a community that is in transition and has found a home in this part of Indianapolis. CPA will be equipped to serve these students, as noted in the School Design section of this application. We will also take an intentional and proactive approach to inviting families to our school and being part of a vibrant learning community that values each student. This will take place through outreach to parents, with supports such as Parent Academy which provides insights on our curriculum and offers classes in English. Building a strong multicultural community with high expectations and high support for all students aligns with our mission and vision.

Community engagement and partnerships

Strong parental partnerships are a critical foundation of our school model. We believe parental involvement is the result of effective and robust school-home communication. Our school is committed to maintaining an atmosphere of open dialogue between school leaders and parents, and we have established partnerships that support a rigorous learning environment. To date, nearly 300 people have signed up on our landing website requesting more information, and families of more than 200 current AJB students have completed intent to enroll forms. Our school leader, Phobie Perkins, prioritizes interacting with the school community and will build strong relationships through formal and informal events. She has tailored community events to the population the school serves including a painting with parents' night, college awareness events, multicultural night, back-to-school events, and many more. We will benefit from a dedicated admissions representative with strong grassroots relationships across the area.

Education plan/school design

Creek Point Academy will implement an educational program that centers on the four pillars of our mission: *academic excellence*, *student responsibility*, *parent partnerships*, and *moral focus*. These are also a major component of NHA's comprehensive model, and our shared commitment will allow us to provide a high-quality choice.

Research base demonstrating likely success

We envision meeting the demand of our area with a new K-8 school operated in partnership with NHA. Our model will include both an aligned and rigorous curriculum, research-based and data driven instruction, systematic intervention, a commitment to serve every student, and an embedded moral focus curriculum. Our governing Board will be accountability-focused, with oversight of academics, operations, and finances. The facts below demonstrate the success of the NHA academic model:

- Research by Stanford University's Center for Research on Education Outcomes (CREDO) shows that NHA students receive the equivalent of an extra 69 days in math each year and an extra 46 days in reading over the same timeframe (CREDO, 2023).
- NHA currently partners with one existing school in Indiana, Aspire Charter Academy in Gary, IN. Over the past five years, Aspire has outperformed both the closest located schools and local district on the state assessment in reading and math.
- The current charter school in our proposed facility has long been in demand by families, consistently enrolling about 600 students. We know that enrollment has been sporadic in the past few years for

students across our local area, with some schools seeing changes in enrollment post-COVID. AJB is one of four schools within three miles that saw a decrease in enrollment of 10 percent or more.

- Utilizing the NHA model, AJB students have outperformed their peers at the five closest located schools in all combined grades and subjects on the state assessment for the 2022-23 school year. This has been true during four of the past five school years.
- In 2022-23, AJB students outperformed the local district in math.
- In each of the past three years – while partnering with NHA – AJB gained ground against Indianapolis Public Schools in terms of overall performance on the state assessment while at the same time serving a much greater at-risk student population.
- While partnering with NHA, AJB’s 2022-23 proficiency results placed them in the top 25 percent of all Indiana schools serving similar FRL populations.
- In 2022-23, AJB outperformed 75 percent of other Mayor-Sponsored charter schools on ILEARN for math and over 55 percent for ELA.

Instructional approach

CPA will benefit from an instructional approach that is data driven. We will use processes designed to include multiple checkpoints throughout instruction that measure understanding of content. Teachers will analyze data at both the classroom and individual student levels and then identify building blocks of instruction that scaffold student learning appropriately. This will enable teachers to determine exactly what knowledge needs further development in each student, and to individualize instruction as appropriate to ensure that each student learns as expected.

Our moral focus curriculum is built upon such virtues as prudence, justice, temperance, and fortitude. This component will be integrated into our educational program, and lessons will develop strong personal character and the qualities needed to become good citizens.

Core values of teaching and learning

We embrace the idea that student learning will be a shared responsibility among students, teachers, and families, and that this value requires our school staff to teach to students’ hearts as well as their minds. This includes implementing an educational program around our four pillars that embodies the recognition that every student can learn at a high level.

CPA will use NHA’s distributed leadership model consisting of a principal and grade-level deans who share administrative responsibilities. Each dean will oversee a team of grade-level staff (for example, one dean each for grades K-2, 3-5, and 6-8). Deans will serve as direct managers for teachers and support the principal, allowing teachers to receive ongoing coaching and instructional support.

Teachers will receive ongoing training and professional development as a top priority through an ever-evolving set of initiatives. This includes a five-day summit for new teachers. Our school leaders will provide more observation, coaching, and feedback than teachers typically receive and collaboration with staff from the other NHA-partner schools in the region will help our educators share best practices.

Teaching will include effective, research-based instructional strategies in daily lesson plans and daily instruction. Strategies that have high probabilities of effectiveness, such as those identified by researchers at Mid-continent Research for Education and Learning (Marzano, Pickering, and Pollock, 2001), will be used by teachers to meet student needs. Because effective learning requires teachers to shift the cognitive load to students, teachers will develop students’ knowledge, understanding, and skills incrementally through appropriately sequenced lessons and units of instruction.

Key programmatic features

Creek Point will have strong and comprehensive hands-on management of instructional staff. As noted above, we will implement a distributed leadership model.

Our principal will lead efforts to implement our core values, so CPA always strives for academic excellence. This includes five specific elements to our school-wide framework *establish a professional culture of excellence, systematize collaborative improvement, lead instructional excellence, implement systematic intervention, and cultivate meaningful parent partnerships*. The school-wide framework is explained further in Section II.

Leadership and governance

Our Board will be the school's governing Board, should our charter be approved. This will allow stability and effective management in overseeing Creek Point's success to fulfill our mission. Our group is comprised of individuals with strong ties to the community and experience with charter schools. We collectively have extensive backgrounds in charter school policy, education, community engagement and leadership, business, and finance.

Our Board will be one of governance, focusing on achieving our mission and vision, as well as the goals outlined within our charter contract. The CPA Board's bylaws and articles of incorporation are central to our composition, conduct, and decision-making responsibilities (included as Attachment 12). In total, these key items will guide our work, assisting us in making decisions in the best interests of families who choose to enroll. Our initial terms are staggered to ensure continuity of leadership for our school during the first charter term and beyond. We will be the driving force behind the mission and vision of CPA and will ensure that academic and operational goals are met.

We will partner with NHA, through a services agreement, and will delegate the daily operations of CPA. This will include all essential back-office functions that allow school staff to focus on student learning and instruction. We will hold NHA accountable to deliver a program that has us on the path to achieve our mission, vision, and goals, and we will direct change in any instance where it is deemed necessary. A draft services agreement is included as Attachment 12.

Board membership

Our founding Board is comprised of individuals with a common interest in the future of our community and its students. Members include:

- *Lindsay Lux*: Ms. Lux is an experienced lobbyist with a demonstrated history of working in government affairs. She has strong professional skills working with nonprofit organizations, grassroots organizing, government, fundraising, and leadership.
- *Jukobie Russell*: Mr. Russell has over 24 years of experience in education. He is currently a sixth-grade teacher, and the Executive Director of Knowledge Based Solutions, an education and consulting company. He has experience in rating schools' performance, programs, curriculum, and operations so parents can find the best fit for their child. Our Board will benefit from his extensive background in education and experience attending charter schools growing up.
- *Tory Walker*: Mr. Walker is a parent and a chef in the Indianapolis area. He will bring his perspective as a parent to the Board. His mother was a teacher, so he understands the impact teachers can have on students' lives.
- *Chad Reynolds*: Mr. Reynolds is a wealth management advisor at Northwestern Mutual, while also working as a partner at Truss Wealth Advisors. He brings significant experience in finance to our Board. Since 2007, he has helped clients to build financial security through customized goals and planning. His expertise will assist our school in being a strong financial steward of public funds.

We are reserving a position for a parent on our Board and per our bylaws, expect to have five to seven members. Our governing Board will consist of a President, Vice President, Secretary, and Treasurer. Board members may hold more than one office at a time, aside from President and Vice President. Our Board will elect officers in conjunction with our annual meeting. Resumes for each member of the founding group are included in Attachment 1.

Our founding principal will be Phobie Perkins. Ms. Perkins worked as an at-risk student coordinator at Marquette School of Excellence in Chicago from its opening in 2012 until 2018. She helped the turnaround school provide a high-quality education to all students. Ms. Perkins became principal at Lansing Charter Academy in January 2018. At the start of the 2022 school year, she became the principal of Andrew J. Brown Academy. She is an experienced school leader and has a track record to show she is committed to developing a strong school culture, promoting student achievement, and implementing school operations. Ms. Perkins will be a strong asset to our school with her experience and knowledge of the community. She has implemented many programs that we intend to continue, such as a vibrant Back-to-School Night, New Family Dinners, Parent Academy, Content Nights, and many interactions that will ensure families are engaged.

We have chosen to partner with NHA to achieve our mission, vision, and goals. NHA partners with 100 schools nationwide to provide comprehensive support in preparing students from all backgrounds for high school, college, and beyond. The organization's extensive experience and longstanding commitment to each of its partner schools will best position CPA to successfully serve families beginning in the 2024-25 school year. NHA has experience in providing academic, financial, performance management, facilities management, and parent engagement support to local boards like ours.

Our governing Board is ultimately responsible for the success of Creek Point Academy and assuming stewardship of public funds. To achieve our mission, vision, and goals, we must make decisions in the best interests of our students and families.

Should our charter be approved, we will work together with NHA to ensure all organizational and logistical matters crucial to the school's opening are met. Our governing Board will grow our membership in accordance with our bylaws.

We will lean on NHA and its experience working in a full-time capacity upon the approval of our charter. This will include its proven in practice approach to opening a new school. NHA's new school opening team has an established process that will be integrated with all requirements of the Indiana Charter School Board (ICSB) and our school community. This team maintains experience in all facets of a school's opening. This team meets regularly and will generate status updates for our principal and founding group to ensure we are meeting the requirements of our charter contract and the needs of families in our area.

Section I: Evidence of Capacity

Governing Board

Our Board will be a governing Board that oversees only Creek Point Academy. We will focus on achieving our mission and vision, and meeting the goals outlined within our charter contract. Our charter goals will guide our work, assisting us in making decisions in the best interests of families who choose to enroll with our school. Through a services agreement, we will delegate to NHA the daily operations of CPA. We will hold NHA accountable to deliver a program that sets us on the path to achieve our mission, vision, and goals, and will direct change in any instance where it is deemed necessary. Our Board has four members. We are reserving a position for a parent on our Board and per our bylaws, expect to have five to seven members. Resumes for each member are included as Attachment 1.

Our founding group is comprised of individuals with a common interest in the future of our community and its students. Members include:

- *Lindsay Lux (President)*: Ms. Lux is an experienced lobbyist with a demonstrated history of working in government affairs. She has strong professional skills working with nonprofit organizations, grassroots organizing, government, fundraising, and leadership.
- *Jukobie Russell (Secretary)*: Mr. Russell has over 24 years of experience in education. He is currently a sixth-grade teacher, and the Executive Director of Knowledge Based Solutions, which is an education and consulting company. Our Board will benefit from his extensive background in education and experience attending charter schools growing up.
- *Tory Walker (Treasurer)*: Mr. Walker is a parent and a chef in the Indianapolis area. He will bring his perspective as a parent to the Board. His mother was a teacher, so he understands the impact teachers can have on students' lives.
- *Chad Reynolds (Director)*: Mr. Reynolds currently works as a wealth management advisor at Northwestern Mutual, while also working as a partner at Truss Wealth Advisors. He brings significant experience in finance to our Board. Since 2007, he has helped clients to build financial security through customized goals and planning. His expertise will assist our school in being a strong financial steward of public funds.

Our intended founding principal will be Phobie Perkins. Ms. Perkins worked as an at-risk student coordinator at Marquette School of Excellence in Chicago from its opening in 2012 until 2018. She helped the turnaround school provide a high-quality education to all students. Ms. Perkins became principal at Lansing Charter Academy in January 2018. At the start of the 2022 school year, she became the principal of Andrew J. Brown Academy. She is an experienced school leader and has a track record to show she is committed to developing a strong school culture, promoting student achievement, and implementing school operations. Ms. Perkins will be a strong asset to our school with her experience and knowledge of the community. She has implemented many programs that we intend to continue, such as a vibrant Back-to-School Night, New Family Dinners, Parent Academy, Content Nights, and many interactions that will ensure families are engaged.

Governance structure

Board creation

Our governing Board will consist of a President, Vice President, Secretary, and Treasurer. Board members may hold more than one office at a time, aside from President and Vice President. Our Board will elect officers in conjunction with our annual meeting. Resumes for each member of the governing Board are included in Attachment 1.

To date, our governing Board has met multiple times to review, consider, and approve the items needed for the charter application. At those meetings, we appointed our Board officers, adopted bylaws and

Articles of Incorporation, applied for 501(c)(3) status and determined a name for our school. Additionally, we held a dinner to build our relationships with our fellow Board members.

Procedures

Our founding group was formed by individuals interested in providing a continuous educational choice for students and families in a facility that has been a high-quality charter school for 20 years. This group has been appointed to serve as our governing Board. Our Board intends to hold monthly meetings during our planning year and through the first year of operations. We will work with NHA and our independent Board legal counsel to ensure that we are compliant with the Indiana Public Access laws, publishing a calendar of meetings and notice of posting should a special meeting be necessary. We do not currently plan to have committees but may modify this approach as needed.

As Creek Point Academy becomes operational and has established itself in the community, we may revisit our schedule of regular meetings and revise, as necessary and in accordance with any requirements of our charter. We want to ensure that the community and families at our school are able to share their questions and concerns and will revise our meeting schedules and timing, as necessary.

Our Board will perform functions including but not limited to:

- Articulating, maintaining, and driving our mission and vision throughout the school community.
- Holding NHA accountable for the efficient and effective operation of the school and for the achievement of academic goals.
- Reviewing and approving the school's annual budgets and ensuring that proper financial procedures are in place and effectively implemented.
- Reviewing, approving, and monitoring progress toward academic, financial, and operational goals.
- Reviewing and approving school policies.
- Ensuring that sufficient enrichment programs are created to supplement the education program.
- Appointing officers and committees as needed.
- Adopting, amending, and repealing bylaws as needed.
- Developing and maintaining effective relations with the Indiana Charter School Board.
- Ensuring that meetings are conducted in accordance with open door laws and in compliance with Indiana conflict of interest and public records laws.

The principal, with NHA as appropriate, will provide us with the information needed to assess all aspects of the school's performance in a comprehensive and timely manner.

Ethics and conflicts of interest

The Creek Point Board will partner with the Indiana Charter School Board to oversee our educational program, set school policies, monitor finances, and represent the school to stakeholders. We will pay special attention to meeting all school responsibilities under our charter, meeting performance targets, and furthering the school's mission. We will delegate all operational responsibilities to NHA, so we can limit our activities to our priority, governance and oversight. We will do all of this with the highest ethical standards and will ensure there are no conflicts of interest. Please see Attachment 2 for our completed statement of economic interest and conflict of interest forms. There are no current perceived conflicts of interest for any of our Board members.

Our Board will govern the school with an unwavering commitment to ethical practices. Pursuant to our bylaws, a Board member shall inform the Board of any actual or apparent conflict of interest with regard to any transaction contemplated by the Board. Conflicts of interest include transactions in which a member of the Board has a material financial interest, or with which the member is presently serving as a director, trustee, officer, or general partner of another party. The transaction may be approved only by a

vote of the majority of Board members who have no conflict of interest. Attachment 12 includes a draft of our Code of Ethics and Conflict of Interest policy. There are no known existing relationships of founding Board members that could pose an actual or perceived conflict of interest if this charter school application is approved. The Board will consult our legal counsel should any real or apparent conflict of interest ever arise. Our legal counsel will also provide support and advice as we review transactions for any actual and perceived conflicts of interest.

Advisory bodies

At this time, our governing Board has not planned to form advisory committees, councils, bodies, etc. that would aim to help us make decisions that pertain to CPA. However, this does not prevent us from exploring the possibility in the future. We intend to be a dynamic governing Board that forecasts and responds to the needs of our students and families. This will allow us to potentially create committees related to specific subject areas that can offer insight to our Board.

It is our obligation as the governing Board of CPA, to hold NHA accountable to deliver us a successful school. The definition of the relationships between the CPA Board, NHA, CPA's school leaders, teachers, and staff are ordered within an organizational chart (see Attachment 7). Creek Point's principal directs grade-level deans (who in turn oversee grade-level teachers). The principal also leads administrative tasks of CPA (we have budgeted for a registrar who will carry out these tasks).

Roles and responsibilities

Our Board will consist of a President, Vice President, Secretary, and Treasurer as voted. Roles and responsibilities of each officer include:

- *President:* The Board President chairs our Board meetings, ensures we utilize Robert's Rules of Order, works with NHA to set the agenda, is the Board's primary contact for the school principal and our Board's independent legal counsel, and signs contracts on our Board's behalf.
- *Vice President:* The Vice President assumes the President role and responsibilities in the event of an absence, or as assigned.
- *Secretary:* The Secretary signs our Board's approved meeting minutes, executes contracts when two signatures are required, and ensures that proper protocol is followed in terms of capturing what takes place at each meeting.
- *Treasurer:* The Treasurer interprets and clarifies the school budget for the rest of the Board and presents the budget as prepared.
- *Director:* All Directors understand and adhere to Indiana Open Door laws, read, understand, and abide by the school bylaws and policies, and attend meetings having read the Board materials ready to discuss all items. Directors also recruit new Board members and provide financial oversight and budget approval.

Board expansion, development, and succession

Our Board will have staggered terms of office to ensure continuity as we open our school and expand membership. We seek to anticipate vacancies to the greatest extent possible, asking members to notify the Board President early in the year of their term expiration if they do not wish to renew their term. We will maintain a list of contacts and associates whom we want to ask to serve on the Board or who have expressed an interest in doing so, referring to this list whenever a vacancy may occur. Appointments to the Board to complete the terms of vacant seats will be made in accordance with our bylaws, and we will strive to ensure that an appropriate breadth of skills and experiences are represented by our membership, particularly in the areas of governance experience, education, and financial management.

Board members will benefit from training and development to ensure that we govern the school effectively and fulfill our mission. We will offer all Board members training as needed to ensure Board

effectiveness. This will include opportunities to use Board funds to support attendance at the National Charter Schools Conference and NHA's annual Board symposiums. In addition, to support Board members' ongoing professional development, our Board will have access to a detailed suite of on-line learning modules maintained by NHA. These training assets help Board members understand a wide range of topics, including Board member roles and responsibilities; Board procedures; authorizer roles and responsibilities; the services and lease agreements; Board bylaws; executive sessions; public comment at Board meetings; and academic, operational, and financial data. Our staggered Board terms will allow new Board members to benefit from the experience current Board members are able to share. We will also look to partner with the Institute for Quality Education and the Indiana Charter School Network to provide new Board members with extensive training resources. Additionally, we will seek support and advice on governance training from national and local sources, our own legal counsel, and our own professional resources.

The organizational structure at CPA is designed to support great instruction. The traditional school management model – having one principal manage every employee in the school – is not the best model to position teachers for success. Robert Marzano, a leading researcher in education practices, notes: “One of the common misconceptions about leadership at the school level is that it should reside with a single individual – namely the principal.” Instead, a “strong leadership team,” including “the principal and other administrators operating as key players and working with a dedicated group of classroom teachers,” is needed.¹

The Board will hold our principal accountable, along with NHA, for the school's performance. We will require our principal and NHA to provide the Board with regular reports on student performance, assessment data, operational data, and any parent survey data. We will use this information to assess the school's progress towards our performance goals and the performance of the principal. We also may contract for an independent evaluation of NHA to evaluate how well NHA and the school leadership are meeting expectations. Under the provisions of our services agreement with NHA, our Board maintains the authority to express reasonable dissatisfaction with the principal. If NHA and the principal have been given sufficient time and support to remedy an issue and there has been insufficient improvement, the Board can direct NHA to terminate the principal regardless of the individual's personal connection to the development of the school.

Should our proposed school leader choose to leave or is terminated, our Board will rely on NHA's experienced and expert school leadership recruitment team that identifies and evaluates school leaders for their skills, experience, and personal attributes to identify a replacement.

Administrative/management team

Distributed leadership model

Emphasizing greater and more comprehensive hands-on management of instructional staff than typical public schools, CPA will implement a distributed leadership model in which the school leadership team will consist of a principal and deans who share administrative responsibilities. Used very effectively in other NHA-partner schools (including in Indiana), each dean will be responsible for a team of grade-level staff: for example, K-2, 3-5, and 6-8. Deans will serve as the direct managers for teachers and assist the principal with administrative duties, ensuring that teachers receive ongoing coaching and instructional support. An important part of this support and coaching effort is weekly classroom observations and feedback sessions between the deans and classroom teachers. During these feedback sessions, deans work with teachers to analyze student data and build individualized plans to meet student needs. Deans, teachers, and other instructional staff work in collaborative data-driven teams, seeking improved student learning through the shared study and implementation of instructional best practice.

¹ Robert Marzano, *What Works in Schools: Translating Research into Action* (Alexandria, VA: ASCD, 2003).

The dean model will offer our school a high level of stability and consistency. This arrangement provides our deans with hands-on daily professional development, preparing them to become future principals. Further, our deans' shared administrative and managerial responsibilities will ensure a smooth transition in the event we experience a change in principal.

Deans

Creek Point Academy's deans will share administrative duties with our principal. These team members will be responsible for:

- Mastering/modeling all aspects of the classroom framework;
- Building relationships with/among teachers and investing in the success of all staff members;
- Coaching teachers on the path to instructional mastery;
- Holding teachers accountable to college readiness through development and training;
- Analyzing student/grade-level cohort data and using that to drive instruction, growth, and professional development; and,
- Ensuring Creek Point Academy/NHA procedures are promoted, modeled, and reinforced.

Dean candidates must have a bachelor's degree and a minimum of three years of experience in teaching or administration or an equivalent combination of education and experience. They will possess administrative licensure as required by law and will maintain superior language and math skills, reasoning ability, and will demonstrate an effective collaborative approach to mentoring and developing direct reports.

Decision-making authority

Our governing Board is ultimately responsible for the success of Creek Point Academy. In order to achieve our mission, vision, and goals, we must make decisions in the best interests of our students and families.

CPA will benefit from NHA's system of supports that covers a multitude of functions designed to allow school staff to focus on students. These supports include all aspects of human resources, accounting and grants management, facilities management, special education, curriculum development, board relations, compliance, parent relations, data analytics, and information technology.

NHA is making a significant investment in our community and the success of our school. We are grateful for their commitment but are not beholden to the organization. The draft services agreement, as outlined in Attachment 12, will define the relationship, obligations, and accountability. If we ever choose to terminate the services agreement, a separate intended facility lease agreement automatically terminates as well.

Education Service Provider

ESP's mission

NHA's mission is to transform the lives of students and enrich their communities by delivering a high-quality educational choice. The organization's goal is to be recognized by parents and communities as the leaders in public education based on the academic success and moral character of the students, and they recognize that this all starts with the culture of their teams.

NHA's model has proven to be effective in serving students from diverse communities, backgrounds, and socio-economic statuses. For the past four out of five school years, Andrew J. Brown Academy students outperformed their peers at the five closest schools in all combined grades and subjects on the state assessment.

Network leadership team

Jason Pater, CEO: Jason's roots at NHA span more than 25 years, and he blends this breadth and depth of knowledge with a keen business acumen and intellectual curiosity to lead the organization as its chief executive officer. Jason's experience in educational leadership includes being tapped to found and lead PrepNet, which included the high schools and virtual charter that are now part of NHA. This made him more well-versed in the short- and long-term growth planning and operational streamlining that have enabled NHA to boast a portfolio of more than 100 schools. Before becoming NHA's CEO, Jason served as the company's vice president of real estate, facilities, construction, and safety and food service. He led board and partner relations, as well as renewals, working closely with authorizers and school boards in the pursuit of high-quality educational opportunities for the communities and families NHA serves. Jason holds a B.A. from Hope College with a dual major in Business Administration and Spanish and an M.B.A. from Michigan State University.

Nick Sheltroun, PhD, President and Chief Learning Officer: During his 26 years in education, Nick Sheltroun has served as a teacher, a district administrator, and faculty member of institutions ranging from public schools to universities to educational technology companies. As the Chief Learning Officer, he oversees learning strategy, staff, and the performance outcomes of more than 65,000 students at 100 academies across nine states. Prior to his current role, Nick was the Vice President of Analytics and Accountability for NHA and Director of Learning Analytics for Compass Learning. Dedicated as much to learning as instructing, Nick received a B.A. in Mathematics from Cornerstone University, an M.A. in Curriculum and Teaching from Michigan State University, an M.B.A. from the University of Michigan, and a Ph.D. in Learning, Technology, and Culture from Michigan State University.

Bob Owen, Chief Financial Officer: As Chief Financial Officer, Bob supports business-critical initiatives that include ensuring the financial well-being of the company, administrative, financial and risk management operations, and development of financial and operational strategy to support NHA's core value of "act with discipline to sustain our academic success and financial viability." He has had a 34-year finance career with a deep foundation in public accounting as well as standalone CFO experience within the educational space. Prior to NHA, Bob served as the CFO of Regent University located in Virginia Beach, VA. His other experience includes CFO of a large publicly traded education company and financial leadership roles at Princess Cruise Lines and Royal Caribbean Cruises. He began his career at Deloitte and Touche. Bob's credentials include a B.B.A in Accounting, Certified Public Accountant (inactive), and Chartered Accountant (inactive).

Tari Reinink, Chief Marketing Officer: Tari Reinink heads NHA's marketing efforts, strategically guiding the NHA brand and ensuring parents and families have the information they need to decide whether to attend an NHA-partner school. As such, she manages how NHA's story is expressed and shared, both internally and with parents and community leaders. With a background of more than 20 years of marketing leadership, Tari brings a wealth of integrated brand-building experience to her position. Prior to her current position at NHA, she served as Vice President of Global Marketing for Amway. Tari received her B.A. in Industrial Marketing from Western Michigan University and her M.B.A. in Marketing and Finance from Haworth College of Business.

Thea Reigler, Chief People Officer: In heading up NHA's human resources team, Thea oversees the design and implementation of solutions that promote people and ensures the continued excellence of staff at all NHA-partner schools. In her current role at NHA, Thea develops and implements human resource metrics reporting and analysis, which includes cost per hire, recruiter efficiency, and benefits per full time employees. Previously, as the Vice President of Human Resources for a leading health system, Thea played a leadership role in successfully growing her organization from a staff of 4,000 to more than 20,000 people. Thea currently serves as a board member for the HRG (Human Resources' Group) and is a member of several external committees to promote active support for underprivileged women and

children. Thea obtained her B.S. in Business Administration from Aquinas College, a certification in SPHR from the Society for Human Resources Management, and a certificate in Strategic Decision-Making in Human Resources from Wharton School of Business.

Eric Spangler, Chief Technology Officer: In his role as Chief Technology Officer (CTO), Eric provides leadership to the entire network of NHA-partner schools to improve student achievement by implementing engaged learning that is supported by fully integrated technology. Eric has been serving student technology needs in education for over 25 years. Through supporting rapid, sustained growth at the University of Maryland Global Campus (UMGC), Eric led teams that helped power remote and hybrid learning for an initial cohort of 300 students to surpass 90,000 per year. Eric holds a B.S. in Computer Science from the University of Maryland and an M.S. in Cybersecurity from the University of Maryland Global Campus.

Schools managed by the ESP

NHA partners with 100 schools nationwide to provide comprehensive support in preparing students from all backgrounds for high school, college and beyond. A complete list of NHA-partner schools can be found in Attachment 20.

ESP selection

Our governing Board intends to partner with NHA in large part due to the comprehensive educational program it provides. We do not take lightly our responsibility to ensure the success of CPA. Members of our governing Board have extensive experience in education, community advocacy, parent choice, finance, and business. We have utilized these skill sets to build upon our understanding of NHA, and in turn, determine the organization to be the best fit as our management partner. Due diligence efforts have included multiple meetings with representatives of NHA and speaking with individuals familiar with its successful track record. We believe NHA's longstanding record of success both in Indiana and across the country makes the organization the best partner for us. NHA's model includes a personalized curriculum, professional development, staffing, and more, plus a school facility. NHA has a documented record of success in serving students from all backgrounds and needs and we believe that will serve our mission well.

We acknowledge that this is an unusual situation where the current board chose not to renew their partnership with NHA, and we wish to continue to serve this community using the NHA model. Given that the current board did not provide any rationale for the non-renewal, we were surprised to hear that an academic choice that had been working for students would no longer continue. NHA made a commitment to this community over 20 years ago and that has not waivered. Our Board was formed in response to this need: to maintain stability and continuity for a community with significant academic needs and a trust in the school leadership and staff in the facility. To date, nearly 300 people have signed up on our landing website requesting more information, and families of more than 200 current AJB students have completed intent to enroll forms. This encourages our efforts.

Our belief is that partnering with NHA is in the best interests of the families who will trust us to serve and grow their students. Consider the following:

- Since 1995 when the first NHA-partner school opened, NHA-partner schools have successfully applied for and been granted renewal of their charters on all but one occasion (Rochester, New York in 2005).
- Research from Stanford University's Center for Research on Education Outcomes (CREDO) shows that on average students increase their academic performance each year they attend an NHA-partner school. Specifically, NHA students receive the equivalent of an extra 69 days of learning in math each year and receive an extra 46 days in reading over the same timeframe (CREDO, 2023).

Services agreement

A services agreement detailing the terms of the contract between Creek Point Academy and NHA has been included as Attachment 12. Our governing Board is ultimately responsible for the success of CPA. In order to achieve our mission, vision, and goals, we must make decisions in the best interests of our students and families. We worked with our legal counsel and NHA to modify these agreements to ensure that we had the autonomy and oversight needed to govern CPA.

The governing Board will perform oversight of school administration and NHA. The Board will delegate day-to-day management functions and school administration oversight to NHA, including recruitment, training, supervision, and evaluation and hold NHA accountable for the school's academic success and fiscal responsibility. NHA will recruit and recommend school administrators who will oversee and evaluate other staff members. The evaluation process will address academic performance, implementation of the NHA educational program, compliance with applicable laws, financial management and reporting, student recruitment, facility management, staff management and supervision, and overall operation of a viable and stable organization.

Relationship between governing Board and ESP

Our Board will exercise our statutory authority and contractual and fiduciary responsibilities at all times. Our Board will be independent of NHA and we have contracted with independent legal counsel to advise us on our duties. We have selected Lewis and Wilkins LLP to advise us in our negotiations with NHA to ensure we maintain a strong level of local control over the school and will assist us in ensuring we appropriately hold NHA accountable for providing success in academics, operations, and finances.

We understand that NHA may make a significant investment in our initial budgets and while we are grateful, this does not leave us beholden to NHA in any way. Our services and lease agreements are separate and if we choose to terminate the services agreement, the lease agreement automatically terminates as well. However, in this instance we reserve the right to lease the facility for the remainder of the school year, as well as for one additional year. If we would like, NHA is committed to continue to provide support for the remainder of the school year should we sever our relationship during the year. Our Board will secure directors and officers insurance and will not require us to assert, waive, or not waive any governmental immunity.

Our services agreement with NHA clearly outlines our independence, as well as the responsibilities of both NHA and our governing Board. We recognize that it is our Board that will hold the charter and that we are responsible for achieving our goals. We will hold NHA accountable for the academic results of our school and helping us meet our charter goals. Because NHA manages our school operations, we will also hold NHA accountable for the fiscal and operational soundness of our school. We are partnering with NHA to deliver an educational program that we are confident will serve our community well, achieve our charter goals, and advance our mission.

CPA may also retain consultants as reasonably justified to review the operations of the school and the performance of NHA under the services agreement. Adequate provision shall be made in the school's budget for the compensation of such consultants. NHA shall cooperate fully with such consultants in the performance of their responsibilities to the school.

Our Board will receive monthly reports on the school's academic, financial, and operational progress. We will receive information on academic growth, comparative performance, accountability, and college readiness to evaluate academic progress. We will use student attendance data, parent and staff satisfaction survey results, and a comprehensive review of the overall performance of NHA as operational measures of accountability. Monthly invoices will be shared with our Board for approval before any funds are expended and financial viability will be measured by the school's annual financial audit.

Items for which NHA is responsible

Per our proposed services agreement, NHA is committed to providing:

- *Comprehensive educational program:* Our school will adopt NHA’s proprietary educational and academic programs and goals (as defined in an approved charter contract). Subject to Board oversight, NHA will implement and administer the program.
- *Curriculum and materials:* It is NHA’s obligation to provide all curriculum and related materials.
- *Special education and related services:* We delegate to NHA responsibility for providing special education and related services in conformity with the requirements of applicable law.
- *Administrative services:* These responsibilities entail all operational practices and procedures, including:
 - student recruitment and admissions;
 - student assessments, testing, promotion, and retention;
 - acquisition of instructional materials, equipment and supplies, and administration of extracurricular activities and programs;
 - business administration;
 - accounting, general ledger management, financial reporting, payroll, employee benefits, and payroll tax compliance;
 - food services;
 - facilities administration and maintenance; and,
 - student behavior management and discipline.
- *Financial reporting:* NHA will be required to provide for our review and consideration an annual budget, financial statements, and a report on school operations and performance.
- *Start-up funds:* NHA is obligated to provide start-up funds for the development of curriculum and a technology system, for selecting, hiring, and training staff, and for ensuring that our facility is clean and appropriately equipped. These start-up investments by NHA are deemed to be contributions to our Board, with no expectation of repayment.
- *Facility:* It is NHA’s responsibility to secure a facility to be leased or otherwise provided to us.
- *Insurance coverage:* NHA shall maintain policies of insurance as required by a charter contract and applicable law.

In exchange for delegating these duties, NHA must provide updates on progress against our proposed charter goals at least annually. If we are dissatisfied with NHA’s performance, we may terminate our services agreement with or without cause by providing at least 90 days’ notice.

Services fee

NHA is contractually bound to implement its complete educational program from day one. This includes pledging funds necessary to cover any operating expenses that might exceed revenues, thereby ensuring we always have sufficient cash flow as is outlined in our proposed and contingency budgets. NHA is willing to make these investments because of its commitment to a “double bottom line:” a recognition that only sustained academic success can generate long-term financial sustainability. NHA embraces the primacy of academic success as both an operational reality and a core value.

We have set no break-even point based on enrollment, and we value NHA’s financial commitment to our school despite enrollment or funding fluctuations. Our knowledge of the community makes us confident we will attract enough students to meet projections on enrollment and revenue. Nonetheless, NHA’s pledged support ensures that the school will have the necessary resources to deliver our envisioned educational program.

We acknowledge that enrollment isn’t always as anticipated, and we will need a plan to manage expenses appropriately. While we are confident in the draft budget we have prepared due to the current demand, we

have also included a contingency budget that would enroll 320 students. This would reduce the instructional staff from 43.3 FTE to 26 FTE. Our administrative and support staff would only be reduced by two deans, with all other administration and support remaining. Expenses such as curriculum, supplies, and food services are largely variable and would be lower with a smaller student population. Fixed costs related to the facility and management of the school would remain the same regardless of enrollment.

Our services agreement specifies that NHA assumes the obligation to cover expenses and all financial risk. In exchange, the Board appropriately allocates all revenue to NHA after approval of the monthly invoice that outlines expenses and revenues. Any residual between revenue and expenses is NHA's compensation. If expenses exceed revenues in any given year, the obligation to cover the shortfall is solely NHA's. In fact, we anticipate a budget shortfall between revenues and expenses in the first years of the school's operations, a result of the intentional plan to open gradually, initially serving up to 575 K-8 students and adding in additional sections of most grades each subsequent year until reaching full capacity as outlined in the budget narrative. Thus, this financial plan calls for NHA to contribute substantially to the school's operations. We emphasize again that our services agreement requires NHA to provide enough funds to cover budgeted expenses in subsequent years even if public revenues drop below projections. This model has been successful at other NHA-partner schools in Indiana and across the country. With committed and appropriate Board oversight of the budget, we expect similar success.

Our lease agreement specifies that if improvements are made to the building, there must be prior written approval from our Board. We will be notified of the estimated cost of improvements and with our approval of the improvements our annual rent may be adjusted to compensate for the investment in our school building.

Financial controls and oversight

Our services agreement ensures that the school receives a full suite of operations services, including financial services such as accounting, purchasing, and payroll. Additionally, support staff will include a school finance controller who serves as a guide of the school's finances. This controller will regularly provide the principal with detailed income statements and reconciliation of funds. On a quarterly basis, the school finance controller will prepare financial statements for the Board, which will include both an income statement and a balance sheet. The NHA Financial Services team will also ensure that financial reporting requirements are met, including grant expenditure reports; quarterly reports; annual audited financial statements; 990 forms; and authorizer-required financial status reports. A system of financial controls will be established to ensure that all purchases made with federal, state, and private revenues are controlled and monitored.

There will be many controls surrounding our financial processes, including that:

- Our Board will review and consider monthly invoices that list detailed management services provided at the school by NHA.
- Supervisors must approve and release entries into the payroll system before payroll is generated.
- Any requested staff changes require the approval of both the school principal and an official at NHA.
- Regular comparisons will be made between staff rosters and payroll ledgers.
- An integrated computerized system manages all purchasing, general ledger, grant accounting, fixed assets accounting, and cash disbursements activities.

NHA has written policies for purchasing, accounts payable, the use of corporate credit cards, Board discretionary funds, principal discretionary funds, school money handling, deposits, and a security policy. All cash receipts and transfers to the bank accounts will be posted individually, and NHA's accounting department will ensure a proper segregation of duties.

Methods of contract oversight and enforcement

Our governing Board plans to annually evaluate the performance of NHA and will review data to ensure that the school is making progress toward the charter goals.

Additionally, we may contract periodically with an outside third party that has experience and expertise in evaluating the performance of charter schools to evaluate the school. Included in such an assessment will be an evaluation of NHA's operation of the school and the services it is providing, and an evaluation of the progress school leaders are making in meeting expectations for the school. This report is expected to serve as the foundation of an improvement action plan developed collaboratively with the Board and NHA and implemented as soon as practical after the report has been presented to and discussed by the Board.

Investment disclosure

NHA is a privately held company and does not have any investments to disclose.

Conditions for renewal and termination of the contract

Under the services agreement we intend to enter into with NHA, the Board may terminate the management arrangement prior to the end of the term, with or without cause, with 90 days' written notice. The Board also may terminate the contract if NHA fails to remedy a material breach of the agreement within 30 days' notice of such a breach. Examples of a material breach include:

- NHA failing to account for or make expenditures approved by the Board in the annual budget;
- NHA failing to follow Board-approved policies and procedures;
- The school or NHA receiving an unsatisfactory performance rating as reported by a state or independent evaluator; and,
- NHA taking or failing to take any action that places the charter in jeopardy of termination, suspension, or revocation.

If the Board terminates the services agreement with NHA, state and federal school revenue will continue to flow to the school to fund its daily operations. The Board expects the highest level of performance from NHA. If that mark of excellence is not met, NHA will surely know about it and will either fix it or we will terminate the relationship. Our goal is not to have a mediocre school – we want to set a model of excellence for others. The envisioned arrangement provides substantial and sufficient autonomy for the Board to ensure we accomplish this goal.

Conflicts of interest

Our Board will govern CPA with a commitment to strong ethical practices. NHA shares this belief and exemplifies it across each of its partnerships. Conflicts of interest include transactions in which a member of our Board has a material financial interest, or with which the member is presently serving as a director, trustee, officer, or general partner of another party. These transactions may only be approved by a vote of the majority of members who do not have a conflict of interest.

Existing conflicts of interest

In the event our application is approved, we are aware of no known or existing relationships that could pose an actual or perceived conflict of interest.

Avoiding actual and perceived conflicts

Our Board will adopt a policy regarding conflicts of interest regarding any/all transactions that come before us. We will seek advice from our independent legal counsel to address any real or apparent conflicts of interest. We will request they provide support and insight as we review transactions for perceived conflicts of interest.

Authorization to do business in Indiana

According to the Indiana Secretary of State, National Heritage Academies is authorized to do business in Indiana.

Assurances

Included as Attachment 13 is our Statement of Assurances. Our Board will be independent of NHA, and we have contracted with independent legal counsel to advise us in our duties. We have selected Lewis and Wilkins LLP to advise us in our negotiations with NHA to ensure we maintain a strong level of local control over the school and will assist us in ensuring we appropriately hold NHA accountable for providing success in academics, operations, and finances.

Network capacity

This is not applicable to our school. Our applicant group does not operate any existing schools.

Section II: School Design

Innovation

CPA will benefit from a data-driven instructional approach. We will use processes designed to include multiple checkpoints throughout instruction that measure understanding of content. Teachers will analyze data at both the classroom and individual student levels and then identify building blocks of instruction that scaffold student learning appropriately. This will enable teachers to determine exactly what knowledge needs further development in each student, and to individualize instruction as appropriate to ensure that each student learns as expected.

Our school will replicate the innovative NHA model in place at 100 other schools who partner with the organization. NHA has partnered with schools for nearly 30 years, and in doing so has developed a record of success and innovation in terms of academic outcomes, operational efficiencies, teacher development, and strong financial stewardship. This includes utilizing NHA's four pillars (*academic excellence, student responsibility, parental partnerships, and moral focus*). NHA's priority will emphasize supporting our school leaders and staff to focus on student learning. The organization will handle matters that include curriculum design and alignment, data analysis and organization, accounting, human resources functions, compliance, and more. Other dynamic components will distinguish us from other nearby schools.

- *Distributed leadership*: We will implement NHA's distributed leadership model. In this school environment, deans oversee teams of grade-level staff (ex: K-2, 3-5, 6-8). They serve as the direct managers of classroom teachers, allowing for weekly coaching to drive successful instruction.
- *Moral focus*: We will implement a moral focus program to teach and model high expectations, responsibility, and positive behaviors through a curriculum built on virtues such as perseverance, compassion, integrity, and courage. Our students will learn that their best effort is important to academic success; consequently, teachers will ensure students know what is expected of them.
- *K-8 grade configuration*: Creek Point Academy will serve students in kindergarten through eighth grade allowing students to avoid making transitions to different schools. This has proven successful in other NHA-partner schools.
- *Parental partnerships*: Relationships with parents and guardians will be of the utmost importance at Creek Point. We will actively engage them in their students' learning, provide frequent and meaningful communication, and offer a welcoming environment that includes a dedicated area specifically for parents and guardians to interact with school staff.

School-wide framework

Our partnership with NHA provides us with decades of experience producing a clear framework designed and refined over time to foster outstanding academic outcomes. Our school leader will be charged with faithfully and consistently implementing these five specific values:

- *Establish a professional culture of excellence*: Our school community will be motivated to achieve high expectations and to exhibit high care for all of its members.
- *Systematize collaborative improvement*: All staff will work in collaborative, data-driven teams in pursuit of improved student learning through shared study and instructional best practice.
- *Lead instructional excellence*: Deans will have focused instructional coaching as the top priority, to ensure high-quality learning for every student, in every classroom, every day.
- *Implement systematic intervention*: We will identify the needs of academically at-risk students, students with special needs, English learners (EL), and gifted and talented students. We will also provide tailored instruction and systematically monitor student progress.
- *Cultivate meaningful parent partnerships*: Parents and CPA staff will connect to understand and support each other in a caring and meaningful way, working in partnership to help every child achieve

college readiness. In partnering with parents to prepare students for an opportunity to attend college, we will also be setting them up for success should they choose alternative endeavors.

Classroom framework

To complement the school-wide framework, NHA has developed a classroom framework of four key instructional competencies that will improve academic results for individual students and our school.

- *Classroom culture:* Teachers will strive to lead self-managing classrooms by building positive relationships, sustaining classroom routines and procedures, and holding students accountable to clear behavioral expectations.
- *Planning:* Teachers will plan instruction by identifying and analyzing standards to be taught throughout the year, aligning instructional resources and activities to those standards, and preplanning differentiated opportunities to meet student learning needs.
- *Teaching:* Teachers will deliver content at a level of rigor that challenges students, cognitively engages them, uses all time for learning, and personalizes instruction.
- *Assessing:* Teachers will implement assessment strategies to understand student learning needs, provide actionable feedback, and guide instructional decisions.

Management partner investments

Creek Point Academy will benefit from NHA's upfront investments in our school. This includes planned contributions of the necessary revenue to provide the curriculum, professional development, staffing, and more, plus a well-equipped school facility. These are contributions, and there is no expectation of repayment from CPA.

Science of reading

Literacy – including reading, writing, and speaking – is a fundamental component of success in high school and in college- and career-readiness. Our ELA curriculum uses principles from the Science of Reading, drawing from the Simple View of Reading, which recognizes that reading comprehension comes only through the combination of word recognition and language comprehension. Scarborough's Reading Rope further expands on these principles. These research-based best practices for literacy instruction led to the development of structured literacy, on which NHA's curriculum is built.

NHA-partner schools' performance and academic track record

Upon review of performance data provided to our governing Board by NHA, our belief is that partnering with NHA is in the best interests of the families who will trust us to serve and grow their students. NHA's network of partner schools has a strong academic record and long-lasting partnerships with local Boards.

Evidence of curricular strength

Curricula implemented in NHA's 100 partner school network across nine states have driven results that have, over time, surpassed those of neighboring schools.

- Overall, in 2022-23, 81 percent of NHA-partner schools performed at a level comparable or above its local school district.
- In 2022-23, an internal analysis indicated that when compared to institutions with similar economically disadvantaged populations, 88 percent of urban NHA-partner schools performed higher than expected in ELA and math.
- Year-over-year, proficiency increased at NHA-partner schools Andrew J. Brown and Aspire by two percentage points overall. Notably, math proficiency at AJB increased by five percentage points.
- Also in 2022-23, 15 schools in Michigan partnering with NHA performed in the top quartile of all schools in the state, according to recently released state accountability results.
- Over the last three years, overall parent satisfaction across all NHA-partner schools has consistently exceeded 80 percent in annual spring surveys.

Further, students at AJB are showing encouraging results in comparison to students in Indianapolis. This includes:

- AJB outperforms 32 of 45 IPS schools (71 percent) in combined ELA and math proficiency on ILEARN while serving a greater free or reduced lunch (FRL) and English learner (EL) population, on average.
- AJB significantly outperforms all schools its students would otherwise attend (IPS and charter) in combined ELA and math proficiency on ILEARN, meaning AJB is the best school in the area for students.
- AJB is the highest performing school in a 2-mile radius and the third-highest performing school in a 3-mile radius.

In partnership with NHA, AJB has been a pillar in the community for 20 years and there are many families who wish to continue in the same academic program with the school staff they have come to know and trust. We hope that CPA will offer this opportunity.

Accountability standards

We desire to have an authorizer focused on true oversight and accountability for educational choices. Just as we believe our management partner aligns with our mission, vision, and goals, we have found the Indiana Charter School Board (ICSB) also aligns with these key priorities for our proposed school. The ICSB's ongoing commitment to expanding educational options for students includes long-term oversight and support, while encouraging independence for its sponsored charter schools. This support will assist us as we aim to close achievement gaps and meet *all* students' needs.

Curriculum and instructional design

Our curriculum will serve as the driving force for the educational program at CPA as it defines what students need to know at each grade-level and provides detailed pacing guides, lesson plans, enrichment, and supplemental programming to meet student needs.

Basic learning environment

Our school will be an in-person learning environment that focuses on rigor, personalized instruction, student responsibility, and uses blended learning.

- *Rigor*: Our program will be aligned to Indiana's Academic Standards. Content will be taught at an appropriate level of rigor that cognitively engages students, intentionally uses all time for learning, personalizes instruction, and ultimately challenges students to drive their own learning. We will use alternative teaching models, such as co-teaching for special education, and will integrate this into our classroom framework student needs.
- *Personalized instruction*: Our school will focus on small-group instruction and effective learning strategies, including ways to facilitate and pace student-driven instruction. It is anticipated that most lessons will begin with a small block of direct instruction, and then students will transition to small-group settings.
- *Blended learning*: To customize learning, we may use online learning tools to create a blended learning environment. Small-group and blended learning approaches enhance flexibility on the time, pace, and place students learn. Programs like Dreambox, Lexia, and SORA gather valuable information and transmit it to teachers. With this wealth of information available in real time, teachers can more effectively customize learning to each child's needs.

We will use processes designed to include multiple checkpoints throughout instruction that measure understanding of content. Teachers will analyze data at the classroom and individual student levels and then identify building blocks of instruction that scaffold student learning appropriately.

Class size and structure

When Creek Point Academy reaches full capacity, we will have four kindergarten classes with approximately 25 students each. In grades one through eight, we are planning to serve approximately 28 students per class. Through our high expectations for student behavior, small-group instruction, and blended learning components, this class size will serve us well. We have provided a contingency budget with similar class sizes, though fewer sections overall.

Curriculum overview

Please see a sample of our curriculum in Attachment 4. Our curriculum is designed to develop critical thinking skills and build empathy so students can make informed decisions and take action to address issues impacting them and their communities. This includes developing teachers and staff that are aware of and responsive to varying backgrounds, cultures, beliefs, and experiences of their students. This will develop the relationships needed to differentiate instruction with consideration to the nuances of cultural experiences to make our curriculum equitable. We modify instruction to respond to student needs and maintain a high bar of rigor while providing students with access to complex topics and material. We describe this approach as Culturally Responsive Instruction.

We recognize our students will interact and work with individuals from different backgrounds throughout their lives, so we must ensure students can address issues important to them or their community with respect and compassion. We want students to have the wisdom to understand the sources of information they have and the potential bias they present. Four principles will guide our decisions regarding the topics, texts, and planned professional development for educators regarding Culturally Responsive Instruction at CPA:

- Relationships are the foundation for all learning.
- All students can achieve at high levels.
- We need high expectations without excuses.
- Books, historical studies, and all curricular resources should be mirrors, windows, and sliding glass doors for our students.

To prepare students for a rigorous high school curriculum and give the best opportunity for college and career success, we will implement NHA's curriculum. The curriculum is built on Indiana Academic Standards and for English language arts and mathematics, science, social studies, art, music, and physical education. This ensures students learn the required skills and knowledge at each grade level. Checkpoints for understanding will be integrated throughout, and an emphasis on moral focus will be an explicit component of the curriculum.

We believe a great school should develop students' hearts and minds. Dr. Martin Luther King, Jr. stated, "The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education."

We will implement the moral focus curriculum to:

- *Create an environment that is conducive to teaching and learning:* As students learn virtues, our classrooms will become increasingly self-managed, releasing teachers from the time and burden of constant classroom management. This will provide additional time for instruction, especially one-on-one or small-group tutoring, to meet student specific academic needs.
- *Support the academic goals of the school:* We believe that a strong correlation exists between moral focus and academic success. Thus, instructional time that is dedicated to the moral focus curriculum will pay dividends academically.

- *Promote college- and career-readiness:* We believe that students need more than academic skills to succeed in high school, college, and beyond. It is our goal to provide students with the moral compass and fortitude they need to face challenges and prevail.
- *Attract students and families:* Parents in current NHA-partner schools strongly approve of the moral focus curriculum. In the most recent Voice of the Parent survey, 90 percent of parents agreed that their school delivers on the promise of moral focus.

NHA’s moral focus curriculum will build on universally recognized virtues such as prudence, justice, temperance, and fortitude. This effort will not be just random lessons here and there, but a fully developed program well-integrated into our instructional and educational program. Through these lessons, students will build and maintain strong personal character while developing the qualities necessary to achieve academic success and become good citizens.

English language arts

Literacy – including reading, writing, and speaking – is a fundamental component of success in high school and in college- and career-readiness. Low literacy levels prevent students from mastering other subjects, and struggling readers and writers are often excluded from even the opportunity to take academically challenging courses. In contrast, students who can comprehend complex texts are more likely to succeed after high school.²

Developing word recognition and language comprehension skills to support true reading comprehension is the cornerstone of the research-based structured literacy curriculum. This will produce literate students who are proficient readers, evaluative writers, and collaborative, analytical contributors to classrooms – preparing these students for the colleges and careers that await them.

Mathematics

Students’ K-8 education must prepare them for advanced math courses in high school. The National Mathematics Advisory Panel has noted: “A strong grounding in high school mathematics through Algebra II or higher correlates powerfully with access to college, graduation from college, and earning in the top quartile of income from employment.”³

The mathematics curriculum lays the foundation for students to acquire a deep understanding of mathematical concepts. It also underscores the importance of number sense and operations, measurement, computation using formal algorithms, geometry, data analysis and probability, and problem solving and inquiry, along with an emphasis on algebra in middle school grades.

Science

Developing success in science involves providing content knowledge, teaching the practices and skills of scientists, and imparting information on the nature of science. Our science curriculum includes study in life, physical, earth, and space science, as well as engineering and technology. Students participate in scientific inquiry and discovery by conducting investigations, using instruments, and applying math skills that model the process scientists use to study the world and universe.

Social studies

The social studies curriculum will ensure students are prepared for lives as informed global citizens. Students’ understanding of history, culture, economics, and civics will be developed. In grades 6-8, the

² ACT, Inc., *Reading Between the Lines: What the ACT Reveals About College Readiness in Reading* (Iowa City, IA, 2006).

³ National Mathematics Advisory Panel, *Foundations for Success: The Final Report of the National Mathematics Advisory Panel* (Washington, D.C.: U.S. Department of Education, 2008).

curriculum will challenge students to hone their literacy skills through history. This will allow students to use critical-thinking skills to make connections, inferences, and arguments with the learned content.

The curriculum emphasizes how geography and economics interact in a global society. By studying primary and secondary sources, students will develop knowledge of our shared national and world history and will learn to make connections between the past and present, and between cultures and government systems that are familiar and those that are not.

Art

Study in art will help students understand and appreciate art and its role in expressing ideas throughout history. Students in lower grades will learn to recognize and describe art forms from a variety of eras and places and will learn that art has many forms and purposes. Students in upper elementary and middle school grades will compare art from different periods, cultures, artists, and mediums.

Music

Students will study theory, music appreciation, and the work of great composers. They will learn to identify basic forms and patterns, describe elements of music using appropriate vocabulary, and sing and play basic instruments. Students will listen to a variety of music and compare music from different composers, periods, cultures, styles, and genres. In higher grades, students will refine their knowledge and skills by singing, playing, improvising, and composing.

Physical education

Physical education will include a sequence of developmental experiences to help children learn by moving. Students will first learn and practice basic movement skills and manipulate objects by throwing, catching, striking, pushing, pulling, and climbing. They will take part in individual and group activities and games to increase body awareness, practice new skills, and learn to move safely around others. Students will also learn fairness, positive attitude, teamwork, and sportsmanship.

Technology education

The school's technology education program will equip students with digital literacy skills needed to be productive, safe, and technologically savvy life-long learners. The standards are derived from the International Society for Technology in Education.⁴ Our partnership with NHA will ensure that our curricula is consistently aligned to the Indiana Academic Standards and updated as needed.

Use of technology in delivering instruction

As noted, technology will play a supporting role throughout the core academic curriculum. Integrating technology throughout our school will help us meet the needs of all students and give them skills necessary to be on the path to college- and career-readiness. This entails using a technology plan that supplements instruction at an individual, small-group, and full-class level. Components of our plan include:

- *Library/computer lab:* The school will incorporate a library space outfitted with technology in classrooms that is appropriate to meet students at their current learning levels. This will let students use technology for research, writing composition, and presentation skills.
- *Classroom technology:* Each classroom will be equipped with Chromebooks for every student when CPA opens.
- *Personalized:* Each student will take personalized formative assessments using a computer-adaptive exam. These assessments zero in on the student's instructional level, set individualized goals for achievement, and help teachers identify skills a student has, those the student needs to solidify, and those the student is ready to learn next.

⁴ See: <https://www.iste.org/standards/for-students>

- *Small-group instruction:* A technology blended learning approach will be deployed during small-group time to target instruction and skills practice based on individual learning needs. Each classroom’s Chromebooks will aid instruction and leverage software platforms such as Dreambox, Lexia, and SORA. Dreambox and Lexia are online math and reading programs that individualize instruction for students and identify areas of weakness or strength so teachers can differentiate instruction and address learning deficiencies or provide enrichment opportunities.

Teacher efficacy

Our Board shares NHA’s core belief that nothing drives student success more than having a strong teacher in every classroom, every day. To ensure effective instruction for every child every day, CPA will prioritize recruiting and retaining excellent classroom teachers. Our school culture will also come to life through NHA’s organizational frameworks, detailed above, which we will implement for our school and for each classroom. We will work with NHA as described in School staffing section to recruit and retain highly effective teachers.

Evidence-based support

As part of the school’s overall effort to manage instruction, the school’s leadership will work individually with teachers to ensure appropriate, evidence-based teaching techniques are used to enhance student learning and promote high expectations. Our teachers will receive ongoing development, scheduled planning time with their peers, and benefits of a professional learning community – all to facilitate design and to implement creative new variations on recognized best practices. Teachers will also receive support through weekly observations and subsequent coaching and feedback sessions to ensure they successfully implement teaching techniques proven to promote student learning. Such techniques include, among others:

- | | | |
|----------------------------|-----------------------|------------------------------|
| • Redirecting | • Calm voice | • Notes |
| • Start-up routines | • Prompts | • Do now |
| • Do it again | • Transition routines | • I-can statements |
| • Use of attention signals | • Precise praise | • Differentiation |
| • Circulation | • Clear directions | • Checking for understanding |

This academic model has been proven to work in Indiana and across the country. The instructional strategies described here and in the teaching methods section above will result in a comprehensive academic program that prioritizes personalized instruction for each student.

Instructional strategies

Teachers at CPA will be expected to use many instructional methods that provide effective learning for each individual student. Our primary methods will include direct instruction, modeling, demonstration, and think-alouds. Guided instruction may be done with large groups or with small, needs-based groups during workshop time or during content-area learning blocks to allow for differentiation of instruction. A blended learning approach will be used during workshop time to meet the individual learning needs of students at all levels, and our classrooms will be equipped with enough Google Chromebooks for each student as part of our 1:1 technology policy.

Teachers at CPA will use various instructional methods to promote engagement, describe instructional intent explicitly, and implement appropriate rigor. Focused lessons will include direct instruction, modeling, demonstration, development of higher-order thinking strategies, and think-alouds, among other methods, and they will be conducted in whole-group or small-group settings as student needs dictate. Guided instruction may be done with large, small, and needs-based groups during content-area learning blocks or workshop time to allow for differentiation of instruction. At times, collaborative learning will be

used to provide opportunities for students to learn from peers, to discuss or debate ideas and information, or to participate in inquiry-based learning of curricular content. Independent work will give students time to practice applying skills or knowledge previously learned, extend individual learning through the application of knowledge and skills to novel situations, or promote development of higher-order thinking skills.

Our instructional strategies provide a comprehensive approach of delivering educational content while incorporating the flexibility to adapt instruction to meet student needs and learning styles. Teaching will include effective, research-based instructional strategies embedded within daily lesson plans and implemented during daily instruction. Strategies that have high probabilities of effectiveness will be employed by teachers to meet student needs.

Teaching will include effective, research-based instructional strategies embedded within daily lesson plans and implemented daily. Strategies that have high probabilities of effectiveness will be employed by teachers to meet student needs, including instructional strategies identified as highly effective by researchers at Mid-continent Research for Education and Learning (McREL).

Additionally, because effective learning requires that teachers shift the cognitive load to students in a purposeful and intentional way, teachers will develop students' knowledge, understanding, and skill incrementally through appropriately planned sequenced lessons and units of instruction.

Differentiation of educational program

We plan to utilize the NHA model that has been proven successful with students in this area. However, our program will differ from other NHA schools in that it will be tailored to the needs of the students in our area. Our school will be an example of Indiana's legislative purposes for charter schools. Our school will provide opportunities for families that align with the intent of successfully offering a high-quality school choice. Listed below are a few key differentiators:

- *K-8 school design:* Our school is designed to make an early investment in the students we serve and to continue that investment steadily until students reach high school. Students' educational experiences in middle school are critically important to adequately prepare them for a rigorous, college-preparatory high school program. Research shows that learning during the students' formative years is the foundation of their future academic success.⁵ Studies by ACT note that "the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness...than anything that happens academically in high school."⁶
- *Distributed leadership model (Dean model):* Our school will utilize a distributed leadership model ("dean model") which will see a principal and grade-level deans offering teachers dramatically more observation, coaching, and feedback than teachers typically receive in other school settings and configurations.
- *Professional opportunities for teachers:* Our school will provide school staff with professional development to assist them in succeeding in their current roles. This will also develop credentials for advancement. The foundation of opportunity is compensation that is broad and deep, with competitive salaries, merit pay, benefits, and retirement.
- *School accountability:* Our school will hold all stakeholders (Board, leadership, teachers, students, and NHA) accountable for the academic outcomes of our school. We will adhere to the state accountability model. Students will complete state assessments, and results from those tests will be the foundation of our self-evaluation. Our governing Board will require NHA to measure results on operational matters that include parent satisfaction, school finances, and attendance.

⁵ George Kuh, Jillian Kinzie, Jennifer Buckley, Brian Bridges, & John Hayek, *What Matters to Student Success: A Review of the Literature*. (National Postsecondary Education Cooperative, 2006).

⁶ ACT, *The Forgotten Middle: Ensuring that All Students Are on Target for College and Career Readiness before High School* (Iowa City, IA: ACT, 2008).

- *Increased learning opportunities:* Our school will cultivate and foster a school community focused on innovation to meet the needs of all students. We intend to prepare students for high school, college, and career by emphasizing blended learning, small-group learning, and online learning tools and results from aligned assessments. This will assist in personalizing and differentiating instruction to maximize flexibility for teaching and learning.
- *Instructional innovation:* Instructional staff will benefit from ongoing professional development, scheduled planning time with peers, weekly coaching, and collaboration with a professional learning community. These will encourage design and implementation of creative variations on best practices.

Core curriculum scope and sequence

Included as Attachment 4 is our proposed core curriculum scope and sequence for each grade level proposed.

School calendar and schedule

Included as Attachment 5 is our proposed school calendar for the first year of operation and a weekly schedule of classes.

Pupil performance standards

Students will exit our school in accordance with the Indiana School Accountability Framework. Consistent with our mission, we believe that students should leave our school prepared for high school and college – both socially and academically. The practice of promoting students who have failed to master part of their grade-level curriculum is incompatible with the state’s gateway standards, the academic goals of our school, and our mission. Our Board is committed to meeting the needs of students who are at-risk academically. Our model will have a robust formative assessment program to quickly identify students who need extra attention, as well as those who are surpassing grade-level standards, all deserving differentiated instruction. We will use those tools to ensure that at-risk students receive the appropriate supports and are exited from our school successfully.

Policies and standards for promotion

Creek Point Academy students will be expected to progress academically through one grade level each year. Our program is designed to ensure that students are prepared for high school, college, and/or career.

Our principal will have the final decision regarding the promotion, acceleration, and retention of students. If a student fails to meet the third-grade requirement of the Indiana Academic Standards, additional interventions and a personalized and monitored reading improvement plan will be offered in accordance with Indiana Senate Bill 1 from the 2024 session. We will not promote students who have failed to master grade-level curriculum. Through the instructional strategies outlined above we will ensure students receive the content, instruction, and interventions necessary to progress academically as expected. Our deans will serve as the direct managers for teachers and will ensure that instructional plans are aligned and scaffolded appropriately across grade levels to ensure smooth student transitions.

CPA will use formative assessments designed to include multiple checkpoints throughout instruction that measure students’ understanding of content. Teachers will analyze data at the classroom and individual student levels and then scaffold towards student mastery of each objective. Short-cycle formative assessments will enable teachers to determine exactly what knowledge needs further development in each student. School leaders will consistently review data to ensure that the school’s curriculum and instructional approach are accelerating student learning. This information will be shared with our Board regularly.

For students who struggle and show indications that they may not acquire the expected knowledge and skills planned for a particular grade level, we will have a formal, comprehensive, progressive structure of

intervention designed to bring those students back on track. Intervention programming, supported and informed by the formative assessment process, is designed to ensure that by the end of one grade level students are academically ready to transition to the next grade.

At various times throughout the school year, we will administer assessments to students that are norm-references to supplement the state tests. Analyzing the results of these assessments will give us snapshots of how Creek Point Academy students are comparing with students in schools across the area, Indiana, and the country. School staff and leaders will utilize assessment results to inform instruction for each student, allowing CPA to meet students at their learning level and foster ongoing growth.

High school and graduation requirements

High school and graduation requirements are not applicable to this proposal (CPA will be K-8).

Special populations and at-risk students

Creek Point Academy believes *all* students can learn at high levels, regardless of background or circumstances, when given high-quality instruction in a nurturing yet challenging environment. With that in mind, we also affirm a commitment to recruit, welcome, and educate students with special needs. These students include those who are below grade-level proficiency or have circumstances that could potentially hinder continued academic success. NHA-partner schools typically match the population of students served by the closest local schools. We expect to enroll students with Individualized Education Plans (IEPs) and Section 504 plans, students who are learning English, intellectually gifted students, and students who are at-promise, students who have traditionally been labeled as at-risk of academic failure. Though we will not target any specific group in our recruitment efforts, we know that schools in this area serve these populations, and we likely will as well.

Meeting the needs of students with disabilities

CPA will provide appropriate services and specially designed instruction for students with IEPs and Section 504 plans, allowing access to, and promoting progress in, the general education curriculum. We will serve *all* children according to their individual academic, functional, and social and emotional needs, providing a free and appropriate public education (FAPE) in the least restrictive environment (LRE) in accordance with state and federal requirements. Should our facility not accommodate the needs of a specific student, we will work to identify and support an opportunity that allows that student to both take part at CPA to the extent possible, as well as receive the necessary and vital services. CPA will assign a dean to oversee the programming for students with special needs.

Identifying and serving students with mild, moderate, and severe disabilities

Creek Point will comply with obligations under the Child Find requirements of the Individuals with Disabilities Education Act (IDEA), including 34 CFR §300.125. We will appropriately notify parents consistent with state and federal requirements. We will also incorporate Child Find in marketing efforts within the community to attract the broadest possible spectrum of students, including students with special needs. Our strategy will aim to reach every family with a K-8 school-aged child within our geographic area via media, direct mail, and parent information meetings. By targeting broadly, we will attract students who reflect the entirety of the community we serve and ensure that students learn in an integrated environment. We will hold meetings between families of students with special needs and our special education professionals to review our special education program and encourage questions.

Identifying students with special needs: We will identify students with special needs when they enter the school with an active Individualized Education Program (IEP) or when they go through our Intervention Assistance Team (IAT) process.

When a new student enrolls, parents will be asked to indicate if their child has an IEP or Section 504 plan and to provide a copy of records. We will share any provided information with the dean overseeing special education, the classroom teacher, and the special education teacher. The registrar will request a copy of all school files, including special education and Section 504 records from the child's prior school. Upon receipt, the registrar will review all student files to determine if the student received special education or Section 504 support. If the student received special education or Section 504 support and these records were not provided by the parent or received in the student's cumulative file, then the registrar will immediately request the missing records from the student's prior school/district. School leaders and appropriate staff will then be notified of this information. Upon receipt of a student's current IEP or Section 504 plan, staff will complete the transfer process consistent with state and federal requirements. Comparable services, consistent with the received IEP or Section 504 plan, will be provided until the IEP or Section 504 plan is accepted or a new IEP or Section 504 plan is developed, consistent with state and federal requirements.

If a complete special education record is not received within 14 days of the date the school is notified and we believe that the student may have an IEP, the school will contact the prior school for more information. If we do not obtain that info, the school will initiate the special education referral or re-evaluation process.

Since some students may come to CPA with no active IEP or identified disability, we will be responsible for identifying students who may need special education services under IDEA or Section 504, consistent with state and federal Child Find requirements. We will have several strategies in place to identify students with special needs. If a student is experiencing academic and/or behavioral difficulties in the general education setting, the teacher, other educational staff, and/or the parent may refer the student to the school's IAT. This team will include the principal (or his or her designee), a classroom teacher, and the referring teacher. The student's parent or guardian will be invited to participate in this meeting and share more information. The IAT will review and analyze screening information/data, response-to-intervention (RtI) results, and data on classroom performance, discipline, and state assessments, as well as information provided by parents. We will use this data and information to determine the best educational/behavioral interventions for the student and service/support options (e.g., counseling or school social work support). Outcomes of this meeting may include:

- Continuation of current intervention and progress-monitoring through the RtI process.
- Implementation of additional interventions through the RtI process.
- Referring the student for a Section 504 evaluation.
- Referring the student to the special education team for consideration of a comprehensive special education evaluation.
- Implementing no further action and continuing to monitor the student's academic, behavioral, and/or social progress.

This RtI process will help us avoid misidentification and over-referral of students for special education instruction. Parents can request a special education evaluation at any time, including instances when they disagree with the outcome of the IAT meeting. The school will respond to this request consistent with state and federal timeline requirements.

The dean overseeing students with special needs will work to schedule a special education evaluation. The evaluation team will include various professionals consistent with the type of disability or disabilities suspected, such as teachers of general education, special education, and speech and language, as well as an occupational therapist, school social worker, and school psychologist/mental health provider. The team, with parents invited to be members, will meet to identify what evaluations are needed to diagnose disabilities defined by state and federal requirements. Parents may share new information, including

evaluation/medical information from private providers. Parent notice and consent will be requested and obtained before initiating special education testing. The IEP team, including the multidisciplinary team (or representative) and parent, is responsible for determining special education eligibility, identifying the student's needs, and developing an individualized educational plan to address the student's needs within the least restrictive environment. The provision of a free appropriate public education and all other applicable state and federal special education requirements will be followed.

The evaluation process is nondiscriminatory, and any written material will be in the family's native language. Tests must be validated, selected, and administered by certified or licensed personnel, consistent with the testing administration guidelines and in compliance with all state and federal requirements. Multiple measures will be used, and the evaluation will assess areas of educational need and the child's special education and related service needs.

Once the evaluation has been completed, the dean will schedule an IEP team meeting in consultation with the parent. The IEP team will review the results of the comprehensive evaluation and any additional relevant information provided by the parent and then determine eligibility for special education consistent with state and federal requirements (including rule-out factors).

Following the determination of special education eligibility, the IEP team will develop an IEP for the student. This plan will be designed to address the student's unique needs and satisfies the requirements of FAPE provided in the least restrictive environment.

Placement will fall along a continuum of options with primary emphasis being placed on educating the student in the general education classroom to the greatest extent possible with implementation of needed supplemental aids/services, and/or supports. Removal from the general education classroom will only take place when the nature and severity of the student's disability necessitates this removal. A continuum of placement options will be available to support student placement decisions, including consideration of placement in more restrictive settings operated by the local district or other external entity.

Instructional programs: Educating students with special needs requires both individualization of the educational programs and services and maximizing inclusion in the general education setting. Our service delivery model may include co-teaching, consultant teacher support, and/or support provided through resource room services. We recognize that the least restrictive environment for some students with special needs may require more extensive supports, including placement in programs operated by the local district or some other setting.

The focus of instruction will be placed on IEP goals and objectives and grade-level content expectations with scaffolding of instruction from the student's instructional level to grade-level expectations. Emphasis will be placed on accelerating learning outcomes through delivery of research- and evidence-based practices and resources with the goal of closing the instructional gap toward grade-level proficiency. Screening and assessment data will be used to determine student instructional levels and needs. Whenever appropriate, grade-level instructional materials will be used with needed accommodations and supports. For students significantly below grade level and/or missing foundational reading and/or math skills, we will use a direct instructional approach and supporting resources. Progress-monitoring data will also be routinely collected and analyzed to monitor student performance and to support needed adjustments in instructional practices/delivery.

If a student consistently does not make progress on IEP goals and objectives, the teacher will inform the dean, who will then schedule an IEP team meeting and/or an additional evaluation. The school will conduct a functional behavioral assessment (FBA) when a student's behavior negatively impacts his/her academic, and/or social/emotional performance within the school setting. Based on this data, the IEP team

will consider the need for positive behavior support or a behavior intervention plan (BIP). Emphasis within this plan will be placed on identifying the function of the target behaviors, teaching desired replacement behaviors, implementing strategies designed to prevent behavioral escalations, and providing a sequence of strategies and procedures that can de-escalate behavior. A core team of building staff will be trained in non-violent crisis prevention intervention (CPI) techniques to support crisis situations with emphasis placed on verbal de-escalation and the use of intervention procedures designed to keep the student and staff safe. Behavioral incidents resulting in the need to utilize CPI-approved physical intervention techniques will result in immediate parental contact with a written summary provided to the parent within 24 hours of the incident. This documentation will also be maintained on file at the school.

Instruction provided outside of the general education classroom will only take place when the nature and severity of the student's disability necessitates this model. A continuum of placement options will be available to support student placement decisions, if necessary, including consideration of placement in more restrictive settings operated by the local district or other external entity.

Related/ancillary services (speech, mental health, physical, and occupational therapy) will be provided and scheduled consistent with the student's IEP. These services will be provided by properly certified and licensed practitioners who will be employed or contracted by NHA or provided by the local school district or other affiliated agency.

Evaluation and monitoring of special education student progress

Data will be routinely collected to monitor student progress on IEP goals and objectives and to support instructional decisions. The school also will ensure that parents of children with disabilities are informed of how their child is progressing on annual IEP goals and in the general curriculum at least as often as parents of general education children.

If the student is not making progress on IEP goals/objectives, the school will schedule an IEP team meeting, including parents. The IEP team will review and revise the IEP as needed and consider additional supports, services, placement options, and any other identified needs. If the child's needs extend beyond the capacity of the school setting, the school will work with the parent to explore additional educational options.

CPA will administer a norm-referenced screening assessment multiple times each year to identify baseline skills and to assess growth targets. Special education staff will routinely implement curriculum-based and progress-monitoring assessments. Assessment data obtained will be used by special education staff to monitor and adjust instructional practices based on the student's response to instruction. Special education providers will also use this assessment data to monitor student progress on IEP goals/objectives and for reporting purposes (e.g., report cards, parent-teacher meetings, IEP team meetings). Monthly data walks will be conducted during special education team meetings to review progress.

Special education providers will also use curriculum-based assessments and other progress-monitoring data collection tools to monitor progress on IEP goals and objectives.

Monitoring IEPs: The principal will assign a dean to oversee special education at CPA. This dean will conduct weekly one-on-one meetings with the special education staff to discuss student progress and the timing of annual reviews and three-year re-evaluations. This will include review of service logs to verify compliance with the student's IEP service time and progress-monitoring data. Progress reports will accompany report cards, and deans will discuss student progress relative to IEP annual goals at one-on-one meetings with teachers. General education teachers will keep a record of the IEP or Section 504 accommodations and modifications that are to be made in the general education setting. Special education

teachers will provide a copy of an “IEP-at-a-glance” to regular education teachers to allow for collaboration on student goals and objectives in the grade-level curriculum.

NHA special education supervisors and school professionals will annually evaluate special education at CPA, focusing on Child Find activities, educational outcomes, IEP implementation, parent involvement, compliance, and behavior. A review of data for each of these areas will be conducted. A continuous improvement plan (CIP) will be developed for any areas not yet “met.” The special education dean and the NHA special education supervisor will monitor progress toward the goals outlined in the CIP and adjust, as necessary.

Graduation requirements: As our school will only serve students through 8th grade, graduation requirements for students with special needs are not applicable.

High-quality staffing for students with special needs: Creek Point will aim to hire teachers certified in special education to ensure high-quality instruction for students with special needs consistent with Indiana state requirements. Staff credentials will be reviewed to ensure compliance with the certified teacher requirements. Related service staff will have state-required credentials before providing services to eligible students.

Details on the number and type of staff hired to serve students with special needs are included in the budget narrative. Our budget accounts for the staff and professional development sessions described in this section.

All new staff, including special education teachers and support/itinerant staff, will join a new staff orientation session before the start of the school year to learn the school’s mission and special education practices and procedures. Special education staff will receive additional professional development during professional development days and special education staff meetings, at regional/state conferences, and in weekly one-on-one meetings with the dean overseeing special education.

Special education teachers and special education paraprofessionals will be on staff in our first year to support students with IEPs. The school also will have ancillary staff, such as a social worker, speech therapist, occupational therapist, physical therapist, and mental health provider, either on staff or through a contract. Additional special education staff will be added based on student need and growth in the special education student population, consistent with state or local district caseload requirements.

Meeting the needs of English learner (EL) students

Creek Point Academy is committed to ensuring that EL students, or multilingual learners, have access to high-quality education and instruction. The school that has operated in our planned facility, Andrew J. Brown Academy, has a large EL population with Spanish, Haitian Creole, and French as the predominant home languages. This population increased by over 10 percent from the 2021-22 to 2022-23 school year and has continued to grow. A key reason that we believe CPA will be successful in meeting our enrollment goals is due to the strong contingent of families who believe their children are successfully learning English and other core content areas and wish to stay in the same facility with the same staff.

CPA will maintain a welcoming environment for multilingual families, including signs in various languages, dedicated parent and family events, celebrating holidays and cultures, and literacy training/support for parents/guardians. We believe all teachers are language teachers. Our EL program is designed to ensure that multilingual learners are equipped with the essential academic vocabulary, knowledge, and skills necessary for academic success, both within the school and beyond. Our core curriculum has been developed to include research-driven best practices for language acquisition, including Sheltered Instruction Observation Protocol (SIOP) strategies.

In December of 2023, San Diego State University (SDSU) National Center for Urban School Transformation (NCUST) conducted an equity audit with a focus on EL students at Andrew J. Brown Academy. NCUST examined critical school characteristics, such as school culture, student access to rigorous curricula, and the quality of teaching and learning. The key findings reported that, in general, Andrew J. Brown Academy was a good place to be a student, school personnel use teaching practices that helped them learn and succeed academically, and classroom teachers, EL teachers, and other staff members work together as a cohesive team.

Identification and placement: The school will work with students and families to identify ELs through home language surveys and the WIDA Screener.

All new entrants will complete the Home Language Survey (HLS), as provided by the Indiana Department of Education. If it is indicated on the questionnaire that a student's home language is English, then the screening process will be discontinued. If it is indicated on the HLS that the student's home language is not English, CPA will conduct an informal interview with the student in his/her native language and in English. If it is confirmed that the student is a potential EL, then the school will obtain previous EL records or the WIDA Screener.

If the student scores above 4.5 on the WIDA Screener, the screening process will be discontinued. If the student scores 4.5 or below on the WIDA Screener, then the student will be considered eligible for the school's EL program. All student information on home language and proficiency levels will be recorded in the school's student database and in the students' cumulative files.

During the screening process, EL staff will take appropriate action if the student has accommodations documented in an IEP or 504 Plan or if the student has had interrupted formal education.

The parent or guardian of a multilingual learner will be notified, in English and in their native language, of their child's eligibility for the EL program. Parents or guardians will also receive written notification, in their requested language, of the identification of their child as an EL student, the programs available to their child(ren), and their right to refuse such services. The school will make every effort to meet with the parents or other persons in parental relation to such EL students, at least twice a year, to help them understand the student's progress. Parents or guardians also receive communication about their student's Individualized Learning Plan outlining language goals for the year.

Instructional programs: We will implement an effective, research-based approach to accelerating English language acquisition for multilingual learners that includes Sheltered English Immersion (SEI) in the general classroom, as well as specific language acquisition instruction called English Language Development (ELD). SEI is the vehicle for the acquisition of grade-level content, while ELD is driven by the need to increase proficiency in English and specifically the academic English necessary for success in school. Additionally, we will implement newcomer programming to help students new to the country acclimate to the school and community.

- SEI is the provision of an immersion environment, where all classroom instruction is delivered in English by the classroom teacher with an awareness of the unique characteristics and needs of multilingual learners, and additional realia, scaffolding, and background knowledge provided during the course of lessons. The hallmarks of effective teaching and learning, such as the nine instructional strategies in Classroom Instruction That Works, the formative assessment planning process, the NHA Curriculum, NHA's proven best practices, and differentiation to meet individual student needs, remain in an SEI classroom, with additional language supports in evidence. SEI is also referred to as Sheltered Instruction or SDAIE, Specifically Designed Academic Instruction in English. EL teachers will regularly collaborate and plan with core content teachers to implement EL scaffolds to allow students to access core content.

- ELD is focused on helping students acquire social and academic English. The SEI classroom enables access to the grade-level content, despite a lack of proficiency in English, while ELD is intended to dramatically increase the level of proficiency in the four domains of listening, speaking, reading, and writing. ELD combines “a) explicit teaching that helps students directly and efficiently learn features of the second language such as syntax, grammar, vocabulary, pronunciation, and norms of social usage and b) ample opportunities to use the second language in meaningful and motivating situations.” Students that are provided with ELD in a separate block have been shown to have “modestly but significantly higher English oral language and literacy scores” as teachers focused on developing oral literacy in English. ELD should take place as a supplement to the defined ELA instruction, not in place of such instruction, and will frequently take place outside of the general education classroom, though not always. ELD is also referred to as English as a Second Language (ESL) or Teaching English to Speakers of Other Languages (TESOL).
- We will provide intensive support to newcomers to help them acquire social and instructional language to engage in core content. This will include using the student’s first language as a foundational support towards English language development. Newcomers or recently-arrived EL students may have limited or interrupted formal education, and therefore have limited literacy in their home language. This program, along with the parent liaison, will endeavor to make the students and their families feel welcome at CPA.

Monitoring student achievement and exit criteria: CPA will track the academic achievement of multilingual learners and the progress they are making towards proficiency in English. The school will utilize multiple measures to track progress, such as Lexia data, classroom assignments, formative assessments, grade-level assessments, the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP), Indiana assessments, and the ACCESS for ELs. EL students will be required to participate in Indiana’s ELA, mathematics, science, and social studies tests that may be administered in English or an alternative language with approved EL accommodations. Multilingual learners who have recently arrived in the country will still participate in statewide assessments. However, their scores will take three years to be fully counted in the school’s accountability metric.

For an EL student to exit the EL program, the student must score at the proficient level on the ACCESS assessment for ELs. Students will be monitored for four years after exiting the EL program. Family involvement, high expectations, and active learning techniques will continue to encourage individual students to achieve greater academic success after exiting the EL program. The academic success of EL students is a responsibility shared by all educators, the family, and the community.

Staffing and development: CPA will invest in resources that successfully close achievement gaps for multilingual learners. Our school will benefit from a dedicated EL specialist within the building. This professional will focus on development and scaffolding for content teachers to support classroom instruction for EL students. This team member will also provide direct support for EL teachers, to include systematized planning, co-observations with grade-level deans, co-teaching lessons to drive exceptional instruction for EL students, and more.

All staff will receive professional development on strategies for working with multilingual learners and strategies to engage families of multilingual learners. This professional development will ensure that all staff members take ownership for the multilingual learners in the school and will be equipped with the necessary tools to meet their needs. All staff members will receive LETRS training, and will benefit from follow-up planning, coaching, and observations by collaboration between an EL specialist and English Language Arts specialist. We will include multilingual learners in all school classes and activities. Instructional materials for multilingual learners will be evaluated and selected based on the proven success of the tools in meeting the needs of similar populations of multilingual learners.

We will adjust staffing as necessary based on the enrollment of students. A member of the school administration (dean) will serve as our EL coordinator to coordinate EL data, schedules, and ensure that multilingual learners are not over-classified as students with special needs. This individual will evaluate the needs of the school to provide additional services and consultants as determined by the needs of multilingual learners in the school. An EL Specialist from NHA's Curriculum and Instruction Team will support the dean and teachers in further enhancing EL programming.

We are committed to ensuring that multilingual learners and their families are not excluded from curricular and extra-curricular activities due to an inability to fluently speak and understand the language of instruction, including any before- or after-school tutoring and summer learning programs. We will provide the parents or other persons in parental relation to multilingual learners school-related information in their preferred language when feasible.

All students identified as ELs will have an Individualized Learning Plan created that documents their level of proficiency in English (overall and in the domains of listening, speaking, reading, and writing), provides student-specific goals for each domain of language, and contains all accommodations/modifications to be utilized in classroom instruction and on assessments, as appropriate and allowable.

This plan will provide a common understanding of the needs of each multilingual learner for the classroom teacher and EL staff. Additionally, the school will use the plan to coordinate between staff members on how to meet the needs of the student in language acquisition and academic achievement and to communicate progress or newly identified areas of need.

Identifying and meeting the learning needs of students performing below grade level

CPA will implement a process to ensure that we consistently identify, serve, and monitor students who need intervention. Our systematic intervention program is designed to stimulate early action that helps prevent academic failure and maximize the effectiveness of grade-level instruction. It is based on a framework of six key practices:

- Schedule intentionally.
- Create collaborative teams.
- Identify students appropriately.
- Develop intervention plans.
- Monitor progress.
- Provide professional development.

Within this systematic intervention framework, we will follow a three-tiered approach to support students identified as struggling and put them on the path to success.

- *Tier one:* Teachers will respond to student learning needs as part of regular classroom instruction. The school will develop written intervention plans based on insights from diagnostic assessments, teacher referrals, data from classroom and state assessments, and parent input. Students who have not yet demonstrated mastery will receive supplemental support in the classroom, and corrective approaches for these students will include re-teaching, cooperative learning opportunities, differentiated instructional strategies targeting individual students' needs, and use of learning centers and alternative materials.
- *Tier two:* If students do not master content in the first tier of intervention, we will base new, more prescriptive interventions on teacher referrals, data from classroom and end-of-instruction assessments, results from assessments tied to national norms, state assessment results, and parent input. Students will receive supplemental interventions using ideas that are proven to accelerate student learning. Other intervention strategies will sometimes be provided in classrooms in a

workshop setting or delivered through supplemental support outside of the general education classroom during non-core educational programming. Our intervention professionals will monitor student progress frequently to ensure that intervention is effective and that classroom teachers and interventionists collaborate regularly.

- *Tier three:* If progress-monitoring data shows that a student is not making enough progress after Tier Two actions, Tier Three interventions will begin. The teacher, intervention staff, and the school leaders will regularly review current strategies, monitor student progress, and work together to monitor that student's learning patterns and progress. Tier Three interventions include an intensified approach focused on selected high-priority reading and math skills. One-on-one concentrated tutoring will also be considered whenever appropriate. If these interventions help the student reach appropriate levels of learning, the school will hold a referral meeting to decide if testing should be given to determine if the student has special needs.

Students previously on an intervention plan who score above the 25th percentile are eligible to be removed from the plan.

To accommodate the needs of our students, we will provide more specific instructional programming for at-risk students. At-risk students are those who have traditionally been labeled at-risk. The school will dedicate additional staff solely to providing Tier Two and Tier Three interventions, make plans for extended learning time, and increase learning intensity in specific areas to targeted student subgroups. This front-end investment may include:

- Intervention teachers and tutors to provide Tier Two and Tier Three interventions.
- An after-school blended-learning program and onsite summer learning.
- Bi-weekly monitoring to ensure that interventions are achieving their designed purpose.

Identifying and meeting the learning needs of intellectually gifted students

Students who possess exceptional gifts and talents should receive the direction, time, encouragement, and resources to maximize their potential. CPA will work with parents and students to identify gifted and talented students from all backgrounds, and to provide instruction that nurtures and fully grows that excellence.

For all students, we will use an assessment in reading and in mathematics that is referenced to national norms (potentially NWEA). To ensure continuing academic growth for each student, the school will be committed to thoroughly monitoring students' progress and adjusting learning opportunities when growth is inadequate, whether a student is performing below, at, or above grade-level proficiency. In addition to using the norm-based assessment results, classroom teachers will monitor mastery of curricular content, as measured through classroom assessments that are administered as part of the school's formative assessment program. The formative assessment program is a planned process by which teachers and students adjust their approaches to teaching and learning based on insights from frequent, varying, and ongoing evaluations of progress. This process will allow the school to identify students who are performing at the very highest levels, a potential indicator of a student's identification as gifted and talented.

Some NHA-partner schools have had a sufficient number of accelerated students in one grade level to allow the formation of a class cohort performing above grade-level proficiency and who are designated gifted and talented, allowing an entire student subgroup to move through the curriculum at a more rapid pace. This allows opportunities for larger groups of scholars to be systematically challenged with higher-order thinking skills and project-based learning within a common peer group, and the pairing of that unified section of students with a specially-qualified teacher. This arrangement will be considered at our school if the number of students identified as gifted and talented warrants.

If there is not a sufficient number of students in one grade level, students can participate in the EXCEL-ERATE program. Differentiated curriculum can be provided to top-performing students who are ready to progress beyond grade level. This allows us to better meet the needs of more advanced students and provide the appropriate level of challenge and higher-level thinking.

Performance management

Student performance

Our Board recognizes that what gets measured gets done. With this in mind, we pledge a commitment to measure both academic and operational outcomes for CPA. We will also make certain that our management partner is held accountable for success by clear metrics. In doing so, we will ensure that our school serves all students, regardless of need. We will embrace the notion that student learning is an adult responsibility.

We will review assessment data to consider the degree to which curriculum and instruction is meeting the needs of our students, our goals, and the terms of our agreement with NHA. Our Board will access the information through our online Board Portal, which will include all our meeting materials and corporate documents, as well as relevant school performance information. NHA will also produce a suite of reports for the Board to review at our regular meetings which will cover student academic performance at the school and subgroup levels, and other critical components. Furthermore, our annual evaluation of the school and NHA will leverage student assessment data to review our program's effectiveness and generate recommendations for our Board and school leadership.

We will use measures of academic growth and proficiency beyond those required by state law. Further, we will treat our goals as starting points, foundations of success that we will strive to surpass. Our academic goals will include comparisons to neighboring district schools and state and national averages. We will prioritize local comparisons because they help us ensure that we offer families a strong choice. Families' choices typically involve weighing specific individual school buildings in their own communities; as they make decisions about their children's education, they seldom make comparisons to statewide average scores or even averages of entire districts. At the same time, we will value and use state and national averages to help measure our success because they provide a broader measure of our overall performance.

Assessments

Our school will administer frequent, varied assessments throughout the year to ensure that students make appropriate progress pursuing mastery of state standards. This will include ongoing formative assessments, NHA's common assessments, state assessments, and internally created assessments.

Our key assessments will include:

- *Formative assessments:* CPA will administer formative assessments to provide important benchmark data on student growth.
- *Interim assessments:* We will administer interim assessments two or three times per year to give deans and teachers long-term snapshots of students' learning and preparation for end-of-year state assessments. These interim assessments have been designed by NHA to align with the Indiana framework and are highly predictive of proficiency on the state assessment.
- *Unit tests:* Teachers will administer unit tests in specific subjects after completing instruction in that area of learning. Students who score poorly will be re-taught and re-tested.
- *Quizzes:* Teachers will challenge students with quizzes at the end of each week to take a quick snapshot of student learning covered that week. Data from these quizzes, which are also closely aligned with state standards, are analyzed in real time so teachers know whether and how they must modify instruction. In fact, at NHA-partner schools, it is common for instructional professionals to modify teaching plans within a day of receiving quiz results.

- *Exit tickets:* On any day, teachers may give an exit-ticket assessment based on the standard that was the focus of that day's lessons. Because our instructional plans are driven precisely by standards, a simple roomful of thumbs up or down will offer teachers valuable, aligned, and actionable feedback.

Using assessment data

Our school's educational philosophy is based on an overarching approach to teaching and learning that prioritizes assessments throughout the instructional process to make modifications based on student needs. The assessments described throughout this section will ensure that teaching is adapted and accelerated to meet the needs of students.

Teachers, school leaders, and parents will have regular access to data through the NHA network and we expect that all stakeholders within our school community will have frequent conversations on assessment data to ensure that instruction is meeting the needs of all students. The review of school data will be a standing agenda item for our Board meetings.

Our school leadership team will be in charge of the administration of these assessments, including sharing data with relevant parties. NHA's Information and Analytics team will support data collection and analysis, reporting creation, and data warehousing.

Our school leaders and teachers will collaborate during grade-level or departmental planning time to analyze assessment data. This analysis will seek to help them identify, understand, and address learning gaps, set improvement goals, and clarify professional development needs. These efforts will focus on individual students, on entire grade levels, and on the entire school. In their data analysis, school leaders and teachers have specific priorities:

- School leaders will weigh aggregate data to evaluate school-wide and classroom performance and to direct improvement efforts at the school-wide level.
- Working with deans and others, classroom teachers will use assessment data to understand classroom performance and to modify instructional tactics to address learning needs highlighted by the data. Grade-level teams and deans will assess grade-level performance and identify standards and core content areas on which learning must improve.

Our Board will review assessment data to consider the degree to which curriculum and instruction is meeting the needs of our students, our goals, and the terms of our agreement with NHA. We will access the information through our online Board Portal, which will include all our meeting materials and corporate documents, as well as relevant school performance information. NHA will also produce a suite of reports for the Board to review at our regular meetings which will cover student academic performance at the school and subgroup levels, and other critical components. Furthermore, our annual evaluation of the school and NHA will leverage student assessment data to review our program's effectiveness and generate recommendations for our Board and school leadership.

We will regularly test the efficacy of teaching and quality of learning with a range of assessments that monitor the progress of all students. In designing assessments, we will prioritize close alignment with state standards because we know data from aligned assessments allows us to modify instructional tactics with confidence that we are giving students the best preparation for end-of-year state assessments.

Student information system

A benefit of partnering with NHA is the robust technology platform it has created to collect student information and evidence of learning, called MyNHA. Creek Point will collect and warehouse the results data from assessments through its student information system, NHA's comprehensive portal. NHA then works with the school's leadership team to analyze student achievement data from assessments. The

leadership team reports results back to classroom teachers and recommends strategies for any instructional adjustments to ensure students are making adequate progress.

Parents have access to student performance information for their children through a web-based reporting suite. Real-time data is available to parents regarding student attendance and behavior as well as information about subject-area performance. Teachers are also able to easily access student attendance and achievement data. Through Parent Portal, teachers access student learning goals and growth targets for students. As the Board, we will review a school performance “dashboard” monthly to continually monitor NHA’s performance, including student proficiency and growth measures, data on college-readiness, disaggregated student behavior data, and parent and teacher satisfaction surveys.

Assessment professional development

As part of our commitment to data driven instruction, we will prioritize professional development designed to help teachers improve their skills analyzing data for insights and applying those insights to instructional planning and delivery. This professional development commitment reflects a simple insight: The best possible data on academic outcomes is of no value if teachers do not use it to improve instruction. NHA’s new teacher summit, an intensive week-long summer session for all teachers who are new to NHA-partner schools, as well as NHA’s regional professional development events for educators at several of its partner schools and CPA’s own in-school sessions, will all focus frequently and intentionally on understanding assessment data and using insights from that data to refine and improve instruction.

We are fully committed to data driven instruction because we know data from assessments in October, in March, and at any time during the school year offers predictive value on likely outcomes at the end of the school year. More importantly, this data gives us opportunities to modify instructional strategies if such changes are needed.

Corrective actions

Each year CPA will develop a School Improvement Plan (SIP), a comprehensive needs assessment of the school’s educational practices and the identification of strategies to meet those needs in the upcoming school year, with oversight from our Board. The SIP will provide a comprehensive analysis of student achievement, school environment, teacher community, parent community, and administrative data. The school will focus and prioritize building-wide professional development efforts on the areas identified in the SIP. In the event that our school falls short of academic achievement expectations, this is one of the key corrective actions we will undertake. We also will ask NHA to undertake a corrective action at any point, as a regular review of assessment results will be on our meeting agendas.

We will document all our efforts in the required Accountability Plan and Report so that each year we are able to identify key areas for improvement and to steadily increase the academic performance of our school and the perceptions of staff, students, families, and the community.

School staffing

Staff structure

Attachment 7 presents a staffing chart illustrating the structure of the school, including the relationship among the Board, NHA, the school leadership team (principal and deans), teachers, and other staff. The Board will oversee the school’s management partner. The principal will oversee the academic deans, each of whom will oversee a group of grade-level teachers. The principal also will oversee the administrative functions, headed by the school’s registrar. NHA will employ staff as is permitted by law.

Relationship between the school and its employees

The school staff will serve our school on an at-will basis and, under our partnership arrangement, teachers will be employed by NHA. Our school leaders will work with NHA to staff the school in accordance with expertise, strengths, performance, and how to best meet the needs of students who enroll with us.

Recruiting and retaining teachers

The school's teacher-recruitment efforts will benefit from NHA's extensive teacher candidate network and proven recruitment capabilities. NHA currently has a full staff of teachers and support educators who we expect to transition to CPA and who support our efforts (see Attachment 9). NHA will also be ready to perform a search to replace talent that departs during the transition. The search will focus on identifying teachers who are committed to high expectations of academic growth, and who will participate collaboratively and professionally with other staff and with parents, volunteers, and the community.

A robust program of professional development, both required and optional, will ensure that teachers are able to learn and grow while at the school, enhancing the ability of the school to retain the best educators year after year.

NHA's organizational design has put in place the necessary systems and procedures to prepare, develop, motivate, engage, reward, and ultimately retain school staff. Creek Point will implement a "Total Rewards" compensation model to provide staff with both a desirable benefits package and chance to earn additional compensation for supporting other student learning programs. Included within our proposed budget is teacher pay above market for openings that can be hard to fill (e.g.: Special Education and EL teachers). Our health plan offerings are competitive, with low employee-cost options, retirement choices (including an employer-match), life insurance, tuition reimbursement, and employee acknowledgement and reward programs.

Hiring school personnel

In the spring before the school opens, top candidates for each teaching position will be sent to the principal for further evaluation and selection. Once a candidate is selected by the school leadership team and final referencing and criminal background checks are in place, the candidate will receive a start date and orientation instructions. We aim to have all positions filled in time to ensure attendance at the New Teacher Orientation professional development session in late July.

As an initial step in the hiring process, each candidate will be evaluated to determine if the candidate is qualified and certified for the role as defined in state law and applicable federal requirements. We will conduct national criminal background checks on each candidate we wish to hire, as required by ICSB.

Evaluation of the school and the school leaders (principal)

Our principal will attend Board meetings and provide ongoing updates. These updates will include operational data, student performance, assessment data, and parent survey data, when available. The review of this information will be a standing item on the agenda at each of our Board meetings. We will use this information to analyze Creek Point's progress towards our performance goals and performance of the principal.

Staff evaluations

Expectations for teacher performance and student achievement will be communicated to and discussed with all teachers before hiring and during professional development sessions before the start of school each year. These will also be consistently reinforced in teachers' meetings with their instructional deans. Teachers will understand and embrace the belief that student learning is an adult responsibility, and the success of our students is dependent on high-quality teaching in each classroom, each day.

We believe providing teachers robust development opportunities is essential to the success of our school. We also believe that for our students to succeed, we must hold teachers to high standards of accountability. NHA has developed a rigorous teacher evaluation system that will be the foundation of teacher accountability at Creek Point.

We will continuously evaluate teacher performance using both quantitative and qualitative measures consistent with our classroom framework. The evaluation system for teachers will focus on six factors: *classroom culture; planning; teaching; assessing; professional accountabilities; and, quality of student learning.*

Throughout the year, teachers will receive regular coaching and feedback based on the evaluation rubric, ensuring transparency and open communication on performance throughout the school year. At the end of the school year, teachers will receive a formal rating that uses a four-level scale: *exemplary, effective, developing, and ineffective.*

Data-driven evaluations

Performance data will be collected using multiple methods:

- Internal and external student assessment data will be collected and distributed to school leadership by NHA. CPA and NHA prioritize data driven instruction, and we will invest in tools and professional development sessions to help teachers develop data analysis skills.
- Teachers of non-tested subjects – art, music, and physical education, for example – will use the curriculum to establish appropriate learning targets for their students.
- Student progress toward learning targets will be used as data points in these teachers’ evaluations.

Unsatisfactory leadership and teacher performance

Staff members (including leaders and teachers) at CPA will serve on an at-will basis. Our school’s climate and culture will allow school leaders, our Board, and NHA to make decisions in the best interest of our students. This includes identifying ineffective staff, offering additional structures and support, or termination of employment.

Under the provisions of our proposed services agreement with NHA, our Board maintains the authority to express reasonable dissatisfaction with the principal. If NHA and the principal have been given sufficient time and support to remedy an issue and there has been insufficient improvement, the Board can direct NHA to terminate the principal.

In the event a staff member’s performance is found to be unacceptable, and dependent upon the degree, circumstances, and nature of incident(s), appropriate disciplinary responses may be warranted. Examples include warnings, initiation of performance coaching/improvement plans, suspensions, or administrative leave. If expectations are not met upon the implementation of appropriate interventions, or if a significant violation of policies and procedures takes place, termination of the employee may be necessary. Our school’s employee handbook is distributed to employees before or on their first day of employment and includes information on corrective action and termination.

Salary ranges and employee benefits

CPA will operate under a market and performance-based compensation philosophy and endorses and will use the “Total Rewards” structure offered by NHA to its partner schools. This approach rewards administrators, faculty, and staff who have the greatest impact on student learning and achievement. The Total Rewards approach uses and evaluates all aspects of staff compensation (base pay, incentive pay, recognition programs, benefit design, tuition programs, etc.) to help recruit staff, invest in them, and encourage and reward behaviors that are proven to enhance student learning.

Our market-based pay and “pay for performance” philosophy rewards outcomes. We measure student academic growth and proficiency robustly and hold staff accountable for success. Staff will be evaluated and rewarded based on the accomplishments of the school. Teachers and deans will be evaluated on the academic performance of students in the classrooms over which they have responsibility. As part of the annual review process, base salaries or hourly wages for administrators, faculty, and staff will be evaluated and modified based on these individuals’ accomplishments. Our administrators will also be empowered to identify struggling and ineffective staff and arrange for additional support services as appropriate (or, if additional training and supports are determined unlikely to develop the staff member to where he or she needs to be to ensure the success of the school, to terminate that employee). The working environment allows administrators to make decisions sensitive to the demands of students.

