

Edison School of the Arts Application



Application to convert to a charter school

Location: Indianapolis, Indiana

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Executive Summary

Edison School of the Arts is a K-8 arts integration and performing arts school located on the southwest side of downtown Indianapolis. It has been in strong demand since its establishment in 2016, and has consistently outperformed its district peers across math and English/Language Arts assessments, providing a choice alternative to its students' traditional neighborhood schools.

While the flagship school is currently within the Indianapolis Public Schools (IPS) LEA, we are seeking to convert Edison flagship campus to a charter as the current Innovation contract with the district is financially unsustainable within five years. As a stand-alone charter school, or out-of-LEA charter partner to the district, we would receive the financial resources necessary to fully resource our students and staff and keep our commitments to our families.

As this application will demonstrate, Edison is truly well-positioned to replicate.

- We are fortunate to have a board of committed, skilled professionals that provide strong stewardship.
- Our staff receive intensive professional development in both their specific subject areas and in arts integration techniques, with support from leadership, instructional coaches, our arts integration specialist, and external consultants. This allows them to implement the model with fidelity and receive the coaching and insights necessary to ensure strong student outcomes.
- We have experience leading students to academic success regardless of demography. As underperforming traditional neighborhood schools are historically located in neighborhoods composed of low-income or majority-minority students, this means Edison has proven its ability to provide a quality option in underserved areas.
- Edison has strong systems in place to ensure continued strong enrollment, parent and community engagement, financial stability, and operational excellence.

It is our hope to open Edison flagship campus as a charter in the 22-23 school year.

Section 1: School Overview

Section 1: School Governance

- 1. List the school's current board members and provide a brief explanation for the expertise each member brings to the board. Has there been any recent significant board turnover? How long has the current board chair been in his or her role? Please provide, as **Attachment 1**, resumes for all current board members. Please provide as **Attachment 2**, provide a signed Statement of Economic Interest & Conflict of Interest Form, attached hereto as Exhibit C, for each current board member who is responsible for oversight of the school.*

The current board is a well-rounded group of leaders, each with proven success in their particular field of expertise. Tanya Overdorf has served as Edison's Board chair since 2020, and before that was the board's Governance Chair since 2017. She serves as President of Tanya S. Overdorff P.C. and works as an Indianapolis lawyer specializing in multiple areas of law. She also serves on several non-profit boards.

Greg Wallis, Edison's Finance Chair, has significant finance, accounting and marketing experience and serves as the Board Chair for the Indianapolis Arts Council. He is currently employed as a virtual CFO for multiple clients.

Ted Givens, Edison's Facilities chair, is President of TAG Consulting, an Indianapolis architecture firm.

Kay Feeney-Caito, Edison's Advancement Committee Chair, has worked in Public Relations for over 35 years. She currently represents the Indianapolis Opera and is President of KFC Public Relations.

Ernest Disney Britton, Edison's Governance Chair, manages both the grant making programs and the arts education programs for the Arts Council of Indianapolis.

Keesha Dixon, Edison's Academic Chair, is the Executive Director of the Asante Children's Theatre, as well as an accomplished drummer and a storyteller.

There has not been any significant board turnover. Please see **Attachment 1** for the resumes

of all current board members, and **Attachment 2** for their conflict of interest forms.

- 2. Please provide, as **Attachment 3**, a copy of the board minutes from the last three Board meetings, including the meeting in which the board voted to submit this application.*

Please see **Attachment 3** for minutes from our three most recent board meetings.

- 3. How does the chosen governance model support quality oversight of the school, including monitoring of the academic outcomes, financial health, organizational compliance and school leadership performance? Please list all active board committees, both voting and advisory and provide an organization chart listing governance and operational responsibilities for the organizer and the school(s).*

Currently, Edison's School Board has six members and five committees. Each committee is chaired by a Board member with an Edison Leadership Team representative as the committee liaison.

The Governance Committee is chaired by Board member, Ernest Disney Britton and the staff liaisons are Nathan Tuttle and Karen Hensley.

The Facilities Committee is chaired by Board member Ted Givens and the staff liaison is Karen Hensley.

The Advancement Committee is chaired by Board member, Kay Feeney-Caito and the staff liaison is Penny Guthrie.

The Finance Committee is chaired by Board member Greg Wallis and the staff liaisons are Nathan Tuttle and Karen Hensley.

The Academic Excellence Committee is chaired by Board member Keesha Dixon and the staff liaison is Amy Berns.

Every month the Edison Leadership, in partnership with board appointed committee chairs, give detailed financial, academic and organizational objectives/progress toward goals to the board and IPS. The performance of the school Leadership Team and specifically the Executive Director/CEO is continuously monitored and evaluated by the Board Chair.