Components of the Total Rewards structure include the following:

- *Base pay (salary):* Teacher salary guidelines will be implemented that differentiate pay based on years of experience and performance. A non-scheduled approach to salary will be used to provide the greatest flexibility to meet specific school needs. Starting salaries typically are based upon research into the local market for teachers. Benefits include an emphasis on career progression with the support necessary to grow professionally, a respectful and professional working environment, a generous benefits package, and an unrelenting focus on achieving excellence. Increases in base compensation for employees will be recommended by the school principal and approved by NHA’s Director of School Quality to ensure that high levels of student learning are being appropriately rewarded.
- *Incentive pay and additional compensation:* An incentive bonus plan will exist for the principal. Teachers will be eligible to earn additional compensation for supporting other student learning programs such as tutoring, mentoring new teachers, coaching sports, and/or working on special curriculum projects.
- *Health, dental, and vision benefits:* NHA believes in choice for employees when it comes to selecting a benefits package. As such, NHA offers two different health benefit plans and two different dental plans so employees can choose what is best for them and their family. NHA offers two different high deductible health plan options with a health savings account (HSA). The HSA options allow employees to plan for their current health coverage needs while also planning for their future needs because they can set money aside for future use. One of the dental plans is a basic coverage plan, and the second plan offers higher coverage for those with more in-depth dental needs. Premiums for NHA’s benefits plans are market competitive and benchmarked every year to ensure NHA offers affordable options. Eligible employees will receive an exceptional combination of medical, dental, and vision insurance at a very low cost, typically with low or no co-pays and deductibles (nearly 85 percent of all medical and dental expenses incurred by employees or their families currently are covered at NHA-partner schools).
- *Health/flexible spending account:* Employees may open a health spending account to set aside a portion of earnings to pay for certain qualified expenses.
- *Retirement savings:* Staff will be offered a 401(k) retirement plan with an employer match of 50 percent of the first 6 percent of compensation contributed to the plan and immediate vesting.
- *Life insurance:* Full-time employees will receive basic life and accidental death and dismemberment (AD&D) insurance that equates to their annual salary. NHA also offers optional group term life insurance for employees and eligible dependents, such as spouses and children. Employees will pay for any optional life insurance they choose.
- *Pay for time away:* Short- and long-term disability insurance will be provided after one year.
- *Employee Assistance Program:* An Employee Assistance Program, available at no cost to the employee, will provide free confidential counseling, legal advice, and financial advice to employees and their family members.

- *Tuition reimbursement:* Full-time and part-time employees will be eligible for tuition reimbursement for courses taken toward a job-related degree or continuing education credits.
- *Educator discounts:* A list of discounts that are available to educators will be researched, compiled, published, and made available to each employee.
- *Recognition programs:* Employees are encouraged to achieve high performance and will be provided encouragement through recognition programs, such as the annual NHA “Excellence in Teaching” award, HighFive reward program, peer-to-peer recognition program, and service awards. In addition, NHA will provide special recognition to employees during American Education Week, Administrator Appreciation Week, Administrative Professionals Week, Teacher Appreciation Week, and Charter Schools Week.

A well-developed program of professional development also demonstrates the school’s investment in staff to grow and remain long-term partners with CPA.

Professional development

Our Board shares NHA’s belief that nothing drives student success more than having a strong teacher in every classroom, every day. To accomplish this, NHA maintains a dedicated School Leadership Development team that works to build a leadership culture throughout the NHA school network. The School Leadership Development team identifies and promotes successful school leadership practices and behaviors across NHA schools. They design and deliver professional development for experienced principals and deans as well as preparing new principals and deans to create and lead a successful school community. One way school leadership teams are prepared is through the NHA Leadership Summit. NHA plans and develops a week-long program in July for all school leaders. Time at this summit is invaluable for school leadership teams to hear from national experts, collaborate with others in the NHA network, and plan effectively with their teams for the upcoming school year.

Additionally, a New School Opening (NSO) team comprised of NHA staff and school leadership participate in recurring meetings to ensure the school meets all pre-opening requirements and remains on track for a successful opening. School leaders also receive training at these meetings.

Professional development throughout the year

Distributed leadership model’s ongoing professional development: Our commitment to distributed leadership – for which our shorthand is the “dean model” – will see our principal and deans offering teachers dramatically more observation, coaching, and feedback than teachers in other schools typically receive. Deans schedule weekly one-on-one meetings (O3s) with all teachers to review lesson plans and give strategies, based on deans’ classroom observations, on how each teacher can improve instruction. In this process, deans offer important feedback, coaching, and encouragement, help teachers analyze data on student performance, and, when necessary and appropriate, model the approach to instruction they want teachers to learn and emulate.

Ongoing in-school professional development: After our new teacher summit (NTS), summer professional development will continue in the school, where the principal and deans will design and deliver sessions for all teachers focused on the school’s needs, goals, and community culture.

Regional professional development: Professional development will continue during the school year with two regional professional development sessions for teachers at CPA and other NHA-partner schools. These sessions will reinforce material from earlier development sessions while adding emphasis on one select NHA-wide initiative, such as interim assessments. Importantly, these NHA sessions help teachers grapple with challenges that are specific to their states and regions.

Priorities targeted for in-school professional development activities include:

- Instructional planning.
- Analyzing assessment data for insights on instructional tactics.
- Improving school culture.
- Working within an interactive classroom framework.
- Adhering to classroom routines that support student engagement and behavior management.
- Creating learning-oriented classroom environments.
- Recommitting to constant supervision of students, which is an essential foundation of our learning climate and school culture.
- Using assessment data to drive the planning and delivery of rigorous instruction.
- Creating and maintaining teacher-student relationships in which students become more comfortable asking questions and advancing their own learning.

Support and development

Our commitment to data-driven instruction will enable us to continuously evaluate and refine the instructional methods we choose and differentiate instruction in culturally responsive ways to meet specific learning needs of students. Our community of educators will hold regular data meetings at which deans will lead a review of results from previous assessments. These sessions will help teachers use data to modify instructional plans and personalize instruction. Our school will complement these efforts with robust professional development for teachers to ensure they have the skills and knowledge to analyze assessment data and use insights from that data to refine lesson planning and instructional tactics.

Teachers will also implement strategies that help students take responsibility for their learning. Teachers will help students set individualized goals, then will use these goals as an instructional tool. In this way, both students and teachers embrace a clear understanding of the desired focus skill, and teachers are empowered to articulate what they are teaching while allowing students to describe what they are learning and to work at the appropriate level of difficulty (see R.J. Marzano, *Designing & Teaching Learning Goals & Objectives*, 2009).

Additionally, NHA will provide various professional development opportunities for school leaders, including:

- *Leadership summit*: NHA plans and develops a week-long program in July for all school leaders. This time is invaluable for school leadership teams to hear from national experts, collaborate with others in the NHA network, and plan effectively with their teams for the upcoming school year.
- *Principal series/dean development series*: Each year, school leaders have opportunities to grow through peer collaboration and coordinated training and development events. These are often a combination of centralized, regional, and virtual events.
- *Leadership performer support*: Ongoing professional development is provided throughout the year related to performance, hiring, student data, serving parents, special education, intervention investments, and teacher satisfaction, among other topics. These sessions are conducted through podcasts or virtual classrooms and are recorded for anytime access.

CPA will foster a high level of instruction via clear expectations, frequent observations and feedback, and an intentional focus to develop teaching practices. Our school will implement professional development across our community and culture, initiated with a rigorous orientation and training experience ahead of our first year. Ongoing development will be of great importance, and will be implemented as an intentional part of our school year calendar. This will include:

- Mentor teachers for new teaching staff.
- Regular coaching/feedback sessions.
- Formal training sessions.

- Weekly grade-level team meetings with deans to support a mutual approach to instruction.
- Creations of professional learning communities.
- Daily time for common grade-level planning.
- Grade-level and cross-grade-level team meetings scheduled for teachers to collaborate on increasing student learning and achievement.

Teachers at CPA will be able to access a wide variety of learning opportunities through our partnership with NHA. These opportunities include video libraries, conferences, virtual learning, web-based resources, and dedicated curriculum and instruction specialists.

Effective implementation

CPA's school leadership will lead efforts to determine professional development needs. These team members will partner with NHA to create a customized plan founded upon the identified needs. Annually, our school leaders will complete a comprehensive assessment of the educational program and operations of CPA. Teachers will then develop a School Improvement Plan (SIP), analyzing student achievement, the school environment, the teacher and parent communities, and the administration. Our SIP will offer a strategic plan to fulfill needs, and both individualized and school-wide professional development efforts will be utilized to meet noted needs.

Professional development prior to school opening

NHA's professional development for teachers starts before most teachers start their classroom assignments with a five-day paid new teacher summit (NTS) in late July for all teachers who are new to any NHA-partner school. NTS includes segments on key features of NHA's academic and operational model. The summit is not merely an orientation session, with organizational leaders reciting facts and explaining policy. Instead, NTS sessions are participant-centered, with new teachers having ample opportunities to practice new strategies, tactics, and "teacher moves" they need to succeed in teaching and managing classrooms. A key NTS goal is to prepare new teachers for success in their first days in the classroom. For new teachers, such success is essential but not automatic. Teachers must earn students' respect and confidence early in the year to begin a strong learning culture.

NHA works constantly to improve NTS and other aspects of its professional development for teachers with innovations designed to address constantly changing teachers' needs. All new hires also receive an onboarding survey to provide more insight on their hiring experience, team support, professional development, and more. This survey information is used to assist in improving the professional development and onboarding processes.

Expected days/hours of professional development

We have included in our calendar 15 professional development days. Five will occur prior to school and ten will occur during the school year. We will schedule two parent-teacher conference days. We believe teachers and staff need to be in the classroom, just as we expect our students to be, and we will hold teachers and staff accountable for absenteeism. Of course, we may modify our schedule based on the needs of the students who eventually enroll.

Our professional development will give each staff member strategies and resources to meet the needs of a diverse student population. We will provide specialized professional development to help staff meet the needs of students with academic challenges, students with special needs, gifted and talented students, and English learners.

Data driven professional development

As part of our commitment to data driven instruction, we will prioritize professional development designed to help teachers improve their skills analyzing data for insights and applying those insights to instructional planning and delivery. This professional development commitment reflects a simple insight: The best possible data on academic outcomes is of no value if teachers do not use it to improve instruction. NHA's new teacher summit, an intensive week-long summer session for all teachers who are new to NHA-partner schools, as well as NHA's regional professional development events for educators held at several of its schools, and CPA's own in-school professional development sessions will all focus on understanding assessment data and using insights from that data to refine instruction.

In addition to the large-scale events described above, we also will have weekly grade-level planning meetings and monthly planning meetings by grade span (e.g., K-2, 3-5, 6-8). These meetings will be facilitated by the deans and will provide opportunities to share best practices, ask for recommendations on lesson adaptations and modifications, and review and analyze student work product and other data. The meetings will focus on horizontal and vertical alignment of teaching and learning and will be a key point of collaboration for staff.

The professional development plan described here is intended to help Creek Point establish a strong start and is focused on creating the school culture that will drive our educational philosophy and help us achieve our mission and vision. As our school grows, we will use data to make informed decisions about new professional development opportunities that would benefit our staff, and we will work with NHA to identify and provide additional content.

Evaluation of professional development

NHA will continue refining professional development efforts and developing new innovations to help staff and students succeed. Different professional development opportunities and priorities for educators are referred to throughout this narrative.

Our school will survey all employees on their engagement and satisfaction at least once each year. We will monitor the quality of our work environment by conducting formal exit interviews with employees who leave the school voluntarily. The surveys and exit interviews will gather information in a number of categories, including morale and overall satisfaction. The results of the surveys will be shared with the staff, and the school will develop action plans to foster continuous improvement and increased engagement for all employees.

Teachers will have an additional avenue to receive and provide feedback during their weekly one-on-one conversations with their grade-level dean. These conversations will include observations made in the classroom during the week. Teachers will receive instructional support and opportunities to share what works well and in what areas they may benefit from more help.

School culture

We believe that all students have the ability to learn at a high level, regardless of background, experience, or need. It is upon us as the governing Board, and NHA as our management partner, to ensure that we offer families an educational program and the necessary supports to prepare students for high school, college, and/or career.

CPA will implement an educational program that centers around four pillars: *academic excellence*, *student responsibility*, *parental partnerships*, and *moral focus*. These pillars are also a major component of NHA's comprehensive model, and our mutual commitment to them will allow us to provide a high-quality choice from day one.

- *Academic excellence:* A successful education provides a foundation that students need to thrive in high school, college, and beyond. We recognize that some students may ultimately choose other pathways, but we believe students who are successfully prepared for an opportunity to attend college will be equally prepared for any future endeavor. This starts with a culture focused on high care and high expectations for all students every day. Our curriculum, culture, and excellent teaching will help us meet or exceed standards and ensure students master skills and knowledge at each grade level.
- *Student responsibility:* Students excel when they know what is expected of them and can take pride seeing results generated by their best effort.
- *Parental partnerships:* To build strong parent engagement, we will actively engage parents in their children's learning and consistently communicate with them. A parent room will foster parent-teacher interactions.
- *Moral focus:* To develop students' hearts as well as their minds, our moral focus curriculum will build and focus on core virtues. This initiative will help students build and maintain strong personal character and become good citizens.

We embrace the idea that student learning is an adult responsibility, and that this value requires our school staff to teach to students' hearts as well as their minds. This includes implementing an educational program around our four pillars that embodies the recognition that every student can learn at a high level. Our culture will rely on the teaching methods and key differentiating educational features discussed earlier in this section, especially the school-wide and classroom frameworks.

Creating and implementing school culture

As mentioned above, CPA will implement an educational program that centers around our four pillars. We believe we can most successfully achieve our mission, prepare students for college- and career-readiness, and meet the needs of all students by creating a culture that encourages family involvement. It will be a priority to communicate this important aspect to build our culture from day one. School staff will also be hired in alignment with this culture and professional development prior to the start of the school year will build and enhance our culture.

Student discipline

We believe time spent on student discipline is time not spent on student learning. The philosophy behind the discipline policy is to create and maintain a culture that commits to individual student achievement. We will adopt, implement, and sustain a program called *Behave with Care*, which includes school-wide behavior and classroom management practices, is rooted in the concept of engagement, and is aligned with the U.S. Department of Education's Positive Behavioral Interventions and Support (PBIS) model. Behave with Care includes a six-level color-coded, school-wide behavior management system to ensure that positive behaviors are reinforced. Teachers and staff will consistently reinforce positive behavior using strategies such as relationship building, classroom motivation systems, development of social contracts, precise praise of positive behavior, and individual student affirmations.

Our school will be governed by a Student Code of Conduct/Discipline Policy that complies with federal civil rights, special education law and applicable state statutes. This code of conduct will specifically outline our expectations of how students will behave and interact with their peers and school staff. Our policy details how Creek Point staff will respond to behavior issues, and if necessary, how they must handle suspensions and expulsions.

Our goal is to offer a high-quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and

safety of others and their own opportunities to learn. Therefore, our staff will take a very proactive role in enforcing the Student Code of Conduct.

Before the start of each school year, our Board will review and approve a parent and student handbook. The parent and student handbook will be distributed to all families at CPA and contain detailed information on disciplinary expectations and processes through a Student Code of Conduct. The parent and student handbook will include how disciplinary expectations will be communicated to parents/guardians and students and addresses state statutory requirements, policies, processes, and due process rights. It will also describe how CPA will handle discipline for students with special needs to ensure compliance with the Individuals with Disabilities Education Act (IDEA), and 504 regulations to include Manifestation Determination Reviews as appropriate. This early communication will help ensure that our disciplinary expectations are in place from day one.

Once our Board approves the parent and student handbook, we will share this widely within the school community by posting the handbook on our school website, printing hard copies for families, and ensuring that students that enroll in our school know the behavior and discipline expectations. We will consult with our legal counsel to ensure that any updates to the handbook remain in compliance with state law and our charter agreement.

Supplemental programming

Summer learning

One study on the decrease in academic proficiency that occurs when students are out of school for the summer notes: “A number of researchers have found that *nearly all the differences in achievement between poor and middle class children can be attributed to changes in learning that take place over summer.*”⁷ We may implement summer learning programs as part of our systematic intervention program and our commitment to supporting student learning throughout the summer. We will determine summer school programming based on student needs.

Extra- or co-curricular activities and programming

Our budget includes a set-aside amount of funds equal to two percent of per pupil revenue (capped at \$35,000 each year) for use at the school per our Board’s discretion. Our Board may expend these funds for educational and extracurricular interests beyond the proposed model’s educational and operational programs.

Our Board and school leadership will advocate for students to take part in extracurricular and school-time activities. We aim to provide a well-rounded, high-quality educational experience. Doing so will involve students taking part in these activities. We will support parents interested in starting clubs or groups, and anticipate facilitating the formation of a parent organization. We believe this organization will supplement the mission we establish for our school. Our Board will frequently request updates from the parent organization to understand current initiatives and programs. We will work to make certain the organization complies with all applicable requirements, including with regard to fiscal management.

Programs or strategies to address student mental, emotional, and social development and health

It is essential to meet the social and emotional needs of our students to provide the safe and nurturing school environment we envision. CPA will hire a mental health provider, initially part-time, to offer counseling, behavior management, and other services to meet student needs. We will provide all services required by student IEP or Section 504 plans and intend for this professional to work with students

⁷ Miller, Beth M., “The Learning Season: The Untapped Power of Summer to Advance Student Achievement” (Quincy, MA: Nellie Mae Education Foundation, 2007), p. 4.

through our comprehensive response-to-intervention (RtI) program and other recommendations from teachers.

Once our school is approved and students begin to enroll, we will tailor our programming to meet their needs.

Other planned student-focused activities and programs

CPA may offer other learning opportunities to enrich classroom offerings and intervention services as needs dictate. One of the most effective interventions for students who are performing below grade level is additional time with an effective teacher. To help eliminate achievement gaps, our school will plan to offer struggling students tutoring before school, after school, and/or on Saturdays, depending on the most convenient arrangement for the students and their families.

Section III: Need, Demand, and the Community

Student recruitment

CPA proposes to open in 2024-25 by offering 575 seats in grades K-8. We then intend to grow until enrolling a maximum of 772 students in 2028-29. This model offers a maximum of 100 seats in kindergarten (four sections) and 84 seats each in grades one through eight (three sections per grade). This composition is proven in practice, as over 100 NHA-partner schools across the country that embrace the model are showing statistically significant learning outcomes for students. AJB currently enrolls nearly 600 students. While we know it is unlikely that all students will stay with us, we have a robust plan to retain as many students as possible and recruit new students. In our immediate area, there are over 14,000 5-9-year-olds and nearly 14,000 10-14-year-olds. We are confident that there are many students in the area that may be attracted to a program like ours. To date, nearly 300 people have signed up on our landing website requesting more information, and families of more than 200 current AJB students have completed intent to enroll forms. This demonstrates the demand for an educational program like the one we propose. We have also drafted a contingency budget that features enrollment of 320 students to ensure viability even if we enroll fewer students.

Our founding group's deep understanding and knowledge of our community, as well as NHA's expertise with outreach will establish a foundation of informing families about Creek Point. Our efforts will provide a greater depth of understanding in our community, identify educational needs not met by current choices, and gauge how attractive CPA is to area families.

Should our proposal be approved, our marketing efforts will intensify. We will assign a dedicated local admissions representative prior to our first day who has strong ties to and knowledge of the community. This representative will leverage our Board's knowledge and begin a grassroots marketing effort under the guidance of an experienced admissions manager. This will involve leveraging relationships with community organizations, including daycare providers, local chambers of commerce, community businesses, area churches, temples and other houses of worship, HeadStart and other community education programs, and youth activity centers.

Traditional advertising will also be utilized. This may include outdoor advertisements (municipal buses and stops, billboards, etc.), radio commercials, television announcements, local and community publication advertisements, and internet media ads. This will begin well in advance of our first day of school, with all efforts funded by NHA.

Should it prove necessary, multilingual representatives will be present at our meetings who speak the most prevalent home languages. We want to make certain we are able to converse with as many families as possible in their home language. Prior to meetings, we will share details in these languages to area organizations that provide services to EL families.

We will schedule events specially planned for parents of students who have special needs. These families will have the chance to learn more about how Creek Point will successfully serve students with special needs. These meetings will be an open forum, providing families a chance to hear about what is most important to them when choosing a school for their child.

Families who decide to enroll their student with us will be invited to additional parent information meetings to hear more details about our educational program, meet our school leaders and staff, learn more about the moral focus curriculum, and hear how they can take an active role in their student's education. There will be a social component during these meetings to encourage parents to collaborate with us in designing a strong school culture and community well before our first day.

Marketing strategy and demand

We are making various efforts to inform the community about Creek Point. Our landing website is live and is receiving outreach from families indicating their interest in enrolling should we be awarded the opportunity to open. Our proposed location currently operates as a school with nearly 600 students enrolled. If this charter is awarded, we anticipate many of these families will enroll in our school.

Upon a recommendation for approval, we will begin to intensify our marketing efforts. Representatives of the school will hold monthly enrollment information meetings for families. These will be promoted through an array of channels, including digital marketing, direct mail, and grassroots efforts to area neighborhoods. Families will learn about the school's mission, design, and educational program. They will also have the chance to ask questions and become familiar with school representatives.

Our driving motivations for CPA are to help our community in its success as it continues to grow and offer a unified high-quality charter school for all student needs. We are proposing a school for families from across Indiana that will include a strong academic program for any student who wishes to enroll. Additionally, we believe it is imperative to offer an environment with high moral focus to prepare children to make a lasting impact in the future. CPA's mission and vision will focus on ensuring that the school meets the needs of all students.

Parents and community

We know that there are many families that have already chosen to send their children to school in this facility, and many of these families have long-standing relationships. It will be our goal to work cooperatively with the current school to ensure families are aware of both educational opportunities and to highlight why CPA would be a good fit for their children. If our charter application is approved, we will begin more proactive communications with our community to share our mission and vision and answer any questions that current or future families may have. This will include family information and enrollment meetings, outreach to local daycare providers and preschools, and other community-based organizations.

Parent communication prior to school opening

We know strong parental involvement in our school is often a product of strong school-to-home communication. Our school will have a commitment to creating and maintaining an environment of open conversation among parents, school leaders and teachers. This dynamic will begin upon approval of our charter proposal. We will inform families of our mission and contact them through a wide array of practical methods, including a dedicated tool called School Connect. This will inform families of our school, how enrollment takes place, and how to be active in our school.

We will make families aware of the latest events at our school as we approach our first day. We will do so through methods to include a monthly newsletter, website, and Facebook page. Social media websites will be used to help form and maintain connections between school leaders and parents. We will host open houses and tours within our school facility to showcase what families can expect as part of a student's educational experience. This pre-opening rapport with prospective parents will peak with a family orientation held at the end of the summer to allow enrolled students and their families to meet the principal, the student's teacher and classmates, and other school staff.

Building family and school partnerships

Annual parent survey

The Board and school staff will need direct feedback from parents to monitor the efficacy of parent relations and student retention efforts. CPA staff will receive this information through daily conversations, and our leaders will report on these interactions to the Board. We also recognize the value in more formal measurements of parent satisfaction. Beginning in our first year of operations, we will ensure that we

receive this direct and confidential input by giving parents and guardians opportunities each year to complete a survey called “Voice of the Parent.” This survey will seek to ensure that adults’ expectations and students’ needs are understood and consistently met. Voice of the Parent is designed to systematically drive action and accountability so that the school remains parent-, student-, and community-focused. These survey responses will be confidential to the school, and the feedback received will be compiled into summary statistics for use at the school leadership and Board levels. Individual comments will be seen by school leadership after any identifiable information has been removed.

Ongoing parent involvement

We believe we can most successfully achieve our mission to prepare students for high school, college, and career, and meet the needs of all students by creating a culture that encourages family involvement.

Volunteering: Our dedicated parent room provides space in the school for parents and guardians to, simply put, have a constant presence at CPA. Additionally, we welcome parents to get involved in the day-to-day schedule of the school. This may entail assisting in supervising recess or lunch periods, offering help in classrooms, or helping coach one of our athletic teams.

Monitoring children’s education: CPA will actively engage parents in their children’s learning. Prior to each school year, we will make parents and each student aware of grade-level performance expectations. Student progress against those goals will be communicated to parents regularly through direct teacher communication via phone calls and emails, our online student information system, progress reports, report cards, and parent-teacher conferences.

Parents will have access to a student information platform developed by NHA. This can be accessed from any computer with internet access, or a mobile application, through a specially designed parent portal. The *Parent Portal* will provide information related to student homework, offer resources for homework assistance, present student scores on various assessments, provide growth information, and host newsletters and school calendars.

Students, too, will use an online student portal that provides information related to their academic performance. Through this platform, they will have access to classroom-specific information, including classroom performance, homework and practice assignments, and other targeted learning information. Teachers will share daily learning goals with students during school hours, and students will receive regular feedback on their progress toward achieving these goals.

School leaders may facilitate the formation of a parent organization at Creek Point. The Board will expect the parent organization to support our mission and student body in all it does and report to the Board frequently on the organization’s initiatives. We will ensure that our parent organization has the policies and procedures in place to stay in compliance with the law, including those necessary for sound financial management.

In addition, we will ask our school leaders to facilitate the establishment of a parent advisory committee, which will present to the Board periodically on issues important to our most important stakeholders: parents and families.

Community resources

Parents and community members have been involved in the concept and development of CPA. All governing Board members are either actively engaged in education, and/or are parents of school-aged children. This dynamic allows us to make decisions about the foundation of CPA from the perspective of what is best for the whole school community, as well as what would be best for parents as they consider enrollment in a school like ours.

Our governing Board is extensively engaged and invested in our community. We are each involved in groups and organizations that look to address the needs that face our area, and we look for solutions to meet those needs.

As we continue to develop CPA, we will seek out partnerships with various organizations within our community. To date, nearly 300 people have signed up on our landing website requesting more information, and families of more than 200 current AJB students have completed intent to enroll forms. As it is our intent to be a vibrant community institution, we are committed to providing support for students both inside and outside of the classroom. We will leverage our current relationships and contacts across the area and move forward with partnerships before and after the school opens. Additionally, we will ensure that any and all established partnerships with programs, businesses, and organizations will be free of any actual or apparent conflicts of interest.

Evidence of community support is included with our application as Attachment 9. Also included as Attachment 10 is a list of other school options that exist within a 3-mile vicinity of our proposed school.

Grievance policy

Our proposed grievance policy is included as Attachment 11.

Section IV: Startup Plan

The organizer's legal status and governing documents

Creek Point Academy is a state incorporated non-profit. We have applied for 501(c)(3) status from the Internal Revenue Service. All organizational documents can be found in Attachment 12. Additionally, included as Attachment 13 are completed and signed Statements of Assurances.

Start-up plan

Upon the approval of our charter, our Board will meet regularly to discuss and approve matters necessary for immediate success. These meetings will be open to the public. Our governing Board will participate in and meet all deadlines required by ICSB. We will also benefit from the process that NHA has in place to open new schools, which includes timelines and tasks to ensure our school starts well academically, financially, and organizationally. While not all encompassing, two key areas of initial focus will include:

- *Facilities:* Our facility information is provided in the Facility Section of this application. It offers a detailed description of our proposed school building.
- *Staffing:* Our Board has identified Phobie Perkins as our school principal. Ms. Perkins will work with NHA to transition existing educators at the school to the new school. Through our strong governance and NHA's experience opening schools, we are confident that we have the systems, processes, and personnel to ensure a strong school opening. We are pleased to provide further details upon request.

Included as Attachment 14 is our start-up plan for CPA. Additionally, we have completed the Start-Up Budget in the Budget Projections Workbook and included a contingency budget, included as Attachment 17.

Transportation

CPA will strive to make certain our school is accessible for all families and that transportation will never be a barrier for student attendance. We do not intend to offer bus transportation to the general student population, but we will offer parents and guardians resources and support to coordinate their transportation needs. We will provide transportation as required by any individual student's IEP, Section 504 plan, status as a student experiencing homelessness, or other applicable law.

We plan for our students to have experiences in the community in the form of field trips. When opportunities arise for students to supplement classroom learning with field trips, we will contract appropriate transportation as needed.

Because our school will not provide transportation to the general student population, the school will help parents address student transportation needs. A successful learning experience would be impossible without parents' partnership and dedication. NHA-partner schools nationwide have benefitted in many ways from collaborating with parents to address transportation needs.

School teachers, administrators, and staff greet students and parents during morning drop-off and afternoon pick-up. This routine offers students a transition between school and home that is comforting, safe, smooth, and welcoming. Students arrive at school more focused on the activities of the day and with lower levels of anxiety and distraction than are often attributed to school bus rides. This approach also will allow staff an additional point of contact with parents and will give parents an additional opportunity to become a part of the day-to-day life of the school. This will enhance our efforts to build a sense of community. This approach succeeds at NHA's other partner schools.

CPA will implement a software program called Driveline to facilitate the process when parents arrive to pick up their student. This system allows students to stay in the classroom until their parent or guardian is on the school property. Classrooms then receive a non-disruptive notification when a specific student's

parent or guardian is ready for pick-up. This system is efficient for traffic purposes, and it adds a new layer of student safety.

We recognize that this transportation strategy may not be a viable option for every family. Before the first day of school, we will work with parents to address and coordinate their needs to ensure that transportation is not a barrier to any child attending the school. School staff will also work to identify and plan the use of public transportation options that are available and, if needed, make arrangements with private carriers. However, we also recognize that our population may include students who have transportation needs, including students from outside the local area. We have budgeted funds to address those needs.

Safety and security

The health and safety of students, staff, and visitors is a vital component and continuous concern of our school. School staff and students should – and will – feel safe and protected at all times. The presence of a safe environment also enhances learning. Our school and NHA will offer an environment of safety and wellness that includes: visitor screening to impede threats; effective facility management; a structured behavior management system; moral focus as an integrated part of the school’s curriculum; and, practices and procedures to monitor and properly administer immunizations and medications.

CPA will comply with all applicable health and safety laws, rules, and regulations and will enforce policies to ensure that our school is a safe and healthy place. We will prepare and follow a building safety plan for emergency situations, and all employees will be provided an employee handbook that outlines rules of conduct and health and safety issues. The school facility will comply with all applicable federal, state, and local laws for fire safety including the Americans with Disabilities Act.

Health services

To maintain a healthy environment, students will be required to provide evidence of required immunizations as provided in state law. To ensure the safe, secure, and proper administration of medication to students, trained school staff will administer these medications according to state requirements for authorization, administration, record keeping, storage, and training practices.

Safe and secure learning environment

Conduct that threatens, intimidates, or coerces an employee, student, or visitor at any time, including after school hours, will not be tolerated. Any threatening statement or gesture will be interpreted as intent. Similarly, veiled threats will not be tolerated. All threats of violence, direct or indirect, will be reported to the local police department immediately. This includes threats by employees, students, vendors, or visitors. All suspicious individuals or activities will also be reported to the local police department immediately. CPA will strive to establish productive relationships with local first responders who can assist our schools with these, or any, emergencies.

Safety technology

To ensure the ongoing safety and security of students and staff, all entrances to the building except the main entrance will be locked during school hours. The school will have a key-card reader allowing access to the building for staff. Other parties wishing to enter will ring a bell and then be granted access to the office. In the office, all parties, including parents and visitors, will sign-in through our automated system. This is a visitor-management system provided by NHA establishing a check-in kiosk located in the front office and provides additional security to the school. When people check-in at the kiosk, a scan of each visitor’s picture identification is taken to ensure they are authorized to be in a school or near children.

After school hours, all entrances will be monitored with motion-control units to detect unauthorized intrusion; security cameras may also be installed at key junctions and entrances, if needed.

School safety processes

The “all hazards” school safety plan addresses a number of contingencies to ensure student safety at all times. In addition, the school’s operating partner, NHA, and its school safety and security manager will ensure that the school is prepared for and able to respond to emergencies.

As noted, the school will implement a school-wide behavior management system called Behave with Care. In addition to Behave with Care, several school members will be trained by NHA on Crisis Prevention Intervention techniques. This allows our staff to safely and effectively resolve behavior issues involving students. The goal of the school-wide behavior management system is to enable teachers to lead self-managed classrooms, provide students with clear and consistent expectations of behavior, and provide school leadership with adequate documentation and actions to address ongoing or severe misbehavior.

A written safety plan and safety policies will be shared with staff, parents, and students, and will be available for inspection upon request by appropriate state and local agencies and the school’s authorizer.

School safety specialist

We will designate a staff member to serve as a school safety specialist. The school safety specialist will be responsible for implementing the school’s safety program and will work collaboratively with NHA’s safety and security manager to be trained on these responsibilities and on implementation of the program. Such training on school safety policies and systems is to be ongoing, and to occur monthly.

Insurance coverage

Provided as Attachment 15 is an estimate for the described insurance coverage.

Student admissions and enrollment

Enroll Indy

Creek Point will participate in Enroll Indy, as required by ICSB for Indianapolis-based schools in the City’s unified enrollment system. We will comply with all processes, systems, and deadlines as established by Enroll Indy and will adopt policies as needed.

Section V: School Finance

Budget

Audits and compliance

Proposed business office, and financial systems and processes

Our services agreement ensures that the school receives from NHA a full suite of operations services, including financial services such as accounting, purchasing, and payroll. Additionally, support staff will include a school finance controller who serves as a guide to the school's finances. This position will regularly provide the principal with detailed income statements and reconciliation of funds. On a quarterly basis, financial statements will be prepared for the Board, including both an income statement and a balance sheet. Additionally, on a monthly basis our Board will review and consider a detailed invoice that includes specific management services provided at the school by NHA.

The NHA Financial Services team will ensure that financial reporting requirements are met. A system of financial controls will be established to ensure all purchases made with federal, state, and private revenues are controlled and monitored. NHA has an integrated computerized system that manages all payroll, purchasing, general ledger, grant accounting, fixed assets accounting, and cash disbursements activities. NHA has written policies for purchasing, accounts payable, the use of corporate credit cards, Board discretionary funds, principal discretionary funds, school money handling, deposits, and a security policy.

We are confident that vigorous Board oversight and NHA's systems and controls will ensure that the school complies with the highest standards of fiscal responsibility and accountability.

Managing the annual school budget

We have asked NHA to draft a start-up budget for us based on their experience in Indiana and across the country. Attached as Attachment 17 is our projected full-enrollment five-year budget and a contingency budget in case enrollment is lower than anticipated. Moving forward, we envision beginning with an assessment of need. Through the school improvement planning efforts, the annual review of NHA, and the Board's monthly monitoring of academics and finances, we will have a robust amount of information to establish our budget priorities.

The Board anticipates asking our treasurer to provide the first layer of appropriate governance and oversight of school finances. We anticipate providing feedback to our school leadership team, who will work with the assigned school finance controller at the NHA Service Center to develop an annual operational budget for presentation to our Board for review and approval. The Board will ensure this budget is balanced and appropriate to meet the charter requirements. All budget assumptions – including things such as anticipated student count, number of classrooms necessary for those students, the number of teachers, paraprofessionals and support staff needed, costs for textbooks and other learning supplies, and more – will be discussed with school leadership and the Board. The budget approved by the Board each spring prior to the start of the next school year will contain the best estimates of student enrollment and specific student characteristics that may drive the budget. Similarly, the budget included in this application contains the best assumptions about our anticipated student population. Each fall, when the school is enrolled and the specific student population and needs are determined, an amended budget may be adopted.

The Board will review a financial statement each quarter, monitoring actual costs versus budgeted amounts in detailed categories, with an assessment of planned versus actual enrollment, student progress, and the school's academic and operational needs. We will request budget adjustments and more information as needed.

Contracting for an independent audit

Each year, the Board will select and retain a state-licensed independent public accounting firm with experience in K-12 education to audit the financial statements. These statements will be accurately presented in accordance with both generally accepted accounting principles and the standards applicable to financial audits contained in Government Auditing Standards issued by the Comptroller General of the United States. An audit report will also be issued on the auditor's considerations of internal control over financial reporting, and on compliance with certain provisions of laws, regulations, contracts and grant agreements, and other matters. This report will be disseminated to the authorizer, the public, and required state agencies. We will comply with the Governmental Accounting Standards Board (GASB) provisions as well. If our school spends \$750,000 or more in federal funds during a fiscal year, the independent auditor will also perform a federally required A-133 Federal Single Audit.

Finance Advisory Committee

Our governing Board will explore the need for a finance advisory committee. If desired, this will be led by the Board treasurer and will meet as needed to fulfill its duties.

Budget form

We have attached a detailed budget for Creek Point Academy as Attachment 17.

Budget narrative

Our budget narrative has been included as Attachment 18.

Pre-existing nonprofit organization

This is not applicable. Our proposal is a new non-profit organization.

Facility

Street address

3600 N. German Church Road, Indianapolis, IN 46235.

School district

Indianapolis Public Schools

Being able to occupy facilities specifically designed for our planned educational program is a huge benefit for our students and our faculty. We will be able to avoid overcrowding or trying to fit our program into buildings not designed to achieve our mission and vision. Our partnership with NHA will give us the exact facility we want and need for our program. This facility currently has a certificate of occupancy and meets all state and local health and safety requirements. We will ensure this remains the case as we seek to open CPA.

The building CPA intends to occupy encompasses about 48,000 square feet, and includes enough space for a play area, a play field, and adequate parking. This safe, clean, and learning-friendly school is accessible to all students. The school building includes classrooms (28), student support rooms (9), gymnasium, parent room, art room, music room, administrative spaces, and front office. As noted, the building has space for our entire programming.

If we ever determine our relationship with NHA is not producing our intended outcomes for the families and students we serve, our services agreement allows us to terminate the partnership with or without cause. Upon doing so, we would begin a search for alternate school facility options. However, CPA will continue to have access to our school facility. Under provisions in a separate lease agreement, our school is authorized to stay in the facility for the remainder of any current school year, and NHA is obliged to continue to manage and maintain the facilities. Additionally, in our lease agreement, we will aim to have

the option to lease the facility for a subsequent school year. After that, we may be able to purchase the building, negotiate a new lease agreement (for which we would solicit advice from our independent legal counsel), or find another location for our school.

Section VI: Portfolio Review and Performance Record

Operator's portfolio

Included as Attachment 20 is a summary of all schools in NHA's portfolio.

Financial statements of business-related entities

NHA is a privately held organization. As such, it does not submit an IRS Form 990 or publicly release its independent financial audits and financial records. Included as Attachment 12 is a letter from PNC Bank indicating that the organization is in strong financial standing, as well as its ability to ensure the necessary resources are available to meet commitments to successfully launch Creek Point.

Terminated contracts

Since 1995, only one NHA-partner school has taken action to non-renew its agreement with NHA. For 20 years, NHA partnered with a local Board to serve students on the east side of Indianapolis. This school served as a beacon in the community, offering families a safe educational choice that met students at their learning levels and adapting individualized learning plans accordingly. Annually, approximately 600 students have chosen to attend this school based on its commitment to preparing students for their future.

While this partnership thrived for many years, the school's governing Board decided it had a new vision for serving families.

In January 2023, the Board of Andrew J. Brown Academy, a school that had partnered with NHA since 2003, notified NHA that they wished to non-renew the services agreement. There was no specific reason given for the change and NHA was not given an opportunity to respond or address any concerns. This was obviously very disappointing for NHA and for the entire school community. Our Board then formed to offer families continuity in the academic program they had come to expect and enjoy. This application presents a school that will continue to exist in a long-standing school facility that has become a beacon of hope in the community, especially to students who are acquiring English. Our Board understands that the current AJB Board is seeking a new facility and a partnership with Paramount Schools of Excellence. We wish them the best in their efforts but acknowledge that there is demand for the program that is in place today. To date, nearly 300 people have signed up on our landing website requesting more information, and families of more than 200 current AJB students have completed intent to enroll forms. This gives us confidence that parents seek consistency for their children.

This application presents an initial enrollment of up to 575 students to offer a seat for all current students that wish to stay in the school, despite the change in leadership and name. We understand that there may be fewer students that enroll and have prepared a contingency budget with a lower enrollment. This information is included in Attachment 18. While there are many options available to families, AJB is currently the third-highest performing school in a three-mile radius, outperforming all of the closest charters and many of the local district schools.

However, the need and demand continue for a school in the same location for programming similar to that in place at the original school. Our local group, with ties to Indianapolis as leaders in civic engagement, education, finance, and importantly, as parents, has come together in hopes of continuing to offer families this opportunity. Understanding NHA's long-term record of success with students from all groups, we are choosing to engage in a partnership with the organization to offer families continuity and familiarity in educating their children.

Charter revocations and renewals

All NHA-partner schools up for renewal have been successfully renewed by their authorizer, with the exception of one. Rochester Leadership Academy Charter School (Rochester, NY) was not renewed in

2005 for not meeting the goals outlined in its charter contract.

This is the only instance of an NHA-partner charter school being denied a charter renewal. Even so, NHA took this one negative situation and turned it into an opportunity to dramatically improve its school model and operations. For example, NHA instituted its distributed leadership model, creating new teacher-supervisor positions at each school and initiating weekly observation-and-feedback sessions by those deans with each individual teacher. NHA also created a network of Directors of School Quality that provide direct, hands-on, quality-focused oversight to a handful of schools in a designated region. Early academic intervention programs for students at-risk of academic failure were strengthened, a full school-wide Intensive Learning Program model (now known as multi-tiered system of supports) was developed for new schools with high populations of below-grade-level students, and school culture implementation was made more consistent.

Since the non-renewal of the Rochester charter, NHA has been granted the opportunity to serve six other partner schools in New York State under multiple authorizers, and has done so with significant success. Every NHA-partner school in New York that has since been up for renewal has been successfully renewed (in fact, all NHA-partner schools across the country up for renewal of their charter have been reauthorized), and nearly all of these schools are outperforming their local district.

NHA partners with over 100 schools in nine states. For 2022-23, 15 NHA-partner schools went through the renewal process. Of the 15 schools up for renewal, nine received full-term renewals and six received short-term renewals. For 2023-24, 13 NHA-partner schools will be going through the renewal process. NHA has seen a shift in the ability to receive full-term renewals from authorizers which can likely be attributed to lack of academic or student performance data due to the COVID-19 pandemic.

NHA has withdrawn applications for new schools and not opened approved schools throughout the 28 years of its operations. Most recent withdrawals or non-openings can be attributed to the COVID-19 pandemic.

NHA also worked with another charter school in the Indianapolis area that did not open approximately 10 years ago, Honor Charter Academy.

Authorizer intervention

In the 2021-22 school year, many schools across the country experienced delays in their annual financial audit. This was due to the increased audit burdens with additional funding from the federal government requiring more single audits, and overall staffing shortages at many audit firms. NHA was also impacted by these delays and experienced additional internal staffing shortages. Audits were completed as quickly as possible and, across the network, all audits were clean and unqualified. In some instances, authorizers sent letters to the schools to remind them of the requirement to submit a timely audit, though no formal authorizer intervention was required.

Additionally, at times authorizers may request that schools complete an academic plan to improve results. These plans are completed regularly but have not required formal authorizer intervention.

Litigation or arbitration

Due to the nature of legal, staff, and/or civil actions, this information remains confidential. There is no pending litigation at this time that would negatively impact this charter application or NHA's ability to provide the services and contributions outlined here.



P: 317-496-1494
E: llux@thgrp.com

Lindsay G. Lux

Lindsay Lux serves as Director of Government Affairs for The Heritage Group, a fourth-generation family-owned business managing a diverse portfolio of more than 30 companies. In her role, she develops and implements strategy to advocate on behalf of entities that specialize in heavy construction and materials, environmental services, and specialty chemicals. Today, The Heritage Group employs more than 5,000 individuals in 170 locations.

Prior to her work with The Heritage Group, Lux was a Vice President at Civic Point, a full-service public affairs firm dedicated to helping influence policy and public opinion in order to achieve goals. There she advocated for clients before the Indiana General Assembly, the state's Executive Branch, regulatory agencies, and respective trade associations. She also developed and implemented legislative strategy with and for her clients. Her efforts aimed to advance and grow the impact of groups and organizations that move communities forward.

Lux has also served as the Manager of Mission Services and Advocacy for the American Lung Association in Indiana, where she emphasized making Indiana and local communities across Indiana smoke-free. This included supporting the passage and implementation of Indianapolis' smoke-free ordinance, which went into effect in June 2013.

Ms. Lux has also prioritized community engagement, including as chair and founding member of the Tobacco Free Indiana Coalition, a former board member for the Indiana Tobacco Prevention and Cessation Agency (appointed by former Governor Mitch Daniels), as former president of The Exchange – IndyHub's Young Professional Board, and as a former board member and membership chair of the Government Affairs Society of Indiana. She received her Bachelor of Science in Public Affairs from Indiana University, with a concentration in Public Policy Analysis.

LINDSAY G LUX

C (317)496-1494 llux@thgrp.com

PROFESSIONAL SKILLS

- BS Public Affairs/Public Policy Analysis
- Grassroots/Grasstops Management
- Government Relations & Policy Development
- B2B Relationship & Partner Development
- Coalition Building & Maintenance
- Strategic Plan Development
- Cross-Departmental Collaboration
- Database & Software Experience
- Coalition & Volunteer Management
- Social Media Marketing & Evaluation
- Leadership & Public Speaking
- Board Relations & Development
- Media Relations
- Budget Administration & Management

PROFESSIONAL EXPERIENCE

Director of Government Affairs

The Heritage Group - Dec 2021 - Present

Responsibilities:

- Develop and implement The Heritage Group (THG) governmental affairs strategy in Coordination with THG Government Affairs team
- Support THG and its operating companies by developing government relations strategies and assist the operating companies in building and maintaining relationship with their local and state elected officials
- Build and maintain relationships with elected officials and appointees within THG footprint including state legislatures, governors and relevant state agencies.
- Manage contract lobbyists and ensure THG is in compliance will all lobby registration laws in each state where THG or THG company is registered
- Develop and maintain local government relationships with City/Town, County, boards/planning commissions
- Manage membership and participate in stakeholder and industry groups
- Identify new industry groups that would be beneficial for THG to join
- Advise THG on political giving at the local and state level and attend fundraisers on behalf of THG when necessary

Vice President

CivicPoint – A Subsidiary of Frost Brown Todd LLC JAN 2015 to 2021 *Multi-state public affairs and lobbying firm*

Responsibilities

- Advocate for CivicPoint clients at the Indiana General Assembly, the Executive Branch, regulatory agencies and respective trade associations through written and public testimony, grassroots strategies and face-to-face communication with decision makers
- Assist CivicPoint clients and Frost Brown Todd LLC in review and analysis of proposed legislation and rule making
- Develop and implement legislative strategy for CivicPoint clients
- Build and maintain relationships with committee chairs, legislators, and key agency staff
- Participate in firm related PAC activities and advise clients on their contributions. Represent CivicPoint clients and Frost Brown Todd LLC at fundraisers and events
- Monitor, track, and report on applicable legislation to CivicPoint clients and Frost Brown Todd LLC • Build coalitions that include legislators, businesses, trade associations, and stakeholders to effectively pass legislation
- Participate in key message development and branding for clients, serve as spokesperson for client through media activities and speaking engagements

Notable Achievements

- Created, lead, and maintained telemedicine coalition to successfully pass legislation to significantly expand health care access through telehealth in Indiana (House Bill 1263). Coalition included more than twenty stakeholders
- Demonstrated in-depth knowledge in legislative issues pertaining to multiple issues including health care, insurance and regulatory landscape, tobacco control, and public health
- Secured additional funding for public health programs in Indiana
- Grew and lead health related coalition by 50 percent, including adding non-traditional partners to advocate for tobacco control across the state
- Developed and implemented client events with legislators and stakeholders.

Manager of Mission Services & Advocacy

American Lung Association ▪ Indianapolis, IN 2011 to 2015 *National nonprofit whose mission is to save lives by preventing lung disease and improving lung health*

Responsibilities

- Serve as the primary advocacy staff member for the American Lung Association in Indiana. Provide program oversight, development and assessment; serve as the primary public contact for advocacy state-wide; and serve on a regional team of mission experts for the growth of the organization, nation-wide
- Represent the ALA on numerous coalitions across the state including multiple leadership positions; provide technical assistance to 51 tobacco coalition across the state; serve as primary spokesperson for Smoke Free Indy and Tobacco Free Indiana coalitions
- Serve as sole lobbyist for the ALA at the state and local level
- Represent the ALA for public relations campaigns, media interviews, and in public appearances; create and distribute press releases to media partners; provide trainings and presentations to volunteers and stakeholders
- Create benchmarks and evaluate all programs annually
- Budget for, develop, and report on fiscal year goals for Mission Team activities in Indiana

Notable Achievements

- Plan and execute 6+ PR campaigns with budgets ranging from \$1,500-\$100,000+
- Lead social media team to increase exposure and stakeholder interaction by 282% over 3-month period through increased social media channels, strategic messaging, and focused followers interaction • Secured new funding of \$200,000+ over 3 years
- Manage database of 600+ ALA volunteers annually
- Create 1-year and 5-year strategic planning modal with Local Leadership Board liaison • Deliver 30-60 minute presentations related to ALA programs at regional and national conferences, to partnering organizations, community events, and to potential funders

Affiliations

Government Affairs Society of Indiana ▪ Board Member ▪ September 2106 - 2022 ▪ Tobacco Free Indiana Coalition
▪ Chair, Founding Member ▪ 2011-2018 IndyHub Presidents Roundtable (now The Exchange) ▪ Vice-Chair, Chair, At-Large Member ▪ Indiana Tobacco Prevention and Cessation Agency ▪ Board of Directors ▪ 2010-2012
Appointed to serve on board by Governor Mitch Daniels



TORY WALKER

CONTACT

PHONE:
317-480-7646

EMAIL:
toryedwin@gmail.com

Tory Walker is an experienced, organized professional with extensive experience in culinary arts. Raised in the Indianapolis area, he continues to reside in the greater community where he and his wife raise their two sons.

As head chef at the Bulldog Bar and Lounge, Mr. Walker developed and implemented new restaurant menus. Demonstrating strong interpersonal skills, he oversaw hiring, scheduling, and supervising of kitchen staff while also managing restaurant inventory. Prior to his time at Bulldog, Walker managed the kitchen at Hawthorns Golf and Country Club.

Mr. Walker has also spent time as a kitchen supervisor and lead cook at St. Vincent Anderson, Rosie Place, and Marten House Hotel and Lilly Conference Center. During his time at these locations, Walker led meal service prep, developed new menu items, led kitchen opening and closing, and cooked everything from hospital patient meals to daily banquet orders.

Mr. Walker prioritizes time with his children and understands the value of a strong community. He prioritizes advocating for opportunities that will allow his children to grow and thrive. He received his degree in culinary arts from Ivy Tech Community College in Indianapolis, Indiana.

Tory Walker

(317) 480-7646

toryedwin@gmail.com

Fortville, IN 46040

Organized professional with extensive experience in the culinary arts. Accomplished in creating menus and recipes, managing staff, and overseeing kitchen operations. Experienced in working with multiple types of ingredients and food preparation methods in order to create unique and innovative dishes. Committed to delivering exceptional quality and taste, while achieving top customer satisfaction ratings.

SKILLS

- Menu Planning
- Food Preparation Techniques
- Inventory and Supply Management
- Employee Training
- Kitchen Staff Management

EXPERIENCE

HEAD CHEF

The Bulldog Bar and Lounge

Indianapolis, IN

April 2022 - October 2022

- Developed and implemented innovative menus to enhance customer experience.
- Drafted employee schedules to maximize efficiency and accommodate staffing needs.
- Oversaw ordering of food supplies and ensured freshness of all products used in the kitchen.
- Monitored inventory levels and enforced best practices, reducing waste.
- Hired and supervised kitchen staff, providing feedback and training as necessary.

KITCHEN MANAGER

Hawthorns Golf and Country Club

Fishers, IN

March 2017 - September 2020

- Developed seasonal menus and special food offerings to set apart from competition.
- Demonstrated excellent organizational skills in managing the daily operations of a busy kitchen environment.
- Managed scheduling of kitchen staff to meet the needs of the restaurant during peak business hours.

RETAIL COOK

St. Vincent Anderson

Anderson, IN

May 2015 - January 2017

- Prepared daily lunch menu from scratch.
- Prepared daily soup offerings from scratch.
- Prepared hospital patient meals.

LEAD COOK

Rosie Place

Zionsville, IN

December 2014 - May 2015

- Created new menu ideas to keep customers excited and engaged.
- Coordinated kitchen prep line for breakfast and lunch service, fostering swift service and high-quality food preparation.

- Executed daily opening and closing operations of the kitchen.

COOK/KITCHEN SUPERVISOR

Marten House Hotel and Lilly Conference Center

Indianapolis, IN

November 2011 - May 2014

- Oversaw prep line for breakfast and dinner service to ensure an efficient kitchen environment.
- Performed daily opening, closing and duties in accordance with guidelines.
- Prepared daily banquet orders quickly and accurately.

DELIVERY/CUSTOMER SERVICE LEAD

Premier Service and Delivery Company

Fishers, IN

November 2009 - November 2011

- Delivered and assembled home gym equipment sets to residents.
- Experienced pulling orders, unloading and unpacking equipment.
- Assisted customers in any questions/concerns regarding their equipment and/or order.
- Contacted customers regarding orders and handled any issues with product and/or delivery.

MANAGER

Cardinal Fitness

Indianapolis, IN

May 2006 - September 2007

- Supervised, managed, and trained a team of up to 6 individuals.
- Demonstrated excellent customer service abilities by providing constant phone support to current and future clients.
- Created weekly schedules for all employees.
- Oversaw and facilitated tours of the facility to potential members.
- Maintained and sold gym memberships; average of 5-8 per day.
- Participated in daily maintenance facility upkeep.

LEAD TECHNICIAN

Factory Fitness

Indianapolis, IN

June 2002 - January 2005

- Delivered and assembled 6 - 8 home gym equipment sets to residents in and out of state.
- Processed warehouse orders coming into and out of the facility on a daily basis.
- Performed Sales Associate duties when needed.
- Assisted customers in the purchasing of home gym and exercise equipment.
- Contacted customers regarding orders and handled any issues with product and/or delivery.

EDUCATION

CULINARY ARTS

Ivy Tech Community College, **Indianapolis, IN**



Jukobie W. Russell

P: 317-446-7588

E: kbsllc1199@gmail.com

Jukobie Russell is a dedicated, resourceful, and highly motivated educator with a proven track record of highly effective leadership in training. Maintaining a passion for improving the lives of future generations, he currently teaches sixth grade at Rhodes Elementary School in Indianapolis.

Russell provides daily instruction to a diverse population of scholars while maintaining high levels of testing outcomes with a focus on reading and social studies. Prior to working with students at Rhodes Elementary, Mr. Russell gained extensive classroom experience at schools in both Indianapolis and Detroit, Michigan.

In addition to his work in the classroom, Russell is Executive Director of Knowledge Based Solutions, where he provides consulting services for providers and business entities in the areas of staff training and serving clients. His personal educational services focus on parenting, behavioral management, workforce development, mentoring, public re-entry, and more.

Mr. Russell's passion for students and community is evident in other past professional pursuits, including as a supervisor with TeenWorks, as well as time with Goodwill Industries, Fathers and Families Center, Shalom Heath Care INC., and Manhood Incorporated.

He is involved with the National Teachers Association, the National Federation of High School Sports (licensed official), and as a board member for One Karma Publishing Company. Russell has been recognized by the U.S. Congress for high excellence in the field of education and was lauded for a 21-year track record of success working with Opportunity Youth within public and charter schools.

Russell earned his Bachelor of Arts degree in Elementary Education – Behavioral and Social Sciences from Kentucky State University. He holds Indiana Professional Educators Licenses in Early Childhood Education and Elementary Generalist.

JUKOBIE WILLIAM RUSSELL

2617 N. Temple Avenue, Indianapolis, IN 46218 - kbsllc1199@gmail.com - 317-446-7588

Dedicated, resourceful, and highly motivated educator with a proven track record of highly effective leadership and training.

SUMMARY OF QUALIFICATIONS

- Recognized by the United States Congress for High Excellence in the field of Education
- Recognized for a 21-year track record of success and award-winning recognition for working with Opportunity Youth within Public and Charter Schools in Indianapolis and Detroit
- Unique ability to design and manage Outreach Programs
- Proven ability to handle sensitive and confidential situations while providing mediation support for families, scholars, the judicial system, and staff

PROFESSIONAL EXPERIENCE

Rhodes Elementary School – 6th Grade Teacher **November 2021 – Current** **Indianapolis, IN**

- Provide daily instruction to a diverse population of scholars while maintaining high levels of testing outcomes with a focus on Reading and Social Studies.
- Provided daily instruction for a diverse population of scholars for all academic subjects. 2nd grade (2022-23)
- Provided daily instruction for a diverse population of scholars for all academic subjects. 5th grade (2021-22)

Knowledge Based Solutions - Executive Director/Education and Training **April 2020 – Current** **Indianapolis, IN**

- Provide consulting services for service providers and various business entities in the areas of training staff and clients served
- Personal educational services including parenting, behavioral management, workforce development, mentoring, public re-entry, recidivism prevention, social restoration, life skills, skills assessment, remediation and tutoring, curriculum design and implementation, academic enrichment activities, cultural competency training, relationship building/sustaining, and client specific learning

Ignite Achievement Academy – Lead 4th Grade Teacher **August 2017 – July 2020** **Indianapolis, IN**

- Provided daily instruction to a diverse population of up to 25 scholars while maintaining high levels of testing outcomes
- Lead a team of staff members in professional development, planning, and instruction
- Created and implemented lesson plans designed to foster individual learning styles and promote scholar mastery of Language Arts, Math, Social Studies, and Science
- Set high expectations for scholar behavior and maintain those standards through classroom management techniques and positive reinforcement; utilize my interpersonal and communication skills while interacting successfully with administrators, teachers, parents, as well as my scholars; analyze test data to determine grade level strengths and weaknesses

TeenWorks – Supervisor **June 2017 – August 2018** **Indianapolis, IN**

- Facilitated coordination of work responsibilities with work site partner daily
- Worked alongside scholar employees
- Responsible for overseeing a crew of 13 scholar employees and 1 Assistant Supervisor
- Worked with program partners, identify and secure necessary equipment, instructional supplies, and materials using approved process
- Served as a mentor for scholars and a liaison to program partners
- Managed scholars and produced an evaluation at program completion
- Developed and coordinated delivery of soft skill curriculum
- Tracked scholar attendance and hours using online database

Creston Intermediate Academy – 5th Grade Teacher **August 2016 – June 2017** **Indianapolis, IN**

- Provided daily instruction to a diverse population of up to 30 scholars in two class while maintaining high levels of testing outcomes
- Created and implemented lesson plans designed to foster individual learning styles and promote scholar mastery of Language Arts and Social Studies
- Set high expectations for scholar behavior and maintained those standards through classroom management techniques and positive reinforcement; utilized my interpersonal and communication skills while interacting successfully with administrators, teachers, parents, as well as my scholars; analyzed test data to determine grade level strengths and weaknesses

- 7th Grade Girls Basketball Coach

IPS Public School #99 Arlington Woods – 5th Grade Teacher July 2015 – February 2016 Indianapolis, IN

- Provided daily instruction to a diverse population of up to 28 scholars while maintaining high levels of testing outcomes
- Created and implemented lesson plans designed to foster individual learning styles and promote scholar mastery of Language Arts, Math, Social Studies and Science
- Set high expectations for scholar behavior and maintain those standards through classroom management techniques and positive reinforcement; utilize my interpersonal and communication skills while interacting successfully with administrators, teachers, parents, as well as my scholars; analyzed test data to determine grade level strengths and weaknesses
- Served on School Improvement Team, to identify problem areas and troubleshoot solutions in all areas of school operations

Brook Park Elementary School – 4th Grade Teacher January 2013 – June 2015 Indianapolis, IN

- Planned and implemented lessons from all curriculum areas including Reader's Workshop, activity-based mathematics, whole language development, and science concepts; differentiated instruction based on individual academic needs while maintaining high levels of testing outcomes
- Organized materials in such a way that scholars found the presentation of skill building lessons fun and non-threatening
- Assured that all lessons met or exceeded the curriculum standards
- Evaluated scholar progress and communicated progress to scholars and parents

Goodwill Industries – Day Reporting Program Manager January 2011 – February 2012 Indianapolis, IN

- Responsible for overall program design; originated job descriptions and responsibilities; led recruitment and hiring efforts; monitored direct payments to ensure timely and accurate billing; established and maintained community provider relationships; developed and facilitated rigorous professional development; gauged and amended all service deliveries; created and maintained delivery tracking tools; succeeded at growing per diem
- Assumed additional responsibilities such as budget analysis, generating marketing awareness and development of reward and consequence system

Fathers and Families Center – Parenting & Outreach Specialist October 2005 – January 2011 Indianapolis, IN

- Responsible for recruiting participants; planning and coordinating parenting curriculum; generating marketing awareness; grant writing; grant management and retention; planning community events; overseeing monthly budget reports and data recording
- Planned and facilitated Fatherhood 101 Classes for Volunteers of America and Circle City Fatherhood Coalition
- Served on Family Development Services Community Advisory Board
- Accomplished serving as Health and Wellness Committee Chairman; Community Liaison
- Apollo 13 Manager
 - Managed ex-offender re-entry program
 - Maintained open lines of communication with ex-offenders regarding re-entry requirements

Shalom Health Care INC. – Parenting & Outreach Specialist October 2005 – November 2007 Indianapolis, IN

- Promoted self-help skills and the development of strong social skills in individual and group settings
- Taught parenting and life skills
- Served as tutor and scholar advocate

Skiles Test Elementary – Special Education Instructional Assistant August 2003 – March 2004 Indianapolis, IN

- Provided instruction to scholars with special needs such as Autism Spectrum Disorder, Attention Deficit Hypertension Disorder and Oppositional Defiance Disorder
- Coordinated Fifth Grade ISTEP Remediation Program

Advantage Academy – 3rd Grade Teacher August 2002 – June 2003 Detroit, MI

- Planned and implemented lessons from all curriculum areas designed to foster individual learning styles and promote scholar mastery of basic skills and concepts while maintaining high levels of testing outcomes
- Designed and implemented a behavior management program that helped run an organized and efficient classroom
- Promoted self-help skills, confidence, self-esteem, and the development of strong social skills
- Served as Annual Science Fair Chairman
- Served as Athletic Director

- Head Coach of Boys and Girls basketball teams
- Served as Fundraising Chairman

Edison YMCA-SLA – 3rd Grade Teacher

August 2000 – June 2002

Detroit, MI

- Planned and implemented language arts, math, science and social studies instruction; differentiated instruction based on individual academic needs while maintaining high levels of testing outcomes
- Maintained open lines of communication with parents to encourage scholar motivation and classroom performance
- Planned and facilitated professional development
- Served as mentor teacher; observing and providing constructive and developmental feedback
- Founded boys mentoring program *Males Eliminating Negativity* (M.E.N.)
- Awarded for outstanding service as Cub Scout Leader

Manhood Incorporated – Summer Learning Director

Summer 1999 – Fall 2001

Detroit, MI

- Responsible for supervision of summer employees and scholars; effective instructional delivery; instructional coaching; providing frequent behavioral feedback to direct reports; recruitment of program participants; processing payroll
- Planned events such as End of Year Celebration and Graduation

Academy of Detroit Schools– 1st Grade Teacher

August 1999 – June 2000

Detroit, MI

- Planned and implemented lessons from all curriculum areas designed to foster individual learning styles and promote scholar mastery of basic skills and concepts; differentiated instruction based on individual academic needs while maintaining high levels of testing outcomes
- Designed and implemented a behavior management program that helped run an organized and efficient classroom
- Developed a rapport with parents maintaining open lines of communication to encourage scholar motivation and classroom performance
- Collaborated with faculty members and administration, gaining diverse teaching and management techniques

EDUCATION AND TRAINING

Kentucky State University– Frankfort, KY

Bachelor's Degree; B.A, Elementary Education, Behavioral and Social Sciences, 1999

CERTIFICATIONS

State of Indiana Professional Educators License

- Early Childhood Education (P-3)
- Elementary Generalist (K-6)

AFFILIATIONS

- National Teachers Association
- National Federation of High School Sports, Licensed Official
- One Karma Publishing Company, Board of Directors



Chad M Reynolds

ChFC[®], CLU[®], CFP[®], WMCP[®],
RICP[®]

Partner

Office

(317) 284-5353

Email Address

see Email

Connect



About Me

As one of Indiana's leading wealth management advisors, Chad Reynolds has helped clients protect, build, and gift wealth to future generations since 2007. After understanding your goals and values, he and his team will work with you to build a customized, valued-based financial plan to implement your vision, modifying it as your life and priorities change.

Chad grew up in rural northern Indiana, where he developed a love for Indiana sports teams, especially Notre Dame football. He also learned the value of hard work from his parents, who owned and operated a tax-preparation firm. Chad married his best friend, Jennifer, a nurse practitioner in a hospital burn unit, and when they aren't watching the Indianapolis Colts or Fighting Irish, they enjoy traveling and spending time with their family and friends.

Designations

ChFC[®], CLU[®], CFP[®], WMCP[®], RICP[®]

Chad Reynolds, CFP®, ChFC®, CLU®, WMCP®, RICP®

Partner at Truss Wealth Advisors. Building a bridge to financial security. Forbes Best-In-State Top Financial Security Professionals 2022.
Indianapolis, Indiana, United States of America

As co-owner and partner at Truss Wealth Advisors, I help individuals, families, and businesses build a bridge to financial security with a distinctive, whole-picture approach that aligns your values and finances.

EXPERIENCE

Truss Wealth Advisors

July 2020 - Present

Partner

- At Truss Wealth Advisors, a firm of Northwestern Mutual, we take a values-based approach to financial planning. We help our clients design financial security with higher probable outcomes, so you can spend less time worrying about your finances and more time taking care of the people and the things that matter most to you. By intentionally aligning your values and finances, we create anchors of fiscal stability and peace of mind. When values are clear, planning is easier.

Northwestern Mutual

16 years 6 months

Wealth Management Advisor

February 2012 - Present

- With \$265.0 billion in assets, \$28.1 billion in revenues, and more than \$1.8 trillion worth of life insurance protection in force, Northwestern Mutual delivers financial security to more than 4.5 million people who rely on us for life, disability income and long-term care insurance, annuities, brokerage and advisory services, trust services, and discretionary portfolio management solutions. The company holds more than \$125 billion of client assets as a part of its wealth management company and investment services.

Field Director

February 2012 - December 2019

- While committed to serving my clients, I began to coach and mentor full-time advisors after successfully grooming my successors for the internship program.

College Unit Direct

March 2009 - February 2012

- While committed to serving my clients, I was in charge of recruiting, training, and overseeing our top-ranked college internship program.

Financial Representative

April 2007 - February 2012

- Provided financial security for my clients while continuing to learn and hone my leadership skills.

Valle Vista Health System

February 2003 - April 2007

Community Liaison

- Developed relationships with physicians and social services in the area to promote Valle Vista's business.

EDUCATION

University of Indianapolis

January 1996 - January 2000

CERTIFICATIONS

- Certified Financial Planner (CFP)
- Chartered Financial Consultant (ChFC)
- Chartered Life Underwriter (CLU)
- Retirement Income Certified Professional (RICP)
- Wealth Management Certified Professional (WMCP)

HONORS

Forbes Top Financial Security Professionals 2022 & 2023

- Forbes Best-in-State Top Financial Security Professionals list (July 2022 & 2023), based upon data as of December 31st of the preceding year. Research and ranking provided by SHOOK Research. Northwestern Mutual and its advisors do not pay for placement on 3rd party rating lists, but do pay marketing fees to these organizations to promote the rating(s). Rankings and recognitions are no guarantee of future investment success.



Phobie Perkins strives to lead schools in their vision and mission, to achieve student academic success and social-emotional growth, and to uplift families and community. She currently serves as principal at Andrew J. Brown Academy where she works to provide a safe and respectful environment that promotes positive learning driven by student experience.

As principal at Andrew J. Brown Academy, and in her previous position as principal at Lansing Charter Academy, Ms. Perkins placed a high emphasis on building a sense of community to establish trust between students, families, and staff. She spends significant time engaging and developing faculty, understanding that supporting and improving teachers impacts student achievement. She assesses the quality of classroom instruction and coaches teachers and deans in the implementation of academic intervention strategies and classroom management.

Perkins understands the importance of articulating a belief system through voice and actions and participates in the writing of the School Improvement Plan for Advancing Academic Achievement as part of the instructional leadership team. She is dedicated to building and sustaining a positive school climate, and frequently engages with parents and guardians to ensure appropriate changes are implemented to give students the best education and opportunities possible.

Prior to her time as a principal, Ms. Perkins served as the at-risk student coordinator at the Marquette School of Excellence. Perkins also served in a variety of roles at Chicago International Charter School. She spent time as an SES coordinator, Critical Thinking instructor, a seventh and eighth grade science teacher, and a second grade teacher.

Ms. Perkins received her Bachelor of Applied Science degree from Purdue University. She received her Master of Education in Educational Leadership Administration from Concordia University and is currently a Doctoral Educational Leadership student there. She holds a Type 75 General Administrative State of Michigan School Administrator Certificate and has an Elementary and Secondary Admin (K-12) endorsement in the area of General Administration (K-12).

Phobie Perkins

708-441-7138

Email: phobiehicks@gmail.com

PROFILE

*Dedicated and successful **LEADER** with proven ability to:*

- Collaborate with teachers to use data diagnostically at frequent intervals (i.e. quarterly interim assessments) to assess each student's learning and to identify the most effective teaching practices.
- Establish well-defined standards and performance assessments for high quality student work at all grade levels.
- Mentor teacher leaders in their task to strengthen department's effectiveness in increasing student achievement.
- Coach teachers in the implementation of student-centered learning, data-driven instruction, parent communication, classroom management and respectful relationships in the classroom.
- Design, implement, and manage initiatives that increase student attendance.
- Lead stakeholders in consensus-building, goal-setting, and assessment of shared school vision and annual goals.
- Engage in collegial classroom observations that lead to discussion about teacher strengths and increased teacher efficacy as well as areas in need of further professional development or peer coaching in an effort to build a reflective professional learning community.
- Conduct and coordinate high quality professional development that is intensive, collaborative, job embedded and designed and led by educators who model best learning and teaching practices.
- Advocate for students receiving specialized services and English Language Learners.

OBJECTIVE

To lead a school in its vision and mission, to achieve student academic success and social-emotional growth, and to uplift families and community.

ACADEMIC BACKGROUND

- Currently a doctoral Educational Leadership student at Concordia University River Forest II
- M.E.D, Educational Leadership /Administration , Concordia University, River Forest, (2010)
- B.A.S., Radio/TV Communications, Purdue University Lafayette, IN (2005)

LICENSES/ CERTIFICATION

TYPE 75-General Administrative
State of Michigan School
Administrator Certificate

Area of Endorsement: General Administrative (K-12)
Endorsement: Elementary & Secondary Admin (K-12)

PROFESSIONAL EXPERIENCES

2022-Present	Principal <i>Andrew J. Brown Academy, National Heritage Academies</i>
2018-2022	Principal <i>Lansing Charter Academy, National Heritage Academies</i>
2012- 2018	At risk Student Coordinator <i>Marquette School of Excellence</i>
2010-2012	Dean of Students School/ Intervention Specialist <i>Chicago International Charter School</i>
2009-2012	SES Coordinator <i>Chicago International Charter School</i>
2009-2010	Critical Thinking Instructor <i>Chicago International Charter School</i>
2007-2008	7th and 8 th Grade Science <i>Chicago International Charter School</i>
2006-2007.	Second Grade Teacher, <i>Chicago International Charter School</i>

PROFESSIONAL RESPONSIBILITIES

Andrew J. Brown Academy (National Heritage Academies) Indianapolis, IN 2022-Present

Principal

Located in Indianapolis, IN, Andrew J. Brown Academy is an elementary school that was opened 2003, servicing students K through Eighth grade. At Andrew J. Brown Academy, we believe that all students deserve an opportunity to receive a high-quality education. Our mission is to provide a safe and respectful environment that promotes positive learning driven by student experience. By building a sense of community, we will establish trust between students, families and staff. Andrew J. Brown Academy is dedicated to preparing students for success in our increasingly global society.

Engage and Develop Faculty

- ✓ Provide support to teachers in an effort to improve teacher quality while impacting student achievement,
- ✓ Assist teachers in trouble shooting challenges with conveying clear expectations, and setting standards for discipline.
- ✓ Coach deans in the reflective process of analyzing student assessment data, setting professional goals, conducting teacher-teacher observations, and developing action plans

Assess the quality of classroom instruction

- ✓ Conduct weekly classroom walk-throughs, engage in mini-observations of teachers.
- ✓ Deliver prompt feedback on observations and coach teachers and deans to improve instruction
- ✓ Meet weekly with grade level cluster teams to observe and provide guidance as the group plans units and lessons, discusses student performance, and analyzes existing curriculum
- ✓ Model and coach lead teachers and deans in the implementation of academic intervention strategies, and classroom management;
- ✓ Facilitate academic student support systems such as SES after-school program

Facilitate and Motivate Change

- ✓ Liaise with parents and guardians about student progress, student attendance, and adherence to school policies;

- ✓ Counsel parents about students not in good standing with school policies and procedures to identify student or family needs that are preventing the success of the student;
- ✓ Conduct regular classroom visits to evaluate to what extent learning targets are being met, the uniformity in which grade level cluster teams are addressing learning standards, and to what degree teachers are implementing instructional strategies proven to affect student achievement.
- ✓ Model and coach lead teachers and deans in the implementation of academic intervention strategies in literacy, mathematics, science, and classroom management;

Develop and articulate a belief system through voice and actions

- ✓ Participant of instructional leadership team in the writing of the School Improvement Plan for Advancing Academic Achievement;
- ✓ Offer praise and recognition to students and teachers that emulate the core values of the school
- Coordinate and oversee attendance systems;
- ✓ Sponsored events to form strong home-school relationships and community-building
- ✓ Member of the administrative team that produces monthly attendance data that includes student

Building and Sustaining Positive School Climate

- ✓ Facilitate Professional development for school staff
- ✓ Increase Restorative practices and implementation with staff and students
- ✓ Implement interventions for students in tier 2 and 3

Exhibit C**Statement of Economic Interest & Conflict of Interest Form***(Must be completed individually by each Board member)***Background**

1. Name of charter school on whose governing board you serve: [Creek Point Academy](#)
2. Your full name: [Lindsay Lux](#)
3. Your spouse's full name: [Edward Lux](#)

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 - My resume is attached.
 - My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): [The Heritage Group](#), [Director of Government Affairs, Lobbying, constuction, env., tax](#)
6. List the name(s) of your spouse's employer(s) and the nature of the business: [Shoreline LLC, financial investments](#)
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: [LuxDocLLC, Rental management company, LuxCamp, hunting camp land](#)
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?

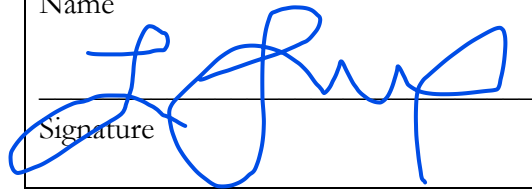
Yes.

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.

Lindsay Lux

Name



Signature

8/25/23

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: *Creek Point Academy*
2. Your full name: *Tory Walker*
3. Your spouse's full name: *Amy Walker*

Employment

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

Conflict of Interest Disclosures

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

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

9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?
- Yes.
- Don't Know/ Unsure.

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

Tory Edwin Walker

Name

Tory Edwin Walker

Signature

2/12/24

Date

Exhibit C**Statement of Economic Interest & Conflict of Interest Form***(Must be completed individually by each Board member)***Background**

1. Name of charter school on whose governing board you serve:
National Heritage Academies
2. Your full name:
Jukobie W. Russell
3. Your spouse's full name:
N/A

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): Wayne Township
6. List the name(s) of your spouse's employer(s) and the nature of the business:
N/A
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Please provide the name and describe the nature of the business:
 Knowledge Based Solutions, LLC
 Education and 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:
 Knowledge Based Solutions, LLC
 Education and Consulting
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.

Jukobie w. Russell

Name



Signature

11/21/23

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

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

Creekpoint Academy

2. Your full name:

Chad Michael Reynolds

3. Your spouse's full name:

Jennifer Elizabeth Reynolds

Employment

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

My resume is attached.

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

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

See resume

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

Eskenzi Medical Group - Healthcare

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:

Truss Wealth Advisors - Financial Planning

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.

Chad Reynolds
Name

Chad Reynolds
Signature

11-20-2023
Date

This is not applicable to our school. Our applicant group does not operate any existing schools.

IN Kindergarten ELA Year at-a-Glance

[K-2 Time Structures](#), [Sound Spelling Cards](#), [Comprehension Assessment Schedule](#), [Video Bank](#), [RM K-2 Handbook](#), [Habits of Discussion](#), [Intervention](#)

Week	Phonological Awareness / Phonics	RA / SR / Writing
0	Teach & Practice Classroom Culture, Routines and Procedures	
1	Heggerty Week 1 - 6 RM Foundational Scope & Sequences	Unit 1 RA/SR Scope and Sequence : Falling in Love with Reading! <ul style="list-style-type: none"> ● Primary Standards: K.RL.1, K.RL.2.1, K.RL.2.2, K.RL.2.4, K.RV.3.1 ● <i>Review Standards</i>: K.RL.4.1, K.RL.3.2
2		Unit 1 Writing Scope and Sequence : Becoming a Writer! <ul style="list-style-type: none"> ● Writing Standards: K.W.3.1, K.W.3.2, K.W.4, K.W.5, K.SL.2.1 ● Language Standards: K.W.2.1, K.W.2.2, K.W.6.1a, K.W.6.1b
3		Unit 2 RA/SR Scope and Sequence : STORY Part 1 <ul style="list-style-type: none"> ● Primary Standards: K.RL.2.2, K.RL.3.1, K.RL.2.3, K.RL.1 ● <i>Review Standards</i>: K.RL.4.1
4		
5		
6		
7	Heggerty Week 7-12 RM Foundational Scope & Sequences	Unit 2 Writing Scope and Sequence : Becoming a Writer! <ul style="list-style-type: none"> ● Writing Standards: K.W.1, K.W.3.3, K.W.4, K.W.5, K.SL.2.1 ● Language Standards: K.W.2.1, K.W.2.2, K.W.6.1a, K.W.6.1b, K.W.6.2a, K.W.6.2b
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12		
13	Heggerty Week 13-18 RM Foundational Scope & Sequences	Unit 3 RA/SR Scope and Sequence : Reading to Learn! <ul style="list-style-type: none"> ● Primary Standards: K.RN.1, K.RN.2.1, K.RN.2.2, K.RN.2.3, K.RN.3.2, K.RN.3.1, K.RN.3.2, K.RN.3.1, K.RN.3.2, K.RN.4.1, K.RN.4.2 ● <i>Review Standards</i>: K.RN.3.1, K.RN.1
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19	Heggerty Week 19-24 RM Foundational Scope & Sequences	Unit 3 Writing Scope and Sequence : Concept Books <ul style="list-style-type: none"> ● Writing Standards: K.W.1, K.W.3.2, K.W.4, K.W.5, K.SL.2.1 ● Language Standards: K.W.2.1, K.W.2.2, K.W.6.2, K.W.6.2a, K.W.6.2b, K.RV.2.2
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25	Heggerty Week 25-32; review RM Foundational Scope & Sequences	Unit 4 RA/SR Scope and Sequence : Getting to Know the Characters <ul style="list-style-type: none"> ● Primary Standards: Primary Standards: K.RL.2.1, K.RL.2.2, K.RL.2.3, K.RL.4.2, K.RV.3.1, K.RL.1 ● <i>Review Standards</i>: K.RL.2.3, K.RL.3.1
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34	Unit 4 Writing Scope and Sequence : What I Like <ul style="list-style-type: none"> ● Writing Standards: K.W.1, K.W.3.1, K.W.4, K.W.5, K.SL.2.1 ● Language Standards: K.W.6.1, K.W.6.1b, K.W.6.1e, K.W.6.2, K.W.6.2a, K.W.6.2b, K.W.6.2c 	
25	Unit 5 RA/SR Scope and Sequence : STORY Elements Part 2 <ul style="list-style-type: none"> ● Primary Standards: Primary Standards: K.RL.2.1, K.RL.2.2, K.RL.2.3, K.RL.1 ● <i>Review Standards</i>: K.RL.2.1, K.RL.2.3 	
26		
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34	Unit 5 Writing Scope and Sequence : Part 1 - Solving Problems; Part 2 - Imagine If <ul style="list-style-type: none"> ● Writing Standards: K.W.1, K.W.3.3, K.W.4, K.W.5, K.SL.2.1 ● Language Standards: K.W.6.1, K.W.6.1a, K.W.6.1b, K.W.6.1e, K.W.6.2, K.W.6.2a, K.W.6.2b, K.W.6.2c 	

Kindergarten Year at a Glance

The light blue indicates the Numeracy/Development block; the light green represents the Concept/Development block.

Week						
0-5	<p align="center">Bridges Unit 1: Numbers to Five & Ten</p> <table border="1"> <tr> <td rowspan="4">Number Corner Math Stories K.NS.2, K.NS.4, K.NS.5</td> <td>M1: K.NS.1, K.NS.3, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.8, K.NS.9, K.M.1, K.DA.1, K.G.1, K.G.2, K.G.4</td> </tr> <tr> <td>M2: K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.CA.3, K.DA.1</td> </tr> <tr> <td>M3: K.NS.2, K.NS.3, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.CA.3, K.DA.1</td> </tr> <tr> <td>M4: K.NS.2, K.NS.5, K.NS.6, K.CA.5</td> </tr> </table> <p align="right">instruction, 5 days of Numeracy Assessment</p>	Number Corner Math Stories K.NS.2, K.NS.4, K.NS.5	M1: K.NS.1, K.NS.3, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.8, K.NS.9, K.M.1, K.DA.1, K.G.1, K.G.2, K.G.4	M2: K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.CA.3, K.DA.1	M3: K.NS.2, K.NS.3, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.CA.3, K.DA.1	M4: K.NS.2, K.NS.5, K.NS.6, K.CA.5
	Number Corner Math Stories K.NS.2, K.NS.4, K.NS.5		M1: K.NS.1, K.NS.3, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.8, K.NS.9, K.M.1, K.DA.1, K.G.1, K.G.2, K.G.4			
			M2: K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.CA.3, K.DA.1			
			M3: K.NS.2, K.NS.3, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.CA.3, K.DA.1			
M4: K.NS.2, K.NS.5, K.NS.6, K.CA.5						
<p>Week 5: Fall Numeracy Assessment</p> <p align="center">Bridges Unit 2: Numbers to Ten</p>						
6-8	<table border="1"> <tr> <td rowspan="3">Number Corner Math Stories K.CA.1, K.CA.2</td> <td>M1: K.NS.3, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.CA.1, K.CA.3, K.CA.4</td> </tr> <tr> <td>M2: K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.CA.1, K.CA.3</td> </tr> <tr> <td>M3: K.NS.1, K.NS.3, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.CA.1, K.CA.2, K.CA.3, K.DA.1</td> </tr> </table> <p align="right">18 days of instruction, 5 days of Numeracy Assessment</p>	Number Corner Math Stories K.CA.1, K.CA.2	M1: K.NS.3, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.CA.1, K.CA.3, K.CA.4	M2: K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.CA.1, K.CA.3	M3: K.NS.1, K.NS.3, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.CA.1, K.CA.2, K.CA.3, K.DA.1	
	Number Corner Math Stories K.CA.1, K.CA.2		M1: K.NS.3, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.CA.1, K.CA.3, K.CA.4			
			M2: K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.CA.1, K.CA.3			
M3: K.NS.1, K.NS.3, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.CA.1, K.CA.2, K.CA.3, K.DA.1						
<p>Bridges Unit 3: Bikes & Bugs: Double, Add & Subtract</p> <p align="center">Week 12: Numeracy Assessment Check Up 1</p>						
9-14	<table border="1"> <tr> <td rowspan="4">Number Corner Math Stories K.CA.1, K.CA.2</td> <td>M1: K.NS.1, K.NS.4, K.NS.5, K.NS.6, K.NS.10, K.CA.1, K.CA.3, K.G.3</td> </tr> <tr> <td>M2: K.NS.1, K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.CA.1, K.CA.2, K.CA.3, K.CA.4</td> </tr> <tr> <td>M3: K.NS.1, K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.CA.1, K.CA.2, K.CA.3, K.CA.4, K.M.1</td> </tr> <tr> <td>M4: K.NS.1, K.NS.2, K.NS.3, K.NS.4, K.NS.7, K.NS.8, K.NS.9, K.CA.3, K.CA.4</td> </tr> </table> <p align="right">22 days of instruction, 5 days of Numeracy Assessment</p>	Number Corner Math Stories K.CA.1, K.CA.2	M1: K.NS.1, K.NS.4, K.NS.5, K.NS.6, K.NS.10, K.CA.1, K.CA.3, K.G.3	M2: K.NS.1, K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.CA.1, K.CA.2, K.CA.3, K.CA.4	M3: K.NS.1, K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.CA.1, K.CA.2, K.CA.3, K.CA.4, K.M.1	M4: K.NS.1, K.NS.2, K.NS.3, K.NS.4, K.NS.7, K.NS.8, K.NS.9, K.CA.3, K.CA.4
	Number Corner Math Stories K.CA.1, K.CA.2		M1: K.NS.1, K.NS.4, K.NS.5, K.NS.6, K.NS.10, K.CA.1, K.CA.3, K.G.3			
			M2: K.NS.1, K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.CA.1, K.CA.2, K.CA.3, K.CA.4			
			M3: K.NS.1, K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.CA.1, K.CA.2, K.CA.3, K.CA.4, K.M.1			
M4: K.NS.1, K.NS.2, K.NS.3, K.NS.4, K.NS.7, K.NS.8, K.NS.9, K.CA.3, K.CA.4						
<p>Bridges Unit 4: Paths to Adding, Subtracting & Measuring</p> <p align="right">23 days of instruction, 5 days of Numeracy Assessment</p>						
<p>Week 18: Winter Numeracy Assessment</p> <p align="center">Bridges Unit 4: Paths to Adding, Subtracting & Measuring</p> <p align="center">Bridges Unit 5: Two-Dimensional Geometry</p>						
19-22	<table border="1"> <tr> <td rowspan="3">Number Corner Math Stories K.CA.1, K.CA.2, K.NS.11</td> <td>M1: K.NS.1, K.NS.2, K.NS.7, K.NS.8, K.NS.9, K.CA.3, K.DA.1, K.G.1, K.G.2, K.G.3</td> </tr> <tr> <td>M2: K.NS.1, K.NS.7, K.NS.9, K.DA.1, K.G.1, K.G.2, K.G.3</td> </tr> <tr> <td>M3: K.NS.2, K.NS.7, K.NS.9, K.CA.4, K.DA.1, K.G.1, K.G.2, K.G.3, K.G.4</td> </tr> </table> <p align="right">13 days of instruction, 5 days of Numeracy Assessment</p>	Number Corner Math Stories K.CA.1, K.CA.2, K.NS.11	M1: K.NS.1, K.NS.2, K.NS.7, K.NS.8, K.NS.9, K.CA.3, K.DA.1, K.G.1, K.G.2, K.G.3	M2: K.NS.1, K.NS.7, K.NS.9, K.DA.1, K.G.1, K.G.2, K.G.3	M3: K.NS.2, K.NS.7, K.NS.9, K.CA.4, K.DA.1, K.G.1, K.G.2, K.G.3, K.G.4	
	Number Corner Math Stories K.CA.1, K.CA.2, K.NS.11		M1: K.NS.1, K.NS.2, K.NS.7, K.NS.8, K.NS.9, K.CA.3, K.DA.1, K.G.1, K.G.2, K.G.3			
			M2: K.NS.1, K.NS.7, K.NS.9, K.DA.1, K.G.1, K.G.2, K.G.3			
M3: K.NS.2, K.NS.7, K.NS.9, K.CA.4, K.DA.1, K.G.1, K.G.2, K.G.3, K.G.4						
<p>Bridges Unit 6: Three-Dimensional Shapes & Numbers Beyond Ten</p>						
23-25	<table border="1"> <tr> <td rowspan="2">Number Corner Math Stories K.CA.1, K.CA.2, K.NS.11</td> <td>M3: K.NS.1, K.NS.2, K.NS.3, K.NS.5, K.NS.6, K.NS.7, K.NS.8, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4</td> </tr> <tr> <td>M4: K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.CA.1, K.CA.2, K.CA.3</td> </tr> </table> <p align="right">12 days of instruction, 5 days of Numeracy Assessment</p>	Number Corner Math Stories K.CA.1, K.CA.2, K.NS.11	M3: K.NS.1, K.NS.2, K.NS.3, K.NS.5, K.NS.6, K.NS.7, K.NS.8, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4	M4: K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.CA.1, K.CA.2, K.CA.3		
	Number Corner Math Stories K.CA.1, K.CA.2, K.NS.11		M3: K.NS.1, K.NS.2, K.NS.3, K.NS.5, K.NS.6, K.NS.7, K.NS.8, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4			
M4: K.NS.2, K.NS.4, K.NS.5, K.NS.6, K.CA.1, K.CA.2, K.CA.3						
<p>Week 25: Numeracy Assessment Check Up 2</p> <p align="center">Bridges Unit 8: Computing & Measuring with Frogs & Bugs</p>						
26-29	<table border="1"> <tr> <td rowspan="4">Number Corner Math Stories K.CA.1, K.CA.2(Intro to 1.CA.5), K.CA.3, K.NS.11 (Intro to 1.CA.2)</td> <td>M1: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4</td> </tr> <tr> <td>M2: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4, K.M.1, K.DA.1</td> </tr> <tr> <td>M3: K.NS.1, K.NS.2, K.NS.3, K.NS.7, K.NS.9, K.NS.11, K.CA.2, K.CA.3, K.CA.4</td> </tr> <tr> <td>M4: K.NS.2, K.NS.5, K.NS.6, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4</td> </tr> </table> <p align="right">25 days of instruction, 5 days of Numeracy Assessment</p>	Number Corner Math Stories K.CA.1, K.CA.2(Intro to 1.CA.5), K.CA.3, K.NS.11 (Intro to 1.CA.2)	M1: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4	M2: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4, K.M.1, K.DA.1	M3: K.NS.1, K.NS.2, K.NS.3, K.NS.7, K.NS.9, K.NS.11, K.CA.2, K.CA.3, K.CA.4	M4: K.NS.2, K.NS.5, K.NS.6, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4
	Number Corner Math Stories K.CA.1, K.CA.2(Intro to 1.CA.5), K.CA.3, K.NS.11 (Intro to 1.CA.2)		M1: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4			
			M2: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4, K.M.1, K.DA.1			
			M3: K.NS.1, K.NS.2, K.NS.3, K.NS.7, K.NS.9, K.NS.11, K.CA.2, K.CA.3, K.CA.4			
M4: K.NS.2, K.NS.5, K.NS.6, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4						
<p>Bridges Unit 8: Computing & Measuring with Frogs & Bugs</p>						
30	<table border="1"> <tr> <td rowspan="4">Number Corner Math Stories K.CA.1, K.CA.2(Intro to 1.CA.5), K.CA.3, K.NS.11 (Intro to 1.CA.2)</td> <td>M1: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4</td> </tr> <tr> <td>M2: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4, K.M.1, K.DA.1</td> </tr> <tr> <td>M3: K.NS.1, K.NS.2, K.NS.3, K.NS.7, K.NS.9, K.NS.11, K.CA.2, K.CA.3, K.CA.4</td> </tr> <tr> <td>M4: K.NS.2, K.NS.5, K.NS.6, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4</td> </tr> </table>	Number Corner Math Stories K.CA.1, K.CA.2(Intro to 1.CA.5), K.CA.3, K.NS.11 (Intro to 1.CA.2)	M1: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4	M2: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4, K.M.1, K.DA.1	M3: K.NS.1, K.NS.2, K.NS.3, K.NS.7, K.NS.9, K.NS.11, K.CA.2, K.CA.3, K.CA.4	M4: K.NS.2, K.NS.5, K.NS.6, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4
	Number Corner Math Stories K.CA.1, K.CA.2(Intro to 1.CA.5), K.CA.3, K.NS.11 (Intro to 1.CA.2)		M1: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4			
			M2: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4, K.M.1, K.DA.1			
			M3: K.NS.1, K.NS.2, K.NS.3, K.NS.7, K.NS.9, K.NS.11, K.CA.2, K.CA.3, K.CA.4			
M4: K.NS.2, K.NS.5, K.NS.6, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4						
31	<table border="1"> <tr> <td rowspan="2">Number Corner Math Stories K.CA.1, K.CA.2(Intro to 1.CA.5), K.CA.3, K.NS.11 (Intro to 1.CA.2)</td> <td>M2: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4, K.M.1, K.DA.1</td> </tr> <tr> <td>M3: K.NS.1, K.NS.2, K.NS.3, K.NS.7, K.NS.9, K.NS.11, K.CA.2, K.CA.3, K.CA.4</td> </tr> </table>	Number Corner Math Stories K.CA.1, K.CA.2(Intro to 1.CA.5), K.CA.3, K.NS.11 (Intro to 1.CA.2)	M2: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4, K.M.1, K.DA.1	M3: K.NS.1, K.NS.2, K.NS.3, K.NS.7, K.NS.9, K.NS.11, K.CA.2, K.CA.3, K.CA.4		
	Number Corner Math Stories K.CA.1, K.CA.2(Intro to 1.CA.5), K.CA.3, K.NS.11 (Intro to 1.CA.2)		M2: K.NS.1, K.NS.2, K.NS.5, K.NS.6, K.NS.7, K.NS.9, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4, K.M.1, K.DA.1			
M3: K.NS.1, K.NS.2, K.NS.3, K.NS.7, K.NS.9, K.NS.11, K.CA.2, K.CA.3, K.CA.4						
32	<table border="1"> <tr> <td rowspan="2">Number Corner Math Stories K.CA.1, K.CA.2(Intro to 1.CA.5), K.CA.3, K.NS.11 (Intro to 1.CA.2)</td> <td>M3: K.NS.1, K.NS.2, K.NS.3, K.NS.7, K.NS.9, K.NS.11, K.CA.2, K.CA.3, K.CA.4</td> </tr> <tr> <td>M4: K.NS.2, K.NS.5, K.NS.6, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4</td> </tr> </table>	Number Corner Math Stories K.CA.1, K.CA.2(Intro to 1.CA.5), K.CA.3, K.NS.11 (Intro to 1.CA.2)	M3: K.NS.1, K.NS.2, K.NS.3, K.NS.7, K.NS.9, K.NS.11, K.CA.2, K.CA.3, K.CA.4	M4: K.NS.2, K.NS.5, K.NS.6, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4		
	Number Corner Math Stories K.CA.1, K.CA.2(Intro to 1.CA.5), K.CA.3, K.NS.11 (Intro to 1.CA.2)		M3: K.NS.1, K.NS.2, K.NS.3, K.NS.7, K.NS.9, K.NS.11, K.CA.2, K.CA.3, K.CA.4			
M4: K.NS.2, K.NS.5, K.NS.6, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4						
33	<table border="1"> <tr> <td rowspan="2">Number Corner Math Stories K.CA.1, K.CA.2(Intro to 1.CA.5), K.CA.3, K.NS.11 (Intro to 1.CA.2)</td> <td>M4: K.NS.2, K.NS.5, K.NS.6, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4</td> </tr> </table>	Number Corner Math Stories K.CA.1, K.CA.2(Intro to 1.CA.5), K.CA.3, K.NS.11 (Intro to 1.CA.2)	M4: K.NS.2, K.NS.5, K.NS.6, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4			
	Number Corner Math Stories K.CA.1, K.CA.2(Intro to 1.CA.5), K.CA.3, K.NS.11 (Intro to 1.CA.2)		M4: K.NS.2, K.NS.5, K.NS.6, K.NS.11, K.CA.1, K.CA.2, K.CA.3, K.CA.4			
34-36		<p>Assess, Review and Remediation</p>				

IN Kindergarten - Science & Social Studies Year at-a-Glance

Content Area	Weeks	Unit
Culture	0-2	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.</i>
Science ¹	2-3	Unit 1 Plan: Engineering Design (Standard: K-2.ETS.1-1, K-2.ETS.1-2, K-2.ETS.1-3)
Social Studies	4-8	Unit 1: Civics and Government (Standards: K.2.1, K.2.2, K.2.3, K.2.4) <ul style="list-style-type: none"> ● Curricular Alignment: Indiana Studies Weekly Weeks 1-10
Science	9-12	Unit 2 Plan: Force and Energy (Standard: K-PS2-1, K-PS2-2, K-PS3-1)
Social Studies	13-17	Unit 2: Geography (Standards: K.3.1, K.3.2, K.3.3, K.3.4, K.3.5, K.3.6, K.3.7) <ul style="list-style-type: none"> ● Curricular Alignment: Indiana Studies Weekly Weeks 13-21
Science	18-21	Unit 3 Plan: Earth Systems (Standard: K-ESS-2-1, K-ESS-2-2,)
Social Studies	22-25	Unit 3: Economics (Standards: K.4.1, K.4.2, K.4.3, K.4.4) <ul style="list-style-type: none"> ● Curricular Alignment: Indiana Studies Weekly Weeks 22-26
Science	26-29	Unit 4 Plan: Living Things and the Environment (Standard: K-LS1-1, K-ESS-3-1, K-ESS-3-2, K-ESS-3-3)
Social Studies	30-34	Unit 4: History (Standards: K.1.1, K.1.2, K.1.3, K.1.4) <ul style="list-style-type: none"> ● Curricular Alignment: Indiana Studies Weekly Weeks 11-12, 27-32

¹ Units are based on lessons from Picture Perfect Science NGSS lessons.

Indiana 1st Grade ELA Year at-a-Glance		
K-2 Time Structures , Sound Spelling Cards , Comprehension Assessment Schedule , Video Bank , RM K-2 Handbook , Habits of Discussion , Intervention		
Week	Phonological Awareness/ Phonics	RA/ SR/Writing
0	Teach and Practice Classroom Culture, Routines, and Procedures	
1	Heggerty Week 1-5 RM Foundational Scope & Sequences	Unit 1 RA/SR Scope and Sequence : Falling in Love with Reading! <ul style="list-style-type: none"> Primary Standards: 1.RL.2.1, 1.RL.2.2, 1.RL.2.4, 1.RV.3.1, 1.RL.3.1 Review Standards: N/A
2		Unit 0 Writing Scope and Sequence : Constructed Response Writing <ul style="list-style-type: none"> Writing Standards: 1.W.4, 1.W.5
3		<ul style="list-style-type: none"> Language Standards: K.W.6.2a, 1.W.2.1, 1.W.6.2b, 1.W.6.2c
4		Unit 1 Writing Scope and Sequence : All About Me <ul style="list-style-type: none"> Writing Standards: 1.W.1, 1.W.2.1, 1.W.3.2, 1.W.4, 1.W.5, 1.SL.2.1
5		<ul style="list-style-type: none"> Language Standards: 1.W.6.2a, 1.W.6.2b, 1.W.6.2c
6	Heggerty Week 6-11 RM Foundational Scope & Sequences	Unit 2 RA/SR Scope and Sequence : Story Elements <ul style="list-style-type: none"> Primary Standards: 1.RL.2.1, 1.RL.2.3, 1.RL.3.2, 1.RL.1 Review Standards: 1.RL.2.1, 1.RL.2.3, 1.RL.3.1, 1.RL.4.1
7		
8		Unit 2 Writing Scope and Sequence : Small Moments <ul style="list-style-type: none"> Writing Standards: 1.W.3.3, 1.W.4, 1.SL.2.1
9		<ul style="list-style-type: none"> Language Standards: 1.W.2.1, 1.W.6.1e, 1.W.6.2a, 1.W.6.2b, 1.W.6.2c
10		
11		
12	Heggerty Week 12-17 RM Foundational Scope & Sequences	Unit 3 RA/SR Scope and Sequence : Reading to Learn! <ul style="list-style-type: none"> Primary Standards: 1.RN.2.1, 1.RN.2.2, 1.RN.3.1, 1.RN.4.1, 1.RN.4.2 Review Standards: 1.RN.2.1, 1.RN.2.2, 1.RV.3.2
13		
14		Unit 3 Writing Scope and Sequence : What I Like <ul style="list-style-type: none"> Writing Standards: 1.W.1, 1.W.3.1, 1.W.4, 1.W.5, SL.2.1
15		<ul style="list-style-type: none"> Language Standards: 1.W.6.1, 1.W.6.1a, 1.W.2.1, 1.W.6.2
16		
17		
18	Heggerty Week 18-24 RM Foundational Scope & Sequences	Unit 4 RA/SR Scope and Sequence : Getting to Know the Characters <ul style="list-style-type: none"> Primary Standards: 1.RL.2.2, 1.RL.2.3, 1.RL.1 Review Standards: 1.RL.2.1, 1.RL.2.3, 1.RL.4.1
19		
20		Unit 4 Writing Scope and Sequence : Solving Problems <ul style="list-style-type: none"> Writing Standards: 1.W.1, 1.W.3.3, 1.W.4, 1.SL.2.1
21		<ul style="list-style-type: none"> Language Standards: 1.W.1.6.1, 1.W.6.1a, 1.W.6.1e, 1.W.6.2, 1.W.6.2a, 1.W.6.2b, 1.W.6.2c
22		
23		
24		
25	Heggerty Week 25-28 RM Foundational Scope & Sequences	Unit 5 RA/SR Scope and Sequence : Biographies <ul style="list-style-type: none"> Primary Standards: 1.RN.2.1, 1.RN.2.3, 1.RN.3.2, 1.RN.4.1, 1.RN.1 Review Standards: 1.RN.2.2, 1.RN.4.1
26		
27		Unit 5 Writing Scope and Sequence : Sharing Questions <ul style="list-style-type: none"> Writing Standards: 1.W.1, 1.W.3.1, 1.W.4, 1.W.5, SL.2.1
28		<ul style="list-style-type: none"> Language Standards: 1.W.6.1, 1.W.6.1a, 1.W.6.1e, 1.W.6.2, 1.W.6.2a, 1.W.6.2b
29		
30	Heggerty Week 29-32: review RM Foundational Scope & Sequences	Unit 6 RA/SR Scope and Sequence : Comparing Characters <ul style="list-style-type: none"> Primary Standards: 1.RL.4.2, 1.RL.1 Review Standards: 1.RL.2.1, 1.RL.2.3, 1.RL.4.1
31		
32		Unit 6 Writing Scope and Sequence : Creating Characters <ul style="list-style-type: none"> Writing Standards: 1.W.1, 1.W.3.3, 1.W.4, 1.W.5, SL.2.1
33		<ul style="list-style-type: none"> Language Standards: 1.W.6.1, 1.W.6.1a, 1.W.6.1b, 1.W.6.1e, 1.W.6.2, 1.W.6.2b
34		

Indiana 1st Grade Year at a Glance

The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.

Week						
Bridges Unit 1: Numbers All Around Us						
Week 3: Fall Numeracy Assessment						
0-5	<table border="1"> <tr> <td rowspan="4">Number Corner Math Stories 1.CA.2</td> <td>M1: 1.NS.1, 1.DA.1</td> </tr> <tr> <td>M2: K.NS.4, 1.CA.1, 1.CA.4, 1.NS.1, 1.DA.1</td> </tr> <tr> <td>M3: 1.CA.2, 1.CA.4, 1.NS.1, 1.M.1, 1.DA.1</td> </tr> <tr> <td>M4: 1.CA.1, 1.CA.2, 1.CA.4, 1.NS.1, 1.M.1, 1.DA.1</td> </tr> </table>	Number Corner Math Stories 1.CA.2	M1: 1.NS.1, 1.DA.1	M2: K.NS.4, 1.CA.1, 1.CA.4, 1.NS.1, 1.DA.1	M3: 1.CA.2, 1.CA.4, 1.NS.1, 1.M.1, 1.DA.1	M4: 1.CA.1, 1.CA.2, 1.CA.4, 1.NS.1, 1.M.1, 1.DA.1
	Number Corner Math Stories 1.CA.2		M1: 1.NS.1, 1.DA.1			
			M2: K.NS.4, 1.CA.1, 1.CA.4, 1.NS.1, 1.DA.1			
			M3: 1.CA.2, 1.CA.4, 1.NS.1, 1.M.1, 1.DA.1			
M4: 1.CA.1, 1.CA.2, 1.CA.4, 1.NS.1, 1.M.1, 1.DA.1						
22 days of instruction, 5 days of Numeracy Assessment						
Bridges Unit A: Place Value						
6-9	<table border="1"> <tr> <td rowspan="4">Number Corner Math Stories K.CA.1, K.CA.2, K.CA.3, K.NS.11 building towards 1.CA.1, 1.CA.2, 1.NS.2</td> <td>MAT: K.NS.1, K.NS.4, K.NS.7, K.NS.8 (<i>building to 1.NS.1, 1.CA.2, & 1.NS.4</i>) K.CA.2 (<i>building to 1.CA.1, 1.CA.2</i>) K.NS.11 (<i>building to 1.NS.2</i>)</td> </tr> <tr> <td>M2A: K.CA.1, K.CA.2, K.CA.3, K.CA.4 (<i>building to 1.CA.1 & 1.CA.2</i>)</td> </tr> <tr> <td>M3A: K.NS.1, K.NS.8 (<i>building to 1.NS.1 & 1.CA.2</i>) 1.NS.4, K.CA.1, K.CA.2 (<i>building to 1.CA.1 & 1.CA.2</i>) K.NS.11 (<i>building to 1.NS.2</i>)</td> </tr> </table>	Number Corner Math Stories K.CA.1, K.CA.2, K.CA.3, K.NS.11 building towards 1.CA.1, 1.CA.2, 1.NS.2	MAT: K.NS.1, K.NS.4, K.NS.7, K.NS.8 (<i>building to 1.NS.1, 1.CA.2, & 1.NS.4</i>) K.CA.2 (<i>building to 1.CA.1, 1.CA.2</i>) K.NS.11 (<i>building to 1.NS.2</i>)	M2A: K.CA.1, K.CA.2, K.CA.3, K.CA.4 (<i>building to 1.CA.1 & 1.CA.2</i>)	M3A: K.NS.1, K.NS.8 (<i>building to 1.NS.1 & 1.CA.2</i>) 1.NS.4, K.CA.1, K.CA.2 (<i>building to 1.CA.1 & 1.CA.2</i>) K.NS.11 (<i>building to 1.NS.2</i>)	
	Number Corner Math Stories K.CA.1, K.CA.2, K.CA.3, K.NS.11 building towards 1.CA.1, 1.CA.2, 1.NS.2		MAT: K.NS.1, K.NS.4, K.NS.7, K.NS.8 (<i>building to 1.NS.1, 1.CA.2, & 1.NS.4</i>) K.CA.2 (<i>building to 1.CA.1, 1.CA.2</i>) K.NS.11 (<i>building to 1.NS.2</i>)			
			M2A: K.CA.1, K.CA.2, K.CA.3, K.CA.4 (<i>building to 1.CA.1 & 1.CA.2</i>)			
			M3A: K.NS.1, K.NS.8 (<i>building to 1.NS.1 & 1.CA.2</i>) 1.NS.4, K.CA.1, K.CA.2 (<i>building to 1.CA.1 & 1.CA.2</i>) K.NS.11 (<i>building to 1.NS.2</i>)			
17 days of instruction, 5 days of Numeracy Assessment						
Bridges Unit 2: Developing Strategies with Dice & Dominoes						
Week 12: Numeracy Assessment Check Up 1						
10-13	<table border="1"> <tr> <td rowspan="3">Number Corner Math Stories 1.CA.2</td> <td>M1: 1.CA.1, 1.CA.2, 1.CA.6, 1.NS.1, 1.NS.4</td> </tr> <tr> <td>M2: 1.CA.1, 1.CA.2, 1.CA.6, 1.CA.4, 1.NS.1, 1.NS.4</td> </tr> <tr> <td>M3: 1.CA.1, 1.CA.2, 1.CA.4, 1.DA.1, 1.G.3</td> </tr> </table>	Number Corner Math Stories 1.CA.2	M1: 1.CA.1, 1.CA.2, 1.CA.6, 1.NS.1, 1.NS.4	M2: 1.CA.1, 1.CA.2, 1.CA.6, 1.CA.4, 1.NS.1, 1.NS.4	M3: 1.CA.1, 1.CA.2, 1.CA.4, 1.DA.1, 1.G.3	
	Number Corner Math Stories 1.CA.2		M1: 1.CA.1, 1.CA.2, 1.CA.6, 1.NS.1, 1.NS.4			
			M2: 1.CA.1, 1.CA.2, 1.CA.6, 1.CA.4, 1.NS.1, 1.NS.4			
M3: 1.CA.1, 1.CA.2, 1.CA.4, 1.DA.1, 1.G.3						
17 days of instruction, 5 days of Numeracy Assessment						
Week 18: Winter Numeracy Assessment						
Bridges Unit 4: Leapfrogs on the Number Line						
14-18	<table border="1"> <tr> <td rowspan="3">Number Corner Math Stories 1.CA.1, 1.CA.2</td> <td>M1: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.5, 1.NS.1</td> </tr> <tr> <td>M2: 1.NS.1, 1.NS.2, 1.NS.5, 1.CA.5</td> </tr> <tr> <td>M3: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.5, 1.NS.1, 1.NS.2, 1.NS.4, 1.NS.5</td> </tr> </table>	Number Corner Math Stories 1.CA.1, 1.CA.2	M1: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.5, 1.NS.1	M2: 1.NS.1, 1.NS.2, 1.NS.5, 1.CA.5	M3: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.5, 1.NS.1, 1.NS.2, 1.NS.4, 1.NS.5	
	Number Corner Math Stories 1.CA.1, 1.CA.2		M1: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.5, 1.NS.1			
			M2: 1.NS.1, 1.NS.2, 1.NS.5, 1.CA.5			
M3: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.5, 1.NS.1, 1.NS.2, 1.NS.4, 1.NS.5						
18 days of instruction, 5 days of Numeracy Assessment						
Bridges Unit 5: Geometry						
19-22	<table border="1"> <tr> <td rowspan="3">Number Corner Math Stories 1.CA.1, 1.CA.2</td> <td>M1: 1.CA.1, 1.DA.1, 1.G.2, 1.G.3</td> </tr> <tr> <td>M2: 1.CA.1, 1.NS.1, 1.CA.5, 1.NS.5, 1.G.2, 1.G.3, 1.G.4</td> </tr> <tr> <td>M3: 1.CA.1, 1.NS.1, 1.CA.5, 1.NS.5, 1.G.2, 1.G.3, 1.G.4</td> </tr> </table>	Number Corner Math Stories 1.CA.1, 1.CA.2	M1: 1.CA.1, 1.DA.1, 1.G.2, 1.G.3	M2: 1.CA.1, 1.NS.1, 1.CA.5, 1.NS.5, 1.G.2, 1.G.3, 1.G.4	M3: 1.CA.1, 1.NS.1, 1.CA.5, 1.NS.5, 1.G.2, 1.G.3, 1.G.4	
	Number Corner Math Stories 1.CA.1, 1.CA.2		M1: 1.CA.1, 1.DA.1, 1.G.2, 1.G.3			
			M2: 1.CA.1, 1.NS.1, 1.CA.5, 1.NS.5, 1.G.2, 1.G.3, 1.G.4			
M3: 1.CA.1, 1.NS.1, 1.CA.5, 1.NS.5, 1.G.2, 1.G.3, 1.G.4						
12 days of instruction, 5 days of Numeracy Assessment						
Week 25: Numeracy Assessment Check Up 2						
Bridges Unit 6: Figure the Facts with Penguins						
23-26	<table border="1"> <tr> <td rowspan="3">Number Corner Math Stories 1.CA.1, 1.CA.2</td> <td>M1: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.6, 1.NS.1, 1.NS.2</td> </tr> <tr> <td>M2: 1.CA.1, 1.CA.2, 1.CA.4, 1.NS.2</td> </tr> <tr> <td>M3: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.6</td> </tr> </table>	Number Corner Math Stories 1.CA.1, 1.CA.2	M1: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.6, 1.NS.1, 1.NS.2	M2: 1.CA.1, 1.CA.2, 1.CA.4, 1.NS.2	M3: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.6	
	Number Corner Math Stories 1.CA.1, 1.CA.2		M1: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.6, 1.NS.1, 1.NS.2			
			M2: 1.CA.1, 1.CA.2, 1.CA.4, 1.NS.2			
M3: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.6						
19 days of instruction, 5 days of Numeracy Assessment						
Bridges Unit 7: One Hundred & Beyond						
27-30	<table border="1"> <tr> <td rowspan="4">Number Corner Math Stories 1.CA.1, 1.CA.2</td> <td>M1: 1.CA.1, 1.CA.5, 1.NS.1, 1.NS.2, 1.NS.4, 1.NS.5</td> </tr> <tr> <td>M2: 1.NS.1, 1.NS.2, 1.NS.5, 1.CA.5</td> </tr> <tr> <td>M3: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.5, 1.NS.1, 1.NS.5, 1.M.1, 1.G.4</td> </tr> <tr> <td>M4: 1.NS.1, 1.NS.2, 1.NS.4, 1.CA.5, 1.M.2, 1.DA.1</td> </tr> </table>	Number Corner Math Stories 1.CA.1, 1.CA.2	M1: 1.CA.1, 1.CA.5, 1.NS.1, 1.NS.2, 1.NS.4, 1.NS.5	M2: 1.NS.1, 1.NS.2, 1.NS.5, 1.CA.5	M3: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.5, 1.NS.1, 1.NS.5, 1.M.1, 1.G.4	M4: 1.NS.1, 1.NS.2, 1.NS.4, 1.CA.5, 1.M.2, 1.DA.1
	Number Corner Math Stories 1.CA.1, 1.CA.2		M1: 1.CA.1, 1.CA.5, 1.NS.1, 1.NS.2, 1.NS.4, 1.NS.5			
			M2: 1.NS.1, 1.NS.2, 1.NS.5, 1.CA.5			
			M3: 1.CA.1, 1.CA.2, 1.CA.4, 1.CA.5, 1.NS.1, 1.NS.5, 1.M.1, 1.G.4			
M4: 1.NS.1, 1.NS.2, 1.NS.4, 1.CA.5, 1.M.2, 1.DA.1						
22 days of instruction, 5 days of Numeracy Assessment						
Week 35: Spring Numeracy Assessment						
Review and Remediation						
36 - EOY						

IN 1st Grade - Science & Social Studies Year at-a-Glance

Content Area	Weeks	Unit
Culture	0-2	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.</i>
Science ²	2-3	Unit 1: Engineering Design (Standards: K-2.E.1-1, K-2.E.1-2, K-2.E.1-3)
Social Studies	4-8	Unit 1: Civics and Government (Standards: 1.2.1, 1.2.2, 1.2.3, 1.2.4, 1.2.5) <ul style="list-style-type: none"> ● Curricular Alignment: Indiana Studies Weekly Weeks 1-8
Science	9-12	Unit 2: Physical Science (Standards: K-PS4-1, K-PS4-2, 1-PS4-3, 1-PS4-4)
Social Studies	13-17	Unit 2: Geography (Standards: 1.3.1, 1.3.2, 1.3.3, 1.3.4, 1.3.5, 1.3.6, 1.3.7, 1.3.8, 1.3.9) <ul style="list-style-type: none"> ● Curricular Alignment: Indiana Studies Weekly Weeks 9-17
Science	18-21	Unit 3: Earth Science (Standards: 1-ESS1-1, 1-ESS1-2)
Social Studies	22-25	Unit 3: Economics (Standards: 1.4.1, 1.4.2, 1.4.3, 1.4.4, 1.4.5, 1.4.6) <ul style="list-style-type: none"> ● Curricular Alignment: Indiana Studies Weekly Weeks 22-26
Science	26-29	Unit 4: Life Science (Standards: 1-LS1-1, 1-LS1-2, 1-LS3-1)
Social Studies	30-34	Unit 4: History (Standards: 1.1.1, 1.1.2, 1.1.3, 1.1.4, 1.1.5, 1.1.6, 1.1.7, 1.1.8) <ul style="list-style-type: none"> ● Curricular Alignment: Indiana Studies Weekly Weeks 9-12, 27-32

Indiana 2nd Grade ELA Year at-a-Glance

[K-2 Time Structures](#), [Sound Spelling Cards](#), [Comprehension Assessment Schedule](#), [Video Bank](#), [RM K-2 Handbook](#), [Habits of Discussion](#), [Intervention](#)

Week	Phonological Awareness/ Phonics	RA/ SR/ Writing
0	Teach & Practice Classroom Culture, Routines and Procedures	
1	Heggerty Weeks 1-6	Unit 1 RA/SR Scope and Sequence: Falling in Love with Reading! <ul style="list-style-type: none"> ● Primary Standards: RL.2.1, RL.2.2, RL.2.3, RL.2.4, RL.3.1 ● Review Standards: 1.RL.2.3, RL.2.1, RL.2.3
2	RM Foundational Scope & Sequences	Unit 0 Writing Scope and Sequence: Constructed Response Writing <ul style="list-style-type: none"> ● Writing Standards: W.4, W.5 ● Language Standards: W.6.1, W.6.1c, W.6.2 Unit
3		1 Writing Scope and Sequence: Small Moments <ul style="list-style-type: none"> ● Writing Standards: W.1, W.2.1, W.3.3, W.4, SL.2.1 ● Language Standards: W.6.1, W.6.1a, W.6.1c, W.6.1e, W.6.2, W.6.2b
4		
5		
6		
7-14	Heggerty Weeks 7-14 RM Foundational Scope & Sequences	Unit 2 RA/SR Scope and Sequence: Characters Are Our Best Friends! <ul style="list-style-type: none"> ● Primary Standards: RL.2.1, RL.2.3, RL.3.1, RL.3.2, RL.4.1, RL.4.2, RL.1 ● Review Standards: RL.2.1, RL.2.3, RL.3.2, RL.4.1 Unit 2 Writing Scope and Sequence: Happily Ever After <ul style="list-style-type: none"> ● Writing Standards: W.1, W.2.1, W.3.3, W.4, SL.2.1 ● Language Standards: W.6.1, W.6.1a, W.6.1c, W.6.2, W.6.2a, W.6.2b, W.6.2c
15-23	Heggerty Weeks 15 – 23 RM Foundational Scope & Sequences	Unit 3 RA/SR Scope and Sequence: I'm an Expert! <ul style="list-style-type: none"> ● Primary Standards: RN.2.2, RN.2.3, RV.3.2, RN.3.1, RN.3.2, N.3.3, RN.4.1, RN.4.2, RN.1 ● Review Standards: RN.2.1, RN.2.2, RV.3.2, RN.3.1, RN.3.3, RN.4.1 Unit 3 Writing Scope and Sequence: All About Insects <ul style="list-style-type: none"> ● Writing Standards: W.3.2, W.4, W.5 ● Language Standards: W.6.1, W.6.1e, W.6.2, W.6.2b
24	Heggerty Weeks 24-27	Unit 4 RA/SR Scope and Sequence: Characters Teach Me Lessons! <ul style="list-style-type: none"> ● Primary Standards: RL.2.2, RL.3.1, RL.4.2, RL.1 ● Review Standards: RL.2.1, RL.2.2, RL.2.3, RL.3.1 Unit
25	RM Foundational Scope & Sequences	4 Writing Scope and Sequence: Compelling Characters <ul style="list-style-type: none"> ● Writing Standards: W.1, W.3.3, W.4, SL.2.1 ● Language Standards: W.6.1, W.6.1a, W.6.1b, W.6.1c, W.6.1e, W.6.2
26		
27		
28	Heggerty Weeks 28-32: review	Unit 5 RA/SR Scope and Sequence: We Love Reading! <ul style="list-style-type: none"> ● Primary Standards: RV.3.1, RL.3.1, RL.1 ● Review Standards: RL.2.1, RL.2.2, RL.2.3, RL.3.2 Unit
29	RM Foundational Scope & Sequences	5 Writing Scope and Sequence: People of Influence <ul style="list-style-type: none"> ● Writing Standards: W.1, W.3.1, W.4, W.5, SL.2.1, W.6.1 ● Language Standards: W.6.1, W.6.1a, W.6.1b, W.6.1e, W.6.2, W.6.2a, W.6.2c
30		
31		
32		
33		
34		

Indiana 2nd Grade Year at a Glance		
The light blue indicates the Numeracy Development block; the light green represents the Concept Development block.		
Week		
0-5	Bridges Unit 1: Figure the Facts	
	Week 3: Fall Numeracy Assessment	
	Number Corner Math Stories 1.NS.2, 1.CA.5 (building towards 2.NS.6)	M1: K.DA.1, 1.DA.1, 2.DA.1
		M2: K.NS.4, K.NS.5, 1.CA.1, 1.NS.4, 2.CA.1, 2.CA.2, 2.CA.5, 2.NS.1, 2.M.7
		M3: 1.CA.2, 1.CA.4, 2.CA.1, 2.CA.2, 2.NS.5, 2.DA.1
M4: 1.CA.1, 2.CA.1, 2.CA.2, 2.NS.5, 2.NS.3		
20 days of instruction, 5 days of Numeracy Assessment		
6-9	Bridges Unit A: One Hundred & Beyond	
	Number Corner Math Stories 1.CA.1, 1.CA.2 (building towards 2.CA.1 & 2.CA.2)	MA1: 1.CA.1 (building to 2.CA.1), 1.NS.1, 1.CA.5, 1.NS.5 (building to 2.NS.6, 2.CA.2)
		MA2: 1.NS.1, 1.CA.5 (building to 2.NS.6, 2.CA.1, 2.CA.2)
		MA3: 1.CA.1, 1.CA.2, 1.CA.4 (building to 2.CA.1, 2.CA.2, 2.CA.6), 1.CA.5 (building to 2.CA.1))
		MA4: 1.NS.1, 1.NS.2 (building to 2.NS.6), 1.CA.5, 1.NS.5 (building to 2.CA.1, 2.CA.2)
20 days of instruction, 5 days of numeracy Assessment		
10-13	Bridges Unit 2: Place Value & Measurement with Jack's Beanstalks	
	Number Corner Math Stories 2.CA.2, 2.CA.4	M1: 2.CA.1, 2.CA.2, 2.NS.2, 2.NS.3, 2.NS.6, 2.NS.7, 2.CA.1, 2.CA.4, 2.M.2
		M2: 2.CA.1, 2.CA.5, 2.NS.1, 2.NS.2, 2.NS.6, 2.NS.7, 2.M.2
		M3: 2.CA.1, 2.CA.2, 2.CA.3, 2.CA.4, 2.NS.2, 2.NS.6, 2.M.2, 2.NS.3, 2.M.5
18 days of instruction, 2 days of numeracy Assessment		
14-17	Bridges Unit 3: Addition & Subtraction within 100	
	Number Corner Math Stories 2.CA.2	M1: 2.CA.1, 2.CA.2, 2.CA.6, 2.NS.1, 2.NS.2, 2.NS.3, 2.M.2
		M2: 2.CA.1, 2.CA.2, 2.CA.3, 2.NS.1, 2.NS.3, 2.M.2, 2.M.7
		M3: 2.CA.1, 2.CA.2, 2.CA.3, 2.CA.4, 2.CA.6, 2.NS.1, 2.NS.2, 2.NS.3, 2.NS.6, 2.NS.7, 2.M.7
20 days of instruction		
18	Week 18: Winter Numeracy Assessment	
19-22	Bridges Unit 4: Measurement	
	Number Corner Math Stories 2.CA.2, 2.CA.4	M1: 2.CA.1, 2.CA.2, 2.NS.1, 2.NS.2, 2.NS.3, 2.M.2, 2.M.3, 2.DA.1
		M2: 2.CA.1, 2.CA.2, 2.CA.3, 2.CA.4, 2.NS.3, 2.NS.7, 2.M.2, 2.M.3, 2.M.7
		M3: 2.CA.1, 2.CA.2, 2.CA.3, 2.CA.4, 2.M.2, 2.M.3, 2.M.7
18 days of instruction, 5 days of Numeracy Assessment		
23-26	Bridges Unit 5: Place Value to 1,000	
	Number Corner Math Stories 2.CA.2	M1: 2.CA.1, 2.CA.2, 2.CA.4, 2.NS.1, 2.NS.2, 2.NS.6, 2.NS.7, 2.M.7
		M2: 2.NS.1, 2.NS.2, 2.NS.5, 2.NS.6, 2.NS.7, 2.CA.4, 2.M.5, 2.M.7, 2.DA.1
		M3: 2.NS.1, 2.NS.2, 2.NS.3, 2.NS.6, 2.NS.7, 2.CA.3, 2.CA.4, 2.M.2, 2.M.5, 2.M.7
19 days of instruction, 3 days of Numeracy Assessment		
27-29	Bridges Unit 6: Geometry	
	Number Corner Math Stories 2.CA.2	M1: 2.CA.1, 2.NS.2, 2.NS.6, 2.M.7, 2.G.1, 2.G.4
		M2: 2.CA.5, 2.G.1, 2.G.4, 2.G.5
		M4: 2.DA.1, 2.G.1, 2.G.4, 2.G.5
Bridges Unit 7: Measurement, Fractions & Computation with Hungry Ants		
30-34	Number Corner Math Stories 2.M.5, 2.CA.2	M1: 2.CA.1, 2.CA.2, 2.CA.4, 2.CA.6, 2.NS.2, 2.NS.3, 2.NS.6, 2.M.2, 2.M.3, 2.M.7, 2.G.5
		M2: 2.CA.1, 2.CA.2, 2.CA.4, 2.M.2, 2.DA.1, 2.G.5
		M3: 2.CA.2, 2.CA.4, 2.CA.6, 2.NS.1, 2.NS.2, 2.NS.7, 2.M.2, 2.M.7, 2.DA.1, 2.G.5
		M4: 2.CA.1, 2.CA.2, 2.CA.4, 2.CA.6, 2.M.2, 2.M.7, 2.DA.1
25 days of instruction		
35	Spring Numeracy Assessment	
36 - EOY	Review and Remediation	

IN 2nd Grade - Science & Social Studies Year at-a-Glance

Content Area	Weeks	Unit
Culture	0-2	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures and teaching lessons on classroom safety.</i>
Science ³	2-3	Unit 1 Plan: Engineering Design (Standard: K-2.ETS.1-1, K-2.ETS.1-2, K-2.ETS.1-3)
Social Studies	4-8	Unit 1: Civics and Government (Standards: 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.6, 2.2.7) <ul style="list-style-type: none"> ● Curricular Alignment: Indiana Studies Weekly Weeks 1-8
Science	9-12	Unit 2: Physical Science (Standard: 2-PS1-1, 2-PS1-2, 2-PS1-3, 2-PS1-4)
Social Studies	13-17	Unit 2: Geography (Standards: 2.3.1, 2.3.2, 2.3.3, 2.3.4, 2.3.5, 2.3.6, 2.3.7, 2.3.8) <ul style="list-style-type: none"> ● Curricular Alignment: Indiana Studies Weekly Weeks 15-22
Science	18-21	Unit 3: Earth Science (Standards: 2-ESS1-1, 2-ESS2-1, 2-ESS2-2, 2-ESS2-3)
Social Studies	22-25	Unit 3: Economics (Standards: 2.4.1, 2.4.2, 2.4.3, 2.4.4, 2.4.5, 2.4.6, 2.4.7, 2.4.8, 2.4.9) <ul style="list-style-type: none"> ● Curricular Alignment: Indiana Studies Weekly Weeks 23-27
Science	26-29	Unit 4: Life Science (Standards: 2-LS2-1, 2-LS2-2, 2-LS4-1)
Social Studies	30-34	Unit 4: History (Standards: 2.1.1, 2.1.2, 2.1.3, 2.1.4, 2.1.5, 2.1.6, 2.1.7) <ul style="list-style-type: none"> ● Curricular Alignment: Indiana Studies Weekly Weeks 9-14, 28-32

³ Units are based on lessons from Picture Perfect Science NGSS lessons.

Indiana 3rd Grade ELA Year at-a-Glance	
Lesson Prep Resources, Data Analysis and Next Steps, Time Structures, Assessment Resources, Video Bank, Habits of Discussion, Intervention	
Week	RA/ SR/Writing
0	Classroom Culture, Routines and Procedures
1	Unit 1 RA/SR Scope and Sequence: Falling in Love with Reading! <ul style="list-style-type: none"> ● Narrative Standards: 3.RL.1, 3.RL.2.1, 3.RL.2.3, 3.RL.3.1, 3.RL.4.2, 3.RV.1
2	<ul style="list-style-type: none"> ● Writing Standards: 3.W.4, 3.W.5 ● Language Standards: 3.W.6.1, 3.W.6.1b, 3.W.6.1e, 3.W.6.2, 3.W.6.2b Unit 1 Writing Scope and Sequence: Small Moments <ul style="list-style-type: none"> ● Writing Standards: 3.W.1, 3.W.2.1, 3.W.3.3, 3.W.4, 3.SL.2.1 ● Language Standards: 3.W.6.1, 3.W.6.1b, 3.W.6.1e, 3.W.6.2, 3.W.6.2a, 3.W.6.2b
3	
4	
5	
6	
7	
8	
9	Unit 2 Writing Scope and Sequence: Early Factory Workers and Innovations <ul style="list-style-type: none"> ● Writing Standards: 3.W.1, 3.W.2.1, 3.W.3.2, 3.W.4, 3.W.5, 3.SL.2.1 ● Language Standards: 3.W.6.1, 3.W.6.1e, 3.W.6.2, 3.W.6.2a, 3.W.6.2b, 3.W.6.2d
10	
11	
12	
13	
14	
15-23	Unit 3 RA/SR Scope and Sequence: Characters Are Just Like Us! <ul style="list-style-type: none"> ● Narrative Standards: 3.RL.2.3, 3.RL.3.1, 3.RL.3.2, 3.RL.1, 3.RV.1 ● Review Standards: 3.RL.2.1, 3.RL.2.3, 3.RL.2.3, 3.RL.4.1
24	Unit 3 Writing Scope and Sequence: Persuasive <ul style="list-style-type: none"> ● Writing Standards: 3.W.1, 3.W.3.1, 3.W.4, 3.W.5, 3.RL.2.3, 3.RL.3.1, 3.SL.2.1 ● Language Standards: 3.W.6.1, 3.W.6.1b, 3.W.6.1e
25	
26	
27	Unit 4 RA/SR Scope and Sequence: Continuing to Make Meaning from Our Fascinating World! <ul style="list-style-type: none"> ● Informational Standards: 3.RN.2.2, 3.RN.2.3, 3.RN.3.1, 3.RN.4.2, 3.RN.1, 3.RV.1 ● Review Standards: 3.RN.2.1, 3.RV.3.2, 3.RN.2.2, 3.RN.3.3, 3.RN.3.2
28	Unit 4 Writing Scope and Sequence: Animal Survival <ul style="list-style-type: none"> ● Writing Standards: 3.W.1, 3.W.3.2, 3.W.4, 3.W.5, 3.SL.2.1 ● Language Standards: 3.W.6.1, 3.W.6.1c, 3.W.6.1e, 3.W.6.2, 3.W.6.2b
29	
30-34	
30-34	Unit 5 Writing Scope and Sequence: Fighting for Rights <ul style="list-style-type: none"> ● Writing Standards: 3.W.1, 3.W.3.1, 3.W.3.2, 3.W.4, 3.W.5, 3.SL.2.1 ● Language Standards: 3.W.6.1, 3.W.6.1a, 3.W.6.1e, 3.W.6.2, 3.W.6.2b
30-34	Unit 6 RA/SR Scope and Sequence: The Magic of Poetry: Small Packages Filled with Meaning & Fictional Wrap-up <ul style="list-style-type: none"> ● Narrative Standards: 3.RL.2.3, 3.RL.3.1, 3.RL.1, 3.RV.3.1 ● Review Standards: 3.RL.2.1, 3.RL.4.1

Indiana 3rd Grade Year at a Glance

0-2	Bridges Unit 1: Addition and Subtraction Patterns (M 3 & 4)	
	Number Corner Math Stories 3.C.1	M3: 3.C.1, 3.AT.6 M4: 2.CA.1, 2.CA.2, 2.NS.6, 3.C.1, *3.AT.1, 3.AT.3, 3.NS.9
12 days of instruction, 0 days of Interim Testing		
3-8	Bridges Unit 2: Introduction to Multiplication	
	Number Corner Math Stories 3.AT.2, 3.AT.3, 3.AT.4, 3.C.2, 3.C.4, 3.C.5, 3.C.6	M1: 3.AT.2, 3.AT.4, 3.AT.6, 3.C.2, 3.C.5, 3.C.6
		M2: 3.AT.2, 3.AT.4, 3.AT.5, 3.AT.6, 3.C.5, 3.C.6
		M3: 3.C.2, 3.C.5, 3.C.6, 3.AT.2, 3.AT.4, 3.AT.5, 3.AT.6, 3.DA.1
M4: 3.C.1, 3.C.4, 3.C.5, 3.C.6, 3.AT.3, 3.AT.4, 3.DA.1		
25 days of instruction, 0 days of Interim Testing		
9	Interim Review- Interim 1 Testing	
10-11	Bridges Unit 3: Multi-Digit Addition and Subtraction (M 1 & 2)	
	Number Corner Math Stories 3.C.1	M1: 3.C.1, *3.AT.1, 3.AT.3, 3.NS.9 M2: 3.C.1, *3.AT.1, 3.AT.3, 3.NS.9
11 days of instruction, 5 days of Interim Testing		
12-16	Bridges Unit 4: Measurement and Fractions	
	Number Corner Math Stories 3.M.1, 3.M.3, 3.M.5, 3.M.6, 3.M.7	M1: 3.M.1, 3.M.3
		M2: 3.C.1, 3.AT.3, 3.M.1, 3.M.3
		M3: 3.NS.3, 3.NS.4, 3.NS.5, 3.NS.6, 3.NS.7, 3.NS.8, 3.G.4
M4: 3.NS.4, 3.NS.5, 3.DA.2		
24 days of instruction, 0 days of Interim Testing		
17	Bridges Unit 5: Multiplication, Division, and Area (M 1)	
Number Corner Math Stories 3.AT.2, 3.AT.3, 3.AT.4, 3.C.2, 3.C.4, 3.C.5, 3.C.6	M1: 3.AT.2, 3.AT.4, 3.AT.6, *3.C.3, 3.C.4	
5 days of instruction, 0 days of Interim Testing		
18	Interim Review- Interim 2 Testing	
19-21	Bridges Unit 5: Multiplication, Division, and Area	
	Number Corner Math Stories 3.AT.2, 3.AT.3, 3.AT.4, 3.C.2, 3.C.4, 3.C.5, 3.C.6	M2: 3.AT.2, 3.AT.3, 3.AT.4, 3.AT.5, *3.C.3, 3.C.4, 3.C.5, 3.C.6
		M3: 3.C.2, *3.C.3, 3.C.4, 3.C.5, 3.AT.3, 3.AT.5
		M4: 3.C.2, 3.C.5, 3.C.6, 3.M.5, 3.M.6
12 days of instruction, 5 days of Interim Testing		
22	Bridges Unit 6: Geometry (M 3)	
	Number Corner Math Stories 3.AT.2, 3.AT.3, 3.AT.4, 3.C.2, 3.C.4, 3.C.5, 3.C.6	M3: 3.C.2, 3.M.5, 3.M.7, 3.G.2
5 days of instruction, 0 days of Interim Testing		
23-24	Bridges Unit 7: Fractions (M 3 & 4)	
	Number Corner Math Stories 3.NS.3, 3.NS.4, 3.NS.5	M3: 3.NS.3, 3.NS.4, 3.NS.5, 3.NS.6, 3.NS.7, 3.NS.8, 3.C.5, 3.G.4 M4: 3.NS.3, 3.NS.4, 3.NS.5, 3.NS.6, 3.NS.7, 3.NS.8, 3.G.4
11 days of instruction, 5 days of Interim Testing		
25	Interim Review- Interim 3 Testing	
26	Bridges Unit 7: Extending Multiplication (M 1 & 2)	
27	Number Corner Math Stories 3.NS.3, 3.NS.4, 3.NS.5	M1: 3.AT.3, 3.AT.4, 3.AT.6, 3.C.5, 3.C.6, 3.M.5
		M2: 3.AT.3, 3.C.5, 3.M.5, 3.C.6
11 days of instruction, 0 days of Interim Testing		
28	Bridges Unit 6: Geometry (M 1, 2 & 4)	
29	Number Corner Math Stories 3.M.1, 3.M.3, 3.M.5, 3.M.6, 3.M.7	M1: 3.G.2
		M2: 3.G.2, 3.M.7
30	M4: 3.NS.3, 3.NS.7, 3.NS.8, 3.G.4, 3.M.5	
18 days of instruction, 0 days of Interim Testing		
31	Bridges Unit 3: Multi-digit Addition and Subtraction (M 3 & 4)	
32	Number Corner Math Stories 3.C.1	M3: 3.C.1, *3.AT.1, 3.AT.3, 3.NS.9
		M4: 3.C.1, *3.AT.1
33	10 days of instruction, 0 days of Interim Testing	
34 - EOY	Review and Remediation	

THIRD GRADE SCIENCE YEAR AT A GLANCE

Unit	Week(s)	Scope	Performance Expectation
Culture and Science Safety	1	<i>The instruction for this week will lay the foundation for a positive classroom culture, including important routines and procedures and lessons on science safety.</i>	
Unit 1 Using Magnetic Forces	2-4	Objects and Motion	IN3.PS2.1 Plan and conduct an investigation to provide evidence of the effects of balanced and unbalanced forces on the motion of an object.
			IN3.PS2.2 Make observations and/or measurements of an object's motion to provide evidence that a pattern can be used to predict future motion.
	4-6	Electric and Magnetic Force	IN3.PS2.3 Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other.
			IN3.PS2.4 Define a simple design problem that can be solved by applying scientific ideas about magnets.
Unit 2 Animal Development and Survival	7-8	Life Cycles	IN3.LS1.1 Develop models to describe the organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
	10-11	Social and Group Behavior	IN3.LS2.1 Construct an argument that some animals form groups that help members survive.
Unit 3 Environments and the Traits of Organisms	12-13	Inheritance and Variation of Traits	IN3.LS3.1 Analyze and interpret data to provide evidence that plants and animals have traits inherited from parents and that variation of these traits exists in a group of similar organisms.
	14-15	Environmental Traits	IN3.LS3.2 Use evidence to support the explanation that traits can be influenced by the environment.
	16-17	Adaptations	IN3.LS4.3 Construct and argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
			IN3.5.ETS1.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
Unit	Week(s)	Scope	Performance Expectations
Unit 3 Environments and the Traits of Organisms (cont.)	19-20	Environmental Changes and Effects	IN3.LS4.4 Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
			IN3.5.ETS1.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
			IN3.5.ETS1.2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
Unit 4 Organisms Change Over Time	21-22	Plant and Animal Extinction	IN3.LS4.1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
	23-24	Fossils	IN3.LS4.1 Analyze and interpret data from fossils to provide evidence of the organisms and the environments in which they lived long ago.
Unit 5 Dealing with Hazardous Weather Worldwide	28-29	Weather and Climate	IN3.ESS2.1 Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
			IN3.ESS2.2 Obtain and combine information to describe climates in different regions of the world.
	30-31	Processes and Impacts of Natural Hazards	IN3.ESS3.1 Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
			IN3.5.ETS1.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
			IN3.5.ETS1.2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
		IN3.5.ETS1.3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved.	

IN 3rd Grade - Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Social Studies Standard Language IN SS Resource Guide IN SS Literacy Standards Talk Moves Q-Chart Processing Tools Summary Table Teacher Reference Guide Discussion and Share-Out Strategies Studies Weekly Support Documents		
Unit	Weeks	Standards and Curriculum Information
Culture	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.</i>
1 - Geography	1-8	Standards: 3.3.1, 3.3.2, 3.3.3, 3.3.4, 3.3.5, 3.3.6, 3.3.7, 3.3.8, 3.3.9, 3.3.10, 3.3.11, 3.3.12, 3.3.13 Curricular Alignment: Indiana Studies Weekly Weeks 1-5
2 - History	9-16	Standards: 3.1.1, 3.1.2, 3.1.3, 3.1.4, 3.1.5, 3.1.6, 3.1.7, 3.1.8, 3.1.9 Curricular Alignment: Indiana Studies Weekly Weeks 6-10
3 - Economics	17-24	Standards: 3.4.1, 3.4.2, 3.4.3, 3.4.4, 3.4.5, 3.4.6, 3.4.7, 3.4.8, 3.4.9 Curricular Alignment: Indiana Studies Weekly Weeks 11-14
4 - Civics & Government	25-32	Standards: 3.2.1, 3.2.2, 3.2.3, 3.2.4, 3.2.5, 3.2.6, 3.2.7 Curricular Alignment: Indiana Studies Weekly Weeks 15-21

Indiana 4th Grade ELA Year at-a-Glance		
Lesson Plan Resources Data Analysis and Next Steps Time Structures Assessment Resources Video Bank Habits of Discussion Intervention		
Week	RA/SR Writing	
0	Classroom Culture, Routines and Procedures	
1-6	<u>Unit 1 RA/SR Scope and Sequence:</u> What a Character! <ul style="list-style-type: none"> • Narrative Standards: 4.RL.2.1, 4.RL.2.2, 4.RL.2.3, 4.RL.3.2, 4.RV.2.1, 4.RL.3.1 • Review Standards: 4.RL.1, 4.RL.2.1, 4.RL.2.3, 4.RV.2.1, 4.RL.3.1 	<u>Unit 0 Writing Scope and Sequence:</u> Constructed Response Writing <ul style="list-style-type: none"> • Writing Standards: 4.W.4 • Language Standards: 4.W.6.1, 4.W.6.1e, 4.W.6.2a <u>Unit 1 Writing Scope and Sequence:</u> Small Moments <ul style="list-style-type: none"> • Writing Standards: 4.W.1, 4.W.2.1, 4.W.3.3, 4.W.4, • Language Standards: 4.W.6.1, 4.W.6.1b, 4.W.6.1e, 4.W.6.2, 4.W.6.2a, 4.W.6.2b, 4.W.6.2c
7	<u>Unit 2 RA/SR Scope and Sequence:</u> A Hodgepodge of Information <ul style="list-style-type: none"> • Informational Standards: 4.RN.2.1, 4.RN.2.2, 4.RV.3.2, 4.RN.3.3, 4.RN.3.1, 4.RN.4.1, 4.RN.4.2, 4.RN.1, 4.RV.1 • Review Standards: 4.RN.2.1, 4.RN.2.2, 4.RN.3.1, 4.RV.3.2, 	<u>Unit 2 Writing Scope and Sequence:</u> Harlem Renaissance <ul style="list-style-type: none"> • Writing Standards: 4.W.1, 4.W.2.1, 4.W.3.2, 4.W.4, 4.W.5 • Language Standards: 4.W.6.1, 4.W.6.1e, 4.W.6.2, 4.W.6.2a, 4.W.6.2b
8		<u>Unit 3 Writing Scope and Sequence:</u> Writing About Reading Part 1 <ul style="list-style-type: none"> • Writing Standards: 4.W.1, 4.W.3.2, 4.W.3.3, 4.W.4, 4.W.5 • Language Standards: 4.W.6.1, 4.W.6.1a, 4.W.6.1c, 4.W.6.1e, 4.W.6.2, 4.W.6.2a, 4.W.6.2b
9		
10		
11		
12	<u>Unit 4 RA/SR Scope and Sequence:</u> Inventions <ul style="list-style-type: none"> • Narrative Standards: 4.RN.2.1, 4.RN.2.2, 4.RN.2.3, 4.RN.3.2, 4.RL.1, 4.RV.1 • Review Standards: 4.RN.2.1, 4.RN.2.2, 4.RN.2.3, 4.RV.3.2, 4.RN.3.2, 4.RN.3.1 	<u>Unit 4 Writing Scope and Sequence:</u> Conservation <ul style="list-style-type: none"> • Writing Standards: 4.W.1, 4.W.3.1, 4.W.4, 4.W.5 • Language Standards: 4.W.6.1, 4.W.6.1b, 4.W.6.1d, 4.W.6.1e, 4.W.6.2, 4.W.6.2a, 4.W.6.2b, 4.W.6.2c
13		
14		
15		
16	<u>Unit 5 RA/SR Scope and Sequence:</u> The Magic of Poetry <ul style="list-style-type: none"> • Narrative Standards: 4.RL.2.1, 4.RL.2.2, 4.RV.3.1, 4.RL.3.1, 4.RL.4.2, 4.RL.1, 4.RV.1 • Review Standards: 4.RL.2.1, 4.RL.2.2, 4.RL.3.1 	<u>Unit 5 Writing Scope and Sequence:</u> Writing About Reading Part 2 <ul style="list-style-type: none"> • Writing Standards: 4.W.1, 4.W.3.2, 4.W.4, 4.W.5 • Language Standards: 4.W.6.1, 4.W.6.1b, 4.W.6.1d, 4.W.6.1e, 4.W.6.2, 4.W.6.2a, 4.W.6.2b
17-22		
23-27		
28-24		

Indiana 4 th Grade Year at a Glance	
1-3	<p>Unit 1: Multiplicative Thinking</p> <p>Number Corner Math Stories 4.C.3</p> <p>M1: 3.AT.2, 3.AT.4, 3.AT.5, 3.C.6, 4.AT.3, 4.AT.4, 4.C.3 M2: 3.C.5, 3.M.6, 4.M.4, 4.NS.8 M3: 4.AT.3, 4.AT.4, 4.NS.8 M4: 4.AT.4, 4.M.2, 4.M.3</p>
	<p>Unit 2: Multi-digit Multiplication and Early Division 17 days of instruction</p>
	<p>Number Corner Math Stories 4.AT.3, 4.AT.4, 4.C.2</p> <p>M1: 4.C.2, 4.AT.6, 4.NS.1, 4.M.2, 4.M.4 M2: 4.AT.1, 4.AT.6, 4.NS.8, 4.C.1, 4.C.2, 4.C.6, 4.NS.1, 4.NS.2 M3: 4.C.2, 4.C.3, 4.M.2, 4.M.4 M4: 4.C.2, 4.C.3, *4.AT.2</p>
	<p>Interim Review – Interim 1 Testing</p>
9	<p>Unit 3: Fractions & Decimals 22 days of instruction</p>
10-13	<p>Number Corner Math Stories 4.NS.4, 4.NS.5, 4.C.5, 4.C.6</p> <p>M1: 4.C.5, 4.NS.4, 4.NS.5 M2: 4.C.5, 4.C.6, 4.NS.4, 4.NS.5, 4.AT.5 M3: 4.C.5, 4.NS.4, 4.NS.5, 4.NS.6, 4.NS.7, 4.AT.5 M4: 4.NS.5, 4.NS.6, 4.NS.7</p>
	<p>Unit 4: Addition, Subtraction, & Measurement (Module 1 & 2) 24 days of instruction, 5 days of Interim Testing</p>
	<p>Number Corner Math Stories 4.C.1</p> <p>M1: 4.C.1, 4.AT.1, 4.NS.1, 4.NS.2, 4.NS.9, 4.M.2, 4.M.3 M2: 4.C.1, 4.AT.1, 4.NS.2, 4.NS.9</p>
	<p>Interim Review – Interim 2 Testing</p>
18	<p>Unit 5: Geometry and Measurement (Module 1-3) 17 days of instruction</p>
19-21	<p>Number Corner Math Stories 4.M.2, 4.M.3, 4.M.4, 4.M.6, 4.G.2, 4.G.3, 4.G.4, 4.G.5, 4.DA.2</p> <p>M1: 4.G.3, 4.G.4, 4.M.5, 4.M.6 M2: *4.G.1, 4.G.2, 4.G.3, 4.G.4, 4.G.5, 4.M.5, 4.M.6 M3: 4.C.1, 4.C.2, 4.M.4, 4.G.2, 4.G.4, 4.G.5</p>
	<p>Unit 6: Multiplication, Division, Data & Fractions (Module 1-2) 17 days of instruction, 5 days of Interim Testing</p>
	<p>Number Corner Math Stories 4.AT.3, 4.AT.4, 4.C.2, 4.C.3</p> <p>M1: 4.C.2, 4.C.3 M2: 4.C.1, 4.C.2, 4.C.3, 4.M.2, 4.M.4</p>
	<p>Interim Review – Interim 3 Testing</p>
25	<p>Unit 6: Multiplication, Division, Data & Fractions (Module 3-4) 14 days of instruction, 5 days of Interim Testing</p>
26-27	<p>Number Corner Math Stories 4.AT.3, 4.AT.4, 4.C.3, 4.C.5</p> <p>M3: 4.C.3, 4.C.6, 4.NS.4, 4.NS.6, 4.M.3, 4.DA.2 M4: 4.C.2, 4.C.3, 4.AT.4, 4.NS.6</p>
	<p>Unit 7 Reviewing & Extending Fractions, Decimals, and Multi-digit Addition 11 days of instruction</p>
	<p>Number Corner Math Stories 4.C.2, 4.C.5, 4.C.6, 4.NS.3, 4.NS.6, 4.AT.5</p> <p>M1: 4.NS.4, 4.NS.5 M2: 4.NS.4, 4.NS.5, 4.NS.6, 4.NS.7 M3: 4.C.2, 4.M.4 M4: 4.C.2, 4.M.3</p>
	<p>Interim Review – Interim 4 Testing</p>
33-34	<p>Unit 4: Addition, Subtraction, & Measurement (Module 3 & 4) 24 days of instruction</p>
35	<p>Number Corner Math Stories 4.C.1</p> <p>M3: 4.C.1, 4.M.2, 4.M.3, 4.NS.1, 4.NS.2, 4.NS.9 M4: 4.M.3, 4.DA.2</p>
	<p>Unit 5 Geometry and Measurement (Module 4 Only) 10 days of instruction</p>
	<p>Number Corner Math Stories 4.C.2, 4.C.5, 4.G.2</p> <p>M4: 4.C.1, 4.C.2, 4.G.3, 4.M.4, 4.M.5</p>
	<p>Interim Review – Interim 5 Testing</p>
35	<p>Unit 5: Geometry and Measurement (Module 4 Only) 5 days of instruction</p>

FOURTH GRADE SCIENCE YEAR AT A GLANCE

Unit	Week(s)	Scope	Performance Expectation
Culture and Science Safety	1	<i>The instruction for this week will lay the foundation for a positive classroom culture, including important routines and procedures and lessons on science safety.</i>	
Unit 1 Using Energy Transformations	2-3	Energy Transfer and Electric Currents	IN4.PS3.2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
			IN4.PS3.4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.
	4-5	Transfer of Energy in Collision	IN4.PS3.2 Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.
			IN4.PS3.3 Ask questions and predict outcomes about the changes in energy that occur when objects collide.
	5-6	Energy and Speed	IN4.PS3.1 Use evidence to construct an explanation relating the speed of an object to the energy of that object.
7-8	Using Stored Energy	IN4.PS3.4 Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.	
Unit 2 Communicating Using Wave Energy	10	Motion of Waves	IN4.PS4.1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
	11-12	Wavelength and Amplitude	IN4.PS4.1 Develop a model of waves to describe patterns in terms of amplitude and wavelength and that waves can cause objects to move.
	13-15	Light Reflection	IN4.PS4.2 Develop a model to describe that light reflecting from objects and entering the eye allows objects to be seen.
	15-17	Information Technologies	IN3.5.ETS1.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
Unit 3 Organism Structures and Behavior	19-21	Plant and Animal Parts	IN4.LS1.1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
			IN4.LS1.2 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
	21-22	Sense Receptors	IN3.5.ETS1.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost. IN3.5.ETS1.2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.

Unit	Week(s)	Scope	Performance Expectations
Unit 4 Changes Over Time to Earth's Surface and Resources	23-24	Rock Patterns	IN4.ESS1.1 Identify evidence from patterns in rock formations and fossils in rock layers to support an explanation for changes in a landscape over time.
	25-27	Changing Land	IN4.ESS2.1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.
	29-30	Plate Tectonics	IN4.ESS2.2 Analyze and interpret data from maps to describe patterns of Earth's features.
	31-33	Natural Processes	IN4.ESS3.2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
			IN3.5.ETS1.1 Define a simple design problem reflecting a need or a want that includes specified criteria for success and constraints on materials, time, or cost.
			IN3.5.ETS1.2 Generate and compare multiple possible solutions to a problem based on how well each is likely to meet the criteria and constraints of the problem.
34-35	Renewable and Non-Renewable Resources	IN3.5.ETS1.3 Plan and carry out fair tests in which variables are controlled and failure points are considered to identify aspects of a model or prototype that can be improved. IN4.ESS3.1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.	

IN 4th Grade - Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Social Studies Standard Language IN SS Resource Guide IN SS Literacy Standards Talk Moves Q-Chart Processing Tools Summary Table Teacher Reference Guide Discussion and Share-Out Strategies Studies Weekly Support Documents		
Unit	Weeks	Standards and Curriculum Information
Culture	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.</i>
1 - Geography of Indiana	1-4	Standards: 4.1.2, 4.1.6, 4.1.13, 4.1.14, 4.1.17, 4.2.4, 4.2.6, 4.2.7, 4.3.1, 4.3.2, 4.3.3, 4.3.4, 4.3.5, 4.3.6, 4.3.7, 4.3.8, 4.3.9, 4.3.13 Curricular Alignment: Indiana Studies Weekly Weeks 1-4
2 - Native Americans and the Arrival of Europeans to 1770	5-9	Standards: 4.1.1, 4.1.2, 4.1.16, 4.2.6, 4.3.4, 4.3.6, 4.3.8, 4.3.10, 4.3.12, 4.3.13, 4.4.1, 4.4.3, 4.4.4, 4.4.6 Curricular Alignment: Indiana Studies Weekly Weeks 5-9
3 - The American Revolution and the Indiana Territory: 1770 to 1816	10-14	Standards: 4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.6, 4.1.16, 4.1.17, 4.2.6, 4.3.2, 4.3.3, 4.3.4, 4.3.6, 4.3.8, 4.3.9, 4.3.10, 4.3.13, 4.4.9 Curricular Alignment: Indiana Studies Weekly Weeks 10-14
4 - Statehood: 1816 to 1851	15-18	Standards: 4.1.5, 4.1.6, 4.1.9, 4.1.15, 4.1.17, 4.2.1, 4.2.2, 4.2.3, 4.2.4, 4.2.5, 4.2.7, 4.3.2, 4.3.3, 4.3.4, 4.3.8, 4.3.9, 4.3.12, 4.3.13, 4.4.1, 4.4.9 Curricular Alignment: Indiana Studies Weekly Weeks 15-17, 20
5 - The Civil War Era and Later Development: 1850 to 1900	19-22	Standards: 4.1.7, 4.1.8, 4.1.9, 4.1.16, 4.1.17, 4.2.1, 4.2.3, 4.2.6, 4.2.7, 4.3.13, 4.4.4, 4.4.8 Curricular Alignment: Indiana Studies Weekly Weeks 18-19
6 - Growth and Development: 1900 to 1950	23-26	Standards: 4.1.9, 4.1.10, 4.1.11, 4.1.12, 4.1.16, 4.1.17, 4.1.18, 4.2.2, 4.2.5, 4.3.8, 4.3.9, 4.3.10, 4.3.11, 4.3.12, 4.3.13, 4.4.2, 4.4.3, 4.4.7 Curricular Alignment: Indiana Studies Weekly Weeks 21-24
7 - Contemporary Indiana: 1950 to	27-32	Standards: 4.1.11, 4.1.12, 4.1.13, 4.1.14, 4.1.17, 4.1.18, 4.2.2, 4.2.6, 4.2.7, 4.3.8, 4.3.9, 4.3.12, 4.3.13, 4.4.1, 4.4.2, 4.4.3, 4.4.4, 4.4.5, 4.4.6, 4.4.7, 4.4.8, 4.4.9, 4.4.10 Curricular Alignment: Indiana Studies Weekly Weeks 25-32

Indiana 5th Grade ELA Year at-a-Glance

[Lesson Plan Resources](#) [Data Analysis and Next Steps](#) [Time Structures](#) [Assessment Resources](#) [Video Bank](#) [Habits of Discussion](#) [Intervention](#)

Week	RA/ SR/ Writing	Writing
0	Classroom Culture, Routines and Procedures	Classroom Culture, Routines and Procedures
1	Unit 1 RA/SR Scope and Sequence : Characters are Dynamic	Unit 0 Writing Scope and Sequence : Constructed Response Writing
2	<ul style="list-style-type: none"> Narrative Standards: 5.RL.2.1, 5.RL.2.2, 5.RL.2.3, 5.RV.2.1, 5.RL.3.1, 5.RL.3.2 	<ul style="list-style-type: none"> Writing Standards: 5.W.4 Language Standards: 5.W.6.1, 5.W.6.1b, 5.W.6.2
3	<ul style="list-style-type: none"> Informational Standards: 5.RN.2.1, 5.RN.2.2 	Unit 1 Writing Scope and Sequence : Small Moments <ul style="list-style-type: none"> Writing Standards: 5.W.1, 5.W.3.3, 5.W.4 Language Standards: 5.W.6.1, 5.W.6.1b, 5.W.6.2, 5.W.6.2b, 5.RV.2.2
4	<ul style="list-style-type: none"> Review Standards: 5.RL.1, 5.RL.2.1, 5.RL.2.3, 5.RV.2.1, 5.RL.3.1 	
5		
6		
7	Unit 2 RA/SR Scope and Sequence : Revolution Hybrid: A Nation is Born & Women Power Forward!	Unit 2 Writing Scope and Sequence : One Land, Many Trails <ul style="list-style-type: none"> Writing Standards: 5.W.1, 5.W.3.2, 5.W.4, 5.W.5 Language Standards: 5.W.6.1, 5.W.6.1a, 5.W.6.1e, 5.W.6.2, 5.W.6.2b
8	<ul style="list-style-type: none"> Informational Standards: 5.RN.2.1, 5.RN.2.2, 5.RN.2.3, 5.RV.3.2, 5.RN.3.2, 5.RN.3.3, 5.RN.3.1, 5.RN.1 	
9	<ul style="list-style-type: none"> Review Standards: 5.RN.2.1, 5.RN.2.2, 5.RN.2.3, 5.RV.3.2, 5.RN.3.2 	
10		
11		
12		
13		
14		
15	Unit 3 RA/SR Scope and Sequence : Poetry in Motion	Unit 3 Writing Scope and Sequence : Writing About Reading Part 1 <ul style="list-style-type: none"> Writing Standards: 5.W.1, 5.W.3.2, 5.W.4 Language Standards: 5.W.6.1, 5.W.6.1e, 5.W.6.2, 5.W.6.2b
16	<ul style="list-style-type: none"> Narrative Standards: 5.RL.2.1, 5.RL.2.2, 5.RV.3.1, 5.RL.3.1, 5.RL.1 	
17	<ul style="list-style-type: none"> Review Standards: 5.RL.2.2, 5.RL.2.3, 5.RV.3.1, 5.RL.3.1 	
18		
19		
20	Unit 4 RA/SR Scope and Sequence : Reading to Learn	Unit 4 Writing Scope and Sequence : Natural Disasters <ul style="list-style-type: none"> Writing Standards: 5.W.1, 5.W.3.1, 5.W.4, 5.W.5 Language Standards: 5.W.6.1, 5.W.6.1b, 5.W.6.1d, 5.W.6.1e, 5.W.6.2, 5.W.6.2b
21	<ul style="list-style-type: none"> Informational Standards: 5.RN.2.1, 5.RN.2.2, 5.RN.2.3, 5.RN.3.2, 5.RN.3.3, 5.RN.3.1, 5.RN.4.1, 5.RN.1 	
22	<ul style="list-style-type: none"> Review Standards: 5.RN.2.1, 5.RN.2.2, 5.RN.2.3, 5.RV.3.2, 5.RN.3.2, 5.RN.3.3, 5.RN.3.1, 5.RN.4.1, 5.RN.4.2 	
23		
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27	Unit 5 RA/SR Scope and Sequence : Keeping Up with Characters and Multiple Plots	Unit 5 Writing Scope and Sequence : Writing About Reading Part 2 <ul style="list-style-type: none"> Writing Standards: 5.W.1, 5.W.3.2, 5.W.4 Language Standards: 5.W.6.1, 5.W.6.1e, 5.W.6.1b, 5.W.6.2
28	<ul style="list-style-type: none"> Narrative Standards: 5.RL.2.1, 5.RL.2.2, 5.RL.2.3, 5.RL.3.1, 5.RL.3.2, 5.RL.4.2, 5.RL.1 	
29	<ul style="list-style-type: none"> Review Standards: 5.RL.2.1, 5.RL.2.2, 5.RL.2.3, 5.RV.3.1, 5.RL.3.1, 5.RL.4.1 	
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Indiana 5th Grade Year at a Glance

1-3	Number Corner Math Stories 5.M.4, 5.M.5, 5.M.6	Unit 1: Expressions, Equations & Volume		
		M1: 4.NS.8, 5.M.4, 5.C.9		
		M2: 4.C.2, 5.C.3, 5.C.9		
		M3: 4.C.2, 5.C.2, 5.C.9, 5.M.4		
		M4: 4.C.3, 5.C.2, 5.C.3, 5.C.9, 5.NS.2		
4	Unit 6 Module 3: Volume			14 days of instruction, 0 days of Interim Testing
				6 days of instruction, 0 days of Interim Testing
5-8	Number Corner Math Stories 5.C.4, 5.A.T.2	Unit 2 Module 1 -3: Adding & Subtracting Fractions		
		M1: 5.C.4, 5.A.T.2		
		M2: 5.C.4, 5.C.5, 5.C.8, 5.A.T.2, 5.NS.2		
		M3: 5.NS.2, 5.A.T.2, 5.C.4, 5.C.5, 5.C.8		
		Unit 2 Module 4: Adding & Subtracting Fractions		20 days of instruction, 5 days of Interim Testing
9	Interim Review – Interim 1 Testing			
	Unit 2 Module 4: Adding & Subtracting Fractions			3 days of instruction, 0 days of Interim Testing
10	Number Corner Math Stories 5.C.4, 5.A.T.2, 5.DS.1	Unit 3 Module 1-3: Place Values & Decimals		
		M4: 5.A.T.2, 5.C.4		
11-14	Number Corner Math Stories 5.NS.1, 5.C.8	Unit 3 Modules 1-3: Place Values & Decimals		
		M1: 5.C.4, 5.C.8, 5.NS.1, 5.NS.3, 5.NS.4, 5.A.T.5		
		M2: 5.NS.1, 5.NS.3, 5.NS.5, 5.C.8, 5.M.1, 5.A.T.5		
		M3: 5.NS.1, 5.NS.3, 5.NS.4, 5.NS.5, 5.C.8, 5.M.1		
				19 days of instruction, 0 days of Interim Testing
15-17	Number Corner Math Stories 4.C.2, 5.C.1, 5.C.5	Unit 4 Module 1-3: Multiplying & Dividing Whole Numbers and Decimals		
		M1: 5.C.2, 5.C.3, 5.C.5, 5.C.8, 5.C.9		
		M2: 5.C.2, 5.C.5, 5.C.8, 5.C.9, 5.A.T.5		
		M3: 5.C.1, 5.C.2, 5.C.8, 5.M.5		
				18 days of instruction, 5 days of Interim Testing
18	Interim Review – Interim 2 Testing			
	Unit 4 Module 4: Multiplying & Dividing Whole Numbers and Decimals			
19-20	Number Corner, Math Stories, 5.C.7	Unit 4 Module 4: Multiplying & Dividing Whole Numbers and Decimals		
		M4: 5.C.1, 5.C.2, 5.M.1		
				7 days of instruction, 0 days of Interim Testing
21-24	Number Corner Math Stories 5.A.T.3, 5.C.2, 5.C.5, 5.C.8, 5.NS.2,	Unit 5: Multiplying Fractions by Fractions		
		M1: 5.C.4, 5.C.5, 5.C.6, 5.M.1		
		M2: 5.C.3, 5.C.4, 5.C.5, 5.C.6, 5.A.T.3, 5.M.2		
		M3: 5.C.3, 5.C.5, 5.C.6, 5.A.T.3, 5.M.2		
		M4: 5.C.2, 5.C.7, 5.A.T.4		
				23 days of instruction, 5 days of Interim Testing
25	Interim Review – Interim 3 Testing			
	Unit 3 Module 4 - Place Values & Decimals			
26	Number Corner, Math Stories 5.C.4, 5.A.T.2, 5, DS.1	Unit 3 Module 4 - Place Values & Decimals		3 days of instruction, 0 days of Interim Testing
		M4: 5.C.2		
27-31	Unit 7: Division & Decimals			
				25 days of instruction, 0 days of Interim Testing
32-34	Number Corner Math Stories 5.C.1, 5.M.4, 5.M.5, 5.M.6	Unit 6 Module 1, 2, & 4: Graphing and Geometry		
		M1: 5.A.T.6, 5.A.T.7, 5.NS.4, 5.C.8		
		M2: 5.G.2		
		M3: 5.C.5, 5.A.T.3, 5.M.1		
				18 days of instruction, 0 days of Interim Testing
35	Number Corner Math Stories <i>No Math stories Bridges Unit 8</i>	Optional: Unit 8 Solar Design		
		M1: 5.M.4, 5.M.5, 5.A.T.3, 5.A.T.7, 5.C.2, 5.C.9		
		M2: 5.M.2, 5.M.4, 5.M.5, 5.A.T.3, 5.A.T.4, 5.A.T.7, 5.C.1, 5.C.2, 5.C.5, 5.C.8, 5.M.1		
		M3: 5.A.T.3, 5.A.T.4, 5.A.T.7, 5.C.2, 5.C.5, 5.C.8, 5.M.1, 5.M.2, 5.M.4, 5.M.5		
		M4: 5.M.1, 5.M.2, 5.A.T.3, 5.A.T.7, 5.C.1, 5.C.5		
				4 days of instruction, 0 days of Interim Testing
36 - EOY	Review and Remediation			

INDIANA FIFTH GRADE SCIENCE

Unit	Week(s)	Alignment to STEMscopes	Indiana Academic Science Standards
CULTURE AND SCIENCE SAFETY	1-2	<i>The instruction for this week will lay the foundation for a positive classroom culture, including important routines and procedures and lessons on science safety.</i>	
UNIT 1 ECOSYSTEMS	3-4	5th Grade 3D Food Webs	IN.5.LS.1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. IN.5.LS.2 Observe and classify Indiana organisms as producers, consumers, decomposers, or predator and prey based on the relationship and interactions with other organisms in their ecosystem.
	5-6	5th Grade 3D Matter Cycles	
	7-8	5th Grade 3D Ecosystems	
	9-11	4th Grade 3D Sense Receptors	IN.5.LS.3 Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.
UNIT 2 MATTER	12-13	Additional Resources - Mass vs Weight	IN.5.PS.4 Describe the difference between weight being dependent on gravity and mass comprised of the amount of matter in a given substance or material. IN.5.PS.1 Describe and measure the volume and mass of a sample of a given material.
	14-17	5th Grade 3D Changes to Matter Additional Resource - Balancing Bottles	IN.5.PS.2 Demonstrate that regardless of how parts of an object are assembled the mass of the whole object is identical to the sum of the mass of the parts; however, the volume can differ from the sum of the volumes. (Law of Conservation of Mass) IN.5.PS.3 Determine if matter has been added or lost by comparing mass when melting, freezing, or dissolving a sample of a substance. (Law of Conservation of Mass)
UNIT 4 EARTH IN SPACE	19-20	Additional Resources - Solar System	IN5.ESS.1 Analyze the scale of our solar system and its components: our solar system includes the sun, moon, seven other planets and their moons, and many other objects like asteroids and comets. IN5.ESS.2 Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.
	21-23	5th Grade 3D Earth's Rotation	
	24-25	5th Grade 3D Objects in the Sky	
UNIT 5 EARTH SYSTEMS	26-27	Renewable and Non-Renewable Resources	IN5.ESS.3 Investigate ways individual communities within the United States protect the Earth's resources and environment. IN5.ESS.4 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.
	28-29	Reducing Human Footprint	
	28-29	Earth's Systems Interactions	
UNIT 6 ENGINEERING PROCESSES	30-35	Additional Resource - Engineering Design	5.ETS1.2 Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem. 5.ETS1.3 Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.

IN 5th Grade - Social Studies Year at-a-Glance

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Social Studies Standard Language IN SS Resource Guide IN SS Literacy Standards Talk Moves Q-Chart Processing Tools Summary Table Teacher Reference Guide Discussion and Share-Out Strategies Studies Weekly Support Documents Assessments		
<i>Standards 6.1.18-22 should be integrated throughout all units.</i>		
Unit	Weeks	Standards and Curriculum Information
Culture	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.</i>
1 - Ways of Life Before and After the Arrival of Europeans to 1610	1-9	Standards: 5.1.1, 5.1.2, 5.1.3, 5.1.4, 5.1.5, 5.1.6, 5.1.7, 5.1.8, 5.2.2, 5.2.3, 5.3.1, 5.3.2, 5.3.3, 5.3.4, 5.3.5, 5.3.6, 5.3.7, 5.3.8, 5.3.9, 5.3.10, 5.3.11, 5.4.1, 5.4.2 Key Content: pp. 1-3
2 - Colonization and Settlements: 1607 to 1763	10-18	Standards: 5.1.5, 5.1.6, 5.1.7, 5.1.8, 5.2.2, 5.2.3, 5.3.9, 5.3.10, 5.3.11, 5.3.13, 5.4.2, 5.4.3, 5.4.5, 5.4.6, 5.4.7, 5.4.8, 5.4.9 Key Content: pp. 3-5
3 - The American Revolution: 1763 to 1783	19-27	Standards: 5.1.9, 5.1.10, 5.1.11, 5.1.12, 5.1.13, 5.1.14, 5.2.4, 5.3.12, 5.3.13, 5.4.3, 5.4.4 Key Content: pp. 5-6
4 - Making the United States Constitution and Establishing the Federal Republic: 1763 to 1800	28-36	Standards: 5.1.15, 5.1.16, 5.1.17, 5.2.1, 5.2.4, 5.2.5, 5.2.6, 5.2.7, 5.2.8, 5.2.9, 5.2.10, 5.3.13, 5.4.4, 5.4.5, 5.4.6, 5.4.7, 5.4.8, 5.4.9 Key Content: pp. 6-8

Indiana 6th Grade ELA Year at-a-Glance		
Lesson Prep Resources, Time Structures, Assessment Resources, Video Bank, Habits of Discussion, Intervention, Independent Reading		
Week	Literature Seminar	Writing
0	Classroom Culture, Routines and Procedures	Classroom Culture, Routines and Procedures
1	Unit 1 Lit. Seminar Scope and Sequence : Short Stories	Unit 1 Writing Scope and Sequence : Constructed Response Writing
2	<ul style="list-style-type: none"> ● Primary Standards: 6.RL.2.1, 6.RL.2.2, 6.RL.2.3, 6.RL.3.2 	<ul style="list-style-type: none"> ● Primary Standards: 6.W.4, 6.W.6.1, 6.W.6.2
3	<ul style="list-style-type: none"> ● Additional Standards: 6.RV.3.1, 6.RV.2.1, 6.RV.1, 6.SL.3.1 EXCEL-erate Unit 1 Extensions	
4	Unit 2 Lit. Seminar Scope and Sequence : A Long Walk to Water	Unit 2 Writing Scope and Sequence : Personal Narrative
5	<ul style="list-style-type: none"> ● Primary Standards: 6.RN.2.2, 6.RN.2.3, 6.RN.3.2, 6.RN.3.3 	<ul style="list-style-type: none"> ● Primary Standards: 6.W.3.3, 6.W.6.2
6	<ul style="list-style-type: none"> ● Additional Standards: 6.RN.2.1, 6.RV.3.2, 6.RN.4.3, 6.RV.1, 6.SL.3.1, 6.SL.3.2 	<ul style="list-style-type: none"> ● Additional Standards: 6.W.4, 6.W.1, 6.SL.1
7		
8		
9	EXCEL-erate Unit 2 Extensions	
10	Unit 3 Lit. Seminar Scope and Sequence : Home of the Brave	Unit 3 Writing Scope and Sequence : Poetry
11	<ul style="list-style-type: none"> ● Primary Standards: 6.RV.3.1, 6.RL.3.1, 6.RL.3.2 	<ul style="list-style-type: none"> ● Primary Standards: 6.W.3.3, 6.RV.3.1, 6.W.6.1a
12	<ul style="list-style-type: none"> ● Additional Standards: 6.RL.2.1, 6.RN.2.1, 6.RN.2.2, 6.RN.3.3, 6.RL.2.2, 6.RL.2.3, 	<ul style="list-style-type: none"> ● Additional Standards: 6.W.4, 6.W.1, 6.SL.1
13	6.RL.4.2, 6.RV.2.1, 6.RV.2.2, 6.RV.1, 6.ML.1	
14	EXCEL-erate Unit 3 Extensions	
15	Unit 4 Lit. Seminar Scope and Sequence : Spooked!	Unit 4 Writing Scope and Sequence : Argument
16	<ul style="list-style-type: none"> ● Primary Standards: 6.RN.2.3, 6.RN.4.1, 6.RN.4.3 	<ul style="list-style-type: none"> ● Primary Standards: 6.W.3.1, 6.W.6.2b
17	<ul style="list-style-type: none"> ● Additional Standards: 6.RN.2.1, 6.RN.2.2, 6.RV.3.2, 6.RN.3.2, 6.RN.3.3, 6.RN.4.2, 	<ul style="list-style-type: none"> ● Additional Standards: 6.W.4, 6.W.5, 6.W.1, 6.SL.4.1, 6.SL.1
18	6.RL.4.1, 6.RV.2.1, 6.RV.2.2, 6.RV.1,	
19	6.SL.3.1, 6.SL.3.2, 6.ML.1, 6.ML.2.2	
20		
21	Unit 5 Lit. Seminar Scope and Sequence : Heart of a Samurai	Unit 5 Writing Scope and Sequence : Informational/Research
22	<ul style="list-style-type: none"> ● Primary Standards: 6.RL.2.2, 6.RL.2.3, 6.RL.3.1, 6.RL.3.2 	<ul style="list-style-type: none"> ● Primary Standards: 6.W.3.2, 6.W.6.1d, 6.W.6.1e, 6.W.6.2b
23	<ul style="list-style-type: none"> ● Additional Standards: 6.RL.2.1, 6.RN.2.1, 6.RN.2.2, 6.RN.3.3, 6.RV.2.1, 6.RV.2.2, 	<ul style="list-style-type: none"> ● Additional Standards: 6.W.4, 6.W.5, 6.W.1, 6.SL.3.1, 6.SL.4.1, 6.SL.4.2, 6.SL.1
24	6.RV.1, 6.SL.3.1, 6.ML.1, 6.ML.2.2	
25		
26		
27	Unit 6 Lit. Seminar Scope and Sequence : Refugee	Unit 6 Writing Scope and Sequence : Literary Analysis
28	<ul style="list-style-type: none"> ● Primary Standards: 6.RL.2.2, 6.RL.2.3, 6.RV.3.1, 6.RL.3.1, 6.RL.3.2 	<ul style="list-style-type: none"> ● Primary Standards: 6.W.3.1, 6.W.6.1, 6.W.6.2
29	<ul style="list-style-type: none"> ● Additional Standards: 6.RL.2.1, 6.RN.2.1, 6.RN.2.2, 6.RV.3.2, 6.RN.3.3, 6.RV.2.1, 	<ul style="list-style-type: none"> ● Additional Standards: 6.W.4, 6.W.1, 6.SL.4.1, 6.SL.4.2, 6.SL.1
30	6.RV.2.2, 6.RV.1, 6.SL.3.1, 6.ML.1, 6.ML.2.2	
31		
32		
33		
34	Review	Review

INDIANA 6 th Grade Year at a Glance 2023-2024	
Week	
0	Utilize this week to administer Unit 2 Preassessment, establish a math community, establish classroom culture, routines, and procedures, begin teaching Unfinished Learning Activities
1	Unit 2: Introducing Ratios 6.NS.8 • 6.NS.9 • 6.NS.10
2	
3	
4	
5	Unit 3: Unit Rates and Percentages 6.NS.5 • 6.NS.9 • 6.NS.10 • 6. GM.1
6	
7	
8	
9	Interim Review – Interim 1 Testing
10	Unit 4: Dividing Fractions (Topics A-C) 6.C.4
11	
12	Unit 5: Arithmetic in Base Ten 6.AF.2 • 6.C.1 • 6.C.2 • *6. C.3
13	
14	
15	Unit 6: Expressions and Equations (Topics A&B) 6.C.2 • *6.C.6 • 6.AF.1 • 6.AF.2 • 6.AF.3 • 6.AF.4 • 6.AF.5
16	
17	
18	
19	Unit 6: Expressions and Equations (Topics C&D) 6. C.5 • *6. C.6 • 6.AF.1 • 6.AF.4 • 6.AF.10 • 6.NS.10
20	
21	Unit 7: Rational Numbers 6.NS.1 • 6. NS.2 • 6.NS. 3 • 6. NS.4 • 6.AF.3 • 6.AF.4 • 6.AF.5 • 6.AF.6
22	
23	
24	
25	Interim Review – Interim 3 Testing
26	Unit 1: Area and Surface Area 6.GM.4 • 6. GM.6 • 6.C.5 • 6. AF.1 • 6.AF.3
27	
28	
29	Unit 4 Lesson (Topics D-E) 6. C.4 • 6.GM.4 • 6.GM.5
30**	Unit 8: Data Sets and Distribution 6.DS.1 • 6.DS.2 • *6.DS.3 • 6.DS.4 • 6.C.2
31	
32	
33	
34 - EOY	Unit 9: End of Year Review

*Indiana Resources Lessons are given for these standards.

** State testing windows vary. All [priority standards](#) should be taught prior to state testing. Please refer to your school's testing calendar for your state testing window.

SIXTH GRADE SCIENCE YEAR AT A GLANCE

Unit	Week(s)	Scope(s)	Performance Expectation
CULTURE AND SCIENCE SAFETY	1-2	The instruction for this week is to lay the foundation for a positive classroom culture, including key routines and procedures, and lessons on science safety.	
UNIT 1: Motion and Stability: Forces and Interactions	3-6	Introduction to Properties of Waves	MS-PS4-1: Use mathematical representations to describe a simple model for waves that includes how the amplitude of a wave is related to the energy in a wave.
		Modeling Waves through Mediums	MS-PS4-2: Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.
	7-8	Digital vs Analog	MS-PS4-3: Integrate qualitative scientific and technical information to support the claim that digitized signals are a more reliable way to encode and transmit information than analog signals
UNIT 2: Ecosystems: Interactions, Energy, and Dynamics	9-10	Relationships in Ecosystems	MS-LS2-2: Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.
	11-14	Dynamic Nature of Ecosystems	MS-LS2-4: Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
	15-18	Ecosystem Biodiversity	MS-LS2-5: Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
	19-22	Coompetition in Ecosystems Organism Interactions in Ecosystems	MS-LS2-1: Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
	23-24	Flow of Energy in Ecosystems	MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.
UNIT 3: From Molecules to Organisms: Structures and Processes	25-27	Introduction of Photosynthesis	MS-LS1-6: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.
UNIT 4: Earth's Place in Universe	28-29	The Solar System	MS-ESS1-3: Analyze and interpret data to determine scale properties of objects in the solar system.
	30-31	Earth, Sun, and Moon System	MS-ESS1-1: Develop and use a model of the Earth-sun-moon system to describe the cyclic patterns of lunar phases, eclipses of the sun and moon, and seasons.
			MS-ESS1-2: Develop and use a model to describe the role of gravity in the motions within galaxies and the solar system.

Unit	Week(s)	Scope(s)	Performance Expectation
UNIT 5: Engineering	32-36	Engineering Design Project	MS-ETS1-1: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
			MS-ETS1-2: Evaluate competing design solutions using a systematic process to determine how well they meet the criteria and constraints of the problem.
			MS-ETS1-3: Analyze data from tests to determine similarities and differences among several design solutions to identify the best characteristics of each that can be combined into a new solution to better meet the criteria for success.
			MS-ETS1-4: Develop a model to generate data for iterative testing and modification of a proposed object, tool, or process such that an optimal design can be achieved.

IN 6th Grade - Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Social Studies Standard Language IN SS Resource Guide IN SS Literacy Standards Lesson Plan Template Processing Tools Summary Table Teacher Reference Guide 6-8 Unit Unpacking Guide Source Evaluation Checklist QFT Jamboard QFT Protocol Slides 6th IN Compelling & Supporting Questions Q-Chart 6-12 SS Disciplinary Thinking Skills McGraw Hill Support Documents Discussion and Share-Out Strategies		
<i>Standards 6.1.17-23 should be integrated throughout all units.</i>		
Unit	Weeks	Standards and Curriculum Information
Culture	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.</i>
1 - Exploring Our World	2-6	Standards: 6.2.1, 6.2.8, 6.3.1, 6.3.2, 6.3.3, 6.3.4, 6.3.5, 6.3.6, 6.3.7, 6.3.8, 6.3.9, 6.3.10, 6.3.11, 6.4.4, 6.4.9 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Western Hemisphere Chapters 1-3 Key Content: pp. 1-3
2 - North America	7-11	Standards: 6.1.4, 6.1.10, 6.1.11, 6.1.15, 6.1.16, 6.1.24, 6.2.1, 6.2.6, 6.2.7, 6.2.8, 6.3.1, 6.3.4, 6.3.5, 6.3.8, 6.3.9, 6.3.10, 6.4.1, 6.4.2, 6.4.3, 6.4.5, 6.4.6, 6.4.7, 6.4.8 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Western Hemisphere Chapters 4-6 Key Content: pp. 3-5
3 - Mexico, the Caribbean, and Central America	12-15	Standards: 6.1.1, 6.1.2, 6.1.4, 6.1.6, 6.1.10, 6.1.11, 6.1.15, 6.1.16, 6.1.24, 6.2.1, 6.2.6, 6.2.8, 6.3.1, 6.3.4, 6.3.5, 6.3.8, 6.3.9, 6.3.10, 6.4.1, 6.4.2, 6.4.3, 6.4.5, 6.4.6, 6.4.7, 6.4.8 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Western Hemisphere Chapter 7 Key Content: pp. 5-7
4 - South America	16-20	Standards: 6.1.1, 6.1.2, 6.1.4, 6.1.6, 6.1.10, 6.1.11, 6.1.15, 6.1.16, 6.1.24, 6.2.1, 6.2.6, 6.2.8, 6.3.1, 6.3.4, 6.3.5, 6.3.8, 6.3.9, 6.3.10, 6.4.1, 6.4.2, 6.4.3, 6.4.5, 6.4.6, 6.4.7, 6.4.8 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Western Hemisphere Chapters 8-10 Key Content: pp. 7-10
5 - Ancient European Civilizations	21-26	Standards: 6.1.1, 6.1.2, 6.1.3, 6.2.1, 6.2.2, 6.2.3, 6.3.4, 6.3.5, 6.3.8, 6.3.9, 6.3.10, 6.4.1, 6.4.2, 6.4.3 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Western Hemisphere Chapters 11-13 Key Content: pp. 10-11
6 - Medieval Europe	27-31	Standards: 6.1.4, 6.1.5, 6.1.6, 6.1.7, 6.1.8, 6.1.9, 6.2.1, 6.2.4, 6.2.5, 6.3.4, 6.3.5, 6.3.8, 6.3.9, 6.3.10, 6.4.1, 6.4.2, 6.4.3 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Western Hemisphere Chapters 11-13 Key Content: pp. 11-13
7 - Modern Europe	32-36	Standards: 6.1.12, 6.1.13, 6.1.14, 6.1.15, 6.1.16, 6.1.24, 6.2.1, 6.2.6, 6.2.7, 6.2.8, 6.3.1, 6.3.4, 6.3.5, 6.3.8, 6.3.9, 6.3.10, 6.4.1, 6.4.2, 6.4.3, 6.4.5, 6.4.6, 6.4.7, 6.4.8 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Western Hemisphere Chapters 11-13 Key Content: pp. 13-15

Indiana 7th Grade ELA Year at-a-Glance		
Lesson Prep Resources , Time Structures , Assessment Resources , Video Bank , Habits of Discussion , Intervention , Independent Reading		
Week	Literature Seminar	Writing
0	Classroom Culture, Routines and Procedures	Classroom Culture, Routines and Procedures
1	Unit 1 Lit. Seminar Scope and Sequence : Short Stories	Unit 1 Writing Scope and Sequence : Constructed Response Writing
2	<ul style="list-style-type: none"> Primary Standards: 7.RL.2.1, 7.RL.2.2, 7.RL.2.3 Additional Standards: 7.RV.3.1, 7.RV.2.1, 7.RV.1, 7.SL.3.1 	<ul style="list-style-type: none"> Primary Standards: 7.W.4, 7.W.6.2 Additional Standards: 7.W.3.2, 7.W.3.3
3	EXCEL-erate Unit 1 Extensions	
4	Unit 2 Lit. Seminar Scope and Sequence : I Am Malala	Unit 2 Writing Scope and Sequence : Informational/Research
5	<ul style="list-style-type: none"> Primary Standards: 7.RN.2.2, 7.RN.2.3, 7.RN.3.3 Additional Standards: 7.RL/RN.2.1, 7.RN.4.3, 7.RN.4.3 	<ul style="list-style-type: none"> Primary Standards: 7.W.3.2, 7.W.6.2, 7.W.6.2b Additional Standards: 7.W.1, 7.W.4, 7.W.5
6		
7		
8	EXCEL-erate Unit 2 Extensions	
9		
10	Unit 3 Lit. Seminar Scope and Sequence : The Outsiders	Unit 3 Writing Scope and Sequence : Personal Narrative
11	<ul style="list-style-type: none"> Primary Standards: 7.RL.2.2, 7.RL.2.3, 7.RL.3.2 Additional Standards: 7.RL.2.1/7.RN.2.1, 7.RV.2.1, 7.RN.2.2, 7.RV.3.2, 7.RN.3.3, 7.RV.3.1, 7.RV.1, 7.ML.1 	<ul style="list-style-type: none"> Primary Standards: 7.W.1, 7.W.3.3, 7.W.6.1 Additional Standards: RW.7.3.4d, 7.W.4, 7.SL.3.1, 7.SL.1, 7.W.6.2b, 7.ML.2.2
12		
13		
14	EXCEL-erate Unit 3 Extensions	
15	Unit 4 Lit. Seminar Scope and Sequence : Hitler Youth	Unit 4 Writing Scope and Sequence : Argument
16	<ul style="list-style-type: none"> Primary Standards: 7.RN.2.3, 7.RN.3.2, 7.RN.4.1 Additional Standards: 7.RL.2.1/7.RN.2.1, 7.RV.3.2, 7.RN.3.3, 7.RN.4.3, 7.RL.2.2, 7.RV.3.1, 7.SL.3.1, 7.SL.3.2, 7.RV.1, 7.ML.1 	<ul style="list-style-type: none"> Primary Standards: 7.W.3.1, 7.W.6.1e Additional Standards: 7.W.4, 7.W.5, 7.W.1, 7.SL.4.1, 7.SL.1, 7.ML.1
17		
18		
19		
20		
21	Unit 5 Lit. Seminar Scope and Sequence : The Diary of Anne Frank	Unit 5 Writing Scope and Sequence : Drama
22	<ul style="list-style-type: none"> Primary Standards: 7.RL.2.2, 7.RL.2.3 Additional Standards: 7.RL.2.1/7.RN.2.1, 7.RL.4.1, 7.RL.4.2 	<ul style="list-style-type: none"> Primary Standards: 7.W.3.3, 7.W.6.1e Additional Standards: 7.W.1, 7.W.4, 7.SL.4.2, 7.SL.1
23		
24	Unit 6 Lit. Seminar Scope and Sequence : Brown Girl Dreaming	Unit 6 Writing Scope and Sequence : Poetry
25	<ul style="list-style-type: none"> Primary Standards: 7.RL.2.2, 7.RV.3.1, 7.RL.3.1 Additional Standards: 7.RL.2.1/7.RN.2.1, 7.RL.2.3, 7.RN.2.2, 7.RN.3.3, 7.RV.2.1, 7.RV.3.3, 7.SL.3.1 	<ul style="list-style-type: none"> Primary Standards: 7.W.3.3, 7.W.6.1c, 7.W.6.1d Additional Standards: 7.W.1, 7.W.4, 7.SL.3.1
26		
27		
28		
29	Unit 7 Lit. Seminar Scope and Sequence : The Giver	Unit 7 Writing Scope and Sequence : Literary Analysis
30	<ul style="list-style-type: none"> Primary Standards: N/A Additional Standards: 7.RL.2.1/7.RN.2.1, 7.RL.2.2, 7.RL.2.3, 7.RV.3.1, 7.RL.3.1, 7.RL.3.2, 7.RN.2.2, 7.RN.3.3, 7.RV.2.1, 7.RV.2.2 	<ul style="list-style-type: none"> Primary Standards: 7.W.3.1, 7.W.6.1e, 7.W.6.1d Additional Standards: 7.W.4, 7.W.1, 7.SL.4.1, 7.SL.4.2, 7.SL.1
31		
32		
33		
34	Review	Review

INDIANA 7 th Grade Year at a Glance 2023-2024	
Week	
0	Utilize this week to administer Unit 2 Preassessment, establish a math community, establish classroom culture, routines, and procedures, begin teaching Unfinished Learning Activities
1	Unit 1: Scale Drawings
2	7.GM.3
3	
4	Unit 2: Introducing Proportional Relationships
5	7.C.5 • 7.AF.4 • 7.AF.5 • 7.AF.6 • 7.AF.7 • 7.AF.8 • 7.AF.9 • 7. GM.6
6	
7	Unit 3: Measuring Circles
8	7.GM.3 • 7. GM.5
9	Interim Review – Interim 1 Testing
10	Unit 3: Measuring Circles
	7.GM.3 • 7. GM.5
11	
12	Unit 4: Proportional Relationships and Percentages
13	
14	7.C.5 • 7. C.6 • 7.AF.6
15	
16	Unit 5: Rational Number Arithmetic
17	7.C.1 • 7.C.2 • 7. C.3 • 7.C.4. • 7.C.7 • 7. C.8 • 7.AF.2 • *7.NS.1 • *7.NS.2 • 7.NS.3
18	Interim Review – Interim 2 Testing
19	Unit 5: Rational Number Arithmetic
	7.C.1 • 7.C.2 • 7. C.3 • 7.C.4. • 7.C.7 • 7. C.8 • 7.AF.2 • 7.NS.1 • 7.NS.2 • 7.NS.3
20	
21	Unit 6: Expressions, Equations, Inequalities (Topics A&B)
22	7.C.2 • 7. C.8 • 7.AF.2
23	
24	Unit 7: Angles, Triangles, and Prisms (Topics A&B)
25	7.GM.1 • 7. GM.2 • 7. GM.4 • 7. C.7 • 7.AF.2
26	Interim Review – Interim 3 Testing
27	Unit 8: Probability and Sampling (Topic A Only)
28	7.DSP.5 • 7.DSP.6 • 7.DSP.7
29	Unit 6: Expressions, Equations, Inequalities (Topics C&D)
30**	7.C.2 • 7. C.8 • 7.AF.1 • 7.AF.3
31	Unit 7: Angles, Triangles, and Prisms (Topics C)
32	7.GM.6 • *7. GM.7
33	Unit 8: Probability and Sampling (Topics C&D)
34	7.DSP.1 • 7.DSP.2 • 7.DSP.3 • 7.DSP.4 • 7.DSP.7 • 7. C.7
35- EOY	Unit 9: Putting it All Together

*Indiana Resources Lessons are given for these standards.

** State testing windows vary. All [priority standards](#) should be taught prior to state testing. Please refer to your school's testing calendar for your state testing window

SEVENTH GRADE SCIENCE YEAR AT A GLANCE

Unit	Week(s)	Scope(s)	Performance Expectation
CULTURE AND SCIENCE SAFETY	1		The instruction for this week is to lay the foundation for a positive classroom culture, including key routines and procedures, and lessons on science safety.
UNIT 1: Motion and Stability: Forces and Interactions	2-3	Changes in Forces	MS-PS2-2 Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
	3-4	Newton's Third Law of Motion	MS-PS2-1 Apply Newton's Third Law to design a solution to a problem involving the motion of two colliding objects.
	5-6	Electric and Magnetic Forces	MS-PS2-3 Ask questions and design a plan to determine the factors that affect the strength of electric and magnetic forces. MS-PS2-5 Conduct an investigation and evaluate the experimental design to provide evidence that fields exist between objects exerting forces on each other even though the objects are not in contact.
	7	Gravitational Forces	MS-PS2-4 Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
UNIT 2: Energy	8-9	Kinetic Energy	MS-PS3-1 Construct and interpret graphical displays of data to describe the relationships of kinetic energy to the mass of an object and to the speed of an object. MS-PS3-5 Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.
	10-11	Potential Energy	MS-PS3-2 Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system.
	12-13	Thermal Energy Transfer	MS-PS3-3 Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer.
	13-14	Energy Transfer and Temperature	MS-PS3-4 Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample.
UNIT 3: From Molecules to Organisms: Structures and Processes	15	Cells	MS-LS1-1 Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells.
	16-17	Anatomy of a Cell	MS-LS1-2 Develop and use a model to describe the function of a cell as a whole and ways parts of cells contribute to the function.
	18-20	Body and Systems	MS-LS1-3 Use argument supported by evidence for how the body is a system of interacting subsystems composed of groups of cells.
	21-22	Sensory Receptors	MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Unit	Week(s)	Scope(s)	Performance Expectation
UNIT 4 Earth's Place in the Universe	23-24	Geologic History of Earth	MS-ESS1-4 Construct a scientific explanation based on evidence from rock strata for how the geologic time scale is used to organize Earth's 4.6-billion-year-old history
UNIT 5 Earth's Systems	25-26	Geoscience Processes	MS-ESS2-1 Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process
	27-28	Earth Materials	MS-ESS2-2: Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
	29-31	Plate Tectonics Seafloor Spreading	MS-ESS2-3: Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
UNIT 6 Earth Human Activity	32-33	Human Dependence on Natural Resources	MS-ESS3-1 Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
	34-36	Natural Hazards	MS-ESS3-2 Analyze and interpret data on natural hazards to forecast future catastrophic events and inform the development of technologies to mitigate their effects.

IN 7th Grade - Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Standards 7.1.15-19 should be integrated throughout all units.

[Social Studies Standard Language Lesson Plan Template](#)
 [IN SS Resource Guide Processing Tools](#)
 [IN SS Literacy Standards Summary Table Teacher Reference Guide](#)
[6-8 Unit Unpacking Guide](#)
[Source Evaluation Checklist](#)
[QFT Jamboard](#)
[QFT Protocol](#)
[Slides 8th IN Compelling & Supporting Questions](#)
[Q-Chart](#)
[6-12 SS Disciplinary Thinking Skills](#)
[McGraw Hill Support Documents](#)
[Discussion and Share-Out Strategies](#)

Unit	Weeks	Standards and Curriculum Information
Culture	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.</i>
1 - Exploring Our World	2-7	Standards: 7.3.1, 7.3.2, 7.3.3, 7.3.5, 7.3.9 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Eastern Hemisphere Chapters 1-3 Key Content: pp. 1-2
2 - East and Southeast Asia	8-12	Standards: 7.1.1, 7.1.2, 7.1.6, 7.1.7, 7.1.8, 7.1.9, 7.1.10, 7.1.11, 7.1.12, 7.1.14, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.9, 7.3.10, 7.3.11, 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5, 7.4.6 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Eastern Hemisphere Chapters 4-5 Key Content: pp. 2-5
3 - South Asia	13-16	Standards: 7.1.1, 7.1.2, 7.1.4, 7.1.6, 7.1.11, 7.1.14, 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.9, 7.3.10, 7.3.11, 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5, 7.4.6 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Eastern Hemisphere Chapter 6 Key Content: pp. 6-9
4 - Russia and Northern Eurasia	17-19	Standards: 7.1.7, 7.1.14, 7.2.2, 7.2.3, 7.2.5, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.9, 7.3.10, 7.3.11, 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5, 7.4.6 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Eastern Hemisphere Chapter 7 Key Content: pp. 9-11
5 - Southwest Asia and North Africa	20-24	Standards: 7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.10, 7.1.11, 7.1.13, 7.1.14, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.9, 7.3.10, 7.3.11, 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5, 7.4.6 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Eastern Hemisphere Chapters 8-9 Key Content: pp. 11-15
6 - Africa	25-33	Standards: 7.1.3, 7.1.5, 7.1.6, 7.1.11, 7.1.14, 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.9, 7.3.10, 7.3.11, 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5, 7.4.6 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Eastern Hemisphere Chapters 10-13 Key Content: pp. 15-18
7 - Pacific World	34-36	Standards: 7.1.6, 7.1.11, 7.1.14, 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8, 7.3.9, 7.3.10, 7.3.11, 7.4.1, 7.4.2, 7.4.3, 7.4.4, 7.4.5, 7.4.6 Curricular Alignment: McGraw-Hill Indiana Discovering World Geography - Eastern Hemisphere Chapters 14-16 Key Content: pp. 18-20

Indiana 8th Grade ELA Year at-a-Glance		
Lesson Prep Resources , Time Structures , Assessment Resources , Video Bank , Habits of Discussion , Intervention , Independent Reading		
Week	Literature Seminar	Writing
0	Classroom Culture, Routines and Procedures	Classroom Culture, Routines and Procedures
1	Unit 1 Lit. Seminar Scope and Sequence : Short Stories	Unit 1 Writing Scope and Sequence : Constructed Response Writing
2	<ul style="list-style-type: none"> Primary Standards: 8.RL.2.1, 8.RL.2.2, 8.RL.2.3, 8.RL.3.2 	<ul style="list-style-type: none"> Primary Standards: 8.W.4, 8.W.6.1
3	Unit 1 EXCEL-erate Extensions	
4	Unit 2 Lit. Seminar Scope and Sequence :	Unit 2 Writing Scope and Sequence : Argument
5	<i>Chew On This</i>	
6	<ul style="list-style-type: none"> Primary Standards: 8.RN.3.3, 8.RN.4.1 	<ul style="list-style-type: none"> Primary Standards: 8.W.3.1, 8.W.6.1, 8.W.6.1b
7	<ul style="list-style-type: none"> Additional Standards: 8.RL/RN.2.1, 8.RN.2.2, 	<ul style="list-style-type: none"> Additional Standards: 8.W.4, 8.W.5, 8.W.1, 8.SL.1, 8.SL.3.1, 8.SL.4.2
8	8.RV.3.2, 8.RN.4.2, 8.RN.4.3,	
9	8.RL.2.2, 8.RV.1, 8.SL.3.1, 8.SL.3.2	
10	Unit 2 EXCEL-erate Extensions	
11		
12	Unit 3 Lit. Seminar Scope and Sequence :	Unit 3 Writing Scope and Sequence : Historical Narrative
13	<i>Chains</i>	
14	<ul style="list-style-type: none"> Primary Standards: 8.RL.2.2, 8.RL.2.3, 8.RL.3.2 	<ul style="list-style-type: none"> Primary Standards: 8.W.3.3, 8.W.6.1b, 8.W.6.2b
15	<ul style="list-style-type: none"> Additional Standards: RL.8.1/RI.8.1, 8.RV.3.1, 	<ul style="list-style-type: none"> Additional Standards: 8.W.4, 8.W.5, 8.W.1, 8.SL.1
16	8.RL.3.1, 8.RN.2.2, 8.RN.3.3,	
17	8.RN.4.2, 8.RN.4.3, 8.RV.2.1, 8.RV.1,	
18	8.SL.3.1, 8.ML.1	
18	Unit 3 EXCEL-erate Extensions	
19	Unit 4 Lit. Seminar Scope and Sequence : Excerpts from Frederick	Unit 4 Writing Scope and Sequence : Informational/Research
20	Douglass	
21	<ul style="list-style-type: none"> Primary Standards: 8.RN.2.2, 8.RN.2.3, 8.RV.3.2, 8.RN.3.2 	<ul style="list-style-type: none"> Primary Standards: 8.W.3.2, 8.W.6.1
22	<ul style="list-style-type: none"> Additional Standards: 8.RL.2.1/8.RN.2.1, 8.RN.3.3, 	<ul style="list-style-type: none"> Additional Standards: 8.W.4, 8.W.5, 8.W.1, 8.SL.4.1, 8.SL.1
23	8.RL.2.2, 8.RV.3.1, 8.RV.2.1, 8.RV.1, 8.SL.3.1, 8.SL.3.2, 8.ML.1	
24	Unit 5 Lit. Seminar Scope and Sequence : Animal Farm	Unit 5 Writing Scope and Sequence : Narrative Satire
25	<ul style="list-style-type: none"> Primary Standards: 8.RL.2.2, 8.RL.2.3, 8.RL.4.2 	<ul style="list-style-type: none"> Primary Standards: 8.W.3.3, 8.W.6.1, 8.W.6.1b, 8.W.6.1e, 8.W.6.2b, 8.SL.3.1
26	<ul style="list-style-type: none"> Additional Standards: 8.RL.2.1/8.RN.2.1, 8.RV.3.1, 	<ul style="list-style-type: none"> Additional Standards: 8.W.4, 8.W.1, 8.SL.1, 8.ML.1
27	8.RL.3.1, 8.RN.2.2, 8.RV.2.1,	
28	8.RV.3.3, 8.RV.1, 8.SL.3.1, 8.ML.2.1, 8.ML.1	
29		
30	Unit 6 Lit. Seminar Scope and Sequence : A Midsummer Night's	Unit 6 Writing Scope and Sequence : Narrative Poetry
31	Dream	
31	<ul style="list-style-type: none"> Primary Standards: 8.RL.2.2, 8.RV.3.1, 8.RL.3.1 	<ul style="list-style-type: none"> Primary Standards: 8.W.3.3, 8.W.6.1
32	<ul style="list-style-type: none"> Additional Standards: 8.RL.2.1/8.RN.2.1, 8.RN.2.2, 	<ul style="list-style-type: none"> Additional Standards: 8.W.4, 8.W.1, 8.SL.1
32	8.RN.3.3, 8.RL.2.3, 8.RL.3.2,	
33	8.RL.4.1, 8.RV.2.1, 8.RV.3.3, 8.RV.1	
33	Review	Review
34		

INDIANA 8th Grade Year at a Glance 2023-2024


Week	
0	Utilize this week to administer Unit 2 Preassessment, establish a math community, establish classroom culture, routines, and procedures, begin teaching Unfinished Learning Activities
1	Unit 1: Rigid Transformations and Congruence 8.GM.3 • 8. GM.4 • 8. GM.6
2	
3	
4	Unit 2: Dilations, Similarity, and Introducing Slope 8.GM.3 • 8. GM.4 • 8. GM. 5 • 8. GM.6
5	
6	
7	Unit 3: Linear Relationships (Topic A & B) 8.AF.4 • 8.AF.5 • 8.AF.6 • 8. GM.3
8	
9	Interim Review – Interim 1 Testing
10	Unit 3: Linear Relationships (Topic C& D) 8.AF.4 • 8.AF.8 • *8.C.1
11	
12	Unit 4: Linear Equations and Linear Systems 8.AF.1 • 8.AF.2 • 8.AF.8
13	
14	
15	Unit 5: Functions and Volume (Topic A-D) 8.AF.3 • 8.AF.4 • 8.AF.5 • 8.AF.6 • 8.AF.7 • 8.GM.2 • 8.C.1
16	
17	
18	Interim Review- Interim 2 Testing
19	Unit 5: Functions and Volume (Topic E & Indiana Resources) 8.AF.3 • 8.AF.5 • 8. GM.1 • 8.GM.2 • 8.C.1
20	
21	Unit 8: Pythagorean Theorem and Irrational Numbers 8.NS.1 • 8.NS.2 • 8.NS.4 • 8.AF.4 • 8.AF.6 • 8. GM.7 • 8. GM.8 • 8.GM.9 • *8.C.1
22	
23	
24	
25	Unit 6: Associations in Data (Topic A) 8.DSP.1 • 8.DSP.2
26	Interim Review- Interim 3 Testing
27	Unit 6: Associations in Data (Topic B & Indiana Resource) 8.DSP.1 • 8.DSP.2 • 8.DSP.3 • 8.DSP.4 • *8.DSP.5 • 8.DSP.6
28	
29	
30**	Unit 7: Exponents and Scientific Notation 8.NS.3 • *8.C.1 • 8. C.2
31	
32	
33	
34 - EOY	Unit 9: End of Year Review

*Indiana Resources Lessons are given for these standards.