Currently, Edison reports monthly on a variety of topics to the Indianapolis Public School Innovation Team. Bi-monthly Edison board meetings are also attended and monitored by

members of the IPS Innovation Team to ensure the Open Door Policy and all other guidelines are being met with fidelity.

All board and committee meeting agendas, minutes, and supporting documents are kept within the Board on Track platform. Edison uses this platform to manage and engage the board as well as to establish and monitor goals. All Edison committee agendas are also housed within the Board on Track platform. The general public can access all agendas, minutes and supporting documents via the Board on track link on the Edison website. This model leads to strong oversight of all key areas of the school and facilitates up-to-date communication to all stakeholders.

When it comes to responsibilities, our Board of Directors is responsible for:

- Making decisions regarding school policies
- Identifying strategic opportunities
- Supporting Edison leadership by developing community connections and partnerships, publicly promoting the school, assisting with fundraising efforts
- Providing strong stewardship and professional expertise

The Board of Directors oversees the Executive Director/CEO. This includes:

- Completing his annual evaluation
- Monitoring progress toward goals (academic, cultural, financial, etc.)
- Approving contracts and large purchases above the financial threshold
- Receiving regular reports via
 - The weekly executive director report
 - Committee meetings
 - Full board meetings, including the annual review
 - Special briefings as required

The Executive Director is responsible for:

- Fulfilling action items identified by the board of directors
- Ensuring strong financial management
- Managing relationships with key external stakeholders
- Triaging tasks to appropriate personnel

The Executive Director will directly oversee the Director of Academics, the Director of Advancement and Engagement, and the Director of Operations. The Executive Director will do this by:

- Meeting with each direct report for at least one weekly 1:1 check-in and monitoring progress toward goals
- Leading weekly leadership team meetings, during which all members will report out
- Evaluating each individual with a full performance review annually

- Providing coaching to the Director of Academics (a position which will be begin in summer 2022)

The Director of Advancement and Engagement is responsible for:

- Developing fundraising campaigns
- Seeking grant opportunities and writing grant applications
- Ensuring maximum enrollment at each campus and managing rosters
- Developing and maintaining strategic community partnerships
- Managing regular communications with families and overseeing family engagement opportunities (both school events and family meetings)

The Director of Operations is responsible for:

- Vendor/contract management
- Payroll/human resource functions
- Compliance and reporting
- Co-managing facility and safety functions alongside the Executive Director and building principals
- Day-to-day financial management, procurement, and other operations

The principal is responsible for:

- Instructional leadership of all instructional coaches and teachers
- Management of all staff
- Oversight of students ensuring safety and welfare of each student
- Communication and management of school climate
- Dissemination of information to families
- Execution of professional development for all staff
- Ensuring that scheduling of weekly data meetings and observation feedback meetings

4. Provide, as **Attachment 4**, a copy of the school's Governance Documents, including::
 - a. 501(c)(3) Determination Letter from the Internal Revenue Service;
 - b. Articles of Incorporation (filed with the Indiana Secretary of State);
 - c. Bylaws
 - d. Conflict of Interest policy
 - e. Code of Ethics policy

Please see **Attachment 4** for our governing documents.

Section 2: School Management

Describe the school's leadership and management structure. How does this support the school design, as well as effective operations of the school? Has there been any recent significant

leadership turnover at the school? Please provide, as **Attachment 5**, the resume of the current School Leader.

The current leadership and the management structure is as follows: The Executive Director reports to the Board. The Principal, Director of Advancement and Engagement and the Director of Operations report to the Executive Director. All of the academic, arts, support staff, food service, IPS staff and custodial staff report to the Principal.

The CEO maintains a pulse on the entire school by meeting with the Principal, the Director of Advancement and Engagement and the Director of Operations weekly. This structure ensures that all potential gaps are addressed and closed as well as identify any potential brainstorming ideas to improve current systems or implement new ones.

We have not had significant leadership turnover. The Principal and the Director of Advancement and Engagement have been with Edison since its inception. The Director of Operations role was created later. The first Director of Operations, after receiving her Masters in Arts Administration, took an opportunity at the Arts Council of Indianapolis. We filled the position with a highly qualified candidate who has now been with Edison for over 2 months and is exceeding expectations.

Please see **Attachment 5** for the resume of our current School Leader.

Please note that Amy Berns began her tenure at Edison as the assistant principal, and later was promoted to Principal. Amy holds a degree in social work, teaching, special education, and administration. She, along with the Executive Director, completed Relay Graduate School of Education with distinction. Mrs. Berns, if Edison I should replicate, would be again promoted to Director of Academics to further support the academics, mission and vision in multiple campuses. Sheena Roach, currently an instructional coach with Edison, would become the new principal of Edison I in the wake of the promotion of Amy Berns. Sheena demonstrates strong leadership ability as well as strong academic growth with the teachers she supports. Sheena also has her administrative degree and licensure. Additionally, she has completed the Relay Graduate School of Education and in precise alignment with Edison academic core values and procedures.