** State testing windows vary. All [priority standards](#) should be taught prior to state testing. Please refer to your school's testing

IN 8th Grade - Social Studies Year at-a-Glance

You must be signed in to your NHA Google Account to access the links below.

Social Studies Standard Language IN SS Resource Guide IN SS Literacy Standards Lesson Plan Template Processing Tools Summary Table Teacher Reference Guide 6-8 Unit Unpacking Guide Source Evaluation Checklist QFT Jamboard QFT Protocol Slides 8th IN Compelling & Supporting Questions Q-Chart 6-12 SS Disciplinary Thinking Skills McGraw Hill Support Documents Discussion and Share-Out Strategies		
<i>Standards 8.1.28-31 should be integrated throughout all units.</i>		
Unit	Weeks	Standards and Curriculum Information
Culture	0-1	<i>The instruction for this time will lay the foundation for a positive classroom culture, including establishing important routines and procedures.</i>
1 - European Colonization and Life in Colonial America	2-7	Standards: 8.1.1, 8.1.2, 8.3.5, 8.3.6, 8.3.7, 8.3.8, 8.3.9, 8.4.1, 8.4.8, 8.4.9, 8.4.10 Curricular Alignment: McGraw-Hill Indiana Discovering Our Past - History of the United States Early Years Chapters 1-4 Key Content: pp. 1-2
2 - Revolution and the Road to Self-Government	8-13	Standards: 8.1.3, 8.1.4, 8.1.5, 8.4.1, 8.4.2, 8.4.8 Curricular Alignment: McGraw-Hill Indiana Discovering Our Past - History of the United States Early Years Chapters 1-4 Key Content: pp. 2-3
3 - The Constitution and the Early Republic	14-18	Standards: 8.1.6, 8.1.7, 8.1.8, 8.1.9, 8.1.10, 8.2.1, 8.2.2, 8.2.3, 8.2.4, 8.2.5, 8.2.6,  Scope and Sequence - ELA Upd 8.2.8, 8.2.9, 8.2.10, 8.4.1, 8.4.3, 8.4.6, 8.4.7, 8.4.8, 8.4.9, 8.4.10 Curricular Alignment: McGraw-Hill Indiana Discovering Our Past - History of the United States Early Years Chapters 7-9 Key Content: pp. 3-6
4 - Development of a National Identity through the Jacksonian Era	19-23	Standards: 8.1.12, 8.1.13, 8.1.14, 8.1.15, 8.1.16, 8.2.3, 8.3.6, 8.3.7, 8.3.8, 8.3.9, 8.4.3, 8.4.7, 8.4.8, 8.4.9, 8.4.10 Curricular Alignment: McGraw-Hill Indiana Discovering Our Past - History of the United States Early Years Chapters 10-12 Key Content: pp. 6-8
5 - The Expanding Nation through Social Reform	24-28	Standards: 8.1.11, 8.1.17, 8.1.18, 8.1.19, 8.1.20, 8.1.21, 8.1.22, 8.1.23, 8.2.3, 8.2.7, 8.2.8, 8.2.9, 8.3.3, 8.3.4, 8.3.5, 8.3.6, 8.3.7, 8.3.8, 8.3.9, 8.4.4, 8.4.5, 8.4.8, 8.4.9, 8.4.10, 8.4.11 Curricular Alignment: McGraw-Hill Indiana Discovering Our Past - History of the United States Early Years Chapters 13-15 Key Content: pp. 8-11
6 - The Civil War through Reconstruction	29-34	Standards: 8.1.24, 8.1.25, 8.1.26, 8.1.27, 8.2.3, 8.3.5, 8.3.6, 8.3.8, 8.4.6, 8.4.8, 8.4.9, 8.4.10, 8.4.11 Curricular Alignment: McGraw-Hill Indiana Discovering Our Past - History of the United States Early Years Chapters 16-18 Key Content: pp. 11-12

EIGHTH GRADE SCIENCE YEAR AT A GLANCE

Unit	Week(s)	Scope(s)	Performance Expectation
CULTURE AND SCIENCE SAFETY	1		The instruction for this week is to lay the foundation for a positive classroom culture, including key routines and procedures, and lessons on science safety.
UNIT 1: Matter and Its Interactions	2-3	Structure of Matter	MS-PS1-1 Develop models to describe the atomic composition of simple molecules and extended structures.
	4-5	Physical and Chemical Properties	MS-PS1-2 Analyze and interpret data on the properties of substances before and after the substances interact to determine if a chemical reaction has occurred.
	6	Synthetic Materials	MS-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.
	7-9	Heat and Matter Changes in Energy on the Molecular Level	MS-PS1-4 Develop a model that predicts and describes changes in particle motion, temperature, and state of a pure substance when thermal energy is added or removed.
	10-12	Modeling Conservation of Mass	MS-PS1-5 Develop and use a model to describe how the total number of atoms does not change in a chemical reaction and thus mass is conserved.
	12	Thermal Energy in Chemical Reactions	MS-PS1-6 Undertake a design project to construct, test, and modify a device that either releases or absorbs thermal energy by chemical processes.
UNIT 2: From Molecules to Organisms: Structures and Processes	13-14	Reproduction in Plants and Animals	MS-LS1-4 Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants, respectively
	15-16	Growth of Organisms	MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.
UNIT 3: Heredity: Inheritance and Traits	17-19	Genes and Proteins Mutations	MS-LS3-1 Develop and use a model to describe why structural changes to genes (mutations) located on chromosomes may affect proteins and may result in harmful, beneficial, or neutral effects to the structure and function of the organism.
	20-21	Inheritance and Genetic Variation	MS-LS3-2 Develop and use a model to describe why asexual reproduction results in offspring with identical genetic information and sexual reproduction results in offspring with genetic variation.

Unit	Week(s)	Scope(s)	Performance Expectation
UNIT 4: Biological Evolution: Unity and Diversity	22	Fossil Record	MS-LS4-1 Analyze and interpret data for patterns in the fossil record that document the existence, diversity, extinction, and change of life forms throughout the history of life on Earth under the assumption that natural laws operate today as in the past.
	23	Evolutionary History and Relationships	MS-LS4-2 Apply scientific ideas to construct an explanation for the anatomical similarities and differences among modern organisms and between modern and fossil organisms to infer evolutionary relationships.
	24	Embryological Development	MS-LS4-3 Analyze displays of pictorial data to compare patterns of similarities in the embryological development across multiple species to identify relationships not evident in the fully formed anatomy.
	25-26	Natural Selection	MS-LS4-4 Construct an explanation based on evidence that describes how genetic variations of traits in a population increase some individuals' probability of surviving and reproducing in a specific environment. MS-LS4-6 Use mathematical representations to support explanations of how natural selection may lead to increases and decreases of specific traits in populations over time.
	27	Artificial Selection	MS-LS4-5 Gather and synthesize information about the technologies that have changed the way humans influence the inheritance of desired traits in organisms.
UNIT 5: Earth's Systems	28-29	Water Cycle	MS-ESS2-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
	30-31	Predicting Weather	MS-ESS2-5 Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.
	32-34	Ocean Currents Influences of Weather and Climate	MS-ESS2-6 Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.
UNIT 6: Earth and Human Activity	35	Human Impact on the Environment	MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
	36	Human Activities and Global Climate Change	MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over time.

Creek Point Academy

SAMPLE 2024-25 School Year SAMPLE

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

July NHA Leadership/New Teacher Summit

24th-2nd Staff PD

5th First Day of School

28th Early Release/Data Dive

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

2nd Labor Day

13th Count Day

16th Q1 Progress Reports

25th Early Release, Teacher Planning

30th E-learning (asynchronous), Regional PD

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

11th End Q1

14th-18th Fall Break

22nd Early Release, Teacher Planning

23rd PT Conferences

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

27th-29th Thanksgiving Break

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

20th End Q2; E-learning (asynchronous)

23rd-Jan 3rd Winter Break

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

1st New Year's Day

6th School Resumes

20th MLK Day

29th Early Release, Staff PD

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

3rd Count Day; 6th Q3 Progress Reports

7th Staff PD

17th Presidents' Day

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

10th End Q3; 11th Early Release, Staff PD

12th PT Conferences

24th-28th Spring Break

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

16th Early Release, Staff PD

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

5th Regional PD

26th Memorial Day; 29st Last Day School, End Q4

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

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

4th Independence Day

- Students **Do Not** Report/ Staff Report All Day
- Students Report **Half Day**/ Staff Report All Day
- Students/ Staff **Do Not** Report
- Early Release/Staff Report All Day

Last Update: 7/31/2023

184 School Days

7:45am-3:00pm School Hours

TBD (half)

Start	End	K	1	2	Grade 3A	Grade 3B	Grade 3C	Grade 4A	Grade 4B	Grade 4C	Grade 5A	Grade 5B	Grade 5C					
7:35 AM	8:00 AM	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival					
8:00 AM	8:05 AM																	
8:05 AM	8:10 AM	Read Aloud (20)	Read Aloud (20)	Read (20)	Encore (45)	Encore (45)	Encore (45)	Number Corner (15)	Number Corner (15)	Number Corner (15)	Number Corner (15)	Read Aloud (20)	Science/Social Studies/Writing (90)					
8:10 AM	8:15 AM							Math Stories (20)	Math Stories (20)	Math Stories (20)	Math Stories (20)							
8:15 AM	8:20 AM							Bridges Core (10)	Bridges Core (10)	Bridges Core (10)	Bridges Core (10)							
8:20 AM	8:25 AM																	
8:25 AM	8:30 AM	ELA (40)	ELA (40)	ELA (40)	Bridges Workplaces/ Intervention (30)	Bridges Workplaces/ Intervention (30)	Bridges Workplaces/ Intervention (30)	Encore (45)	Encore (45)	Encore (45)	Bridges Core (25)	Shared Reading (40)		Science/Social Studies/Writing (90)				
8:30 AM	8:35 AM																	
8:35 AM	8:40 AM																	
8:40 AM	8:45 AM																	
8:45 AM	8:50 AM	ELA (40)	ELA (40)	ELA (40)	Bridges Workplaces/ Intervention (30)	Bridges Workplaces/ Intervention (30)	Bridges Workplaces/ Intervention (30)	Encore (45)	Encore (45)	Encore (45)	Bridges Workplaces/ Intervention (30)	Writing (30)		Science/Social Studies/Writing (90)				
8:50 AM	8:55 AM																	
8:55 AM	9:00 AM																	
9:00 AM	9:05 AM																	
9:05 AM	9:10 AM	ELA (40)	ELA (40)	ELA (40)	Bridges Workplaces/ Intervention (30)	Bridges Workplaces/ Intervention (30)	Bridges Workplaces/ Intervention (30)	Encore (45)	Encore (45)	Encore (45)	Encore (45)	Encore (45)	Encore (45)					
9:10 AM	9:15 AM																	
9:15 AM	9:20 AM																	
9:20 AM	9:25 AM																	
9:25 AM	9:30 AM	ELA (40)	ELA (40)	ELA (40)	Bridges Workplaces/ Intervention (30)	Bridges Workplaces/ Intervention (30)	Bridges Workplaces/ Intervention (30)	Encore (45)	Encore (45)	Encore (45)	Encore (45)	Encore (45)	Encore (45)					
9:30 AM	9:35 AM																	
9:35 AM	9:40 AM																	
9:40 AM	9:45 AM																	
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Start	End	Grade 6A	Grade 6B	Grade 7A	Grade 7B	Grade 8A	Grade 8B	Grade 8C
7:35 AM	8:00 AM	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival	Arrival
8:00 AM	8:05 AM	6-8 Illustrative Math (90)	ELA (90)	Science/Social Studies/Writing (90)	Social Studies (45)	6-8 Illustrative Math (90)	ELA (90)	Moral Focus (15)
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10:30 AM	10:35 AM	Science/Social Studies/Writing (45)	6-8 Illustrative Math (45)	ELA (45)	Science (45)	6-8 Illustrative Math (90)	ELA (90)	6-8 Illustrative Math (90)
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Attachment 6: Academic and Exit Standards

Students will exit our school in accordance with the Indiana School Accountability Framework. Consistent with our mission, we believe strongly that students should leave our school prepared for high school and college – both socially and academically. The practice of promoting students who have failed to master part of their grade-level curriculum is incompatible with the state’s gateway standards, the academic goals of our school, and our mission. Our Board is committed to meeting the needs of students who are at-risk academically. Our model will have robust formative and interim assessment programs to quickly identify students who need extra attention, as well as those who are surpassing grade-level standards, all deserving differentiated instruction. We will use those tools to ensure that at-risk students receive the appropriate supports and are exited from our school successfully.

Policies and standards for promotion

Creek Point Academy students will be expected to progress academically through one grade level each year. Our program is designed to ensure that students are prepared for high school, college, and/or career.

As a foundation, promotion for students in grades K-2 will be based on mastery of grade-appropriate skills, as measured by early literacy and early numeracy assessments. For grades 3-8, promotion will be based on mastery of grade-appropriate skills, as measured by interim and state assessments.

However, our principal will have the final decision regarding the promotion, acceleration, and retention of students. Specific guidance regarding the processes and procedures informing these decisions will be included annually in our school’s Parent and Student Handbook (sample included as Attachment 8).

If a student fails to meet the third-grade requirement of the Indiana Academic Standards, additional interventions and a personalized and monitored reading improvement plan will be offered. We will not promote students who have failed to master grade-level curriculum. A variety of structures and procedures will be incorporated into our school model to ensure that students do indeed receive the content, instruction, and interventions necessary to progress academically as expected. Our deans will serve as the direct managers for teachers and will ensure that instructional plans are aligned and scaffolded appropriately across grade levels to ensure smooth student transitions.

Creek Point Academy will use formative assessments designed to include multiple checkpoints throughout instruction that measure students’ understanding of content. Teachers will analyze data at the classroom and individual student levels and then scaffold towards student mastery of each objective. Short-cycle formative assessments will enable teachers to determine exactly what knowledge needs further development in each student. School leaders will consistently review data to ensure that the school’s curriculum and instructional approach are accelerating student learning. This information will be shared with our Board regularly.

For students who struggle and show indications that they may not acquire the expected knowledge and skills planned for a particular grade level, we will have a formal, comprehensive, progressive structure of intervention designed to bring those students back on track. Intervention programming, supported and informed by the formative assessment process, is designed to ensure that by the end of one grade level students are academically ready to transition to the next grade.

At various times throughout the school year, we will administer assessments to students that are norm-references to supplement the state tests. Analyzing the results of these assessments will give us snapshots in time of how Creek Point Academy students are comparing with students in schools across the area, Indiana, and the country. School staff and leaders will utilize assessment results to inform instruction for

each student, allowing Creek Point Academy to meet students at their learning level and foster ongoing growth.

Decisions for special education students

The decision to retain a student with a disability is approached with great caution. The IEP Team makes the final decision regarding the promotion and retention of students with disabilities. A student with a disability may not be retained based on their disability, but may be retained for other factors. The parent of a student with a disability may appeal the decision to the school board of directors or may choose to have the student leave the school. If a parent appeals the IEP Team's decision to the school board of directors, the school's special education supervisor must be contacted for consultation and guidance.

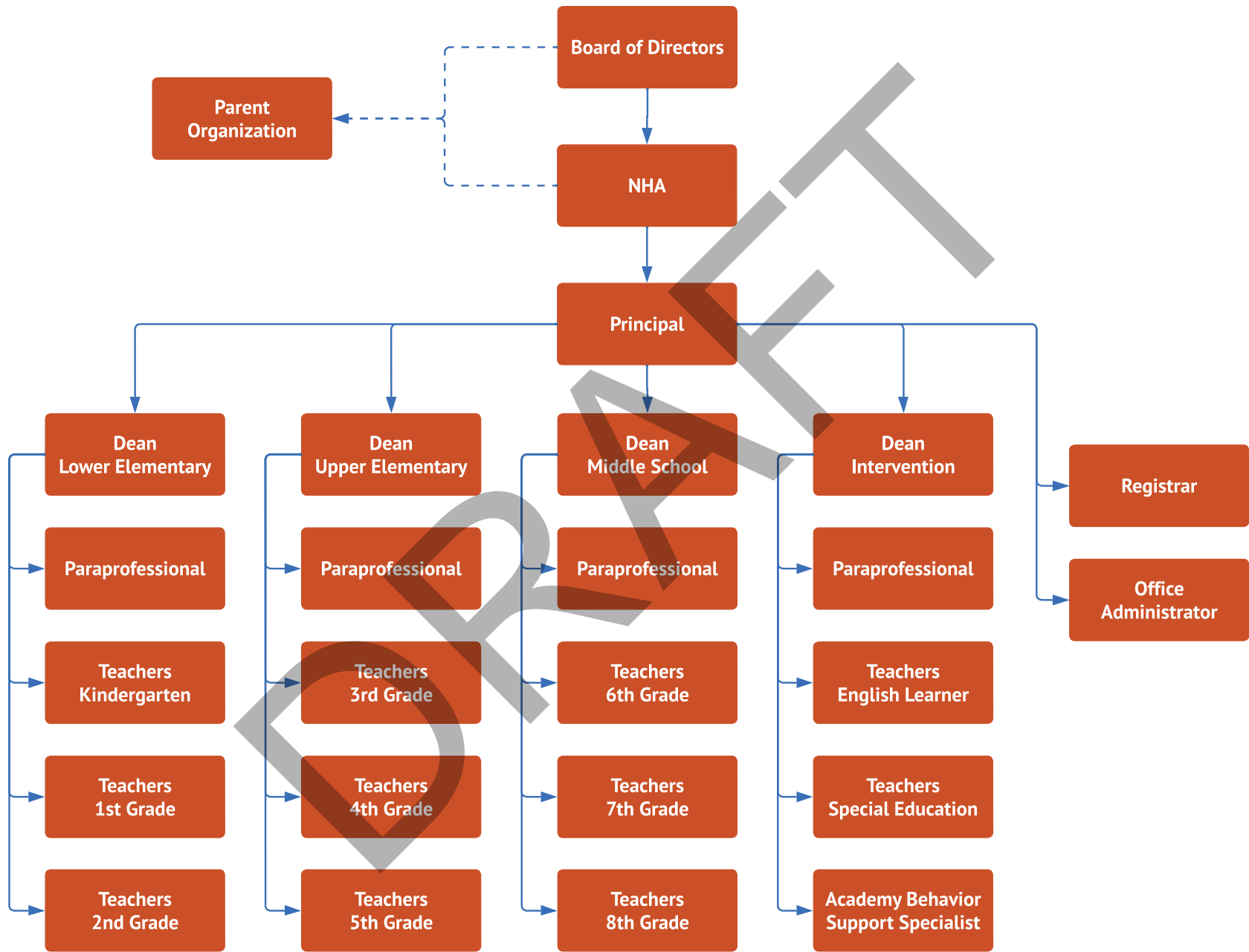
Decisions for multilingual learners

The retention of an English Learner (ELL) student is a decision that is carefully considered by the building principal. The principal, in collaboration with the ELL Coordinator, ELL teacher, and Special Populations Team, should consider evidence related to the student's performance in each subject area when making this determination. A multilingual learner may not be retained solely based on a lack of language skills, but may be retained for other factors.

High school and graduation requirements

Creek Point will offer grades K-8, and as such, high school and graduation requirements are not applicable to this proposal.

Creek Point Academy Organizational Chart*



*Organizational chart at full enrollment

CREEK POINT ACADEMY

Student Discipline Policy

Our goal is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to **others, and being considerate of others' and the school's property.**

Acts of Misconduct

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the acts of misconduct listed in this Student Code of Conduct may be deemed to be guilty of a gross misdemeanor and will be disciplined. Additionally, a student who engages in an act of misconduct that violates the law may be referred to law enforcement. A student who engages in an act of misconduct when the student was enrolled in another school for which the disciplinary action has not been fully served may be required to serve out the length of the suspension or expulsion.

Students are expected to follow the Code of Conduct when

- on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function or event;
- en route to or from school;
- **at any time or place when the student's behavior has a direct and immediate effect on maintaining order, safety, health and discipline in the school**

Acts of misconduct include, but are not limited to, the following:

- Any and all forms of smoking, tobacco possession or use including e-cigarettes/vaporizers and paraphernalia
- Any public display of affection having sexual connotations
- Arson
- Bullying and harassment
- Coercion, extortion or blackmail
- Criminal Sexual Conduct as defined by state law
- Cyber-bullying as defined by the Technology Use and Internet Safety Practices and Procedures
- Damage of property or theft/possession of stolen property
- Disruption of school
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Failure to cooperate or comply with directions of school personnel and volunteers
- False alarms
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Fighting, assault and/or battery on another person

- Gangs and gang related activity or recruitment
- Habitual Truant as defined in the Attendance Policy.
- Improper dress in violation of the Dress Code
- Improper or disrespectful communications to staff, volunteers, or students
- Indecency (either with clothing/exposure, pictures or public display of affection)
- Misconduct prior to enrollment
- Misuse of copyrighted materials
- Possession and/or sale of alcohol and/or drugs (narcotic drugs, look-a-like substances and illegal chemical substances)
- Possession of a knife consisting of a sharp edge or sharp pointed blade capable of inflicting cutting, stabbing or tearing and intended to be used as a weapon
- Possession of electronic device(s) defined by school policy
- Possession of firearms, deadly weapons or destructive devices as defined by state law and other dangerous instruments not otherwise enumerated herein
- Possession of firework(s), explosive(s) and/or chemical substance(s)
- Possession of look-a-like weapons
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Substantial disobedience. Out of school suspensions show a disregard for the rules and regulations established by the School Board.
- Suspended or expelled student on school property or attending school activities
- Title IX Sexual Harassment
- Trespassing, loitering
- Use of profane and/or inappropriate language
- Verbal assault
- Violation of Technology Use and Internet Safety Practices and Procedures
- Violations of building rules and regulations
- Violations of rules or policies as set forth in the Parent and Student Handbook

The principal reserves the right to deny enrollment to any student who has a pending or current disciplinary action imposed upon him/her by another school. Failure to notify the principal of a current disciplinary action or separation based upon a pending disciplinary action from the previous school does not prohibit the principal from withdrawing the student pending an informal meeting between the parent, student and principal prior to the withdrawal.

Harassment, Intimidation, and Bullying

The school prohibits acts of harassment, intimidation, and bullying (including cyber-bullying and sexual harassment) of any student on school property or at school sponsored events. Bullying is defined as any overt, repeated acts or gestures by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate or harm the other student. Acts of bullying may be verbal, written communication, physical acts or any other behaviors with one or more of the following effects and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive environment:

- Physically or mentally harming a student
- Damaging student property
- Placing a student in reasonable fear of harm
- Placing a student in reasonable fear of damage to his/her property
- All school employees, volunteers, and students are required to report prohibited incidents of which they are aware to the principal. The principal is then responsible for determining whether an alleged incident constitutes a violation. In so doing, the principal will conduct a prompt, thorough, and complete investigation of the reported incident and prepare a report documenting the prohibited incident that is reported. Disciplinary procedures under this

Student Code of Conduct will be followed for any act of harassment, intimidation, or bullying. Those procedures will include protecting any victim from additional harassment, intimidation, and bullying, and from retaliation following a report. The school will follow any applicable federal or state reporting requirements.

Unlawful Activity

A student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or **education function or the student's removal is necessary** to restore order or protect persons on school property. A suspension or expulsion may occur if the unlawful activity occurs during weekends, holidays, school breaks and the summer period when a student may not be attending classes or other school functions.

Possession of Firearms, Deadly Weapons, or Destructive Devices

Indiana law prohibits students from bringing to school or possessing at school firearms, deadly weapons, or destructive devices. Therefore, under Indiana law, the penalty for possession of a firearm, deadly weapon, or destructive device is an expulsion from school for at least one calendar year with the **student's return at the beginning of the first semester** after the one-year period. The principal may reduce the length of the expulsion, depending on the circumstances.

Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal.

Disciplinary Procedure

A student may be disciplined at any level depending upon the frequency and/or severity of the act of misconduct. A Behavior Referral will be completed for each violation of the Code of Conduct and **copies are made for the parent and kept in the student's file**. Discipline records will be included in any student file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline.

Level 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct or a disruption of the orderly operation of the classroom or a school activity. The inappropriate behavior with the student is addressed.

Level 2 PARENT NOTIFICATION: The parent is notified by mail or a note home of the misbehavior.

Level 3 PARENT CONTACT: A conference with the parent, teacher is held in order to discuss the incident and appropriate disciplinary action.

Level 4 BEHAVIOR SUPPORT PLAN (BSP): When Level 2 and 3 behaviors become chronic or a student accumulates more than ten (10) suspension days in a semester, the dean and/or principal shall schedule a meeting with the parents in order to implement a Behavior Support Plan or BSP. A BSP will take into consideration the motivation for the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and disciplinary consequences that will take place if the behavior continues. The BSP is an intervention tool and does not require parent consent to implement. Copies are made for the parent and kept in the student's file. Violation(s) of the BSP will result in disciplinary action and a revised BSP. In the event of multiple (3-5) violations and revisions of the BSP, the School Principal, or the **Principal's designee in the Principal's absence, has the discretion** to impose additional disciplinary measures or recommend the student to the Board for additional disciplinary measures up to and including expulsion.

Level 5 SUSPENSION OF 10 SCHOOL DAYS OR LESS OR OTHER DISCIPLINARY INTERVENTIONS: When the act of misconduct disrupts the school environment, the resulting consequence issued by the school

administration may include suspension of up to 10 school days, or other options that allow the school to practice discretion to enact the practices and procedures to align with Behave With Care and the School-wide Behavior System. The school administration may convene a meeting with the student, parents and others to develop or update an existing Behavior Contract that outlines the expected behavior and disciplinary action. The Behavior Contract will be signed by school administration and offered to the student and parent(s) for signature. Copies are made for the parent and kept in the **student's file**. The student will be granted a right to due process as described in the Due Process Procedures of this Code of Conduct.

Level 6 **EXPULSION**: When the act of misconduct is considered a crime under state law, constitutes extreme non-compliance with school rules, or is so extreme that it threatens the safety of others or the student is substantially disobedient, the student may be expelled from the school. The student will be granted a right to a due process hearing.

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Due Process Procedures

The following due process procedures only govern the suspension or the expulsion of a student from **the school's regular educational program**. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of **reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision**.

- A. Suspension of Ten (10) School Days or Less
As a general rule, prior to any suspension of the student, the principal shall provide the student with the following due process:
1. The principal shall inform the student of the charges against him/her, and, if the student denies the charges, the principal shall provide the student with an explanation of the evidence the principal possesses.
 2. The student shall be provided an opportunity to explain to the principal his/her version of the facts.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the principal may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth in this section.

If, after providing the student with his/her due process rights, the principal determines that the student has engaged in a prohibited act under this Student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. **The student's** parent shall be informed in writing of the suspension and of the reasons and conditions of the suspension. A Conduct Report is to be completed, **with copies going to the parent and the student's file**. A decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or appeal.

Disciplinary Powers of Teachers and School Staff Members

If a student's conduct in a class, subject, or activity significantly or repeatedly interrupts the educational environment, the teacher may remove that student from the class, subject, or activity for up to one full school day. The teacher shall immediately

report the removal to the principal and send the student to the principal or the principal's designee for appropriate action. After a removal, the principal or principal designee shall ask the parent of the student to attend a parent-teacher conference regarding the removal.

B. Suspension of More than Ten (10) School Days Prior to an Expulsion

A suspension of more than ten (10) school days may be imposed prior to an **expulsion hearing if it is determined that the student's continued suspension** will prevent or reduce the risk of interference with the orderly school environment or a physical injury to students or staff.

The principal or principal designee has the discretion to recommend an expulsion. Upon recommendation of an expulsion, the principal shall designate a Hearing Administrator to provide notice of the expulsion action to the student and parents and preside over the expulsion hearing, if any. The Hearing Administrator may be a member of the **school's administrative staff or legal counsel, but shall not be** the principal or any other person who has been involved in (i) expelling the student, (ii) the events giving rise to the expulsion, or (ii) any other disciplinary matter in the past involving the student, whether or not related to the current expulsion matter.

1. Hearing for Expulsion

If a student is charged with a violation of the Student Code of Conduct carrying a consequence of an expulsion, the student and his parent shall be notified of such in writing by registered mail or personal delivery, as well as the **student's** rights of due process as set forth herein.

The written notice of violation shall state:

- a. The identity of the Hearing Administrator
- b. The nature of the violation
- c. The recommended consequence
- d. The opportunity to request or waive their right to an expulsion hearing
- e. That the student and parents will be deemed to have waived their right to an expulsion hearing if they do not request the hearing within ten (10) school days of their receipt of the written notice of violation.
- f. The right of the student to have an advocate **of the parent's** choice participate in a hearing at their expense
- g. The right of the student to hear and/or see the evidence offered against the student during a hearing
- h. The right of the student to present oral or written evidence or **testimony on the student's** behalf during a hearing
- i. The right to a written record of the result of a hearing.

If a parent, on behalf of the student waives their rights to a hearing or fails to appear at an expulsion hearing, the parent and student shall forfeit all rights administratively to contest and appeal the expulsion. If the parent and student request an expulsion hearing, the Hearing Administrator shall contact the student and parent to notify them of the time, date, and location of the expulsion hearing, which should be held within fourteen (14) days of the Hearing **Administrator's receipt of the request thereof.**

A Hearing Administrator has the power to (i) issue subpoenas (ii) compel the attendance of witnesses and (iii) administer oaths to persons giving testimony at the hearing. A written summary of the evidence heard shall be kept by the Hearing Administrator. Within a reasonable time following the hearing, the Hearing Administrator will provide the parent with a written record of the decision by registered mail or personal delivery. This record will inform the parent of their right to request an appeal before the Board of Directors.

2. Appeal of an Expulsion

An appeal of an expulsion decision must be requested within ten (10) days of the receipt of the written decision of expulsion. The appeal request must contain the reasons that the decision should be reviewed or reconsidered, and must be signed by the parent and delivered to the Board of Directors by way of certified first class mail. If the appeal is properly made, the Board of Directors will consider the appeal unless the board votes not to hear the appeal. If the Board of Directors decides not to hear the appeal, written notification of the denial shall be sent to the parent and student within ten (10) days of the decision.

If the Board of Directors votes to hear the appeal, a meeting shall be convened in closed, executive session and shall be conducted in accordance with the rights of confidentiality adhering to Education Records as that term is defined in 20 USC 1232g. In reviewing the appeal request, the Board of Directors will consider the written summary of the expulsion meeting and the arguments of **the school administration and the student and/or student's parent**. Although the hearing of the appeal shall be conducted in a closed, executive session, the final action of the Board of Directors must be taken at a meeting open to the public. The Board of Directors shall also notify the student and his parent of its decision in writing within five (5) days of the meeting at which the final action was taken.

All appeals heard before the Board of Directors are final, subject to the right of the student and parent to submit the decision to judicial review.

Definition of Terms

Behavior Referral is a specific written record of the student's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher and/or school administration. Behavior referrals are created when the behavior event has been documented in myNHA.

Behavior Support Plan (BSP) is a written document that identifies the motivation for chronic misbehavior and what steps will be taken in order to help a student overcome inappropriate behavior. It will be signed by school administration and offered to the student and parent(s) for signature.

Behavior Contract is a written document that outlines specific behavior expectations, strategies for teaching the appropriate behavior(s), and disciplinary action for a student.

In-School Suspension refers to a decision to temporarily remove a student from the mainstream classroom and to place the student in a segregated environment within the school building that allows the student to continue to progress in their coursework but denies them access to regular classroom instruction and social interaction with their peers. The In-House Suspension room must be supervised by an adult employee of the building at all times.

Out-Of-School Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the parents shall be convened to discuss the incident that led to the suspension and to develop a Behavior Contract for the future.

Expulsion is defined as a decision to remove a student from school due to extreme non-compliance with school rules/state law. An expulsion may last for the remainder of the current semester plus the following semester. An expulsion that was issued more than three (3) weeks before the beginning of the second semester or an expulsion that will remain in effect during the first semester of the following school year must be reviewed and may lead to a recommendation by the individual conducting the review that the student be reinstated. The review

1. shall be conducted after giving notice to the student and parent
2. **is limited to newly discovered evidence or evidence of changes in the student's** circumstances occurring since the original expulsion hearing

Permanent Expulsion is defined as a decision to permanently remove the student from school for one (1) calendar year if the student is found in possession of a firearm, destructive device, or deadly weapon. The principal may modify a one (1) year expulsion if the student establishes in a clear and convincing manner at least one (1) of the following:

1. **A recommendation from the group of persons knowledgeable of the student's educational** needs in accordance with IDEA.
2. The weapon was not knowingly possessed by the student.
3. The student did not know or have reason to know that the object or instrument possessed by the student constituted a weapon.

Attachment 9: Evidence of Support from Community Partners

As we continue to develop Creek Point Academy, we will seek out partnerships with various organizations within our community. As it is our intent to be a vibrant community institution, we are committed to providing support for students both inside and outside of the classroom. We will leverage our current relationships and contacts across the area and move forward with partnerships before and after the school opens. Additionally, we will ensure that any and all established partnerships with programs, businesses, and organizations will be free of any actual or apparent conflicts of interest

To date, nearly 300 people have signed up on our landing website requesting more information, and families of more than 200 current AJB students have completed intent to enroll forms. These forms were collected electronically with contact information for all families. Due to privacy, we only provided the first name and last initial for families in this attachment. We also collected 45 letters of support from teachers, support staff, and parents for our efforts.

We intend to continue partnerships currently in place at the facility in which we intend to locate. Examples of these include on-site before and after-school care with Torri's Tots. Offering this service within our school will allow for an environment that meets the needs of families.

Additionally, we intend to partner with Communities in Schools (CIS), a non-profit organization that works in collaboration with schools across the country to provide support to empower students to stay in school and succeed in life. CIS will place an on-site CIS Site Coordinator at our school to work with our staff, school leaders, families, and students to provide support services.

CIS specializes in developing school support plans, working with school leaders to create goals and objectives that will be implemented at the school. Additionally, they partner with outside agencies and school staff to enhance school programs by offering added support for our families.

Included in this attachment are agreements NHA has with both organizations, similar to ones we envision engaging for Creek Point Academy.

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James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I am the Dean of Intervention at Andrew J. Brown Academy. In this role, I primarily work with students identified as English Language Learners, students who receive special education services, students who qualify for intervention services and the teachers and staff that support these students.

Many of the students we support face tremendous obstacles before even entering our school community. We have roughly sixty students identified as newcomers. For these students, our school is their first school since arriving in the United States. Fifty-seven percent (340) of our students are English Language Learners. We have sixty-six students who are identified for special education services. We provide speech and language services, counseling, occupational therapy, resource room support and have a self-contained classroom. Many of our students come to our school with inconsistent education, culture shock, homelessness, hunger, and trauma. For these students, our building has become a consistent, supportive community. When the students enter our doors, they know they are safe, their needs will be met, and that they will learn. Our school is also a consistent place for their parents. The parents know they can come to our office and be able to ask questions and get resources when needed. I worry that by moving our students from our smaller school setting into the larger districts around us, they will not get the individualized support that they receive when they walk in our doors each day. I worry that they will not be supported in the same way, and that their learning progress will be slowed. Over the past three years working in this school community, I have seen academic growth not only in the specialized groups I work with, but for all students. I worry that if our building closes, our 582 students will be ripped away from a school community that embraces their differences and challenges and be forced to find a new school.

In closing, I would like to offer my support in opening Creek Point Academy with National Heritage Academies as the management company. I have worked for three different NHA schools during my 22-year career. I whole-heartedly believe in NHA's mission and have seen the difference that an NHA education can have for students. I truly believe that NHA is doing exactly what a charter school was intended to do. NHA is providing parents with a better school choice for their students.

Sincerely,

Kristin Young

James Betley

Executive Director and General Counsel

Indiana Charter School Board

143 W. Market, Suite 400

Indianapolis, IN 46204

Dear Executive Director Betley:

I am writing to express my enthusiastic support for Creek Point Academy (currently Andrew J. Brown Academy) to be granted charter status. As an At Risk Math Teacher at Creek Point Academy, I have witnessed firsthand the remarkable dedication of our educators, the transformative impact on our students, and the unwavering commitment to academic excellence.

Creek Point Academy has a long-standing reputation for providing innovative and personalized education that meets the diverse needs of our students. Our rigorous curriculum, coupled with individualized support and enrichment opportunities, has consistently led to outstanding academic achievement and holistic student development.

By becoming a charter school, Creek Point Academy will have the autonomy and flexibility to further enhance our educational programs, implement innovative teaching methods, and adapt to the evolving needs of our community. Charter status will empower us to better serve our students and families, foster a culture of continuous improvement, and pursue initiatives that align with our educational mission and values.

Moreover, Creek Point Academy is deeply rooted in our community and has established strong partnerships with local organizations, businesses, and stakeholders. As a charter school, we will continue to collaborate with community members to address educational challenges, promote civic engagement, and contribute to the overall well-being of our community.

In conclusion, I urge you to consider Creek Point Academy for charter status. We are committed to upholding the highest standards of academic excellence, promoting innovation and equity in education, and preparing our students for success in college, careers, and beyond.

Thank you for your time and consideration.

Sincerely,

Tiffany Martinez

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

My name is Grace Devero and I have worked as an ELL teacher at this school for 3 years. I would like to thank you in advance for taking the time to read my letter and those of my colleagues, for hearing our stories and considering our concerns when it comes to the topic of keeping our school open.

In the time I have been here, I have seen time and again how important our school is for the families we serve in this community. For our students, this school is their safe place. Their classrooms are a place of consistency and stability, of joy and learning. Many students have been here for years and have built a rapport and trust with staff—which is also true of the relationship between staff and parents.

Our student population is also particularly diverse, with families hailing from over a dozen different countries and speaking a variety of languages. Starting a new life in a foreign country is one of the most world-shaking experiences one can have, and after such a great change, these families have then made the choice to trust us with their children and provide them with a quality education.

We all know that the best learning takes place when students feel safe and have a sense of belonging. To displace over 600 students and force them to start over in a new school would likely have a strong negative effect on their academic growth, as well as being a great burden on their families. Our students and families need us, and the passionate, dedicated teachers who make up this school are determined to continue serving this community. I hope that you also see this need and will be able to support us in continuing forward as a school.

Once again, my sincerest thank you for your time and consideration.

Respectfully,

Grace Devero

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I am currently an educator at Andrew J. Brown Academy (and have been for the last 10 years). I am sending this correspondence to let my support be made aware for the new charter school, Creek Point. I believe the presence of an educational institution in this community is both necessary and essential to the youth and families that live in the surrounding area. Andrew J. Brown has been an asset and volatile contributor to the children and families that have benefited from the generosity and love for building strong families and children alike. I am certain the addition of Center Creek will be welcomed with great thanks and appreciation. I am elated with the possibility of becoming part of the staff and school community at Creek Point charter school and I look forward to the possibility of the new addition to the "Far East Side" of Indianapolis.

Sincerely,

Ms. Gina Y. Woodard
Resource Teacher
Andrew J. Brown Academy

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I am writing to express my enthusiastic support for the opening of a new school, Creek Point Academy in our community. As a resident of nearly ten years of the Far Eastside, I firmly believe that investing in education is essential for the growth and development of our neighborhood.

The establishment of Creek Point Academy would address several pressing needs within our community. Firstly, it would provide additional educational opportunities for our children, ensuring they receive the quality education they deserve. With Creek Point Academy, families in our area would have more options when it comes to choosing the right learning environment for their children, fostering competition and innovation in education.

Furthermore, Creek Point Academy would help alleviate the strain on existing educational institutions in our area. Overcrowding and resource limitations are significant challenges faced by many schools, impacting the quality of education provided. Allowing Creek Point to open would help reduce class sizes, improve access to resources, and create a more conducive learning environment for our students.

Additionally, Creek Point would have broader positive effects on our community as a whole. It would create job opportunities for teachers, administrators, and support staff, stimulating economic growth, and revitalizing our local economy. Moreover, a new school could serve as a focal point for community activities and events, bringing residents together and strengthening social ties.

I urge you to consider the immense benefits that Creek Point Academy would bring to our community and to support its establishment. Together, we can ensure that future generations have access to the educational opportunities they need to succeed and thrive.

Thank you for your attention to this matter. I look forward to seeing our community come together to support Creek Point Academy.

Sincerely,
LaToya Neal

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

In a community with so many negative changes occurring with business leaving and schools closing, this school location has been a constant. As a resident of the community and an Administrator of the school it is vital to maintain the current school for the students in the community. I am in my fifteenth year at the school and during this time I have had my children attend, as a better alternative and graduate. This school continues to support, nurture, and educate students and their families.

Long-term relationships with parents and families have been established. Each year we have students who have begun kindergarten and remain until graduating from eighth grade. There have been other families that have left the school and returned to us stating we are the better option. We currently have a former student who graduated and has returned as an educator.

Other public and charter schools in the area have closed due to low enrollment. This has not been an issue at our school as our enrollment has been constant. Sometimes we have been at capacity in certain grades and families enroll students in grades with open spots while they wait on openings for their remaining students. Families rely on the school to provide education for their students with staff they trust. Although it is April, we continue to have families wanting to enroll their students. It would be tragic for students, families, and staff if this school was no longer an option.

I look forward to the opportunity to continue to grow and develop students and teachers academically and professionally in the years to come.

Sincerely,

Terri McLucas

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I am writing to request that you authorize the opening of Creek Point Charter School (3600 N. German Church Road, formerly Andrew J. Brown Academy). I have worked here for 11 years as a speech language pathologist. The families we serve are usually districted for Indianapolis Public Schools, or for the lower performing schools in Lawrence and Warren Township. Many of our families have already tried their home schools and found them unsatisfactory in some way. Students often transfer to us because they are failing academically, having extreme behavior issues, or are experiencing bullying at their previous schools. Many of these kids do better when given a fresh start in a new, smaller environment. I have had multiple families share that they feel safer and more connected to their teachers here. Closing our school at this point would be overwhelming and traumatic for our students and their families.

It is so important for families in this area to have a choice as to where to send their children. Most of our families don't have the resources to seek out schools further from home or to pay for private school. These families still deserve to have some school options so they can decide what is the best fit for their children. The staff here loves our students, and we work hard to help them. Most of our students have barriers that can make learning challenging (trauma, poverty, language differences, etc.). We strive to meet them where they are and help them achieve their full potential.

Thank you so much for your consideration!

Sincerely,

Megan Arbuckle, M.A., CCC-SLP
Speech Language Pathologist

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I hope this letter finds you in the best of spirits! My name is Amber Cunningham and I have been an employee of Andrew J. Brown Academy for seven years this coming October. Moreover, I have been an educator for seventeen years. My role at Andrew J. Brown (affectionately known as AJB) is an Academic Behavior Support Specialist. It is my job to help children succeed academically by eliminating behavior disruptions in the classroom. This also creates a healthy and safe learning environment. AJB has been a pillar in the community and is the longest standing charter in the state of Indiana.

I have personally witnessed the positive impact that this school has had in the lives of students and families in the area. This has been shown through endless educational events, giveaways, celebrations, and all over a safe place for children to grow and learn. This school has nurtured many students educationally, mentally & physically for over the last twenty plus years. I am proud to be a part of such a great school that truly cares about the whole student. Not only have I met some of the most influential educators since I've been employed here, but I have also built lasting connections with students and families that I shall never forget. I have enjoyed coming to a workplace where it feels like a family environment, and where learning is happening every day. The loss of our school in this community would be felt by students, parents, guardians, and staff who have entrusted their children with us over the years.

Sincerely,

Mrs. Cunningham

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

My name is Mr. Hollowell, here at AJB academy. I am the Art teacher here and absolutely love what I do for these beautiful children. I have been here for almost nine years, and it has truly been a blessing for me to share my life and teaching with these children. I have watched these children grow from kindergarten all the way to the eighth grade. We have built an incredible family, foundation, and historical moments here. We have shed many tears and shared so many smiles while growing together over the years. Our EL (English Learner) population has grown with children coming from all parts of the world. This school has been a safe asylum for the children and their families. It would hurt to see these great memories go away so sadly if our school cannot stay open. I want to be here! I want to teach! I want to continue to be an inspiration and beacon of light for these children! It has been an honor to be here at AJB. We are truly looking forward to a great new beginning here and to continuing our mission in empowering our students and families to be great.

Sincerely,

Khiry Hollowell
Art Teacher

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

My name is Sheila Green, and I am one of the reading interventionists here at Andrew J Brown Academy. I currently work with students in grades 3rd through 5th.

Andrew J Brown Academy is essential in providing a well-rounded education to the community as we service a diverse population of immigrants as well as natives.

I arrived in February, and during my short time, I have seen growth in the students I serve. Several teachers have shared with me the growth they have seen in students as well.

I feel it is imperative to allow our school to stay open. We are all in this together to achieve the educational success our students are so deserving of.

In the name of educational equity and equality,

Sheila G. Green

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I am an ELL teacher in AJB, and I have worked in this school for more than 12 years. I love my job because I can see my EL students learn and grow. Many kids have been here since kindergarten to 8th grade, becoming great scholars through their education here. Our students love our school because the teachers are truly committed to their personal, moral, and academic success. If this school closes its doors, it will leave a huge empty spot for our students and their families, that other surrounding schools would be hard pressed to fill.

Thank you for considering all these reasons in making the best decision for the future of our students, teachers, families, and neighborhood.

Sincerely,
Anna Maria Luna

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

Nelson Mandela once said, "Education is the most powerful weapon we can use to change the world." This community needs a school that will encourage positive community outreach for the families, provide a dynamic learning environment and create opportunities that will prepare young scholars to live and compete in a global society.

I have been an educator in this facility for about 11 years and have noticed that the Far Eastside population has grown tremendously. This facility has become a staple in this community for our young scholars and their families. We have families in this community who have enrolled multiple children year after year. This not only shows that we are a great asset to this community but that our parents trust and believe in our ability to provide a dynamic learning environment for their children that offers a curriculum and program that not only meets the academic needs of each child but also the social and emotional needs.

The leadership team, teachers and support staff of Creek Point are excited to be of service to this community and we ask you to collaborate with us to ensure we can remain a staple of this community and serve our scholars and their families in this far eastside community.

Sincerely,

Marquita E. Robinson
Instructional Coach/ Testing Coordinator

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

Our school has been in this Far Eastside community for over 20 years. During that time, we have served numerous families and participated in multiple community service and outreach projects. We have families who have entrusted us with the education of their children, some of whom have graduated, some who are currently enrolled, and some that have yet to begin their educational journey, all within the same family. Relationships have been formed between staff, students, and their parents and guardians. This helps provide stability and continuity in the lives of students and allows us to participate in their academic growth and celebrate their achievements over time.

I believe we as a school provide a valuable service in this community. I also believe in the staff members as well as National Heritage Academies. I personally selected this school to educate my own children from kindergarten through eighth grade.

We are striving to empower our students to enrich their lives through education and the relationships that we build with them and their families. I believe this school is an asset to our community and it would leave a definite scar if it were to close.

Sincerely,

Dawn Snorden

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

Our community needs our school because our students need our school, and really, they are the most important thing to consider.

They have teachers they love and who they feel comfortable with and who they know love and support them and just really want what is best for them. I have students who still come to see me even after they've been out of my classroom for two years just to share a memory they had with me that they still treasure.

Our school really is like a family. We've been through some rough times, but we always stick together and are there for each other. I could not ask for a better team and admin team. This is my third year with NHA at our school and I honestly cannot imagine myself working with anyone else as amazing as they are.

Not to be too cheesy, but they say home is where the heart is, and my heart is with this school. Every year, coming back into my classroom feels like coming home. Seeing my students new and old is like being home. I know our students feel the same way as I have students who want to stay at school longer, either by not having breaks or begging to stay for tutoring. You don't see that everywhere and that's when you know you are somewhere special.

I hope that you see our school as special as we do.

Sincerely,

Whitney Buntin, 2nd grade teacher

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I am writing to express, at least in one way, Andrew J. Brown Academy (AJB) has been an effective source of education in our community. I have been a part of AJB for 10 years, starting as an interventionist (para) to my present positions of Achievement and Behavior Specialist (ABSS) and School Safety Specialist (SSS). I have seen students come into our school, sometimes very behind in their education for several reasons including a language barrier between the student and what was being taught, or their grades and test scores were deficient from their previous school, to witness them becoming successful students, having learned to speak English well, to improving their test scores and grades. This was possible for our students because of the dedication of our teaching and support staff. Former students return every year to seek out some of us to say thank you. What better mark could we leave in our community? Let us keep it going!

Sincerely,

Keever W. Wyatt JR, ABSS
Andrew J. Brown Academy

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

My name is Victoria Glover-Sheppard. I have had the pleasure of working at this location since 2016. I've worn several hats while working at this school. I have coached the cheerleading squad and the volleyball team. I am currently the track coach as well as one of the custodial staff members. I've been able to teach kindergarten and first grade. I've been the Office Administrator as well as the Academic Behavior Support Specialist. It has been an honor and a privilege to serve so many students, families and staff members. I must say, this is definitely my second home. Currently, I have several nieces and nephews that are enrolled in this school. None of them live in the area. Their parents pass multiple school districts to get to this school. This speaks volumes as to how my family views the educational process that their babies are receiving here at our school. I might add, that they are also honor students.

I ABSOLUTELY LOVE IT HERE!!!

I've watched staff come and go. However, one thing that has remained, is the bond that I feel with my co-workers. My desire is to maintain what I've obtained over the years. I know where we've come from and I'm proud to say that I am a part of a WINNING TEAM! We've been under construction and now I believe we can finally see the re-building of something GREAT! Principal Perkins came from another state to assure us that things were going to get better. I'm thankful for her diligence and the integrity that she has brought to the table. With her guidance and her leadership skills, she has changed the morale and the aesthetics of the school.

Principal Perkins and her administrative team have done an excellent job with our staff and families. It has been a wonderful journey watching the students grow by leaps and bounds. Our students along with their parents feel safe and accepted in our school. It's very pleasing to hear the feedback from the parents concerning their students and the educational process that their students are receiving. More than half of our students are from another country and most of them came to our school not knowing how to speak English. It is rewarding to see these scholars now progress towards speaking English proficiently.

I am happy to be a part of this great movement and would love to see this legacy continue. I feel as though we have a formula that is and will continue to work for the community, scholars, families, and staff.

IT'S ONLY UP FROM HERE! !

Respectfully,
VICTORIA GLOVER-SHEPPARD

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I am the Registrar for Andrew J. Brown Academy, I have been here two years, and I love it here. I manage the front office with our Office Assistant. The job here is rewarding. I am responsible for helping families register their children. And when needed, I properly place them with the right people when families need assistance, whether it's personal needs or educational needs.

I moved here from Chicago, Illinois just for this job. Where I have established professional relationships with staff and families.

I have come to learn that AJB is a school needed for the community. I have met so many different families, from here, and other countries, and when they come here, they are told by existing families to come to AJB. Why, because we care, they hear that we are a school that is teaching children core values, and helping families as much as we can with transportation, school uniforms, coats, hats, etc. All while making sure their learning environment is clean and conducive for the child to learn feel safe and free while interacting with everyone in the building.

I feel this is a Family Community School. Our children learn, grow, experience, get to have expectations, learn how to handle challenges, and understand core values and our mission, which is: We dare to empower the Whole Student to profoundly impact our world.

Sincerely,

Catina Hicks
Registrar
Andrew J. Brown Academy

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

Having served as an educator at Creek Point Academy for the past 10 years, I've witnessed some highs and some lows, with the highs significantly outweighing the lows. The education and guidance received here by students has resulted in higher education such as college or employment opportunities resulting in students going on to lead productive lives. As an educator at Creek Pointe Academy, I've seen parents of graduating students continue their support of the school in various events and activities their students once participated in. Throughout my tenure, I've been privileged to see our students, staff, administrators and educators enter our school system as well as leave, which isn't uncommon in the field of education. What hasn't changed is the family-oriented community we foster. Through our dedication in maintaining our moral standards, commitment and mission of student's success first, Creek Point Academy continues in our efforts in rallying together doing what's in the best interest of all.

When it comes to our student population at Creek Point Academy of approximately 500 plus returning students each year, we've continued with a sense of stability for over a decade in meeting the needs of parents and students desiring and/or requiring additional support in a quaint environment conducive to productive learning. Our student population at Creek Pointe Academy includes a multitude of students in English, as a Second Language (ESL), in addition to a population of at-risk students, working in conjunction with staff in receiving a wealth of continued support in achieving educational success.

Although we share the community with other schools, Creek Point Academy is delighted to say our support provided to students, families and community remains of high quality, dedicated to performing above all others in integrity, services and education. It's my belief closing Creek Pointe Academy would be more than just uprooting students from one building to another, but the loss of an educational fixture in the community, thus taking away needed support from families and students in a place these families call home.

The educators and staff here at Creek Point Academy are committed to providing quality education and support to students and their families, thus strengthening a community of lower socioeconomic status through maintaining a cohesive union for a better tomorrow.

Sincerely,

Alex Lewis

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I hope this email finds you well. As I reflect on my first year teaching under National Heritage Academies for Andrew J. Brown Academy, I wanted to take a moment to express my gratitude for the opportunity and share some insights into my experience.

Transitioning from over a decade in corporate America to the dynamic environment of a charter school has been nothing short of transformative. Having previously coached basketball at the school for two years, I was familiar with the community and its unique challenges. However, stepping into the role of a physical education teacher allowed me to truly immerse myself in the lives of our students and understand the profound impact our school has on them.

Working with a predominantly non-English speaking population, primarily Haitian and Hispanic students, has been both challenging and incredibly rewarding. The diversity of backgrounds and experiences among our students has enriched my teaching practice in ways I never imagined. Every day, I am inspired by their resilience, determination, and eagerness to learn.

Moreover, being part of a charter school like ours has reinforced my belief in the critical importance of alternative educational models. The personalized approach we take in addressing the needs of our students, particularly those from underserved communities, is essential in ensuring their academic success and holistic development. Our school plays a vital role in bridging the gap and providing opportunities for students who might otherwise be overlooked or underserved.

Overall, this has been a remarkable journey of growth, learning, and connection. I am grateful for the support of the administration, fellow teachers, and most importantly, our students and their families. I am eager to continue contributing to the success of our school and making a positive difference in the lives of our students.

Thank you once again for this incredible opportunity.

Warm regards,

Stacey R. Richardson, MBA
Physical Education Instructor
Athletic Director
Andrew J. Brown Academy

James Betley

Executive Director and General Counsel

Indiana Charter School Board

143 W. Market, Suite 400

Indianapolis, IN 46204

Dear Executive Director Betley:

First, I would like to thank you in advance for reading my letter of support for our school. As the school's site coordinator, I have the ability to support in several ways that I will split in my letter into three different sections: our families, our students, and our far eastside community.

Our families

I have the privilege to meet a lot of our incoming 'new' families as my job requires, I check to make sure they have all their basic needs met to fully support their student's education. I cannot emphasize enough the number of families that have come to register because they have heard our school and staff treat their students with 'care' and they have heard it from someone in their community. This is a safe zone for so many of our families, a place where our families can find support and feel heard.

Our students

Another aspect of my job allows me to work with students one-on-one and/or small groups. While working with students on SEL skills several of them have shared that they feel safe and happy when coming to our school. A portion of our students are considered 'newcomers' and their home and our school are their safe zones where they are learning new skills, the English language and developing relationships with their peers, teachers, and staff. With rumors of their school potentially closing a lot of them and their families have become worried about where they will go. Which is why I ask that you give our students and families a chance to see stability within their education.

Our Far Eastside Community

As you may be aware our school is one of the last remaining on the far east side of Indianapolis within its city pocket. Our school provides a home to approximately 600 students, most of which come from within the nearby community. As another part of my job is seeking out partners and going into the community, I have quickly noticed how much of a pillar our school is for the people who form part of the Far Eastside.

I pray that our students and families can continue their educational journey at our school. I pray our students continue their uninterrupted educational journey.

Thank you so much for your time and I am hopeful you will consider my letter of support.

Sincerely,

Jazmin Martinez

Communities in Schools Site Coordinator at Andrew J Brown

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

As a passionate educator who recently joined the faculty at Andrew J Brown Academy, I feel compelled to advocate for the continuation of our institution. My brief tenure here has already revealed to me the profound impact this school has on its students, its staff, and the broader community.

First, the chance to join AJB in the academic year has invigorated me. I am eager to start afresh with a new class in the spring semester, excited by the prospect of nurturing growth and witnessing progress firsthand. This enthusiasm stems from the tangible improvements I have observed in my students' attitudes and academic skills since my arrival.

Underpinning these positive developments is the unwavering support provided by our esteemed deans and principals. In my five years of experience within educational settings, I have never encountered a leadership team as dedicated to the well-being of both students and teachers as ours. Their commitment to fostering an environment conducive to learning is palpable, and it is evident in the strides our students are making academically and personally. The impact of AJB extends far beyond the confines of our classrooms; it holds a significant place in our community's heart. As a proud graduate myself, I am acutely aware of the school's legacy and its importance to the collective identity of our community. To witness the closure of our school would not only be a loss for current students and staff but also a blow to the sense of pride and belonging that our alumni and community members cherish.

In conclusion, I implore decision-makers to consider the invaluable contributions of AJB to the education and well-being of its students, as well as its significance to the broader community. Our school is more than just a building; it is a beacon of hope, a catalyst for growth, and a symbol of unity. Let us work together to ensure that its legacy endures for generations to come.

Sincerely,

Aaliyah Taylor

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

Keeping our school open is crucial not only for the education of students but also for the well-being of the community. Our school serves as a cornerstone of the local community on the eastside of Indianapolis. Our school is unique because we provide a safe and stable environment for children who may come from low-income households or unstable home situations. By keeping our school open, children have access to resources such as teachers and support staff who can provide them with the education and support they need to succeed.

Our school offers a sense of belonging and support for students who may not have access to the same resources and opportunities as their counterparts in more affluent areas. Our school also plays a role in promoting diversity and inclusion, as we cater to the changing demographics of Indianapolis.

Overall, it is important to recognize the value of this school and the impact it had on the lives of students and the community as a whole. We play a vital role in providing quality education, fostering diversity and inclusion, and contributing to the overall development and success of the community. It is essential to support our school, as we provide a lifeline for children who may face numerous challenges and obstacles. By recognizing the importance of our school, we can work to ensure that all children have access to a quality education and the opportunity to succeed.

Sincerely,

Danna Edoh – 3rd Grade Teacher

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

The necessity for our school in this far eastside community is centered around an increasing problem specifically in the 46235-zip code. The problem is of epidemic proportion; homicide and precipitating factors that result in homicide (e.g. robbery, drugs, home invasions, and domestic violence). "Indianapolis appears to set another record for criminal activity and homicides amongst our youth" (Hays et al. 2021). This is the headline published in the December 2021 editions of the Indy Star. In 2022, another headline mirrors December 2021, asserting; "Indy 2022 murder total outpacing last year" (McQuaid, 2022).

A child's well-being is affected by the neighborhood in which he or she lives. How a child will thrive is contingent on resources including, but not limited to, receiving a good education, adequate child-care, and ample recreation (Urban Child Institute, 2021). Our school, as part of the far eastside community, is instrumental in helping to fulfill each of these components, good education, before and after care, and recreational activities within its facility or through partnerships with neighboring organizations.

According to the Urban Child institute, the shaping of a child's life is contingent on two primary factors; family and the neighborhood (environment) in which a child is raised. The individuals perpetrating crimes are becoming younger and younger. These individuals were once children themselves. Because education is requisite for developing social and communication skills, maintaining, and supporting our school within this underserved area will continue to help in raising expectations, increasing opportunities, and lowering risks. This begs the question; what if the same individuals perpetrating criminal acts had received a high-quality education beginning in early childhood, would the high propensity for criminal behavior prevail?

Our school is necessary for, in addition to providing a high-quality education and focusing on a child's personality, the element that makes a person who they are (behaviorally, cognitively, and socially). It is strategic that our school receives children in their adolescent years (ages 5 to 15) when personalities are being formed by inherent traits, experiences in childhood, and social experiences (e.g. family, faith, school, and community). Furthermore, because our school starts educating at an age when personalities are being shaped, the propensity for our children to succumb to vulnerabilities (e.g. gangs, criminal violence), will realize a significant reduction in probability (Stanford Children Health, 2020).

Moreover, research suggests, a child's cognitive growth is significantly developed during the early adolescent years, and in some cases earlier. According to Stanford Children's Health, "A child in early adolescence uses more complex thinking focused on personal decision-making in school and at home." At our school, we believe investing in children during their early adolescence years will circumvent the necessity of working backwards. Starting the work with a focus on the inner city where children are most "at-risk" is where our school intentionally

positions itself and, also in areas, according to statistics, most homicides occur (Indy Crime Map, 2017).

Mayor Hogsett and the city of Indianapolis (government) determined the solution to address and hopefully de-escalate five consecutive years of rising homicides was to invest 4.2-million dollars into the building of a new criminal justice system (McQuaid, 2018). In contrast, Pastor Charles Harrison of the Ten-Point Coalition, a faith-based non-profit organization that works as a voice in the community asserts; "...the city needs to better address the social issues contributing to the rise in violent crime." (McQuaid, 2018). Harrison further asserts, "We cannot as a city fix this problem unless we address the root causes of the violence (e.g. poverty, drug trafficking, joblessness, poor education, hopelessness, and broken homes). Building a 4-2-million-dollar criminal justice center will do little to address the reference social issues" (McQuaid, 2018).

From my perspective, you can opt to invest in our school or build more prisons. It has been said and it is true, "without knowledge people perish." Instilling knowledge must begin early and requires a "hands-on" approach administered as a "calling" rather than a job. At our school children are viewed as a city's infrastructure rather than collateral, hence the reason for our investment request.

Respectfully,

Neiko S. Hendricks-Gilbert, M.Ed
5th Grade Mathematics

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

My name is Deborah Houston, and this is my second-year teaching at Andrew J. Brown charter in Indianapolis. Here at the National Heritage Academies (NHA), us teachers are upstanding and possess great character in and outside the school. We show up and we deliver for our students. We have a body of students who are diverse learners, and we work hard to cultivate them. Bear in mind, this is the inner-city, and many of our children are battling poverty. In her book, *The Deepest Well*, Dr. Burke-Harris summoned all educators "to deliver that daily dose of buffering care that's so important for healing". We are tasked with being social workers because we must address our students' social well-being before they can perform well academically. Dr. Burke-Harris discovered a link between children with learning deficits and multi-generational trauma with poverty at the core. Many children who are classified as poor have experienced one or more adverse childhood experiences that include emotion abuse and or neglect, physical abuse and or neglect, incarcerated relative, mental illness, domestic violence and the like.

We are walking in our purpose by working with inner-city school setting because the children need inspiration to be the next generation of leaders and global citizens. We were destined to be teachers which is evident the sacrifice we give our students each day. Many of us have built great rapport with our students through participating in extra-curricular activities, tutoring, sports, and more.

I currently teach 4th grade in a self-contained classroom. At the forefront of our curriculum is the idea of "productive struggle". This is the idea that children learn by doing and not being spoon-fed information by a teacher. As the theorists John Dewey stated, "Children are not passive recipients of knowledge" (Clickman-Semrud, 2007). In this school, students are expected to critically think and to apply what they know to real-life problems. Our school is a necessity in the community.

Regards
Deborah Houston
49.dhouston@nhaschools.com
317.794.5475

James Betley

Executive Director and General Counsel

Indiana Charter School Board

143 W. Market, Suite 400

Indianapolis, IN 46204

Dear Executive Director Betley:

I have been an educator with Andrew J. Brown Academy for three years and it has been an amazing experience. It does give me great honor and privilege to type this letter expressing my reason or opinion why this school needs to remain open. Andrew J. Brown has been in this community for several decades servicing a beautiful diversity of families. This school is a anchor for this community in that it has and is still is providing our precious children with a great education. I personally have witnessed the academic growth in many of our students. Our school enrolment of students speaks volume as many of our families come by word of mouth. The families love the education their precious children have received and still are receiving from AJB.

In spite of the many obstacles the school has encounters such as staff leaving and change of administration, the school still stands strong on its vison and mission in providing and supporting our students with the utmost education. AJB has a very strong and committed Administration staff, teacher staff, and support staff. There is a great love here for our precious scholars and their families. Our families come back year after year due to the appreciation, love, and support they have for AJB and its great team of workers. Closing AJB would be detrimental to this community and to these families.

In my closing, AJB must remain open so that we can continue to help the children of our future be the best scholars and citizen we know they are and will become.

Sincerely,

Beverly Thomas

1st Grade Teacher

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

To whom it may concern,

My name is Mrs. Keisha Hopkins. I am a 1st grade teacher. I have been working with this company for 3 years. Each year we have an increase in students with diverse cultures, and we have a lot of students from all over the world. These students over the years have improved a lot with their language barrier as well as their reading comprehension. I think the school should remain open to the students and families. They love how we instruct their child and help them improve in their education. This school is great for a community with diverse cultures. They depend on us to help their child reach their goals and help them each year to be successful in their education.

As an educator it is my job to make sure every child learns to their best ability and each child achieve their learning potential. No matter what culture they may be from, the students depend on us to do so. We also create opportunities to become the best they can be. Our school built on the cornerstone of Academic Excellence for success for our students. I am also committed to teaching students well and taking great care of our students at our school.

Sincerely,
Mrs Hopkins

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

Hello! My name is Tiffany Nmose. I am currently an active staff member at Andrew J. Brown. I have been a staff member here for three school years. During my duration of being here, I have seen so many wonderful things. I have seen students who have grown and prospered in their ways. As a Paraprofessional-Interventionist I have seen students with many barriers rise and grow in a short amount of time due to how much we love and care for our babies. We play such vital roles in our students' education. They lean and depend on us, confide in us. As well as the families. Having a strong bond and connection with our students is one of the many reasons they continue to grow each year. As well as why their younger siblings soon come to us as well. Even within our community, we do so much to continue to grow in the area we serve. I honestly believe the work has only just begun. We have such great leaders here who genuinely want to see our babies continue to reach their full potential. Also, a lot of our families have been with us for many years. I believe replacing 600 students ranging from kindergarten to 8th grade could be quite exhausting, not for just the students. It could be for the families and even the staff. I hope this letter finds you well as you decide on our lovely school's future!

Sincerely,
Tiffany Nmose

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I believe that the closure of Andrew J. Brown Academy would be a substantial loss to the community that we serve. The diverse group of students and their families require extra resources that we can provide them with and allow them to be successful not only during the school day, but throughout their development as a whole. National Heritage Academies strives to foster student growth through creating ethical understanding and background so that they can be prepared for their futures while having a mature social intelligence at a very young age. The structure that our curriculum utilizes allows for the children to be constantly assessed in ways that are both engaging and enjoyable for them while allowing myself and my fellow staff members to evaluate them in real time.

The children who call our school home have created a unique dynamic within our walls and severing them from that structure could be detrimental to their growth as learners. Every day I see the relationships that have been built between not only students, but the staff as well. This environment allows the students to collaborate with their peers in an effective manner and assist each other in their growth in ways that my past workplaces could have benefited heavily from.

Thank you for allowing us to explain the important role that our school plays in the community and the impact that we as an organization can have on every student who walks our halls.

Sincerely,

Mikaela Ousley

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

My name is LaDonna Scott, and I am currently a 2nd grade teacher at Andrew J. Brown Academy. I have worked at AJB for 3 years in total (I went to another school corp. at the beginning of the year and returned to AJB in December).

AJB has a very rigorous curriculum which is challenging and meaningful for our population of students. We have a very large population of ELL students that are new to the country and our curriculum serves as a guide to help them learn the English language and get the small group accommodations that they need to be successful. Over the years that I have served at AJB I have seen families get the support they need from our student services and family department. Our principal has gone over and beyond to make sure our students come to school in uniforms and have school supplies to prepare them for the school year. The school also hosts family games nights and other community activities for parents that need the support to get involved with their student learning. AJB has also grown me as an educator.

This school serves as not only a place for education, but it serves as a safe place for children and families within the community. There are several teachers who provide tutoring to students in their own free time. The school offers before and after school care so that children are safe until their parents come home from work. AJB has been in the community for a long time. I have noticed that generations of parents have been through AJB and now their children are enrolled in the school.

Sincerely,

LaDonna Scott
2nd Grade Teacher
AJB Academy
3600 German Church Rd
Indianapolis, Indiana 46235
(317) 891-0730

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

Hello. My name is Vishnu Dama. I have been an educator with this institution for almost eight years now. I am honored to be able to contribute to our school and in writing a Letter of Support for its well-deserved validation. This latest accreditation gives our school and thereby, the young inquisitive minds herein, current or otherwise, an undeniable opportunity to improve their chances of being a lasting success.

Our school's mission for the "Growth of a holistic child" deserves your well-placed backing. This dream will benefit from your support in transforming it into a live reality. We were familiarized with your drive at fostering hope within our successful minds of tomorrow. Initiated with this strength, we are engaging in asking you for your support in creating a proactive alliance and partnership with Creek Point.

Funding from the advocates of literacy and Education, financial and academic, is necessary for a new initiative to be successful. Three key considerations for presenting this letter, and in sync with my pride as a veteran educator in serving my organization are,

1. We at Creek Point believe in "Every child can succeed." Providing and promoting a well-rounded education in general, ELL, & Special Education is in true alignment with our Pacing Guide & timely formal & summative assessments and feedback. We believe in the 4:1 positive reinforcements and student-centered learning. This belief is used to bolster our organization's credibility by offering a tuition-free K-8 public Charter school right here in our dear Indianapolis.

2. We are in this together in aiming for our scholars' brighter & stronger future. We consistently create, modify, and assess the continuous learning process for it to become a lasting experience in the developing minds. The progress we make is a boost for our Brown Bears in proving that our school district is one of the most sought-after, instruction-driven and goal-oriented organizations in the neighborhood learning zone.

3. "Affordable & accessible for all" is the best theme we project here at 3600 N German Church Rd, Indianapolis, IN. This policy welcomes and encourages secondary schooling for our neighborhood low-income youngsters. Our free schooling option invites an increased accessibility and affordability with after-school tutoring, Fresh & catered lunches & safe transportation year-round. Here at our learning premises, we strengthen our young minds with Moral Focus programs, technology-adapted individualized & personalized learning support, & extra-curricular activities like sports & band.

Creative and innovative staff & community internships are applied and analyzed for how best to support the scholar and the family for them to become a successful citizen. We gather input from the children and their families on ways to improve in the future. We study this roll-out to benchmark our school improvement plans and model community support programs.

Sincerely,

Vishnu Dama
Educator
Grade 4

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

Our school has been a part of the community for two decades. It provides an effective alternative to the public schools in the area. The families that send their precious students to be nurtured and educated by our teachers and staff have great faith in us. They rely on this school to help academically guide their children to a brighter future. The impact of closing this school down would be devastating to the approximately 700 students and their families. Many students have been here since kindergarten and do not know anything else. Our English Learner population is especially high and seek this school out based on word of mouth, because they understand the care that EL teachers, like me, take in helping new students acclimate and learn in a supportive environment. We love our students and have a deep bond with them and their families. Please help us in maintaining their stability and academic success. Thank you for your time.

Sincerely,

C. Peacock

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

As a mother of four and teacher of over 600, I can confidently say that one of the most important foundational qualities of teaching children is consistency. Without consistency, children are not able to be physically, academically or emotionally prepared for what they will encounter. If someone is not prepared, can they be expected to perform to the best of their abilities? I think not.

Consistency is one of the multitudes of positive characteristics that Creek Point (formerly Andrew J. Brown Academy) provides for the students and families of the surrounding community. For over 20 years, the school has proved to be a staple of education and support for a low-income area of the city. Despite other Charter and public schools closing, Creek Point has maintained its open doors.

I can explain, in great detail, my personal experience at this school and how the staff and students have such a profound impact on each other's lives. However, I believe that understanding the consistency that's been provided (for staff and students) is equally as impactful. These are just a handful of consistent advantages students have access to because of Creek Point:

- Over 600 students have two meals a day, access to food pantries and similar resources
- Immigrant families have a safe haven where translators are available
- Trusted adults demonstrate foundational morals to children from a wide variety of cultures, homes and backgrounds
- Experienced ELL and SPED staff willing to support every kind of learner

All of these, and many more, are examples of the necessity of our school staying open. If there were to be a dramatic change in the accessibility of these (and other) services, I believe that this community and its residents would experience a dramatic decline in their quality of life. For all intents and purposes, this school needs to remain functioning for the foreseeable future.

Thank you for your support and consideration of a charter for Creek Point. To continue the work of the future, I pray you feel the same way. I truly believe that this school is an absolute staple of this community and must be preserved.

Sincerely,

Megan Abou-Afia

James Betley

Executive Director and General Counsel

Indiana Charter School Board

143 W. Market, Suite 400

Indianapolis, IN 46204

Dear Executive Director Betley:

I am new to Indianapolis. I moved here 3 years ago, and my first full time job, was here at Andrew J. Brown Academy. Upon arrival, I did not know what I was stepping in to, but what I saw was the beauty of diversity. As I started to learn the ropes, I learned that AJB has been a staple in this community for years. Parents who went here, are now sending their kids here. Other parents give praises because as 1st generation citizens, they are seeing how their scholars are soaring. What I have noticed and learned is that Andrew J. Brown Academy is a staple in this community. The love the staff has for these kids is beautiful. The support the staff gives is amazing. The staff is here because they want to be here, not because they have to be. Teaching is such a rewarding profession, and it has been such a blessing for me to work at Andrew J. Brown Academy. I have grown as a person and a teacher. I have no desire to work anywhere else.

Thank you for your time,

Jalice Turner

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I know our school is just another school for many individuals but for us, it is home. The need for compassion from our staff is so high in the community that we serve. I grew up in this area and I also met teachers like me that have impacted my life significantly. Our compassion for our students drives us to ensure our students are reaching success at the highest level possible. Please be considerate about the lives that would be impacted by this drastic change.

Makya Moses
Teacher of 4th grade elementary
Andrew J. Brown Academy

April 3, 2024

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

This is a letter of support for the National Heritage Academies' application for the Creek Point Academy charter school at the current site of Andrew J Brown Academy, 3600 N German Church Road, Indianapolis, Indiana.

The school is in an area that is rapidly developing, with new housing being built near the school and existing housing surrounding the school.

The existing NHA school has a history of academic rigor and high parent satisfaction. It would continue to be an asset to the community to have an NHA school at this location.

Sincerely,

Gail Fox

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I am the Office Administrator at Andrew J. Brown Academy; this is my second year here and I really love it. Working here has really helped me grow more professionally. I have established professional relationships with staff and families here at Andrew J. Brown Academy. This school is important to this community for so many reasons, we have a large number of Haitian and Hispanic families that at some point have been turned away from other schools because of their language barrier. Here at AJB we take the time to assist and make our families feel comfortable, providing them with resources needed for them and educational needs. In my personal opinion I do not think taking away from a community would be beneficial for anyone.

Sincerely,

Roslyn Gayles

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I hope this letter finds you well. As we approach the end of the school year, I would first like to thank the administration of Andrew J Brown Academy and NHA for allowing me to serve the students and families for another incredible school year. I am genuinely writing this letter to express my opinions and concerns about the possible closure of Andrew J Brown Academy. While I have worked at the school for the past decade, I hope this school year will not be my last.

My name is Torri Hopgood, I currently serve as the school's Family Liaison. My current role consists of partnering with families and our scholars to provide support and resources to be academically and socially prepared. Over the years, I have grown as an individual but most importantly as a professional. AJB has provided me with endless opportunities for professional growth through training, seminars, and certifications. These opportunities allowed me to learn and apply new skills which enhanced my skill set.

As stated above I have worked at the school for 10 years Majority of these years I held the position of the school's nurse. As a nurse I communicated with staff, students, and parents to ensure the well-being and safety of students. In these years I established a long-lasting relationship with our families and scholars. I would be honored to continue to help families overcome barriers that could hinder the success of our scholars.

Our school is in a community that occupies a wide range of diverse cultures and ethnicities. Our school would be considered a haven for them. We are one of the extremely limited charter schools for this community. The closure of the school will cause further damage to our families. I believe allowing our school to continue to grow the minds and provide opportunities to excel in school and life will support our families.

Sincerely,

Torri Hopgood

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley,

My name is Sydney Hunter and I have been working at Andrew J Brown (Now changing to Creek Point) for 2 years now. This community has a severe need for our school. We have 60% of our school are English Learners (EL), because of this we have a staff of 5 teachers, including me, that are EL Teachers to cater to the needs of those students. We have fostered relationships with these students and some of their parents. Through these relationships, it has become an amazing community of people working together to meet the educational needs of the students for them to succeed in life.

Sincerely,

Sydney Hunter

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I would like to say it has been a magnificent pleasure to work at Andrew J Brown. This was my first year employed here at the school. Everyone is genuine at embracing the students and family as a school family. It has been with much dedication and commitment of working to help scholars to be successful with learning.

The community is remarkably diverse with families and with the school providing a lot of services to accommodate their needs it is so amazing. I have not been here for a lengthy period but do hope that the decision will be a positive outcome allowing the school to continue providing education for the needy community.

Thank You
Miss Bell

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I have been at Andrew J Brown for three years; I believe this is a great school. I have witnessed the children learning how to read in kindergarten with the use of their curriculum. I have not seen a school so advanced that challenges the children to think deeply. We have a large variety of students from different areas that have transportation problems and need the bus services that we offer. Our team supports children learning and helps needy families with resources and always put the children and their family first. We have a great administration and staff members that can be very successful.

Sincerely,

Latahua Gardner

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I have been a Dean at this National Heritage Academies school for almost two years. There have been many wonderful things that I have participated in and witnessed. At the beginning of the school year, we have several events to help welcome new parents and families to the building. This is important to parents because many of them have just arrived in the United States or have financial struggles.

Parents have expressed how thankful they were to receive uniforms, supplies, and backpacks at the events. We have built a strong relationship with our parents and community through these events. I even noticed students who do not attend our school come to family night. Many parents express how grateful they are for the staff and school. The communication is amazing, and parents support our school.

We provide several sports options to give students a chance to highlight their skills. The students love to participate in sports because it gives them the opportunity to socialize and team build. Furthermore, I built a relationship with all the students by greeting them every morning and visiting their classroom throughout the day. All of this would not have been possible if National Heritage Academies had not provided an environment for me to grow and continue to educate students.

National Heritage Academies have provided a very rigorous curriculum equipped with all the resources necessary to instruct students at a higher level. Out of the four schools I have been employed with, this school by far provides the most efficient training and resources for students. I fully support this school being open for several years to come. Our data show that our students are growing despite of our high population of English Language Learning. Without a doubt, this school is an asset in this community.

Sincerely,

Dr. Berretta Herard
Dean of Upper Elementary

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I am writing to express my deep concern regarding the potential closure of Creek Point, which serves disadvantaged students in our community. As a dedicated educator who has witnessed firsthand the transformative impact of education on young minds, I strongly urge you to reconsider this decision.

The remarkable achievements of our students at Creek Point speak volumes about the dedication and effectiveness of our educators. Despite the challenges our students face, their academic performance, as evidenced by our school's testing scores, consistently Creek Point outshines those of other schools in our community, both charter and public. These outstanding results are a testament to the unwavering commitment of our teachers and staff, who go above and beyond to ensure that every student receives the support and resources they need to succeed.

The prospect of Creek Point's closure not only weighs heavily on the hearts of our students and their families but also brings great uncertainty and distress to the dedicated teachers and staff who have poured their hearts into nurturing our students' growth.

As educators, we have formed bonds not just with our students but also with one another, creating a supportive and compassionate community within the walls of Creek Point. The closure of our school would not only disrupt the educational journey of our students but also uproot the lives of our teachers and their families, who have invested their time, energy, and passion into shaping the future of our community.

Creek Point is more than just a place of learning; it is a second home for many of our students and teachers alike. It serves as a beacon of hope and opportunity for those who may face adversity outside its doors. Closing Creek Point would not only rob our students of a quality education but also strip away the sense of belonging and security that our school provides to so many.

I implore you to consider the human cost of this decision and explore alternative solutions that uphold the well-being of our students, teachers, and their families. By investing in Creek Point's resources, addressing any underlying issues, and fostering a collaborative approach with all stakeholders, we can preserve the invaluable contributions that our school makes to the fabric of our community.

Thank you for taking the time to consider the perspectives of all those impacted by this decision. Together, we can work towards a brighter future where every member of our community has access to the quality education and support, they deserve.

Respectfully,

Tina Naugles MS, BA
SC/SS Teacher
49.tnaugles@nhaschools.com

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

My name is Yuwanis Williams, and I hope this letter finds you well. A school's name is not as important as the names it impacts! I come to you as not only a proud staff member but also as a proud parent of a 5th grade Andrew J. Brown Academy student.

As I was returning to the workforce after having my son, I prayed that I would find a suitable position within a school. I was offered two positions, one being at a local high school, and the other being here at Andrew J. Brown Academy. That was 11 years ago, and I would not change my decision to come here for anything in this world.

Over the years I have served our school community in various capacities. I began as a schoolwide interventionist. After a couple of years in that position, I was blessed to serve as an Academic and Behavior Support Specialist. In that role I served each grade level wing K-2, 3-5, and 6-8 during different school years. For the last two years I have served as our Attendance Coordinator and Bus Liaison.

During my tenure here, you can imagine that I have encountered numerous students, their families, and administrative teams. I feel that I have fostered long lasting relationships with our school family over the years as students have started in kindergarten and stayed with us until their 8th grade graduation. Our families entrust us to care for their children through their formative years and that is a testament to our commitment to educating the whole child.

I have watched us grow in opportunities for staff, students, and their families. The building and the people inside of it are staples in the community in which we serve. We currently have over 50% of our student population that are English Language Learners. The far eastside community has a vast Hispanic and more recently Haitian population. When you move to an unfamiliar environment, you want to feel welcomed and supported. We have partnered with the Community Alliance of the Far Eastside (CAFE) as well as Communities in Schools (CIS) to help support our families with additional opportunities and various needs that they may not receive from other schools that may not have a personal touch.

If we were not here to serve our current and future families, I believe it would negatively impact our students and staff. Education is not an easy field but being with our students and each other makes it worth showing up in the field every day. Our students trust us. Their parents trust us. We trust each other to do what is right for children. We are Tested, Relentless, Unified, Students, and Teachers that want to be here in this community for many years to come.

National Heritage Academies is a great company that believes in students and staff, and they equip us with the tools needed to excel in education. Are we where we want to be? Not yet! However, the strides we are making should not be stopped by closing our doors. We have many gains to make and I TRUST that you will choose to make those gains in partnership with us.

In Future Partnership,
Ms. Yuwanis C. Williams
Andrew J. Brown Academy
Attendance Coordinator and Bus Liaison

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

My name is Renae Bosserman and I am the social worker at Andrew J. Brown Academy. This is my first full year in this role which has brought forth challenges and hardships, but it has also brought with it countless blessings and rewards. So many of our children and families face a variety of trauma and hardships each day. Our school is “home” for our children, their safe place, a place where they know they can come and receive love, nurturing and support no matter what circumstances they may face outside our doors. Our teachers and staff work hard to provide each of our students with the best education possible despite whatever obstacles lie in front of them. More than half of our children are English language learners, so many staff members are working to learn Spanish in efforts to further accommodate our students and their families.

If our school were to close it would have a devastating and lasting effect on our students and their families. It would force our students to attend schools further from their homes. The new distance – plus the trauma of displacement would affect our students attendance and performance. For many of our students this school is the only school they know. Many of our families are lower income without reliable transportation and they would face a new challenge of trying to get their child(ren) to a new school, which would also curtail their opportunity to attend after school events and parent-teacher conferences. Many of our staff members have built trust and rapport with our parents, which has led many of our parents to reach out when they have a concern or a need. If our school were to close it would have lasting effects on our staff as well. As a social worker, I can attest to the loss of never knowing what happened to a child whom you have built a solid connection with. Like every school do we have improvements to make, absolutely, however please know each staff member here is committed to giving their best to our students to ensure our school can remain open and our metrics improve each quarter. Thank you for your time and attention to this most important matter.

Sincerely,
Renae Bosserman

James Betley
Executive Director and General Counsel
Indiana Charter School Board
143 W. Market, Suite 400
Indianapolis, IN 46204

Dear Executive Director Betley:

I am writing you this letter today to express my high esteem for the staff and students at the school that is currently Andrew J Brown Academy (AJB). As a Dean of Middle School, I have the pleasure of servicing students that have been at the school for many years, some since kindergarten. AJB is family-oriented, and staff and students alike gravitate toward one another.

Most of the families we service live in the community, or within its perimeter. Once AJB has transitioned into Creek Point, families will keep their students here because they are dedicated and loyal to the family that has been established. The families in this community need this school just as much as we need them. We, as a school body, are dedicated to transforming the lives of our students and their families through quality instruction, social empowerment, and unity.

We look forward to our family growing, excelling, and achieving greatness.

Sincerely,

Nikita Owens
Dean of Middle School Instruction



**USE AND SERVICES
LICENSE AGREEMENT**

This Use and Services License Agreement (the "Agreement") is being entered into on July 1, 2018, by and between NATIONAL HERITAGE ACADEMIES, INC., a Michigan corporation, whose address is 3850 Broadmoor, SE, Grand Rapids, Michigan 49512 ("NHA") and Torri Hopgood, an individual, d/b/a Torri's Tots, whose address is 4048 Benicia Court, Indianapolis, Indiana 46235 (the "Provider").

WHEREAS

- A. The term "School" as used in this Agreement shall mean the facilities, grounds, and school operation of Andrew J. Brown Academy, whose address is 3600 N. German Church Rd., Indianapolis, Indiana 46235.
- B. The term "Board" as used in this Agreement shall mean the board of directors of the School.
- C. NHA is an educational management corporation contracted by the Board to provide educational, business administration, and management services to operate a school subject to the oversight of the Board. NHA is securing an academic or extended day program or a before and after school program in fulfillment of its obligations.
- D. The parties desire to confirm the terms and conditions under which the Provider will operate an academic or extended day program or before and after school program at the School (the "Program").

CONDITIONS

NOW, THEREFORE, for good and valuable consideration, the receipt of which is hereby acknowledged, the parties hereto agree as follows:

- 1. Location. The Provider shall operate the Program at the School. The Coordinator shall designate specific areas (the "Premises") within the School for use by the Provider to operate the Program. The School, inclusive of the Premises, is collectively referred to as the "Property".
- 2. License Grant. Subject to the terms and conditions of this Agreement, NHA hereby grants to Provider a license to conduct the Program at the School. This Agreement does not and shall not be deemed to constitute a lease or a conveyance of the School or to confer upon Provider any right, title, estate or interest in the School, except for such rights granted to Provider pursuant to this Agreement.
- 3. Term. The term of the Agreement shall commence on July 1, 2018 ("Effective Date") and continue until terminated as otherwise provided in Section 10.
- 4. Program Requirements
 - 4.1 Facility Coordinator and Use. The School principal (the "principal") shall designate an NHA employee to coordinate and oversee the Program (the "Coordinator"). The principal may act as the Coordinator. The Provider shall follow NHA practices and procedures relating to permitted uses of the School. Such uses may not conflict with the educational program of the School and will be controlled through procedures established by NHA or the School. Student use will take priority over all other uses, with the exception of the parent room. Smoking, liquor consumption, gambling, immoral or illegal activity

shall not occur in or around the School.

4.2 Student Preference. Only students enrolled at the School shall be available to participate in the Program.

4.3 Handbook. The Provider shall deliver to NHA and the principal copies of its program or parent handbook which shall include the Provider's rules for safety, disciplinary procedures, objectives and goals.

4.4 No Interference with School Program. The Provider agrees that the Program shall not interfere with or be operated in a manner that will interrupt the daily operation of the School's educational program.

4.5 Oversight. At NHA's request, NHA and Provider shall meet to review the quality of the Program or any other issue that may arise under this Agreement.

5. Fee

5.1 License Fee. The Provider shall pay a license fee to NHA in the amount of [REDACTED], during the Term of this Agreement (the "Fee").

5.2 Accounting and Settlement. The Fee for the previous month's participants shall be due and paid by the Provider to NHA on a monthly basis no later than the 10th day of each month following the month of service. The Provider shall include a statement itemizing the dates of service and number of students participating in the Program.

5.3 Participant Fee. The Provider may charge a fee per participating student as described in the Provider's handbook. The Provider may elect to charge additional fees to cover enhanced Program offerings, cost of special materials, field trips, late payment charges and other expenses. The parents/guardians of participants will be responsible for the payment of all participant fees charged by the Provider. Neither NHA, the School nor the Board shall be responsible for payment, reimbursement or collection of any participant fees, nor shall Provider's failure to charge or collect participant fees in any way mitigate or offset Provider's obligation to pay the Fee due to NHA.

6. Additional Responsibilities of Provider

6.1 Program. The Provider shall develop, provide and conduct the Program as described in the Provider's handbook. Notwithstanding the foregoing, the Provider shall offer and operate the Program between the hours of 6:00 a.m. and 7:45 a.m., and 3:45 p.m. and 6:00 p.m. on school days for the Term of this Agreement. If operating a Summer Program, the operational hours will be determined by the Provider and principal. The Provider acknowledges and agrees that NHA or the Board may limit or amend the number of days in the school year, and that NHA and the Board reserve the right to temporarily close the School, and therefore the Program, for reasons such as "snow days" and the like, none of which shall be deemed to be in violation of this Agreement.

6.2 Independent Contractor. The Provider and employees of Provider working in the School and providing Program services shall be and remain independent contractors and shall not be deemed to be employees of NHA or the Board for any purposes, including wages, payroll taxes, benefits, worker's compensation, unemployment compensation, social security, retirement, minimum wage laws, or any other purpose. The Provider agrees that it will not hire NHA employees without the prior written consent of NHA.

6.3 Responsibility for Costs. Provider shall procure at its own expense, training, supplies, and any other related costs of employment or operations, mandatory, or otherwise, unless specifically provided otherwise in this Agreement.

6.4 Criminal Background Checks. Provider, at its expense, shall conduct criminal background checks ("CBC") of all employees, subcontractors, and agents offering services to NHA under this Agreement and as required by applicable current state and federal law. Provider certifies to NHA that no employee working with students of NHA: (i) has been convicted of a violent or serious felony; (ii) is the subject of a pending criminal action of a violent or serious felony; or (iii) has been convicted of a sexual offense or any additional crime that by applicable state and federal law, Board policy, or NHA policy prohibits an individual from working with or around minor children or within a school. Provider shall not assign an employee, subcontractor or agent to the Program unless such employee, subcontractor or agent has a clear CBC.

6.5 Disclosure of Criminal History. Provider shall comply with applicable state and federal law concerning disclosure of CBCs by persons applying for employment. Provider shall supply the School or NHA with copies of the CBC of each employee assigned to the Program and offering services under this Agreement upon request and in accordance with applicable law.

6.6 Personnel Policy. The Provider certifies that it does not discriminate on the basis of sex, race, color, religious creed, national origin, age, sexual orientation, gender identity, disability, or marital status in its employment practices and with all applicable provisions of the Americans with Disabilities Act of 1990, as amended. Provider also certifies that its employees, subcontractors and agents assigned to the School comply with all applicable state and federal law pertaining to licensure, certification and/or qualification for applicable positions.

6.7 Licenses/Permits. The Provider, at its expense, shall obtain and maintain at all times during the Term of this Agreement all licenses and permits necessary to operate the Program, including any licensure and certification requirements of its employees. NHA, where necessary and without expense to NHA, will reasonably assist the Provider in applying for necessary licenses and permits. Provider shall provide NHA copies of all necessary licenses and permits upon request.

6.8 Licensing Requirements and Compliance. Provider shall bear responsibility for receiving, replying to, and/or complying with any audit or compliance investigation made by any local, state or federal agencies that are the result of the acts, omissions or conduct of the Provider or its respective employees or agents. Provider shall supply NHA with a copy of any audit or licensing investigation report upon receipt from the investigating agency, including any findings of the state child care licensing agency or Child Protective Services. Provider shall supply NHA with a copy of any corrective action plan submitted in response to any audit or compliance investigation upon delivery to the agency.

6.9 Maintenance of Property. NHA shall provide regular janitorial service for the Property. However, the Provider shall maintain the Property and all personal property located within the Property that is used by the Provider in an orderly, clean and good condition and repair, ordinary wear and tear excepted. The Provider shall reimburse NHA for any expense of repairs resulting from the use of the Property by the Provider, or resulting from the negligence or fault of the Provider, Provider's agents, employees, invitees, guests, or participants. Provider shall not make or cause to be made any alterations, installations, improvements, additions or other physical changes in or about the Property without NHA's prior written consent, which consent may be withheld in NHA's sole discretion.

7. Responsibilities of NHA

7.1 Access. NHA shall grant the Provider access to the Property to enable the Provider to conduct its Program in accordance with the terms of this Agreement.

7.2 Equipment. NHA shall provide the Provider with reasonable access to office facilities and a telephone, and such equipment, furniture and other property as agreed to from time to time by the Provider and the principal.

7.3 Taxes and Assessments. NHA shall pay all taxes and assessments, special or otherwise, that may be levied or assessed on the Property during the term of this Agreement. The Provider shall pay all taxes and assessments that may be levied upon any personal property owned by the Provider and located on the Property.

8. Indemnification. Provider shall defend, indemnify and hold harmless NHA, the Board and their officers, directors, agents and employees from all liabilities and claims for damages for death, illness or injury to persons or damage to property (including without limitation, consequential damages) arising from the fulfillment of Provider's obligations hereunder and resulting from the negligence or willful misconduct of Provider or its agents, employees or subcontractors. The provisions of this provision shall survive the expiration or earlier termination of this Agreement for any reason.

9. Insurance. The Certificates of Insurance reflecting the requirements stated below shall be provided to NHA upon execution of this Agreement by the parties.

9.1 Insurance Obligations of Provider. Provider shall procure and maintain throughout the term of this Agreement and shall provide NHA written evidence of coverage in amounts required by this Section. Each policy of insurance issued shall provide a thirty (30) day notice of cancellation or non-renewal to NHA.

9.2 General Liability. General liability insurance for Provider's employees in performance of Provider's obligations under this Agreement with coverage of not less than One Million Dollars (\$1,000,000) for any incident, and Three Million Dollars (\$3,000,000) annual aggregate. The insurance policy shall also include acts of sexual abuse and misconduct. Provider agrees to provide to NHA a Certificate of Insurance naming NHA and the Board as an additional insured on such general liability insurance policy.

9.3 Workers' Compensation. Workers' compensation insurance for Provider's employee's within statutory limits and complying with all applicable legal requirements.

10. Termination

10.1 For Convenience. Either party may terminate this Agreement, without cause, upon thirty (30) days prior written notice. NHA reserves the right to immediately terminate this Agreement for health and/or safety issues or in the event that the Program substantially interferes with the educational program of the School.

10.2 Effect of Termination. Upon the expiration or termination of this Agreement for any reason:

10.2.1 Provider shall, within thirty (30) days of termination, present a final Fee payment, through the effective date of termination.

10.2.2 Provider shall deliver the Property to NHA in the same condition as when the

Provider took possession of the Property, except for ordinary wear and tear. Any personal property or trade fixtures which remain on the Property thirty (30) days after the Provider vacates shall be conclusively presumed to be either abandoned by the Provider or conveyed to NHA. NHA may thereafter remove or dispose of such property without further liability to the Provider.

11. General Provision

11.1 Notices. Any notice or communication required or permitted to be given hereunder shall be in writing and served personally, delivered by courier or sent by United States certified mail, postage prepaid with return receipt requested, addressed to the other party as listed above or to such other persons or places as either of the parties may hereafter designate in writing. All notices shall be effective when received.

11.2 Compliance with Laws. Provider shall comply with all applicable federal and state law and regulations, state licensing and Child Care regulations, and local ordinances and rules in operation of the Program and the performance of the Agreement, as applicable, as amended or adopted from time-to-time.

11.3 Access. NHA, the Board, and NHA's agents shall have the right, throughout the Term, to enter the Property at any reasonable time to examine the same, and for NHA to make such repairs, alterations, improvements or additions as NHA may deem reasonably necessary, provided, that NHA and the Board shall use reasonable efforts to minimize any interference with Provider's operations of the Program at the School.

11.4 Signs. The Provider may install signs on the Property identifying its offering of the Program with the approval of the principal. The Provider shall remove all signs at its sole expense at the expiration or earlier termination of this Agreement, subject to Section 6.9.

11.5 Successors and Assigns. This Agreement shall inure to the benefit of and be binding upon the parties, and their respective successors and assigns. Provider may not assign or sublicense its rights or obligations under this Agreement without the prior written consent of NHA. NHA may assign this Agreement and its obligations hereunder to any successor to its business or to any party acquiring substantially all of the assets of NHA's.

11.6 Attorney Fees. In the event of any litigation arising from or related to this Agreement, or the services provided under this Agreement, the prevailing party shall be entitled to recover from the non-prevailing party all reasonable costs incurred including court costs, litigation costs and reasonable attorney fees.

11.7 Force Majeure. Except with respect to payment obligations, neither party shall be liable for any damages or penalty for any delay in performance of, or failure to perform, any obligation hereunder or for failure to give the other party prior notice thereof, if such delay or failure is due to civil disturbances, military or national emergencies, natural disasters, acts of God, or other similar causes beyond that party's reasonable control.

11.8 Entire Agreement. The Agreement constitutes the entire Agreement between the parties regarding the subject matter hereof and supersedes any and all other agreements, understandings, negotiations, or representations, whether oral or written, between the parties.

11.9 Modifications. This Agreement may be modified only by written amendment executed by all parties and their signatories.

11.10 Attached Exhibits. All of the attached appendices form an integral part of the understandings and agreements between the Parties and are as such a part of the Agreement.

11.11 Further Assurances. Each party shall execute and deliver to the other party any documents as may be necessary or desirable for the purpose of giving full force and effect to the provisions of this Agreement, and shall do all other things necessary to this end.

11.12 Governing Law. This Agreement shall be governed by and construed in accordance with the laws of the State of Michigan, and both parties further consent to jurisdiction by the state and federal courts sitting in the State of Michigan

11.13 Waiver of Jury Trial. Each party irrevocably waives its rights to a trial by jury in any action or proceeding arising out of or relating to this Agreement or the transactions relating to its subject matter.

IN WITNESS WHEREOF, the parties have hereto entered into this Agreement and set their hands the day and year first written above.

TORRI HOPGOOD

NATIONAL HERITAGE ACADEMIES, INC.
A Michigan Corporation

By: 

By: 
Robert Owen

Its: Chief Financial Officer



Communities In Schools of Indiana
School Support Agreement
National Heritage Academies, Inc.



Communities In Schools of Indiana

School Support Agreement for National Heritage Academies

I. Background and Introduction

This document defines the responsibilities of Communities In Schools (CIS) of Indiana, Inc. and National Heritage Academies, Inc. (NHA). The following agreement is designed to assist CIS and NHA in the effective delivery of integrated student supports.

The CIS mission is to surround students with a community of support, empowering them to stay in school and achieve in life. CIS establishes partnerships among service agencies, business organizations, community members and the school to effectively provide the vital non-academic resources and supports that low-income and disadvantaged youth need to stay to succeed and stay on the path to graduation. CIS will provide a site coordinator to work in the school with students, staff and families. Through site coordination and case management the site coordinator will connect the school and students with the following tiers of support, which address school wide as well as individual needs.

- **Tier I:** Widely available services designed to foster a positive school climate and address school-level risk factors.
- **Tier II:** Targeted services typically provided in a group setting to students with a common need.
- **Tier III:** Intensive, individualized services typically provided in a one-on-one setting to students with highly specific needs.

Through the work of CIS, partnerships are built that bring comprehensive resources and supports into the school to meet the needs of at-risk students and address risk factors related to drop-out.

II. General Terms and Conditions

1. The term "School", as used in this Agreement, shall mean any NHA managed school listed in **Exhibit A** attached hereto.
2. CIS and the CIS site coordinator shall for all purposes be considered independent contractors, and nothing contained herein shall be construed to create a partnership, joint venture, relationship of principal and agent, or relationship of employer and employee between CIS and NHA.
3. The CIS site coordinator is at all times and for all purposes an employee of CIS. CIS will be solely responsible for and will comply in all material respects with all federal, state and local laws or regulations applicable to CIS, including but not limited to compensation, hours of work, or other conditions for the provision of services hereunder. CIS employees shall not be eligible for any benefits which may be available to employees of NHA. All compensation and benefits payable to employees of CIS shall be the sole and exclusive responsibility of CIS. NHA shall have no responsibility for paying or ensuring proper withholding of applicable federal and state employment taxes, including any income, social security, unemployment taxes, or workers' compensation costs and charges. CIS agrees to indemnify and hold harmless NHA and the School from and against any liability related to its obligations to its employees as set out in this agreement.
4. CIS shall provide an individual to serve as the full-time CIS site coordinator at each implementing School. Prior to the commencement of services hereunder, CIS agrees to conduct a background check consistent with NHA's current policy and with requirements of federal and state law, on its site coordinator and any individual from a service agency, business organization, or community member prior to such individual being permitted on-site at a School. The results of the background check shall be reviewed and approved by CIS before the individual may have access to any School. NHA, in accordance with applicable law, may reject any proposed CIS site coordinator or any individual from a service agency, business organization, or community member because of an issue reported on the individual's background check upon notice from CIS of such, and CIS agrees that it will not use such individual to perform any of the services hereunder or allow the individual to have access to any School. NHA reserves the right to approve

or deny anyone recommended for the site coordinator position for any reason. Furthermore, NHA reserves the right to approve or deny admittance to the School for any individual for any reason.

5. NHA reserves the right to request the removal of any CIS site coordinator for reasonable cause, including safety concerns, health concerns, or illegal/immoral conduct of the CIS site coordinator, and CIS shall immediately comply with such request. In the event that a CIS site coordinator is removed, CIS will recommend a replacement site coordinator to be mutually agreed to by the parties in writing. In the event a replacement CIS site coordinator is not selected within thirty (30) days of removal, either party may terminate all CIS services with regard to the affected School absent penalty or further obligation. In the event of such termination, CIS shall refund to NHA any prepaid fees for services not yet rendered.
6. CIS shall maintain throughout the term of this agreement (i) workers compensation insurance coverage as required by applicable law for all personnel performing services under this agreement, (ii) comprehensive general liability insurance with a policy limit not less than \$1,000,000 per occurrence and \$3,000,000 in the aggregate, and (iii) fidelity bonds covering all CIS personnel providing services under this agreement. The insurance shall also include acts of sexual abuse and molestation injury for which the insured is legally liable. The insurance policies shall contain covenants by the issuing Company that the policies shall not be canceled without thirty (30) days' prior written notice of cancellation or non-renewal to CIS. Upon CIS receiving such notice, CIS shall provide NHA notice of such notification. CIS Certificate of Insurance, evidencing the required coverages are in place and naming NHA and the School as an additional insured on such general liability insurance policy, is attached hereto as **Exhibit B**.
7. CIS shall indemnify and hold harmless NHA, and each School, ("Indemnitee") and their respective officers, directors, employees, agents, parents, subsidiaries, affiliates and representatives from and against any and all damages, costs, liabilities, and expenses whatsoever (including attorneys' fees and related disbursements) incurred by reason of: (i) CIS's breach of the terms of this agreement, or (ii) the negligence or willful misconduct of CIS or any of its officers, directors, employees, agents, parents, subsidiaries, affiliates or representatives. The CIS site coordinator shall be considered an employee and representative of CIS. It is the intent of this paragraph that CIS shall alone be responsible for the legal consequences of its own acts and protect NHA from such consequences. The provisions of this provision shall survive the expiration or earlier termination of this agreement for any reason.

III. Communities In Schools' Responsibilities

CIS will:

1. Provide a full-time CIS site coordinator on School campus 40 hours per week in accordance with the School calendar to complete the following:
 - Build community partnerships to address needs identified in CIS Annual Needs Assessment;
 - Connect and provide integrated student supports aligned with CIS School Support Plan and individual Student Support Plans;
 - Serve as a liaison to School administrators while working with community organizations and volunteers.
2. Work collaboratively with the designated NHA Service Center staff person and identified School leadership to conduct a School-wide Needs Assessment and develop a School Support Plan to address those identified needs.
3. Establish a School Support Team that may include School staff, leadership, and others to monitor and develop the School Support Plan and offer guidance and assistance in delivering the three tiers of support.
4. Implement CIS School Support Plan strategies to address identified needs and establish a monthly reporting process to School leadership and School Support Team.
5. Provide timely, consistent communication to School leadership regarding issues when delivering supports.
6. Provide opportunities for the School to access supports for students, teachers and families.
7. Ensure all individuals working with students on behalf of CIS have undergone the appropriate criminal background checks in accordance with CIS and NHA policies, and applicable law as detailed in the General Terms and Conditions of this agreement.
8. Gather required student/School data necessary to develop School and student support plans and regularly assess progress on their established goals, subject to the Data Use Agreement attached hereto as **Exhibit C**, the terms therein are hereby incorporated into this agreement.
9. Create tools to measure progress on agreed-upon outcomes. Progress data will only be shared with NHA.

10. Secure approved parent/guardian consent forms for all students that will receive targeted and individualized support, in accordance with all relevant privacy laws.
11. Promote all partners on marketing materials as appropriate.
12. Refrain from hiring, directly or indirectly, any employee or former employee of NHA for a period of one year after the termination of this Agreement, except upon written approval from NHA.

IV. National Heritage Academies' Responsibilities

NHA will:

1. Provide a staff person at NHA Service Center level as point of contact and serve as liaison to CIS.
2. Work collaboratively with CIS site coordinator and CIS affiliate leadership to conduct a School wide Needs Assessment and develop a School Support Plan to address those identified needs.
3. Maintain open communication with the CIS site coordinator and CIS State Director as needed to provide timely and consistent information regarding progress and challenges when delivering supports.
4. Work with the site coordinator and other School staff to establish/designate a CIS School Support Team.
5. Include the CIS site coordinator in School meetings and activities as appropriate to ensure integration into the School as a productive partner.
6. Provide access to a workspace location at the School, including telephone and Internet. Access to workspace and School equipment will be maintained and connected to School's systems before, during and after regular School hours.
7. Work collaboratively to support student/family confidentiality in accordance with School policy and ensure information is shared on a need-to-know basis.
8. Provide access to and assistance in gathering appropriate data and information according to the terms of the Data Use Agreement.
9. Agree to engage the designated CIS staff on efforts that fall within the mission of CIS.
10. Agree to promote CIS partners on marketing materials as deemed appropriate in NHA's sole discretion.
11. Refrain from hiring, directly or indirectly, any employee or former employee of CIS for a period of one year after the termination of this Agreement, unless that person is hired to perform duties or services different than those provided by CIS.

V. Agreement Duration

This agreement will cover mutually agreed upon programs and services provided during the following time period:

Start Date: July 1, 2023-June 30, 2024

VI. Payment Terms

NHA agrees to pay CIS [REDACTED]; except that NHA will pay a prorated amount based upon the number of weeks CIS provides service for any School that does not enroll by July 1 for the full school year.

Monthly Invoices (12) totaling [REDACTED] will be sent to CIS on the first of each month and will be due by the 15th. Payments should be made to:

Communities in Schools of Indiana
6501 Sunnyside Road
Indianapolis, IN 46236

NHA agrees to remit payment as identified above, and to provide contact information for invoice management.

CIS agrees to obtain prior approval for any additional funds necessary to support the CIS implementation at the School, and to manage all monies appropriately and as outlined in previous conversations and School Support Plan. Full model implementation will be provided through the payment agreed to within this agreement.

VII. Modification or Termination

If this agreement is to be modified or terminated, the modification amendment or termination request must be submitted in writing and agreed upon with 60 days notice by authorized representatives of CIS and NHA.

VIII. Miscellaneous

This agreement shall inure to the benefit of and be binding upon the parties, and their respective successors and assigns. CIS may not assign or sublicense its rights or obligations under this agreement without the prior written consent of NHA. NHA may assign this Agreement and its obligations hereunder to any successor to its business or to any party acquiring substantially all of the assets of NHA's. In the event of any litigation arising from or related to this agreement, or the services provided under this agreement, the prevailing party shall be entitled to recover from the non-prevailing party all reasonable costs incurred including court costs, litigation costs and reasonable attorney fees. This agreement constitutes the entire agreement between the parties regarding the subject matter hereof and supersedes any and all other agreements, understandings, negotiations, or representations, whether oral or written, between the parties. This agreement shall be governed by and construed in accordance with the laws of the State of Indiana, and both parties further consent to jurisdiction by the state and federal courts sitting in the State of Indiana.

IX. Signatures

Hadley Moore Vlahogorge, Executive Director
Communities In Schools of Indiana

Date: _____



Bob Owen, Chief Financial Officer
National Heritage Academies, Inc.

Date: 7.11.23

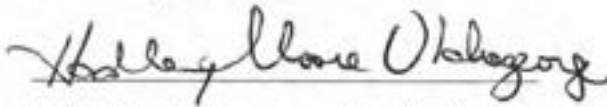
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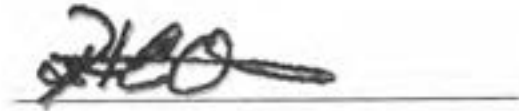
IX. Signatures



Hadley Moore Vlahogezorg, Executive Director

Communities In Schools of Indiana

Date: 7/11/23



Bob Owen, Chief Financial Officer

National Heritage Academies, Inc.

Date: 7.11.23

EXHIBIT A

School List

- Andrew J Brown Academy

EXHIBIT B

CIS Certificate of Insurance



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)
04/07/2022

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Central Insurance Associates, Inc. 70 East 91st Street Suite 200 Indianapolis IN 46240	CONTACT NAME: Karen Pearson PHONE (A/C, No, Ext): (317) 846-4622 FAX (A/C, No): (317) 846-2966 E-MAIL ADDRESS: kpearson@centralinsuranceassoc.com																					
INSURED Communities in Schools of Indiana 6501 Sunnyside Rd Indianapolis IN 46236	<table style="width: 100%;"> <tr> <th colspan="2">INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> <tr> <td>INSURER A</td> <td>West Bend Mutual</td> <td></td> </tr> <tr> <td>INSURER B</td> <td></td> <td></td> </tr> <tr> <td>INSURER C</td> <td></td> <td></td> </tr> <tr> <td>INSURER D</td> <td></td> <td></td> </tr> <tr> <td>INSURER E</td> <td></td> <td></td> </tr> <tr> <td>INSURER F</td> <td></td> <td></td> </tr> </table>	INSURER(S) AFFORDING COVERAGE		NAIC #	INSURER A	West Bend Mutual		INSURER B			INSURER C			INSURER D			INSURER E			INSURER F		
INSURER(S) AFFORDING COVERAGE		NAIC #																				
INSURER A	West Bend Mutual																					
INSURER B																						
INSURER C																						
INSURER D																						
INSURER E																						
INSURER F																						

COVERAGES CERTIFICATE NUMBER: CL224704561 REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADJL SUBR INSD WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS		
A	<input checked="checked" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="checked" type="checkbox"/> OCCUR <input checked="checked" type="checkbox"/> Professional Liability <input checked="checked" type="checkbox"/> Abuse & Molestation		BO44377	04/01/2022	04/01/2023	EACH OCCURRENCE	\$ 1,000,000	
	GENL AGGREGATE LIMIT APPLIES PER: <input checked="checked" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input checked="checked" type="checkbox"/> OTHER: Cyber Suite					DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 100,000	
						MED EXP (Any one person)	\$ 5,000	
A	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="checked" type="checkbox"/> HIRED AUTOS ONLY <input checked="checked" type="checkbox"/> NON-OWNED AUTOS ONLY		BO44377	04/01/2022	04/01/2023	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000	
						PERSONAL & ADV INJURY	\$ 1,000,000	
						GENERAL AGGREGATE	\$ 3,000,000	
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED: RETENTION \$					EACH OCCURRENCE	\$	
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below	Y/N <input type="checkbox"/> N/A				PER STATUTE OTHER	\$	
	DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)						E.L. EACH ACCIDENT	\$
							E.L. DISEASE - EA EMPLOYEE	\$
							E.L. DISEASE - POLICY LIMIT	\$

CERTIFICATE HOLDER

CANCELLATION

Andrew J. Brown Academy (K-8) 3600 N. German Church Rd Indianapolis IN 46235	<p>SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.</p> AUTHORIZED REPRESENTATIVE
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EXHIBIT C

NATIONAL HERITAGE ACADEMIES, INC. **DATA SHARING AGREEMENT**

THIS DATA SHARING AGREEMENT ("Agreement") is effective July 1, 2023, by and between Communities In Schools of Indiana ("Recipient"), and National Heritage Academies, Inc. ("NHA").

BACKGROUND

WHEREAS, NHA manages charter school academies located in Indiana and other States pursuant to individual management contracts. Recipient wishes to receive certain Confidential Information related to services provided under the School Support Agreement entered into by Recipient and NHA, to which this Agreement is an Exhibit.

Subject to the terms and conditions set forth in this Agreement, NHA agrees to provide certain Confidential Information, including limited personally identifiable information ("PII") subject to the Family Educational Rights and Privacy Act ("FERPA"), 20 U.S.C. 1232g, and subject to all other applicable state and federal law, rules and regulations, to Recipient for the limited purposes described in this Agreement.

AGREEMENT

In consideration for NHA's disclosure of Confidential Information to Recipient, and for other good and valuable consideration, the receipt and sufficiency of which is hereby acknowledged, the parties agree as follows:

1. **Confidential Information.** The term "Confidential Information" shall mean any data file and its contents provided by NHA to Recipient which includes, but is not limited to, student attendance records, behavior referrals, suspensions, disciplinary reports, course performance, student population demographics such as enrollment, ethnic distribution, free/reduced lunch, English Language Learners, economic data, end of year status, graduation information, retention information, promotion information, NHA approved surveys to NHA staff, parents and/or students as needed; and other related information. Recipient understands that any PII related to educational records is Confidential Information, only to be used for the limited purpose of the study described herein, and cannot be re-disclosed by publishing such information in any way that allows individuals to be directly or indirectly identified.
2. **Treatment of Confidential Information.** Recipient acknowledges and agrees that upon receipt, Recipient assumes full responsibility for the Confidential Information and acts on behalf of NHA in its use, storage and disclosure of the Confidential Information. Recipient shall comply with the provisions of FERPA and other applicable law as they apply to PII and nothing in this Agreement shall be construed to allow either party to maintain, use, disclose or share PII in a manner not permitted under federal or state law or regulation. Recipient shall limit access to any PII to only those necessary, authorized persons having a legitimate interest. If Recipient becomes aware of an unauthorized disclosure of Confidential Information it must provide written notice to NHA within five (5) days giving detail of the breach, including the information disclosed and the party to whom the unauthorized disclosure was made.
3. **Purpose.** NHA agrees to disclose to Recipient the Confidential Information for the limited purpose of providing the services outlined in the School Support Agreement (the "Approved Purpose").
4. **Term and Termination.** The Term of this Agreement shall begin on the Effective Date listed above and will continue in full force and effect for one year thereafter. The Agreement may be renewed upon mutual written agreement of the Parties. Absent such written agreement, this Agreement will expire and terminate upon the end of the Term. NHA may immediately terminate this Agreement at any time and for any reason, or no reason at all, upon written notice to Recipient.
5. **Compliance with NHA Policy.** Recipient acknowledges the need for Recipient to comply with NHA's privacy and data use policies and procedures. With respect to the Confidential Information, Recipient agrees to:
 - (a) use and disclose the Confidential Information only for the Approved Purpose; and
 - (b) store the Confidential Information in a secure environment and follow any restrictions placed upon Recipient by NHA.

6. Warranty. Recipient represents and warrants that: (a) it has the authority to enter into this Agreement and to perform its obligations hereunder; (b) the individual signing this Agreement is authorized to do so; and (c) it currently has in place, and will continue to maintain procedures necessary to meet its obligations under this Agreement.
7. Indemnification. Recipient agrees to indemnify, defend and hold harmless NHA, its officers, employees and agents from and against all claims, actions, expenses, damages, loss and/or liabilities (including, but not limited to, attorney fees and court costs) which may be based upon or arise in connection with: (a) Recipient's breach of its obligations under this Agreement; (b) any disclosure to or access to the Confidential Information by any third party (whether authorized or unauthorized); and (c) a breach of any of the representations and warranties made by Recipient herein.
8. Destruction of Data. Recipient shall destroy or return all data files and hard copy records to NHA that contain Confidential Information and purge any copies of such data from its electronic records:
 - (a) Immediately upon termination of this Agreement, either by expiration or as provided herein; or
 - (b) Within thirty (30) days after Confidential Information is no longer needed for the purposes outlined herein; or
 - (c) Within five (5) days of receiving written notice from NHA requesting Recipient to destroy any Confidential Information in its possession; and
 - (d) If requested, Recipient shall provide NHA an affidavit confirming the destruction or return of Confidential Information within five (5) business days of such request.
9. Notice. Any notice or communication required or permitted to be given hereunder shall be in writing and served personally, delivered by courier or sent by United States certified mail, postage prepaid with return receipt requested, addressed to the other party as provided above or to such other persons or places as either of the parties may hereafter designate in writing. All such notices shall be effective when received.
10. General Conditions. Notwithstanding anything to the contrary in this Agreement, the rights and obligations contained in this Agreement shall remain in effect after this Agreement is terminated or expires. This Agreement and any attachments to this Agreement represent the entire understanding between the parties with respect to the subject matter hereof and supersede all prior communications, agreements and understandings related thereto. This agreement may be executed in one or more counterparts, each of which will be deemed an original, but all of which taken together will constitute one and the same instrument. The provisions of this Agreement may not be modified, amended, or waived, except by a written instrument duly executed by the authorized representatives of the parties. Any of the terms, covenants, representations, warranties or conditions of this Agreement may be waived only by a written instrument signed by or on behalf of the party waiving compliance and shall not affect the right of the waiving party to later enforce the same or any other provision of this Agreement.
11. Dispute Resolution. Each party commits that in the event a dispute should arise under this Agreement or relating in any manner hereto, the parties agree to attempt to mediate their dispute prior to the commencement of formal litigation. Any mediation shall take place in Kent County, Michigan, unless otherwise agreed to by the parties. The costs of such mediation shall be equally divided between the parties. Such mediation shall be conducted by any mutually agreed-upon mediator and under mutually agreed-upon rules. If such mediation is unsuccessful, then either party shall have the right to initiate litigation in accordance with the Agreement. All mediation proceedings shall be confidential, and no information exchanged in such mediation shall be discoverable or admissible in any litigation involving the parties. In the event a party seeks equitable relief, then there shall be no requirement that such party first utilize the mediation process referred to herein.
12. Choice of Law and Forum. This Agreement shall be construed and governed in accordance with the laws of the State of Indiana, without regard to its conflict of laws principles. In the event the parties are unable to mediate their dispute to a satisfactory resolution, the parties agree that the Circuit Court for Kent County, Michigan shall have exclusive jurisdiction to hear and determine any claims or disputes between the parties arising out of or related to this Agreement, unless federal jurisdiction is available, in which case the Western District of Michigan, Kent County, shall have exclusive jurisdiction to determine any claims or disputes arising out of or related to this Agreement.

The parties expressly submit and consent in advance to such jurisdiction in any action or suit commenced in such court, and each party hereby waives any objection that it may have based upon lack of personal jurisdiction, improper venue or forum non conveniens. IN THE EVENT OF LITIGATION PROCEEDINGS AND TO THE EXTENT PERMITTED BY LAW, EACH OF THE PARTIES HEREBY KNOWINGLY AND WILLINGLY WAIVES AND SURRENDERS SUCH PARTY'S RIGHT TO TRIAL BY JURY AND AGREES THAT SUCH LITIGATION SHALL BE TRIED TO A JUDGE SITTING ALONE AS THE TRIER OF BOTH FACT AND LAW, IN A BENCH TRIAL, WITHOUT A JURY.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date above written.

Communities In Schools of Indiana

National Heritage Academies, Inc.

By: _____

By: _____

Title: _____

Title: Chief Financial Officer _____

Date: _____

Date: _____

The parties expressly submit and consent in advance to such jurisdiction in any action or suit commenced in such court, and each party hereby waives any objection that it may have based upon lack of personal jurisdiction, improper venue or forum non conveniens. IN THE EVENT OF LITIGATION PROCEEDINGS AND TO THE EXTENT PERMITTED BY LAW, EACH OF THE PARTIES HEREBY KNOWINGLY AND WILLINGLY WAIVES AND SURRENDERS SUCH PARTY'S RIGHT TO TRIAL BY JURY AND AGREES THAT SUCH LITIGATION SHALL BE TRIED TO A JUDGE SITTING ALONE AS THE TRIER OF BOTH FACT AND LAW, IN A BENCH TRIAL, WITHOUT A JURY.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date above written.

Communities In Schools of Indiana

By: Holly Marie Uhlberg

Title: Exec. Director

Date: 7/11/23

National Heritage Academies, Inc.

By: [Signature]

Title: Chief Financial Officer _____

Date: 7.11.23

School Name	Address	School Type	Grades Served	Distance from Proposed Location	Enrollment by Grade Level (2022-23)	School Level Performance Data for Most Recent Completed School Year (ILEARN 2023 Results)
Sunny Heights Elementary School	11149 Stony Brook Dr, Indianapolis, IN 46229	Traditional Public School	K-4	1.1 Miles	Kindergarten: 99 First Grade: 100 Second Grade: 104 Third Grade: 90 Fourth Grade: 87 Total Enrollment: 480	<u>ELA Proficiency: 11%</u> <u>Math Proficiency: 19.1%</u>
Phalen Virtual Leadership Academy	4352 Mitthoeffer Rd, Indianapolis, IN 46235	Public Charter School	K-12	1.4 Miles	Kindergarten: 11 First Grade: 26 Second Grade: 15 Third Grade: 17 Fourth Grade: 23 Fifth Grade: 26 Sixth Grade: 24 Seventh Grade: 22 Eighth Grade: 37 Ninth Grade: 28 Tenth Grade: 47 Eleventh Grade: 44 Twelfth Grade: 30 Total Enrollment: 350	<u>ELA Proficiency: 12%</u> <u>Math Proficiency: 6%</u>
Phalen Leadership Academy (PLA@103)	3920 Baker Dr, Indianapolis, IN 46235	Public Charter School	K-8	1.5 Miles	Kindergarten: 27 First Grade: 32 Second Grade: 35 Third Grade: 40 Fourth Grade: 20 Fifth Grade: 23 Sixth Grade: 23 Seventh Grade: 24 Eighth Grade: 15 Total Enrollment: 239	<u>ELA Proficiency: 18.9%</u> <u>Math Proficiency: 9.2%</u>
Phalen at Francis Scott Key	3920 Baker Dr, Indianapolis, IN 46235	Public Charter School	PK-6	1.5 Miles	Kindergarten: 79 First Grade: 100 Second Grade: 80 Third Grade: 84 Fourth Grade: 57 Fifth Grade: 70 Sixth Grade: 68 Total Enrollment: 538	<u>ELA Proficiency: 11.5%</u> <u>Math Proficiency: 13.5%</u>
Winding Ridge Elementary School	11825 E 46th St, Indianapolis, IN 46235	Traditional Public School	1-6	1.6 Miles	First Grade: 107 Second Grade: 89 Third Grade: 97 Fourth Grade: 94 Fifth Grade: 102 Sixth Grade: 131 Total Enrollment: 620	<u>ELA Proficiency: 12.8%</u> <u>Math Proficiency: 13.7%</u>

Warren Online Academy	10502 E 21st St, Indianapolis, IN 46229	Traditional Public School	K-12	1.7 Miles	Kindergarten: 8 First Grade: 12 Second Grade: 24 Third Grade: 11 Fourth Grade: 20 Fifth Grade: 26 Sixth Grade: 52 Seventh Grade: 47 Eighth Grade: 51 Ninth Grade: 63 Tenth Grade: 103 Eleventh Grade: 113 Twelfth Grade: 123 Total Enrollment: 654	<u>ELA Proficiency: 12.8%</u> <u>Math Proficiency: 4.1%</u>
Indian Creek Elementary School	10833 E 56th St, Indianapolis, IN 46235	Traditional Public School	1-6	2.2 Miles	First Grade: 87 Second Grade: 121 Third Grade: 113 Fourth Grade: 129 Fifth Grade: 132 Sixth Grade: 125 Total Enrollment: 707	<u>ELA Proficiency: 17.8%</u> <u>Math Proficiency: 16.6%</u>
Lakeside Elementary School	9601 East 21st St, Indianapolis, IN 46229	Traditional Public School	K-4	2.2 Miles	Kindergarten: 108 First Grade: 115 Second Grade: 115 Third Grade: 115 Fourth Grade: 102 Total Enrollment: 555	<u>ELA Proficiency: 19%</u> <u>Math Proficiency: 23.8%</u>
PLA@Promise Prep	5640 Caito Dr, Indianapolis, IN 46226	Public Charter School	K-4	2.2 Miles	Kindergarten: 22 First Grade: 22 Second Grade: 17 Third Grade: 8 Fourth Grade: 0 Total Enrollment: 69	<u>ELA Proficiency: -</u> <u>Math Proficiency: -</u>
Charles Warren Fairbanks School	8620 Monterey Rd, Indianapolis, IN 46226	Traditional Public School	PK-6	2.3 Miles	Kindergarten: 40 First Grade: 56 Second Grade: 43 Third Grade: 46 Fourth Grade: 36 Fifth Grade: 50 Sixth Grade: 42 Total Enrollment: 313	<u>ELA Proficiency: 5.3%</u> <u>Math Proficiency: 4.8%</u>
Tindley Summit Academy	3698 Dubarry Rd, Indianapolis, IN 46226	Public Charter School	K-6	2.3 Miles	Kindergarten: 43 First Grade: 29 Second Grade: 38 Third Grade: 36 Fourth Grade: 21 Fifth Grade: 34 Sixth Grade: 25 Total Enrollment: 226	<u>ELA Proficiency: 11.5%</u> <u>Math Proficiency: 9.9%</u>
Brookview Elementary School	1550 N Cumberland Rd, Indianapolis, IN 46229	Traditional Public School	K-4	2.4 Miles	Kindergarten: 108 First Grade: 110 Second Grade: 100 Third Grade: 116 Fourth Grade: 106 Total Enrollment: 540	<u>ELA Proficiency: 24.3%</u> <u>Math Proficiency: 29%</u>

Eastridge Elementary School	10930 E 10th St, Indianapolis, IN 46229	Traditional Public School	K-4	2.7 Miles	Kindergarten: 86 First Grade: 68 Second Grade: 64 Third Grade: 99 Fourth Grade: 69 Total Enrollment: 386	<u>ELA Proficiency: 12.7%</u> <u>Math Proficiency: 13.9%</u>
George S. Buck School 94	2701 N Devon Ave, Indianapolis, IN 46219	Traditional Public School	PK-6	2.8 Miles	Kindergarten: 23 First Grade: 42 Second Grade: 42 Third Grade: 36 Fourth Grade: 34 Fifth Grade: 34 Sixth Grade: 34 Total Enrollment: 245	<u>ELA Proficiency: 7.9%</u> <u>Math Proficiency: 11.9%</u>
Circle City Preparatory Elementary School	4002 N Franklin Rd, Indianapolis, IN 46226	Public Charter School	K-6	3 Miles	Kindergarten: 59 First Grade: 58 Second Grade: 57 Third Grade: 48 Fourth Grade: 46 Fifth Grade: 29 Sixth Grade: 24 Total Enrollment: 321	<u>ELA Proficiency: 29.3%</u> <u>Math Proficiency: 35.3%</u>

CREEK POINT ACADEMY Parent Grievance Policy

1. Parents are encouraged to voice concerns, complaints and objections to teachers, administrators and the National Heritage Academies (NHA) Parent Relations Specialist. Parents are also advised that if they are not satisfied with an informal resolution to a concern, they may use the formal complaint procedure described below. A copy of this procedure is available at the school and/or the school website.
2. Complaints regarding gender discrimination, bullying, disability discrimination or discrimination based on race, ethnicity or national origin should be directed to the Principal of the school who is identified in the handbook as the Title IX, Section 504 Coordinator.
3. Complaints received by the NHA Parent Relations Specialist or Board will be directed to the school Principal for initial investigation and resolution. In the event the Principal is the subject of the complaint, the complainant will be directed to the school's Director of School Quality (DSQ) for review and investigation. All complaints must be in writing and include, at a minimum, specific details regarding the event(s) that are the subject of the complaint, the dates of the event(s), the parties involved and a proposed resolution.

By filing a formal complaint with the school, the NHA Parent Relations Specialist or the Board, the complainant agrees to fully cooperate with the investigation. Should the complainant fail or refuse to cooperate with the investigation and the investigator is unable to obtain the information necessary to investigate the complaint, it may close the complaint.

4. The Principal should be provided a copy of any written complaint received by the school within 24 hours of receipt. Within three (3) school days of receiving the complaint, the Principal (or the DSQ under the circumstances described in 3, above) will acknowledge receipt of the complaint in writing and provide a proposed timeline for review. In the absence of intervening holidays, absences of people who are familiar with the facts, exam schedules, or similar circumstances, a ten (10) school day schedule for investigation and response should be established.
5. To investigate a complaint, the Principal, or his/her designee, will interview all persons named in the complaint, all persons with direct knowledge of the facts, and the parent making the complaint. If complainants' child is the subject of the complaint, the Principal will seek parental permission to interview the child. Under appropriate circumstances, the Principal may also seek parental permission to interview other students who have direct knowledge of the facts underlying the complaint.
6. When the investigation is complete, the Principal will provide written findings and a proposed resolution to the complainant, including, if necessary, reasons as to why the complainant's proposed resolution has not been adopted. The findings must also provide notice of the complainant's right to seek review of the Principal's findings by the school's DSQ. Should the complainant appeal the Principal's findings to the DSQ, the request for review must be in writing, stating the basis for objections to the findings and proposed resolution. The appeal must be received by DSQ within five (5) school days following complainant's receipt of the Principal's findings.

7. Upon receipt, the DSQ will acknowledge receipt of the appeal request in writing and propose a timeline for completion of the review. The DSQ may seek additional information or invite the complainant to discuss a proposed resolution. The DSQ will provide the complainant with written findings following review. The findings must also provide notice of the complainant's right to seek further review by the Board. Should the complainant appeal the DSQ's findings to the Board, the request for review must be in writing, stating the basis for objections to the findings and proposed resolution. The appeal must be received by the Board within five (5) school days following the complainant's receipt of the DSQ's findings.
 8. If the complainant appeals the DSQ's findings to the Board, the Board will consider the appeal in Executive Session at the next meeting of the Board. The Board will invite the complainant to present a brief statement to the Board regarding objections to the findings and recommendations of the school administration and DSQ. The Board will provide written notice of its findings and the recommended resolution to the parent within a reasonable time following review.
-

Effective Date: _____

DRAFT

Simpson, Lauren

From: notification@pay.gov
Sent: Friday, September 29, 2023 12:11 AM
To: Simpson, Lauren
Subject: Pay.gov Payment Confirmation: Form 1023

[EXTERNAL EMAIL]



An official email of the United States government



You successfully submitted your Form 1023 user fee payment to Pay.gov and the details are below. You can expect to be contacted about your application by the IRS within 180 days from the date you submitted it. After 180 days, if you haven't been contacted, you can call the toll-free Customer Account Services number, Monday through Friday, 8 a.m. - 5 p.m. (local time), at 877-829-5500 to check on the status. You will need to provide your name, your employer identification number (EIN), and the date you submitted your application when calling.

Application Name: Form 1023
Pay.gov Tracking ID: 2783J9C1
Agency Tracking ID: 76508266660
Transaction Type: Sale
Transaction Date: 09/29/2023 12:10:37 AM EDT
Account Holder Name: Elizabeth L Simpson
Transaction Amount: \$600.00
Card Type: Visa
Card Number: *****5013

THIS IS AN AUTOMATED MESSAGE. PLEASE DO NOT REPLY.



Pay.gov is a program of the U.S. Department of the Treasury, Bureau of the Fiscal Service

Form **1023**

(Rev. January 2020)

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

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

Go to www.irs.gov/Form1023 for instructions and the latest information.

OMB No. 1545-0047

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) CREEK POINT ACADEMY INC			b Care of Name (if applicable)		
c Mailing Address (Number, street and room/suite) 3600 N GERMAN CHURCH ROAD		d City INDIANAPOLIS		e Country United States	
f State Indiana		g Zip Code + 4 46235	h Foreign Province (or State)		i Foreign Postal Code
2 Employer Identification Number 93-3512255		3 Month Tax Year Ends JUNE		4 Person to Contact if More Information is Needed (officer, director, trustee, or authorized representative) LAUREN SIMPSON ESQ	
5 Contact Telephone Number 212-309-6817		6 Fax Number (optional) 212-309-6001		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: LINDSAY		Last Name: LUX		Title: DIRECTOR AND PRESIDENT	
Mailing Address: 3600 N GERMAN CHURCH ROAD			City: INDIANAPOLIS		
State (or Province): INDIANA		Zip Code (or Foreign Postal Code): 46235			
First Name: JUKOBIE		Last Name: RUSSELL		Title: DIRECTOR AND SECRETARY	
Mailing Address: 3600 N GERMAN CHURCH ROAD			City: INDIANAPOLIS		
State (or Province): INDIANA		Zip Code (or Foreign Postal Code): 46235			
First Name: TORY		Last Name: WALKER		Title: DIRECTOR AND TREASURER	
Mailing Address: 3600 N GERMAN CHURCH ROAD			City: INDIANAPOLIS		
State (or Province): INDIANA		Zip Code (or Foreign Postal Code): 46235			
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)

09/07/2023

- 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):

Page 2, Article VI

- 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.

Page 2, Article VI

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?

Creek Point Academy, Inc. (the Academy) is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code. Please see Exhibit A for a narrative response to this question.

Part IV Your Activities *(continued)*

2 Enter the 3-character NTEE Code that best describes your activities.

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? Yes No
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.

- 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 checked="" type="checkbox"/> Other (describe) | |

Please see Exhibit B.

- 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

Please see Exhibit C for a response to this question.

- 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

Please see Exhibit C for a response to this question.

- 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.

Please see Exhibit C for a response to this question.

- 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: 09/07/2023 To: 06/30/2024	From: 07/01/2024 To: 06/30/2025	From: 07/01/2025 To: 06/30/2026	From: __/__/____ To: __/__/____
1 Gifts, grants, and contributions received (do not include unusual grants)	\$0.	\$8,257,300.	\$8,798,500.		
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)					
8 Total of lines 1 through 7	\$0.	\$8,257,300.	\$8,798,500.	\$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)					
10 Total of lines 8 and 9	\$0.	\$8,257,300.	\$8,798,500.	\$0.	\$0.
11 Net gain or loss on sale of capital assets (provide an itemized list below)					
12 Unusual grants (provide an itemized list below)					
13 Total Revenue (add lines 10 through 12)	\$0.	\$8,257,300.	\$8,798,500.	\$0.	\$0.
Type of expense	Current tax year	4 prior tax years or 2 succeeding tax years			
14 Fundraising expenses					
15 Contributions, gifts, grants, and similar amounts paid out (provide an itemized list below)					
16 Disbursements to or for the benefit of members (provide an itemized list below)					
17 Compensation of officers, directors, and trustees					
18 Other salaries and wages	\$0.	\$4,260,700.	\$4,620,000.		
19 Interest expense					
20 Occupancy (rent, utilities, etc.)	\$0.	\$1,038,400.	\$1,044,200.		
21 Depreciation and depletion					
22 Professional fees	\$0.	\$15,100.	\$15,600.		
23 Any expense not otherwise classified, such as program services (provide an itemized list below)	\$0.	\$2,943,100.	\$3,118,700.		
24 Total Expenses (add lines 14 through 23)	\$0.	\$8,257,300.	\$8,798,500.	\$0.	\$0.

25 Itemized financial data

Please see Exhibit D.

Part VI Financial Data (continued)

B. Balance Sheet (for your most recently completed tax year)		Year End: 06/30/2024
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	
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 excepted 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.

Lindsay Lux

(Type name of signer)

DIRECTOR AND PRESIDENT

(Type title or authority of signer)

09/29/2023

(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)

ARTICLES OF INCORPORATION OF
CREEK POINT ACADEMY, INC.

The undersigned Incorporator hereby forms an Indiana nonprofit corporation under Indiana Code § 23-17-1-1 et seq. and adopts the following Articles of Incorporation (the “Articles”):

ARTICLE I

Section 1.01. Name. The name of the corporation is CREEK POINT ACADEMY, INC. (referred to below as the “Corporation”).

ARTICLE II

Section 2.01. Type of Non-Profit Corporation. This Corporation is a public benefit corporation organized and shall be operated exclusively for educational purposes within the meaning of Section 501(c)(3) of the United States Internal Revenue law or laws (the “Code”) and the Act. Notwithstanding the foregoing, the Corporation shall neither have nor exercise any power, nor engage in any activity that would invalidate its statutes as an organization exempt from Federal income tax and described in Section 501(c)(3) of the Code. The Corporation will not have members.

ARTICLE III

Section 3.01. Registered Agent. The name and address of the original registered agent in charge of the Corporation’s original registered office was Stephen M. Koers, Lewis and Wilkins, LLP, 11691 Fall Creek Road, Suite 240, Indianapolis, IN 46256.

Section 3.02. Registered Office. The street address of the original registered office of the Corporation was 11691 Fall Creek Road, Suite 240, Indianapolis, IN 46256.

ARTICLE VI

Section 4.01. Incorporators The names and addresses of the original Incorporator(s) of the Corporation were:

Stephen M. Koers
11601 Fall Creek Road
Suite 240
Indianapolis, IN 46256

ARTICLE V

Section 5.01 General Purposes. The Corporation is organized and shall be operated exclusively for charitable, educational, and scientific purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended or the corresponding section of any future federal tax code (the “Code”), by acting as the “organizer” (as defined in Indiana Code §20-5.5-1-9) of one or more charter schools (as defined in I.C. §20-5.5-1-4) within the State of Indiana and by arranging for or providing management services to such charter schools, as more particularly stated in Section 5.02.

Section 5.02 Specific Purposes and Powers. In addition to and in furtherance of the general purposes stated in Section 5.01, the Corporation shall operate for the following specific purposes and shall have the following powers:

- (a) To enter into one or more charters for the establishment of charter schools that
 - (i) Serve the differing learning styles and needs of public-school pupils and offer public school pupils appropriate and innovative choices;
 - (ii) improve achievement for all pupils who attend such charter schools, including, but not limited to educationally disadvantaged pupils, by improving the learning environment;
 - (iii) Stimulate innovative teaching methods;
 - (iv) Afford varied and new opportunities for teachers in a new type of public-school environment in which the school structure and educational program can be innovatively designed and managed by teachers at the school site level;
 - (v) Operate in an atmosphere of freedom and flexibility in exchange for exceptional levels of accountability, by placing full responsibility for performance at the school site level; and
 - (vi) Provide parents pupils, community members, and local entities with an expanded opportunity for involvement in public school systems.
- (b) To solicit and accept contributions and grants from the general public, from governmental units, and from various charitable funding sources, exclusively for the charitable, educational, and scientific purposes set forth in or permitted under this Article Five;
- (c) To receive, invest, reinvest, maintain, and sell or otherwise dispose of funds of money or other property (whether real, personal, or mixed) and to use and apply all or any part of such money and property (including the net earnings therefrom) exclusively for charitable, educational and scientific purposes described in section 501(c)(3) of the Code, including but not limited to:
 - (i) Direct expenditure in carrying out the activities or serving the purposes set forth in this Section 5.02; or

- (ii) Contributions or distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Code;

and

- (d) To perform any other lawful acts in furtherance of any exclusively charitable or educational purpose for which a nonprofit charitable corporation and a charter school organizer may be operated under applicable Indiana law and section 501(c)(3) of the Code.

Nothing in these Articles of Incorporation, except the succeeding Sections 5.03 through 5.05, limits the authorized purposes or activities of the Corporation under I.C. § 23-17-4-1 or limits the duration and powers of the Corporation as provided or enumerated in I.C. § 23-17-4-2. The foregoing subsections (a) through (d) shall be construed as both stating purposes and conferring powers upon the Corporation.

Section 5.03 General Prohibitions and Restrictions. No part of the net earnings of the Corporation will inure to the benefit of any Director or officer of the Corporation or to the benefit of any other private individual other than public school students who attend charter schools that are organized by the Corporation. However, the Corporation may pay reasonable compensation for services rendered to the Corporation and may make payments and distributions in furtherance of one or more of the Corporation's exempt purposes stated in Article Two. The Corporation shall not devote any substantial part of its activities to the conduct or dissemination of propaganda or to any other attempt to influence legislation. The Corporation shall not participate or intervene in any political campaign on behalf of any candidate for public office (including but not limited to the publication or distribution of statements). Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not engage in or carry on any activities that are not permitted to be carried on by:

- (a) A corporation exempt from federal income tax under section 501(c)(3) of the Code; or
- (b) A corporation, contributions to which are deductible under section 170(c)(2) of the Code; or
- (c) A charter school organizer under Indiana law, as "organizer" is defined in I.C. §20-5.5-1-9.

Section 5.04 Private Foundation Restrictions. During any period when the Corporation is determined to be a "private foundation" for federal income tax purposes, the Corporation:

- (a) Shall not devote any substantial part of its activities to the conduct or dissemination of propaganda or to any other attempt to influence legislation;
- (b) Shall not participate or intervene in any campaign on behalf of any candidate for public office (including but not limited to the publication or distribution of statements);

- (c) Shall distribute its income for each tax year at such time and in such manner as to permit the Corporation to avoid liability for the tax imposed by section 4942 of the Code or by the corresponding section of any future federal tax code;
- (d) Shall not engage in any act of self-dealing that could subject the Corporation to liability for the taxes imposed by section 4941 of the Code or by the corresponding section of any future federal tax code;
- (e) Shall not retain any excess business holdings that would subject the Corporation to liability for the taxes imposed by section 4943 of the Code or by the corresponding section of any future federal tax code;
- (f) Shall not make any investment that would jeopardize the carrying out of any of the Corporation's exempt charitable purposes, or which would subject the Corporation to liability for the taxes imposed by section 4944 of the Code or by the corresponding section of any future federal tax code; and
- (g) Shall not make any taxable expenditure that would subject the Corporation to liability for the taxes imposed by section 4945 of the Code or by the corresponding section of any future federal tax code.

Section 5.05 Perpetual Dedication of Assets. No Director, officer, or other private individual is entitled to share in any distribution of the Corporation's assets upon its dissolution. Upon the dissolution of the Corporation, and after winding up its affairs and paying or providing for all the other lawful liabilities of the Corporation under applicable law:

- (a) The Corporation shall first return to the Indiana Department of Education (the "Department") all funds then remaining that the Corporation received from the Department; and
- (b) The Corporation shall distribute all of its other remaining assets exclusively for non-profit educational purposes to one or more organizations that are organized and operated for such purposes, and which are, at the time of such distribution, described in sections 170(c)(1) or 170(c)(2) of the Code.

ARTICLE VI

Section 6.01 Number of Directors. All the Corporation's activities and operations shall be managed by a Board of Directors ("the Board"). The Board may from time to time fix the number of Directors in the By-Laws at any exact number not less than three (3) and not more than nine (9). In the absence of such a By-Law provision, the number of Directors will be three (3).

Section 6.02 Directors' Terms of Office. Unless the By-Laws fix a different term, each Director other than an Initial Director shall serve a term of three years or until his or her successor is selected and qualified. The Board of Directors may fix the length of Directors' terms in the By-Laws at any length not exceeding three years. In the By-Laws, the Board may

set terms of different lengths for different Directors prior to their selection, in order to establish staggered terms and ensure that less than all the Directors are replaced at the same time. Any Director may be re-selected to serve an unlimited number of successive terms on the Board unless limited by a By-Law, an applicable statute, or a provision in a charter to which the Corporation is a party.

Section 6.03 Filling Vacancies; Re-Selection. At any time when the seats on the Board of Directors become vacant due to (a) an increase in the number of Directors under Section 6.01 or (b) the death, resignation, or removal of one or more Directors, the remaining Directors on the Board, acting by simple majority vote, shall appoint a Director to fill the vacant seat for the unexpired portion of the predecessor's term or for the full term in the case of a newly-created seat on the Board, subject to the requirements of Section 6.05. As and when each Initial Director's original term ends, the other Directors on the Board shall select an appropriate individual to take the seat of the Director whose term is expiring, subject to the requirements of Section 6.05. As permitted by Section 6.03 of this Article, the other Directors may re-select any Director to serve another term on the Board.

Section 6.04. Qualifications for Directors. For the purpose of recruiting and selecting Directors to fill vacant seats or newly created seats on the Board of Directors, the Board shall use its best efforts to identify, attract, and select individuals who have:

- (a) An interest in children and their education, and
- (b) Enthusiasm for and sincere conviction in the purposes and non-profit educational objectives of the Corporation;
- (c) Willingness to devote time and energy to the Corporation's purposes and non-profit educational objectives;
- (d) Special skills or experience useful in addressing specific management needs of the Corporation;
- (e) Ability to represent the broad interests of the community or communities in which charter schools organized by the Corporation will operate and to identify and communicate community needs and views;
- (f) Ability to represent the Corporation to the community or communities in which charter schools organized by the Corporation will operate; and
- (g) Willingness to adhere to the standard of conduct required of Directors under applicable law and to accept and support decisions democratically made.

Section 6.05. Other Provisions. With respect to the selection, resignation, removal, compensation, and other conduct, rights, obligations, or powers of the Directors, the Board of Directors may make any provisions in the By-Laws that are not inconsistent with these Articles of Incorporation, with Indiana Code § 23-17 (or any Indiana statute subsequently enacted to replace that statute), with Indiana Code § 20-5.5, or with sections 170(c)(2) and 501(c)(3) of the Code. In particular, the Board of Directors may establish one or more committees and may delegate

authority to such committees to the maximum extent permitted by I.C. §23-17-15-6, as amended from time to time.

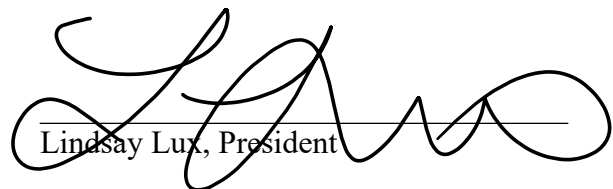
ARTICLE VII

Section 7.01. Period of Existence. The period during which the Corporation shall continue is perpetual.

ARTICLE VIII

Article 8.01. Members. The Corporation shall have no initial members. The Corporation may, however, identify as “members” or “affiliates” those individuals, corporations, associations, or other organizations that satisfy certain criteria established by the Corporation’s Bylaws or Board of Directors, and that support the purposes and programs of the Corporation. Such “members” shall not be considered members for purposes of the Act and shall not be entitled to any vote on Corporation matters or to notice of, or attendance at, Corporation meetings.

IN WITNESS WHEREOF, the undersigned officer hereby verifies and affirms, subject to penalties of perjury, that the representations contained herein are true, this 20th day of September, 2023.


Lindsay Lux, President

State of Indiana
Office of the Secretary of State

Certified Copies

To Whom These Presents Come, Greeting:

I, DIEGO MORALES, Secretary of State of Indiana, do hereby certify that I am, by virtue of the laws of the State of Indiana, the custodian of the corporate records and the proper official to execute this certificate.

I further certify that this is a true and complete copy of this **7** page document consisting of the following records filed in this office:

Certification Date: September 29, 2023
Business Name: CREEK POINT ACADEMY, INC.
Business ID: 202309071722902

Transaction	Date Filed	No. of pages
Articles of Incorporation	09/07/2023	4
Articles of Amendment	09/14/2023	3
Total No. of pages		7



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, September 29, 2023

Diego Morales

DIEGO MORALES
SECRETARY OF STATE

202309071722902 / 16053505

All certificates should be validated here: <https://bsd.sos.in.gov/ValidateCertificate>
Expires on October 29, 2023.

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

Certificate of Incorporation
of
CEDAR CREEK ACADEMY, INC.

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

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, September 07, 2023.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, September 07, 2023.

Diego Morales

DIEGO MORALES
SECRETARY OF STATE

202309071722902 / 10018433

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

APPROVED AND FILED
DIEGO MORALES
INDIANA SECRETARY OF STATE
09/07/2023 11:11 AM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Code.

ARTICLE I - NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID	202309071722902
BUSINESS TYPE	Domestic Nonprofit Corporation
BUSINESS NAME	CEDAR CREEK ACADEMY, INC.
PRINCIPAL OFFICE ADDRESS	3600 German Church Road, Indianapolis, IN, 46235, USA

ARTICLE II - REGISTERED OFFICE AND ADDRESS

REGISTERED AGENT TYPE	Individual
NAME	Stephen Michael Koers
ADDRESS	11691 Fall Creek Road, Suite 240, Indianapolis, IN, 46256, USA
SERVICE OF PROCESS EMAIL	skoers@lewisandwilkins.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	09/07/2023
EFFECTIVE TIME	12:01AM

<p style="text-align: center;">APPROVED AND FILED DIEGO MORALES INDIANA SECRETARY OF STATE 09/07/2023 11:11 AM</p>

ARTICLE IV - GOVERNING PERSON INFORMATION

TITLE	Chairman
NAME	Lindsay Lux
ADDRESS	37 West 57th Street, Indianapolis, IN, 46208, USA

TITLE	Secretary
NAME	Jukobie Russell
ADDRESS	2617 North Temple Avenue, Indianapolis, IN, 46218, USA

TITLE	Treasurer
NAME	Troy Walker
ADDRESS	313 West Staat Street, Fortville, IN, 46040, USA

ARTICLE V - INCORPORATOR(S)

NAME	Stephen M Koers
ADDRESS	11691 Fall Creek Road , Suite 240 , Indianapolis, IN, 46256, USA

ARTICLE VI - GENERAL INFORMATION

STATEMENT OF PURPOSE

The Corporation is organized and shall be operated exclusively for charitable, educational, and scientific purposes within the meaning of section 501 (c)(3) of the Internal Revenue Code of 1986, as amended or the corresponding section of any future federal tax code (the "Code"), by acting as the "organizer" (as defined in Indiana Code §20-5.5-1-9) of one or more charter schools (as defined in I.C. §20-5.5-1-4) within the State of Indiana and by arranging for or providing management services to charter schools

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

WILL THE CORPORATION HAVE MEMBERS? No

DISTRIBUTION OF ASSETS

No Director, officer, or other private individual is entitled to share in any distribution of the Corporation's assets upon its dissolution. Upon the dissolution of the Corporation, and after winding up its affairs and paying or providing for all the other lawful liabilities of the Corporation under applicable law: (a) The Corporation shall first return to the Indiana Department of Education (the "Department") all funds then remaining that the Corporation received from the Department; and (b) The Corporation shall distribute all of its other remaining assets exclusively for non-profit educational purposes to one or more organizations that are organized and operated for such purposes, and which are, at the time of such distribution, described in sections 170(c)(1) or 170(c)(2) of the Code.

APPROVED AND FILED
DIEGO MORALES
INDIANA SECRETARY OF STATE
09/07/2023 11:11 AM

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 **September 7, 2023**.

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 Stephen M Koers
TITLE Legal Representative

Business ID : 202309071722902
Filing No : 10018433

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

**Certificate of Amendment
of
CEDAR CREEK ACADEMY, INC.**

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

The name following said transaction will be:

CREEK POINT ACADEMY, INC.

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, September 14, 2023.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, September 14, 2023

Diego Morales

DIEGO MORALES
SECRETARY OF STATE

202309071722902 / 10026970

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

APPROVED AND FILED
DIEGO MORALES
INDIANA SECRETARY OF STATE
09/14/2023 03:03 PM

ARTICLES OF AMENDMENT

ARTICLE I - NAME AND PRINCIPAL OFFICE ADDRESS

BUSINESS ID	202309071722902
BUSINESS TYPE	Domestic Nonprofit Corporation
BUSINESS NAME	CEDAR CREEK ACADEMY, INC.
PRINCIPAL OFFICE ADDRESS	3600 German Church Road, Indianapolis, IN, 46235, USA
DATE AMENDMENT WAS ADOPTED	09/14/2023

EFFECTIVE DATE

EFFECTIVE DATE	09/14/2023
EFFECTIVE TIME	02:45PM

ARTICLE I - BUSINESS NAME CHANGE

DATE OF ADOPTION	09/14/2023
NEW BUSINESS NAME	Creek Point Academy, Inc.

APPROVED AND FILED
DIEGO MORALES
INDIANA SECRETARY OF STATE
09/14/2023 03:03 PM

SIGNATURE

THE MANNER OF THE ADOPTION OF THE ARTICLES OF BUSINESS AMENDMENT AND THE VOTE BY WHICH THEY WERE ADOPTED CONSTITUTE FULL LEGAL COMPLIANCE WITH THE PROVISIONS OF THE ACT, THE ARTICLES OF INCORPORATION, AND THE BYLAWS OF THE CORPORATION.

THE UNDERSIGNED OFFICER OF THIS NONPROFIT CORPORATION EXISTING PURSUANT TO THE PROVISIONS OF THE INDIANA NONPROFIT CORPORATION ACT DESIRES TO GIVE NOTICE OF ACTION EFFECTUATING BUSINESS AMENDMENT OF CERTAIN PROVISIONS OF ITS 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 **September 14, 2023**.

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

Stephen M. Koers

TITLE

Legal Representative

Business ID : 202309071722902
Filing No. : 10026970

BYLAWS OF
CREEK POINT ACADEMY, INC.

ARTICLE I

General

Section 1.1. Name. The name of the corporation is CREEK POINT ACADEMY, INC. (the “Corporation” or “School”).

Section 1.2. Registered Office and Registered Agent. The post office address of the Corporation’s registered office at the time of adoption of these Bylaws (the “Bylaws”) is 11691NfALL Creek road, Suite 240, Indianapolis, IN 46256. The registered agent in charge of the registered office at the time of adoption of these Bylaws is Stephen M. Koers.

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

ARTICLE II

Purpose and Mission

Section 2.1. Purpose and Mission. The Corporation is a non-profit corporation organized under the laws of the state of Indiana and its purposes are set forth in the Corporation’s Articles of Incorporation.

Section 2.2. Non-Discrimination. The Corporation shall not discriminate on the basis of race, religion, national origin, gender, age, disability, sexual orientation, status as a Vietnam-era or special disabled Veteran, or other protected class in accordance with applicable federal or state laws in hiring or other employment practices of the School. Further, the School shall be open to all students in its authorized geographic area on a space available basis and shall not discriminate in its admission policies or practices on the basis of race, gender, religion, ethnicity or disability. The School shall conduct all of its activities in accordance with all applicable local, state and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of the charter public schools in the state of Indiana.

ARTICLE III

Members

Section 3.1. Members. The Corporation shall have not have any members.

ARTICLE IV

Board of Directors

Section 4.1. Directors. The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the “Articles”) and these Bylaws. The Board of Directors shall have the number of members, not less than three (3) and not greater than nine (9), as designated by resolution of the Board of Directors from time to time. Unless and until this Section is amended, all Directors are of the same class and have the same powers, responsibilities and voting privileges.

At all times all members of the Board of Directors shall be residents of the State of Indiana, and at least one-half of the members of the Board of Directors shall, as of the date of election or appointment to the board, be residents of any Indiana county of residence of one or more current students at the charter school operated by the Corporation.

No individual may serve on the Board of Directors if that individual has been convicted of any offense set forth in Indiana Code (“I.C.”) § 20-26-5-11(b), any successor statute, or of any offense substantially equivalent to any of the offenses listed in I.C. § 20-26-5-11(b) in which the judgment of conviction was entered under the law of any other federal or state jurisdiction unless the candidacy of such individual is approved by the School’s Authorizer (as the term “Authorizer” is defined in IC § 20-24-1-2.5) (the “School’s Authorizer”). In order to effectuate this requirement, at least fourteen (14) days before an individual is seated as a member of the Board of Directors, an Expanded Criminal History Check (as defined by IC § 20-26-2-1.5) shall be performed as to such Director. If the Organizer is leasing from a religious organization, no member of the religious board and no religious leader of the religious organization may simultaneously serve on the Corporation’s Board of Directors.

At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any Director, the Board of Directors may elect a new Director to replace a Director whose term will expire, or has expired, and each such new Director shall serve for a term of three (3) years, or such other period as prescribed by the Directors at the time of such election, and until his or her successor is elected and qualified. Any Director may be re-selected to serve an unlimited number of successive terms on the Board unless limited by a By-Law, an applicable statute, or a provision in a charter to which the Corporation is a party. The Corporation shall notify the Authorizer of the School promptly upon the election of any new member of the Board of Directors. All newly elected Directors shall participate in a board training session

approved by the School's Authorizer.

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

The Initial Directors of the Board of Directors of the Corporation, and their Initial Terms are as follows:

Lindsay Lux:	Three (3) Year Initial Term
Tory Walker :	Two (2) Year Initial Term
Jukobie Russell:	Three (3) Year Initial Term

Section 4.2. Powers. The Board of Directors shall have all powers and authority for the management of the business, property, and affairs of the Corporation, except as expressly provided herein, and may take such lawful acts that the Board of Directors deems proper and appropriate to promote the purposes and objectives of the Corporation. The Board of Directors may delegate to officers of the Corporation such powers as it may see fit for specified periods of time or in connection with specified matters.

Section 4.3. Quorum and Approval of Actions. A majority of the Directors in office immediately before a regular or special meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Provided that a quorum exists and that the meeting was duly called upon notice, or that notice was waived as permitted by law and these By-Laws, the affirmative vote of a majority of the Directors present at the meeting constitutes the decision of the Board of Directors and is sufficient to authorize or ratify any action or transaction taken or engaged in by the Corporation.

Section 4.4. Regular Meetings. The regular annual meeting of the Board of Directors shall be held annually for each fiscal year, at the time and place specified in a resolution of the Board of Directors. The Board of Directors shall convene additional regular meetings on a semi-annual or more frequent basis so that not more than six (6) months elapses between regular meetings (including the annual meeting). The Secretary shall give written notice of all regular meetings to each Director at least ten (10) days prior to the meeting date, by personal delivery, fax, email, or first-class mail at the Directors' respective addresses as shown by the records of the Corporation.

Section 4.5. Executive Sessions. Any Board member may call an Executive Session during any

special or regular Board meeting for issues concerning personnel or other matters permitted under the Indiana Open Door Law. All persons except Board members may be excluded from such Executive Sessions. Following such meetings, an officer shall provide a general description of the matters discussed to be provided as the minutes of said Executive Session. No action may be taken in an Executive Session.

Section 4.6. Special Meetings. Notwithstanding the preceding Section 4.4, the Board of Directors may hold special meetings, defined as any meeting other than regularly scheduled meetings as set forth in Section 4.4, for any lawful purpose, aside from the election of members of the Board of Directors, upon not less than three (3) business days' notice, as described in Section 4.7, and upon call by the Chair or at the request of not less than one-third (1/3) of the Board of Directors.

A special meeting shall be held at such date and time as specified in the notice of the meeting. All special meetings shall be held at the physical facility housing the charter school unless such facility is not reasonably available by reason of construction or casualty, in which event special meetings shall be held at such location as may be approved in advance by the School's Authorizer.

Section 4.7. Compliance with Indiana Open Door Law. Notwithstanding any other provision of these Bylaws, the Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at I. C. § 5-14-1.5-1, et seq.), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board of Directors.

Without limiting the foregoing, the Board of Directors shall post notice of any regular or special meeting not less than three (3) business days before such meeting at the place at which such meeting shall be held and shall provide such other notice of such meeting as shall be required under the Indiana Open Door Law.

Section 4.8. Notice of Special Meetings. Written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least three (3) business days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed to the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United

States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or

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

Section 4.9. Waiver of Notice. Notice of a meeting to a Director may be waived in a writing signed by the Director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the Director shall, at the beginning of the meeting or promptly upon the Director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 4.10. Action by Board. The Board of Directors shall not take action other than at a meeting held in compliance with the Open Door Law.

Section 4.11. Participation, Resignation, Removal, and Vacancies. Directors are expected to attend all Board meetings during each fiscal year of the Corporation. A Director that has not attended at least two-thirds (2/3) of the regular Board meetings in the previous calendar year shall be automatically removed from the Board of Directors; a vote of the Board of Directors is not required for this removal.

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

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

- (a) Violations of applicable law, including (but not limited to):
 - (i) Violations of the Indiana Charter School Law; and
 - (ii) Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code").
- (b) Breach of fiduciary duty and/or commission of an ultra vires act as defined by Indiana law, including (but not limited to) a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
- (c) Breach of any governing document relating to the Corporation, including (but not limited to) the Articles, these Bylaws, and the Charter Agreement.
- (d) Inadequate attendance at meetings of the Board of Directors, defined as absence from

three (3) consecutive meetings or from at least fifty percent (50%) of such meetings within one (1) calendar year.

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

Section 4.12. Educational Service Providers. Should the Board of Directors elect to engage an educational service provider (“ESP”) to manage the School’s operations, no member of the Corporation’s Board of Directors or any of their respective spouses or immediate family members may have any direct or indirect ownership, employment, contractual or management interest in such ESP. All members of the Board of Directors shall thoroughly familiarize themselves with the contract between the Corporation and the ESP and the rights and responsibilities of the Corporation vis-à-vis the ESP.

Section 4.13. Participation via Electronic Conference. Any number of Directors may participate in any regular or special meeting of the Board of Directors by or through the use of any means of communication by which all Directors participating may contemporaneously hear or otherwise perceive each other’s statements during the meeting in accordance with Indiana’s Open Door Law. A Director participating in a meeting by such means is considered to be present at the meeting.

Section 4.14. Action Without a Meeting. Any action required or permitted to be taken at any meeting of the Board of Directors or of any committee thereof may be taken without a meeting, if prior to such action, a written consent to each action is signed by all members of the Board or if such committee, as the case may be, and such written consent is filed with the minutes of proceedings of the Board or committee.

Section 4.15. Committees.

- (a) The Board may, by resolution, create an Executive Committee consisting of not less than three (3) Directors. When an Executive Committee is so created, its members will collectively possess and exercise the authority of the Board of Directors in the management of the business of the Corporation between meetings of the Board. A majority of the Directors on the Executive Committee constitutes a quorum. The Executive Committee shall report regularly to the Board of Directors on any action taken between meetings of the Board.
- (b) By resolution, the Board of Directors may designate one or more other committees, each to consist of two or more Directors. To the extent designated in the initial resolution creating such committee and as later amended and supplemented by further resolutions, each such committee has and may exercise, when the Board of Directors is not in session, all the powers of the Board of Directors that are specified in such resolutions. By written duly approved written resolution or by unanimous written consent, the Board of Directors may designate any Director or Directors as alternate members of any committee. Unless otherwise specified in the resolution creating or modifying a committee, the President is an ex officio member of all

committees.

- (c) All committee meetings must comply with the Indiana Open Door Law.
- (d) Notwithstanding the rest of this Section, no committee has the power to do the following:
 - (i) Fix or determine the compensation of any Director or officer;
 - (ii) Authorize distributions of the Corporation;
 - (iii) Approve the merger or dissolution of the Corporation;
 - (iv) Approve the sale, pledge, or transfer of substantially all of the Corporation's assets;
 - (v) Appoint, select, or remove Directors with respect to seats on the Board of Directors or of any committee;
 - (vi) Adopt, approve, amend or repeal the Articles of Incorporation or these By-Laws; or
 - (vii) Approve submission of a proposal under I.C. §20-5.5-3-3 to establish a charter school or authorize the Corporation's execution of a charter under I.C. §20-5.5-4

Section 4.16. Compensation. No member of the Board of Directors shall receive any compensation for serving in such office; provided that, the Corporation may reimburse any member of the Board for reasonable expenses incurred in connection with service on the Board. Any such reasonable expenses that are not reimbursed by the Corporation shall be construed as a gift to the Corporation.

Section 4.17. Delegation of Powers. For any reason that the Board of Directors determines to be sufficient, whether occasioned by absence or otherwise, the Board may delegate all or any of the powers and duties of any officer to any other officer or Director.

Section 4.18. Protocol. The Board of Directors shall use Robert's Rules of Order, including the preparation and board approval of minutes of meetings of the Board of Directors.

ARTICLE V

Officers

Section 5.1. In General. The officers of the Corporation shall consist of a President, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. The Board may combine the duties and powers of Secretary and Treasurer and appoint one individual as Secretary-Treasurer. The Board may also combine the duties and powers of President and Treasurer and appoint one individual to

serve in both capacities. However, an officer shall not execute, verify or acknowledge any document or instrument in more than one capacity.

The Board may appoint such other officers (including but not limited to Vice Presidents and Assistant Secretaries) as the Board considers necessary for transaction of the business of the Corporation. The Board of Directors may remove any officer or agent at any time the Board determines the interests of the Corporation will be served by such removal. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected and qualified.

Section 5.2 Terms of Office. The Board of Directors shall appoint the officers not later than the Board's first regular meeting, and at each annual meeting thereafter, but the Board may appoint officers to fill vacant posts at any regular or special meeting of the Board. Each officer shall hold office for one (1) year, or until a successor has been appointed and duly qualified, unless the officer's term is earlier terminated by death, resignation, removal or otherwise. All officers are eligible for reappointment, may be reappointed to consecutive one (1) year terms in the same position, and all officers serve at the will of the Board of Directors and its removal powers under Section 5.1.

Section 5.3. President. The President shall serve as the chairperson of the Executive Committee, if any, and Chair of the Board of Directors. The President shall preside at all meetings of the Board of Directors and the Executive Committee. The President shall appoint a chairperson for all committees and, in consultation with that chairperson, shall nominate the remaining members of each committee, subject to the Board's approval.

The President shall have general supervision, management, control and oversight of the business of the Corporation, subject to these Bylaws and subject to the orders of the Board of Directors, and shall, in general, perform all the duties usually incident to the office of President or that may be imposed or prescribed by the Board of Directors. The President may enter into and execute any and all certificates, contracts, and other instruments of the Corporation that are approved by the Board of Directors. The President may delegate, as needed, to any other officer any and all duties of the office of President. The President shall also exercise and perform any and all other powers and duties as may be prescribed by the Board of Directors from time to time. The Initial President of the Corporation shall be Lindsay Lux.

Section 5.4 Vice-President. The Vice-President, if any, shall perform the duties of Section 5.3 above in the absence or disability of the President, including service as chairperson of meetings of the Board when the President is absent. In addition, the Vice-President shall perform such duties and assignments that are from time to time delegated by the President or Board. If the Board of Directors appoints more than one Vice-President, the Board shall designate one of them as the First Vice-President and shall specify the

circumstances (such as the absence or disability of both the President and First Vice-President) under which the other Vice-President(s) is authorized to act.

Section 5.5. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation and the Board of Directors, other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall attend all meetings of the Board of Directors and Executive Committee, shall issue notices of such meetings, shall keep complete and accurate records of the attendance and proceedings of such meetings, and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe. The Initial Secretary of the Corporation shall be Jukobie Russell.

Section 5.6. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall submit a fiscal year budget for the approval of the Board of Directors. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe. The Treasurer is authorized to expend funds up to a per-item dollar amount limit fixed from time to time by the Board of Directors, and is not required to furnish bond. If the Board creates a Finance Committee, the Treasurer shall serve as its chairperson.

Under the supervision of the Board of Directors, the Treasurer shall cause the preparation and submission of all accountings and reports required by I.C. § 20-5.5-7 and all other applicable laws and regulations with respect to the Corporation's activities as fiscal agent for each charter school established by the Corporation. For each charter school established by the Corporation, the Board of Directors shall cause the Corporation to prepare and submit to the Department the annual report required by I.C. § 20-5.5- 9-1, and to publish the annual performance report required by I.C. § 20-5.5-9-6. The Initial Treasurer of the Corporation shall be Tory Walker.

Section 5.7. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE VI

Property

Section 6.1. Property. The property of the Corporation shall be held and applied in promoting the

general purposes of the Corporation. No property, including real estate, belonging to the Corporation shall be conveyed or encumbered except by authority of a majority vote of the Board. Any such conveyance or encumbrance shall be executed by the President in the name of the Corporation, and such instrument shall be duly approved by the Secretary or Treasurer of the Corporation.

ARTICLE VII

Standard of Care and Conflicts of Interest

Section 7.1. General Policy. Based on facts known to him or her at the time, each Director or officer of the Corporation shall discharge his or her duties (including duties as a member of a committee):

- (a) In good faith;
- (b) With the care an ordinarily prudent person in a like position would exercise under similar circumstances; and
- (c) In a manner that the Director or officer reasonably believes to be in the best interests of the Corporation.

Section 7.2. Reliance. In discharging his or her duties, a Director may rely on information, opinions, reports, or statements, including financial statements and other financial data, if prepared or presented by one of the following:

- (a) An officer or employee of the Corporation whom the Director reasonably believes to be reliable and competent in the matters presented; or
- (b) A committee established by the Board of Directors and of which the Director is not a member, if the Director reasonably believes the committee merits confidence; or
- (c) Legal counsel, public accountants, or other persons with respect to matters that the Director reasonably believes to be within the person's professional or expert competence.

Section 7.3. Limitations on Liability. A Director or officer is not liable for an action taken in that capacity, or for a failure to act, unless:

- (a) The Director or officer has breached or failed to perform the Director's or officer's duties in compliance with this Article; or
- (b) The breach or failure to perform constitutes willful misconduct or recklessness.

Section 7.4. Prohibitions. The Corporation shall not loan money to or guarantee any obligation of a Director or officer of the Corporation. The Corporation shall not pay salary or other compensation to a Director or officer in advance of the normal payment period authorized by the Board of Directors.

Section 7.5. Standards of Conduct of Directors. All Directors shall abide by standards of ethical conduct while performing their duties as Directors of the Corporation, as more particularly prescribed by I.C. § 23-17-13-1.

Section 7.6. Purpose of Conflicts of Interest Policy. The purpose of the conflicts of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or Director of the Corporation. This policy is intended to supplement but not replace any applicable state laws governing conflicts of interest applicable to nonprofit and charitable corporations.

Section 7.7. Definitions. For purposes of this Article:

- (a) "Interested Person" means any Director, principal officer, or member of a committee (with board-delegated powers) who has a direct or indirect Financial Interest, as defined below. If the Corporation's Articles of Incorporation or these By-Laws (as amended) authorizes an entity to designate or select one or more Directors on the Board of the Corporation and if an individual is an Interested Person in that entity, then that individual is an Interested Person with respect to the Corporation if he or she has a Financial Interest.
- (b) A person has a "Financial Interest" if the person has, directly or indirectly, through business, investment, or family –
 - (i) an ownership or investment interest in any entity with which the Corporation has a transaction or arrangement, or
 - (ii) a compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
 - (iii) 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.
- (c) "Compensation" includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

Section 7.8. Duty to Disclose. In connection with any actual or possible conflicts of interest, an Interested Person must disclose the existence and nature of his or her Financial Interest to the Directors who are considering the proposed transaction or arrangement.

Section 7.9. Determining Whether a Conflict of Interest Exists. After disclosing his or her Financial

Interest, the Interested Person shall leave the Board meeting while the Financial Interest is discussed and voted upon. The remaining Directors shall decide if a conflict of interest exists.

Section 7.10. Procedures for Addressing Conflict of Interest.

- (a) The chairperson of the Board meeting, if appropriate, shall appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- (b) After exercising due diligence, the remaining Directors 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 remaining Directors 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. The remaining Directors shall make their decision as to whether to enter into the transaction or arrangement in conformity with such determination.

Section 7.11. Violations of the Conflicts of Interest Policy.

- (a) If the Board has reasonable cause to believe that a Director has failed to disclose actual or possible conflicts of interest, it shall inform the Director of the basis for such belief and afford the Director an opportunity to explain the alleged failure to disclose.
- (b) If, after hearing the response of the Director and making such further investigation as may be warranted in the circumstances, the Board determines that the member has in fact failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 7.12. Records of Proceedings. The minutes of the Board and of 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.

Section 7.13. Compensation Decisions. A Director who is authorized to vote regarding compensation payable to any Directors shall not vote on any proposal or question pertaining to the

determination of that Director's compensation.

Section 7.14. 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, the Board of Directors shall cause periodic reviews to be conducted, including, at a minimum, the following subjects:

- (a) Whether compensation arrangements and benefits are reasonable and are the result of arm's-length bargaining; and
- (b) Whether any joint venture arrangements or other transactions involving the Corporation (including but not limited to agreements to provide or to purchase goods or services) have resulted in private inurement or impermissible private benefit.

Section 7.15. Use of Outside Experts. In conducting the periodic reviews provided for in this Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

Section 7.16. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its Directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VIII

Indemnification

Section 8.1. "Covered Persons" Defined. For purposes of this Article, a "Covered Person" means an individual who:

- (a) Is or was an officer or Director of the Corporation and is therefore eligible to receive indemnification from the Corporation under this Article, or
- (b) Is or was a Director, officer, shareholder, employee, independent contractor, or agent of the Corporation and is eligible to receive indemnification from the Corporation pursuant to a contract with the Corporation, a resolution or other determination by the Board of Directors, or a provision of applicable law.

Section 8.2. Indemnification in General, Conditions. This Article requires the Corporation to indemnify former and current officers and Directors of the Corporation to the maximum extent permitted under I.C. §§ 23-17-6-9 and 23-17-16-13. This Article permits but does not require the Corporation to indemnify current or former employees, independent contractors, or agents, to the extent permitted under

I.C. § 23-17-16-13. Where I.C. § 23-17-16-1 *et seq.* (as amended from time to time) affirmatively requires the Corporation to pay indemnification, to advance expenses, and to make determinations, the Corporation shall do so in good faith and consistent with applicable Indiana law (as amended from time to time). However, where I.C. § 23-17-16-1 *et seq.* (as amended from time to time) merely permits the Corporation to pay indemnification, to advance expenses, and to make determinations, the Corporation may but is not required to do so, unless such indemnification or advancement of expenses is expressly required by contract or other applicable law. In all cases or situations:

- (a) The right of a Covered Person to indemnification under this Article arises when the Covered Person is made a party or threatened to be made a party in any pending or threatened suit, action, or proceeding, whether civil, criminal, administrative, or investigative, and whether formal or informal (“Proceeding”);
- (b) The right of a Covered Person to indemnification under this Article is conditioned upon a determination by the Corporation (under I.C. § 23-17-16-12, as amended from time to time) that the Covered Person’s conduct conformed to the standard in I.C. §§ 23-17-13-1 and 23-17-16-8 (as amended from time to time) or other applicable law or these By-Laws; and
- (c) The Corporation’s obligation to indemnify extends to the Covered Person’s liability or obligation to pay any judgment, settlement, penalty, fine, court costs, reasonable attorney fees, and other reasonable expenses incurred in or with respect to the Proceeding in which the Covered Person has been made or threatened to be made a party.

Upon receiving a written demand by a Covered Person for indemnification or advancement of expenses, the Corporation shall proceed as provided in I.C. § 23-17-16-12 (as amended from time to time) to determine whether the Covered Person is entitled to indemnification or advancement of expenses (as the case may be) under this Article or under a contract or other applicable law.

Section 8.3. Restrictions. The Corporation shall not pay indemnification or advance expenses to or on behalf of a current or former Director, officer, employee, or agent of the Corporation if the payment of such indemnification or the advancement of such expenses would constitute an excess benefit transaction or private expenditure under sections 4958 and 4945, respectively, of the Code.

Section 8.4. This Article Not Exclusive. This Article does not preclude or limit any current or former officer, Director, shareholder, employee, independent contractor, or agent of the Corporation from seeking and receiving indemnification, advancement of expenses, or both under a written contract with the Corporation or under other applicable law.

Section 8.5. Insurance. The Corporation may purchase and maintain insurance on behalf of any person who is or was a Director, officer, employee, independent contractor or agent of the Corporation, or who is or was serving at the request of the Corporation 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, against any liability asserted against or incurred by such person in any capacity or arising out of his or her status as such, whether or not the Corporation has the obligation or power to indemnify such person against such liability under the provisions of this Article, the Law, the rest of these the Articles of Incorporation, or otherwise.

Section 8.6. Effective Date; Continuation of Indemnity. This Article applies to any Proceeding (as defined in Section 8.2(a) of this Article) that commences after the adoption of this Article, whether the proceeding arises from acts or omissions occurring before or after the adoption of this Article. If a Proceeding described in Section 8.2(a) is commenced or continued against a Covered Person, and if the Covered Person is entitled to indemnification or advancement of expenses or both but dies or otherwise ceases to serve the Corporation in his or her indemnified capacity before such indemnification or advancement of expenses is completed or fully paid, the Corporation's obligation to indemnify and advance expenses continues and inures to the benefit of the heirs, personal representatives, and other successors of the Covered Person, unless such continuation is expressly prohibited in a written contract that is the source of the Covered Person's right to indemnification or advancement of expenses.

Section 8.7. Severability. If this Article or any portion hereof is invalidated on any ground by any court of competent jurisdiction, then the Corporation shall nevertheless indemnify each Director or officer of the Corporation with respect to costs, charges and expenses (including reasonable attorney fees), judgments, fines and amounts paid in settlement with respect to any action, suit or proceeding, whether civil, criminal, administrative or investigative, including an action by or in the right of the Corporation, to the fullest extent permitted by any applicable provision of this Article that is not invalidated and to the fullest extent permitted by applicable law.

ARTICLE IX

Contracts, Checks, Loans, Deposits, and Gifts

Section 9.1. Contracts. The Board of Directors may authorize one (1) or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 9.2. Checks. Unless the last sentence of this Section 9.2 applies, all checks, drafts, or other orders for payment of money, notes or other evidence of indebtedness issued in the name of the Corporation

shall be signed by any of the following persons: (a) the President; (b) a Vice-President; (c) the Treasurer; or (d) any other officer or agent that the Board of Directors, in resolutions duly adopted from time to time authorizes to sign such checks, drafts, or other evidence of indebtedness. Checks, drafts, or other debits for each expenditure exceeding ten thousand dollars (\$10,000.00) must be signed by two (2) officers, one of whom must be the President or a Vice-President unless the Board expressly authorizes the expenditure and the signing of the check, draft or debit by some other officer.

Section 9.3. Loans. The Corporation shall not make or guarantee any loan or issue any note or other evidence of the Corporation's indebtedness except upon an authorizing resolution or unanimous written consent of the Board of Directors. Any such loan or evidence of indebtedness by the Corporation is not and shall not be considered to be a debt or liability of any charter school for which the Corporation serves as organizer, unless such loan or evidence of indebtedness is duly approved by the board of directors or trustees of such charter school.

Section 9.4. Deposits. Unless a specific short- or long-term investment is authorized by a resolution of the Board of Directors, all funds of the Corporation shall be deposited from time to time to the credit of the Corporation, promptly after receipt, in such banks, trust companies, or other depositories as the Board of Directors selects. Such designation may be general or confined to specific instances.

Section 9.5. Gifts. The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise, or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine. However, the Board of Directors shall not accept, on behalf of the Corporation, any contribution, gift, bequest or devise that would jeopardize the tax-exempt status of the Corporation under federal tax laws, or whose acceptance or application would violate the Articles of Incorporation of the Corporation.

ARTICLE X

Miscellaneous

Section 10.1. Other Staff and Programs. The Board of Directors or any officer or committee with Board-delegated authority may design, establish and carry out various programs consistent with the Corporation's charitable and educational purposes. Toward those ends, and to the extent the Corporation's officers and regular staff employees are insufficient in number, skill, or experience, the Board of Directors may authorize the Corporation to contract with third parties, as either employees or independent contractors, to help carry out the Corporation's programs.

ARTICLE XI

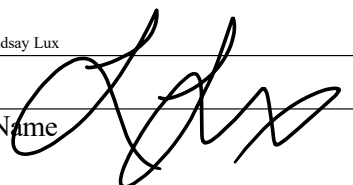
Amendments to By-Laws

Section 11.1. Amendments. These By-Laws may be amended by the affirmative vote of a majority of the Board of Directors, provided that the text of the proposed amendments has been sent to all Directors with the notice of the meeting at least ten (10) days in advance of the meeting. Additional By-Laws not inconsistent with any of the foregoing By-Laws (as amended) may be enacted from time to time by resolution approved by a majority of the Board of Directors, as permitted by Indiana law.

Certificate of Adoption

Pursuant to I.C. §23-17-3-8, I, the undersigned incorporator of the Corporation, hereby certify that these Bylaws were duly adopted by the Board of Directors of the Corporation this 20th day of September, 2023.

Lindsay Lux

Printed Name 

BUSINESS INFORMATION
 DIEGO MORALES
 INDIANA SECRETARY OF STATE
 09/25/2023 11:48 AM

Business Details

Business Name: **NATIONAL HERITAGE ACADEMIES, INC.** Business ID: **2003041600281**

Entity Type: **Foreign For-Profit Corporation** Business Status: **Active**

Creation Date: **04/14/2003** Inactive Date:

Principal Office Address: **3850 BROADMOOR AVENUE SE, SUITE 201, GRAND RAPIDS, MI, 49512, USA** Expiration Date: **Perpetual**

Jurisdiction of Formation: **Michigan** Business Entity Report Due Date: **04/30/2025**

Original Formation Date: **07/07/1995** Years Due:

Governing Person Information

Title	Name	Address
Other	J.C. Huizenga	3850 Broadmoor Avenue, S.E., Suite 201, Grand Rapids, MI, 49512, USA
Vice President	Tari Reinik	3850 Broadmoor SE, Ste. 201, Grand Rapids, MI, 49512, USA
President	Brian Britton	3850 Broadmoor Avenue, S.E., Suite 201, Grand Rapids, MI, 49512, USA
CEO	Brian Britton	3850 Broadmoor Avenue, S.E., Suite 201, Grand Rapids, MI, 49512, USA
Treasurer	Robert Owen	3850 Broadmoor SE, Ste. 201, Grand Rapids, MI, 49512, USA
Vice President	Thea Reigler	3850 Broadmoor SE, Ste. 201, Grand Rapids, MI, 49512, USA
Vice President	Nick Sheltroun	3850 BROADMOOR AVENUE, S.E., SUITE 201, Grand Rapids, MI, 49512, USA
Vice President	Adriano Allegrini	3850 BROADMOOR SE STE 201, Grand Rapids, MI, 49512, USA
Vice President	Eric Spangler	3850 BROADMOOR SE STE 201, Grand Rapids, MI, 49512, USA
Vice President	Jason Pater	3850 BROADMOOR SE STE 201, Grand Rapids, MI, 49512, USA

Registered Agent Information

Type: **Business Commercial Registered Agent**

Name: **BUSINESS FILINGS INCORPORATED**

Address: **334 North Senate Avenue, Indianapolis, IN, 46204, USA**

CREEK POINT ACADEMY GOVERNING BOARD

MODEL CODE OF ETHICS

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

Domain I: Governance Structure

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

Domain II: Strategic Planning

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

Domain III: Board and Community Relations

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

Domain IV: Policy Development

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

Domain V: Board Meetings

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

Domain VI: Personnel

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

Domain VII: Financial Governance

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

Conduct as a Board Member

1. Devote sufficient time, thought and study to the performance of the duties and responsibilities of a member of the board.
2. Become informed about current educational issues by individual study and through participation in programs providing needed education and training.

3. Communicate in a respectful professional manner with and about fellow board members.
4. Take no private action that will compromise the board or charter school administration.
5. Participate in all required training programs developed for board members by the board or the State Board of Education.
6. In the annual report, submitted to the Department, disclose the status of board member compliance with the Code of Ethics.

Conflicts of Interest

1. Announce potential conflicts of interest before board action is taken.
2. Comply with the conflicts of interest policy of the board, all applicable laws and State Board of Education Standard, rules and guidelines.

Upon a motion supported by a two-thirds (2/3) vote, the board may choose to conduct a hearing concerning a possible violation of this Code of Ethics by a member of the board. The board member accused of violating this Code of Ethics will have thirty (30) days' notice prior to a hearing on the matter. The accused board member may bring witnesses on his or her behalf to the hearing, and the board may elect to call witnesses to inquire into the matter. If found by a vote of two-thirds of all the members of the board that the accused board member has violated this Code of Ethics, the board shall determine an appropriate sanction. A board member subject to sanction may, within thirty (30) days of such sanction vote, appeal such decision to the State Board of Education in accordance with the rules and regulations of the State Board of Education. A record of the decision of the board to sanction a board member for a violation of this Code of Ethics shall be placed in the permanent minutes of the board.

CREEK POINT ACADEMY

Conflict of Interest/Nepotism Policy

It is the policy of the Board to protect the Academy's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Academy. Board members and administrators shall perform their duties in a manner free from conflict of interest to assure the proper performance of school business as well as to earn and keep public confidence. No Board member or administrator shall engage in or have financial interest in any activity that conflicts or raises a reasonable question of conflict with his or her duties and responsibilities. This policy is intended to supplement but not replace the Board's Bylaws or any state laws governing conflicts of interest applicable to charter schools.

Conflict of Interest Definitions

A "conflict of interest" shall exist in Board actions including, but not limited to, those actions concerning a transaction in which a Board member: (i) has a material financial interest or (ii) is presently serving as a director, trustee, officer or general partner of another party.

A "substantial conflict of interest" is one of such substance as to induce action on his or her part to promote the contract for his or her own personal benefit.

A "family member" means "a person's spouse or spouse's sibling or child; a person's sibling or sibling's spouse or child; a person's child or child's spouse; or a person's parent or parent's spouse, and includes these relationships as created by adoption or marriage."

Duty to Disclose Conflict of Interest

A Board member shall inform the Board of any direct or indirect conflict of interest which the Board member has with regard to any transaction contemplated by the Board. After disclosing a potential conflict of interest, the Board member shall leave the Board meeting while the Board discusses the conflict. Determination of the existence of a conflict of interest prohibits the interested director from voting on the matter, but it does not prohibit the Board from entering into the contract.

If a Board member, administrator or employee involved in the contracting process is employed by or under contract with a business enterprise with which the Academy or its educational service provider is considering entering into a contract, or knows that he or she has a family member who has an ownership interest in or is employed by that business enterprise, the Board member, administrator, or employee is required to disclose this information to the Board at a public meeting before the Board enters into the contract. The Board is required to vote at the public meeting on whether or not it considers the relationship to be a conflict of interest.

Nepotism

The Board recognizes the need to avoid nepotism. With the implementation of this policy, the Board directs that:

- i) No voting members of the Board shall be an employee of a for-profit company that provides substantial services to the Academy for a fee.

- ii) No employee of the Academy shall be immediate family to any member of the Nonprofit Board, unless such proposed employment is disclosed to the Board and approved by the Board in a duly called open session meeting.
 - iii) No employee of the Academy, whether hired by the Board or a management company, shall be a voting member of the Nonprofit Board.
 - iv) No teacher or staff member that is immediate family of the chief administrator shall be hired without the Board evaluating their credentials, establishing a structure to prevent conflicts of interest, and notifying the Department, with evidence, that this process has occurred.
-

References:

Effective Date: _____

DRAFT

CREEK POINT ACADEMY

Student Discipline Policy

Our goal is to offer a quality education program. To fulfill this goal, students need a positive, safe, and orderly school environment in which learning can take place without disruption. Students who do not observe the rules of good conduct in the classroom or on the playground decrease both the learning and safety of others and their own opportunities to learn. Therefore, our staff takes a very proactive role in enforcing the Student Code of Conduct outlined below.

Students are expected to demonstrate respect and courtesy by obeying staff members, being kind to **others, and being considerate of others' and the school's property.**

Acts of Misconduct

The acts of misconduct listed in this Student Code of Conduct are not to be construed as an all-inclusive list or as a limitation upon the authority of school officials to deal appropriately with other types of conduct which interfere with the good order of the school, the proper functioning of the educational process, or the health and safety of students.

A student violating any of the acts of misconduct listed in this Student Code of Conduct may be deemed to be guilty of a gross misdemeanor and will be disciplined. Additionally, a student who engages in an act of misconduct that violates the law may be referred to law enforcement. A student who engages in an act of misconduct when the student was enrolled in another school for which the disciplinary action has not been fully served may be required to serve out the length of the suspension or expulsion.

Students are expected to follow the Code of Conduct when

- on school property;
- in a motor vehicle being used for a school related purpose;
- at a school-related activity, function or event;
- en route to or from school;
- **at any time or place when the student's behavior has a direct and immediate effect on maintaining order, safety, health and discipline in the school**

Acts of misconduct include, but are not limited to, the following:

- Any and all forms of smoking, tobacco possession or use including e-cigarettes/vaporizers and paraphernalia
- Any public display of affection having sexual connotations
- Arson
- Bullying and harassment
- Coercion, extortion or blackmail
- Criminal Sexual Conduct as defined by state law
- Cyber-bullying as defined by the Technology Use and Internet Safety Practices and Procedures
- Damage of property or theft/possession of stolen property
- Disruption of school
- Extreme acts of defiance and/or threats toward teachers/other adults/fellow students
- Failure to cooperate or comply with directions of school personnel and volunteers
- False alarms
- False allegations against staff, volunteers, or students
- Falsification of records or scholastic dishonesty (including cheating and plagiarism)
- Fighting, assault and/or battery on another person

- Gangs and gang related activity or recruitment
- Habitual Truant as defined in the Attendance Policy.
- Improper dress in violation of the Dress Code
- Improper or disrespectful communications to staff, volunteers, or students
- Indecency (either with clothing/exposure, pictures or public display of affection)
- Misconduct prior to enrollment
- Misuse of copyrighted materials
- Possession and/or sale of alcohol and/or drugs (narcotic drugs, look-a-like substances and illegal chemical substances)
- Possession of a knife consisting of a sharp edge or sharp pointed blade capable of inflicting cutting, stabbing or tearing and intended to be used as a weapon
- Possession of electronic device(s) defined by school policy
- Possession of firearms, deadly weapons or destructive devices as defined by state law and other dangerous instruments not otherwise enumerated herein
- Possession of firework(s), explosive(s) and/or chemical substance(s)
- Possession of look-a-like weapons
- Possession of personal protection devices (such as tasers, mace, pepper-spray, etc.)
- Substantial disobedience. Out of school suspensions show a disregard for the rules and regulations established by the School Board.
- Suspended or expelled student on school property or attending school activities
- Title IX Sexual Harassment
- Trespassing, loitering
- Use of profane and/or inappropriate language
- Verbal assault
- Violation of Technology Use and Internet Safety Practices and Procedures
- Violations of building rules and regulations
- Violations of rules or policies as set forth in the Parent and Student Handbook

The principal reserves the right to deny enrollment to any student who has a pending or current disciplinary action imposed upon him/her by another school. Failure to notify the principal of a current disciplinary action or separation based upon a pending disciplinary action from the previous school does not prohibit the principal from withdrawing the student pending an informal meeting between the parent, student and principal prior to the withdrawal.

Harassment, Intimidation, and Bullying

The school prohibits acts of harassment, intimidation, and bullying (including cyber-bullying and sexual harassment) of any student on school property or at school sponsored events. Bullying is defined as any overt, repeated acts or gestures by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate or harm the other student. Acts of bullying may be verbal, written communication, physical acts or any other behaviors with one or more of the following effects and is sufficiently severe, persistent, or pervasive that it creates an intimidating, threatening, or abusive environment:

- Physically or mentally harming a student
- Damaging student property
- Placing a student in reasonable fear of harm
- Placing a student in reasonable fear of damage to his/her property
- All school employees, volunteers, and students are required to report prohibited incidents of which they are aware to the principal. The principal is then responsible for determining whether an alleged incident constitutes a violation. In so doing, the principal will conduct a prompt, thorough, and complete investigation of the reported incident and prepare a report documenting the prohibited incident that is reported. Disciplinary procedures under this

Student Code of Conduct will be followed for any act of harassment, intimidation, or bullying. Those procedures will include protecting any victim from additional harassment, intimidation, and bullying, and from retaliation following a report. The school will follow any applicable federal or state reporting requirements.

Unlawful Activity

A student may be suspended or expelled for engaging in unlawful activity on or off school grounds if the unlawful activity may reasonably be considered to be an interference with school purposes or **education function or the student's removal is necessary** to restore order or protect persons on school property. A suspension or expulsion may occur if the unlawful activity occurs during weekends, holidays, school breaks and the summer period when a student may not be attending classes or other school functions.

Possession of Firearms, Deadly Weapons, or Destructive Devices

Indiana law prohibits students from bringing to school or possessing at school firearms, deadly weapons, or destructive devices. Therefore, under Indiana law, the penalty for possession of a firearm, deadly weapon, or destructive device is an expulsion from school for at least one calendar year with the **student's return at the beginning of the first semester** after the one-year period. The principal may reduce the length of the expulsion, depending on the circumstances.

Parents or students who are unsure of what conduct is prohibited by each act should consult with the principal.

Disciplinary Procedure

A student may be disciplined at any level depending upon the frequency and/or severity of the act of misconduct. A Behavior Referral will be completed for each violation of the Code of Conduct and **copies are made for the parent and kept in the student's file**. Discipline records will be included in any student file properly requested by the parent to be transferred to a subsequent school. Corporal punishment is prohibited as a means of discipline.

Level 1 EARLY INTERVENTION: The behavior may be a violation of the code of conduct or a disruption of the orderly operation of the classroom or a school activity. The inappropriate behavior with the student is addressed.

Level 2 PARENT NOTIFICATION: The parent is notified by mail or a note home of the misbehavior.

Level 3 PARENT CONTACT: A conference with the parent, teacher is held in order to discuss the incident and appropriate disciplinary action.

Level 4 BEHAVIOR SUPPORT PLAN (BSP): When Level 2 and 3 behaviors become chronic or a student accumulates more than ten (10) suspension days in a semester, the dean and/or principal shall schedule a meeting with the parents in order to implement a Behavior Support Plan or BSP. A BSP will take into consideration the motivation for the inappropriate behavior, positive interventions that might be utilized to diminish the inappropriate behavior and disciplinary consequences that will take place if the behavior continues. The BSP is an intervention tool and does not require parent consent to implement. Copies are made for the parent and kept in the student's file. Violation(s) of the BSP will result in disciplinary action and a revised BSP. In the event of multiple (3-5) violations and revisions of the BSP, the School Principal, or the **Principal's designee in the Principal's absence, has the discretion** to impose additional disciplinary measures or recommend the student to the Board for additional disciplinary measures up to and including expulsion.

Level 5 SUSPENSION OF 10 SCHOOL DAYS OR LESS OR OTHER DISCIPLINARY INTERVENTIONS: When the act of misconduct disrupts the school environment, the resulting consequence issued by the school

administration may include suspension of up to 10 school days, or other options that allow the school to practice discretion to enact the practices and procedures to align with Behave With Care and the School-wide Behavior System. The school administration may convene a meeting with the student, parents and others to develop or update an existing Behavior Contract that outlines the expected behavior and disciplinary action. The Behavior Contract will be signed by school administration and offered to the student and parent(s) for signature. Copies are made for the parent and kept in the **student's file**. The student will be granted a right to due process as described in the Due Process Procedures of this Code of Conduct.

Level 6 **EXPULSION**: When the act of misconduct is considered a crime under state law, constitutes extreme non-compliance with school rules, or is so extreme that it threatens the safety of others or the student is substantially disobedient, the student may be expelled from the school. The student will be granted a right to a due process hearing.

Students who are served under IDEA (Special Education) or under Section 504 of the Rehabilitation Act of 1973 are entitled to certain additional rights in the area of discipline based upon their qualification for services under these federal laws.

Due Process Procedures

The following due process procedures only govern the suspension or the expulsion of a student from **the school's regular educational program**. If a student charged with violation of this Student Code of Conduct has been returned to the regular school program pending a decision, then such action of **reinstatement shall not limit or prejudice the school's right to suspend or expel the student following that decision**.

- A. Suspension of Ten (10) School Days or Less
As a general rule, prior to any suspension of the student, the principal shall provide the student with the following due process:
1. The principal shall inform the student of the charges against him/her, and, if the student denies the charges, the principal shall provide the student with an explanation of the evidence the principal possesses.
 2. The student shall be provided an opportunity to explain to the principal his/her version of the facts.

If a student's presence in school poses an immediate danger to persons or property or an ongoing threat of disruption to the educational process, the principal may immediately suspend the student, and as soon thereafter as reasonable, provide the student with his/her due process rights as set forth in this section.

If, after providing the student with his/her due process rights, the principal determines that the student has engaged in a prohibited act under this Student Code of Conduct, then he/she may impose a disciplinary penalty of a suspension not to exceed ten (10) school days. **The student's** parent shall be informed in writing of the suspension and of the reasons and conditions of the suspension. A Conduct Report is to be completed, **with copies going to the parent and the student's file**. A decision to suspend a student for ten (10) or fewer school days is final and not subject to further review or appeal.

Disciplinary Powers of Teachers and School Staff Members

If a student's conduct in a class, subject, or activity significantly or repeatedly interrupts the educational environment, the teacher may remove that student from the class, subject, or activity for up to one full school day. The teacher shall immediately

report the removal to the principal and send the student to the principal or the principal's designee for appropriate action. After a removal, the principal or principal designee shall ask the parent of the student to attend a parent-teacher conference regarding the removal.

B. Suspension of More than Ten (10) School Days Prior to an Expulsion

A suspension of more than ten (10) school days may be imposed prior to an **expulsion hearing if it is determined that the student's continued suspension** will prevent or reduce the risk of interference with the orderly school environment or a physical injury to students or staff.

The principal or principal designee has the discretion to recommend an expulsion. Upon recommendation of an expulsion, the principal shall designate a Hearing Administrator to provide notice of the expulsion action to the student and parents and preside over the expulsion hearing, if any. The Hearing Administrator may be a member of the **school's administrative staff or legal counsel, but shall not be** the principal or any other person who has been involved in (i) expelling the student, (ii) the events giving rise to the expulsion, or (ii) any other disciplinary matter in the past involving the student, whether or not related to the current expulsion matter.

1. Hearing for Expulsion

If a student is charged with a violation of the Student Code of Conduct carrying a consequence of an expulsion, the student and his parent shall be notified of such in writing by registered mail or personal delivery, as well as the **student's** rights of due process as set forth herein.

The written notice of violation shall state:

- a. The identity of the Hearing Administrator
- b. The nature of the violation
- c. The recommended consequence
- d. The opportunity to request or waive their right to an expulsion hearing
- e. That the student and parents will be deemed to have waived their right to an expulsion hearing if they do not request the hearing within ten (10) school days of their receipt of the written notice of violation.
- f. The right of the student to have an advocate **of the parent's** choice participate in a hearing at their expense
- g. The right of the student to hear and/or see the evidence offered against the student during a hearing
- h. The right of the student to present oral or written evidence or **testimony on the student's** behalf during a hearing
- i. The right to a written record of the result of a hearing.

If a parent, on behalf of the student waives their rights to a hearing or fails to appear at an expulsion hearing, the parent and student shall forfeit all rights administratively to contest and appeal the expulsion. If the parent and student request an expulsion hearing, the Hearing Administrator shall contact the student and parent to notify them of the time, date, and location of the expulsion hearing, which should be held within fourteen (14) days of the Hearing **Administrator's receipt of the request thereof.**

A Hearing Administrator has the power to (i) issue subpoenas (ii) compel the attendance of witnesses and (iii) administer oaths to persons giving testimony at the hearing. A written summary of the evidence heard shall be kept by the Hearing Administrator. Within a reasonable time following the hearing, the Hearing Administrator will provide the parent with a written record of the decision by registered mail or personal delivery. This record will inform the parent of their right to request an appeal before the Board of Directors.

2. Appeal of an Expulsion

An appeal of an expulsion decision must be requested within ten (10) days of the receipt of the written decision of expulsion. The appeal request must contain the reasons that the decision should be reviewed or reconsidered, and must be signed by the parent and delivered to the Board of Directors by way of certified first class mail. If the appeal is properly made, the Board of Directors will consider the appeal unless the board votes not to hear the appeal. If the Board of Directors decides not to hear the appeal, written notification of the denial shall be sent to the parent and student within ten (10) days of the decision.

If the Board of Directors votes to hear the appeal, a meeting shall be convened in closed, executive session and shall be conducted in accordance with the rights of confidentiality adhering to Education Records as that term is defined in 20 USC 1232g. In reviewing the appeal request, the Board of Directors will consider the written summary of the expulsion meeting and the arguments of **the school administration and the student and/or student's parent**. Although the hearing of the appeal shall be conducted in a closed, executive session, the final action of the Board of Directors must be taken at a meeting open to the public. The Board of Directors shall also notify the student and his parent of its decision in writing within five (5) days of the meeting at which the final action was taken.

All appeals heard before the Board of Directors are final, subject to the right of the student and parent to submit the decision to judicial review.

Definition of Terms

Behavior Referral is a specific written record of the student's act of misconduct. It documents the date, nature of the offense, and the disciplinary action taken by the teacher and/or school administration. Behavior referrals are created when the behavior event has been documented in myNHA.

Behavior Support Plan (BSP) is a written document that identifies the motivation for chronic misbehavior and what steps will be taken in order to help a student overcome inappropriate behavior. It will be signed by school administration and offered to the student and parent(s) for signature.