Section 3: Educational Design

- 1) Describe the educational philosophy of the school. Provide an overview of the learning environment, class size and structure and curricula, tools, methods and instructional strategies used to provide differentiated instruction to meet the needs of all students that support the school's education plan.*

Edison's mission is to continue to be an educational and artful resource for all students, parents, community, and staff members by consistent and focused professional development,

invitational practices by all, and utilizing quarterly and annual reviews to drive performance. We will continue to develop our educational and arts aesthetic by expanding our arts experiences, exposure, and partnerships. National studies repeatedly find that arts increase a child's aptitude for academic achievement as well as addressing topics of self discipline and project management. Edison offers students from 29 different zip codes opportunities in the visual and performing arts, as well as authentic arts integration like no other school in the city of Indianapolis or the state of Indiana. Our school is a "one-of-a-kind" model in which we employ an arts integration specialist to guide academic and arts teachers in creating arts and academic integrated lessons as well as tracking the execution and student mastery of such lessons. Edison also employs an arts integration curriculum.

One hundred percent of Edison's students experience arts integrated lessons weekly and sometimes daily. Edison also employs a highly vetted ELA, Mathematics, Science and Social Studies curriculum with fidelity. Teachers operate with a codified lesson plan internalization protocol that supports teacher's internalization of the standard, scripting rigorous questions and creating exemplars to benchmark student learning. Teachers preview unit and benchmark tests and align lessons to teach to the rigor of those assessments to ensure that students are being taught what they need to know. Student work and data is analyzed weekly through weekly data meetings. Teachers are also observed a minimum of once every two weeks if not more frequently and are given precise feedback and action steps in order to reach every teacher where they are and help them reach the next level in order to benefit all students. Every teacher has an individual growth plan built in from the beginning of the year.

The class size and structure at Edison flagship has 26 students in each class section in grades K-3. In Grades 4 and 5, the number of students increases to 28. In grades 6-8, at the current campus, the class size is at 30.

The curriculum at Edison is highly vetted and scores high marks on Ed Reports. The curriculum for our Arts Integration was developed specifically for Edison School of the Arts and is directly aligned to our ReadyGen / My Perspectives ELA Curriculum. Below is a break down of Edison's current curricula programming:

Overview of the curriculum.

- ELA: ReadyGen: K-6
- ELA: My Perspectives: 7-8
- ELA: Foundational Skills: Foundations K-3
- ELA: Dyslexia: Spire
- ELA: Guided Reading: Scholastic Leveled Book Room: Jan Richardson's Next Step Guided Reading. K-5
- ELA: Supplemental and Progress Monitoring: RAZ Kids. K-5
- Math: Eureka: K-8
- Math: Supplemental: Zearn: K-8

- Social Studies: Discovery Ed: 5-8
- Social Studies: K-4: Supplemental
- Science: K-4: Supplemental
- Science: 5-6: Discovery Ed.
- Science: 7-8: Interactive Science
- Arts Integration: Produced by an Artist in Residence over 2 years: K-8: ELA companion to ReadyGen and My Perspectives

Edison employs a combination of handheld textbooks and consumables and electronic resources as well. In response to COVID, all of Edison's students are 1:1 with the use of electronic devices. Edison uses technology for student responses in standardized tests as well as many curricular class based responses from students in grades 3-8. Grades K-2 are expected to utilize technology 100% on "Tech Tuesday's" but use traditional pencil, paper, whiteboard and markers to complete the majority of their assignments and practice in class. This will be the same at the new campus.

To ensure that Edison is staffed with highly effective teachers, Edison has a very scripted interview process for teachers and administrators. Along with the rigorous interview process, Edison also posts for jobs using various platforms, such as Indeed, Zip Recruiter, IDOE, Teach Indy, Teach for America, and connecting with many HBCUs around the country.

Edison employs Zearn, a math platform directly aligned with the math curriculum, as a strategy to reinforce math concepts and computational thinking. In addition to math support, Edison uses Foundations to support foundational skills in ELA. We use SPIRE with our Dyslexic learners and use RAZ kids to provide electronic progress monitoring for reading fluency and comprehension levels and practice.

The academic strategies that Edison has adopted are acquired through the following texts such as Teach Like a Champion: Lemov, Get Better Faster: Bambrick-Santoyo, Leverage Leadership: Bambrick-Santoyo, and Driven by Data: Bambrick-Santoyo. Some of the strategies include but are not limited to, having a dedicated enrichment time that is approximately 40 minutes a day for K-8 students, lesson plan internalization protocols, module internalization protocols that are documented and monitored, each teacher creating documented routines and procedures for their classroom that are monitored by coaches, documented planned pathways to be followed to academically monitor students that are based on student ability and engagement, use of engagement strategies such as a timer, cold call sticks, control the game, everybody writes, aggressive monitoring, choral response, format matters and others to ensure maximum student engagement in the curriculum and delivery of the lesson.