Behavior Contract is a written document that outlines specific behavior expectations, strategies for teaching the appropriate behavior(s), and disciplinary action for a student.

In-School Suspension refers to a decision to temporarily remove a student from the mainstream classroom and to place the student in a segregated environment within the school building that allows the student to continue to progress in their coursework but denies them access to regular classroom instruction and social interaction with their peers. The In-House Suspension room must be supervised by an adult employee of the building at all times.

Out-Of-School Suspension refers to a decision to temporarily remove a student's right to attend school or any school-related activity not to exceed ten (10) school days. A meeting with the parents shall be convened to discuss the incident that led to the suspension and to develop a Behavior Contract for the future.

Expulsion is defined as a decision to remove a student from school due to extreme non-compliance with school rules/state law. An expulsion may last for the remainder of the current semester plus the following semester. An expulsion that was issued more than three (3) weeks before the beginning of the second semester or an expulsion that will remain in effect during the first semester of the following school year must be reviewed and may lead to a recommendation by the individual conducting the review that the student be reinstated. The review

1. shall be conducted after giving notice to the student and parent
2. **is limited to newly discovered evidence or evidence of changes in the student's** circumstances occurring since the original expulsion hearing

Permanent Expulsion is defined as a decision to permanently remove the student from school for one (1) calendar year if the student is found in possession of a firearm, destructive device, or deadly weapon. The principal may modify a one (1) year expulsion if the student establishes in a clear and convincing manner at least one (1) of the following:

1. **A recommendation from the group of persons knowledgeable of the student's educational** needs in accordance with IDEA.
2. The weapon was not knowingly possessed by the student.
3. The student did not know or have reason to know that the object or instrument possessed by the student constituted a weapon.

CREEK POINT ACADEMY

Parent Grievance Policy

1. Parents are encouraged to voice concerns, complaints and objections to teachers, administrators and the National Heritage Academies (NHA) Parent Relations Specialist. Parents are also advised that if they are not satisfied with an informal resolution to a concern, they may use the formal complaint procedure described below. A copy of this procedure is available at the school and/or the school website.
2. Complaints regarding gender discrimination, bullying, disability discrimination or discrimination based on race, ethnicity or national origin should be directed to the Principal of the school who is identified in the handbook as the Title IX, Section 504 Coordinator.
3. Complaints received by the NHA Parent Relations Specialist or Board will be directed to the school Principal for initial investigation and resolution. In the event the Principal is the subject of the complaint, the complainant will be directed to the school's Director of School Quality (DSQ) for review and investigation. All complaints must be in writing and include, at a minimum, specific details regarding the event(s) that are the subject of the complaint, the dates of the event(s), the parties involved and a proposed resolution.

By filing a formal complaint with the school, the NHA Parent Relations Specialist or the Board, the complainant agrees to fully cooperate with the investigation. Should the complainant fail or refuse to cooperate with the investigation and the investigator is unable to obtain the information necessary to investigate the complaint, it may close the complaint.

4. The Principal should be provided a copy of any written complaint received by the school within 24 hours of receipt. Within three (3) school days of receiving the complaint, the Principal (or the DSQ under the circumstances described in 3, above) will acknowledge receipt of the complaint in writing and provide a proposed timeline for review. In the absence of intervening holidays, absences of people who are familiar with the facts, exam schedules, or similar circumstances, a ten (10) school day schedule for investigation and response should be established.
5. To investigate a complaint, the Principal, or his/her designee, will interview all persons named in the complaint, all persons with direct knowledge of the facts, and the parent making the complaint. If complainants' child is the subject of the complaint, the Principal will seek parental permission to interview the child. Under appropriate circumstances, the Principal may also seek parental permission to interview other students who have direct knowledge of the facts underlying the complaint.
6. When the investigation is complete, the Principal will provide written findings and a proposed resolution to the complainant, including, if necessary, reasons as to why the complainant's proposed resolution has not been adopted. The findings must also provide notice of the complainant's right to seek review of the Principal's findings by the school's DSQ. Should the complainant appeal the Principal's findings to the DSQ, the request for review must be in writing, stating the basis for objections to the findings and proposed resolution. The appeal must be received by DSQ within five (5) school days following complainant's receipt of the Principal's findings.

7. Upon receipt, the DSQ will acknowledge receipt of the appeal request in writing and propose a timeline for completion of the review. The DSQ may seek additional information or invite the complainant to discuss a proposed resolution. The DSQ will provide the complainant with written findings following review. The findings must also provide notice of the complainant's right to seek further review by the Board. Should the complainant appeal the DSQ's findings to the Board, the request for review must be in writing, stating the basis for objections to the findings and proposed resolution. The appeal must be received by the Board within five (5) school days following the complainant's receipt of the DSQ's findings.
 8. If the complainant appeals the DSQ's findings to the Board, the Board will consider the appeal in Executive Session at the next meeting of the Board. The Board will invite the complainant to present a brief statement to the Board regarding objections to the findings and recommendations of the school administration and DSQ. The Board will provide written notice of its findings and the recommended resolution to the parent within a reasonable time following review.
-

Effective Date: _____

DRAFT

CREEK POINT ACADEMY

Admission and Enrollment Policy

Admission to the school shall be open to all age-appropriate children for grade levels offered in accordance with the school's charter contract without charge for tuition and without discrimination on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing school district. Admission shall comply with all applicable federal and state laws. Admission shall be limited to those students who are residents of the state, except a foreign exchange student.

The school will remove barriers to the enrollment and retention in school of children and youth experiencing homelessness by developing and implementing practices and procedures consistent with the McKinney-Vento Homeless Education Assistance Act and applicable state law. The school will ensure that all identified homeless children and unaccompanied youth receive a free and appropriate education and are given meaningful opportunities to succeed in the school.

It is the policy of the Board that its educational service provider develop and implement practices and procedures that control the admission and enrollment of students, including public notice and random selection to be used when the number of applicants exceed the number of available spaces for grades offered. Detailed application, random selection and admission practices and procedures shall be available to parents and the general public at the school office. The Board will annually approve offered seats and maximum class size of the school.

References:

US Constitution, Fourteenth Amendment
 Title IX of Education Amendments Act (20 USC 1681 et. seq.)
 The Civil Rights Act of 1964
 The McKinney-Vento Homeless Education Assistance Act (42 USC §11434a[2])
 Rehabilitation Act of 1973 (29 USC 791 et. seq.)
 Equal Educational Opportunity Act of 1974 (20 USC 1703 et. seq.)
 The Americans with Disabilities Act of 1990 (42 USC 12101 et. seq.)
 Indiana Code IC 20-24 et seq.
 National Heritage Academies Admissions and Enrollment Practices & Procedures
 National Heritage Academies Homeless Child Practices & Procedures

Effective Date:

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (IN)

The school will comply with all applicable federal and state laws related to admissions and enrollment.

Non-Discrimination

The school will not discriminate on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing public school.

Open Enrollment Period and Notice

The “**Open Enrollment Period**” for the first year of operation will be determined prior to June 30 by the NHA Admissions Department and included in the notice of Open Enrollment. In all subsequent years, the Open Enrollment Period is from the first day of school of the current school year until 5:00 p.m. on the last day of business in February of the current school year. Notice of the Open Enrollment Period and application process will be designed to inform the persons most likely to be interested in the school.

National Heritage Academies (NHA) and/or the school will provide notice of Open Enrollment on its website and by (a) printing a legal notice of the enrollment period in a local newspaper of general circulation; (b) mailing a written notice of the Open Enrollment Period and an application to all families who inquire about school enrollment; and (c) posting a written notice of the Open Enrollment Period at the school. In addition, notice may also be provided by airing a public service announcement on local television.

As part of the enrollment process, the school staff will communicate or meet with families, parents/guardians and students prior to the first day of school.

Application Procedures

Interested parties may obtain applications at:

- The school’s website
- The offices of the school
- The service center of NHA at 3850 Broadmoor SE, Suite 201, Grand Rapids, MI 49512 or by calling 866-NHA-ENROLL from 8:00 a.m. to 5:00 p.m. EST.

Applications will be mailed, emailed or faxed to anyone requesting an application by telephone.

Applications for the current school year will be accepted until the end of the current school year and available seats will be filled. Applications for the subsequent school year are received during and after the Open Enrollment Period. If applications received during the Open Enrollment Period exceed offered seats in any grade level (“over-subscribed grades”), a random selection process will take place for all affected grade levels. If applications received are fewer than offered seats in each and every grade level (“under-subscribed grades”), all eligible applicants will be accepted and a random selection process will not be conducted.

All applications received after the Open Enrollment Period will not be eligible to participate in the random selection process, and will be added to the end of the accepted list if offered seats are still available after the random selection process, or to the resulting waiting list created at the time of the random selection process.

Prior to the start of school, accepted applicants must confirm their intent to attend the school within four weeks of acceptance by returning certain initial forms, including an Admissions Form and an Official Release of Records Form (*Proof of Residency documentation – **Aspire Only***). The school will send letters to parents/guardians reminding them of this obligation in order to enroll their child. The school will send all applicants a postcard to inform parents/guardians that if the student does not

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (IN)

attend the first day of school or call in to request an excused absence by the date and time indicated, the student will forfeit his/her registered status in the school and will not be enrolled. The school may attempt to call all applicants who have not responded to inquire whether the applicant is still planning to attend.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to re-enter the random selection process. However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment Period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must re-submit an application for the following school year during the next Open Enrollment Period.

Random Selection Process

The random selection process shall be open to the public, and the school will notify all applicants of the time and place. A neutral third party person will be present during the random selection process. This person will not be related to any student, staff member, board member, anyone applying to the school, or an NHA employee. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. After all eligible names have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they were received. The random selection process is open to the public and will be video recorded. In the event of any discrepancy, the video recording will be the official record of placement of students.

Class Size and Offered Seats

Class size and offered seats will be recommended by NHA and submitted to the school board of directors for approval. In order to make provision for student attrition (reenrolling students who indicate that they are coming back but do not return on the first day of school) and erosion (new students who have been accepted for offered seats but are absent without excuse on the first day of school), the school may over-subscribe grades. The number of students to be over-subscribed will be determined based on historical and forecasted attrition and erosion. In addition, the number of classrooms may fluctuate in the event the number of students enrolled warrants the increase or decrease in number of classrooms. In no event will over-subscription, or fluctuations in the number of classrooms result in a violation of any provision or limit contained within the school's charter contract or applicable law.

Enrollment Preferences

Enrollment preference is first given to currently enrolled students. Next preference is given to the following ordered categories of applicants:

- Siblings of currently enrolled students
- Siblings of students selected in the random selection process
- *Applicants residing in the school district where the school is located (**Aspire only**)*
- All remaining applicants

If permitted by law, other enrollment preferences may be granted. If a student is selected for a grade level that still has offered seats available and the student has a sibling applying for a grade that no longer has offered seats available, the student will be accepted for his/her grade level and the student's sibling will be placed on the waiting list for his/her grade level with sibling preference. Therefore, while sibling preference applies, siblings are not guaranteed a seat.

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (IN)

Procedural Steps

Step 1: Setup

A list with the name of each student who submitted an application during the Open Enrollment Period will be created. The list will include, but not be limited to, the student's name, birth date, grade level to which the student is applying, street address, and names and grade levels of any siblings who are also applying for admission to the school.

Step 2: Admission of Applicants Applying for Under and Over-Subscribed Grades

A neutral third-party person (as previously described) will perform a random selection of the names of each applicant. Any under-subscribed grades will be considered before the over-subscribed grades in descending order. After all under-subscribed grades have been identified, the order of the over-subscribed grades will be randomly selected. Once the grade order has been established, randomly selected students will be placed in available seats or on the waiting list in the applying grade if an offered seat is not available. If the selected student is accepted and has siblings who are also applying for admission, the siblings will be accepted if there are offered seats available or placed on the waiting list with sibling preference if offered seats are not available. If the selected student is placed on the waiting list and has siblings who are also applying, the siblings' names will not be selected at this time or granted sibling preference, but will wait until their grade level is selected.

Step 3: Waiting List Priority

Students will continue to be randomly selected until all names are selected. After a grade level's seats are full, all remaining names will be placed on the waiting list in the order in which they are selected. Applications received after the Open Enrollment Period will be added to the end of the waiting list for the appropriate grade in the order in which they were received.

When a seat becomes available in a particular grade due to attrition, erosion, or other event, if that particular grade has a waiting list, that available seat will be filled by the first student on the waiting list for that particular grade. If a waiting list does not exist for that particular grade, but exists for another grade, the school may (subject to applicable enrollment limits and board approved offered seats) fill the available seat using the first student on the waiting list in a different grade, the grade deemed most beneficial to student and school considering class size, teacher capacity, and other school operational factors.

Appeals

Any parent or guardian may contest or appeal the random selection process, in writing, to the school's board of directors. Following receipt of the parent's/guardian's written appeal, a school board designee will contact the parent/guardian to discuss the nature of the concern or objection. Final decisions will be made by the school board or its designee.

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Name:	Owner/Dept:	Reference
Homeless Child	Curriculum & Instruction	OP – 334
Date last updated: July 11, 2018		

1. PURPOSE

To remove barriers to the enrollment and retention in school of children and youth experiencing homelessness in compliance with the McKinney-Vento Homeless Education Assistance Act (42 U.S.C. §11301 et seq.) ("McKinney-Vento Act").

2. PRACTICE

The school will adhere to the provisions of the McKinney-Vento Act and applicable state requirements to ensure that all identified Homeless Children and Unaccompanied Youth enrolled in or being considered for enrollment in the district receive a free and appropriate education and meaningful opportunities to succeed in the school. This includes identified Homeless children eligible for pre-kindergarten programming.

Definitions

“Homeless Child” - a child who does not have a fixed, regular, and adequate nighttime residence or whose primary nighttime location is in a public or private shelter designated to provide temporary living accommodations, or a place not designed for, or ordinarily used as regular sleeping accommodations for human beings. This definition includes a child who is:

- sharing the housing of other persons due to loss of housing, economic hardship or similar reason (sometimes referred to as double-up);
- living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- living in a car, park, public space, abandoned building, substandard housing, bus or train stations or similar settings;
- abandoned in hospitals;
- a migratory child who qualifies as homeless because he or she is living in circumstances described above; or
- an Unaccompanied Youth.

“School of Origin” – the public school, including a preschool or a charter school, the child attended when permanently housed or the school in which the child was last enrolled. When the child completes the final grade, level served by the School of Origin, this definition shall include the designated receiving school at the next grade level.

“Unaccompanied Youth” - a youth not in the physical custody of a parent or guardian who meets the definition of homeless.

3. APPLICABILITY

This document applies to all National Heritage Academies (NHA) schools.

4. RESPONSIBILITY

4.1 The school principal will designate a local homeless Liaison (“Liaison”). The Liaison’s name and role will be posted in the front office and updated as necessary.

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4.2 The Liaison will serve as one of the primary contacts between homeless families and school staff, district personnel, shelter workers, state coordinators for Homeless Children, public and private service providers in the community, housing and placement agencies, and other service providers.

4.3 The Liaison will ensure that:

- Homeless Children are identified by school personnel and through coordination activities with other entities and agencies;
- Ensure that Homeless Children are immediately enrolled in and have full and equal opportunities to succeed in the school;
- Ensure that Homeless Children and their families receive eligible educational services;
- Make referrals to housing, health, mental health, dental, and other services;
- Inform parents/guardians of educational and related opportunities available to their children;
- Inform Unaccompanied Youths of their status as independent students under section 480 of the Higher Education Act of 1965 and their right to receive verification of this status;
- Provide parents/guardians with meaningful opportunities to participate in their child’s education;
- Inform parents/ guardians and Homeless Children of all transportation services, and assist them in accessing these services;
- Clearly communicate all required information in a form, manner, and language that is understandable;
- Ensure proper mediation of enrollment disputes according to the McKinney-Vento Act and complaint procedures;
- Assist the requestor in commencing an appeal pursuant to applicable law;
- Disseminate public notice of the educational rights of Homeless Children;
- Conduct annual training for school personnel on possible indicators of homelessness, sensitivity in identifying Homeless Children, and procedures for reporting to the Liaison; and
- Record *myNHA* information in coordinator with the registrar;

5. PROCEDURES

5.1 Identification

The school has an affirmative obligation to identify students in temporary housing. The Liaison, in collaboration with school personnel and community organizations, will identify Homeless Children, both in and out of school. Community organizations may include family and youth shelters, soup kitchens, motels, campgrounds, drop-in centers, welfare departments and other social service agencies, street outreach teams, faith-based organizations, truancy and attendance officers, local homeless coalitions, and legal services.

The Liaison must use the Student Residency Questionnaire (“SRQ”) upon enrollment of any student and all students whose address changes during the school year, and the provided response must clearly describe current living arrangements of the child to determine whether the child meets the definition of a Homeless Child. Upon the receipt of an SRQ indicating potential homelessness, the Liaison will implement this practices and procedures document and ensure adherence with federal, state and NHA requirements.

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New York schools only: Upon determination of appropriate school selection, the parent (or Liaison if no parent is available) will complete the New York STAC-202 form, following the instructions contained therein. Upon receipt of the STAC-202 form, the Liaison will forward the form to the New York Office of STAC & Special Aids Unit (New York State Education Department, Room 415, Education Building, Albany, NY 12234), Intervention Services at the NHA Service Center, and keep a copy in the school's records.

5.2 School Selection

Homeless Children have the right to remain at their School of Origin or to attend any school in the attendance area in which students are actually living. After a child becomes permanently housed, the child has the right to remain enrolled in, and continue receiving transportation to the school of origin for the duration of homelessness, through the remainder of the school year in which the student becomes permanently housed, and possibly an additional year if it is the student's terminal grade;

If the parent/guardian agrees, Homeless Children will remain at their School of Origin to the extent it aligns with the best interests of the child. Homeless Children may remain at their School of Origin the entire time they are in transition and until the end of any academic year in which they become permanently housed. The same applies if they lose their housing between academic years.

Best interest of the child is a child-centered determination, based on the needs and interests of the particular child and the parent/guardian or child's wishes. It must be presumed that keeping the child in the School of Origin is in the child's best interest, except when doing so is contrary to the request of the child or parent/guardian. Services that are required to be provided, including transportation and services under federal and other programs, shall not be considered in determining best interest. Best interest of the child considerations may include the impact of mobility on:

- Achievement
- Education
- Health
- Safety

If, after weighing these considerations, the liaison determines it is not in the Homeless Child's best interest to attend their School of Origin, the Liaison must provide the parent, guardian, or Unaccompanied Youth with a written explanation of the reasons for its determination and outlining the right to appeal.

The written explanation should include:

- A description of the action proposed or refused by the school;
- An explanation of why the action is proposed or refused;
- The reasons why any other options were rejected;
- A description of any other factors relevant to the school's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources;
- Appropriate timelines to ensure any relevant deadlines are not missed including notice that families and students have 30 days to appeal; and
- Contact information for the local liaison and State Coordinator, and a brief description of the roles.

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5.3 Enrollment

The school selected for enrollment must immediately enroll any Homeless Child. Unaccompanied Youth may either enroll themselves or be enrolled by a parent, non-parent caretaker, older sibling, or the Liaison. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, (i.e. previous academic records, records of immunization, proof of residency, proof of guardianship, birth certificates), any unpaid school fees, lack of uniforms or clothing that conforms to the school's dress code or any factor related to the child's living situation.

The school will coordinate the transfer of school records with other districts and contact the child's previous school to obtain school records. Initial placement of a child whose records are not immediately available will be made based on the child's age and information gathered from the child, parent, and previous schools or teachers. If no immunization records are available, the school office will refer students to the Liaison to assist with obtaining these records from state registries and/or community-based clinics.

The school will excuse any tardiness or absence related to a Homeless Child's living situation when applying any school policy regarding tardiness or absences.

5.4 Services

The school must provide Homeless Children services, for which they meet the relevant criteria, comparable to services offered to other students in the school, including but not limited to:

- Transportation;
- Title I;
- Educational services for which the student meets eligibility criteria, including special education and related services and programs for English language learners;
- School nutrition programs (the school will provide free meals to the Homeless Child as all Homeless Children are automatically eligible for free meals);
- Vocational and technical education programs;
- Gifted and talented programs;
- Before- and after-school programs; and
- Other extra-curricular activities

Transportation

The Liaison will coordinate transportation arrangements, which may include arrangements with the social service district. The school must provide the transportation for the entire time the child has a right to attend that school, as defined above, including during pending disputes. The length of the commute will only be considered when making the *best interest of the child* determination in regards to potential harm to the child (New York Only: or up to 50 miles each way, even if such services are not available to student who are permanently housed).

Prior to selection of a school, the Liaison will inform the parent/guardian or Unaccompanied Youth of this right to transportation. Transportation disputes will not result in a Homeless Child missing school. If such a dispute arises, the school will arrange transportation and immediately bring the matter to the attention of the state authorities following the appropriate complaint procedures as detailed in this document.

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Transportation is provided at a parent/guardian's or Unaccompanied Youth's request to the school of origin for students who are homeless, including preschool students if applicable, for the duration of homelessness, through the remainder of the school year in which the student becomes permanently housed, and possibly an additional year if it is the student's terminal grade.

Transportation is provided for students who are homeless to participate in extra-curricular activities and summer school if the lack of transportation poses a barrier.

Title I

Homeless Children are automatically eligible for Title I services and remain eligible after becoming permanently housed for the remainder of the school year. The school will reserve the necessary funds to provide services comparable to those provided to Title I students attending non-participating schools, including education related support services and removing barriers that prevent attendance as necessary through the provision of additional reasonable services after other funding sources have been exhausted. The Liaison and the Title I director at the NHA Service Center will develop the formula (based upon the per-pupil Title I expenditures) to use for determining the necessary funds to reserve.

The Title I director and the Liaison will ensure coordination between the Title I plan and the McKinney-Vento Act, including the academic assessment, reporting and accountability systems required by federal law and the U.S. Department of Education.

Educational Services

The school shall give evaluations of Homeless Children suspected of having a disability priority and coordinate the evaluation with the student's prior and subsequent schools, as necessary, to ensure timely completion of a full evaluation. When necessary, the school will expeditiously designate a surrogate parent for Unaccompanied Youth suspected of having a disability. The school will immediately implement the child's Individualized Education Program (IEP), if available, and promptly conduct any necessary IEP meetings or re-evaluations. If complete records are not available, IEP teams will use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services in an attempt to avoid any disruption in services.

Beginning in the 2017-2018 school year, and continuing thereafter, each NHA school's annual report card must include information on student achievement regarding State assessments, disaggregated by student status, to include students who are homeless, in foster care, and students with parents serving on active duty within the armed forces (ESEA Section 1111(h)(1)(C)(ii).

5.5 Complaint and Dispute Resolution

The following steps and procedures should take place in resolving disputes regarding enrollment, school placement, or services.

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Complaint

- A complaint is an oral or written and signed statement alleging the violation of a federal or state law, rule, or, regulation. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.
- Parents, teachers, administrators, or other concerned individuals or organizations may file a complaint (“Complainant”). Faculty and staff with knowledge of a complaint must refer the Complainant to the Liaison.
- The Complainant may submit the complaint in writing to the Liaison, using the attached Complaint Resolution Initiation Form. The Complainant may choose to initiate the complaint orally.

Role of School

- Immediately enroll the child in the school preferred by the person(s) bringing the complaint.
- Provide all educational services the child is eligible for, pending resolution of the dispute.

Role of Liaison

- After receipt of the complaint, the Liaison must provide a written explanation of the school placement decision and/or provided services to the Complainant and discuss the complaint with the Complainant. The Liaison must provide a written proposed resolution or a plan of action to the Complainant within five (5) days of receipt of the complaint, or within seven (7) business days of notification of dispute (Georgia only).
- If the Liaison does not resolve the dispute, the Complainant may forward it to the school principal. The Liaison must provide a written resolution to the parties within five (5) days of the discussion with the principal, or within ten (10) business days of the second dispute (Georgia only). The Complainant has a right to obtain assistance from advocates or attorneys in addressing a complaint.
- The Liaison will carry out the dispute resolution in an expeditious manner and will provide the Complainant these written procedures, including the appeal procedures outlined below.
- In the event the school is unable to resolve the complaint, the Complainant may pursue the applicable appeal procedure(s).

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Appeal Procedures – Colorado

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting a mediator from the Colorado Mediator Resource Network (services at no charge to the Complainant) or may direct the Complainant to the Colorado Department of Education (CDE).

Address the complaint to the following address:

- State Coordinator for the Education of Homeless Children and Youth, Colorado Department of Education, State Office Building, 201 East Colfax Avenue, Denver, Colorado 80203-1799.

Use the Colorado Dispute Resolution Form during the appeal process.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- a description of how the School violated the McKinney-Vento Act;
- the date on which the violation occurred;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- contact information for the Liaison and potential witnesses;
- supporting documentation; and
- the relief the person is seeking.

If the State Coordinator is unable to resolve the complaint within 15 business days, the Complainant may file a written complaint to the State Coordinator who, with a team, will review the complaint with the mandates of the Title X law. Within 15 days of receipt of the complaint, the Coordinator will issue a written decision to the parties via mail.

Appeal Procedures – Georgia

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Georgia Department of Education state homeless coordinator. The Liaison may assist the Complainant in contacting the Department. The complaint may be made either in writing or submitted electronically through the Department's online complaint process.

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Address the complaint to the following address:

- Georgia Department of Education, Legal Services Division,
2052 Twin Towers East, 205 Jesse Hill, Jr. Drive, SE, Atlanta, Georgia 30334

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- a description of how the School violated the McKinney-Vento Act;
- the date on which the violation occurred;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- contact information for the Liaison and potential witnesses;
- supporting documentation; and
- the relief the person is seeking.

Appeal Procedures – Indiana

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Indiana Department of Education (IDOE). Complaints made under this process must be in writing and signed by the Complainant.

If the complaint involves enrollment or school placement of homeless children, address the complaint to the following address:

- Indiana McKinney-Vento Homeless Education State Coordinator, Indiana Department of Education, 115 W. Washington Street South Tower, Suite 600, Indianapolis, Indiana 46204.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

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The IDOE will issue a letter of acknowledgement to the Complainant and the Liaison containing, among other things, the IDOE's commitment to issue a resolution in the form of a *Letter of Findings*.

An IDOE complaint investigator will conduct an independent review of all relevant information and issue the *Letter of Findings* to the Complainant within thirty (30) days of receipt of a complaint, absent exceptional circumstances.

Appeal Procedures – Louisiana

If the dispute is not resolved at the school level, the Liaison will assist the Complainant in contacting the local (EBR) Liaison for assistance with the appeal process. In the event the dispute is not resolved at the (EBR) Liaison level, the Complainant may contact the State Coordinator to hear an appeal of the Local (EBR) Liaison's decision.

Address the complaint to the following address:

- State Coordinator – Homeless Education, Louisiana Department of Education, Office of School & Community Support, P.O. Box 94064, Baton Rouge, Louisiana 70804.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The DOE will acknowledge receipt of the complaint in writing to the Complainant and provide written resolution of the complaint within 60 days of the date the DOE receives the complaint. The decision will include a breakdown of the findings, the reasons for the final decision, and the Complainant's right to request the Secretary of the U.S. Department of Education to review the final decision of the DOE, at the Secretary's discretion.

Appeal Procedures – Michigan

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Michigan Department of Education. Complaints made under this process must be in writing and signed by the Complainant. The complaint may be submitted electronically or mailed to the address listed out below.

Address the complaint to the following address:

- State Coordinator for Homeless Education, Michigan Department of Education, Office of Field Services, Special Populations Unit, P.O. Box 30008, Lansing, MI 48909.

PRACTICES & PROCEDURES

Name:	Owner/Dept:	Reference
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The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The State Homeless Coordinator will gather needed information from statements of the parties involved and will forward the information within five (5) school days to three regional McKinney-Vento staff.

Within five (5) school days the regional staff will review the documentation and use the MDE Dispute Review Form to submit a summary, concerns, and recommendations to the State Coordinator.

Within two (2) school days of receiving the regional reviews, the State Coordinator will render a decision and notify the Complainant.

If the complaint is not resolved in a satisfactory manner by the State Coordinator, the final appeal shall be directed to the OFS Special Populations Manager by the Complainant. Appeals under this process must be made in writing and signed by the Complainant.

Within five (5) school days after receiving the regional reviews, the OFS Special Populations Manager will render a final decision and notify the Complainant. There are no federal level appeals for McKinney-Vento disputes through USDOE.

Appeal Procedures – North Carolina

If the dispute is not resolved at the school level, the Complainant may direct the complaint, orally or written, to the North Carolina Department of Public Instruction.

Address the complaint to the following address:

- State Coordinator for Homeless Education, National Center for Homeless Education, SERVE Center at UNCG, 5900 Summit Avenue, Ste. 201, Browns Summit, NC 27214.

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The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The Liaison will provide the State Homeless Coordinator with any information that the State Homeless Coordinator requests regarding the issues presented in the appeal.

The State Homeless Coordinator will provide the school and the Complainant the opportunity to respond to any decision made and to provide any additional evidence the Complainant deems relevant.

Within 10 schools days following receipt of the complete appeal, the State Coordinator shall issue a final written decision to the school and the Complainant.

Appeal Procedures – New York

DISPUTE RESOLUTION PROCESS

The school has established the following procedures for the prompt resolution of disputes regarding school selection or enrollment of a homeless child or youth:

- The school will provide a written explanation, including a statement regarding the right to appeal, to the parent or guardian of a student in temporary housing, or to an unaccompanied youth if the school determines that the school is not required to either enroll and/or transport such child or youth to the school of origin or a school requested by the parent or guardian or unaccompanied youth, or if there is a disagreement about a child's or youth's status as a homeless child or unaccompanied youth. The written explanation will be in a manner and form understandable to such parent, guardian, or unaccompanied youth and will include a statement regarding the McKinney-Vento liaison's availability to help the parent, guardian, or unaccompanied youth with any appeal and the contact information for the liaison.
- The school will immediately enroll the student in the school in which enrollment is sought by the parent or guardian or unaccompanied youth, provide transportation to the school, and will delay for 30 days the implementation of a final determination to decline to either enroll in and/or transport the student in temporary housing to the school of origin or a school requested by the parent or guardian or unaccompanied youth.

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- If the parent or guardian of a student in temporary housing or unaccompanied youth commences an appeal to the Commissioner within 30 days of such final determination, the student will be permitted to continue to attend the school he or she is enrolled in at the time of the appeal and/or receive transportation to that school pending the resolution of all available appeals.

MCKINNEY-VENTO LIAISON'S DISPUTE RESOLUTION RESPONSIBILITIES

The school's McKinney-Vento liaison must assist the student in temporary housing's parent or guardian or unaccompanied youth in bringing an appeal to the Commissioner under Education Law §310 of a final school district decision regarding enrollment, school selection and/or transportation. In the event of a dispute regarding eligibility, enrollment, school selection, and/or transportation, the school's McKinney-Vento liaison will:

- provide the parent or guardian or unaccompanied youth with a copy of the form petition, which is available at: <http://www.counsel.nysed.gov/appeals/homelessForms>;
- assist the parent or guardian or unaccompanied youth in completing the form petition;
- arrange for the copying of the form petition and supporting documents for the parent or guardian or unaccompanied youth, without cost to the parent or guardian or unaccompanied youth;
- accept service of the form petition and supporting papers on behalf of any school district employee or officer named as a party or the school district if it is named as a party or arrange for service by mail by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the school district is named as a party, to a person in the office of the superintendent who has been designated by the board of education to accept service on behalf of the school district;
- provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgment verifying that the McKinney-Vento liaison has received the form petition and supporting documents and will either accept service of these documents on behalf of the school district employee or officer or school district or effect service by mail by mailing the form petition and supporting documents to any school district employee or officer named as a party and, if the school district is named as a party, to a person in the office of the superintendent who has been designated by the board of education to accept service on behalf of the school district;
- transmit on behalf of the parent or guardian or unaccompanied youth, within five days after the service of, the form petition or any pleading or paper to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234;
- provide the parent or guardian or unaccompanied youth with a signed and dated acknowledgement verifying that the McKinney-Vento liaison has received the form petition and supporting documents and will transmit these documents on behalf of the parent, guardian or unaccompanied youth to the Office of Counsel, New York State Education Department, State Education Building, Albany, New York 12234;

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- accept service of any subsequent pleadings or papers, including any correspondence related to the appeal, if the parent or guardian or unaccompanied youth so elects. The liaison must also make such correspondence available to the parent or guardian or unaccompanied youth; and
- maintain a record of all appeals of enrollment, school selection, and transportation determinations.

Appeal Procedures – Ohio

If the dispute is not resolved at the school level, the Complainant may direct the complaint to the Ohio Department of Education. Complaints made under this process must be in writing and signed by the Complainant.

Address the complaint to the following address:

- Homeless Education Coordinator, Ohio Department of Education, 25 S. Front Street, Mail Stop 404, Columbus, Ohio 43215.

The complaint should include:

- the name, address, and telephone number of the person filing the appeal;
- the relationship or connection of the person to the child in question;
- the name and age of the child involved;
- the name of the school and school personnel involved in the complaint;
- the federal requirement alleged to have been violated;
- a description of the situation that prompted the complaint;
- a description of the attempts that were made to solve the issue;
- supporting documentation; and
- the relief the person is seeking.

The Homeless Education Coordinator will recommend a decision to the Complainant and the Liaison. If unresolved, the Complainant may file a final appeal to the State Superintendent of Public Instruction for review and disposition.

PRACTICES & PROCEDURES

Name:	Owner/Dept:	Reference
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Date last updated: June 29, 2018		

1. PURPOSE

To promote the educational stability of students in placed in Foster Care by working with students, their designated caregivers, and local child welfare agencies, or at the state level in compliance with Every Student Succeeds Act ("ESSA").

2. PRACTICE

The school will adhere to the provisions of ESSA to ensure the educational stability of all identified children in Foster Care by working with students, their designated caregivers, and local child welfare agencies to determine the educational placement that is in the best interest of the student, and by providing transportation and other services consistent with applicable state laws and regulations.

Definitions

“Foster Care” – refers to 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

“School of Origin” - the school the child attended when permanently housed or the school in which the child was last enrolled. When the child completes the final grade level served by the School of Origin, this definition shall include the designated receiving school at the next grade level.

“Additional Cost” – refers to the difference between between what an LEA would otherwise spend to transport a child to his or her assigned school and the cost of transporting a child in foster care to his or her school of origin.

3. APPLICABILITY

This document applies to all National Heritage Academies (NHA) schools.

4. RESPONSIBILITY

4.1 The school The Liaison, in collaboration with the Child Welfare Agency (“CWA”), will serve as one of the primary contacts in between foster families, school staff, and district personnel.

4.2 The principal will designate a local Foster Care Liaison (“Liaison”).

PRACTICES & PROCEDURES

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Foster Care Child	Curriculum & Instruction	
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4.3 The Liaison will:

- Collaborate with local CWA to ensure children in Foster Care are immediately enrolled
- Document and attend the Best Interest Determination
- Facilitate the immediate transfer of records for all children in Foster Care
- Ensure that children in Foster Care have full and equal opportunities to succeed in the school;
- Ensure that children in Foster Care and their families receive eligible educational services;
- Track attendance and progress of children in Foster Care;
- Inform foster parents/ guardians and children in Foster Care of all transportation services, and assist them in accessing these services;
- Clearly communicate all required information in a form, manner, and language that is understandable;
- Ensure proper mediation of enrollment disputes in accordance with state guidance and complaint procedures;
- Conduct annual training for school personnel on Title I Provisions and educational needs of children in foster care; and
- Record *myNHA* information in collaboration with office staff;

5. PROCEDURES

5.1 Identification

It is the role of the CWA to notify the school within one (1) school day of a child being placed in Foster Care. During the enrollment process, if students in Foster Care are enrolled, the Liaison will contact the appropriate CWA to ensure open communication takes place regarding the needs of the student.

5.2 School Selection

Children and youth in Foster Care have the right to remain at their School of Origin or to attend any school that houses students who live in the attendance area in which they are actually living. After a child exits Foster Care, if it is determined to be in the child's best interest, the child has the right to remain enrolled in, and continue receiving transportation to the School of Origin for the remainder of the academic year during which the child exits Foster Care.

Children and youth in Foster Care will remain at their School of Origin to the extent it aligns with the best interests of the child. Children and youth in Foster Care may remain at their School of Origin the entire time they are in Foster Care and until the end of any academic year in which they exit Foster Care. The same applies if they enter Foster Care between academic years.

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Best interest of the child is a child-centered determination, based on the needs and interests of the particular child and the parent/guardian or child's wishes. It must be presumed that keeping the child in the School of Origin is in the child's best interest, except when doing so is contrary to the request of the child or foster parent/guardian. Services that are required to be provided, including transportation and services under federal and other programs, shall not be considered in determining best interest. Best interest of the child considerations may include the impact of mobility on:

- Achievement
- Education
- Health
- Safety

It is the role of the CWA to form a committee for the Best Interest Determination and initiate communication to the appropriate parties. At the conclusion of the Best Interest Determination, the Liaison, in collaboration with the CWA, must provide the parent or guardian with a written explanation of the reasons for its determination and outline the right to dispute the decision.

The written explanation should include:

- A description of the action proposed or refused by the committee;
- An explanation of why the action is proposed or refused;
- The reasons why any other options were rejected;
- A description of any other factors relevant to the committee's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources;
- Appropriate timelines to ensure any relevant deadlines are not missed; and
- Contact information for the local liaison, CWA Coordinator, and a brief description of the roles.

During the Best Interest Determination, every effort will be made by the relevant parties to reach an agreement regarding the appropriate school placement for children in foster care. However, if there is disagreement the final decision will be ceded to the CWA. This is because the CWA is able to assess both the non-educational factors and other components of the child's case plan.

Once a decision is made following a disagreement the CWA, will provide a written explanation of the resolution to all involved parties, demonstrating proof that its decision is in the child's best interest.

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5.3 Enrollment

The school selected for enrollment must immediately enroll any children in Foster Care. Enrollment may not be denied or delayed due to the lack of any document normally required for enrollment, (i.e. previous academic records, records of immunization, proof of residency, proof of guardianship, birth certificates), any unpaid school fees, lack of uniforms or clothing that conforms to the school's dress code or any factor related to the child's placement in Foster Care.

The liaison and other district personnel will coordinate the transfer of school records and contact the child's previous school to request school records within one (1) school day of receiving the requisite documents from the CWA related to the child's enrollment. Initial placement of a child whose records are not immediately available will be made based on the child's age and information gathered from the child, parent, and previous schools or teachers. If no immunization records are available, the school office will refer students to the Liaison to assist with obtaining these records from the previous school, state registries and/or community based clinics.

The liaison and other district personnel will ensure that all school records pertaining to a student transferring out of district are sent to the receiving school within ten (10) school days of the CWA's notification that a student in Foster Care is changing schools.

5.4 Services

The school must provide Children and youth in Foster Care services, for which they meet the relevant criteria, comparable to services offered to other students in the school, including but not limited to:

- Transportation;
- Educational services for which the student meets eligibility criteria, including special education, Title I, and related services and programs for English language learners;
- School nutrition programs;
- Vocational and technical education programs;
- Gifted and talented programs; and
- Before- and after-school programs

Transportation and Transportation Plans

At a foster parent or CWA's request, the school will immediately arrange and provide transportation to and from the School of Origin through an appropriate, cost-effective option. The Liaison will coordinate these arrangements with the local CWA. The school must provide the transportation for the entire time the child has a right to attend that school, as defined above, including during pending disputes and when making the *best interest of the child* determination. The length of the commute will only be considered when making the *best interest of the child* determination regarding potential harm to the child. Transportation disputes will not result in a child in Foster Care missing school. If such a dispute arises, the school will arrange transportation and immediately bring the matter to the attention of the local CWA and state authorities following the appropriate complaint procedures as detailed in this document.

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A child in foster care needing transportation will continue to receive this service for the duration of time the child is in foster care, through the end of the academic year to ensure that the child's educational stability is maintained.

The Charter District will coordinate and collaborate with the CWA to make an appropriate transportation plan that supports the student's school stability plan and is fair to the Charter District's taxpayers, consistent with the Charter District's obligations under the federal Fostering Connections Act.

The Charter District recognizes the CWA may have access to federal funds to support the student's school stability plan, including transportation costs. Therefore, when there are additional costs incurred by the Charter District to provide transportation to the school of origin the Charter District will first seek to have the CWA agree to provide that transportation through a separate contract or by reimbursing the Charter District. The Charter District will also consider sharing the additional cost with the CWA or absorbing the full of amount of the additional cost. Until such an agreement is reached and signed, the district will continue to fund and transport the child in foster care.

Title I

Children and youth in Foster Care are automatically eligible for Title I services. The school will reserve the necessary funds to provide services comparable to those provided to Title I students attending non-participating schools, including education related support services and removing barriers that prevent attendance as necessary through the provision of additional reasonable services after other funding sources have been exhausted. The Liaison and the Title I director at the NHA Service Center will develop the formula (based upon the per-pupil Title I expenditures) to use for determining the necessary funds to reserve.

The Title I director and the Liaison will ensure coordination between the Title I plan and the ESSA, including the academic assessment, reporting and accountability systems required by federal law and the U.S. Department of Education.

Educational Services

The school shall give evaluations of Children and youth in Foster Care suspected of having a disability priority and coordinate the evaluation with the student's prior and subsequent schools, as necessary, to ensure timely completion of a full evaluation. The school will immediately implement the child's Individualized Education Program (IEP), if available, and promptly conduct any necessary IEP meetings or re-evaluations. If complete records are not available, IEP teams will use good judgment in choosing the best course of action, balancing procedural requirements and the provision of services in an attempt to avoid any disruption in services.

Beginning in the 2017-2018 school year, and continuing thereafter, each NHA school's annual report card must include information on student achievement regarding State assessments, disaggregated by student status, to include students who are homeless, in foster care, and students with parents serving on active duty within the armed forces (ESEA Section 1111(h)(1)(C)(ii)).

PRACTICES & PROCEDURES

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5.5 Complaint and Dispute Resolution

The following steps and procedures should take place in resolving disputes regarding enrollment, school placement, or services.

Complaint

- A complaint is an oral or written and signed statement alleging the violation of a federal or state law, rule, or, regulation. The complaint must allege a violation that occurred not more than one (1) year prior to the date that the complaint is received, unless a longer period is reasonable because the violation is considered systemic or ongoing.
- Parents, teachers, administrators, or other concerned individuals or organizations may file a complaint (“Complainant”). Faculty and staff with knowledge of a complaint must refer the Complainant to the Liaison.
- The Complainant may submit the complaint in writing to the Liaison, using the Complaint Resolution Initiation Form. The Complainant may choose to initiate the complaint orally.

Role of School

- Immediately enroll the child in the school preferred by the person(s) bringing the complaint.
- Provide all educational services for which the child is eligible, pending resolution of the dispute.

Role of Liaison

- After receipt of the complaint, the Liaison, in collaboration with the local CWA, must provide a written explanation of the school placement decision and/or provided services to the Complainant and discuss the complaint with the Complainant. The Liaison, in collaboration with the CWA must provide a written proposed resolution or a plan of action to the Complainant within five (5) days of receipt of the complaint.
- If the Liaison does not resolve the dispute, the Complainant may forward it to the school principal. The Liaison must provide a written resolution to the parties within five (5) days of the discussion with the principal. The Complainant has a right to obtain assistance from advocates or attorneys in addressing a complaint.
- The Liaison will carry out the dispute resolution in an expeditious manner and will provide the Complainant these written procedures, including the appeal procedures outlined below.

SERVICES AGREEMENT

This Services Agreement (“**Agreement**”) by and between National Heritage Academies, Inc., a Michigan corporation (“**NHA**”), and Creek Point Academy, Inc., an Indiana not-for-profit corporation (the “**Academy**”) is effective _____. For purposes of this Agreement, NHA and the Academy shall be referred to collectively as the “**Parties**.”

RECITALS

The Academy is a charter Academy, organized as an Indiana public Academy under the authority of the Indiana Code Section 20-5.5 (the “**Code**”). It is anticipated that the Academy will enter into a charter school agreement (the “**Charter Agreement**”) with Indiana Charter School Board (the “**Sponsor**”); and

The Academy and NHA desire to operate an enduring educational alliance, whereby the Academy and NHA will work together to promote educational excellence and innovation, based on NHA's Academy design, comprehensive educational program, and management principles; and

To maintain an innovative educational program at the Academy, the parties desire to set forth the terms and conditions of such a relationship in this Agreement; and

NOW, THEREFORE, for good and valuable consideration, including the mutual promises and benefits contained in this Agreement, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

ARTICLE I

CONTRACTING RELATIONSHIP

A. Services. Subject to the terms and conditions of this Agreement, and as permitted by applicable law, the Academy hereby contracts with NHA for the provision of certain educational, business administration, facility, and management services, including without limitation, all labor, equipment, and materials necessary for the provision of the same, as set forth herein (collectively, the “**Services**”).

B. Charter. This Agreement shall: (i) be subject to and comply with the terms and conditions of the Charter Agreement and the Academy's Charter Application (collectively, the “**Charter**”); and (ii) not be construed to interfere with the constitutional, statutory, or fiduciary duties of the Academy's Board of Directors (the “**Board**”). NHA agrees to perform its duties and responsibilities under this Agreement in a manner that is consistent with the Academy's obligations under the Charter issued by the Sponsor. The provisions of the Academy's Charter shall supersede any competing or conflicting provisions contained in this Agreement.

C. Independent Contractor. NHA shall provide the Services as an independent contractor, and not as an employee, partner, agent, or associate of the Academy. This independent contractor relationship shall extend to the officers, directors, employees, and representatives of

NHA. Consistent with the status of an independent contractor, NHA reserves to itself the right to designate the means and methods of accomplishing the objectives and purposes of this Agreement consistent with Board policy, applicable law, and the Charter. NHA shall be solely responsible for its acts and the acts of its agents, and employees, The relationship between the Parties is based solely on the terms and conditions of this Agreement, and the terms and conditions of any other written agreement between the Parties.

D. Designations and Appointments.

1. NHA, including its directors, officers, and employees are hereby designated as “Academy Officials” for purposes of the Family Educational Right and Privacy Act, and its implementing regulations, 20 U.S.C. §1232g *et seq.* (FERPA); 34 CFR § 99.31(a)(1)(i)(B).

2. NHA, its directors, officers, and employees may be designated by the Academy for other purposes by a written resolution of the Board.

ARTICLE II

TERM & TERMINATION

A. Term. This Agreement shall commence on the Effective Date, and unless terminated as set forth herein, shall continue until the revocation, termination, or expiration of the Charter, inclusive of Charter renewal periods (the “**Term**”). The parties acknowledge that the Sponsor, as part of any reauthorization or renewal, may require that the Academy and NHA submit an amended or restated Agreement for review by the Sponsor. The first Academy year of this Agreement shall commence July 1, 202_ to June 30, 202_, and each Academy year thereafter shall commence on July 1 and end on June 30 of the following year.

B. Termination.

1. By NHA. NHA may terminate this Agreement prior to the end of the Term if the Board fails to remedy a material breach of this Agreement within thirty (30) days after receiving a notice from NHA of such breach. For purposes of this Subsection, a material breach (which for the sake of clarity is a default hereunder) includes, but is not limited to: (i) NHA’s failure to timely receive any compensation or reimbursement required by this Agreement; or (ii) a suspension, termination, reconstitution, revocation, or non-renewal of the Charter.

2. By the Academy. The Academy may terminate this Agreement prior to the end of the Term if NHA fails to remedy a material breach of this Agreement within (30) days after receiving notice from the Academy of such breach. For purposes of this Subsection, a material breach includes, but is not limited to: (i) NHA’s failure to account for expenditures or pay operating costs pursuant to the Budget (as defined below); (ii) NHA’s failure to follow policies, procedures, rules, regulations or curriculum adopted by the Board, provided they do not violate the Charter, applicable law, or this Agreement; (iii) a receipt by the Board of an unsatisfactory report from NHA or an independent education consultant retained by the Board regarding the Services or the Academy’s performance, provided the unsatisfactory performance cannot be

adequately corrected or explained; (iv) a determination that this Agreement or its implementation would serve as grounds for suspension, termination, reconstitution, revocation, or non-renewal of the Charter; (v) a determination that this Agreement or its implementation would jeopardize material tax exemptions of the Academy or its non-profit status; or (vi) any action or inaction by NHA that places the Charter in jeopardy of termination, suspension, reconstitution, or revocation.

3. By Either Party. Either party may terminate this Agreement prior to the end of the Term, with or without cause, by providing the other party with at least ninety (90) days' prior written notice.

4. If this Agreement is terminated prior to the end of the Term other than as provided for in Article II(B)(4) of this Agreement, and unless otherwise agreed by the Parties, such termination will not become effective until the end of the then-current Academy year.

C. Effect of Termination. Upon the effective date of termination or expiration of this Agreement:

1. Subject to any provisions contained in a lease between the Parties, the Parties shall have the right to remove from the Academy any equipment or other assets owned or leased by the respective Party;

2. The Academy shall pay or reimburse NHA through the Fee (as defined below) for the prepaid portion of any expenses or liabilities incurred by NHA pursuant to the Budget as of the date of such termination or expiration, provided NHA supplies the Academy with documentation of all such expenses and liabilities;

3. Subject to the Charter and Sponsor's Educational Service Provider Policies ("ESP Policies"), NHA, without charge, agrees to assist the Academy for a reasonable amount of time, not to exceed ninety (90) days with (i) the Academy's transition to another administrative, managerial, or services arrangement; (ii) the Academy in the execution of a closure and dissolution plan and cooperate in the closure and dissolution process, including without limitation, in any audits and court or other proceedings related thereto; and

4. The party to whom Confidential Information (as defined below) has been disclosed shall, upon request and at the direction of the disclosing party: (i) return such Confidential Information within thirty (30) days, including any copies thereof, and cease its use; or (ii) destroy such Confidential Information and certify such destruction to the disclosing party, except for a single copy thereof which may be retained for the sole purpose of determining the scope of any obligations incurred under this Agreement, and except where disclosure or retention is required by applicable law.

ARTICLE III

OBLIGATIONS OF NHA

A. Manager at Risk. NHA shall be responsible and accountable to the Board for providing the Services. During the Term, NHA shall provide the Services regardless of whether actual revenue meets the level projected in the Budget, and NHA hereby assumes the risk of funding shortfalls during the Term. Notwithstanding the foregoing, NHA shall not be required to expend funds on Services in excess of the amount set forth in the Budget.

B. Comprehensive Educational Program. The Academy has determined to adopt NHA's proprietary educational and academic programs and goals, as set forth in the Charter (the "**Educational Program**"). Subject to the oversight of the Board, NHA shall implement and administer the Educational Program. In the event that NHA reasonably determines that it is necessary or advisable to make material changes to the Educational Program, NHA shall inform the Board of the proposed changes and obtain the Board's approval before making such changes, as well as the Sponsor's approval if required by the Charter or applicable law. The Parties acknowledge and agree that an essential principle of the Educational Program is its flexibility, adaptability and capacity to change in the interest of continuous improvement and efficiency. Not less than annually or as reasonably requested by the Board, NHA shall provide the Board with a report detailing progress made on each of the educational goals set forth in the Educational Program. The Academy year calendar and the Academy day schedule shall be approved by the Board as required under the Charter.

C. All Children Welcome. NHA places a high value on diversity, and the Academy shall welcome students of all races, ethnicity, religion, gender and economic backgrounds.

D. Services to Students with Disabilities. NHA welcomes students with disabilities at the Academy. NHA shall provide special education and related services, in conformity with the requirements of the Charter and applicable law, to students who attend the Academy.

E. Educational and Administrative Services. Subject to the oversight of the Board, NHA shall implement operational practices and procedures that are consistent with Board policy, the Charter and applicable law. Such practices and procedures shall include, but are not limited to:

1. Student recruitment and student admissions.
2. Student assessments, including testing, promotion, and retention.
3. The acquisition of instructional materials, equipment and supplies, and the administration of any and all extra-curricular and co-curricular activities and programs included in the Budget.
4. Employment of personnel working at the Academy and management of all personnel functions, as set forth herein.
5. All aspects of the Academy's business administration.

6. All aspects of the Academy's accounting operation, including general ledger management, financial reporting, payroll, employee benefits and payroll tax compliance.
7. All aspects of food services and transportation approved by the Board and NHA.
8. All aspects of facilities administration and maintenance.
9. Student behavior management and discipline.
10. Fulfilling all compliance reporting requirements under the Charter and applicable law.

F. Location of Services. Other than instruction, and unless prohibited by the Charter or applicable law, NHA may provide the Services, including but not limited to, purchasing, professional development and administrative services, off-site.

G. Subcontracts. NHA reserves the right to subcontract any and all aspects of the Services. NHA shall not subcontract the oversight of the Educational Program, except as specifically permitted in this Agreement or with prior written approval of the Board. Notwithstanding the foregoing, the Board specifically acknowledges and agrees that from time to time NHA may use third parties or independent contractors to assist in the creation and development of Educational Materials (as defined below) that may be used as a part of the Educational Program.

H. Pupil Performance Standards and Evaluation. NHA shall implement pupil performance evaluations that permit evaluation of the academic progress of each Academy student. NHA shall utilize assessment strategies required by the Charter and applicable law. The Board and NHA shall cooperate in good faith to identify academic goals and methods to assess such academic performance. NHA shall provide the Board with timely reports regarding student performance.

I. Unusual Events. NHA shall timely notify the Board and the Administrator (as defined below) of any anticipated or known material: (i) health or safety issues, including all mandatory reporting required by applicable law; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact the Academy's ability to comply with the Charter, applicable law or this Agreement.

J. Academy Records. The financial and education records pertaining to the Academy (collectively, the "**Academy Records**"), are property of the Academy. Except as may be prohibited or limited by the Charter or applicable law, the Academy Records shall be available to the Board and the Sponsor for their review and are subject to inspection and copying by the public to the same extent that records of public Academy are subject to inspection and copying pursuant to applicable law and Indiana Code §5-14-3 (i.e., the Public Records Act). All Academy Records shall be physically or electronically available at the Academy's physical facility upon request made by the Board or the Sponsor. NHA agrees to comply with the terms of the Charter and applicable law to make information concerning the operation and management of the Academy available to

the Academy in order to enable the Academy to fully satisfy its obligations under its Charter and applicable law.

1. NHA agrees that it shall observe Board policies and applicable law regarding the confidentiality of Covered Data and Information. Covered Data and Information (“CDI”) includes paper and electronic student education record information and includes, without limitation, “education records” as defined under FERPA, 34 CFR § 99.1. CDI also includes any new records created and maintained by NHA under this Agreement using CDI.

2. NHA shall not use or disclose CDI received from or on behalf of the Academy except as permitted or required by this Agreement and/or applicable law.

3. Upon termination or other conclusion of this Agreement, NHA shall return all CDI to the Academy.

4. NHA shall develop, implement, maintain and use appropriate administrative, technical and physical security measures to preserve the confidentiality, integrity and availability of all CDI received from, or on behalf of, the Academy or its students. These measures will be extended by contract to include subcontractors used by the NHA.

5. NHA, within two business days of discovery, shall report to the Board any use or disclosure of CDI not authorized by this Agreement. NHA’s report shall identify: (i) the nature of the unauthorized use or disclosure, (ii) the CDI used or disclosed, (iii) who made the unauthorized use or received the unauthorized disclosure, (iv) what NHA has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure, and (v) what corrective action NHA has taken or shall take to prevent future similar unauthorized use or disclosure. NHA shall provide such other information, including a written report, as reasonably requested by the Board.

K. Facility. NHA shall use reasonable efforts to secure a facility to be leased or otherwise provided to the Academy on terms mutually agreeable to NHA and the Board. Obligations of the Board created under the terms of such lease are to be fulfilled by NHA unless otherwise agreed to in writing by NHA and the Board. The facility shall comply with the requirements of the Charter and applicable law. NHA shall also use reasonable efforts to cause the facility to be furnished with equipment and technology as is reasonably necessary to implement the Educational Program.

L. Legal Compliance. NHA will implement and enforce rules, regulations and procedures applicable to the Academy that are consistent with adopted Board policy, if any, and the Educational Program in accordance with the Charter and applicable law, including without limitation, rules, regulations, and policies regarding non-discrimination, discipline, special education, confidentiality and access to records.

M. Rules and Procedures. NHA will recommend to the Board reasonable rules, regulations, policies and/or procedures applicable to the Academy. The Board hereby authorizes and directs NHA to enforce such rules, regulations and procedures consistent with Board policy, and make such rules, regulations, and procedures available to the Board upon request.

N. Assistance to the Board. NHA shall cooperate with the Board and, to the extent consistent with the Charter and applicable law, timely furnish the Board with all documents and information necessary for the Board to properly perform its responsibilities under this Agreement.

ARTICLE IV

OBLIGATIONS OF THE BOARD

A. Board Policies. The Board shall be responsible for the fiscal and academic policies of the Academy. The Board shall exercise good faith in considering the recommendations of NHA, including but not limited to, NHA's recommendations regarding policies, rules, regulations and the Budget (as defined below).

B. Academy Budget. The Board is responsible for establishing, approving and amending the Budget in accordance with the Budgeting and Accounting Act.

C. Governance Oversight. The Board shall provide governance level oversight of the Academy in accordance with the Charter and applicable law. The Board shall cooperate with NHA and, to the extent consistent with applicable law, timely furnish NHA all documents and information necessary for NHA to properly perform its responsibilities under this Agreement.

D. Unusual Events. The Board shall timely notify NHA of any anticipated or known material: (i) health or safety issues; (ii) labor, employee or funding issues; or (iii) other issues that may reasonably and adversely impact NHA's ability to comply with the Charter, applicable law, or this Agreement.

E. Office Space. The Board shall provide NHA with suitable office space at the Academy, provided the requested space is: (i) available and can be provided without materially prejudicing the Educational Program; and (ii) used only for activities related to the Academy. The space shall be provided at no cost to NHA.

F. Retained Authority. The Board shall retain the authority to adopt reasonable policies in accordance with applicable law relative to anything necessary for the proper establishment, maintenance, management, and operation of the Academy.

G. Consultants. The Board may retain consultants as reasonably justified to review the operations of the Academy and performance of NHA under this Agreement. Adequate provision shall be made in the School's budget for the compensation of such consultants. NHA shall cooperate with such consultants in the performance of their responsibilities to the Academy.

ARTICLE V

INTELLECTUAL PROPERTY

A. Definitions.

1. **“Educational Materials”** means all curriculum, print and electronic textbooks, instructional materials, lesson plans, teacher guides, workbooks, tests, and other curriculum-related materials licensed, developed or otherwise owned by the Academy or NHA.

2. **“Confidential Information”** means any confidential and non-public trade, technical or business knowledge, information and materials regarding the Academy or NHA (or their respective affiliates), which is given by one party to the other, or any of their respective representatives, in any form, whether printed, written, oral, visual, electronic or in any other media or manner. Confidential Information includes, but is not limited to, research, operations and procedures, financial projections, pricing, sales, expansion plans and strategies, services data, trade secrets and other intellectual property, or the results of any mediation or private adjudication, as well as information with respect to each party’s or its affiliates’ plans for market expansion, except for information which a party can show by contemporaneous written records was developed or formulated independently of work or services performed for, or in connection with performance of, this Agreement. Notwithstanding the foregoing, the disclosure of the other party’s Confidential Information as required to be disclosed by law, rule or regulation or by reason of subpoena, court order or government action shall not constitute a breach of this Agreement; however, in such event the party required to disclose such information will reasonably cooperate with the party whose information is required to be disclosed in order to obtain a protective order applicable to such disclosure. All Confidential Information will remain the sole property of the party disclosing such information or data.

B. Academy Materials. The Academy shall own all right, title and interest in and to Educational Materials that are: (i) licensed or owned by the Academy as of the Effective Date; or (ii) licensed, developed, characterized, conceived, derived, generated, identified, or otherwise made by the Academy during the Term, provided such materials do not reference the NHA Materials (as defined below), or incorporate any Confidential Information of NHA (collectively, the **“Academy Materials”**). The Academy Materials shall include all intellectual property rights associated therewith.

C. NHA Materials. NHA shall own all right, title and interest in and to Educational Materials that are: (i) licensed or owned by NHA as of the Effective Date; (ii) licensed, developed, characterized, conceived, derived, generated, identified, or otherwise made by NHA during the Term, provided such materials do not reference Academy Materials or incorporate any Confidential Information of the Academy; and (iii) any and all Educational Materials and non-curriculum materials provided to the Academy by NHA relating to the Educational Program, including all changes and derivatives thereof (collectively, the **“NHA Materials”**).

D. Derivative Works. The Parties acknowledge that to the extent any Educational Materials created by the Academy are derivative of the NHA Materials, use of such derivative materials during the Term is subject to the license granted herein, and the license to use such derivative materials shall cease as of the date of expiration or termination of this Agreement.

E. No Transfer or Sale. The Academy acknowledges and agrees that NHA is not transferring or selling, and the Academy is not receiving, purchasing or acquiring, any intellectual property or proprietary rights in or to the NHA Materials.

F. Licenses. NHA hereby grants the Academy a non-exclusive, non-transferable license (without the right to sublicense) to use the NHA Materials, and any Educational Materials created by the Academy which are derivative of the NHA Materials, solely in furtherance of the Educational Program during the Term, including without limitation, the right to reproduce, publicly display, distribute and create derivative works of the same, in hard copy format or electronically, within the United States. The Academy represents and warrants that during the Term, and following the expiration or termination of this Agreement, the Academy will not exploit or assist any third party to exploit any of the NHA Materials for commercial purposes. Subject to applicable law, the Academy grants NHA a non-exclusive, non-transferable license (without the right to sublicense) to use the Academy Materials, solely in furtherance of the Educational Program during the Term, including without limitation, the right to reproduce, publicly display, distribute and create derivative works of the same, in hard copy format or electronically, within the United States.

G. NHA Marks. During the Term, NHA grants the Academy a non-exclusive, revocable, non-transferable license (without the right to sublicense) to use NHA's trade name(s) and NHA's trademark(s) (the "NHA Marks") solely for the purposes of promoting and advertising the Academy. NHA shall have the opportunity to review and approve all artwork, copy or other materials utilizing the NHA Marks prior to any production or distribution thereof. All uses of the NHA Marks require NHA's prior written permission. The Academy shall acquire no rights in or to the NHA Marks, and all goodwill associated with the NHA Marks shall inure to the benefit of and remain with NHA. Upon expiration or termination of this Agreement, the Academy shall immediately discontinue use of the NHA Marks and shall remove the NHA Marks from its locations, vehicles, websites, telephone directory listings and all other written or electronic promotional materials.

H. Assignment. Each party shall, and hereby does assign to the other, with full title guarantee and without additional compensation, such right, title and interest in and to any intellectual property as is necessary to fully affect the ownership provisions set out herein, and any accrued rights of action in respect thereof. Each party shall, if so requested by the other, execute all such documents and do all such other acts and things as may be reasonably required to comply with this Agreement to vest in the appropriate party all rights in the relevant intellectual property and shall procure execution by any named inventor of all such documents as may reasonably be required by the other party in connection with any related patent application.

ARTICLE VI

SOLICITATION AND USE OF PRIVATE FUNDS

NHA shall seek the Board's approval prior to soliciting any non-governmental grants, donations or contributions on behalf of the Academy. Any such funds received shall be used solely in accordance with the purpose for which they were solicited, applicable donor restrictions, or as otherwise approved by the Board. Subject to applicable donor restrictions, the Board shall determine the allocation of any such funds subject to this Article that remain unexpended following completion of the project or purpose for which they were originally designated.

ARTICLE VII

FINANCIAL ARRANGEMENTS

A. Revenues. Except as provided herein, all monies received by the Academy shall be deposited in the Academy's depository account within three (3) business days with a financial institution acceptable to the Board; provided, however, that upon receipt of a notice from NHA, the Academy shall pay all such funds owing under this Agreement directly to the account or party specified in such notice. The signatories on the Academy Board's accounts shall solely be Board members or properly designated Board employees (if any). Interest income earned on the Academy's accounts shall accrue to the Academy. Except as specifically excluded by this Agreement, the term "**Revenues**" shall include all funds received by or on behalf of the Academy, including but not limited to:

1. Funding for public Academy students enrolled at the Academy.
2. Special education funding provided by the federal and/or state government that is directly allocable to special education students enrolled at the Academy.
3. Gifted and talented funding provided by the federal and/or state government that is directly allocable to gifted and talented students enrolled at the Academy.
4. At-risk funding provided by the federal and/or state government that is directly allocable to at-risk students enrolled at the Academy.
5. Funding provided by the federal and/or state government that is directly allocable to students enrolled at the Academy with limited English proficiency.
6. All other federal and/or state grant sources, including, but not limited to, Title I funding allocable to the Academy.
7. Grants and donations received by the Academy to support or carry out programs at the Academy (except to the extent NHA is not required or involved in soliciting, administering or managing the contribution and/or donation, in which case such funds shall be deposited in the Board Spending Account (as defined below)).
8. Fees charged to students as permitted by law for extra services provided by NHA as approved by the Board.

The expenditure of any Revenues received from governmental entities shall be consistent with all applicable regulations and policies. The expenditure of any Revenues received from non-governmental grants, contributions and donations shall be made consistent with the provisions of Article VI.

B. Budget. NHA shall provide the Board with an annual proposed Budget prepared and maintained in accordance with the Charter, and applicable law (the "**Budget**"). The Budget shall include all of the Academy's projected revenues and expenses at the object level as described

in the Indiana Charter School Board policies. For the Academy's first Academy year, the Budget shall be submitted prior to the beginning of the Academy year. Thereafter, the Budget shall be submitted to the Board prior to June 1 for the next Academy year.

C. Review and Approval of Budget. The Board shall be responsible for reviewing and approving the Budget in accordance with the Charter and applicable law. At the direction of either NHA or the Board, with the approval of the Board, the Budget shall be amended from time to time as necessary.

D. Board Spending Account. Notwithstanding any other provision of this Agreement to the contrary, each Academy year during the Term, NHA shall allocate to an account controlled by the Board an amount equal to the lesser of: (i) 2% of state per pupil aid reflected in the Budget for that respective Academy year, or (ii) \$35,000 (the "**Board Spending Account**"). All funds in the Board Spending Account are the property of the Academy and may be used by the Academy at the discretion of the Board. Funds in the Board Spending Account that are not spent by the Academy during the Academy year shall carryover annually. Items purchased by NHA for the Academy and paid for by the Academy with funds from the Board Spending Account, such as non-proprietary instructional and/or curriculum materials, books, supplies and equipment, shall be the property of the Academy. The property of the Academy excludes items leased, financed or purchased by NHA with the Fee (as defined below). NHA agrees not to add any fees or charges to the cost of equipment, materials or supplies purchased by NHA at the request of or on behalf of the Academy with funds from the Board Spending Account. NHA shall maintain a listing of all assets owned by the Academy and shall provide the list to the Board annually upon request.

E. Fee. NHA shall receive all Revenues as its services fee (the "**Fee**"), from which it shall pay all operating costs of the Academy as detailed in the Budget. NHA and the Board acknowledge that operating costs include an administrative fee payable to the Sponsor as set forth in the Charter. NHA shall provide the Academy with an itemization of the goods or services provided in exchange for the associated fee. Payment of the Fee is subject to written approval of the Board Treasurer after receipt and review of the itemized list of services or goods. Subject to approval by the Board Treasurer, it is anticipated that NHA will be paid its Fee on the same frequency that the Academy receives its Revenues. No funds may be transferred to NHA without written approval (email is acceptable) from the Board Treasurer. NHA shall be entitled to retain as compensation for the Services the difference, if any, between the Fee and the amount expended by NHA in operation and/or management of the Academy during the Academy's fiscal year. NHA agrees not to add any fees or charges to the cost of equipment, materials or supplies purchased by NHA at the request of or on behalf of the Academy.

F. No Loans. NHA shall not make or extend loans to the Board.

G. Other Schools. The Academy acknowledges that NHA has entered into similar services agreements with other schools. NHA shall maintain separate accounts for expenses incurred in the operation of the Academy and other schools assisted by NHA and shall reflect in the Academy's financial records only those expenses incurred in the operation of the Academy. If NHA incurs expenses that are for both the benefit of the Academy and other schools assisted by NHA, then NHA shall allocate, to the extent permitted by law, such expenses among all such affected schools, including the Academy, on a prorated basis based upon the number of enrolled

students, the number of classrooms, or the number of teachers at the affected schools, or on such other equitable basis as is reasonably determined by NHA. In no event shall marketing and development costs incurred solely for the benefit of NHA (and not the Academy) be allocated to the Academy. Costs shall be allocated to, or reimbursed by, the Academy and reported by NHA in accordance with applicable law.

H. Financial Reporting. NHA shall provide the Board with:

1. At least annually, the Budget as required by this Agreement.
2. Monthly, financial statements no more than forty-five (45) days in arrears and at least one week prior to each Board meeting. These financial statements will include a Balance Sheet, Statement of Revenues, Expenditures and Changes in Fund Balance at object level detail with a comparison of budget to actual revenue and expenditures and explanations of variances and cash flow statement.
3. Quarterly, or as reasonably requested by the Board, a report on Academy operations and student performance.
4. As reasonably requested, other information to enable the Board to: (i) evaluate the quality of the Services; and (ii) timely provide all reports and information that are required by the Charter and applicable law.

I. Access to Financial Records. NHA shall keep accurate financial records pertaining to its operation of the Academy, together with all Academy financial records prepared by or in possession of NHA and shall retain all the aforementioned records according to the Charter and applicable law to which such books, accounts, and records relate. NHA and the Board shall maintain the proper confidentiality of personnel, students, and other records as required by law. All records shall be kept in accordance with applicable state and federal requirements.

J. Accounting Standards; Annual Audit.

1. The Academy shall at all times comply with generally accepted public sector accounting principles, and applicable law.
2. The Board shall select and retain an independent auditor to conduct an annual audit of the Academy's financial matters in accordance with the Charter and applicable law.
3. Subject to applicable law, all records in the possession or control of NHA that relate to the Academy, including but not limited to, financial records of the Academy, shall be made available to the Academy and the Academy's independent auditor and Sponsor upon request. The expense of the annual audit shall be included in the Budget.

K. Contributions; Repayment. NHA shall make contributions to the Academy in the event Academy expenses for the Services exceed Revenues (the “**Contributions**”). The Contributions, if any, shall be in amounts acceptable to the Parties and the Board and, once made, shall be included in the Budget. The Academy shall not be legally obligated to repay NHA for the Contributions. NHA’s agreement to make such Contributions shall not be deemed to negate or mitigate the need for the Academy to apply for or solicit state or federal start-up funds, grants, or sub-grants which the Academy, as a public Academy, may be eligible to receive.

ARTICLE VIII

PERSONNEL & TRAINING

A. Qualified Personnel. NHA shall select and hire qualified personnel to perform the Services. NHA shall have the responsibility and authority, subject to this Article, to select, hire, evaluate, assign, discipline, transfer, and terminate personnel consistent with the Budget, the Charter and applicable law. Personnel working at the Academy shall be employees of NHA unless otherwise expressly agreed by NHA and the Board. NHA and the Board each shall be responsible for their respective employees. However, compensation for all employees working at the Academy shall be included in the Budget. Upon Board request, NHA shall disclose to the Board the level of compensation and fringe benefits provided by NHA to NHA employees working at the Academy. A criminal background check and unprofessional conduct search in compliance with applicable law shall be conditions for the hiring of or services provided by any person assigned by NHA under this Agreement to work in any of the Academy’s facilities regularly and continuously or at program sites where the Academy delivers Services. NHA shall pay all salaries, wages, benefits, payroll, workers’ compensation, unemployment compensation, and liability insurance for its employees assigned to work at the Academy. The Academy shall not be liable for the payment of any such salaries, wages, benefits, payroll or taxes thereon for or on behalf of any NHA employee, contractor or agent. NHA acknowledges and agrees that it is the sole and exclusive responsibility of NHA to make the requisite tax filings, deductions, and payments to the appropriate federal, state and local tax authorities for and on behalf of all persons employed or engaged by NHA to provide Services under this Agreement.

B. Academy Administrator. The Academy administrator (the “**Administrator**”) shall be an employee of NHA and not the Board. The duties and terms of the Administrator’s employment shall be determined by NHA. The Administrator shall work with NHA in the operation and management of the Academy. The Administrator shall attend meetings of the Board and shall provide reports to the Board. The accountability of NHA to the Academy is an essential foundation of this Agreement. NHA shall have the authority, consistent with this Article, to select, hire, evaluate, assign, discipline, transfer and terminate the Administrator, and to hold the Administrator accountable for the performance of the Academy. Without limiting the foregoing, NHA shall consult with the Board prior to the placement and/or removal of the Administrator. Absent compelling circumstances, the consultation shall commence at least ninety (90) days prior to NHA placing and/or removing the Administrator. NHA shall give due consideration to the input of the Board or the Board’s designated representative prior to making a final decision regarding placement and/or removal of the Administrator. NHA shall remove the Administrator if the Board is reasonably dissatisfied with the Administrator’s performance. Absent compelling

circumstances, however, the Board shall give NHA and the Administrator six (6) months to correct the basis for the Board's reasonable dissatisfaction. The parties agree that the purpose of the above provisions is not to deny the Administrator the opportunity for growth and/or promotion within NHA. Notwithstanding any of the foregoing, the placement of the initial Administrator for the Academy in its first year of operation shall be made by NHA.

As the employer, NHA shall be solely responsible for the performance evaluation of the Administrator. NHA shall seek feedback from the Board prior to completing an annual Administrator performance evaluation.

C. Teachers. NHA shall, consistent with this Article, assign to perform Services at the Academy, teachers qualified to teach their assigned subjects and grade level. The curriculum taught by the teachers shall be consistent with the Educational Program. The teachers may, at the discretion of NHA, be assigned to work at the Academy on a full or part time basis. If assigned to work at the Academy on a part time basis, the teacher(s) may also be assigned to work at other schools for which NHA provides services. The cost for such teacher(s) shall be shared proportionately among the schools at which NHA has assigned the teacher(s) to work. Each teacher assigned to work at the Academy shall hold a valid teaching certificate issued by the state board of education or applicable state agency to the extent required by the Code.

D. Support Staff. NHA shall, consistent with this Article, assign to perform Services at the Academy, qualified support staff as needed for NHA to operate the Academy in an efficient manner. The support staff may, at the discretion of NHA, be assigned to work at the Academy on a full or part time basis. If assigned to work at the Academy on a part time basis, the support staff may be assigned to work at other schools for which NHA provides services. The cost for such support staff shall be shared proportionately among the schools at which NHA has assigned the support staff to work. An individual assigned to work at the Academy that is not teaching, but for which a license is required under applicable law, shall have the appropriate license.

E. Training. NHA shall provide or procure training in its methods, curriculum, program, and technology to all teaching personnel on a regular basis. Instructional personnel shall be required to obtain at least the minimum hours of professional development as required by applicable law. Non-instructional personnel shall receive training as NHA determines reasonable and necessary under the circumstances.

F. Background Checks and Qualifications. NHA shall comply with applicable law regarding background checks, unprofessional conduct searches and certification/licensure, as applicable, for all persons working in the Academy, the costs of which shall be included in the Budget.

G. Terms of Employment. No member of the staff at the Academy shall be subject to any covenant not to compete or other employment restriction as part of the terms of his or her employment with NHA for the Services.

H. Limitations on Discretion. All decisions made by NHA, and any discretion exercised by NHA, in its selection, hiring, evaluation, assignment, discipline, transfer, and

termination of personnel, shall be consistent with the Budget, the Charter, the parameters adopted and included in the Educational Program, and applicable law.

ARTICLE IX

INDEMNIFICATION

A. Indemnification of Parties. To the extent not prohibited by the Charter or applicable law, the Parties hereby agree to indemnify, defend, and hold the other (the “**Indemnified Party**”), harmless from and against any and all third-party claims, actions, damages, expenses, losses or awards which arise out of (i) the negligence or intentional misconduct of the indemnifying party, (ii) any action taken or not taken by the indemnifying party, or (iii) any noncompliance or breach by the indemnifying party of any of the terms, conditions, warranties, representations, or undertakings contained in or made pursuant to this Agreement. As used herein, Indemnified Party shall include the party’s trustees, directors, officers, employees, agents, representatives and attorneys. The Parties may purchase general liability, property, or other insurance policies. Notwithstanding anything in this Agreement to the contrary, the Board shall not be precluded by the terms of this Agreement from asserting or declining to assert a claim of governmental immunity.

B. Indemnification of Sponsor. The Parties acknowledge and agree that the Sponsor, its Board of Trustees, and its members, officers, employees, agents, or representatives (collectively “**ICSB**”) are deemed to be third party beneficiaries for purposes of this Agreement. As third party beneficiaries, NHA hereby promises to indemnify, defend and hold harmless the ICSB from and against all demands, claims, actions, suits causes of action, losses, judgments, liabilities, damages, fines, penalties, demands, forfeitures, or any other liabilities or losses of any kind whatsoever, including costs and expenses (not limited to reasonable attorney fees, expert and other professional fees) of settlement and prosecution imposed upon or incurred by the ICSB, and not caused by the sole negligence of the ICSB, which arise out of or are in any manner connected with the ICSB Board’s approval of the Academy’s Charter Application, the ICSB Board’s consideration of or issuance of a Charter, NHA’s preparation for or operation of the Academy, or which are incurred as a result of the reliance by the ICSB upon information supplied by NHA, or which arise out of NHA’s failure to comply with the Charter or applicable law. The Parties expressly acknowledge and agree that the ICSB may commence legal action against NHA to enforce its rights as set forth in this section of the Agreement.

ARTICLE X

INSURANCE

A. Insurance Coverage. NHA and the Academy shall each maintain such policies of insurance as required by the Charter and applicable law. Each party shall, upon request, present evidence to the other that it maintains the requisite insurance in compliance with the provisions of this Article. In the event that the Sponsor requests any change in coverage, NHA agrees to comply with any change in the type and amount of coverage as requested by the Sponsor’s insurance carrier

within thirty (30) days after notice of the insurance coverage change is provided to NHA and the Academy. Each party shall comply with any information or reporting requirements required by the other party's insurer(s), to the extent reasonably practicable.

B. Workers' Compensation Insurance. Each party shall maintain workers' compensation insurance as required by law, covering their respective employees.

ARTICLE XI

REPRESENTATIONS & WARRANTIES

A. Board and Academy. The Board represents and warrants, for itself and on behalf of the Academy, that: (i) it is legally vested with all power and authority necessary to operate a charter Academy under the Code and applicable law; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement, including without limitation, the power and authority to contract with a private entity for the provision of educational, business administration and management services; (iii) its actions have been duly and validly authorized, and it has adopted any and all resolutions or expenditure approvals required for the execution of this Agreement; and (iv) there are no pending actions, claims, suits or proceedings, or, to its knowledge, threatened or reasonably anticipated against or affecting either the Board or the Academy, which if adversely determined, would have a material adverse effect on its ability to perform under this Agreement.

B. NHA. NHA represents and warrants that: (i) it is a corporation in good standing and is authorized to conduct business in the State of Indiana; (ii) it is legally vested with all power and authority necessary to execute, deliver and perform this Agreement; (iii) there are no pending actions, claims, suits or proceedings, or, to its knowledge, threatened or reasonably anticipated against or affecting NHA, which if adversely determined, would have a material adverse effect on its ability to perform its obligations under this Agreement; and (iv) it will comply with all registration and licensing requirements relating to conducting business under this Agreement, which the Board agrees to assist NHA in applying for such licenses and permits and in obtaining such approvals and consents.

ARTICLE XII

MISCELLANEOUS

A. Entire Agreement. This Agreement and any attachments hereto shall constitute the entire agreement of the Parties on the subject matter set forth herein. This Agreement supersedes and replaces any and all prior agreements and understandings regarding the subject matter set forth herein between the Academy and NHA.

B. Force Majeure. Except for payment obligations, and notwithstanding any other provisions of this Agreement, neither party shall be liable for any delay in performance or inability to perform due to acts of God, war, riot, embargo, fire, explosion, pandemic, sabotage, flood, accident, labor strike, or other acts beyond its reasonable control; provided either party may

terminate this Agreement in accordance with provisions contained herein if sufficient grounds exist as provided in the Article governing termination.

C. State Governing Law; Waiver of Jury Trial. This Agreement shall be construed, interpreted, governed and enforced pursuant to the laws of the State of Indiana, without regard to its conflict-of-laws principles. The Parties hereby waive the right to a jury trial in any action, proceeding or counterclaim brought by either NHA or the Academy against the other.

D. Notices. All notices and other communications required by this Agreement shall be in writing and either 1) personally delivered to the other Party, or 2) sent to the Parties at the address set forth below by certified or registered mail, postage prepaid, return receipt requested. Notice shall be deemed to have been given on the date of postmark if sent by certified or registered mail, or upon the date of delivery if given by personal delivery. For purposes of the foregoing, “**personal delivery**” shall include delivery by nationally recognized overnight courier (such as FedEx), if signed for by the recipient or a delegate thereof. Notices to the Academy shall be sent to the current address of the then current Board President, with a copy to the then current Board attorney. The addresses of the Parties for the purposes aforesaid are as follows:

The Academy:

Attn: President, Board of Directors
[Current mailing address as maintained by Landlord]

WITH A COPY TO:

Telephone:
Facsimile

NHA:

National Heritage Academies, Inc.
Attn: Chief Financial Officer
3850 Broadmoor, S.E. Ste. 201
Grand Rapids, Michigan 49512
Telephone: (616) 222-1700

WITH A COPY TO:

National Heritage Academies, Inc.
Attn: Legal & Compliance Department
3850 Broadmoor, S.E. Ste. 201
Grand Rapids, Michigan 49512
Telephone: (616) 222-1700

E. Assignment. NHA may assign this Agreement with the prior written approval of the Board and in a manner consistent with the Sponsor's policies. However, this Agreement shall not be assignable without prior written notification to the Sponsor.

F. Amendment. This Agreement shall not be altered, amended, modified or supplemented except by memorandum approved by the Board and signed by both an authorized officer of the Academy and NHA and in manner consistent with the Sponsor's policies.

G. Waiver. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

H. Costs and Expenses. If any Party commences an action against another Party as a result of a breach or alleged breach of this Agreement, the prevailing Party shall be entitled to have and recover from the losing Party reasonable attorneys' fees and costs of suit.

I. Severability. If any term or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the terms and provisions set forth herein shall remain in full force and effect and shall in no way be affected, impaired or invalidated, and the Parties shall use their best efforts to find and employ an alternative means to achieve the same or substantially the same result as that contemplated by such term or provision.

I. Delegation of Authority. Nothing in this Agreement shall be construed as delegating to NHA powers or authority of the Board which are not subject to delegation by the Board under the Charter or applicable law.

J. Compliance with Law. Each party will comply with the Charter and laws applicable to the performance of such party's obligations hereunder.

K. Time of Essence. The Parties understand and agree that time is of the essence in performing their respective responsibilities under this Agreement.

[Signatures on Following Page]

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the Effective Date.

NHA:

National Heritage Academies, Inc.,
a Michigan corporation

By: _____

Its: Chief Financial Officer

ACADEMY:

Creek Point Academy,

By: _____

Its: Board President

DRAFT

LEASE

THIS LEASE (“**Lease**”) by and between National Heritage Academies, Inc., a Michigan corporation, of 3850 Broadmoor SE, Grand Rapids, Michigan 49512 (“**Landlord**”), and _____, a public school chartered under the laws of the State of Indiana, having an address of 3600 German Church Road, Indianapolis, Indiana 46235 (“**Tenant**”) is effective the 1st day of July 202, (the “**Effective Date**”). For purposes of this Lease, Landlord and Tenant shall be referred to collectively as the “**Parties**.”

RECITALS

A. Landlord (defined in Section 23.5), as tenant, and Charter Development, LLC, as landlord (together with its successors, assigns and successors in interest, the “**Master Landlord**”) are party to that certain Master Lease Agreement effective January 1, 1999, as amended (the “**Master Lease**”).

B. Landlord and Master Landlord amended the Master Lease to subject the Premises thereto and Landlord has the authority under the Master Lease to sublease the Premises to Tenant.

C. Tenant desires to continue subleasing the Premises from Landlord, and Landlord desires to so sublease the Premises to Tenant, on the terms and conditions set forth herein.

NOW, THEREFORE, in consideration of the mutual covenants set forth above and herein, Landlord and Tenant agree as follows:

ARTICLE 1

The Premises and Other Agreements.

1.1 Premises. Landlord hereby leases to Tenant, on the terms and conditions hereinafter set forth, the real estate located in the City of Indianapolis, Marion County, Indiana and more particularly described on Exhibit “A” attached hereto (the “**Land**”), and all improvements located on the Land (the Land and such improvements as they may exist from time to time, hereinafter referred to as the “**Premises**”).

1.2 Master Lease. This Lease is subordinate and subject to the Master Lease. Landlord represents and warrants to Tenant that the terms of this Lease are not inconsistent with the terms of the Master Lease, and Tenant’s compliance with the terms of this Lease will not constitute a breach of the terms of the Master Lease. Landlord hereby indemnifies Tenant against all liability, judgments, damages, claims, costs and expenses, including, without limitation, reasonable attorneys’ fees arising out of or relating to Landlord’s breach of the covenants, representations or warranties under the Master Lease.

1.3 Services Agreement. In accordance with the terms and conditions of that certain “**Services Agreement**” of even or similar date herewith, by and between Landlord and Tenant, Landlord has contractually agreed to manage and operate the Premises and the school located on the Premises, and in connection with the same, Landlord is obligated to fulfill certain obligations assigned to Tenant under the terms of this Lease (the “**Services Obligations**”). In the event that Landlord fails to timely perform or fulfill one or more of the Services Obligations and said failure (a) is not otherwise excused, or subject to notice and an unexpired cure period, by the terms of the Services Agreement, and (b) is not due to the fault of Tenant, then said failure, in and of itself, shall not be deemed to be a Default by Tenant under the terms of this Lease. The foregoing sentence shall be of no further force and effect in the event of expiration or termination of the Services Agreement for any reason.

ARTICLE 2

Term.

2.1 Initial Term and Renewals. The “**Initial Term**” of this Lease shall commence on July 1, 202_ and shall terminate effective June 30, 202_ (the “**Initial Term Expiration**”), unless sooner terminated as hereinafter set forth. Provided that (a) Tenant is not then in Default under this Lease, the Services Agreement, or the Academy’s Charter Contract issued by the Indiana Charter School Board (“**Charter**”)” (as defined in Section 14.1.E. below), and (b) this Lease, the Services Agreement, and the Charter are still in full force and effect, then, unless a Notice of Non-Renewal is sent as provided below, on the Initial Term Expiration (and each anniversary thereof, during the Term of this Lease), this Lease shall be automatically renewed for successive one (1) year terms, upon the same terms and conditions as contained herein. The “**Term**” of this Lease shall mean the Initial Term and every renewal term entered into by Landlord and Tenant. The term “**Upcoming Expiration Date**” shall mean the Initial Term Expiration, or if the Initial Term Expiration has occurred, then the upcoming anniversary of the Initial Term Expiration. If either party, in its sole discretion, does not wish for this Lease to automatically renew, then at least one hundred eighty (180) days prior to the Upcoming Expiration Date, such party must notify the other party in writing that it does not wish the Term to be renewed (a “**Notice of Non-Renewal**”). Upon the timely delivery of a Notice of Non-Renewal, this Lease shall terminate on the Upcoming Expiration Date. If either party defaults under Article 14 of the Lease, the Term shall automatically end at the expiration of the then current one-year Term and the Notice of Non-Renewal requirement shall be waived.

2.2 In the event the Lease is terminated based upon a default under Section [14.1.D] herein, Tenant may, by written notice to Landlord within thirty (30) days after the notice of termination or nonrenewal, elect to remain in possession of the Premises for the remainder of the then given school year in effect plus the succeeding school year (July 1 to June 30), under and subject to all terms and conditions of this Lease (excluding any Lease renewal and assignment rights), in which event the effective termination date of the Lease shall be the earlier of the last day of such holdover period or the date upon which Tenant vacates the Premises in accordance with the terms of this Lease; provided, however, that at the time of Tenant’s election and all times during such holdover period Tenant (i) is not in default under this Lease, and (ii) Tenant’s Charter

is in full force and effect (the “**Holdover Option**”). Should either party terminate the Services Agreement pursuant to Article II (B) (3) of such Services Agreement or if Tenant terminates such Services Agreement pursuant to Article (B) (2) of such Services Agreement, then this lease shall also terminate; provided, however, that if Tenant has not defaulted in its performances due to Landlord pursuant to this Lease, Tenant may exercise its Holdover Option as described herein. In the event Tenant so elects to remain in possession, Tenant shall give Landlord written notice not later than sixty (60) days before the last day of the school year in effect. If Tenant fails to give such notice to Landlord, Tenant shall be deemed to have elected not to remain in possession of the Premises.

ARTICLE 3

Rent.

3.1 Annual Rent. Tenant hereby leases said Premises for the Term above stated and agrees to pay Landlord annual rent of _____ and No/100 Dollars (\$_____.00), (“**Annual Rent**”) in twelve (12) equal monthly installments of _____ and ___/100 Dollars (\$_____.__) (each, a “**Monthly Installment**”) each payable to Landlord (or to such other “Person” (defined in Section 23.9) or agent as Landlord may specify by written notice to Tenant) in advance on the first day of each calendar month during the Term. The term “**Lease Year**” is defined to mean any twelve month period from July 1 to June 30 of the following year, during the Term. If the Term ends before the end of a Lease Year, Annual Rent shall be prorated on a daily basis and paid in advance by Tenant on the first day of the last calendar month during the Term.

3.2 Additional Rent. Any amounts due from Tenant to Landlord hereunder, other than Annual Rent, shall constitute “**Additional Rent**.” Additional Rent shall, unless expressly provided to the contrary in this Lease, be payable from Tenant to Landlord on the same terms that Annual Rent is payable, with the next payment of the Monthly Installment coming due hereunder. Annual Rent and Additional Rent may be referred to collectively herein as “**Rent**”.

3.3 Payments. All Rent shall be paid to Landlord at Landlord’s address as set forth in the introductory paragraph hereof, or at such other address as Landlord may designate in writing. This Lease is a triple net lease and Rent shall be paid without setoff, counterclaim, recoupment, abatement, suspension, or deduction, except as expressly provided for herein. This Lease shall not terminate, nor shall Tenant have any right to terminate this Lease during the Term (except as otherwise expressly provided herein), nor shall Tenant be entitled to any abatement, deduction, deferment or reduction of Annual Rent hereunder (except as otherwise expressly provided herein), nor shall the obligations of Tenant under this Lease be affected by any interference with Tenant’s use of the Premises unless caused by Landlord or Master Landlord. It is the intention of the Parties hereto that the obligation of Tenant to pay Rent hereunder shall be separate and that the Rent shall continue to be payable in all events and that the obligations of Tenant hereunder shall continue unaffected, unless the requirement to pay or perform the same shall have been terminated pursuant to an express provision of this Lease.

3.4 Landlord's Right to Increase. In the event Landlord desires or is required to make future economic improvements (a) in capital improvements to the Premises for any of the "Approved Purposes" (defined herein), or (b) acquiring additional property for the Premises with prior written approval of the Board, then the Landlord shall notify the Board and provide the Board with the estimated amount of the capital improvement. With prior approval of the Board and subject to Section 30.5 herein, then Annual Rent may be adjusted by amendment to this Lease as of the immediately following July 1 in the Term to compensate Landlord for such additional economic investment. "**Approved Purposes**" shall mean any of the following purposes: (i) to comply with "Legal Requirements" (defined in Section 23.6); or (ii) to comply with Landlord's safety and security requirements. In the event Tenant makes improvements to the Premises, as permitted under this Lease, Tenant shall recoup any investment if this Lease is terminated by Landlord without cause prior to the end of the Term.

ARTICLE 4

Use, Occupancy and Purpose.

4.1 Permitted Uses.

A. Tenant shall use the Premises solely for operating a publicly chartered school or academy, and for ancillary or directly related uses. No provision of this Lease shall interfere with the Tenant's governing board's exercise of its statutory, contractual and fiduciary responsibilities governing the operation of the Academy.

B. Any other use of the Premises must be approved by Landlord in advance in writing.

4.2 Prohibited Uses.

A. Tenant shall not use or allow the use of the Premises for any unlawful purpose, nor shall Tenant allow the Premises to be used in violation of the Charter.

B. Tenant shall not allow the Premises to be used in violation of any public law, ordinance, rule or regulation, or in violation of any certificate of occupancy or certificate of compliance covering or affecting the Premises, or any part thereof. Tenant shall not suffer any act to be done or any condition to exist on the Premises or any part thereof which may in law constitute a nuisance, public or private, or which may make void or voidable, or increase premiums for, any insurance with respect thereto. Tenant shall not commit any waste, damage, or injury of or to the Premises or the fixtures or any part thereof and shall take all reasonable precautions and actions to prevent others from committing any of the foregoing.

C. Tenant covenants unto Landlord that during the Term, no part of the Premises shall be used for: the operation of any (i) private or commercial golf course, (ii) country club, (iii) massage parlor, hot tub facility, or suntan facility (iv) race track or other facility used for gambling, or (v) store the principal business of which is the sale of alcoholic beverages for consumption off premises; or the rental to others of residential property (as defined in Section 168(e)(2)(A) of the Internal Revenue Code).

D. Notwithstanding anything contained in this Lease to the contrary, in the event of a breach of any of the covenants contained in this Section 4.2, Landlord may immediately terminate this Lease by written notice to Tenant.

4.3 Educational Program. Tenant shall neither use the Premises nor allow the Premises to be used at any time during the Term in a manner that interferes with the performance of Landlord's obligations under the Services Agreement, including without limitation, the implementation and delivery of the Educational Program at the Premises. Tenant acknowledges that the terms of the preceding sentence are intended to allow Landlord to restrict access to certain portions of the Premises at certain times provided such access restriction is at all times consistent with the implementation and delivery of the Educational Program and the Board adopted facility use policy.

ARTICLE 5

Utilities.

5.1 Utility Connections; Utility Service. Landlord represents and warrants that construction of the Premises pursuant to Section 9.1 shall include provision of connections for all utility services necessary to the operation of a school at the Premises. Utility services, including without limitation gas, electricity, light, heat, water, sewage and telephone or other communication services, shall be contracted for and paid for by Tenant.

5.2 Disclaimers. Unless due to the gross negligence or willful misconduct of Landlord shall not be liable for (i) any failure of water supply or electric current or any service by any utility provider or local government, or (ii) injury to persons, including death, or damage to property resulting from steam, gas, electricity, water, rain or snow which may flow or leak from any part of the Premises or from any pipes, appliances or plumbing works from the street or subsurface or from any other place. Any express or implied rights, easements or licenses for view purposes or for the passage of light and air are hereby expressly disclaimed by Tenant. Except as otherwise expressly provided in this Lease, Landlord shall have no obligation to provide any services to Tenant with respect to the Premises.

5.3 Modifications and Replacements. If the existing services are required to be modified or replaced for any reason by any utility company or authorized agency, governmental or otherwise, then Tenant shall make such modifications or replacements at Tenant's expense and shall save Landlord harmless therefrom, unless changes are the result of actions by Landlord.

ARTICLE 6

Taxes.

6.1 Payment by Tenant. Tenant shall pay all (a) taxes levied on or assessed against the Premises during the Term, (b) special assessments levied on or assessed against the Premises during the Term that become due and payable during the term of this Lease, and (c) other similar

charges levied on or assessed against the Premises during the Term and that become due and payable during the term of this Lease, except income and other taxes assessed against or by reason of Landlord's reversionary interest in or income from the Premises (the "**Taxes**"), (i) prior to the date on which any penalties, interest or late charges would apply, and to save Landlord harmless from the payment thereof, or (ii) to Landlord, in accordance with the terms of Section 6.4, provided Landlord makes the demand on Tenant required in Section 6.4. Taxes for the first and last year of the Term or any extension or renewal thereof shall be prorated on the basis of the fiscal period for which such tax is assessed.

6.2 Landlord's Option to Pay. If at any time after any tax, assessment or similar charge so charged or assessed against said Premises shall become due or payable and Tenant shall neglect or fail to pay the same, Landlord, without being obligated to do so, may pay the same at any time thereafter, and the amount of any and all such payments so made by Landlord shall be and is hereby declared to be payable as Additional Rent with the next Monthly Installment due hereunder.

6.3 Payment at End of Term. At the termination of this Lease by lapse of time or otherwise, all Taxes payable by Tenant under the provisions of this Article 6 shall be paid by Tenant to Landlord.

6.4 Monthly Installments. Upon demand of Landlord, (i) Tenant shall pay as Additional Rent, in addition to each Monthly Installment due hereunder, a sum equivalent to one-twelfth of the amount estimated by Landlord to be sufficient to enable Landlord to pay at least thirty (30) days before they become due, all such taxes, assessments and other charges, and (ii) Tenant will deliver and pay over to Landlord such additional sums as are necessary to make up any deficiency in the amount necessary to enable Landlord to fully pay such taxes, assessments and other charges. Any such tax payments from Tenant may be commingled with the general funds of Landlord and no interest shall be payable in respect thereof. If Landlord receives tax payments from Tenant in accordance with this Section, then Landlord shall pay the full amount of taxes, assessments and other charges when due to the appropriate taxing authorities. In the event Tenant's tax payments under this Section are in any way insufficient to pay the full amount of taxes, assessments and other charges when due to the appropriate taxing authorities, then Tenant shall pay to Landlord, as Additional Rent, any shortfall within thirty (30) days of receiving a demand therefor from Landlord.

6.5 Non-Real Property Taxes. In the event that the City, County, State, or any other political subdivision that has taxing authority over the Premises shall, during the Term, impose upon Landlord any tax or other governmental charge in lieu of all or any part of the Taxes (a "**Non-Real Property Tax**"), such Non-Real Property Tax shall, for purposes of this Section, be treated as if it were included in the Taxes. Landlord agrees to furnish to Tenant upon request a separate accounting and supporting documentation of each Non-Real Property Tax.

6.6 Receipts. Upon demand of Landlord within ninety (90) days after the date all or any part of the Taxes are payable by Tenant, Tenant shall provide to Landlord official receipts of the appropriate taxing authority or other proof satisfactory to Landlord of the payment of such Taxes.

ARTICLE 7

Insurance.

7.1 Tenant will cause to be maintained policies of fire and extended coverage insurance on all buildings, structures, fixtures and improvements now or hereafter situated on the Premises and all other property leased hereunder in their full replacement cost. Such policies shall have no greater than eighty (80%) percent co-insurance provision and shall contain the standard “agreed amount” clause for evaluating replacement cost. Such policies shall name Tenant, Landlord, other parties designated by Landlord and the “first mortgagee” (defined in Section 23.2) as their interests may appear as insureds and such insurance shall be carried by an insurance company or companies approved by Landlord and the first mortgagee. Tenant shall make available to Landlord on request copies of said policies. Notwithstanding the aforesaid, in no event shall the manner, forms, companies, sums or length of terms be less than that required by the first mortgagee according to the terms and provisions of the “first mortgage”.

7.2 Each such policy shall include: (i) a standard mortgagee clause in favor of the first mortgagee; (ii) a provision to the effect that the waiver of subrogation rights by the insured does not void the coverage; (iii) a provision that the policy shall not be changed or canceled without at least thirty (30) days’ prior written notice to Landlord and the first mortgagee; and (iv) a provision that any forfeiture of the policy due to an act of Tenant shall not affect the validity insofar as Landlord or the first mortgagee are concerned.

7.3 From time to time as required by Landlord or the first mortgagee, Tenant at its expense, shall obtain from an engineer or appraiser, in the regular employ of the insurer, or an appraiser, engineer, architect or contractor designated by Tenant and approved by Landlord and the insurer, such evidence as may be required by such insurer to maintain the “agreed amount” clause eliminating the possibility of any co-insurance penalty.

7.4 If Tenant shall refuse or fail to so insure and keep insured the Premises and keep such policies in Landlord’s and first mortgagee’s possession, Landlord may at its election procure and from time to time renew such insurance, and the amounts expended therefore shall be Additional Rent due from Tenant with the next installment of Rent accruing hereunder and may be collected in the same manner as though Rent due hereunder.

7.5 Upon demand from Landlord, Tenant shall pay in advance as Additional Rent, a sum equivalent to one-twelfth of the amount estimated by Landlord to be sufficient to enable Landlord to pay at least thirty (30) days before they become due all insurance premiums on all policies of insurance required or allowed to be carried by Tenant hereunder. Such Additional Rent may be commingled with the general funds of Landlord and no interest shall be payable in respect thereof. Upon demand by Landlord, Tenant will pay Landlord, as Additional Rent, such additional sums as are necessary to make any deficiency in the amount necessary to enable Landlord to fully pay such premiums.

7.6 Landlord shall have no liability for damage to or loss of personal property located upon the Premises, unless and to the extent caused by Landlord.

ARTICLE 8

Casualty; Restoration.

8.1 If the Premises are damaged by fire or other casualty (a “**Casualty**”), Tenant shall give immediate written notice thereof to Landlord and the first mortgagee (“**Tenant’s Casualty Notice**”). Landlord shall, within 60 days after receipt of Tenant’s Casualty Notice, deliver to Tenant a good faith estimate (the “**Damage Notice**”) of the time needed to repair the damage caused by such Casualty (“**Restoration**”).