The strategies used at Edison are research based and are well suited for Edison's diverse population. These strategies, systems and best practices are monitored and tracked to ensure

that all students are treated equally in regards to their engagement and ability to learn. These systems ensure that all students are given grade level work and multiple opportunities to practice the learning that they are engaged in. These systems give teachers a framework of which to operate to ensure that all students are learning, being called on, and feel valued in the classroom. No student is able to disengage when these strategies are being applied.

Enrichment time, internalized lessons, progress monitoring or guided reading, consistent and frequent use of exit tickets and other assessments are ways that teachers at Edison collect data to differentiate instruction in real time and make adjustments daily and weekly as needed. All groups/groupings of students are monitored/tracked for fidelity and progress toward goals. This is evidenced by a weekly and monthly data analysis, but also by the monitoring and support of frequency and quality observations by coaches and the principal. This process and strategies will be replicated on the new campus.

Edison School of the Arts has historically performed above average on ILearn in comparison to the IPS district. Edison also outperformed most if not all of the other innovation / charter partners with IPS. In 2018-2019, Edison was 4th in the district in Math and ELA growth. Edison achieved over 100 growth points in all 4 growth categories possible. We ranked 9th in the district in ELA and 15th in the district in math in 2018-2019. Edison was above the district in SpEd Math, ESL Math and ELA and above state in African American student proficiency on ILearn.

In 2020-2021, even teaching through a pandemic, Edison was able to score well above average with IREAD, with ESL students scoring 71%, African American students scoring 71% and SpEd students scoring 71%. In regard to ILearn, Edison still outperformed all but one innovation / charter partner schools in ELA and in Math. Edison was also able to reduce its achievement gap between African American students and white students from 24% and 28% to 8% and 6% respectively.

2) Describe how the school's curriculum is aligned with Indiana's Academic Standards, integrated across subjects and grade levels served and how it will enable students to reach proficiency in core subjects.

Edison's core math curriculum for K-8 is Eureka. Eureka is aligned with Indiana State Standards, and has supporting data of high academic achievement when all components are implemented with fidelity.

Edison's core ELA curriculum comes from Pearson, with K-6 being ReadyGen and Grades 7-8 being My Perspectives. Both curriculums are aligned with Indiana Standards. Both provide a preset scope and sequence as well as a high level overview of student desired outcomes. Edison also adjusts pacing guides to ensure that the highest priority standards are addressed

and that students are getting practice in the highest leverage areas.

Because Edison is an already established school, we have built in the capacity for instructional coaches and teachers to adjust the pacing guides as necessary to ensure that all students are getting enough practice on and in core subject areas with all the highest leverage standards. For Arts Integration, Edison hired a consultant to write a K-8 arts integration companion guide that pairs an arts integration lesson with an ELA lesson. These lessons are included in the pacing guides that teachers use.

Science and Social Studies curriculums differ by grade level. Grades k-4 uses supplemental material. Grades 5-8 Social Studies is Discovery Education, an online curriculum that is highly vetted and aligned with Indiana Standards. In grades 5 and 6 Science, Discovery Education is used as well. In grades 7-8, Interactive Science, a highly vetted and state aligned curriculum is used. Due to Science and Social studies being taught either in small blocks of time for grades K-4 or every other day for grades 5-8, pacing guides and scopes and sequences have been adjusted to meet the requirements of the state and needs of the students.

3) Describe any interim assessments (e.g., DIBELS, Acuity, NWEA, MAP, TABE) used by the school to assess student performance and improvement.

Edison School of the Arts Flagship Campus uses several assessments to assess student progress. In addition to ILearn and IREAD we use NWEA, Clear Sight, Affirm for Eureka, RAZ Kids, and Zearn to monitor student progress.

NWEA is given 3 times a year, at the beginning, middle and end of the school year after ILearn to measure student academic growth in comparison to other students in the school, district, state and nationally. The data is analyzed the first two times the students take the assessment and action steps are developed for teachers to follow to close the growth achievement gap.

Clear Sight authored checkpoints are used with all EIA and Math curriculum to provide a common assessment aligned with ILEARN to assess standards mastery per unit or module of instruction. All data from checkpoints are logged into a dashboard and analyzed in weekly data meetings to close any achievement gaps or misconceptions.

In addition to NWEA and Clear Sight authored checkpoints, Topic quizzes and exit tickets that are directly from the Eureka math curriculum are given and tracked. The data from those assessments can also be used in weekly data meetings to ensure crucial achievement gaps are being addressed.

Just before the ILearn test is given, an interim assessment from ClearSight is given that

measures the mastery and gaps of all students, K-8 in regard to their ELA and Math grade level standards. This assessment, after analysis, allows for two weeks to close the highest leverage gaps prior to ILearn.

In regard to IRead, the Edison Flagship Campus currently gives a school-created practice test monthly beginning in August with the final test being given in March. This assessment is given to all third grade students as well as any 4th and 5th grade students who did not previously pass IRead. After IRead round 1 is taken and analyzed, all non-passers are then placed into small groups that meet daily to address specific needs of each group of students. Coaches and teachers band together to conduct the small group lessons to ensure the students are prepared to master the skills they were lacking in the first round of IRead.

Zearn is a math supplemental program that is directly aligned with Eureka. This resource is online and is the sole morning work and enrichment work of all Edison students in an effort to strengthen our math outcomes. Zearn is differentiated and allows students to work independently while teachers monitor for progress. Zearn is adaptive in its approach to allow students to solidify concepts and have more practice so close their learning gaps while practicing at grade level material.

Lastly, RAZ kids is a platform that is used to monitor student's reading levels weekly and test students monthly to identify reading level growth trends. Reading levels for students are tracked within the platform but data is also plugged into a data dashboard so that it can be included in the overall weekly picture of the academic health of the school. This data, examined weekly and monthly, allows Edison to react to the achievement data real time to make decisions about school wide, classroom and individual learning needs. With different lesson plans and monitoring systems in place, teachers are able to make nimble decisions quickly to meet the needs of their students.

4) Describe how the school culture collects, manages and uses student academic data to refine and improve instruction.

Edison collects data using multiple dashboards and platforms. Once collected, the instructional leadership team along with the teacher, will analyze the data, identify gaps, and develop a reteach plan using modeling or guided discourse. Data is reported monthly in the Academic Excellence Committee meeting report and then shared online on Board on Track.

The information system used to warehouse student data is a combination of PowerSchool and Google Sheets. Google Sheet files are created from staff created or downloaded and converted reports from various assessment platforms. The platforms used such as Affirm, RAZ Kids, Clear Sight and NWEA have their own housing format. The Instructional Leadership Team made

up of the Principal and Instructional Coaches, along with the teacher, are responsible for interpreting the data and leading or coordinating the professional development to improve student achievement.

To better analyze Checkpoint data, Edison teachers receive a 1 day training on Weekly Data Meeting Protocols, scripting and preparation as prescribed by the book *Leverage Leadership* by Bambrick and Santoyo. Edison teachers also receive a 3 hour training on how to interpret NWEA data. All teachers are supported by their instructional coach, 1 coach per every 12 teachers, to assist in interpreting and analyzing data. Coaches and the instructional leadership team help the teachers create reteach plans, student groupings and update pacing guides with support lessons after each piece of data is obtained.

5) Is the board satisfied with the school's academic outcomes to date? If not, what corrective actions have the board and school taken to ensure the school is on a positive academic trajectory?

Edison School of the Arts currently prides itself on its use of data and taking corrective actions in our daily, weekly, monthly and annual academic and cultural data. We believe that this relentless focus on data allows our board to be pleased with our performance, our results to outrank similar schools and our students to succeed.

Our focus everyday lies in ensuring students are meeting their targets set by multiple metrics such as NWEA, attendance, missing assignments, assessment data, and behavioral data. Corrective action on any one of these metrics is taken weekly after thorough and systematic data analysis.

Corrective actions regarding NWEA or other assessment results would be revealed through altered seating in the classroom for more frequent academic monitoring of students during "Aggressive Monitoring" segments in class, increase in student conferencing or increase in guided reading, extended learning block time with master schedule alterations or more focused enrichment time centering around a skill or specific content. Professional development may be altered as well to help teachers close any gaps with students as well.

Additionally, student culture data is monitored and acted upon weekly. Corrective actions may be increased in coaching of a teacher using more exemplar videos and "see it, name it, do it" observation / feedback sessions or increasing student support with additional time with a counselor or social worker. E

Edison Schools are and will continue to be able to report out on progress on goals monthly and

weekly. Persons responsible to oversee such actions would begin with the Executive Director meeting with the Director of Academics to implement necessary corrective actions such as increasing coaching support and coaching feedback as well as creating any adjustments to schedules to increase instruction or student practice time. All interventions would be tracked using an array of tracking tools developed in our evaluation system, Standards for Success.

Edison's Board is an active partner in creating rigorous goals for Edison's academic outcomes. The Board realizes that Edison can and is obligated to increase academic outcomes of all students, but also understands that Edison historically outperforms the IPS district and other IPS charter partner schools. Edison continues to be the leading innovation school when comparing all metrics comprehensively. The Board has not had to take any corrective actions.