If the Premises is damaged by Casualty such that Tenant is prevented from conducting its business in the Premises in a manner reasonably comparable to that conducted immediately before such Casualty and Landlord estimates that the damage caused thereby cannot be repaired within 210 days after the commencement of repairs (the “**Repair Period**”), then Tenant may terminate this Lease by delivering written notice to Landlord of its election to terminate within 30 days after the Damage Notice has been delivered to Tenant.

If a Casualty occurs and (1) Landlord estimates that the damage cannot be repaired within the Repair Period, (2) regardless of the extent of damage, (a) the damage occurs during the last six (6) weeks of the Term or (b) the damage is not fully covered by Tenant’s insurance policies or any insurance Landlord may carry on the Premises or (c) Landlord makes a good faith determination that restoring the damage would be uneconomical, or (3) Landlord is required to pay any insurance proceeds arising out of the Casualty to a first mortgagee, then, in any such case, Landlord may terminate this Lease by giving written notice of its election to terminate within 30 days after the Damage Notice has been delivered to Tenant.

If neither party elects to terminate this Lease following a Casualty, then Landlord shall, within a reasonable time after such Casualty, begin to repair the Premises and shall proceed with reasonable diligence to restore the Premises to substantially the same condition as they existed immediately before such Casualty; however, Landlord shall not be required to repair or replace any improvements, alterations or betterments made by Tenant within the Premises (which shall be promptly repaired and restored by Tenant at Tenant’s sole cost and expense) or any furniture, equipment, trade fixtures or personal property of Tenant or others in the Premises or the Project, and Landlord’s and Tenant’s obligations to repair or restore the Premises shall be limited to the extent of the insurance proceeds actually received by Landlord and Tenant respectively for the Casualty in question. If this Lease is terminated under the provisions of this Article 8, Landlord shall be entitled to the full proceeds of the insurance policies providing coverage for all alterations, improvements and betterments in the Premises (and, if Tenant has failed to maintain insurance on such items as required by this Lease, Tenant shall pay Landlord an amount equal to the proceeds Landlord would have received had Tenant maintained insurance on such items as required by this Lease).

8.2 Rent insurance proceeds, if payable, shall be applied by Tenant to the payment of, when and as due and payable, the installments of Rent and other payments due under this Lease until Restoration has been completed or until the Lease is terminated pursuant to any of the terms hereof. The balance, if any, of such proceeds shall be paid to Tenant or as Tenant may direct.

8.3. During any period of Restoration, Rent shall abate in proportion to the portion of the Premises that cannot be used for school purposes in Tenant's reasonable determination.

ARTICLE 9

Care of Premises.

9.1 Landlord shall cause the school building on the Premises to be constructed and maintained in a good and workmanlike manner, and in compliance with all Legal Requirements. Tenant will accept the possession of the Premises and keep the Premises in good condition and repair, and will yield and deliver the same to Landlord at the expiration or termination of the Lease in as good a condition as when taken, reasonable use and wear thereof, and damages thereto by Landlord or its agents or invitees, excepted. Tenant shall also maintain all portions of the Premises and adjoining areas in a clean and orderly condition, free of dirt, rubbish, snow, ice and unlawful obstructions, except for those attributable to Landlord's use or action. Tenant may not make any repairs, alterations, additions, changes or improvements to the Premises, except as described above in Section 5.3, without the written consent of Landlord. All repairs, alterations, changes or improvements shall be completed and maintained by Tenant in good workmanlike condition, free and clear of all liens and encumbrances arising out of such work.

9.2 Without limiting the rights granted to Landlord under Article 4 of this Lease, Landlord shall have the right to enter upon the Premises for the purpose of making any repairs thereto and performing any work thereon which may be necessary by reason of Tenant's failure to make any such repairs or perform any such maintenance work as provided herein. Except in case of emergency, the privilege and right of entry shall be exercised at reasonable times and at reasonable hours. Tenant shall pay the cost of any such repairs and maintenance work to Landlord, upon demand therefor and upon submission of satisfactory evidence of Landlord's payment of such costs which sums shall constitute Additional Rent.

ARTICLE 10

Liability.

10.1 To the extent permitted by law, Tenant agrees to save Landlord and the first mortgagee harmless from any and all liabilities, losses, damages, penalties, costs and expenses arising from any injury or death to any person or damage to any property in, on, or about the Premises which arise out of (i) gross negligence or willful misconduct of Tenant, or (ii) any noncompliance or breach by Tenant of any of the terms, conditions, warranties, representations, or undertakings made by or applicable to Tenant contained in or made pursuant to this Lease. Tenant agrees to procure at its own expense public liability and property damage, single limit liability insurance for the benefit of Landlord, Tenant and the first mortgagee as their interests may appear, in an amount not less than One Million Dollars (\$1,000,000) to keep such insurance in force during the Term hereof, and to deliver certificates of such coverage to Landlord at least annually. In the event Tenant defaults as to any such obligations, Landlord may obtain such

insurance and charge the cost thereof to Tenant as Additional Rent, payable with the monthly installment next coming due.

10.2 Landlord agrees to save Tenant harmless from any and all liabilities, losses, damages, penalties, costs and expenses arising from any injury or death to any person or damage to any property in, on, or about the Premises to the extent caused by willful misconduct or negligence by Landlord. Landlord agrees to procure at its own expense public liability and property damage, single limit liability insurance for the benefit of Landlord and Tenant as their interests may appear, in an amount not less than One Million Dollars (\$1,000,000) to keep such insurance in force during the Term hereof, and to deliver certificates of such coverage to Tenant; Landlord agrees to furnish to Tenant upon request certificates of insurance evidencing such insurance.

10.3 Each party hereto, for itself and its respective successors and assigns (including any person, firm or corporation which may become subrogated to any of its rights), waives any and all rights and claims for recovery against the other party, and its officers, employees, agents, and assigns, or any of them, on account of any loss or damage to any of its property insured under any valid and collectible insurance policy or policies, to the extent of any recovery collectible under such insurance. Notwithstanding the foregoing, this waiver shall not be applicable if it has the effect of invalidating any insurance coverage of Landlord or Tenant.

ARTICLE 11

Compliance.

11.1 During the Term, Tenant shall assure compliance with all Legal Requirements relating to Tenant, the conduct of Tenant's business or pertaining to or otherwise affecting the use of the Premises; and Tenant shall reimburse Landlord for any damages or penalties suffered because of any such noncompliance, to the extent permitted by law. Landlord hereby represents that as of the Effective Date, the Premises is in compliance with all Legal Requirements; and Landlord shall reimburse Tenant for any damages or penalties suffered because of any such noncompliance.

ARTICLE 12

12.1 Lease or Deed for Proposed Single Site(s). Tenant shall provide to the designee of its authorizer copies of this Lease. A copy of this Lease and site information shall be incorporated into the Charter's Schedules.

ARTICLE 13

Assignment and Subletting.

13.1 Tenant shall not assign, transfer, sublet or otherwise allow the use by another Person of the Premises or any part thereof or any interest hereunder without first obtaining the written consent of Landlord, which may be withheld by Landlord for any reason. Landlord may, in its sole discretion, assign, transfer, pledge and convey its rights, title and interests in the Premises and/or this Lease, without the consent of Tenant; provided, however, the terms and conditions of this Lease as set forth herein as of the execution date of this Lease shall have not been modified or amended and shall be subject to Section 24.3 hereof.

ARTICLE 14

Default.

14.1 Tenant shall be in default upon occurrence of any of the following events (any of the following, a “**Default**”):

A. Failure by Tenant to pay any portion of Rent for a period of more than ten (10) days after Tenant receives written notice of such failure to pay from Landlord (a “**Monetary Default**”); provided in no case shall Landlord be obligated to send notice of failure to pay more than twice in any twelve (12) month period.

B. Failure by Tenant to comply with any term, provision, condition or covenant of this Lease (other than a Monetary Default or as specified in Subsection F. below), if such failure is not cured by Tenant within a period of thirty (30) days after Tenant receives written notice from Landlord specifying such failure.

C. Tenant’s becoming insolvent, as that term is defined by any federal or state law or regulation (the “**Insolvency Laws**”); the appointment of a receiver or custodian for all or a substantial portion of Tenant’s property or assets; the institution of a foreclosure action upon all or a substantial portion of Tenant’s real or personal property; the filing of a voluntary petition under the provisions of the Bankruptcy Code or Insolvency Laws; the filing of an involuntary petition against Tenant as the subject debtor under the Bankruptcy Code or Insolvency Laws, which is either not dismissed within sixty (60) days of filing, or results in the issuance of an order for relief against the debtor, whichever is later; or Tenant’s making or consenting to an assignment for the benefit of creditors or a common law composition of creditors, or if Tenant’s leasehold interest herein shall be levied on execution.

D. Termination of the Services Agreement due to default made or suffered by Tenant in any of the covenants, terms or conditions of the Services Agreement required to be kept or performed by Tenant.

E. Expiration or discontinuance for any reason of the Charter granted to Tenant by Indiana Charter School Board (“**Authorizer**”), other than an expiration or discontinuance which results in a new Charter effective as of termination of the existing Charter and with terms which would not, in Landlord’s opinion, substantially alter Tenant’s ability to comply with the terms of the Lease.

F. Failure by Tenant to deliver the certificate required by Section 24.2 within the time required by such Section.

14.2 Landlord's Remedies. Upon the occurrence of any Default and the lapse of any grace or cure periods without cure thereof, Landlord shall have the option to pursue any one or more of the following remedies upon notice to Tenant:

14.2.1. *Termination.* Terminate this Lease or terminate Tenant's right to possession, and in either event, accelerate all obligations of Tenant owed to Landlord under the Lease and force Tenant to immediately surrender the Premises to Landlord. Tenant agrees to pay to Landlord on demand the costs which Landlord may suffer by reason of such termination. Immediately, upon any termination, Landlord shall be entitled to recover from Tenant (i) all outstanding and unpaid Rent as of the date of such termination, (ii) the unamortized cost of any initial work performed according to this Lease by Landlord in anticipation of Tenant's occupancy, (iii) the amount of any Rent that was abated pursuant to this Lease, and (iv) all future Rent due for the remaining balance of the Term, which future Rent shall be discounted to present value using a discount rate equal to the U.S. Treasury Bill or Note rate with the closest maturity to the remaining term of the Lease as selected by Landlord.

14.2.2. *Possession.* Enter upon and take possession of the Premises and expel or remove Tenant and any other person who may be present, without terminating the Lease or being liable for prosecution or any claim for damages, and, if Landlord so elects, relet the Premises on such terms as Landlord may determine.

14.2.3. *Entry.* Enter upon the Premises without being liable for prosecution or any claim for damages and do whatever Tenant is obligated to do under the terms of this Lease. Tenant agrees to reimburse Landlord on demand for any expenses which Landlord may incur in effecting compliance with Tenant's obligations.

14.2.4. *Mitigation.* Landlord shall have a duty to mitigate damages in the event of a Tenant Default, provided, however, that Landlord shall not be obligated (a) to favor the Premises for re-letting in comparison to other real property owned or leased by Landlord in the vicinity of the Premises, (b) to discount or disregard any of the following factors regarding a potential new tenant for the Premises: term of proposed lease, proposed rent, proposed use and the creditworthiness and reputation of the proposed tenant, or (c) to spend more toward re-letting the Premises than Landlord would spend in leasing real property in the ordinary course of its business.

14.2.5. *Application of Proceeds.* Any proceeds of re-letting the Premises shall be applied to pay (i) first, all costs of Landlord incurred in connection with such re-letting (including without limitation, all costs and expenses of taking possession of the Premises, securing new tenants, including expenses for redecoration, alterations or other upfit costs), (ii) second, any indebtedness of Tenant other than Rent, (iii) third, all then-outstanding Rent due hereunder, and (iv) fourth, any future obligations of Tenant, including without limitation, Rent. Tenant agrees to pay to Landlord on demand any deficiency that may arise by reason of such re-letting within ten (10) days of notice of the same from Landlord, following a re-letting. In the event Tenant pays to

Landlord all accelerated sums due, any amounts applicable to Rent following the date of re-letting shall be reimbursed to Tenant as received.

14.3 No termination of this Lease pursuant to this Section or repossession of the Premises or any part thereof or of any other property leased hereunder shall relieve Tenant of its liabilities and obligations under this Lease that accrue during the Term, all of which shall survive any such termination or repossession and, if the Premises or any part thereof shall not have been relet, Tenant shall pay to Landlord as and for liquidated and agreed current damages the then present value of the Rent and other sums and charges to be paid by Tenant until what would have been the end of the Term in the absence of such termination or repossession. Landlord shall make a good faith effort to relet the Premises and alleviate Tenant of additional damages. Exercise of any remedy hereunder by Landlord shall not exclude the right to exercise any other remedy hereunder. Notwithstanding any of the foregoing obligations of Tenant stated herein to the contrary, upon termination of this Lease or Tenant's dispossession of the Premises, Tenant will automatically be relieved from and after the date of such termination or dispossession of all personal liability for the performance of any covenants or obligations on the part of Tenant contained in this Lease thereafter to be performed except for those liabilities expressly stated to have survived such termination or dispossession as stated herein.

14.4 To the extent applicable, Tenant has been made aware that Master Landlord as landlord under the Master Lease, or National Heritage Academies, Inc., as tenant under the Master Lease or an Affiliate (defined in Section 23.1) of either or any other Person that enjoys an interest in the Premises seeks the benefits offered pursuant to the U.S. Department of Treasury New Markets Tax Credit program and may pursue other federal, state or city funds, subsidies (including any city real estate tax exemptions or abatements) or loans (collectively, the "Benefits") in connection with the use of the Premises, and as a result of the grant of the Benefits, the Premises may be subject to certain use restrictions. Tenant shall have no responsibility and bear no liability for any claims, fees, expenses, costs or other impositions arising from or in connection with the Benefits due to the termination of this Lease or Tenant's dispossession of the Premises.

ARTICLE 15

Waiver of Breach.

15.1 No waiver by either party hereto of any breach of any of the terms of this Lease shall be deemed to be a waiver of any other or subsequent breach.

ARTICLE 16

Surrender.

16.1 Upon the expiration or earlier termination of this Lease, Tenant shall (i) surrender the Premises in broom clean, in good condition, free and clear of all lettings and occupancies, (except those previously approved by Landlord), free and clear of all liens and encumbrances, except that part of the Premises which have been taken through eminent domain, if any, after the

delivery hereof, and otherwise in the same condition as Tenant received the Premises on the first day of the Initial Term, except for the following (which are allowed to remain at the Premises): any alterations that Landlord has not required to be removed, normal wear and tear and loss by fire or other casualty losses for which insurance proceeds have been received by Landlord; (ii) surrender all keys for the Premises to Landlord and (iii) inform Landlord of all combinations on locks in the Premises. All installations, alterations, additions and improvements, including partitions which may have been installed by either Landlord or Tenant, shall remain upon the Premises and shall become Landlord's property, all without compensation, allowance or credit.

16.2 On or before the scheduled expiration of the Term, Tenant may elect to remove its personal property and any fixtures and equipment. Any of Tenant's items listed in the preceding sentence not removed at the end of the Term shall be considered abandoned, and Landlord may appropriate such items for itself, sell such items or otherwise dispose of the same in such commercially reasonable manner as Landlord deems expedient without any liability to Tenant or any parties claiming by, through or under Tenant. In the event the Term terminates for any reason on other than its scheduled expiration date, then Tenant shall have a period of time in which to re-enter the Premises to retrieve its personal property, beginning on the date the Term terminates and ending fifteen (15) days thereafter. Any damage caused to the Premises by such removal shall be repaired by Tenant no later than fifteen (15) days after the end of the Term, but no Rent shall be payable by Tenant for such period of time (and such continued use of the Premises by Tenant shall not be deemed a holdover or a renewal or as creating a periodic or other similar tenancy that might be implied by law). Tenant shall reimburse Landlord for any damage to any portion of the Premises caused by Tenant during the removal of any items contemplated for potential removal in this Section.

ARTICLE 17

Eminent Domain.

17.1 If all or any part of the Premises shall be taken by any Governmental Authority under power of eminent domain, or by private purchase in lieu thereof, all damages awarded for such taking shall belong to and be the property of Landlord, whether such damages shall be awarded as compensation for the taking of or diminution in value to the leasehold or the fee of the Premises and Tenant hereby irrevocably assigns to Landlord any award or payment to which Tenant may become entitled as a result thereof, provided, however, that Tenant shall be entitled to receive from such Governmental Authority compensation for its personal property so taken.

17.2 In the event that only a part of the Premises are so taken, and the part not so taken cannot be completed as an architectural unit for the use described in Section 4.1 hereof, Tenant shall have the option to terminate this Lease by serving written notice of termination on Landlord within sixty (60) days after the taking.

17.3 If only a part of the Premises shall be so taken such that the part not so taken can be completed as an architectural unit for the use described in Section 4.1 hereof, Landlord (or at Landlord's direction, Tenant) shall, as promptly as practicable, make a complete architectural unit

of the remainder of the building on the Premises (but only to the extent of the proceeds received for such taking); and there shall be an abatement of the monthly Rent hereinabove provided for in an amount equal to the percentage of the Premises and the building so taken.

ARTICLE 18

Notices.

18.1 All notices and other communications required by this Agreement shall be in writing and either 1) personally delivered to the other Party or 2) sent to the other Party at the address set forth below by certified or registered mail, postage prepaid, return receipt requested. Notice shall be deemed to have been given on the date of postmark if sent by certified or registered mail or upon the date of delivery if given by personal delivery. For purposes of the foregoing, “personal delivery” shall include delivery by nationally recognized overnight courier (such as FedEx), if signed for by the recipient or a delegate thereof. Notices to the Tenant shall be sent to the current address of the then current Board President, with a copy to the then current Board attorney. The addresses of the Parties for the purposes aforesaid are as follows:

The School:

Attn: President, Board of Directors
For physical delivery:
[Current mailing address as maintained by Landlord]

WITH A COPY TO:

_____, Michigan _____
Telephone: (____) ____ - ____

NHA:

National Heritage Academies, Inc.
Attn: Chief Financial Officer
3850 Broadmoor, S.E.
Grand Rapids, Michigan 49512
Telephone: (616) 222-1700
WITH A COPY TO:

National Heritage Academies, Inc.
Attn: Legal & Compliance Dept.
3850 Broadmoor, S.E.
Grand Rapids, Michigan, 49512
Telephone: (616) 222-1700

ARTICLE 19

Self Help.

19.1 If Tenant shall at any time fail to make any payment or perform any act on its part to be made or performed hereunder, then Landlord without notice to Tenant, except when other notice is expressly provided for in this Lease and without waiving or releasing Tenant from the obligations of Tenant contained in this Lease, may (but shall be under no obligation to) make such payment or perform such act, and may enter upon the Premises for any such purpose, and take all such actions thereon as may be necessary therefore.

19.2 All sums to be paid by Landlord and all costs and expenses incurred by Landlord in connection with the performance of any such act referenced in Section 19.1, together with any consequential damages Landlord may suffer by reason of the failure of Tenant to make such payment or perform such act, and counsel fees incurred by Landlord in connection therewith or in enforcing its rights hereunder, shall be paid by Tenant to Landlord on demand as Additional Rent.

19.3 Tenant agrees to hold Landlord harmless from any inconvenience or interference with Tenant's operation of its business as a result of Landlord's exercising any rights granted under Section 19.1.

ARTICLE 20

Construction Liens.

20.1 Tenant will not create nor permit to be created or to remain, and will promptly discharge, at its sole cost and expense, any lien, encumbrance or charge upon the Premises or any part thereof, or upon Tenant's leasehold interest therein, except such as are created by Landlord or the first mortgagee.

ARTICLE 21

Environmental Matters.

21.1 Tenant shall use or store any Hazardous Materials (as defined in Section 21.4) on the Premises, except in compliance with Legal Requirements.

21.2 To the extent directly related to the conduct of Tenant, Tenant's Board of Directors, its use of the Premises, or the operation of its business thereon, Tenant, to the extent permitted by law, shall defend, indemnify (limited to the maximum indemnification allowed by Legal Requirements) and hold harmless Landlord, its employees, agents, officers and directors, from and against any claims, demands, penalties, fines, liabilities, settlements, damages, costs or expenses of whatever kind or nature, known or unknown, contingent or otherwise, arising out of, or in any way related to, (1) the presence, disposal or release of any Hazardous Materials by Tenant, or Tenant's exacerbation of pre-existing conditions, on, over, under, from or affecting the Premises or the soil, water, vegetation, buildings, personal property, persons thereon by reason of Tenant's

action or inaction on the Premises; (2) any personal injury (including wrongful death) or property damage (real or personal) arising out of or related to such Hazardous Materials existing on the Premises by reason of Tenant's action; (3) any lawsuit brought or threatened, settlement reached or government order relating to such Hazardous Materials existing on the Premises by reason of Tenant's action; and/or (4) any violation of Legal Requirements based upon or in any way related to such Hazardous Materials existing on the Premises by reason of Tenant's action including, without limitation, reasonable attorneys' and consultants' fees, investigation and laboratory fees, court costs and litigation expenses.

21.3 To the extent directly related to the conduct of Landlord, Landlord's use of the Premises, or the operation of its business thereon, and to the extent permitted by law, Landlord shall defend, indemnify and hold harmless Tenant, its employees, agents, officers and directors, from and against any claims, demands, penalties, fines, liabilities, settlements, damages, costs or expenses of whatever kind or nature, known or unknown, contingent or otherwise, arising out of, or in any way related to, (1) the presence, disposal or release of any Hazardous Materials by Landlord, or Landlord's exacerbation of pre-existing conditions, on, over, under, from or affecting the Premises or the soil, water, vegetation, buildings, personal property, persons thereon by reason of Landlord's action or inaction on the Premises; (2) any personal injury (including wrongful death) or property damage (real or personal) arising out of or related to such Hazardous Materials existing on the Premises by reason of Landlord's action; (3) any lawsuit brought or threatened, settlement reached or government order relating to such Hazardous Materials existing on the Premises by reason of Landlord's action; and/or (4) any violation of Legal Requirements based upon or in any way related to such Hazardous Materials existing on the Premises by reason of Landlord's action including, without limitation, reasonable attorney's and consultant's fees, investigation and laboratory fees, court costs and litigation expenses.

21.4 As used herein, "**Hazardous Materials**" means and includes petroleum, petroleum products, asbestos, asbestos-containing materials, radioactive materials, waste oils, solvents and chlorinated oils, polychlorinated biphenyls (PCBs), and any other water, material or substance that is defined as hazardous or toxic under or regulated by any federal, state or local agent, law, rule or regulation (whether now existing or hereafter enacted or promulgated, as they may be amended from time to time) pertaining to environmental conditions, the environment, contamination or clean-up, including, without limitation, federal, state or local solid waste disposal rules, the Comprehensive Environmental Response, Compensation and Liability Act of 1980, as amended, the Hazardous Materials Transportation Act, as amended, the Resource Conservation and Recovery Act, as amended, the Toxic Substances Control Act, as amended, the Water Pollution Control Act, as amended, the Clean Air Act, as amended, or any other applicable federal, state or local laws, regulations, publications of Governmental Authorities, or ordinances pertaining to Hazardous Materials (collectively, "**Environmental Laws**").

21.5 Tenant shall promptly notify Landlord as soon as it knows of or suspects that any Hazardous Materials has been released or that there is a threatened release on the Premises and it shall take such action at its sole expense and with due diligence, as is necessary to insure timely compliance with Legal Requirements unless caused by Landlord. Landlord shall promptly notify Tenant as soon as its knows or suspects any Hazardous Materials has been released or that there is

a threatened release on or in the Premises and Landlord shall take such action at its sole expense and with due diligence, as is necessary to ensure timely compliance with Legal Requirements unless caused by Tenant.

21.6 The provisions of this Article 21 shall be in addition to any and all obligations and liabilities that Tenant and Landlord may have to each other under Legal Requirements and shall survive the expiration and termination of the Lease for any reason.

ARTICLE 22

Late Charges.

22.1 In the event of any failure by Tenant to pay Rent when due, Tenant shall also pay to Landlord, as Additional Rent, a late charge of five percent (5%) of such delinquent payment.

ARTICLE 23

Certain Definitions.

23.1 The term “**Affiliate**” means, with respect to any Person, any other Person that directly or indirectly through one or more intermediaries, controls, or is controlled by, or is under common control with, such first Person or any of its subsidiaries. As used in this definition, the term “**control**” means (a) the power to vote five percent (5%) or more of the securities or other equity interests of a Person having ordinary voting power, or (b) the possession, directly or indirectly, of any other power to direct or cause the direction of the management and policies of a Person, whether through ownership of voting securities, by contract or otherwise.

23.2 The term “**first mortgage**” means any mortgage now existing or hereafter becoming a first and paramount lien on the Premises, subject to easements and restrictions of record, and all assignments, modifications, extensions and renewals thereof.

23.3 The term “**first mortgagee**” or “**holder of the first mortgage**” means the Person(s) who is(are) the holder(s) or beneficiary(ies) under the first mortgage from time to time.

23.4 The term “**Governmental Authority**” or “**Governmental Authorities**” means the government of the United States of America or any state or other political subdivision of either thereof, or any entity that exercises executive, legislative, regulatory, administrative, judicial, quasi-governmental or quasi-judicial functions of, or pertaining to, any such government, whether now or hereafter in existence having jurisdiction over the matter or matters in question.

23.5 The term “**Landlord**” is limited to mean and include, so far as covenants, agreements, stipulations or obligations on the part of Landlord are concerned, the tenant under the Master Lease to the Premises or its assignee, at the time in question, and in the event of any transfer or transfers of the title to such fee Landlord herein named (and, in case of any subsequent transfers

or conveyances, the then grantor) will automatically be relieved from and after the date of such transfer or conveyance of all personal liability for the performance of any covenants or obligations on the part of Landlord contained in this Lease thereafter to be performed.

23.6 The term “**Legal Requirements**” means (i) all present and future applicable laws, statutes, treaties, rules, orders, ordinances, codes (including, without limitation, building and life-safety codes), regulations, requirements, permits, and interpretations by, and applicable judgments, decrees, injunctions, writs and like action even if unforeseen or extraordinary of any Governmental Authority (including, without limitation, Environmental Laws (defined herein), laws and regulations pertaining to health and safety, Insolvency Laws (defined herein), the Fair Housing Amendments Act of 1988, the Americans with Disabilities Act of 1990, and any other applicable Federal, State or local statute, law, ordinance, code, rule, regulation, order or decree regulating, relating to, or imposing liability or standards of conduct relating to barrier-free access or access of the handicapped or disabled to the Premises, and laws and regulations pertaining to the construction, restoration, use and operation of schools); and (ii) any reciprocal easement agreement, agreement, contract, instrument, restriction or similar agreement relating to the use, occupancy, possession, operation, alterations, repairs or maintenance of the Premises or otherwise affecting the Premises.

23.7 The term “**mortgage**” means any mortgage, deed of trust, deed to secure debt or other security instrument now existing as, or hereafter becoming a lien on the Premises.

23.8 The term “**mortgagee**” means the Person(s) who is(are) the holder(s) or beneficiary(ies) under any mortgage from time to time.

23.9 The term “**Person**” means any natural person, corporation, limited liability company, trust, joint venture, association, company, partnership, Governmental Authority or other entity.

ARTICLE 24

Subordination; Estoppel Certificates.

24.1 Tenant agrees that Landlord, or any mortgagee or lessor under any applicable ground or other underlying lease, may choose to make this Lease subordinate or paramount to any mortgages or ground or underlying leases now or hereafter affecting the Premises and to any and all advances to be made thereunder or to be secured thereby, and to the interest and charges thereon, and to all renewals, replacements and extensions thereof, and that upon any taking of possession of the Premises and accession to the interest of Landlord under this Lease by such lessor or mortgagee, Tenant shall attorn to and recognize such Person as landlord hereunder; provided the mortgagee, lessor under any such ground or underlying leases, Landlord or any trustee named in any such mortgages or leases shall agree (i) to recognize the Lease of Tenant in the event of foreclosure if Tenant is not in Default and (ii) that Tenant’s possession of the Premises under this Lease shall not be disturbed by such Person unless there is a Default. Tenant will execute promptly any instrument or certificate that Landlord may request to confirm such subordination.

24.2 Tenant, within ten (10) days after request by Landlord, will execute and deliver to Landlord (and any mortgagee or prospective mortgagee, or any current or prospective ground or underlying lessor, to the extent specified by Landlord) an estoppel certificate as to such reasonable facts and circumstances under this Lease as may be requested, but in any case including the following (i) identifying the commencement date and expiration date of this Lease, (ii) stating that this Lease is unmodified and in full force and effect, or is in full force and effect as modified, and then stating such modifications, (iii) stating that Tenant does not claim that Landlord is in default in any way, or listing any such claimed defaults, (iv) the amount of Monthly Installments then payable hereunder and Additional Rent, if any, as of the date of the certificate, (v) the date to which the Rent has been paid in advance, and (vi) the amount of any security deposit or pre-paid Rent. If Tenant fails to deliver the executed certificate to Landlord within the ten (10) day period, Tenant shall be in Default without benefit of any cure period, and the proposed certificate will be conclusively deemed executed by Tenant.

24.3 Upon the receipt of a notice from Landlord, Tenant agrees to pay all such sums owing under this Lease directly to the account or party specified in such notice.

ARTICLE 25

Quiet Enjoyment.

25.1 All times when Tenant is not in Default, Tenant's quiet and peaceable enjoyment of the Premises will not be disturbed or interfered with by Landlord or any Person claiming by, through or under Landlord.

ARTICLE 26

Holding Over.

26.1 If Tenant remains in possession of the Premises after the expiration of this Lease (other than pursuant to Article [2.2]), Tenant will be deemed to be occupying the Premises as a Tenant at will, subject to all provisions of this Lease to the extent that such provisions are applicable to a tenancy at will, except that the minimum net rent for each month or fraction thereof that Tenant remains in possession will be 200% of the regular monthly installments of minimum rent otherwise payable.

ARTICLE 27

Remedies Not Exclusive; Waiver.

27.1 Each and every of the rights, remedies and benefits provided by this Lease to Landlord are cumulative, and are not exclusive of any other of said rights, remedies and benefits, or of any other rights, remedies and benefits allowed by law.

27.2 One or more waivers of any covenant or condition by Landlord will not be construed as a waiver of a further or subsequent breach of the same covenant or condition, and the consent or approval by Landlord to or of any act by Tenant requiring Landlord's consent or approval will not be deemed to waive or render unnecessary Landlord's consent to or approval of any subsequent similar act by Tenant.

ARTICLE 28

Right To Show Premises.

28.1 Landlord may show the Premises and may display about the Premises signs advertising the availability of the Premises at any time during the Term of this Lease.

ARTICLE 29

Landlord's Liability.

29.1 If Landlord fails to perform any provision of this Lease upon Landlord's part to be performed, and if as a consequence of such default Tenant recovers a money judgment against Landlord, such judgment may be satisfied only out of the proceeds of sale received upon execution of such judgment (subject to any prior mortgages and ground or underlying leases) and levied thereon against the right, title and interest of Landlord in the Premises and out of rents or other income from such property receivable by Landlord, and Landlord shall not be personally liable for any deficiency.

ARTICLE 30

General.

30.1 References in this Lease to Persons have been generalized for ease of reading. Therefore, references to a single Person will also mean more than one Person whenever such usage is appropriate (for example, "**Tenant**" may include, if appropriate, a group of Persons acting as a single entity, or as tenants-in-common). Similarly, pronouns of any gender should be considered inter-changeable with pronouns of other genders. If a party consists of more than one Person, such Persons shall be jointly and severally liable for the obligations of such party under this Lease.

30.2 Any waiver or waivers by either party of any of the provisions of this Lease will not constitute a waiver of any later breach of that provision, and any consent or approval given by either such party with respect to any act, neglect or default by the other party will not waive or make unnecessary the other party's consent or approval with respect to any later similar act, neglect or default by such other party.

30.3 In the event any provision contained herein shall be held to be invalid or unlawful for any reason, such provision shall be deemed to be stricken from this Lease, with the understanding that the remaining provisions hereof shall continue to be binding on the Parties.

30.4 Topical headings appearing in this Lease are for convenience only. They do not define, limit or construe the contents of any sections, paragraphs or clauses.

30.5 This Lease can be modified or amended only by a written agreement signed by Landlord and Tenant.

30.6 All provisions of this Lease are and will be binding on the heirs, executors, administrators, personal representatives, successors and assigns of each of Landlord and Tenant.

30.7 The laws of the state in which the Premises are located will control in the construction and enforcement of this Lease, without regard to any laws or policies of such state regarding conflicts of law.

30.8 Time is of the essence of all terms and conditions of this Lease.

30.9 Landlord and Tenant each represent and warrant to the other that neither of them has contacted a broker, finder or similar Person in connection with this Lease, and each party shall defend, indemnify and hold the other harmless from and against all liability, cost and expenses, including reasonable attorneys' fees, incurred as a consequence of any claim asserted by a Person alleging to have dealt with one of the Parties hereto in connection with this Lease.

[Signatures on Following Page]

IN WITNESS WHEREOF, the Parties hereto have executed this Lease as of the day and year first above written.

LANDLORD:

National Heritage Academies, Inc.,
a Michigan corporation

By: _____

Its: Chief Financial Officer

TENANT:

_____ Academy,
an Indiana no-for-profit corporation

By: _____

Its: Board President

DRAFT

EXHIBIT "A"**LEGAL DESCRIPTION OF PREMISES**

A part of the Southeast Quarter of the Northeast Quarter of Section 21, Township 16 North, Range 5 East, Marion County, Indiana, being more particularly described as follows:

Commencing at the Northeast corner of said Quarter Section; thence South 00 degrees 10 minutes 40 seconds East upon and along the East line of said Quarter Section and the centerline of German Church Road a distance of 1,336.69 feet to the POINT OF BEGINNING of this description, said point also being the Northeast corner of the Southeast Quarter of the Northeast Quarter of said Section; thence South 89 degrees 28 minutes 14 seconds West upon and along the North line of said Southeast Quarter of the Northeast Quarter a distance of 1,340.19 feet to the West line of said Southeast Quarter of the Northeast Quarter; thence South 00 degrees 09 minutes 54 seconds East along said West line a distance of 355.90 feet; thence North 89 degrees 28 minutes 14 seconds East parallel with the North line of said Southeast Quarter of the Northeast Quarter a distance of 559.33 feet; thence South 00 degrees 10 minutes 40 seconds East parallel with the East line of said Northeast Quarter a distance of 34.56 feet; thence North 89 degrees 28 minutes 14 seconds East parallel with the North line of said Southeast Quarter of the Northeast Quarter a distance of 780.94 feet to a point on the East line of said Northeast Quarter and the centerline of German Church Road; thence North 00 degrees 10 minutes 40 seconds West upon and along said East line and centerline of German Church Road a distance of 390.46 feet to the POINT OF BEGINNING and containing 11.57 acres, more or less. Subject to the all easements, restrictions, and rights-of-way of record.

More commonly known as: 3600 German Church Road, Indianapolis, Indiana



September 15, 2023

Lindsay Lux
Board President
Creek Point Academy

Via: Hand Delivery

Re: Creek Point and NHA

Dear Ms. Lux,

I understand that Creek Point Academy has partnered with National Heritage Academies ("NHA") to prepare a charter application for a new school to open in 2023. I write this letter to provide history on the financial stability of the organization over the past years.

NHA is an educational management organization that operates 100 schools in 9 states. NHA has been a customer of PNC Bank for more than 10 years. NHA is in good standing and has been for the duration of our relationship. The company currently has a revolving credit facility with the bank. As of this date, availability on the revolving credit facility is sufficient to ensure the resources are available to meet the commitments to secure a school site, construct or renovate school facilities, and provide for the start-up costs presented in the application.

NHA is also financially able to meet the commitments to fund the predicted operating shortfalls during the first years of operation.

If I can be of further assistance, please call me at 616-771-9184.

Sincerely,

A handwritten signature in blue ink, appearing to read 'J Manchesky', written over a light blue circular stamp.

Jason Manchesky,
Senior Vice President

Exhibit D

Statement of Assurances

The charter school agrees to comply with 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.

__Lindsay Lux_____

__Board President_____

Name

Title



__12/2/2023_____

Signature

Date

Creek Point Academy Project Plan

The list is not completely exhaustive, but it is intended to capture most of the envisioned key pre-opening activities needed. The dates provided here, while tentative, provide a fairly accurate picture of the pre-opening activities and a timeline for those activities.

Formation and Establishment of Management Partnership			
Task	Start Date	Finish Date	Responsible Party
Monthly Board Meetings	Ongoing	Ongoing	Board
Board Member Training and Orientation	Ongoing	Ongoing	Board
State Non-Profit Status Established	August 2023	Ongoing	Board
Organizational Documents Drafted and Adopted	August 2023	Ongoing	Board
Authorizer Orientation and Governance Training	TBD	TBD	Board
Services Agreement Executed with NHA	TBD	TBD	Board
Board Policies Drafted	Ongoing	Ongoing	Board; NHA
Completion of Authorizer Pre-Opening Requirements	TBD	TBD	Board; NHA
Lease Agreement Executed with NHA	May 2024	Jul 2024	Board; NHA
FIRST DAY OF SCHOOL <i>(tentative)</i> :		August 2024	

Marketing and Parent/Community Communication			
Task	Start Date	Finish Date	Responsible Party
Create/update website landing page	Jan 2024	Mar 2024	NHA
Create school website and Facebook page	Apr 2024	Ongoing	NHA
Develop digital marketing plan for ads	Jan 2024	Ongoing	NHA
Schedule Information Meetings for Parents	May 2024	Ongoing	NHA
Establish direct mail program	May 2024	Ongoing	NHA
Develop media plan	May 2024	Ongoing	NHA
Execute media and direct mailing plans	May 2024	Ongoing	NHA
Grassroots marketing; build community relationships	May 2024	Ongoing	Board; NHA
Advertise and hold monthly enrollment information meetings for new and prospective families	May 2024	Ongoing	NHA
Hire Admissions Representative	May 2024	May 2024	NHA
FIRST DAY OF SCHOOL <i>(tentative)</i> :		August 2024	

Admissions and Enrollment			
Task	Start Date	Finish Date	Responsible Party
Send legal notice of open enrollment period to local newspaper	May 2024	May 2024	NHA
Open enrollment period	May 2024	Jul 2024	NHA
Enter applications into student information system	May 2024	Ongoing	NHA
Determine if lottery is needed	Jun 2024	Jul 2024	NHA
Conduct lottery (if needed)	Jul 2024	Jul 2024	NHA
Develop and approve student/parent handbook	May 2024	Jun 2024	Board; NHA
Send acceptance packages and waiting list letters to those in lottery	Jul 2024	Jul 2024	NHA
Send acceptance packages and waiting list letters (if applicable) to applicants post-lottery	Jul 2024	Ongoing	NHA
Send school newsletters to all applicant families monthly	Jul 2024	Aug 2024	NHA
Conduct monthly parent information meetings for accepted and registered families	Jul 2024	Aug 2024	NHA
Conduct Special Education meeting for parents	Jul 2024	Aug 2024	NHA
Establish date for New Family Orientation	Jul 2024	Jul 2024	NHA
Teachers welcome individual students (phone calls; letters; etc.)	Jul 2024	Aug 2024	NHA
Conduct New Family Orientation for all accepted and registered families	Aug 2024	Aug 2024	NHA
FIRST DAY OF SCHOOL (tentative):	August 2024		

Human Resources			
Task	Start Date	Finish Date	Responsible Party
Review state and authorizer requirements for hiring	Ongoing	Ongoing	Board; NHA
Create new school positions in payroll system	May 2024	May 2024	NHA
Create job requisitions on recruitment website	May 2024	Jun 2024	NHA
Obtain new hire paperwork and fingerprints	May 2024	Ongoing	NHA
Obtain compliance documents (licenses, certifications, etc.)	May 2024	Ongoing	NHA
Set up benefit and retirement plans	May 2024	Jun 2024	NHA
Adopt personnel handbook	May 2024	Jun 2024	Board; NHA
Set up workers' compensation	May 2024	Jun 2024	NHA
Send employment law posters to school and post	Aug 2024	Aug 2024	NHA
FIRST DAY OF SCHOOL (tentative):	August 2024		

Instructional Support and Training			
Task	Start Date	Finish Date	Responsible Party
New School Opening Training for School Leadership	May 2024	Jun 2024	NHA; School Leadership Team
New School Opening meetings with NHA (bi-weekly)	May 2024	Sep 2024	NHA; School Leadership Team
Principal professional development (monthly sessions with entire NHA-school principal network or regional principal network)	May 2024	Ongoing	NHA; Principal
Office staff training (admissions, enrollment focus)	Jun 2024	Jul 2024	NHA; Staff
Office staff mentoring (travel to existing NHA school)	May 2024	Jun 2024	NHA; Staff
Dean professional development (monthly sessions with entire NHA-school dean network or regional principal network)	May 2024	Ongoing	NHA; Deans
Office staff training (compliance-related items)	Jun 2024	Jun 2024	NHA; Staff
Office staff workshop (student information systems; class set-up; student homerooms)	May 2024	Jun 2024	NHA; Staff
New School Opening training for school leadership	May 2024	Jun 2024	NHA; School Leadership Team
NHA Leadership Summit (principals and deans)	Jul 2024	Jul 2024	NHA; School Leadership Team
Teacher professional development (quarterly; in-person with regional teacher network and virtually with entire NHA-school teacher network)	Jul 2024	Ongoing	NHA; Teachers
Building-level professional development; On-site training	Aug 2024	Aug 2024	Principal; Teachers; Staff
New Teacher Orientation (principal, deans, teachers)	Jul 2024	Aug 2024	NHA; School Leadership Team; Teachers
Prepare Comprehensive Needs Assessment (CNA)	Ongoing	Ongoing	NHA
FIRST DAY OF SCHOOL (<i>tentative</i>):		August 2024	

Safety and Health			
Task	Start Date	Finish Date	Responsible Party
Designate School Safety Specialist	May 2024	May 2024	NHA
Develop drop off / pick up plan for students	Apr 2024	Jul 2024	NHA
Prepare safety and emergency plan	May 2024	May 2024	NHA
Establish health policies	Apr 2024	May 2024	Board; NHA
Safety and Security Training (safety awareness culture, drills, lockdowns, incident command structure, practice traffic, medical, access control, communication tools)	Jun 2024	Aug 2024	NHA
Non-Violent Crisis Intervention training	Jun 2024	Aug 2024	NHA
Set up Visitor Management System	Aug 2024	Aug 2024	NHA
Activate Crisis Response Hotline	Aug 2024	Aug 2024	NHA
FIRST DAY OF SCHOOL (tentative):		August 2024	

Purchasing			
Task	Start Date	Finish Date	Responsible Party
Review curriculum based on state standards and the NHA program	Apr 2024	May 2024	Board; NHA
Order furniture, furnishings, and equipment (FFE)	May 2024	Jun 2024	NHA
Order curriculum and classroom libraries	May 2024	Jun 2024	NHA
Meet with School Leadership to review FFE order	Jun 2024	Jun 2024	NHA
Deliver and install furniture, furnishings, and equipment	Jul 2024	Jul 2024	NHA
Deliver curriculum and classroom libraries; distribute to each classroom	Jul 2024	Jul 2024	NHA
Purchasing Punch List final review	Jul 2024	Jul 2024	NHA
FIRST DAY OF SCHOOL (tentative):		August 2024	

Finance			
Task	Start Date	Finish Date	Responsible Party
Set up general and Board bank accounts	May 2024	Jun 2024	Board; NHA
Finalize budget based on anticipated enrollment	May 2024	Jun 2024	Board; NHA
Verify anticipated enrollment for state allocation	May 2024	Jun 2024	NHA
Finalize potential grant applications	Ongoing	Ongoing	NHA
FIRST DAY OF SCHOOL (tentative):		August 2024	

Recruiting and Staffing			
Task	Start Date	Finish Date	Responsible Party
Principal hiring cycle	May 2024	Jun 2024	Board; NHA
Academic deans hiring cycle	May 2024	Jun 2024	NHA; Principal
Office staff hiring cycle	May 2024	Jun 2024	NHA; Principal
Teacher hiring cycle	Jun 2024	Jul 2024	NHA; Principal
Classroom support (paras; aides) hiring cycle; Substitute teacher list started	Jun 2024	Jul 2024	NHA; Principal
Parents of admitted students asked to identify if their child has an existing IEP (typically during registration process and/or during SpEd meeting). Hire initial Special Education staff according to needs.	Jul 2024	Ongoing	School leadership team
Cumulative student files requested from previous schools, including any IEPs. Hire additional staff according to needs.	Aug 2024	Ongoing	School leadership team
FIRST DAY OF SCHOOL (<i>tentative</i>):		August 2024	

School Quality and Other Administrative Items			
Task	Start Date	Finish Date	Responsible Party
Assign Director of School Quality	Mar 2024	Mar 2024	NHA
Before- and after-school care needs identified; service contract signed	May 2024	May 2024	School leadership team
Finalize dress code and uniforms for students	May 2024	May 2024	Board; School leadership team
Finalize school calendar	Jun 2024	Jun 2024	Board; NHA
Finalize master schedule	Jun 2024	Jun 2024	Board; NHA
Set up classrooms	Jul 2024	Aug 2024	School leadership team
Test-Proctor Training	Aug 2024	Aug 2024	NHA
FIRST DAY OF SCHOOL (<i>tentative</i>):		August 2024	

NHA currently holds insurance coverage on our proposed building. We have included the current certificate of liability insurance as Attachment 15. Should our application for Creek Point Academy be approved, NHA will update the certificate holder to include the Indiana Charter School Board.



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

8/3/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Arthur J. Gallagher Risk Management Services, LLC 4350 W Cypress Street Suite 300 Tampa FL 33607	CONTACT NAME: Zabrina Lopez PHONE (A/C No. Ext): 727-796-6264 E-MAIL ADDRESS: Zabrina_Lopez@ajg.com	FAX (A/C, No):	
	INSURER(S) AFFORDING COVERAGE		NAIC #
INSURED Andrew J Brown Academy C/o National Heritage Academies, Inc. 3850 Broadmoor SE, Suite 201 Grand Rapids MI 49512	INSURER A: Hanover Insurance Company		22292
	INSURER B: Accident Fund General Insurance Co		12304
	INSURER C:		
	INSURER D:		
	INSURER E:		

COVERAGES
CERTIFICATE NUMBER: 1941584342
REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			Z7I963108011	8/1/2023	8/1/2024	EACH OCCURRENCE \$ 1,000,000 DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 1,000,000 MED EXP (Any one person) \$ 15,000 PERSONAL & ADV INJURY \$ 1,000,000 GENERAL AGGREGATE \$ 2,000,000 PRODUCTS - COMP/OP AGG \$ 2,000,000 \$
A	<input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			A7IJ41723100	8/1/2023	8/1/2024	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000 BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
A	<input checked="" type="checkbox"/> UMBRELLA LIAB <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 0			UHI963114311	8/1/2023	8/1/2024	EACH OCCURRENCE \$ 5,000,000 AGGREGATE \$ 5,000,000 \$
B	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input type="checkbox"/> Y/N (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		N/A	AF WCP 100048320 01	8/1/2023	8/1/2024	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTHER E.L. EACH ACCIDENT \$ 1,000,000 E.L. DISEASE - EA EMPLOYEE \$ 1,000,000 E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	Employee Dishonesty			Z7I963108011	8/1/2023	8/1/2024	Limit / Deductible \$500,000 / \$500 Limit / Deductible \$25,000 / \$1,000
A	Contents			Z7I963108011	8/1/2023	8/1/2024	

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Loc #1: 3600 N German Church Rd, Indianapolis IN Building #1 Charter School Indianapolis Mayor's Office is endorsed as additional insured with regards to General Liability (421-2915 & 421-2925) and School Leaders Errors and Omissions Umbrella is excess and follows form to General Liability, Automobile Liability, Sexual Misconduct and Molestation, School Leaders Errors and Omissions and Employers Liability. 30 day notice of cancellation due to any reason other than non-payment applies. Includes School Leaders Errors & Omissions w/EPLI: \$1,000,000 ea wrongful act, \$3,000,000 aggregate.

CERTIFICATE HOLDER

The Mayor of the Consolidated City of Indianapolis
 Attn : Nicole Wiltrout
 200 E Washington St;2501 City-County Bldg
 Indianapolis IN 46204

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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THIS ENDORSEMENT CHANGES THE POLICY. PLEASE READ IT CAREFULLY.

COMMERCIAL GENERAL LIABILITY ENHANCEMENT ENDORSEMENT – EDUCATIONAL INSTITUTIONS

This endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SUMMARY OF COVERAGES

1.	Additional Insured – Broad Form Vendors	Included
2.	Additional Insured – Groups, Board Members, Trustees, Student Teachers	Included
3.	Aggregate Limit Per Location	Included
4.	Aircraft, Auto or Watercraft Amendments	Included
5.	Broad Form Named Insured	Included
6.	Broadcasting and Publication – Personal and Advertising Injury	Included
7.	Infirmity, Clinic or Hospital Exclusion	Included
8.	Medical Payments – Student Exclusion	Included
9.	Mobile Equipment Redefined	Included
10.	Personal Injury – Broad Form	Included
11.	Personal Injury – Televised or Videotaped Publication	Included
12.	Property Damage Legal Liability – Broad Form - Fire, Lightning, Explosion, Smoke and Leakage from Fire Protective Systems Damage Limit	\$1,000,000
13.	Who Is An Insured Extension – Co-employees and Volunteer Workers	Included

This endorsement amends coverages provided under the Commercial General Liability Coverage Part through new coverages, higher limits and broader coverage grants.

1. Additional Insured – Broad Form Vendors

The following is added to **SECTION II – WHO IS AN INSURED**:

Additional Insured – Broad Form Vendors

- a. Any person or organization that is a vendor with whom you agreed in a written contract or written agreement to include as an additional insured under this Coverage Part is an insured, but only with respect to liability for “bodily injury” or “property damage” arising out of “your products” which are distributed or sold in the regular course of the vendor’s business.
- b. The insurance afforded to such vendor described above:
 - (1) Only applies to the extent permitted by law;
 - (2) Will not be broader than the insurance which you are required by the contract or agreement to provide for such vendor;
 - (3) Will not be broader than coverage provided to any other insured; and

- (4) Does not apply if the “bodily injury”, “property damage” or “personal and advertising injury” is otherwise excluded from coverage under this Coverage Part, including any endorsements thereto

- c. With respect to insurance afforded to such vendors, the following additional exclusions apply:

The insurance afforded to the vendor does not apply to:

- (1) “Bodily injury” or “property damage” for which the vendor is obligated to pay damages by reasons of the assumption of liability in a contract or agreement. This exclusion does not apply to liability for damages that the insured would have in the absence of the contract or agreement;
- (2) Any express warranty unauthorized by you;
- (3) Any physical or chemical change in the product made intentionally by the vendor;

- (4) Repackaging, unless unpacked solely for the purpose of inspection, demonstration, testing, or the substitution of parts under instruction from the manufacturer, and then repackaged in the original container;
 - (5) Any failure to make such inspection, adjustments, tests or servicing as the vendor has agreed to make or normally undertakes to make in the usual course of business in connection with the sale of the product;
 - (6) Demonstration, installation, servicing or repair operations, except such operations performed at the vendor's premises in connection with the sale of the product;
 - (7) Products which, after distribution or sale by you, have been labeled or relabeled or used as a container, part or ingredient of any other thing or substance by or for the vendor;
 - (8) "Bodily injury" or "property damage" arising out of the sole negligence of the vendor for its own acts or omissions or those of its employees or anyone else acting on its behalf. However, this exclusion does not apply to:
 - (a) The exceptions contained within the exclusion in subparagraphs (4) or (6) above; or
 - (b) Such inspections, adjustments, tests or servicing as the vendor has agreed to make or normally undertakes to make in the usual course of business, in connection with the distribution or sale of the products.
 - (9) "Bodily injury" or "property damage" arising out of an "occurrence" that took place before you have signed the contract or agreement with the vendor.
 - (10) To any person or organization included as an insured by another endorsement issued by us and made part of this Coverage Part.
 - (11) Any insured person or organization, from whom you have acquired such products, or any ingredient, part or container, entering into, accompanying or containing such products.
- d. With respect to the insurance afforded to these vendors, the following is added to **SECTION III – LIMITS OF INSURANCE:**
- The most we will pay on behalf of the vendor for a covered claim is the lesser of the amount of insurance:
1. Required by the contract or agreement described in Paragraph a.; or
 2. Available under the applicable Limits of Insurance shown in the Declarations;
- This endorsement shall not increase the applicable Limits
- 2. Additional Insured – Groups, Board Members, Trustees, Student Teachers**
- a. The following is added to **SECTION II – WHO IS AN INSURED:**
- Each of the following is also an insured but only with respect to their duties in connection with the positions described below:
- a. Any of your trustees or members of your Board of Governors if you are a private charitable or educational institution;
 - b. Any of your board members or commissioners if you are a public board or commission; or
 - c. Any student teacher teaching as part of their educational requirements;
- Each of the following is also an insured:
- Parent, Alumni and Student Groups and their members, but only if the Group is sanctioned, approved, organized and/or supervised by the Named Insured, and only with respect to activities that are necessary to the sanctioned or approved purpose of the Group. This does not include students who are members of a safety patrol which you have organized or operate.
- b. For the purpose of this coverage only, the following is added to **SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS, Paragraph 4. Other Insurance, subparagraph b. Excess Insurance:**
- The insurance coverage provided under **ADDITIONAL INSURED – GROUPS, BOARD MEMBERS, TRUSTEES, STUDENT TEACHERS** of this endorsement is excess over any other valid and collectible insurance (including deductible or self-insured retention) or agreement of indemnity available to the insured, whether primary, excess, contingent, or on any other basis. When this insurance is excess, we have the right but not the duty to defend any claim or "suit".
- Other valid and collectible insurance includes, but is not limited to, policies or insurance programs purchased or established by or on behalf of an insured to insure against liability arising from activities of an insured and its "employees", whether primary, excess,

contingent, or on any other basis. The person seeking coverage shall cooperate with us to determine the existence, availability and coverage of any such other insurance policy, insurance program or defense or indemnification arrangement.

Other valid and collectible insurance does not include any umbrella policy issued by us or any coverage specifically issued by us as excess over this policy. Nothing in this provision shall be construed to require any such umbrella or excess coverage issued by us to apply unless and until all other valid and collectible insurance is exhausted.

c. SECTION V – DEFINITIONS, Paragraph 19. is replaced by the following:

19. "Temporary worker" means a person who is furnished to you to substitute for a permanent "employee" on leave or to meet seasonal or short-term workload conditions. "Temporary worker" does not include a substitute teacher.

3. Aggregate Limit Per Location

a. SECTION III – LIMITS OF INSURANCE, the General Aggregate Limit applies separately to each of your "locations" owned by or rented to you.

b. For purpose of this coverage only, the following is added to **SECTION V – DEFINITIONS**:

"Location" means premises involving the same or connecting lots, or premises whose connection is interrupted only by a street, roadway, waterway or right-of-way of a railroad.

4. Aircraft, Auto Or Watercraft Amendments

SECTION I – COVERAGES, COVERAGE A BODILY INJURY AND PROPERTY DAMAGE LIABILITY, Paragraph 2. **Exclusions**, subparagraph **g.** is replaced by the following:

This insurance does not apply to:

g. Aircraft, Auto or Watercraft

"Bodily injury" or "property damage" arising out of the ownership, maintenance, operation, use, "loading or unloading" or entrustment to others of any aircraft, "auto" or watercraft that is owned, operated or "hired" by, or rented or loaned to any insured.

As used in this exclusion, "hired" includes any contract to furnish transportation of your students to and from schools.

This exclusion applies even if the claim against an insured alleges negligence or other wrongdoing in the supervision, hiring,

employment, training or monitoring of others by that insured, if the "occurrence" which caused the "bodily injury" or "property damage" involved the ownership, maintenance, use or entrustment to others of any aircraft, "auto" or watercraft that is owned, operated or "hired" by or rented or loaned to any insured.

This exclusion does not apply to:

- (1) A watercraft while ashore on premises you own or rent;
- (2) A watercraft you do not own that is:
 - (a) Less than 51 feet long; and
 - (b) Not being used to carry persons or property for a charge;
- (3) Parking an "auto" on, or on the ways next to, premises you own or rent, provided the "auto" is not owned by or rented, "hired" or loaned to you or the insured;
- (4) Liability assumed under any "insured contract" for the ownership, maintenance or use of aircraft or watercraft;
- (5) "Bodily injury" or "property damage" arising out of:
 - (a) The operation of machinery or equipment that is attached to, or part of, a land vehicle that would qualify under the definition of "mobile equipment" if it were not subject to a compulsory or financial responsibility law or other motor vehicle insurance law in the state where it is licensed or principally garaged; or
 - (b) The operation of any of the machinery or equipment listed in Paragraphs **f.(2)** or **f.(3)** of the definition of "mobile equipment";
- (6) "Bodily injury" or "property damage" arising out of any non-motorized recreational watercraft used for sailing, rowing or sculling that is owned, used by, or rented to an insured;
- (7) An aircraft that you do not own that is hired, chartered or loaned with a paid crew and not owned by any insured.

With respect to the insurance provided under item (2), this provision applies to any person who, with your consent, either uses or is responsible for the use of a watercraft.

With respect to the insurance provided under item (6), **SECTION II – WHO IS AN INSURED** is amended to include as an insured any person or organization legally responsible for the use of any such recreational watercraft

used for sailing, rowing or sculling that you own, provided the actual use is with your permission.

The insurance provided under item (7) is excess over any other valid and collectible insurance (including deductible or self-insured retention) or agreement of indemnity available to the insured, whether primary, excess, contingent, or on any other basis. When this insurance is excess, we have the right but no duty to defend any claim or "suit".

Other valid and collectible insurance includes, but is not limited to, policies or insurance programs purchased or established by or on behalf of an insured to insure against liability arising from activities of an insured and its "employees", whether primary, excess, contingent, or on any other basis. The person seeking coverage shall cooperate with us to determine the existence, availability and coverage of any such other insurance policy, insurance program or defense or indemnification arrangement.

Other valid and collectible insurance does not include any umbrella policy issued by us or any coverage specifically issued by us as excess over this policy. Nothing in this provision shall be construed to require any such umbrella or excess coverage issued by us to apply unless and until all other valid and collectible insurance is exhausted

5. Broad Form Named Insured

If you are designated in the Declarations as anything other than an individual, then any organization:

- a. Over which you maintained a combined ownership interest of more than 50% on the effective date of this policy;
- b. That is not a partnership, joint venture or limited liability company; and
- c. That is not excluded by any endorsement to this policy, will qualify as a Named Insured if there is no other similar insurance available to that organization, or that would be available but for exhaustion of its limits.

Any such organization will cease to qualify as a Named Insured as of the date during the policy period when the combined ownership interest of the Named Insureds in the organization equals or falls below 50%.

6. Broadcasting And Publication – Personal And Advertising Injury

- a. The following is added to **SECTION I – COVERAGES, COVERAGE B PERSONAL AND ADVERTISING INJURY LIABILITY**,

Paragraph 2. **Exclusions**, subparagraph j. **Insureds In Media And Internet Type Businesses:**

Exclusion j.(1) does not apply to "personal and advertising injury" within the scope of your activities as an educational institution.

- b. The following exclusions are added to **SECTION I – COVERAGES, COVERAGE B PERSONAL AND ADVERTISING INJURY LIABILITY**, Paragraph 2. **Exclusions:**

This insurance does not apply to:

- a. "Personal Injury or Advertising Injury" arising out of the actual or alleged unauthorized collection, use or dissemination of internet user information through web cookies or other online profiting purposes by or on behalf of the insured or for the unlawful access to or invasion of any computer software, operating system or network electronic mail or voice mail system by or on behalf of the insured.
- b. "Personal Injury or Advertising Injury" arising out of any claim or "suit" made by ASCAP, SESAC, BMI, RIAA or any other music licensing entity on their behalf or for others alleging the insured's failure to procure or maintain requisite licenses or payment of royalties.
- c. "Personal Injury or Advertising Injury" arising out of an investigation or proceeding initiated by an administrative or regulatory agency, including, but not limited to, the Federal Trade Commission or the Federal Communications Commission.

- c. The following is added to **SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS:**

Retraction or Correction of Erroneous Matter

Retraction or correction shall be promptly made of any matter which has been published or broadcast through error or mistake, or which is untrue.

- d. **SECTION V – DEFINITIONS**, Definition 1. "Advertisement" is replaced by the following:

1. "Advertisement" means a notice that is broadcast or published to the general public or specific market segments about your goods, products or services for the purpose of attracting customers or supporters. For the purpose of this definition:

- a. Notices that are published include material placed on the Internet or on similar electronic means of communication, but only with respect to your goods, products or services for the purpose of attracting customers or supporters; and
- b. Regarding web-sites, only that part of a web-site that is about your goods, products or services for the purposes of attracting customers or supporters is considered an "advertisement".

7. Infirmiry, Clinic Or Hospital Exclusion

The following is added to **SECTION I – COVERAGES, COVERAGE A – BODILY AND PROPERTY DAMAGE LIABILITY**, Paragraph 2. **Exclusions** and **SECTION I – COVERAGES, COVERAGE B – PERSONAL AND ADVERTISING INJURY LIABILITY**, Paragraph 2. **Exclusions**:

Infirmiry, Clinic or Hospital

If an insured owns or operates an infirmiry with facilities for lodging and treatment, or a clinic or hospital, this insurance does not apply to "bodily injury," "property damage," or "personal and advertising injury" caused by:

- a. The rendering of or failure to render:
 - (1) Medical, surgical, dental, x-ray or nursing service, treatment, advice or instruction, or the related furnishing of food or beverages;
 - (2) Any health or therapeutic service, treatment, advice or instruction; or
 - (3) Any service, treatment, advice or instruction for the purpose of appearance or skin enhancement, hair removal or replacement or personal grooming.
- b. The furnishing or dispensing of drugs or medical, dental or surgical supplies or appliances; or
- c. The handling or treatment of dead bodies, including autopsies, organ donation or other procedures.

8. Medical Payments – Student Exclusion

The following is added to **SECTION I – COVERAGES, COVERAGE C – MEDICAL PAYMENTS**, Paragraph 2. **Exclusions**:

Students

We will not pay expenses for "bodily injury" to your student.

9. Mobile Equipment Redefined

SECTION V – DEFINITIONS, Definition 12., "Mobile equipment", Paragraph **f.(1)** does not

apply to self-propelled vehicles of less than 1,000 pounds gross vehicle weight.

10. Personal Injury – Broad Form

a. **SECTION I – COVERAGES, COVERAGE B – PERSONAL AND ADVERTISING INJURY LIABILITY**, Paragraph 2. **Exclusions**, subparagraph **e.** is deleted.

b. **SECTION V – DEFINITIONS**, Definition 14, "Personal and advertising injury" subparagraph **b.** is replaced by the following:

b. Malicious prosecution or abuse of process.

c. The following is added to **SECTION V – DEFINITIONS**, Definition 14. "Personal and advertising injury":

"Discrimination" (unless insurance thereof is prohibited by law) that results in injury to the feelings or reputation of a natural person, but only if such "discrimination" is:

(1) Not done intentionally by or at the direction of:

(a) The insured;

(b) Any officer of the corporation, director, stockholder, partner or member of the insured; and

(2) Not directly or indirectly related to an "employee", not to the employment, prospective employment or termination of any person or persons by an insured.

d. The following is added to **SECTION V – DEFINITIONS**:

"Discrimination" means the unlawful treatment of individuals based upon race, color, ethnic origin, gender, religion, age, or sexual preference. "Discrimination" does not include the unlawful treatment of individuals based upon developmental, physical, cognitive, mental, sensory or emotional impairment or any combination of these.

e. This coverage does not apply if **COVERAGE B – PERSONAL AND ADVERTISING INJURY LIABILITY** is excluded either by the provisions of the Coverage Form or by endorsement.

11. Personal Injury – Televised Or Videotaped Publication

SECTION V – DEFINITIONS, Definition 14. "Personal and advertising injury", Paragraphs **d.** and **e.** are replaced by the following:

d. Oral or written publication, in any manner, or televised or videotaped publication, of material that slanders or libels a person or organization

or disparages a person's or organization's goods, products or services;

- e. Oral or written publication, in any manner, or televised or videotaped publication, of material that violates a person's right of privacy;

12. Property Damage Legal Liability – Broad Form

- a. **SECTION I – COVERAGES, COVERAGE A – BODILY INJURY AND PROPERTY DAMAGE LIABILITY**, the last paragraph (after the exclusions) is replaced by the following:

Exclusions **c.** through **n.** do not apply to damage by fire, lightning, explosion, smoke or leakage from fire protective systems to premises while rented to you or temporarily occupied by you with the permission of the owner. A separate limit of insurance applies to this coverage as described in **SECTION III – LIMITS OF INSURANCE.**

- b. **SECTION III – LIMITS OF INSURANCE**, Paragraph **6.** is replaced by the following:

6. Subject to Paragraph **5.** above, The Damage to Premises Rented to You Limit is the most we will pay under **COVERAGE A** for damages because of "property damage" to any one premises from fire, lightning, explosion, smoke and leakage from fire protective systems to premises, while rented to you or temporarily occupied by you with permission of the owner.

The Damage to Premises Rented to You Limit is the higher of:

- a. \$1,000,000; or
- b. The Damage to Premises Rented to You Limit shown in the Declarations.

This limit will apply to all damage caused by the same event, whether such damage results from fire, lightning, explosion, smoke, leakage from fire protective systems or any combination of any of these.

- c. **SECTION IV – COMMERCIAL GENERAL LIABILITY CONDITIONS**, Paragraph **4. Other Insurance**, subparagraph **b. Excess Insurance**, item **(a)(ii)** is replaced by the following:

(ii) That is fire, lightning, explosion, smoke or leakage from fire protective systems insurance for premises rented to you or temporarily occupied by you with permission of the owner; or

- d. **SECTION V – DEFINITIONS**, Definition **9. "Insured contract"**, Paragraph **a.** is replaced by the following:

- a. A contract for a lease of premises. However, that portion of the contract for a lease of premises that indemnifies any person or organization for damage by fire, lightning, explosion, smoke or leakage from fire protective systems to premises while rented to you or temporarily occupied by you with permission of the owner is not an "insured contract".

- e. This coverage does not apply if Damage to Premises Rented to You is excluded either by the provisions of the Coverage Part or by endorsement.

13. Who Is An Insured Extension – Co-employees And Volunteer Workers.

- a. **SECTION II – WHO IS AN INSURED**, Paragraph **2.a.** is replaced by the following:

- 2. Each of the following is also an insured:

- a. Your "volunteer workers" only while performing duties related to the conduct of your business, your "employees", other than either your "executive officers" (if you are an organization other than a partnership, joint venture or limited liability company) or your managers (if you are a limited liability company), but only for acts within the scope of their employment by you or while performing duties related to the conduct of your business.

However, none of these "employees" or "volunteer workers" are insureds for:

- (1)** "Bodily injury" or "personal and advertising injury":

- (a)** To you, to your partners or members (if you are a partnership or joint venture), or to your members (if you are a limited liability company);

- (b)** For which there is any obligation to share damages with or repay someone else who must pay damages because of the injury described in paragraph **(1)(a)** above;

- (c)** Arising out of his or her providing or failing to provide professional health care services; or

- (d)** Arising out of "employment related practices"

- (2)** "Property damage" to property:

- (a) Owned, occupied or used by,
- (b) Rented to, in the care, custody or control of, or over which physical control is being exercised for any purpose by you, any of your "employees", "volunteer workers", any partner or member (if you are a partnership or joint venture), or any member (if you are a limited liability company).

For the purpose of this endorsement, "employment-related practices" includes but is not limited to refusal to employ a person, termination of a person's employment, or practices, policies, acts or omissions related to employment, such as coercion, demotion, evaluation, re-assignment, discipline, defamation, harassment, humiliation, or discrimination directed at a person.

ALL OTHER TERMS, CONDITIONS, AND EXCLUSIONS REMAIN UNCHANGED.

CREEK POINT ACADEMY

Admission and Enrollment Policy

Admission to the school shall be open to all age-appropriate children for grade levels offered in accordance with the school's charter contract without charge for tuition and without discrimination on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing school district. Admission shall comply with all applicable federal and state laws. Admission shall be limited to those students who are residents of the state, except a foreign exchange student.

The school will remove barriers to the enrollment and retention in school of children and youth experiencing homelessness by developing and implementing practices and procedures consistent with the McKinney-Vento Homeless Education Assistance Act and applicable state law. The school will ensure that all identified homeless children and unaccompanied youth receive a free and appropriate education and are given meaningful opportunities to succeed in the school.

It is the policy of the Board that its educational service provider develop and implement practices and procedures that control the admission and enrollment of students, including public notice and random selection to be used when the number of applicants exceed the number of available spaces for grades offered. Detailed application, random selection and admission practices and procedures shall be available to parents and the general public at the school office. The Board will annually approve offered seats and maximum class size of the school.

References:

US Constitution, Fourteenth Amendment
Title IX of Education Amendments Act (20 USC 1681 et. seq.)
The Civil Rights Act of 1964
The McKinney-Vento Homeless Education Assistance Act (42 USC §11434a[2])
Rehabilitation Act of 1973 (29 USC 791 et. seq.)
Equal Educational Opportunity Act of 1974 (20 USC 1703 et. seq.)
The Americans with Disabilities Act of 1990 (42 USC 12101 et. seq.)
Indiana Code IC 20-24 et seq.
National Heritage Academies Admissions and Enrollment Practices & Procedures
National Heritage Academies Homeless Child Practices & Procedures

Effective Date:

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (IN)

The school will comply with all applicable federal and state laws related to admissions and enrollment.

Non-Discrimination

The school will not discriminate on the basis of intellectual or athletic abilities, measures of achievement or aptitude, disability, status as a handicapped person, homeless status, English proficiency, religion, creed, race, sex, color, national origin or any other basis that would be illegal for an existing public school.

Open Enrollment Period and Notice

The “**Open Enrollment Period**” for the first year of operation will be determined prior to June 30 by the NHA Admissions Department and included in the notice of Open Enrollment. In all subsequent years, the Open Enrollment Period is from the first day of school of the current school year until 5:00 p.m. on the last day of business in February of the current school year. Notice of the Open Enrollment Period and application process will be designed to inform the persons most likely to be interested in the school.

National Heritage Academies (NHA) and/or the school will provide notice of Open Enrollment on its website and by (a) printing a legal notice of the enrollment period in a local newspaper of general circulation; (b) mailing a written notice of the Open Enrollment Period and an application to all families who inquire about school enrollment; and (c) posting a written notice of the Open Enrollment Period at the school. In addition, notice may also be provided by airing a public service announcement on local television.

As part of the enrollment process, the school staff will communicate or meet with families, parents/guardians and students prior to the first day of school.

Application Procedures

Interested parties may obtain applications at:

- The school’s website
- The offices of the school
- The service center of NHA at 3850 Broadmoor SE, Suite 201, Grand Rapids, MI 49512 or by calling 866-NHA-ENROLL from 8:00 a.m. to 5:00 p.m. EST.

Applications will be mailed, emailed or faxed to anyone requesting an application by telephone.

Applications for the current school year will be accepted until the end of the current school year and available seats will be filled. Applications for the subsequent school year are received during and after the Open Enrollment Period. If applications received during the Open Enrollment Period exceed offered seats in any grade level (“over-subscribed grades”), a random selection process will take place for all affected grade levels. If applications received are fewer than offered seats in each and every grade level (“under-subscribed grades”), all eligible applicants will be accepted and a random selection process will not be conducted.

All applications received after the Open Enrollment Period will not be eligible to participate in the random selection process, and will be added to the end of the accepted list if offered seats are still available after the random selection process, or to the resulting waiting list created at the time of the random selection process.

Prior to the start of school, accepted applicants must confirm their intent to attend the school within four weeks of acceptance by returning certain initial forms, including an Admissions Form and an Official Release of Records Form (*Proof of Residency documentation – **Aspire Only***). The school will send letters to parents/guardians reminding them of this obligation in order to enroll their child. The school will send all applicants a postcard to inform parents/guardians that if the student does not

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (IN)

attend the first day of school or call in to request an excused absence by the date and time indicated, the student will forfeit his/her registered status in the school and will not be enrolled. The school may attempt to call all applicants who have not responded to inquire whether the applicant is still planning to attend.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to re-enter the random selection process. However, they will be requested to complete a re-enrollment form by the end of the Open Enrollment Period showing intent to re-enroll for the subsequent school year. All applicants on a waiting list must re-submit an application for the following school year during the next Open Enrollment Period.

Random Selection Process

The random selection process shall be open to the public, and the school will notify all applicants of the time and place. A neutral third party person will be present during the random selection process. This person will not be related to any student, staff member, board member, anyone applying to the school, or an NHA employee. Names will be randomly selected until all offered seats have been filled. Any remaining names will be randomly selected to establish waiting list priority used to fill available offered seats prior to and during the school year for which the student applied. After all eligible names have been randomly selected, the school will add the names of applicants who submitted applications after the Open Enrollment Period in the order in which they were received. The random selection process is open to the public and will be video recorded. In the event of any discrepancy, the video recording will be the official record of placement of students.

Class Size and Offered Seats

Class size and offered seats will be recommended by NHA and submitted to the school board of directors for approval. In order to make provision for student attrition (reenrolling students who indicate that they are coming back but do not return on the first day of school) and erosion (new students who have been accepted for offered seats but are absent without excuse on the first day of school), the school may over-subscribe grades. The number of students to be over-subscribed will be determined based on historical and forecasted attrition and erosion. In addition, the number of classrooms may fluctuate in the event the number of students enrolled warrants the increase or decrease in number of classrooms. In no event will over-subscription, or fluctuations in the number of classrooms result in a violation of any provision or limit contained within the school's charter contract or applicable law.

Enrollment Preferences

Enrollment preference is first given to currently enrolled students. Next preference is given to the following ordered categories of applicants:

- Siblings of currently enrolled students
- Siblings of students selected in the random selection process
- *Applicants residing in the school district where the school is located (**Aspire only**)*
- All remaining applicants

If permitted by law, other enrollment preferences may be granted. If a student is selected for a grade level that still has offered seats available and the student has a sibling applying for a grade that no longer has offered seats available, the student will be accepted for his/her grade level and the student's sibling will be placed on the waiting list for his/her grade level with sibling preference. Therefore, while sibling preference applies, siblings are not guaranteed a seat.

NHA PRACTICES AND PROCEDURES: ADMISSIONS AND ENROLLMENT (IN)

Procedural Steps

Step 1: Setup

A list with the name of each student who submitted an application during the Open Enrollment Period will be created. The list will include, but not be limited to, the student's name, birth date, grade level to which the student is applying, street address, and names and grade levels of any siblings who are also applying for admission to the school.

Step 2: Admission of Applicants Applying for Under and Over-Subscribed Grades

A neutral third-party person (as previously described) will perform a random selection of the names of each applicant. Any under-subscribed grades will be considered before the over-subscribed grades in descending order. After all under-subscribed grades have been identified, the order of the over-subscribed grades will be randomly selected. Once the grade order has been established, randomly selected students will be placed in available seats or on the waiting list in the applying grade if an offered seat is not available. If the selected student is accepted and has siblings who are also applying for admission, the siblings will be accepted if there are offered seats available or placed on the waiting list with sibling preference if offered seats are not available. If the selected student is placed on the waiting list and has siblings who are also applying, the siblings' names will not be selected at this time or granted sibling preference, but will wait until their grade level is selected.

Step 3: Waiting List Priority

Students will continue to be randomly selected until all names are selected. After a grade level's seats are full, all remaining names will be placed on the waiting list in the order in which they are selected. Applications received after the Open Enrollment Period will be added to the end of the waiting list for the appropriate grade in the order in which they were received.

When a seat becomes available in a particular grade due to attrition, erosion, or other event, if that particular grade has a waiting list, that available seat will be filled by the first student on the waiting list for that particular grade. If a waiting list does not exist for that particular grade, but exists for another grade, the school may (subject to applicable enrollment limits and board approved offered seats) fill the available seat using the first student on the waiting list in a different grade, the grade deemed most beneficial to student and school considering class size, teacher capacity, and other school operational factors.

Appeals

Any parent or guardian may contest or appeal the random selection process, in writing, to the school's board of directors. Following receipt of the parent's/guardian's written appeal, a school board designee will contact the parent/guardian to discuss the nature of the concern or objection. Final decisions will be made by the school board or its designee.

Instructions for 5-Year Budget Projections Workbook

= Information should be entered into light gray shaded cells.

Name of Proposed Charter School: Creek Point Academy
Planned Opening School Year (YYYY): 2024
Planned Location (School Corporation): Indianapolis Public Schools

1. Instructions	<ul style="list-style-type: none"> All organizers submitting a charter application to the Indiana Charter School Board must complete all four BLUE tabs of the 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.
2. Enrollment Projection	<ul style="list-style-type: none"> Please provide a summary of the school's projected enrollment for the proposed grade span for the next five years.
3. Staffing Plan	<ul style="list-style-type: none"> Please provide a list of administrative, instructional, and other staff along with estimates of proposed salaries and benefits. Please include both full and part-time employees and contractors. Projected salary and benefits should align with Year 0 and 5-Year budgets. The estimated "average salary" for each position should include all taxable amounts (including taxable fringe benefits, stipends, bonuses, awards, and allowances). "Other Insurance" includes health care, long-term care, life, disability. "Other Benefits" are non-taxable benefits (e.g., educational assistance, dependent care assistance, transportation benefits, non-taxable fringe benefits, etc.).
4. Year 0 - Budget and Cash Flow	<ul style="list-style-type: none"> Please provide budget and cash flow projections for the start-up year (Year 0).
5. 5-Year Budget	<ul style="list-style-type: none"> Please provide 5-year budget projections (Year 1 - Year 5). Year 0 data will automatically populate once Tab 4 is completed. Note that the information provided in Tab 3 must align with the personnel expenses provided in Tab 5 or Tab 5 will throw an ERROR.
Notes:	<ul style="list-style-type: none"> Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro-forma budget, reflecting all components - including the regional back office/central office - of the Indiana network. This template is not intended to be exhaustive. If it is unclear to which line a particular item of revenue or expense belongs, add it to the closest approximation or to one of the "other" categories and make a note in the budget narrative.

Ver. 7.20.23

School Enrollment Projections

(must align with Charter Application Enrollment Plan)

School Name: **Creek Point Academy**
 Planned Opening Year: **2024** **REQUIRED**
 Planned Location: **Indianapolis Public Schools** **REQUIRED**

Is the proposal for an Adult High School (please see requirements below):

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5	Notes & Definitions
Kindergarten	100	100	100	100	100	<p>1) An "adult high school" is a charter school that has a majority of enrolled students that: (1) belong to a graduation cohort that has already graduated; or (2) are over the age of eighteen (18) years of age; at the time the student was first enrolled at the school. ICSB is prohibited from authorizing an adult high school unless the general assembly has made a specific appropriation for the high school pursuant to Indiana Code 20-24-7-13.5. If your proposal is for an adult high school, complete Row 31 only</p> <p>2) A "virtual student" is defined as a student for whom at least fifty percent (50%) of the instructional services received from the school is virtual instruction. Virtual instruction means instruction that is provided in an interactive learning environment created through technology in which students are separated from their teacher by time or space, or both. Students receiving more than 50% of their instruction virtually generate eighty-five percent (85%) of the foundation formula amount rather than 100%. The analysis is applicable on a per student basis.</p> <p>3) The "basic" tuition support grant for K-12 schools is equal to the following formula: (Foundation Amount X ADM) + ((Complexity Multiplier X Complexity Index) X ADM)</p> <p>The Distribution calculations are an estimate based on projected enrollment multiplied by basic tuition support in the amounts as set forth in the most recently passed (2024-25 FY) budget- Foundation = \$6,590 for the 2023-24 SY and \$6,681 for the 2024-25 SY (and beyond) and Complexity Multiplier = \$3,983 for the 2023-24 SY and \$4,024 for the 2024-25 SY. The school's actual distribution will be based on the school's ADM count of eligible pupils enrolled in the school on two count dates (in October and February) multiplied by the basic tuition support calculation. The calculation uses the Complexity Index for the school corporation in which the proposed charter school will be located- the school's actual Complexity Index amount will likely differ. The Special Education Grant amount is calculated on Tab 4 and uses the grant amount for moderate disabilities (\$2,930 for the 2024-25 SY). The grant amount for severe disabilities is \$11,695 for the 2024-25 SY).</p> <p>4) The Adult Learner Grant amount for adult high schools is \$6,750. The Adult Distribution is calculated by multiplying Total Enrollment by the Adult Grant.</p>
Grade 1	84	84	84	84	84	
Grade 2	84	84	84	84	84	
Grade 3	84	84	84	84	84	
Grade 4	84	84	84	84	84	
Grade 5	56	84	84	84	84	
Grade 6	28	56	84	84	84	
Grade 7	28	28	56	84	84	
Grade 8	27	28	28	56	84	
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total K-12 Enrollment:	575	632	688	744	772	
Adult Learners (1)	0	0	0	0	0	
Total Adult Enrollment:	0	0	0	0	0	
Estimated % of Students:						
Special Education	13%	13%	13%	13%	13%	
English Learners	50%	50%	50%	50%	50%	
Free/Reduced Priced Lunch	97%	97%	97%	97%	97%	
Virtual Students (2)	0%	0%	0%	0%	0%	
K-12 Distribution (3)	\$ 4,687,731.66	\$ 5,152,428.54	\$ 5,608,972.84	\$ 6,065,517.14	\$ 6,293,789.29	
Adult Distribution (4)	\$ -	\$ -	\$ -	\$ -	\$ -	

5-Year Projected Staffing Plan

School Name: Creek Point Academy
 Planned Opening Year: 2024

- Complete all relevant Grey Shaded areas -> Name of Position, Number of Positions, Average Salary, Health Insurance, Retirement Contribution, and Other Benefits.
- Projected salary and benefits should align with Year 0 and 5-Year budgets.
- Please read footnotes below for additional information before completing the worksheet.

	Year 0			Year 1			Year 2			Year 3			Year 4			Year 5		
	Number	Average Salary (1)	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense
INSTRUCTIONAL STAFF																		
Classroom Teachers		\$ -	\$ -	21.0	\$ 62,300.00	\$ 1,308,300.00	23.0	\$ 64,134.78	\$ 1,475,100.00	25.0	\$ 66,060.00	\$ 1,651,500.00	27.0	\$ 68,029.63	\$ 1,836,800.00	28.0	\$ 70,064.29	\$ 1,961,800.00
Specials Teachers		\$ -	\$ -	3.0	\$ 59,400.00	\$ 178,200.00	3.0	\$ 61,200.00	\$ 183,600.00	3.0	\$ 63,000.00	\$ 189,000.00	3.0	\$ 64,900.00	\$ 194,700.00	3.0	\$ 66,900.00	\$ 200,700.00
English Learner (EL) Teachers		\$ -	\$ -	5.0	\$ 56,660.00	\$ 283,300.00	5.0	\$ 58,360.00	\$ 291,800.00	5.0	\$ 60,120.00	\$ 300,600.00	5.0	\$ 61,920.00	\$ 309,600.00	5.0	\$ 63,780.00	\$ 318,900.00
Special Education Teachers		\$ -	\$ -	4.0	\$ 59,075.00	\$ 236,300.00	4.0	\$ 60,825.00	\$ 243,300.00	4.0	\$ 62,650.00	\$ 250,600.00	4.0	\$ 64,550.00	\$ 258,200.00	4.0	\$ 66,475.00	\$ 265,900.00
Academic Specialists		\$ -	\$ -	2.0	\$ 62,050.00	\$ 124,100.00	2.0	\$ 63,900.00	\$ 127,800.00	2.0	\$ 65,800.00	\$ 131,600.00	2.0	\$ 67,800.00	\$ 135,600.00	2.0	\$ 69,850.00	\$ 139,900.00
English Learner (EL) Paraprofessionals		\$ -	\$ -	1.9	\$ 24,106.67	\$ 45,200.00	1.9	\$ 24,800.00	\$ 46,500.00	1.9	\$ 25,546.67	\$ 47,900.00	1.9	\$ 26,346.67	\$ 49,400.00	1.9	\$ 27,093.33	\$ 50,800.00
Special Education Aides		\$ -	\$ -	4.4	\$ 25,371.43	\$ 111,000.00	4.4	\$ 26,125.71	\$ 114,300.00	4.4	\$ 26,902.86	\$ 117,700.00	4.4	\$ 27,725.71	\$ 121,300.00	4.4	\$ 28,548.57	\$ 124,900.00
Interventionists (Paraprofessionals)		\$ -	\$ -	2.0	\$ 23,550.00	\$ 47,100.00	4.0	\$ 24,250.00	\$ 97,000.00	5.3	\$ 24,971.43	\$ 131,100.00	6.5	\$ 25,723.08	\$ 167,200.00	7.5	\$ 26,493.33	\$ 198,700.00
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Total Instructional Staff:	0.0		\$ -	43.3		\$ 2,333,500.00	47.3		\$ 2,579,400.00	50.5		\$ 2,820,000.00	53.8		\$ 3,072,800.00	55.8		\$ 3,261,400.00
ADMIN & SUPPORT																		
Principal	0.3	\$ 125,400.00	\$ 31,350.00	1.0	\$ 154,500.00	\$ 154,500.00	1.0	\$ 158,100.00	\$ 158,100.00	1.0	\$ 161,800.00	\$ 161,800.00	1.0	\$ 165,500.00	\$ 165,500.00	1.0	\$ 169,400.00	\$ 169,400.00
Deans		\$ -	\$ -	4.0	\$ 83,475.00	\$ 333,900.00	4.0	\$ 85,825.00	\$ 343,300.00	4.0	\$ 88,225.00	\$ 352,900.00	4.0	\$ 90,700.00	\$ 362,800.00	4.0	\$ 93,250.00	\$ 373,000.00
Registrar	0.3	\$ 51,600.00	\$ 12,900.00	1.0	\$ 53,500.00	\$ 53,500.00	1.0	\$ 55,100.00	\$ 55,100.00	1.0	\$ 56,800.00	\$ 56,800.00	1.0	\$ 58,500.00	\$ 58,500.00	1.0	\$ 60,200.00	\$ 60,200.00
Office Administrator		\$ -	\$ -	1.0	\$ 29,000.00	\$ 29,000.00	1.0	\$ 29,900.00	\$ 29,900.00	1.0	\$ 30,800.00	\$ 30,800.00	1.0	\$ 31,700.00	\$ 31,700.00	1.0	\$ 32,700.00	\$ 32,700.00
Admissions Representative	0.3	\$ 45,600.00	\$ 11,400.00	1.0	\$ 50,600.00	\$ 50,600.00	1.0	\$ 52,000.00	\$ 52,000.00	1.0	\$ 53,400.00	\$ 53,400.00	1.0	\$ 54,900.00	\$ 54,900.00	1.0	\$ 56,400.00	\$ 56,400.00
Library Technology Specialist		\$ -	\$ -	1.0	\$ 58,700.00	\$ 58,700.00	1.0	\$ 60,500.00	\$ 60,500.00	1.0	\$ 62,300.00	\$ 62,300.00	1.0	\$ 64,200.00	\$ 64,200.00	1.0	\$ 66,100.00	\$ 66,100.00
Educational Technology Coordinator		\$ -	\$ -	0.4	\$ 37,066.67	\$ 13,900.00	0.4	\$ 38,133.33	\$ 14,300.00	0.4	\$ 39,466.67	\$ 14,800.00	0.4	\$ 40,533.33	\$ 15,200.00	0.4	\$ 41,866.67	\$ 15,700.00
Curriculum Specialist		\$ -	\$ -	0.8	\$ 63,200.00	\$ 47,400.00	0.8	\$ 65,066.67	\$ 48,800.00	0.8	\$ 66,933.33	\$ 50,200.00	0.8	\$ 69,066.67	\$ 51,800.00	0.8	\$ 71,066.67	\$ 53,300.00
Social Worker		\$ -	\$ -	1.0	\$ 54,000.00	\$ 54,000.00	1.0	\$ 55,700.00	\$ 55,700.00	1.0	\$ 57,300.00	\$ 57,300.00	1.0	\$ 59,000.00	\$ 59,000.00	1.0	\$ 60,800.00	\$ 60,800.00
Behavior Support Specialist		\$ -	\$ -	1.0	\$ 43,600.00	\$ 43,600.00	1.0	\$ 44,900.00	\$ 44,900.00	1.0	\$ 46,300.00	\$ 46,300.00	1.0	\$ 47,600.00	\$ 47,600.00	1.0	\$ 49,100.00	\$ 49,100.00
Student/Family Liaison		\$ -	\$ -	1.0	\$ 38,400.00	\$ 38,400.00	1.0	\$ 39,500.00	\$ 39,500.00	1.0	\$ 40,700.00	\$ 40,700.00	1.0	\$ 42,000.00	\$ 42,000.00	1.0	\$ 43,200.00	\$ 43,200.00
Lunch/Recess Aide		\$ -	\$ -	1.0	\$ 19,900.00	\$ 19,900.00	1.0	\$ 20,600.00	\$ 20,600.00	1.0	\$ 21,200.00	\$ 21,200.00	1.0	\$ 21,800.00	\$ 21,800.00	1.0	\$ 22,500.00	\$ 22,500.00
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin & Support Staff:	0.8		\$ 55,650.00	14.1		\$ 897,400.00	14.1		\$ 922,700.00	14.1		\$ 948,500.00	14.1		\$ 975,000.00	14.1		\$ 1,002,400.00
		Rate/Per Employee Expense	Total Expense		Rate/Per Employee Expense	Total Expense		Rate/Per Employee Expense	Total Expense		Rate/Per Employee Expense	Total Expense		Rate/Per Employee Expense	Total Expense		Rate/Per Employee Expense	Total Expense
BENEFITS																		
Health Insurance (2)		\$ 11,200.00	\$ 8,400.00		\$ 10,500.00	\$ 602,437.50		\$ 10,700.00	\$ 656,712.50		\$ 10,900.00	\$ 704,412.50		\$ 11,100.00	\$ 753,412.50		\$ 11,300.00	\$ 789,587.50
Retirement Contributions (3)		\$ 1,750.00	\$ 1,312.50		\$ 1,350.00	\$ 77,456.25		\$ 1,400.00	\$ 85,925.00		\$ 1,400.00	\$ 90,475.00		\$ 1,400.00	\$ 95,025.00		\$ 1,400.00	\$ 97,825.00
Social Security		6.2%	\$ 3,450.30		6.2%	\$ 200,315.80		6.2%	\$ 217,130.20		6.2%	\$ 233,647.00		6.2%	\$ 250,963.60		6.2%	\$ 264,355.60
Medicare		1.45%	\$ 806.93		1.45%	\$ 46,848.05		1.45%	\$ 50,780.45		1.45%	\$ 54,643.25		1.45%	\$ 58,693.10		1.45%	\$ 61,825.10
Unemployment		2.5%	\$ 1,391.25		2.5%	\$ 80,772.50		2.5%	\$ 87,552.50		2.5%	\$ 94,212.50		2.5%	\$ 101,195.00		2.5%	\$ 106,595.00
Other Compensation (4)						\$ 375,900.00			\$ 391,300.00			\$ 406,900.00			\$ 423,500.00			\$ 438,100.00

SUMMARY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Total Staff	0.8	57.4	61.4	64.6	67.9	69.9
Total Salaries:	\$ 55,650.00	\$ 3,230,900.00	\$ 3,502,100.00	\$ 3,768,500.00	\$ 4,047,800.00	\$ 4,263,800.00
Total Benefits:	\$ 15,360.98	\$ 1,383,730.10	\$ 1,489,400.65	\$ 1,584,290.25	\$ 1,682,789.20	\$ 1,758,288.20
Total Salaries + Benefits:	\$ 71,010.98	\$ 4,614,630.10	\$ 4,991,500.65	\$ 5,352,790.25	\$ 5,730,589.20	\$ 6,022,088.20
Student/teacher ratio	N/A	13:1	12:1	11:1	11:1	10:1
Student/staff ratio	N/A	41:1	41:1	41:1	41:1	41:1

Footnotes:
 This information does not constitute legal advice. You must consult an attorney and/or accountant for any questions about employment and employment tax matters, including worker classification before completing this worksheet.

Generally, an individual who performs services for you is your "employee" if you have the right to control what work will be done and how it will be done. An individual who performs services for you is an "independent contractor" if you have the right to control or directly the result of the work and not what will be done and how it will be done. An employee's wages are subject to employment tax withholding (by the employer) while an independent contractor is subject to self-employment tax (by the individual). There are many factors used by the IRS to determine whether an individual is an employee or independent contractor. See <https://www.irs.gov/businesses/small-businesses-self-employed/independent-contractor-self-employed-or-employee>. The IRS has issued a number of rulings and advisory opinions holding that, under many factual situations, an individual rendering services as a substitute teacher should be considered to be an employee and not an independent contractor. Misclassification of an employee as an independent contractor may result in additional payroll taxes due, as well as possible interest and penalties. **Payments made to "independent contractors" should be listed as "Other Compensation" on Row 57, and explained in the budget narrative. Do not include payments made to independent contractors on Rows 15-47.**

(1) Amounts paid to "employees" regardless of whether they are full-time, part-time, or limited-time should be listed in the **Average Salary** column (Rows 15-47) for each year. All pay provided to an employee for services performed should be included, including salaries, vacation allowances, bonuses, stipends, commissions, and taxable fringe benefits. For more information, see <https://www.irs.gov/publications/p15>.

(2) **Health Insurance** includes Group Life Insurance, Group Health Insurance, Group Accident Insurance, Other Authorized Group Insurance, and Workers Compensation Insurance.

(3) **Retirement Contributions** includes Severance/Early Retirement Pay, Public Employees Retirement Fund, Teachers Retirement Fund, Public Employees Retirement Fund (Optional Contribution), Teacher Retirement Fund (Optional Contribution).

(4) **Other Compensation** - Includes any other benefits not otherwise classified above, including payments made to independent contractors. This cell should reflect the sum total of all Other Compensation for the year.

School Name: **Creek Point Academy**
 Planned Opening Year: **2024**

Special Instructions for Schools Contracting with a Management Company:

Please include a note in the assumptions column and budget narrative if any of the listed amounts include additional service, consulting, facility, or licensing fees paid to a management company or affiliate of a management company that are not included in Line 97 (CMO/EMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state whether your facility is leased or purchased from a management company or affiliate of a management company.

If a line item is completed that includes the words "(please describe)" a specific description of the item must be provided in the appropriate box in Column N on Tab 5. Failure to provide a description as requested may result in rejection of the submission.

REVENUE	July	August	September	October	November	December	January	February	March	April	May	June	Year 0 Totals
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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 139,870.33	\$ 139,870.33	\$ 139,870.33	\$ 419,610.98
Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue (please describe on Tab 5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Revenue:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 139,870.33	\$ 139,870.33	\$ 139,870.33	\$ 419,610.98
TOTAL REVENUE:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 139,870.33	\$ 139,870.33	\$ 139,870.33	\$ 419,610.98
EXPENSES													
Personnel Expenses													
Wages, Benefits, & Payroll Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,670.33	\$ 23,670.33	\$ 23,670.33	\$ 71,010.98
Total Personnel Expenses:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,670.33	\$ 23,670.33	\$ 23,670.33	\$ 71,010.98
Instructional Supplies and Resources													
Curricular Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Library/Media Services (Other than Staff)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology Supporting Instruction (computers, tablets, etc.)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Software	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Enrichment Programs (athletics or extra-curricular activities)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Instruction Supplies (not including technology)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Instructional Supplies and Resources:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Resources													
Administrative Technology - Computers & Software (not SIS)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Administrative Expenses (please describe on Tab 5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Administrative Resources:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Governing Board Expenses													
Legal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 15,000.00
Other Governing Board Expenses (please describe on Tab 5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Governing Board Expenses:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 15,000.00
Purchased or Other Services (do not include staff expenses)													
Audit Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Payroll Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Financial Accounting	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Printing, Publishing, Duplicating Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

REVENUE	July	August	September	October	November	December	January	February	March	April	May	June	Year 0 Total
Telecommunication & IT Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Insurance (non-facility)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Mail Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Information Services or Systems	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Marketing Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 111,200.00	\$ 111,200.00	\$ 111,200.00	\$ 333,600.00
Other Services (please describe on Tab 5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Other Services:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 111,200.00	\$ 111,200.00	\$ 111,200.00	\$ 333,600.00
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:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 139,870.33	\$ 139,870.33	\$ 139,870.33	\$ 419,610.98
CHANGE IN NET ASSETS:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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's Office of Title Grants and Support for more information.

(2) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All amounts separate from a specific "management fee" paid to a management company or an affiliate of the management company must be included elsewhere in the worksheet (e.g., lease payments, instructional supplies, software, technology, etc.) and described in the "Additional Information" Column.

Projected New School Annual Operating Budget -- YEARS 1 - 5 (Fiscal Year July 1-June 30)

School Name: **Creek Point Academy**
 Planned Opening Year: **2024**

Special Instructions for Schools Contracting with a Management Company:

Please include a note in the assumptions column and budget narrative if any of the listed amounts include additional service, consulting, facility, or licensing fees paid to a management company or affiliate of a management company that are not included in Line 97 (CMO/EMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state whether your facility is leased or purchased from a management company or affiliate of a management company.