- 6) *If available, provide as **Attachment 7**, a copy of the school's accountability/performance report or dashboard for the most recently completed school year.*

Please see **Attachment 7** for our most recent performance dashboard. The latest state accountability dashboard released was in 2018-2019. Due to COVID, there was no dashboard for the 19-20 school year, and the state has not released anything to date for the 2020-2021 school year.

- 7) *Describe the culture of the school and how this culture promotes a positive academic environment and reinforces student intellectual and social development.*

The overall school culture at Edison is one of joy, a sense of urgency around academics and a sense of responsibility to our students and stakeholders. Edison is a school where feedback is sought after and valued.

To promote a positive school culture within Edison's campus, Edison uses a variety of systems for staff and students to communicate and overcome barriers.

One system is a clearly defined Student Code of Conduct in partnership with a positive behavior support cloud-based platform known as LiveSchool. The Student Code of Conduct is something that all new employees of Edison are oriented towards during onboarding at Edison. Parents are also encouraged to read and understand the Code of Conduct as we link it specifically in our onboarding of new and returning families as well as provide the link in our weekly communications with families. The code of conduct outlines, not only the actions and consequences of actions but also the philosophy behind the code of conduct, the rights and responsibilities of staff, parents, students and administration, as well as defining terms, behaviors and levels of interventions so all stakeholders have a clear understanding.

In addition to the code of conduct, Edison employs a fantastic platform known as LiveSchool. This platform allows all staff to give compliments and demerits to students even if the student is not in the adult's homeroom. Students can only earn positive points as demerits are recorded but do not detract from the point total. Students are given "paychecks" and are allowed to self-select from a "store" that is provided to them two times a month. The students have input on what items are in the store and the items are differentiated by grade level so that students are motivated and have buy in.

We also know that for any system to be effective, we must track the data to check effectiveness. LiveSchool data can be sorted in a myriad of ways. We can see data by grade level, usage by teacher, most popular positive and negative behaviors, the most commonly requested items in the store and many other combinations of data points. We are also able to divide the school up into "house" teams and display each team's points on TVs around the school which show students and staff live updates as points are being earned by any student!

We have found that a clearly communicated code of conduct, a clearly communicated platform to track and document behaviors to communicate to teachers, students and parents, the school culture does support a positive learning and teaching environment and does not obstruct learning.

In addition to a code of conduct and a platform to track behaviors, Edison employs various means for staff to refer students to counseling, regularly give feedback on barriers or concerns that a staff person may be having , and ensures staff is communicated with regularly to overcome any gaps in knowledge of what is expected.

The master schedule allows time for staff to teach the mandatory social emotional learning curriculum known as Second Steps. This curriculum is taught from 7:40-8:00 daily and is monitored by the counselor and social worker. Weekly meetings with the counselor and social worker regularly report data of the effectiveness of our student support systems that are in place.

To ensure that staff have a vehicle to give feedback, we administer two surveys annually, have midyear and end of year evaluation check ins with every staff member that are a minimum of 30 minutes in length and have a question at the end of every Wednesday PD exit ticket for staff to raise concerns or barriers that need to be addressed.

The combination of these systems allows Edison to have a positive and encouraging climate for all stakeholders.

- 8) *Describe how the school serves students with special needs, including but not limited to those with IEPs, students with Section 504 plans, English Learners ("EL"), students identified as intellectually gifted and students at risk of academic failure or dropping out.*

Prior to the beginning of each school year, Edison School of the Arts Flagship campus students and initiates an identification process of all special education students and their required minutes and special needs. We do the same for EL students. All of these needs and minute requirements are placed into a spreadsheet which then determines the allocation of staff needed. Edison School of the Arts Flagship campus posts for licensed positions which are legally qualified to serve the special education and/or EL population. Currently the Edison School of the Arts Flagship campus works in partnership with IPS to provide accommodations for all of our special education students.

Edison flagship campus is currently in partnership with Indianapolis Public Schools which assists in identifying and supporting students with disabilities and special needs. To identify students not yet identified, Edison uses a multi-tiered system including student academic and behavioral performance. When a student is flagged as possibly needing more support as evidenced by their academic, behavioral and attendance information in the student management system called PowerSchool, the student services support team will discuss the students weekly during a meeting. The student may be later referred to Multi-Tiered System of Supports (MTSS) to create interventions. If the interventions that are put in place do not produce desired outcomes, then the student may be referred to the Interdisciplinary Team (ITeam) which then may refer to special education testing. Once a student is referred to testing and approval for testing is obtained, then conferences will be held to determine Special Education eligibility. Once eligibility is determined then the level of services will be determined and an IEP will be created to address all identified needs.

Currently, Edison School of the Arts Flagship campus works in partnership with Indianapolis public schools to provide services to meet the needs of the English Learners. Lesson plans from general education teachers are turned in 2 weeks in advance so that EL teachers have one week to prepare lessons for the EL population. All EL students are provided with the general education curriculum as well as any supplemental curriculum produced by the teacher to close gaps that the student may have. This model will be replicated in the additional campus.

Edison School of the Arts Flagship campus currently holds weekly meetings with set agendas to analyze student data for all English Learners. Those meetings then produce a set of action steps to be carried out for the following week to ensure the closing of any data gaps. Student work is monitored and weekly data meetings and student language proficiency is monitored annually with the WIDA assessment.

Edison's students are expected to grow at least a year to a year and a half. Growth for each

Edison student is tracked and monitored with the use of NWEA assessment given 3 times a year, the ClearSight Interim assessment given once a year to grades K-8, RAZ Kids reading level assessment updated monthly for grades K-5, exit ticket and check point assessments given at various times frequently, attendance rates and teacher/staff observations. The teacher and Student Service Support Team members are obligated to contact all parents of students who are not demonstrating proficiency after quarter 1.

Students who are working below grade level who are not ESL with an individualized learning plan or Special Education without an IEP are then submitted by the teacher to the Multidisciplinary Team System of Support where interventions are created and then tracked for implementation and success. If substantial progress is not being made then the student is referred to testing by the Interdisciplinary Team (ITeam) to identify if the student is eligible for special education. Students are also given support through tutoring, small group and enrichment activities that are identified for the student to participate in.

Students who are high ability students are identified at the beginning of the year through previous placement tests given by IPS. The identified students are then given enhanced curricular assignments and provided an arts enrichment program that meets the academic accommodations of the student.

Staffing for intellectually gifted students are typically the general education teacher. A high ability coordinator is identified each year to monitor and track that lesson plans, enrichment activities, and students' progress ensuring that the student continues the expected growth trajectory. This monitoring does not look much different from any other student attending Edison. All students are assumed to be of high academic ability and all students are supported to reach their potential.

All students are tracked and monitored through the various platforms and systems that Edison has in place such as RAZ Kids reading fluency and reading comprehension progress monitoring, NWEA Assessments, Zearn supplemental math support materials, ClearSight Checkpoints and the Interim Assessment.

Section 4: Organization and Compliance

- 1) *Is the school facing any major operational challenges, including challenges with facilities, transportation, technology, school lunch program, etc? If yes, briefly describe the board's plan to address these challenges.*

No, we are not currently facing any major operational challenges.

- 2) *Provide a brief description of the history of the school's compliance with all applicable laws and its current charter.*

Edison has remained compliant with all applicable laws and with it's current authorizer, IPS.

- 3) *Identify any current or past litigation, including arbitration proceedings, involving the charter school. Please provide as **Attachment 8** copies of a) complaints b) any responses to complaints and c) the results of any arbitration or litigation.*

There has not been any past litigation nor is there any current litigation of any kind.

- 4) *Provide, as **Attachment 9**, a single complete Statement of Assurances form signed by an authorized representative of the applicant group.*

Please see **Attachment 9** for our signed Statement of Assurances document.

Section II: School Finance

- 1) Provide, as **Attachment 10**, a detailed five-year pro-forma budget for the school, by completing ICSB's [Budget Projections Workbook](#).

Please see **Attachment 10** for our 5 year budget workbook.

- 2) Provide, as **Attachment 17**, a detailed budget narrative that provides a high-level summary of the budget and how the budget aligns with the five-year business plan. The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for per-pupil revenue projections, staffing levels, facilities expenses, and technology costs. The narrative should specifically address:
 - a) The degree to which the school (and network) budget will rely on variable income (e.g., grants, donations, fundraising).
 - b) A contingency plan that addresses the specific adjustments to revenue and expenses that will be used to meet financial needs if anticipated revenues are not received or are lower than the estimated budget.
 - c) How the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) any special education costs incurred, (b) any transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions.

The budget for Edison flagship campus assumes to partner with IPS in the current facility. It also assumes a similar financial relationship that IPS shares with many of its other out-of-LEA charter partner schools. The budget also assumes that there will not be an increase in revenue and assumes a 2% year over year increase in expenses. Projections are based on our last 4 years experience and are built off the current year budget for Edison.

In terms of the degree to which the school budgets relies on variable income, the school does not rely on grants, donations or fundraising. If a fundraiser is executed, then Edison will typically offset the costs of some field trip or student recognition costs. The school relies on state and federal funding that is passed through from the state and federal government to IPS and then Edison after a large portion of "in-kind" funding dollars are removed.

The school's contingency plan to meet financial obligations is current cash reserves. Edison has been fully functioning for 4 years and has a history of financial solvency and success.

Edison has budgeted for transportation costs in the projections. Edison does hope to secure a partnership with IPS regarding transportation needs. Edison also currently and in the future, contributes the full amount of employer and employee costs to the Teacher Retirement Fund and Indiana Public Employee Retirement system.