**If a line item is completed that includes the words "(please describe)" a specific description of the item must be provided in the appropriate box in Column N on Tab 5.
 Failure to provide a description as requested may result in rejection of the submission.**

REVENUES
State Revenue - See Footnotes
Basic Tuition Support / Adult Learners Grant - From Tab 2
Special Education Grant - From Tab 2
Honors Diploma/Academic Performance Grant
Career and Technical Education
Non-English Speaking Program
Charter and Innovation Network School Grant (\$1,400 per student)
Formative (Interim) Assessment Grant
State Matching Funds for School Lunch Program
Curricular Material Reimbursement Program (\$150 per student)
Remediation Testing Grant
Teacher Appreciation Grant
Other State Grants (please describe) (1)
Total State Revenue:
Federal Revenue - See Footnotes
Public Charter School Program Grant (2)
Charter Facilities Assistance Program Grant (2011)
IDEA- Part B Grant (Special Education)
Title I
Title II
Federal Lunch Program
Federal Breakfast Reimbursement
Other Federal Revenue (please describe)
Total Federal Revenue:
Other Revenue - See Footnotes
Contributions and Donations from Private Sources
Student Fees
Other Fees
Interest Income
Other Revenue (please describe)
Total Other Revenue:
TOTAL REVENUE:
EXPENSES

Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
\$ 4,687,731.66	\$ 5,152,428.54	\$ 5,608,972.84	\$ 6,065,517.14	\$ 6,293,789.29	
\$ 210,593.75	\$ 231,470.00	\$ 251,980.00	\$ 272,490.00	\$ 282,745.00	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ 101,700.00	\$ 111,800.00	\$ 121,700.00	\$ 131,600.00	\$ 136,600.00	
\$ 805,000.00	\$ 94,800.00	\$ 103,200.00	\$ 111,600.00	\$ 115,800.00	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ 86,250.00	\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ -	\$ 884,800.00	\$ 963,200.00	\$ 1,041,600.00	\$ 1,080,800.00	
\$ 5,891,275.41	\$ 6,475,298.54	\$ 7,049,052.84	\$ 7,622,807.14	\$ 7,909,734.29	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ 136,200.00	\$ 136,200.00	\$ 136,200.00	\$ 136,200.00	\$ 136,200.00	
\$ 398,300.00	\$ 584,000.00	\$ 636,000.00	\$ 688,000.00	\$ 714,000.00	
\$ 22,900.00	\$ 50,400.00	\$ 54,900.00	\$ 59,400.00	\$ 61,700.00	
\$ 393,100.00	\$ 439,600.00	\$ 487,400.00	\$ 537,300.00	\$ 569,800.00	
\$ 117,800.00	\$ 132,700.00	\$ 148,100.00	\$ 164,200.00	\$ 174,600.00	
\$ -	\$ 17,500.00	\$ 25,700.00	\$ 28,000.00	\$ 30,300.00	
\$ -	\$ 1,085,800.00	\$ 1,368,600.00	\$ 1,490,600.00	\$ 1,615,400.00	\$ 1,687,800.00
\$ 419,610.98	\$ 1,244,058.59	\$ 947,545.33	\$ 725,904.71	\$ 518,673.44	\$ 513,657.33
\$ -	\$ 12,600.00	\$ 12,600.00	\$ 12,600.00	\$ 12,600.00	\$ 12,600.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 419,610.98	\$ 1,256,658.59	\$ 960,145.33	\$ 738,504.71	\$ 531,273.44	\$ 526,257.33
\$ 419,610.98	\$ 8,233,734.00	\$ 8,804,043.86	\$ 9,278,157.55	\$ 9,769,480.58	\$ 10,123,791.62

Additional Information
Other State Grants (Row 29)
Other Federal Revenue (Row 41)
Other Revenue (Row 50)

Administrative Staff - See Footnote (3)

Executive Administration: Office of Superintendent	\$ 154,500.00	\$ 158,100.00	\$ 161,800.00	\$ 165,500.00	\$ 169,400.00
School Administration: Office of the Principal	\$ 333,900.00	\$ 343,300.00	\$ 352,900.00	\$ 362,800.00	\$ 373,000.00
Other School Administration	\$ -	\$ -	\$ -	\$ -	\$ -
Business Manager/Director of Finance	\$ -	\$ -	\$ -	\$ -	\$ -
Total Administrative Staff:	\$ 488,400.00	\$ 501,400.00	\$ 514,700.00	\$ 528,300.00	\$ 542,400.00

Instructional Staff

Teachers - Regular	\$ 1,893,900.00	\$ 2,078,300.00	\$ 2,272,700.00	\$ 2,476,700.00	\$ 2,621,100.00
Teachers - Special Education	\$ 236,300.00	\$ 243,300.00	\$ 250,600.00	\$ 258,200.00	\$ 265,900.00
Substitutes, Assistants, Paraprofessionals, Aides	\$ 203,300.00	\$ 257,800.00	\$ 296,700.00	\$ 337,900.00	\$ 374,400.00
Summer School Staff	\$ -	\$ -	\$ -	\$ -	\$ -
Total Instructional Staff:	\$ 2,333,500.00	\$ 2,579,400.00	\$ 2,820,000.00	\$ 3,072,800.00	\$ 3,261,400.00

Non-Instructional/Support Staff - See Footnotes

Social Workers, Guidance Counselors, Therapists	\$ 97,600.00	\$ 100,600.00	\$ 103,600.00	\$ 106,600.00	\$ 109,900.00
Instructional Support Staff (4)	\$ 47,400.00	\$ 48,800.00	\$ 50,200.00	\$ 51,800.00	\$ 53,300.00
Other Support Staff (please describe) (5)	\$ 191,400.00	\$ 197,100.00	\$ 202,900.00	\$ 208,900.00	\$ 215,000.00
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -
Information Technology	\$ 72,600.00	\$ 74,800.00	\$ 77,100.00	\$ 79,400.00	\$ 81,800.00
Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)	\$ -	\$ -	\$ -	\$ -	\$ -
Security Personnel	\$ -	\$ -	\$ -	\$ -	\$ -
Athletic Coaches	\$ -	\$ -	\$ -	\$ -	\$ -
Total Non-Instructional/Support Staff:	\$ 409,000.00	\$ 421,300.00	\$ 433,800.00	\$ 446,700.00	\$ 460,000.00

Other Support Staff (Row 78)

Subtotal Wages and Salaries:

\$ 3,230,900.00	\$ 3,502,100.00	\$ 3,768,500.00	\$ 4,047,800.00	\$ 4,263,800.00
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Payroll Taxes and Benefits - From Tab 3

Social Security/Medicare/Unemployment	\$ 327,936.35	\$ 355,463.15	\$ 382,502.75	\$ 410,851.70	\$ 432,775.70
Health Insurance	\$ 602,437.50	\$ 656,712.50	\$ 704,412.50	\$ 753,412.50	\$ 789,587.50
Retirement Contributions	\$ 77,456.25	\$ 85,925.00	\$ 90,475.00	\$ 95,025.00	\$ 97,825.00
Other Compensation (please describe)	\$ 375,900.00	\$ 391,300.00	\$ 406,900.00	\$ 423,500.00	\$ 438,100.00
Total Payroll Taxes and Benefits:	\$ 71,010.98	\$ 1,383,730.10	\$ 1,489,400.65	\$ 1,584,290.25	\$ 1,758,288.20

Other Compensation (Row 94)

Total Personnel Expenses:

\$ 71,010.98	\$ 4,614,630.10	\$ 4,991,500.65	\$ 5,352,790.25	\$ 5,730,589.20	\$ 6,022,088.20
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Instructional Supplies and Resources

Curricular Materials	\$ -	\$ 202,300.00	\$ 260,500.00	\$ 258,800.00	\$ 254,300.00	\$ 236,300.00
Library/Media Services (Other than Staff)	\$ -	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Technology Supporting Instruction (computers, tablets, etc.)	\$ -	\$ 52,700.00	\$ 52,700.00	\$ 52,700.00	\$ 52,700.00	\$ 52,700.00
Student Assessment	\$ -	\$ 8,700.00	\$ 9,400.00	\$ 10,100.00	\$ 10,800.00	\$ 11,200.00
Instructional Software	\$ -	\$ 96,800.00	\$ 100,600.00	\$ 104,400.00	\$ 108,200.00	\$ 110,300.00
Professional Development	\$ -	\$ 144,200.00	\$ 160,700.00	\$ 170,900.00	\$ 181,100.00	\$ 185,200.00
Enrichment Programs (athletics or extra-curricular activities)	\$ -	\$ 6,300.00	\$ 6,500.00	\$ 6,600.00	\$ 6,800.00	\$ 6,800.00
Other Instruction Supplies (not including technology)	\$ -	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00
Total Instructional Supplies and Resources:	\$ -	\$ 551,000.00	\$ 630,400.00	\$ 643,500.00	\$ 653,900.00	\$ 642,500.00

Other Instructional Supplies and Resources (Row 108)

Administrative Resources

Administrative Technology - Computers & Software (not SIS)	\$ -	\$ 2,400.00	\$ 2,700.00	\$ 2,900.00	\$ 3,200.00	\$ 3,300.00
Other Administrative Expenses (please describe)	\$ -	\$ 214,100.00	\$ 215,800.00	\$ 218,600.00	\$ 221,500.00	\$ 224,100.00
Total Administrative Resources:	\$ -	\$ 216,500.00	\$ 218,500.00	\$ 221,500.00	\$ 224,700.00	\$ 227,400.00

Other Administrative Expenses (Row 114)
Staff recruitment, compensation and benefits administration, staff development and engagement; safety and security programming

Governing Board Expenses						
Legal Services	\$ 15,000.00	\$ 11,800.00	\$ 12,200.00	\$ 12,500.00	\$ 12,900.00	\$ 13,300.00
Other Governing Board Expenses (please describe)	\$ -	\$ 37,500.00	\$ 37,900.00	\$ 38,300.00	\$ 38,600.00	\$ 39,000.00
Total Governing Board Expenses:	\$ 15,000.00	\$ 49,300.00	\$ 50,100.00	\$ 50,800.00	\$ 51,500.00	\$ 52,300.00
Purchased or Other Services (do not include staff expenses)						
Audit Services	\$ -	\$ 3,300.00	\$ 3,400.00	\$ 3,500.00	\$ 3,700.00	\$ 3,800.00
Payroll Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Financial Accounting	\$ -	\$ 75,000.00	\$ 75,700.00	\$ 76,500.00	\$ 77,300.00	\$ 78,000.00
Printing, Publishing, Duplicating Services	\$ -	\$ 2,800.00	\$ 2,000.00	\$ 2,100.00	\$ 2,300.00	\$ 2,300.00
Telecommunication & IT Services	\$ -	\$ 5,300.00	\$ 5,300.00	\$ 5,400.00	\$ 5,500.00	\$ 5,500.00
Insurance (non-facility)	\$ -	\$ 9,500.00	\$ 9,800.00	\$ 10,100.00	\$ 10,400.00	\$ 10,600.00
Travel	\$ -	\$ 17,100.00	\$ 18,100.00	\$ 19,200.00	\$ 20,200.00	\$ 20,900.00
Mail Services	\$ -	\$ 6,700.00	\$ 7,200.00	\$ 7,800.00	\$ 8,400.00	\$ 8,700.00
Special Education Administration	\$ -	\$ 40,700.00	\$ 41,800.00	\$ 43,000.00	\$ 44,200.00	\$ 45,600.00
Student Information Services or Systems	\$ -	\$ 119,000.00	\$ 122,900.00	\$ 126,800.00	\$ 130,600.00	\$ 132,700.00
Food Services	\$ -	\$ 520,100.00	\$ 585,100.00	\$ 652,100.00	\$ 722,100.00	\$ 767,700.00
Transportation Services	\$ -	\$ 91,000.00	\$ 91,000.00	\$ 91,000.00	\$ 91,000.00	\$ 91,000.00
Marketing Expenses	\$ 333,600.00	\$ 355,400.00	\$ 355,800.00	\$ 356,200.00	\$ 356,700.00	\$ 357,100.00
Other Services (please describe)	\$ -	\$ 130,200.00	\$ 131,500.00	\$ 132,900.00	\$ 134,300.00	\$ 135,800.00
Total Professional Purchased or Other Services:	\$ 333,600.00	\$ 1,376,100.00	\$ 1,449,600.00	\$ 1,526,600.00	\$ 1,606,700.00	\$ 1,659,700.00
Facilities Expenses (do not include staff expenses, e.g. custodian)						
Facility Lease/Mortgage Payments (please describe)	\$ -	\$ 800,000.00	\$ 800,000.00	\$ 800,000.00	\$ 800,000.00	\$ 800,000.00
Capital Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Principal Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating Leases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Insurance (Facility)	\$ -	\$ 20,200.00	\$ 20,700.00	\$ 21,200.00	\$ 21,800.00	\$ 22,300.00
Purchase of Furniture, Fixtures, & Equipment	\$ -	\$ 24,000.00	\$ 24,500.00	\$ 25,200.00	\$ 25,700.00	\$ 26,200.00
Electric & Gas	\$ -	\$ 93,400.00	\$ 95,700.00	\$ 98,100.00	\$ 100,600.00	\$ 103,100.00
Water & Sewage	\$ -	\$ 13,100.00	\$ 13,500.00	\$ 13,800.00	\$ 14,100.00	\$ 14,500.00
Repair and Maintenance Services (including cost of supplies)	\$ -	\$ 157,100.00	\$ 160,700.00	\$ 164,500.00	\$ 168,400.00	\$ 172,300.00
Custodial Services (including cost of supplies)	\$ -	\$ 170,900.00	\$ 175,200.00	\$ 179,600.00	\$ 184,100.00	\$ 188,700.00
Waste Disposal	\$ -	\$ 9,600.00	\$ 9,800.00	\$ 10,100.00	\$ 10,300.00	\$ 10,600.00
Security Services	\$ -	\$ 5,200.00	\$ 5,300.00	\$ 5,500.00	\$ 5,600.00	\$ 5,800.00
Other Facility Expenses (please describe)	\$ -	\$ 117,000.00	\$ 119,900.00	\$ 122,900.00	\$ 126,000.00	\$ 129,100.00
Total Facilities Expenses:	\$ -	\$ 1,410,500.00	\$ 1,425,300.00	\$ 1,440,900.00	\$ 1,456,600.00	\$ 1,472,600.00
Other Expenses - See Footnotes						
Indiana Charter School Board Administrative Fee (6)		\$ 15,703.90	\$ 38,643.21	\$ 42,067.30	\$ 45,491.38	\$ 47,203.42
Management Fee (7)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bank Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Escrow	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Expenses:	\$ -	\$ 15,703.90	\$ 38,643.21	\$ 42,067.30	\$ 45,491.38	\$ 47,203.42
TOTAL EXPENSES:	\$ 419,610.98	\$ 8,233,734.00	\$ 8,804,043.86	\$ 9,278,157.55	\$ 9,769,480.58	\$ 10,123,791.62
CHANGE IN NET ASSETS:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Other Governing Board Expenses (Row 120)

Board meeting coordination, materials, and meals

Other Services (Row 138)

Lease, Mortgage, & Other Facilities (Rows 143, 158)

Other Expenses (Row 167)

Footnotes:

- (1) Including, but not limited to: alternative education program grants (IC 20-30-8); educational technology plan grants (IC 20-20-13); secured school fund grants (IC 10-21-1-2); dual language pilot program grants (IC 20-20-41-2); teacher and student advancement fund grants (IC 20-20-43-3); student and parent support services grants (IC 20-34-9); etc.
- (2) This is a competitive grant. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact IDOE's Office of Title Grants and Support for more information.
- (3) Office of Superintendent includes the Head of School, School Leader, Executive Director, Chief Executive Officer, as well as associate or assistant executive positions; Office of the Principal includes Vice- and Assistant Principals; Other School Administration includes Chief Academic Officers; Directors, Deans, and Coordinators of: Curriculum, Instruction, Faculty, Students, Assessment, Student Affairs, Student Achievement, and similar positions.
- (4) Includes Staffing for Instruction and Curriculum Development, Instructional Staff Training, etc.
- (5) Secretary; Receptionist; Attendance Clerk; Office Manager, Cafeteria Worker, and other full or part-time employees not specifically described.
- (6) Three-Quarters of a percent (0.75%) of basic tuition support or adult learner grant amount received by the school.
- (7) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All amounts separate from a specific "management fee" paid to a management company or an affiliate of the management company must be included elsewhere in the worksheet (e.g., lease payments, instructional supplies, software, technology, etc.) and described in the "Additional Information" Column.

Instructions for 5-Year Budget Projections Workbook

 = Information should be entered into light gray shaded cells.

Name of Proposed Charter School: Creek Point Academy
Planned Opening School Year (YYYY): 2024
Planned Location (School Corporation): Indianapolis Public Schools

<p>1. Instructions</p>	<ul style="list-style-type: none"> • All organizers submitting a charter application to the Indiana Charter School Board must complete all four BLUE tabs of the 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.
<p>2. Enrollment Projection</p>	<ul style="list-style-type: none"> • Please provide a summary of the school's projected enrollment for the proposed grade span for the next five years.
<p>3. Staffing Plan</p>	<ul style="list-style-type: none"> • Please provide a list of administrative, instructional, and other staff along with estimates of proposed salaries and benefits. Please include both full and part-time employees and contractors. Projected salary and benefits should align with Year 0 and 5-Year budgets. • The estimated "average salary" for each position should include all taxable amounts (including taxable fringe benefits, stipends, bonuses, awards, and allowances). • "Other Insurance" includes health care, long-term care, life, disability. • "Other Benefits" are non-taxable benefits (e.g., educational assistance, dependent care assistance, transportation benefits, non-taxable fringe benefits, etc.).
<p>4. Year 0 - Budget and Cash Flow</p>	<ul style="list-style-type: none"> • Please provide budget and cash flow projections for the start-up year (Year 0).
<p>5. 5-Year Budget</p>	<ul style="list-style-type: none"> • Please provide 5-year budget projections (Year 1 - Year 5). Year 0 data will automatically populate once Tab 4 is completed. Note that the information provided in Tab 3 must align with the personnel expenses provided in Tab 5 or Tab 5 will throw an ERROR.
<p>Notes:</p>	<ul style="list-style-type: none"> • Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro-forma budget, reflecting all components - including the regional back office/central office - of the Indiana network. • This template is not intended to be exhaustive. If it is unclear to which line a particular item of revenue or expense belongs, add it to the closest approximation or to one of the "other" categories and make a note in the budget narrative.

School Enrollment Projections

(must align with Charter Application Enrollment Plan)

School Name: **Creek Point Academy**
 Planned Opening Year: **2024** **REQUIRED**
 Planned Location: **Indianapolis Public Schools** **REQUIRED**

Is the proposal for an Adult High School (please see requirements below):

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5	Notes & Definitions
Kindergarten	50	75	100	100	100	<p>1) An "adult high school" is a charter school that has a majority of enrolled students that: (1) belong to a graduation cohort that has already graduated; or (2) are over the age of eighteen (18) years of age; at the time the student was first enrolled at the school. ICSB is prohibited from authorizing an adult high school unless the general assembly has made a specific appropriation for the high school pursuant to Indiana Code 20-24-7-13.5. If your proposal is for an adult high school, complete Row 31 only</p> <p>2) A "virtual student" is defined as a student for whom at least fifty percent (50%) of the instructional services received from the school is virtual instruction. Virtual instruction means instruction that is provided in an interactive learning environment created through technology in which students are separated from their teacher by time or space, or both. Students receiving more than 50% of their instruction virtually generate eighty-five percent (85%) of the foundation formula amount rather than 100%. The analysis is applicable on a per student basis.</p> <p>3) The "basic" tuition support grant for K-12 schools is equal to the following formula: (Foundation Amount X ADM) + ((Complexity Multiplier X Complexity Index) X ADM)</p> <p>The Distribution calculations are an estimate based on projected enrollment multiplied by basic tuition support in the amounts as set forth in the most recently passed (2024-25 FY) budget- Foundation = \$6,590 for the 2023-24 SY and \$6,681 for the 2024-25 SY (and beyond) and Complexity Multiplier = \$3,983 for the 2023-24 SY and \$4,024 for the 2024-25 SY. The school's actual distribution will be based on the school's ADM count of eligible pupils enrolled in the school on two count dates (in October and February) multiplied by the basic tuition support calculation. The calculation uses the Complexity Index for the school corporation in which the proposed charter school will be located- the school's actual Complexity Index amount will likely differ. The Special Education Grant amount is calculated on Tab 4 and uses the grant amount for moderate disabilities (\$2,930 for the 2024-25 SY). The grant amount for severe disabilities is \$11,695 for the 2024-25 SY).</p> <p>4) The Adult Learner Grant amount for adult high schools is \$6,750. The Adult Distribution is calculated by multiplying Total Enrollment by the Adult Grant.</p>
Grade 1	56	56	84	84	84	
Grade 2	56	56	56	84	84	
Grade 3	28	56	56	56	84	
Grade 4	28	28	56	56	56	
Grade 5	26	28	28	56	56	
Grade 6	26	26	28	28	56	
Grade 7	25	25	26	28	28	
Grade 8	25	25	26	28	27	
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total K-12 Enrollment:	320	375	460	520	575	
Adult Learners (1)	0	0	0	0	0	
Total Adult Enrollment:	0	0	0	0	0	
Estimated % of Students:						
Special Education	13%	13%	13%	13%	13%	
English Learners	50%	50%	50%	50%	50%	
Free/Reduced Priced Lunch	97%	97%	97%	97%	97%	
Virtual Students (2)	0%	0%	0%	0%	0%	
K-12 Distribution (3)	\$ 2,608,824.58	\$ 3,057,216.30	\$ 3,750,185.33	\$ 4,239,339.94	\$ 4,687,731.66	
Adult Distribution (4)	\$ -	\$ -	\$ -	\$ -	\$ -	

5-Year Projected Staffing Plan

School Name: **Creek Point Academy**
Planned Opening Year: **2024**

- Complete all relevant Grey Shaded areas -> Name of Position, Number of Positions, Average Salary, Health Insurance, Retirement Contribution, and Other Benefits.
- Projected salary and benefits should align with Year 0 and 5-Year budgets.
- Please read footnotes below for additional information before completing the worksheet.

	Year 0			Year 1			Year 2			Year 3			Year 4			Year 5		
	Number	Average Salary (1)	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense
INSTRUCTIONAL STAFF																		
Classroom Teachers		\$ -	\$ -	12.0	\$ 62,300.00	\$ 747,600.00	14.0	\$ 64,135.00	\$ 897,890.00	17.0	\$ 66,060.00	\$ 1,123,020.00	19.0	\$ 68,030.00	\$ 1,292,570.00	21.0	\$ 70,065.00	\$ 1,471,365.00
Specialists Teachers		\$ -	\$ -	3.0	\$ 59,400.00	\$ 178,200.00	3.0	\$ 61,200.00	\$ 183,600.00	3.0	\$ 63,000.00	\$ 189,000.00	3.0	\$ 64,900.00	\$ 194,700.00	3.0	\$ 66,900.00	\$ 200,700.00
English Learner (EL) Teachers		\$ -	\$ -	3.0	\$ 56,660.00	\$ 169,980.00	4.0	\$ 58,360.00	\$ 233,440.00	5.0	\$ 60,120.00	\$ 300,600.00	6.0	\$ 61,920.00	\$ 371,520.00	7.0	\$ 63,780.00	\$ 446,460.00
Special Education Teachers		\$ -	\$ -	2.0	\$ 59,075.00	\$ 118,150.00	2.0	\$ 60,825.00	\$ 121,650.00	3.0	\$ 62,650.00	\$ 187,950.00	4.0	\$ 64,550.00	\$ 258,200.00	4.0	\$ 66,475.00	\$ 265,900.00
Academic Specialists		\$ -	\$ -	1.0	\$ 62,050.00	\$ 62,050.00	1.0	\$ 63,900.00	\$ 63,900.00	1.0	\$ 65,800.00	\$ 65,800.00	1.0	\$ 67,800.00	\$ 67,800.00	1.0	\$ 69,850.00	\$ 69,850.00
English Learner (EL) Paraprofessionals		\$ -	\$ -	1.9	\$ 24,106.67	\$ 45,200.00	1.9	\$ 24,800.00	\$ 46,500.00	1.9	\$ 25,546.67	\$ 47,900.00	1.9	\$ 26,346.67	\$ 49,400.00	1.9	\$ 27,093.33	\$ 50,800.00
Special Education Aides		\$ -	\$ -	2.6	\$ 25,371.43	\$ 66,600.00	3.5	\$ 26,125.72	\$ 91,440.00	4.4	\$ 26,902.86	\$ 117,700.00	4.4	\$ 27,725.00	\$ 121,296.88	4.4	\$ 28,548.57	\$ 124,900.00
Interventionists (Paraprofessionals)		\$ -	\$ -	0.5	\$ 23,550.00	\$ 11,775.00	0.5	\$ 24,250.00	\$ 12,125.00	2.5	\$ 24,972.00	\$ 62,430.00	3.8	\$ 25,720.00	\$ 96,450.00	5.0	\$ 26,495.00	\$ 132,475.00
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
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		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Instructional Staff:	0.0			26.0		\$ 1,399,555.00	29.9		\$ 1,650,545.00	37.8		\$ 2,094,400.00	43.0		\$ 2,451,936.88	47.3		\$ 2,762,450.00
ADMIN & SUPPORT																		
Principal	0.3	\$ 125,400.00	\$ 31,350.00	1.0	\$ 154,500.00	\$ 154,500.00	1.0	\$ 158,100.00	\$ 158,100.00	1.0	\$ 161,800.00	\$ 161,800.00	1.0	\$ 165,500.00	\$ 165,500.00	1.0	\$ 169,400.00	\$ 169,400.00
Deans		\$ -	\$ -	2.0	\$ 83,475.00	\$ 166,950.00	2.0	\$ 171,650.00	\$ 343,300.00	3.0	\$ 176,333.33	\$ 529,000.00	3.0	\$ 180,933.33	\$ 542,800.00	3.0	\$ 185,533.33	\$ 559,600.00
Registrar	0.3	\$ 51,600.00	\$ 12,900.00	1.0	\$ 53,500.00	\$ 53,500.00	1.0	\$ 55,100.00	\$ 55,100.00	1.0	\$ 56,800.00	\$ 56,800.00	1.0	\$ 58,500.00	\$ 58,500.00	1.0	\$ 60,200.00	\$ 60,200.00
Office Administrator		\$ -	\$ -	1.0	\$ 29,000.00	\$ 29,000.00	1.0	\$ 29,900.00	\$ 29,900.00	1.0	\$ 30,800.00	\$ 30,800.00	1.0	\$ 31,700.00	\$ 31,700.00	1.0	\$ 32,700.00	\$ 32,700.00
Admissions Representative	0.3	\$ 45,600.00	\$ 11,400.00	1.0	\$ 50,600.00	\$ 50,600.00	1.0	\$ 52,000.00	\$ 52,000.00	1.0	\$ 53,400.00	\$ 53,400.00	1.0	\$ 54,900.00	\$ 54,900.00	1.0	\$ 56,400.00	\$ 56,400.00
Library Technology Specialist		\$ -	\$ -	1.0	\$ 58,700.00	\$ 58,700.00	1.0	\$ 60,500.00	\$ 60,500.00	1.0	\$ 62,300.00	\$ 62,300.00	1.0	\$ 64,200.00	\$ 64,200.00	1.0	\$ 66,100.00	\$ 66,100.00
Educational Technology Coordinator		\$ -	\$ -	0.4	\$ 37,066.67	\$ 13,900.00	0.4	\$ 38,133.33	\$ 14,300.00	0.4	\$ 39,466.67	\$ 14,800.00	0.4	\$ 40,533.33	\$ 15,200.00	0.4	\$ 41,866.67	\$ 15,700.00
Curriculum Specialist		\$ -	\$ -	0.8	\$ 63,200.00	\$ 47,400.00	0.8	\$ 65,066.67	\$ 48,800.00	0.8	\$ 66,933.33	\$ 50,200.00	0.8	\$ 68,900.00	\$ 51,800.00	0.8	\$ 71,066.67	\$ 53,300.00
Social Worker		\$ -	\$ -	1.0	\$ 54,000.00	\$ 54,000.00	1.0	\$ 55,700.00	\$ 55,700.00	1.0	\$ 57,300.00	\$ 57,300.00	1.0	\$ 59,000.00	\$ 59,000.00	1.0	\$ 60,800.00	\$ 60,800.00
Behavior Support Specialist		\$ -	\$ -	1.0	\$ 43,600.00	\$ 43,600.00	1.0	\$ 44,900.00	\$ 44,900.00	1.0	\$ 46,300.00	\$ 46,300.00	1.0	\$ 47,600.00	\$ 47,600.00	1.0	\$ 49,100.00	\$ 49,100.00
Student/Family Liaison		\$ -	\$ -	1.0	\$ 38,400.00	\$ 38,400.00	1.0	\$ 39,500.00	\$ 39,500.00	1.0	\$ 40,700.00	\$ 40,700.00	1.0	\$ 42,000.00	\$ 42,000.00	1.0	\$ 43,200.00	\$ 43,200.00
Lunch/Recess Aide		\$ -	\$ -	1.0	\$ 19,900.00	\$ 19,900.00	1.0	\$ 20,600.00	\$ 20,600.00	1.0	\$ 21,200.00	\$ 21,200.00	1.0	\$ 21,800.00	\$ 21,800.00	1.0	\$ 22,500.00	\$ 22,500.00
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -
Total Admin & Support Staff:	0.8		\$ 55,650.00	12.1		\$ 730,450.00	12.1		\$ 922,700.00	13.1		\$ 948,500.00	13.1		\$ 975,000.00	13.1		\$ 1,002,400.00
		Rate/Per Employee Expense	Total Expense		Rate/Per Employee Expense	Total Expense		Rate/Per Employee Expense	Total Expense		Rate/Per Employee Expense	Total Expense		Rate/Per Employee Expense	Total Expense		Rate/Per Employee Expense	Total Expense
		\$ 11,200.00	\$ 8,400.00		\$ 10,500.00	\$ 400,312.50		\$ 10,700.00	\$ 449,400.00		\$ 10,900.00	\$ 554,537.50		\$ 11,100.00	\$ 622,987.50		\$ 11,300.00	\$ 682,237.50
		\$ 1,750.00	\$ 1,312.50		\$ 1,350.00	\$ 51,468.75		\$ 1,400.00	\$ 58,800.00		\$ 1,400.00	\$ 71,225.00		\$ 1,400.00	\$ 78,575.00		\$ 1,400.00	\$ 84,525.00
		6.2%	\$ 3,450.30		6.2%	\$ 132,060.31		6.2%	\$ 159,541.19		6.2%	\$ 188,659.80		6.2%	\$ 212,470.09		6.2%	\$ 233,420.70
		1.45%	\$ 806.93		1.45%	\$ 30,885.07		1.45%	\$ 37,312.05		1.45%	\$ 44,122.05		1.45%	\$ 49,690.58		1.45%	\$ 54,590.33
		2.5%	\$ 1,391.25		2.5%	\$ 53,250.13		2.5%	\$ 64,331.13		2.5%	\$ 76,072.50		2.5%	\$ 85,673.42		2.5%	\$ 94,121.25
						\$ 355,500.00			\$ 370,200.00			\$ 389,100.00			\$ 407,200.00			\$ 423,400.00

SUMMARY	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Total Staff	0.8	38.1	42.0	50.9	56.1	60.4
Total Salaries:	\$ 55,650.00	\$ 2,130,005.00	\$ 2,573,245.00	\$ 3,042,900.00	\$ 3,426,936.88	\$ 3,764,850.00
Total Benefits:	\$ 15,360.98	\$ 1,023,476.76	\$ 1,139,584.37	\$ 1,323,716.85	\$ 1,456,596.59	\$ 1,572,294.78
Total Salaries + Benefits:	\$ 71,010.98	\$ 3,153,481.76	\$ 3,712,829.37	\$ 4,366,616.85	\$ 4,883,533.47	\$ 5,337,144.78
Student/teacher ratio	N/A	12:1	11:1	8:1	7:1	7:1
Student/staff ratio	N/A	26:1	26:1	24:1	24:1	24:1

Footnotes:

This information does not constitute legal advice. You must consult an attorney and/or accountant for any questions about employment and employment tax matters, including worker classification before completing this worksheet.

Generally, an individual who performs services for you is your "employee" if you have the right to control what work will be done and how it will be done. An individual who performs services for you is an "independent contractor" if you have the right to control or directly the result of the work and not what will be done and how it will be done. An employee's wages are subject to employment tax withholding (by the employer) while an independent contractor is subject to self-employment tax (by the individual). There are many factors used by the IRS to determine whether an individual is an employee or independent contractor. See: <https://www.irs.gov/businesses/small-businesses-self-employed/independent-contractor-self-employed-or-employee>. The IRS has issued a number of rulings and advisory opinions holding that, under many factual situations, an individual rendering services as a substitute teacher should be considered to be an employee and not an independent contractor. Misclassification of an employee as an independent contractor may result in additional payroll taxes due, as well as possible interest and penalties. **Payments made to "independent contractors" should be listed as "Other Compensation" on Row 57, and explained in the budget narrative. Do not include payments made to independent contractors on Rows 15-47.**

(1) Amounts paid to "employees" regardless of whether they are full-time, part-time, or limited-time should be listed in the Average Salary column (Rows 15-47) for each year. All pay provided to an employee for services performed should be included, including salaries, vacation allowances, bonuses, stipends, commissions, and taxable fringe benefits. For more information, see <https://www.irs.gov/publications/p15>.

(2) Health Insurance includes Group Life Insurance, Group Health Insurance, Group Accident Insurance, Other Authorized Group Insurance, and Workers Compensation Insurance.

(3) Retirement Contributions includes Severance/Early Retirement Pay, Public Employees Retirement Fund, Teachers Retirement Fund, Public Employees Retirement Fund (Optional Contribution), Teacher Retirement Fund (Optional Contribution).

(4) Other Compensation - Includes any other benefits not otherwise classified above, including payments made to independent contractors. This cell should reflect the sum total of all Other Compensation for the year.

Attachment 17 - Budget Projections Workbook
Contingency Budget

School Name: Creek Point Academy
Planned Opening Year: 2024

Special Instructions for Schools Contracting with a Management Company:

Please include a note in the assumptions column and budget narrative if any of the listed amounts include additional service, consulting, facility, or licensing fees paid to a management company or affiliate of a management company that are not included in Line 97 (CMO/EMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state whether your facility is leased or purchased from a management company or affiliate of a management company.

If a line item is completed that includes the words "(please describe)" a specific description of the item must be provided in the appropriate box in Column N on Tab 5. Failure to provide a description as requested may result in rejection of the submission.

REVENUE	July	August	September	October	November	December	January	February	March	April	May	June	Year 0 Totals
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	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 139,870.33	\$ 139,870.33	\$ 139,870.33	\$ 419,610.98
Interest Income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Revenue (please describe on Tab 5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Revenue:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 139,870.33	\$ 139,870.33	\$ 139,870.33	\$ 419,610.98
TOTAL REVENUE:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 139,870.33	\$ 139,870.33	\$ 139,870.33	\$ 419,610.98
EXPENSES													
Personnel Expenses													
Wages, Benefits, & Payroll Taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,670.33	\$ 23,670.33	\$ 23,670.33	\$ 71,010.98
Total Personnel Expenses:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 23,670.33	\$ 23,670.33	\$ 23,670.33	\$ 71,010.98
Instructional Supplies and Resources													
Curricular Materials	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Library/Media Services (Other than Staff)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Technology Supporting Instruction (computers, tablets, etc.)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Assessment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Instructional Software	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Development	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Enrichment Programs (athletics or extra-curricular activities)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Instruction Supplies (not including technology)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Instructional Supplies and Resources:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Administrative Resources													
Administrative Technology - Computers & Software (not SIS)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Administrative Expenses (please describe on Tab 5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Administrative Resources:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Governing Board Expenses													
Legal Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 15,000.00
Other Governing Board Expenses (please describe on Tab 5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Governing Board Expenses:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 15,000.00
Purchased or Other Services (do not include staff expenses)													
Audit Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Payroll Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Financial Accounting	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Printing, Publishing, Duplicating Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

Attachment 17 - Budget Projections Workbook
Contingency Budget

REVENUE	July	August	September	October	November	December	January	February	March	April	May	June	Year 0 Total
Telecommunication & IT Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Insurance (non-facility)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Travel	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Mail Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Student Information Services or Systems	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Marketing Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 111,200.00	\$ 111,200.00	\$ 111,200.00	\$ 333,600.00
Other Services (please describe on Tab 5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Other Services:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 111,200.00	\$ 111,200.00	\$ 111,200.00	\$ 333,600.00
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:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 139,870.33	\$ 139,870.33	\$ 139,870.33	\$ 419,610.98
CHANGE IN NET ASSETS:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

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's Office of Title Grants and Support for more information.
- (2) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All amounts separate from a specific "management fee" paid to a management company or an affiliate of the management company must be included elsewhere in the worksheet (e.g., lease payments, instructional supplies, software, technology, etc.) and described in the "Additional Information" Column.

Projected New School Annual Operating Budget -- YEARS 1 - 5 (Fiscal Year July 1-June 30)

School Name: **Creek Point Academy**
Planned Opening Year: **2024**

Special Instructions for Schools Contracting with a Management Company:

Please include a note in the assumptions column and budget narrative if any of the listed amounts include additional service, consulting, facility, or licensing fees paid to a management company or affiliate of a management company that are not included in Line 97 (CMO/EMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state whether your facility is leased or purchased from a management company or affiliate of a management company.

**If a line item is completed that includes the words "(please describe)" a specific description of the item must be provided in the appropriate box in Column N on Tab 5.
Failure to provide a description as requested may result in rejection of the submission.**

REVENUES
State Revenue - See Footnotes
Basic Tuition Support / Adult Learners Grant - From Tab 2
Special Education Grant - From Tab 2
Honors Diploma/Academic Performance Grant
Career and Technical Education
Non-English Speaking Program
Charter and Innovation Network School Grant (\$1,400 per student)
Formative (Interim) Assessment Grant
State Matching Funds for School Lunch Program
Curricular Material Reimbursement Program (\$150 per student)
Remediation Testing Grant
Teacher Appreciation Grant
Other State Grants (please describe) (1)
Total State Revenue:
Federal Revenue - See Footnotes
Public Charter School Program Grant (2)
Charter Facilities Assistance Program Grant (2011)
IDEA- Part B Grant (Special Education)
Title I
Title II
Federal Lunch Program
Federal Breakfast Reimbursement
Other Federal Revenue (please describe)
Total Federal Revenue:
Other Revenue - See Footnotes
Contributions and Donations from Private Sources
Student Fees
Other Fees
Interest Income
Other Revenue (please describe)
Total Other Revenue:
TOTAL REVENUE:
EXPENSES

Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
\$ 2,608,824.58	\$ 3,057,216.30	\$ 3,750,185.33	\$ 4,239,339.94	\$ 4,687,731.66	
\$ 117,200.00	\$ 137,343.75	\$ 168,475.00	\$ 190,450.00	\$ 210,593.75	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ 56,600.00	\$ 66,300.00	\$ 81,300.00	\$ 91,900.00	\$ 101,800.00	
\$ 448,000.00	\$ 56,250.00	\$ 69,000.00	\$ 78,000.00	\$ 86,250.00	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ 48,000.00	\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ -	\$ 525,000.00	\$ 644,000.00	\$ 728,000.00	\$ 806,400.00	
\$ 3,278,624.58	\$ 3,842,110.05	\$ 4,712,960.33	\$ 5,327,689.94	\$ 5,892,775.41	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ -	\$ -	\$ -	\$ -	\$ -	
\$ 74,400.00	\$ 74,400.00	\$ 74,400.00	\$ 74,400.00	\$ 74,400.00	
\$ 222,000.00	\$ 347,000.00	\$ 426,000.00	\$ 482,000.00	\$ 534,000.00	
\$ 12,800.00	\$ 29,900.00	\$ 36,700.00	\$ 41,500.00	\$ 46,000.00	
\$ 230,600.00	\$ 271,700.00	\$ 334,700.00	\$ 383,600.00	\$ 431,900.00	
\$ 65,600.00	\$ 78,800.00	\$ 99,000.00	\$ 114,800.00	\$ 130,300.00	
\$ -	\$ 9,800.00	\$ 15,300.00	\$ 18,800.00	\$ 21,300.00	
\$ -	\$ 615,200.00	\$ 817,100.00	\$ 989,600.00	\$ 1,117,600.00	\$ 1,240,200.00
\$ 419,610.98	\$ 2,333,596.75	\$ 2,306,048.44	\$ 2,107,282.91	\$ 2,034,638.58	\$ 1,932,427.35
\$ -	\$ 6,800.00	\$ 6,800.00	\$ 6,800.00	\$ 6,800.00	\$ 6,800.00
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ 419,610.98	\$ 2,340,396.75	\$ 2,312,848.44	\$ 2,114,082.91	\$ 2,041,438.58	\$ 1,939,227.35
\$ 419,610.98	\$ 6,234,221.32	\$ 6,972,058.49	\$ 7,816,643.24	\$ 8,486,728.52	\$ 9,072,202.76

Additional Information

Other State Grants (Row 29)

Other Federal Revenue (Row 41)

Other Revenue (Row 50)

Attachment 17 - Budget Projections Workbook
Contingency Budget

Administrative Staff - See Footnote (3)
Executive Administration: Office of Superintendent
School Administration: Office of the Principal
Other School Administration
Business Manager/Director of Finance
Total Administrative Staff:

\$ 154,500.00	\$ 158,100.00	\$ 161,800.00	\$ 165,500.00	\$ 169,400.00
\$ 166,950.00	\$ 343,300.00	\$ 352,900.00	\$ 362,800.00	\$ 373,000.00
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ 321,450.00	\$ 501,400.00	\$ 514,700.00	\$ 528,300.00	\$ 542,400.00

Attachment 17 - Budget Projections Workbook
Contingency Budget

Instructional Staff						
Teachers - Regular	\$ 1,157,830.00	\$ 1,378,830.00	\$ 1,678,420.00	\$ 1,926,590.00	\$ 2,188,375.00	
Teachers - Special Education	\$ 118,150.00	\$ 121,650.00	\$ 187,950.00	\$ 258,200.00	\$ 265,900.00	
Substitutes, Assistants, Paraprofessionals, Aides	\$ 123,575.00	\$ 150,065.00	\$ 228,030.00	\$ 267,146.88	\$ 308,175.00	
Summer School Staff	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Instructional Staff:	\$ 1,399,555.00	\$ 1,650,545.00	\$ 2,094,400.00	\$ 2,451,936.88	\$ 2,762,450.00	
Non-Instructional/Support Staff - See Footnotes						
Social Workers, Guidance Counselors, Therapists	\$ 97,600.00	\$ 100,600.00	\$ 103,600.00	\$ 106,600.00	\$ 109,900.00	
Instructional Support Staff (4)	\$ 47,400.00	\$ 48,800.00	\$ 50,200.00	\$ 51,800.00	\$ 53,300.00	
Other Support Staff (please describe) (5)	\$ 191,400.00	\$ 197,100.00	\$ 202,900.00	\$ 208,900.00	\$ 215,000.00	
Nurse	\$ -	\$ -	\$ -	\$ -	\$ -	
Librarian	\$ -	\$ -	\$ -	\$ -	\$ -	
Information Technology	\$ 72,600.00	\$ 74,800.00	\$ 77,100.00	\$ 79,400.00	\$ 81,800.00	
Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)	\$ -	\$ -	\$ -	\$ -	\$ -	
Security Personnel	\$ -	\$ -	\$ -	\$ -	\$ -	
Athletic Coaches	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Non-Instructional/Support Staff:	\$ 409,000.00	\$ 421,300.00	\$ 433,800.00	\$ 446,700.00	\$ 460,000.00	
Subtotal Wages and Salaries:	\$ 2,130,005.00	\$ 2,573,245.00	\$ 3,042,900.00	\$ 3,426,936.88	\$ 3,764,850.00	
Payroll Taxes and Benefits - From Tab 3						
Social Security/Medicare/Unemployment	\$ 216,195.51	\$ 261,184.37	\$ 308,854.35	\$ 347,834.09	\$ 382,132.28	
Health Insurance	\$ 400,312.50	\$ 449,400.00	\$ 554,537.50	\$ 622,987.50	\$ 682,237.50	
Retirement Contributions	\$ 51,468.75	\$ 58,800.00	\$ 71,225.00	\$ 78,575.00	\$ 84,525.00	
Other Compensation (please describe)	\$ 355,500.00	\$ 370,200.00	\$ 389,100.00	\$ 407,200.00	\$ 423,400.00	
Total Payroll Taxes and Benefits:	\$ 71,010.98	\$ 1,023,476.76	\$ 1,139,584.37	\$ 1,323,716.85	\$ 1,456,596.59	
Total Personnel Expenses:	\$ 71,010.98	\$ 3,153,481.76	\$ 3,712,829.37	\$ 4,366,616.85	\$ 4,883,533.47	
Instructional Supplies and Resources						
Curricular Materials	\$ -	\$ 78,600.00	\$ 136,200.00	\$ 165,100.00	\$ 191,500.00	\$ 197,600.00
Library/Media Services (Other than Staff)	\$ -	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Technology Supporting Instruction (computers, tablets, etc.)	\$ -	\$ 52,700.00	\$ 52,700.00	\$ 52,700.00	\$ 52,700.00	\$ 52,700.00
Student Assessment	\$ -	\$ 5,500.00	\$ 6,200.00	\$ 7,300.00	\$ 8,000.00	\$ 8,700.00
Instructional Software	\$ -	\$ 80,900.00	\$ 84,500.00	\$ 90,200.00	\$ 94,200.00	\$ 98,000.00
Professional Development	\$ -	\$ 89,100.00	\$ 97,400.00	\$ 109,700.00	\$ 118,400.00	\$ 127,200.00
Enrichment Programs (athletics or extra-curricular activities)	\$ -	\$ 3,000.00	\$ 3,100.00	\$ 3,300.00	\$ 3,400.00	\$ 3,600.00
Other Instruction Supplies (not including technology)	\$ -	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00	\$ 35,000.00
Total Instructional Supplies and Resources:	\$ -	\$ 349,800.00	\$ 420,100.00	\$ 468,300.00	\$ 508,200.00	\$ 527,800.00
Administrative Resources						
Administrative Technology - Computers & Software (not SIS)	\$ -	\$ 1,400.00	\$ 1,600.00	\$ 2,000.00	\$ 2,200.00	\$ 2,400.00
Other Administrative Expenses (please describe)	\$ -	\$ 134,300.00	\$ 146,300.00	\$ 165,500.00	\$ 179,300.00	\$ 193,100.00
Total Administrative Resources:	\$ -	\$ 135,700.00	\$ 147,900.00	\$ 167,500.00	\$ 181,500.00	\$ 195,500.00
Governing Board Expenses						
Legal Services	\$ 15,000.00	\$ 11,800.00	\$ 12,200.00	\$ 12,500.00	\$ 12,900.00	\$ 13,300.00
Other Governing Board Expenses (please describe)	\$ -	\$ 37,500.00	\$ 37,900.00	\$ 38,300.00	\$ 38,600.00	\$ 39,000.00
Total Governing Board Expenses:	\$ 15,000.00	\$ 49,300.00	\$ 50,100.00	\$ 50,800.00	\$ 51,500.00	\$ 52,300.00

Other Support Staff (Row 78)

Other Compensation (Row 94)

Other Instructional Supplies and Resources (Row 108)

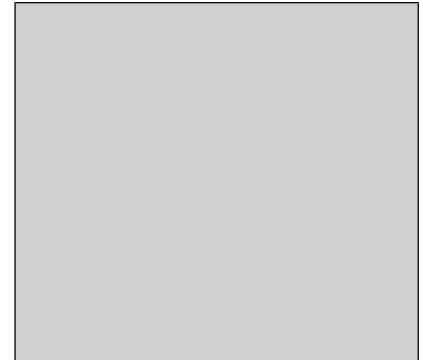
Other Administrative Expenses (Row 114)
Staff recruitment, compensation and benefits administration, staff development and engagement; safety and security programming

Other Governing Board Expenses (Row 120)
Board meeting coordination, materials, and meals

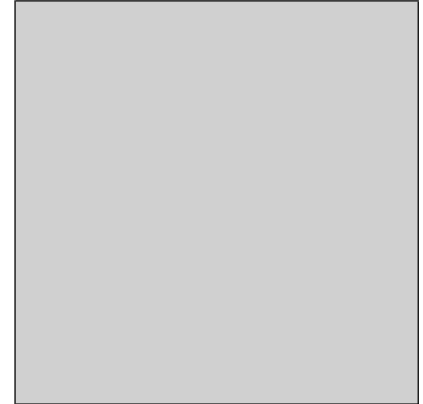
Attachment 17 - Budget Projections Workbook
Contingency Budget

Purchased or Other Services (do not include staff expenses)						
Audit Services	\$ -	\$ 3,300.00	\$ 3,400.00	\$ 3,500.00	\$ 3,700.00	\$ 3,800.00
Payroll Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Financial Accounting	\$ -	\$ 75,000.00	\$ 75,700.00	\$ 76,500.00	\$ 77,300.00	\$ 78,000.00
Printing, Publishing, Duplicating Services	\$ -	\$ 2,100.00	\$ 1,300.00	\$ 1,500.00	\$ 1,700.00	\$ 1,800.00
Telecommunication & IT Services	\$ -	\$ 5,300.00	\$ 5,300.00	\$ 5,400.00	\$ 5,500.00	\$ 5,500.00
Insurance (non-facility)	\$ -	\$ 9,500.00	\$ 9,800.00	\$ 10,100.00	\$ 10,400.00	\$ 10,600.00
Travel	\$ -	\$ 15,100.00	\$ 16,200.00	\$ 18,200.00	\$ 19,500.00	\$ 20,800.00
Mail Services	\$ -	\$ 5,000.00	\$ 5,400.00	\$ 6,200.00	\$ 6,700.00	\$ 7,200.00
Special Education Administration	\$ -	\$ 40,700.00	\$ 41,800.00	\$ 43,000.00	\$ 44,200.00	\$ 45,600.00
Student Information Services or Systems	\$ -	\$ 101,800.00	\$ 105,700.00	\$ 111,700.00	\$ 115,900.00	\$ 119,900.00
Food Services	\$ -	\$ 293,000.00	\$ 350,600.00	\$ 438,800.00	\$ 507,300.00	\$ 575,100.00
Transportation Services	\$ -	\$ 91,000.00	\$ 91,000.00	\$ 91,000.00	\$ 91,000.00	\$ 91,000.00
Marketing Expenses	\$ 333,600.00	\$ 355,400.00	\$ 355,800.00	\$ 356,200.00	\$ 356,700.00	\$ 357,100.00
Other Services (please describe)	\$ -	\$ 130,200.00	\$ 131,500.00	\$ 132,900.00	\$ 134,300.00	\$ 135,800.00
Total Professional Purchased or Other Services:	\$ 333,600.00	\$ 1,127,400.00	\$ 1,193,500.00	\$ 1,295,000.00	\$ 1,374,200.00	\$ 1,452,200.00
Facilities Expenses (do not include staff expenses, e.g. custodian)						
Facility Lease/Mortgage Payments (please describe)	\$ -	\$ 800,000.00	\$ 800,000.00	\$ 800,000.00	\$ 800,000.00	\$ 800,000.00
Capital Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Principal Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating Leases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Insurance (Facility)	\$ -	\$ 20,200.00	\$ 20,700.00	\$ 21,200.00	\$ 21,800.00	\$ 22,300.00
Purchase of Furniture, Fixtures, & Equipment	\$ -	\$ 23,300.00	\$ 23,900.00	\$ 24,600.00	\$ 25,100.00	\$ 25,700.00
Electric & Gas	\$ -	\$ 93,400.00	\$ 95,700.00	\$ 98,100.00	\$ 100,600.00	\$ 103,100.00
Water & Sewage	\$ -	\$ 13,100.00	\$ 13,500.00	\$ 13,800.00	\$ 14,100.00	\$ 14,500.00
Repair and Maintenance Services (including cost of supplies)	\$ -	\$ 157,100.00	\$ 160,700.00	\$ 164,500.00	\$ 168,400.00	\$ 172,300.00
Custodial Services (including cost of supplies)	\$ -	\$ 170,900.00	\$ 175,200.00	\$ 179,600.00	\$ 184,100.00	\$ 188,700.00
Waste Disposal	\$ -	\$ 9,600.00	\$ 9,800.00	\$ 10,100.00	\$ 10,300.00	\$ 10,600.00
Security Services	\$ -	\$ 5,200.00	\$ 5,300.00	\$ 5,500.00	\$ 5,600.00	\$ 5,800.00
Other Facility Expenses (please describe)	\$ -	\$ 117,000.00	\$ 119,900.00	\$ 122,900.00	\$ 126,000.00	\$ 129,100.00
Total Facilities Expenses:	\$ -	\$ 1,409,800.00	\$ 1,424,700.00	\$ 1,440,300.00	\$ 1,456,000.00	\$ 1,472,100.00
Other Expenses - See Footnotes						
Indiana Charter School Board Administrative Fee (6)		\$ 8,739.56	\$ 22,929.12	\$ 28,126.39	\$ 31,795.05	\$ 35,157.99
Management Fee (7)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bank Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Escrow		\$ -	\$ -	\$ -	\$ -	\$ -
Other Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Other Expenses:	\$ -	\$ 8,739.56	\$ 22,929.12	\$ 28,126.39	\$ 31,795.05	\$ 35,157.99
TOTAL EXPENSES:	\$ 419,610.98	\$ 6,234,221.32	\$ 6,972,058.49	\$ 7,816,643.24	\$ 8,486,728.52	\$ 9,072,202.76
CHANGE IN NET ASSETS:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

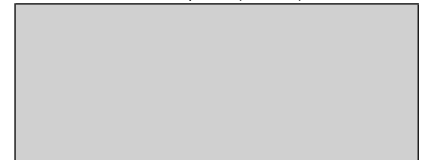
Other Services (Row 138)



Lease, Mortgage, & Other Facilities (Rows 143, 158)



Other Expenses (Row 167)



Footnotes:

- (1) Including, but not limited to: alternative education program grants (IC 20-30-8); educational technology plan grants (IC 20-20-13); secured school fund grants (IC 10-21-1-2); dual language pilot program grants (IC 20-20-41-2); teacher and student advancement fund grants (IC 20-20-43-3); student and parent support services grants (IC 20-34-9); etc.
- (2) This is a competitive grant. Funding is not guaranteed. The funding for the PCSB grant is distributed through a reimbursement process. Contact IDOE's Office of Title Grants and Support for more information.
- (3) Office of Superintendent includes the Head of School, School Leader, Executive Director, Chief Executive Officer, as well as associate or assistant executive positions; Office of the Principal includes Vice- and Assistant Principals; Other School Administration includes Chief Academic Officers; Directors, Deans, and Coordinators of: Curriculum, Instruction, Faculty, Students, Assessment, Student Affairs, Student Achievement, and similar positions.
- (4) Includes Staffing for Instruction and Curriculum Development, Instructional Staff Training, etc.

(5) Secretary; Receptionist; Attendance Clerk; Office Manager, Cafeteria Worker, and other full or part-time employees not specifically described.

(6) Three-Quarters of a percent (0.75%) of basic tuition support or adult learner grant amount received by the school.

(7) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All amounts separate from a specific "management fee" paid to a management company or an affiliate of the management company must be included elsewhere in the worksheet (e.g., lease payments, instructional supplies, software, technology, etc.) and described in the "Additional Information" Column.

Attachment 18: Budget Narrative

The budget for Creek Point Academy has been developed to support delivery of a high-quality educational program that helps us achieve our mission. One of the key reasons our Board will partner with NHA is their commitment to provide any needed funding to ensure we can implement the academic program described in this application from day one. Our services agreement specifies that NHA will contribute funds necessary for expenses that exceed revenues as the school grows. These investments are contributions, not loans, that the Board is neither required nor expected to repay. This feature of our agreement is a key part of a model that will help ensure that our school has sufficient cash flow. New charter schools often struggle because they have no such support. NHA has a proven record with two fiscally sound schools in Indiana, and we envision the same for Creek Point. This budget assumes that NHA will provide contributions for the entire first five years, as revenues are not expected to be sufficient to provide the academic program outlined in our application.

Revenue assumptions

We have prepared a proposed budget and a contingency budget with a lower enrollment. Where appropriate in this narrative, we have included in parenthesis the assumptions from the contingency budget. Creek Point Academy plans to open with a student capacity of 575 (320) students in grades Kindergarten through eight, increasing enrollment annually until the school reaches full capacity of 772 students. To date, nearly 300 people have signed up on our landing website requesting more information, and families of more than 200 current AJB students have completed intent to enroll forms.

- As reflected in the budget workbook, the Foundation grant is estimated at \$6,681 per student, with a Complexity Multiplier of \$4,024 for the 2024-25 fiscal year. With the Complexity Index for Indianapolis Public Schools applied, the total state funding per pupil is estimated at \$8,152. The workbook is inherently conservative, with no funding increases projected through the forecast period.
- We assume that 12.5 percent of our student population will require some level of special education services. Using the grant amount of \$2,930 for moderate disabilities for all students with disabilities results in funding of just over \$200 thousand in direct support of special education services for the school. We also anticipate funding from the Federal Individual with Disabilities Education Act (IDEA) to be available in support of the programming for students with disabilities.
- The budget workbook appears to have the Curricular Material Reimbursement Program (\$150 per student) revenue mapped to the Charter and Innovation Network School Grant (\$1,400 per student) line. We have therefore included our estimate for Charter and Innovation Network School Grant in Other State Grants (Row 28). We anticipate revenue from both sources for Creek Point Academy.
- Based on the population in our market, we anticipate nearly 50 percent of our students will be English learners. We have included state funding for the Non-English-Speaking Program in our budget. These funds will be used for dedicated English learner teaching staff to support students' unique learning needs. Our budget also includes an estimated allocation of federal Title III funds (Other Federal Revenue – Row 40), which will also be invested in our English learners.
- With an expected 97 percent of students qualifying for free or reduced-price lunch, we anticipate allocations of federal entitlement funds. The school will use available Title I and II-A grant monies to invest in a variety of research-based academic interventions for students identified for such assistance. These interventions may include academic specialists and paraprofessionals who support classroom teachers and provide small-group interventions, extended learning opportunities after school, and/or summer education programs. The school will also invest in professional development for staff to improve the quality of instruction. Estimated allocations of Title I and II-A grants have been incorporated into the operating budget.

- Reimbursement from the National School Lunch Program through the Department of Agriculture is anticipated to cover approximately 98 percent of the food service expenditures at the school.
- To ensure that Creek Point Academy can offer the complete envisioned educational program upon opening, and to ensure we can occupy a facility designed to accommodate the entire school when it reaches full enrollment, our services agreement with NHA will provide us with the necessary supplemental financial support in the early years of the school's operations. The Year 0 and 5-Year Budget include an expected contribution from NHA of just under \$4.4 million. We will not need to establish a contingency budget plan or break-even point between student enrollment and our budget due to our partnership with NHA. NHA is obligated to contribute the necessary funds for expenses that exceed revenues, removing the risk associated with not attaining student enrollment projections. This pledge by NHA assures our Board that we will not need to make any cuts to our planned educational program if actual enrollment is less than projected in any given year.

Expenditure assumptions

Personnel, salaries, and benefits

Creek Point Academy will open with teachers in 21 (12) classrooms, as well as teachers for music, art, library/technology, and physical education. We will ensure our school has the needed resources to meet the needs of all the students. The school's special education program will be staffed with a level of teachers and paraprofessionals that can meet the needs of our projected student population. Based on current estimates, there are four (two) resource room teachers and five (three) (0.875 FTE each) special education aides built into the budget to start, supplemented with contracted speech, occupational therapy, and psychology services (Other Compensation – Row 93). We also plan to have a full-time social worker. With our expected population of English learners, we anticipate needing five (three) full-time English learner teachers and two (0.875 FTE each) dedicated paraprofessionals. We will adjust our staffing sufficiently based on student needs once the school opens and such needs can be better determined.

The teaching staff will grow with the student population. Full-time teaching salaries are budgeted to average \$60,800 in the first year and will increase based on market scales and staff experience as the school matures. The initial school administrative team includes a principal, four (two) deans, a registrar, an office administrator, and an admissions representative. The administrative salaries will be competitive with market rates.

We intend to have support staff (Other Support Staff – Row 77) in place to supplement the instructional programs described above. In addition to having a full-time social worker, we also plan to staff a behavior support specialist and student family liaison given the varied challenges we expect our students to be facing both in and outside of school. A curriculum specialist will support our teaching staff with strategies for instruction in the classroom. In addition to teaching library/technology, our library technology specialist, along with an educational technology coordinator, will manage our students' one-to-one devices and support the technology needs of the school.

The cost of payroll taxes and a competitive complement of benefits have been incorporated into the budget.

Non-personnel operating expenses

All non-personnel costs are based on NHA's experience at other schools. NHA uses the same financial model at all its schools and has refined its budgeting process. Non-personnel costs include curriculum and classroom materials (specific curricular tools for each grade and subject), as well as tools for the special education, English learner, and intervention programs. This budget assumes that all new curriculum and classroom materials will be purchased for Creek Point.

Under the services agreement with NHA, we will benefit from centralized expertise in support of staff recruitment, compensation and benefits administration, staff development and engagement programming, and safety and security protocols (Other Administrative Expenses – Row 113). We have also included comprehensive back-office services from NHA in areas such as payroll, accounts payable, budget, purchasing, marketing, admissions, grant management, curriculum development, enrollment and parent relations, and student accountability and analytics support.

The budget includes estimated costs associated with the lease and operations of the school facility and property. These expenses include utilities, snow removal and landscape costs, custodial services, and preventive maintenance and repairs, based on NHA's experience managing charter school facilities in Indiana. The lease rate in this application has been consistent for this facility since 2017 and is supported by an independent appraisal that was done in 2021. This is a single use building that has been specifically designed to house a charter school with the program that we propose here.

The budget also includes an annual \$35,000 for funds that our Board will expend to expand the offerings at CPA beyond the services agreement. We have assumed that these funds are spent in full each year, though we could also save funds to build up a reserve, should we desire. There is no need for this, as NHA is obligated by our agreement to cover all costs for the academic program described in this application.

Enrollment contingency planning

We acknowledge that enrollment isn't always as anticipated, and we need a plan to manage expenses appropriately. Although our contract with NHA provides us with some flexibility to ensure that Creek Point Academy can offer the complete educational program upon opening, we will work carefully with our management partner to ensure we are not overstaffed or overspending for the number of students we ultimately serve.

To date, we have collected 206 intent to enroll forms for our school, demonstrating the demand for an educational program like the one we propose. In the event our school opens with only 320 students and grows much more slowly than presented in the five-year budget, we would be able to reduce instructional staff from 43.3 FTE to 26 FTE. Our administrative and support staff would only be reduced by two deans, with all other administration and support remaining. Expenses such as curriculum, supplies, and food services are largely variable and would be lower with a smaller student population. Fixed costs related to the facility and management of the school would remain the same regardless of enrollment.

Under this contingency scenario, we would rely on NHA to support our operations at a level of approximately \$2.0 million annually while we work to fill the school and fully utilize the facility. We are assured by our services agreement that we will operate our full educational program regardless of enrollment.

Fee

As noted in our services agreement, NHA assumes all risk for the school and in return, receives all compensation to implement the vision described in this application. This arrangement will benefit Creek Point as the state and local funds expected to be available are insufficient to meet the expenses we anticipate. As a result, NHA pledges a contribution of funds (noted as Contributions and Donations from Private Sources in the budget template) for each year in both the proposed and contingency budgets. These are contributions, not loans, and there is no expectation of repayment or fundraising for our Board.

We will carefully oversee NHA and their financial management of the school. For instance, our Board will review and consider monthly invoices that list detailed management services provided at the school by NHA. Before any funds are transferred to NHA, our Board Treasurer must review and approve these

invoices. Approval will be based on ongoing conversations with school leadership and NHA on the needs of the school and the Board-approved budget. We may also retain consultants as reasonably justified to review the operations of the school and the performance of NHA under the services agreement, if there is ever a concern that the Board does not feel that NHA has addressed adequately. Provision shall be made in the school's budget for the compensation of such consultants. NHA shall cooperate fully with such consultants in the performance of their responsibilities to the school.

Our Board acknowledges that this model has produced strong academic results for NHA across the country, and in Indiana. We will hold NHA accountable in our Board meetings for meeting the academic, financial, and organizational goals we have set in this application and to continually serving our community well. This will include a rigorous review of data at each meeting to allow us confidence in our governance and oversight of CPA and NHA.

This is not applicable. Our proposal is a new non-profit organization.

Portfolio Summary

Please complete a row for each school currently or formerly operated by the organizer or proposed education service provider. Insert additional rows as needed

	School Name	Location	Opening Year	Year Closed (if applicable)	Grade Levels	Current Enrollment	FRL %	Special Education %	Minority %	ELL %	School Type	ESP (if applicable)
1	Excel Charter Academy	4201 Breton Ave SE, Grand Rapids, MI 49512-3857	1995	N/A	K - 8	784	57.7%	9.3%	62.9%	13.9%	Elementary/Middle	National Heritage Academies
2	Vanderbilt Charter Academy	301 West 16th St, Holland, MI 49423-3329	1996	N/A	K - 8	486	79.2%	14.2%	71.2%	16.5%	Elementary/Middle	National Heritage Academies
3	Vanguard Charter Academy	1620 - 52nd St SW, Wyoming, MI 49519-9629	1996	N/A	K - 8	796	62.2%	7%	52.7%	12.2%	Elementary/Middle	National Heritage Academies
4	Vista Charter Academy	711 - 32nd St SE, Grand Rapids, MI 49548-2307	1996	N/A	K - 8	605	92.2%	9.6%	90.6%	35.7%	Elementary/Middle	National Heritage Academies
5	Cross Creek Charter Academy	7701 Kalamazoo Ave SE, Byron Center, MI 49315-9534	1997	N/A	K - 8	780	39.5%	1	39.1%	12.2%	Elementary/Middle	National Heritage Academies
6	Eagle Crest Charter Academy	11950 Riley St, Holland, MI 49424-8553	1997	N/A	K - 8	648	64.2%	13.1%	73.6%	18.8%	Elementary/Middle	National Heritage Academies
7	Knapp Charter Academy	1759 Leffingwell Ave NE, Grand Rapids, MI 49525-4531	1997	N/A	K - 8	576	75.9%	12.5%	74.3%	10.1%	Elementary/Middle	National Heritage Academies
8	Walker Charter Academy	1801 Three Mile Rd NW, Walker, MI 49544-1445	1997	N/A	K - 8	698	51.3%	10.3%	45%	10.2%	Elementary/Middle	National Heritage Academies
9	Endeavor Charter Academy	380 N. Helmer Rd, Springfield, MI 49037-7776	1998	N/A	K - 8	683	85.4%	12.8%	64.2%	6.9%	Elementary/Middle	National Heritage Academies
10	Paragon Charter Academy	3750 McCain Rd, Jackson, MI 49201-7675	1998	N/A	K - 8	621	64.6%	7.1%	52.9%	5.3%	Elementary/Middle	National Heritage Academies
11	Paramount Charter Academy	3624 S. Westnedge Ave, Kalamazoo, MI 49008-2969	1998	N/A	K - 8	380	91.3%	16.9%	77.3%	4.1%	Elementary/Middle	National Heritage Academies
12	Ridge Park Charter Academy	4120 Camelot Ridge Dr SE, Grand Rapids, MI 49546-2432	1998	N/A	K - 8	493	87%	12.2%	88.6%	21.9%	Elementary/Middle	National Heritage Academies
13	Timberland Charter Academy	2574 McLaughlin Ave, Muskegon, MI 49442-4439	1998	N/A	K - 8	626	95.2%	12.7%	87.6%	7.4%	Elementary/Middle	National Heritage Academies
14	Burton Glen Charter Academy	4171 Atherton Rd, Burton, MI 48519-1435	1999	N/A	K - 8	715	94.7%	10.4%	89.8%	1.0%	Elementary/Middle	National Heritage Academies
15	Chandler Woods Charter Academy	6895 Samrick Ave Private, Belmont, MI 49306-8844	1999	N/A	K - 8	773	33.7%	8.8%	10.5%	0.6%	Elementary/Middle	National Heritage Academies
16	Forsyth Academy	5426 Shattalon Dr, Winston-Salem, NC 27106-1919	1999	N/A	K - 8	752	88%	15%	93.7%	23.1%	Elementary/Middle	National Heritage Academies
17	Greensboro Academy	4049 Battleground Ave, Greensboro, NC 27410-8410	1999	N/A	K - 8	766	8%	9.1%	47.9%	7.7%	Elementary/Middle	National Heritage Academies
18	Linden Charter Academy	3244 N Linden Rd, Flint, MI 48504-1753	1999	N/A	K - 8	794	82.6%	10.1%	98.9%	1.1%	Elementary/Middle	National Heritage Academies
19	North Saginaw Charter Academy	2332 Trautner Dr, Saginaw, MI 48604-9593	1999	N/A	K - 8	564	95%	14.3%	88.9%	1.3%	Elementary/Middle	National Heritage Academies
20	South Arbor Charter Academy	8200 Carpenter Rd, Ypsilanti, MI 48197-9173	1999	N/A	K - 8	801	30.6%	6.9%	53.4%	9.6%	Elementary/Middle	National Heritage Academies
21	Walton Charter Academy	744 East Walton Blvd, Pontiac, MI 48340-1361	1999	N/A	K - 8	810	93%	8.5%	95.4%	43.4%	Elementary/Middle	National Heritage Academies
22	Windemere Park Charter Academy	3100 W. Saginaw St, Lansing, MI 48917-2307	1999	N/A	K - 8	630	83.3%	13.3%	86.7%	6.5%	Elementary/Middle	National Heritage Academies
23	Canton Charter Academy	49100 Ford Rd, Canton, MI 48187-5415	2000	N/A	K - 8	703	31.7%	8.3%	81.1%	27.2%	Elementary/Middle	National Heritage Academies
24	Metro Charter Academy	34800 Ecorse Rd, Romulus, MI 48174-1642	2000	N/A	K - 8	559	76.4%	10.6%	96.8%	1.6%	Elementary/Middle	National Heritage Academies
25	PreEminent Charter School	3815 Rock Quarry Rd, Raleigh, NC 27610-5123	2000	N/A	K - 8	705	86%	14.7%	97.7%	13.2%	Elementary/Middle	National Heritage Academies
26	Research Triangle Charter Academy	2418 Ellis Rd, Durham, NC 27703-5543	2000	N/A	K - 8	693	75.2%	10.1%	97%	12.9%	Elementary/Middle	National Heritage Academies
27	Rochester Leadership Academy	1020 Maple St, Rochester, NY 14611	2000	2005	K - 8	N/A	N/A	N/A	N/A	N/A	Elementary/Middle	National Heritage Academies
28	Warrendale Charter Academy	19400 Sawyer Rd, Detroit, MI 48228-3330	2001	N/A	K - 8	713	96.5%	8.9%	99.9%	1.0%	Elementary/Middle	National Heritage Academies
29	Detroit Merit Charter Academy	1091 Alter Rd, Detroit, MI 48215-2861	2002	N/A	K - 8	706	86.7%	7%	99.7%	0.1%	Elementary/Middle	National Heritage Academies
30	North Dayton School of Discovery	3901 Turner Rd, Dayton, OH 45415-3654	2002	N/A	K - 8	564	92.7%	12.7%	92.8%	3.1%	Elementary/Middle	National Heritage Academies
31	Queen's Grant Community School	6400 Matthews-Mint Hill Rd, Mint Hill, NC 28227-9323	2002	N/A	K - 8	775	44.1%	9.5%	46.7%	6.6%	Elementary/Middle	National Heritage Academies
32	Southside Academy Charter School	2200 Onondaga Creek Blvd, Syracuse, NY 13207-2361	2002	N/A	K - 8	691	96.1%	18.1%	96.1%	5.6%	Elementary/Middle	National Heritage Academies
33	Andrew J. Brown Academy	3600 N. German Church Rd, Indianapolis, IN 46235-8504	2003	N/A	K - 8	598	85.8%	9.0%	97.7%	49.1%	Elementary/Middle	National Heritage Academies
34	Brooklyn Excelsior Charter School	856 Quincy St, Brooklyn, NY 11221-3612	2003	N/A	K - 8	609	86.7%	17.1%	98.7%	4.4%	Elementary/Middle	National Heritage Academies
35	Buffalo United Charter School	325 Manhattan Ave, Buffalo, NY 14214-1809	2003	N/A	K - 8	659	94.5%	10.1%	96.3%	4.4%	Elementary/Middle	National Heritage Academies
36	Hamtramck Academy	11420 Conant St, Hamtramck, MI 48212-3134	2003	N/A	K - 8	549	96%	4.2%	85.6%	58.4%	Elementary/Middle	National Heritage Academies
37	Keystone Academy	47925 Bemis Rd, Belleville, MI 48111-9760	2003	N/A	K - 8	629	50%	8.9%	33.9%	5.3%	Elementary/Middle	National Heritage Academies
38	Pathway School of Discovery	173 Avondale Dr, Dayton, OH 45404-2123	2003	N/A	K - 8	787	86.9%	13.6%	58.3%	9.1%	Elementary/Middle	National Heritage Academies
39	Alliance Academy of Cincinnati	1712 Duck Creek Rd, Cincinnati, OH 45207-1644	2004	N/A	K - 8	465	93%	18.2%	97%	0.4%	Elementary/Middle	National Heritage Academies
40	Apex Academy	16005 Terrace Rd, East Cleveland, OH 44112-2001	2004	N/A	K - 8	478	80.3%	18%	99.2%	1.1%	Elementary/Middle	National Heritage Academies
41	Detroit Enterprise Academy	11224 Kercheval St, Detroit, MI 48214-3323	2004	N/A	K - 8	748	95.8%	9.7%	99.6%	0.3%	Elementary/Middle	National Heritage Academies
42	Detroit Premier Academy	7781 Asbury Park, Detroit, MI 48228-3685	2004	N/A	K - 8	716	87.8%	5.7%	99%	2.1%	Elementary/Middle	National Heritage Academies
43	Emerson Academy of Dayton	501 Hickory St, Dayton, OH 45410-1232	2004	N/A	K - 8	638	94.8%	16.3%	84%	1.6%	Elementary/Middle	National Heritage Academies
44	Fortis Academy	3875 Golfside Dr, Ypsilanti, MI 48197-3726	2004	N/A	K - 8	637	87.3%	9.7%	86.7%	23%	Elementary/Middle	National Heritage Academies
45	Great Oaks Academy	4257 Bart St, Warren, MI 48091-1977	2004	N/A	K - 8	744	91.1%	8.5%	98.8%	3.8%	Elementary/Middle	National Heritage Academies
46	Laurus Academy	24590 Lahser Rd, Southfield, MI 48034-6040	2004	N/A	K - 8	750	81%	10.7%	99.7%	0.1%	Elementary/Middle	National Heritage Academies

47	Orion Academy	1798 Queen City Ave, Cincinnati, OH 45214-1427	2004	N/A	K - 8	511	89.8%	14.1%	96.4%	6.7%	Elementary/Middle	National Heritage Academies
48	Pinnacle Academy	860 E. 222nd St, Cleveland, OH 44123-3317	2004	N/A	K - 8	720	88.1%	14.6%	97.6%	0%	Elementary/Middle	National Heritage Academies
49	Prevail Academy	353 Cass Ave, Mount Clemens, MI 48043-2112	2004	N/A	K - 8	585	86.7%	14%	87.3%	1.4%	Elementary/Middle	National Heritage Academies
50	Triumph Academy	3000 Vivian Rd, Monroe, MI 48162-8600	2004	N/A	K - 8	777	60.2%	11.8%	27.4%	2.1%	Elementary/Middle	National Heritage Academies
51	Winterfield Venture Academy	305 Wenz Rd, Toledo, OH 43615-6244	2004	N/A	K - 8	502	93%	17.4%	93.8%	0.2%	Elementary/Middle	National Heritage Academies
52	Bennett Venture Academy	5130 Bennett Rd, Toledo, OH 43612-3422	2005	N/A	K - 8	593	90.6%	15.1%	74.8%	0.2%	Elementary/Middle	National Heritage Academies
53	Stambaugh Charter Academy	2420 Donald Ave, Youngstown, OH 44509-1306	2006	N/A	K - 8	480	88.1%	17.5%	85.8%	4.8%	Elementary/Middle	National Heritage Academies
54	Taylor Exemplar Academy	26727 Goddard Rd, Taylor, MI 48180-3912	2006	N/A	K - 8	696	75.9%	9.1%	75.5%	3.3%	Elementary/Middle	National Heritage Academies
55	Flagship Academy	13661 Wisconsin St, Detroit, MI 48238-2356	2007	N/A	K - 8	644	93.2%	5.4%	99.7%	0.5%	Elementary/Middle	National Heritage Academies
56	Landmark Academy at Reunion	10566 Memphis St, Commerce City, CO 80022-6236	2007	N/A	K - 8	767	21.8%	8.7%	53.1%	16.8%	Elementary/Middle	National Heritage Academies
57	Aspire Charter Academy	4900 W. 15th Ave, Gary, IN 46406-2308	2008	N/A	K - 8	671	97.5%	14.7%	99.3%	0.6%	Elementary/Middle	National Heritage Academies
58	Grand River Preparatory High School	650 52nd St SE, Kentwood, MI 49548	2008	N/A	9 - 12	602	68.8%	5.3%	80.1%	22.9%	High	National Heritage Academies
59	Reach Charter Academy	25275 Chippendale St, Roseville, MI 48066-3960	2008	N/A	K - 8	576	89.9%	10.9%	96.9%	1.8%	Elementary/Middle	National Heritage Academies
60	Achieve Charter Academy	3250 Denton Rd, Canton, MI 48188-2110	2009	N/A	K - 8	779	24.3%	5.9%	80.9%	23.6%	Elementary/Middle	National Heritage Academies
61	Brooklyn Scholars Charter School	2635 Linden Blvd, Brooklyn, NY 11208-4907	2009	N/A	K - 8	687	88.2%	12.8%	99.7%	5.2%	Elementary/Middle	National Heritage Academies
62	Lansing Charter Academy	3300 Express Ct, Lansing, MI 48910-4370	2009	N/A	K - 8	452	92.3%	13.8%	89.4%	11.5%	Elementary/Middle	National Heritage Academies
63	Quest Charter Academy	24745 Van Born Rd, Taylor, MI 48180-1221	2009	N/A	K - 8	763	81.8%	10.1%	72.6%	7.4%	Elementary/Middle	National Heritage Academies
64	Atlanta Heights Charter School	3712 Martin Luther King Jr Dr SW, Atlanta, GA 30331-3674	2010	N/A	K - 8	681	97.3%	6.1%	99.9%	4.80%	Elementary/Middle	National Heritage Academies
65	Brooklyn Dreams Charter School	259 Parkville Avenue, Brooklyn, NY 11230-1310	2010	N/A	K - 8	576	65.5%	17.5%	97%	20.1%	Elementary/Middle	National Heritage Academies
66	Foundations Academy	340 S 45th Avenue, Brighton, CO 80601-4652	2010	N/A	K - 8	764	25.3%	11.0%	45.6%	15.5%	Elementary/Middle	National Heritage Academies
67	Inspire Charter Academy	5454 North Foster Dr, East Baton Rouge, LA 70805	2010	N/A	K - 8	584	98.1%	9.6%	98.8%	1.7%	Elementary/Middle	National Heritage Academies
68	Legacy Charter Academy	4900 E Hildale St, Detroit, MI 48234-2225	2010	N/A	K - 8	743	97.7%	6.8%	99.7%	0%	Elementary/Middle	National Heritage Academies
69	Wellspring Preparatory High School	1031 Page St NE, Grand Rapids, MI 49505	2010	N/A	9 - 12	306	68.3%	9.8%	71.7%	16.3%	High	National Heritage Academies
70	Riverton Street Charter School	118-34 Riverton Street, St. Albans, NY 11412-4024	2010	N/A	K - 8	987	78%	11.0%	99.4%	1.6%	Elementary/Middle	National Heritage Academies
71	Arbor Preparatory High School	6800 Hitchingham Rd, Ypsilanti, MI 48197	2011	N/A	9 - 12	280	53.2%	13.2%	76.4%	8.6%	High	National Heritage Academies
72	East Arbor Charter Academy	6885 Merritt Rd, Ypsilanti, MI 48197-8958	2011	N/A	K - 8	485	67%	9.3%	70.2%	11.2%	Elementary/Middle	National Heritage Academies
73	Milwaukee Scholars Charter School	7000 West Florist Ave, Milwaukee, WI 53218-1855	2011	N/A	Y4 - 8	674	96.1%	8.9%	98.7%	0.4%	Elementary/Middle	National Heritage Academies
74	Regent Park Scholars Charter Academy	15865 East 7 Mile, Detroit, MI 48205-2545	2011	N/A	K - 8	734	86.9%	9.2%	99.6%	0.8%	Elementary/Middle	National Heritage Academies
75	South Canton Scholars Charter Academy	3085 S. Canton Center Rd, Canton, MI 48188-2452	2011	N/A	K - 8	816	43.8%	7.9%	69.2%	19%	Elementary/Middle	National Heritage Academies
76	Plymouth Scholars Charter Academy	48484 N Territorial Rd, Plymouth, MI 48170-2850	2012	N/A	K - 8	793	15.9%	9.5%	71.7%	15.8%	Elementary/Middle	National Heritage Academies
77	River City Scholars Charter Academy	944 Evergreen Street SE, Grand Rapids, MI 49507-2051	2012	N/A	K - 8	346	89.9%	13%	93.9%	7.8%	Elementary/Middle	National Heritage Academies
78	South Pointe Scholars Charter Academy	10550 Geddes Road, Ypsilanti, MI 48198-9442	2012	N/A	K - 8	636	74.2%	12.7%	77%	6.6%	Elementary/Middle	National Heritage Academies
79	Oakside Prep Academy	355 Summit Dr, Waterford, MI 48328	2013	N/A	K - 11	1,186	90.1%	10.1%	91.2%	20.1%	Elem/Mid/High	National Heritage Academies
80	Taylor Preparatory High School	9540 Telegraph Road, Taylor, MI 48180	2013	N/A	9 - 12	466	66.5%	13.6%	75.6%	4.9%	High	National Heritage Academies
81	Summerfield Charter Academy	5303 US 220 N, Summerfield, NC 27358	2013	N/A	K - 8	774	16.1%	8%	40.8%	6.2%	Elementary/Middle	National Heritage Academies
82	Advantage Charter Academy	14740 Plank Rd, Baker, LA 70714	2014	N/A	K - 8	541	94.1%	9.9%	97.4%	0.8%	Elementary/Middle	National Heritage Academies
83	Grand River Academy	28111 Eight Mile Rd, Livonia, MI 48152	2014	N/A	K - 8	736	78.1%	8.2%	97%	3.9%	Elementary/Middle	National Heritage Academies
84	Canton Preparatory High School	46610 Cherry Hill Rd, Canton, MI 48187	2014	N/A	9 - 12	626	38.3%	8%	67.6%	7.5%	High	National Heritage Academies
85	Wake Forest Charter Academy	1851 Friendship Chapel Rd, Wake Forest, NC 27587	2014	N/A	K - 8	653	38%	12%	54%	5.8%	Elementary/Middle	National Heritage Academies
86	Willow Charter Academy	1818 Northeast Evangeline Thruway, Lafayette, LA 70501	2014	N/A	K - 8	713	93.4%	11.9%	96.7%	0.7%	Elementary/Middle	National Heritage Academies
87	Winterville Charter Academy	4160 Bayswater Rd, Winterville, NC 28590	2015	N/A	K - 8	581	63%	12.3%	73%	5.5%	Elementary/Middle	National Heritage Academies
88	Gate City Charter Academy	123 Flemingfield Rd, Greensboro, NC 27405	2016	N/A	K - 8	680	82.7%	10.6%	93.7%	8.5%	Elementary/Middle	National Heritage Academies
89	Mathews Charter Academy	2332 Mt. Harmony Church Rd, Matthews, NC 28105	2016	N/A	K - 8	758	50.8%	12.2%	59.1%	12.2%	Elementary/Middle	National Heritage Academies
90	Peak Charter Academy	1601 Orchard Villas Ave, Apex, NC 27502	2017	N/A	K - 8	767	12.5%	7.7%	61.9%	15.1%	Elementary/Middle	National Heritage Academies
91	Johnston Charter Academy	40 Scholar Dr, Clayton, NC 27520	2018	N/A	K - 8	678	43.5%	10.9%	48.2%	6%	Elementary/Middle	National Heritage Academies
92	Rolesville Charter Academy	908 Eagle Scholars Dr, Rolesville, NC 27521	2018	N/A	K - 8	636	45.6%	14.8%	59.2%	7.9%	Elementary/Middle	National Heritage Academies
93	Pembroke Academy	19940 Mansfield St, Detroit, MI 48235	2018	N/A	K - 8	348	91.4%	0.6%	99.7%	0.6%	Elementary/Middle	National Heritage Academies
94	Westfield Charter Academy	K-8: 27201 W. Chicago 7-12: 23750 Elmira St Redford, MI 48239	2019	N/A	K - 12	1,469	77.9%	12.8%	99%	2.1%	Elem/Mid/High	National Heritage Academies
95	Mountain View Academy	Meadowbrook Pkwy, Colorado Springs, CO 80923	2020	N/A	K - 8	393	5.1%	11.8%	52%	4.8%	Elementary/Middle	National Heritage Academies
96	Center Line Preparatory Academy	8155 Ritter St, Center Line, MI 48015	2020	N/A	K - 12	777	90.1%	8.3%	95.2%	0.4%	Elem/Mid/High	National Heritage Academies
97	PrepNet Virtual Academy	N/A, Statewide (MI)	2020	N/A	K - 12	1,218	70%	12.6%	80.7%	3.1%	Elem/Mid/High	National Heritage Academies
98	Summit Creek Academy	2126 Scott Rd, Browns Summit, NC 27214	2021	N/A	K - 6	567	70.7%	13.1%	79.6%	5.2%	Elementary/Middle	National Heritage Academies

99	Phoenix Academy	K-2: 4020 Meeting Way 3-6: 4191 Mendenhall Oaks Parkway 7-10: 7847 Clinard Farms Rd High Point, NC 27265	Opened: 1997 NHA Partnership Began in 2022	N/A	K - 10	1,253	25.9%	9.4%	63%	6%	Elem/Mid/High	National Heritage Academies
100	Mill Creek Academy	S46W23850 Lawnsdale Rd, Waukesha, WI 53189	2023	N/A	K - 5	TBD	TBD	TBD	TBD	TBD	Elementary/Middle	National Heritage Academies
101	Sky Ranch Academy	849 N Carrie St, Aurora, CO 80018	2023	N/A	K - 7	TBD	TBD	TBD	TBD	TBD	Elem/Mid/High	National Heritage Academies

Academic Performance: Comparable Schools

Provide the three (3) most recent years of academic data for each school currently operated by the organizer or education service provider that has a similar grade-span and serves a similar demographic to the proposed charter school, even if the proposed charter school is not a replication of an existing school. Copy additional Tabs and insert additional Rows as necessary.

School Name: Andrew J. Brown Charter Academy

School Year 1:	2022-23	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		K	49%		81%		aimswebPlus (ELA) / NHA-created interims (math)				91%
		1	36%		46%		aimswebPlus (ELA) / NHA-created interims (math)				91%
		2	27%		36%		aimswebPlus (ELA) / NHA-created interims (math)				93%
		3	10%		29%		ILEARN / median SGP			47%	93%
		4	22%		20%		ILEARN / median SGP				93%
		5	9%		32%		ILEARN / median SGP				95%
		6	20%		15%		ILEARN / median SGP				93%
		7	22%		17%		ILEARN / median SGP				93%
		8	49%		19%		ILEARN / median SGP				90%
School Year 2:	2021-22	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		K	34%		74%		aimswebPlus (ELA) / NHA-created interims (math)				91%
		1	30%		41%		aimswebPlus (ELA) / NHA-created interims (math)				91%
		2	31%		56%		aimswebPlus (ELA) / NHA-created interims (math)				90%
		3	20%		23%		ILEARN / median SGP			63%	93%
		4	6%	49.5	8%	45	ILEARN / median SGP				92%
		5	12%	43.5	17%	60	ILEARN / median SGP				92%
		6	31%	61	29%	72.5	ILEARN / median SGP				93%
		7	35%	51.5	16%	53.5	ILEARN / median SGP				91%
		8	26%	56.5	8%	55.5	ILEARN / median SGP				91%
School Year 3:	2020-21	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		K	38%		61%		aimswebPlus (ELA) / NHA-created interims (math)				92%
		1	32%		29%		aimswebPlus (ELA) / NHA-created interims (math)				88%
		2	24%		27%		aimswebPlus (ELA) / NHA-created interims (math)				92%
		3	4%		7%		ILEARN / median SGP			57%	90%
		4	8%		13%		ILEARN / median SGP				91%
		5	13%		13%		ILEARN / median SGP				88%
		6	33%		16%		ILEARN / median SGP				87%
		7	17%		9%		ILEARN / median SGP				85%
		8	26%		10%		ILEARN / median SGP				86%

Academic Performance: Comparable Schools

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School Name: Hamtramck Academy

School Year 1:	2022-23	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		K	72%		78%		aimswebPlus (ELA) / NHA-created interims (math)				89%
		1	45%		74%		aimswebPlus (ELA) / NHA-created interims (math)				88%
		2	70%		68%		aimswebPlus (ELA) / NHA-created interims (math)				93%
		3	44%		50%		M-STEP / median SGP			86%	93%
		4	43%	38.5	37%	33.5	M-STEP / median SGP				93%
		5	54%	50.5	43%	41	M-STEP / median SGP				94%
		6	49%	71	54%	68	M-STEP / median SGP				94%
		7	43%	56	51%	64	M-STEP / median SGP				95%
		8	68%	53.5	49%	62	PSAT 8 / median SGP				94%
School Year 2:	2021-22	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		K	76%		77%		aimswebPlus (ELA) / NHA-created interims (math)				87%
		1	41%		84%		aimswebPlus (ELA) / NHA-created interims (math)				89%
		2	61%		48%		aimswebPlus (ELA) / NHA-created interims (math)				89%
		3	45%		56%		M-STEP / median SGP			73%	90%
		4	43%		52%		M-STEP / median SGP				88%
		5	44%		46%		M-STEP / median SGP				90%
		6	51%	60	51%	52.5	M-STEP / median SGP				92%
		7	44%	70.5	48%	59	M-STEP / median SGP				89%
		8	74%	79	59%	55.5	PSAT 8 / median SGP				91%
School Year 3:	2020-21	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		K	49%		61%		aimswebPlus (ELA) / NHA-created interims (math)				93%
		1	69%		69%		aimswebPlus (ELA) / NHA-created interims (math)				95%
		2	51%		44%		aimswebPlus (ELA) / NHA-created interims (math)				96%
		3	25%		50%		M-STEP / median SGP			67%	97%
		4	52%		66%		M-STEP / median SGP				90%
		5	40%	34.5	32%	30	M-STEP / median SGP				97%
		6	12%	21	11%	16	M-STEP / median SGP				97%
		7	60%	71	58%	46	M-STEP / median SGP				98%
		8	80%	65	60%	38	PSAT 8 / median SGP				96%

Academic Performance: Comparable Schools

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School Name: Vista Charter Academy

School Year 1:	2022-23	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		K	52%		65%		aimswebPlus (ELA) / NHA-created interims (math)				91%
		1	41%		65%		aimswebPlus (ELA) / NHA-created interims (math)				91%
		2	38%		74%		aimswebPlus (ELA) / NHA-created interims (math)				93%
		3	27%		37%		M-STEP / median SGP			67%	93%
		4	44%	67.5	33%	60	M-STEP / median SGP				94%
		5	48%	63	29%	34	M-STEP / median SGP				93%
		6	34%	40.5	27%	59	M-STEP / median SGP				95%
		7	23%	47.5	19%	41	M-STEP / median SGP				93%
		8	52%	40.5	18%	34	PSAT 8 / median SGP				92%
School Year 2:	2021-22	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		K	59%		67%		aimswebPlus (ELA) / NHA-created interims (math)				89%
		1	53%		57%		aimswebPlus (ELA) / NHA-created interims (math)				91%
		2	42%		58%		aimswebPlus (ELA) / NHA-created interims (math)				90%
		3	25%		25%		M-STEP / median SGP			64%	93%
		4	35%		32%		M-STEP / median SGP				92%
		5	42%		19%		M-STEP / median SGP				94%
		6	30%	52	24%	53.5	M-STEP / median SGP				90%
		7	25%	38	20%	38.5	M-STEP / median SGP				92%
		8	53%	37	24%	24	PSAT 8 / median SGP				92%
School Year 3:	2020-21	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		K	36%		49%		aimswebPlus (ELA) / NHA-created interims (math)				92%
		1	32%		40%		aimswebPlus (ELA) / NHA-created interims (math)				93%
		2	30%		34%		aimswebPlus (ELA) / NHA-created interims (math)				93%
		3	16%		20%		M-STEP / median SGP			53%	95%
		4	35%		21%		M-STEP / median SGP				96%
		5	32%	38.5	13%	18	M-STEP / median SGP				96%
		6	35%	40	21%	14.5	M-STEP / median SGP				95%
		7	41%	44	25%	25.5	M-STEP / median SGP				95%
		8	42%	42	23%	45	PSAT 8 / median SGP				94%

Academic Performance: Comparable Schools

Provide the three (3) most recent years of academic data for each school currently operated by the organizer or education service provider that has a similar grade-span and serves a similar demographic to the proposed charter school, even if the proposed charter school is not a replication of an existing school. Copy additional Tabs and insert additional Rows as necessary.

School Name: **Walton Charter Academy**

School Year 1:	2022-23	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		K	45%		76%		aimswebPlus (ELA) / NHA-created interims (math)				89%
		1	43%		72%		aimswebPlus (ELA) / NHA-created interims (math)				89%
		2	48%		81%		aimswebPlus (ELA) / NHA-created interims (math)				91%
		3	16%		20%		M-STEP / median SGP			48%	93%
		4	30%	40	26%	55.5	M-STEP / median SGP				93%
		5	33%	52.5	9%	48.5	M-STEP / median SGP				91%
		6	31%	69	33%	84.5	M-STEP / median SGP				93%
		7	33%	59	28%	52	M-STEP / median SGP				91%
		8	60%	51	38%	66	PSAT 8 / median SGP				91%
School Year 2:	2021-22	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		K	23%		51%		aimswebPlus (ELA) / NHA-created interims (math)				83%
		1	43%		66%		aimswebPlus (ELA) / NHA-created interims (math)				87%
		2	35%		53%		aimswebPlus (ELA) / NHA-created interims (math)				89%
		3	24%		22%		M-STEP / median SGP			60%	89%
		4	25%		13%		M-STEP / median SGP				86%
		5	31%		8%		M-STEP / median SGP				91%
		6	31%	66	24%	57.5	M-STEP / median SGP				88%
		7	29%	57	26%	57.5	M-STEP / median SGP				88%
		8	47%	68	34%	70	PSAT 8 / median SGP				89%
School Year 3:	2020-21	Grade Level	ELA Proficiency	ELA Growth (VA)	Math Proficiency	Math Growth (VA)	Instrument/ Assessment Used	College/Career Credential %	4-Year Grad Rate	3rd Grade Reading Pass Rate	Attendance Rate
		K	35%		59%		aimswebPlus (ELA) / NHA-created interims (math)				92%
		1	31%		54%		aimswebPlus (ELA) / NHA-created interims (math)				93%
		2	43%		36%		aimswebPlus (ELA) / NHA-created interims (math)				94%
		3	27%		15%		M-STEP / median SGP			54%	94%
		4	13%		6%		M-STEP / median SGP				97%
		5	18%	37	11%	22.5	M-STEP / median SGP				95%
		6	22%	42	7%	23	M-STEP / median SGP				92%
		7	17%	61	10%	49	M-STEP / median SGP				91%
		8	57%	48.5	25%	31	PSAT 8 / median SGP				89%

Creek Point Academy does not have any pending litigation. NHA partners with schools across the country. Due to the nature of legal, administrative, and/or civil actions, this information remains confidential. Should we progress in the charter application process, we will share confidential information on any pending and pertinent cases.

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 checked="" type="checkbox"/>
	Application (including Executive Summary)	60 pages	MS Word or PDF	<input checked="" type="checkbox"/>
1	Applicant Group Resumes	None	MS Word or PDF	<input checked="" 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 checked="" type="checkbox"/>
3	Network Capacity (if applicable)	5 pages	MS Word or PDF	<input checked="" type="checkbox"/>
4	Course Scope and Sequence	30 pages	MS Word or PDF	<input checked="" type="checkbox"/>
5	School Calendar and Schedule	15 pages	MS Word or PDF	<input checked="" type="checkbox"/>
6	Academic and Exit Standards	10 pages	MS Word or PDF	<input checked="" type="checkbox"/>
7	Organizational Chart	10 pages	MS Word or PDF	<input checked="" type="checkbox"/>
8	Student Discipline Policy	10 pages	MS Word or PDF	<input checked="" type="checkbox"/>
9	Evidence of Support from Community Partners	None	MS Word or PDF	<input checked="" type="checkbox"/>
10	Need and Demand Analysis	None	MS Word or MS Excel	<input checked="" type="checkbox"/>
11	Grievance Policy	10 pages	MS Word or PDF	<input checked="" type="checkbox"/>
12	Governance Documents	None	MS Word or PDF	<input checked="" type="checkbox"/>
13	Statement of Assurances (only one form required)	Use Template in <u>Exhibit D</u>	PDF	<input checked="" type="checkbox"/>

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

Proposed Charter School location:* _____

**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: _____

Legal name of group applying for Charter: _____

Designated representative: _____

Contact Information (Phone & Email): _____

Planned opening year for the school: _____

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

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): _____

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): _____

Planned submission date(s): _____

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): _____

Submission date(s): _____

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.

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.

Signature of Designated Representative

Name



Signature

Date

Enrollment Plan for Schools Authorized by the Indiana Charter School Board

1. Please complete all appropriate grey cells. The first six (6) lines are required.
2. The Enrollment Plan Approval Date on line 13 is the date the initial Enrollment Plan was approved as part of a Charter Application.
3. Enrollment Plan Amendments list the amendments, effective year, and approval date of those amendments to the school's Enrollment Plan that are approved pursuant to ICSB's Enrollment Plan Amendment Policy.

Name of Charter School: Creek Point Academy

Designated Representative: Lindsay Lux

Contact Phone: 317-496-1494

Contact Email: llux@thgrp.com

Grade Span (Format: "X-X"): K-8

Maximum Enrollment: 772

Year 1 (Format: "YYYY"): 2024

Initial Approval Date: [Green Cell]

Yearly Enrollment By Grade Level

Grade Level	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Maximum Enrollment
K	100	100	100	100	100	
1	84	84	84	84	84	
2	84	84	84	84	84	
3	84	84	84	84	84	
4	84	84	84	84	84	
5	56	84	84	84	84	
6	28	56	84	84	84	
7	28	28	56	84	84	
8	27	28	28	56	84	
9						
10						
11						
12						
Yearly Enrollment:	575	632	688	744	772	772

Approved Amendments
(Completed by ICSB)

Approval Date:

[Green Cell] [Green Cell] [Green Cell] [Green Cell]

Amended Enrollment

Year	Amended Enrollment	Year	Amended Enrollment

Amendment Notes

[Large Green Cell]

Proposed Amendment to Enrollment Plan

1. Please submit as part of your original Enrollment Plan worksheet. Existing information will be autofilled.
 2. Approved amendments will be reflected on your official Enrollment Plan on Sheet 1.

Name of Charter School:	Creek Point Academy
Current Grade Span:	K-8
Proposed Grade Span:	Select from drop-down list →
Proposed Maximum Enrollment:	
Year 1 of Change (Format: "YYYY"):	Select from drop-down list →

Current Yearly Enrollment By Grade Level

Grade Level	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Maximum Enrollment
K	100	100	100	100	100	
1	84	84	84	84	84	
2	84	84	84	84	84	
3	84	84	84	84	84	
4	84	84	84	84	84	
5	56	84	84	84	84	
6	28	56	84	84	84	
7	28	28	56	84	84	
8	27	28	28	56	84	
9						
10						
11						
12						
Yearly Enrollment:	575	632	688	744	772	772

Proposed Yearly Enrollment By Grade Level

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Maximum Enrollment
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Yearly Enrollment:						

Enrollment Plan for Schools Authorized by the Indiana Charter School Board

- 1. Please complete all appropriate grey cells. The first six (6) lines are required.
- 2. The Enrollment Plan Approval Date on line 13 is the date the initial Enrollment Plan was approved as part of a Charter Application.
- 3. Enrollment Plan Amendments list the amendments, effective year, and approval date of those amendments to the school's Enrollment Plan that are approved pursuant to ICSB's Enrollment Plan Amendment Policy.

Name of Charter School:

Designated Representative:

Contact Phone:

Contact Email:

Grade Span (Format: "X-X"):

Maximum Enrollment:

Year 1 (Format: "YYYY"):

Initial Approval Date:

Yearly Enrollment By Grade Level

Grade Level	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Maximum Enrollment
K	50	75	100	100	100	
1	56	56	84	84	84	
2	56	56	56	84	84	
3	28	56	56	56	84	
4	28	28	56	56	56	
5	26	28	28	56	56	
6	26	26	28	28	56	
7	25	25	26	28	28	
8	25	25	26	28	27	
9						
10						
11						
12						
Yearly Enrollment:	320	375	460	520	575	575

Approved Amendments
(Completed by ICSB)

Approval Date:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------	----------------------

Amended Enrollment

Year	Year	Year	Year
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Amendment Notes

Proposed Amendment to Enrollment Plan

1. Please submit as part of your original Enrollment Plan worksheet. Existing information will be autofilled.
 2. Approved amendments will be reflected on your official Enrollment Plan on Sheet 1.

Name of Charter School:	Creek Point Academy
Current Grade Span:	K-8
Proposed Grade Span:	Select from drop-down list →
Proposed Maximum Enrollment:	
Year 1 of Change (Format: "YYYY"):	Select from drop-down list →

Current Yearly Enrollment By Grade Level

Grade Level	Year 1 2024-25	Year 2 2025-26	Year 3 2026-27	Year 4 2027-28	Year 5 2028-29	Maximum Enrollment
K	50	75	100	100	100	
1	56	56	84	84	84	
2	56	56	56	84	84	
3	28	56	56	56	84	
4	28	28	56	56	56	
5	26	28	28	56	56	
6	26	26	28	28	56	
7	25	25	26	28	28	
8	25	25	26	28	27	
9						
10						
11						
12						
Yearly Enrollment:	320	375	460	520	575	575

Proposed Yearly Enrollment By Grade Level

Grade Level	Year 1	Year 2	Year 3	Year 4	Year 5	Maximum Enrollment
K						
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
Yearly Enrollment:						

Exhibit C**Statement of Economic Interest & Conflict of Interest Form***(Must be completed individually by each Board member)***Background**

1. Name of charter school on whose governing board you serve: [Creek Point Academy](#)
2. Your full name: [Lindsay Lux](#)
3. Your spouse's full name: [Edward Lux](#)

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 - My resume is attached.
 - My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): [The Heritage Group](#), [Director of Government Affairs, Lobbying, constuction, env., tax](#)
6. List the name(s) of your spouse's employer(s) and the nature of the business: [Shoreline LLC, financial investments](#)
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: [LuxDocLLC, Rental management company, LuxCamp, hunting camp land](#)
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?

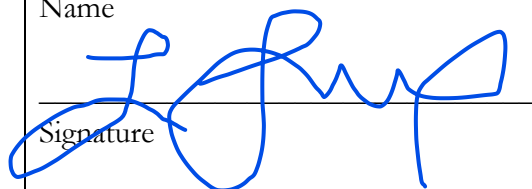
Yes.

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.

Lindsay Lux

Name



Signature

8/25/23

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve: *Creek Point Academy*
2. Your full name: *Tory Walker*
3. Your spouse's full name: *Amy Walker*

Employment

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

Conflict of Interest Disclosures

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

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

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

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

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

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

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

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

9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?
- Yes.
- Don't Know/ Unsure.

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

Tory Edwin Walker

Name



Signature

2/12/24

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

1. Name of charter school on whose governing board you serve:
National Heritage Academies
2. Your full name:
Jukobie W. Russell
3. Your spouse's full name:
N/A

Employment

4. Brief educational and employment history (no narrative response is required if your resume is attached to the charter application).
 My resume is attached.
 My resume is not attached. Please provide a narrative response:
5. List the name(s) of your current employer(s) and the nature of the business (an "employer" is defined as "any person from whom the board member or the board member's spouse receives more than thirty-three (33%) of their income"): wayne Township
6. List the name(s) of your spouse's employer(s) and the nature of the business:
N/A
7. Do you and/or your spouse currently operate a sole proprietorship or professional practice?
 No.
 Yes. Please provide the name and describe the nature of the business:
 Knowledge Based Solutions, LLC
 Education and 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:
 Knowledge Based Solutions, LLC
 Education and Consulting
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.

Jukobie w. Russell

Name



Signature

11/21/23

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background

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

Creekpoint Academy

2. Your full name:

Chad Michael Reynolds

3. Your spouse's full name:

Jennifer Elizabeth Reynolds

Employment

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

My resume is attached.

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

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

See resume

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

Eskenzi Medical Group - Healthcare

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:

Truss Wealth Advisors - Financial Planning

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.

Chad Reynolds

Name

Chad Reynolds

Signature

11-20-2023

Date

Exhibit D**Statement of Assurances**

The charter school agrees to comply with 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.

__Lindsay Lux_____

Name

__Board President_____

Title



Signature

__12/2/2023_____

Date