Edison has an existing structure, board and financial partners that will ensure success. We have cash on hand. We have also budgeted conservatively with staff.

Edison has not experienced any previous financial compliance issues. We have had clean audits year after year.

Section III: Portfolio Review and Performance Record

- 1.) Provide, as **Attachment 12**, a completed [Academic Performance Workbook](#).

Please see **Attachment 12** for a completed Academic Performance Workbook.

- 2.) *List all performance deficiencies or compliance violations that have led to a formal intervention by the Indiana Department of Education, the State Board of Education, a school corporation or other state or local entity with oversight over the school in the last three years and how such deficiencies or violations were resolved.*

Edison has not had any performance deficiencies or compliance violations of any kind.

Exhibit A

Application Checklist – Existing Non-Charter School

#	Document	Page Limit	Format	Completed
	Application Overview	Use Template in <u>Exhibit B</u>	PDF and MS Excel	
	Application (including Executive Summary)	60	MS Word or PDF	
1	Governing Board Resumes	None	MS Word or PDF	
2	Statement of Economic Interest & Conflict of Interest Form (completed by each proposed board member)	Use Template in <u>Exhibit C</u>	PDF	
3	Board Minutes	None	MS Word or PDF	
4	Governance Documents	None	MS Word or PDF	
5	School Leader Resume	None	MS Word or PDF	
6	Education Service Provider Contract/Term Sheet (if applicable)	None	MS Word or PDF	
7	Accountability or Performance Report	None	MS Word or PDF	
8	Litigation Documentation (if applicable)	10 pages	MS Word or PDF	
9	Statement of Assurances (only one form required)	Use Template in <u>Exhibit D</u>	PDF	
10	Budget Projections Workbook	Use Template	MS Excel	
11	Budget Narrative	5 pages	MS Word or PDF	
12	Academic Performance Workbook	Use Template	MS Excel	
13	Full Application (including Exhibits)	None	PDF	

Exhibit B

Application Overview

The applicant group's **designated representative** will serve as the contact for all communications, interviews, and notices from ICSB regarding the submitted application. The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the school(s).

Legal name of group applying for Charter:

Edison School of the Arts Inc.

Designated Representative:

Nathan Tuttle

Contact Information (Phone & Email):

3176958997 tuttlenl@myips.org

Name of School(s):

Edison School of the Arts

School Address(es):

777 S. White River Pkwy. W. Dr. Indianapolis, IN 46221

Name of Board Chair:

Tanya Stewart-Overdorf

Contact Information:

3175078269 tanyastewartoverdorf@hotmail.com

Year School(s) Opened:

2016

Name of Education Service Provider (if applicable):

Grade Levels Served (most recent school year):

K-8

Student Enrollment (most recent school year):

612

Projected 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.

Signature of Designated Representative

Nathan Tuttle

Name

Nathan Tuttle

Signature

9/8/21

Date

Exhibit C documents are included in the Attachment file.

Exhibit D

Governance Structure

Function	Governing Board	ESP	School
Performance Goals			
Curriculum			
Professional Development			
Data Management and Interim Student Assessments			
Grade Level Promotion Criteria			
Culture			
Budgeting, Finance, and Accounting			
Student Recruitment			
School Staff Recruitment and Hiring			
HR Services (payroll, benefits, etc.)			
Development			
Community Relations			
Information Technology			
Facilities Management			
Vendor Management & Procurement			
Other Operational Functions, if any			



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #1: Leadership Resumes
and Contact Information

Bio for Tanya Stuart Overdorf

Tanya Stuart Overdorf is a product of St. Richard's Episcopal School, the Indianapolis Public Schools and is a graduate of Shortridge High School. She furthered her education receiving a Bachelor of Arts Degree in Economics from University of California, Berkeley. In order to assist her family business, Stuart Mortuary, Inc., she attended San Francisco College of Mortuary Science. During her tenure as a licensed funeral director she concurrently received a Juris Doctorate from Indiana University.

Tanya currently practices law with an emphasis in Estate Planning. The practice concentrates in closely-held business owners and farmers. She was also the Interim Executive Director of the West Foundation where she oversaw international grant making, specializing in micro-credit loans.

Tanya's passion in life is volunteering and philanthropy. She has worked with the arts community by serving on committees with the Indianapolis Opera, Indiana State Museum and the Indiana Historical Society.

Believing in the empowerment of women, she was the first African American president of the Junior League of Indianapolis, where she helped build a multi-million dollar endowment and managed over 400 volunteers. Tanya also served on the Advisory Board of the Women's Fund of Central Indiana and was chair of the Presidents Roundtable, an organization that represents the top 20 philanthropic women's organizations in Central Indiana.

Tanya is a past chair of the Lawrence Township School Foundation and also was chair of the board for the Indianapolis Art Center. She served as the co-chair of Spotlight for two years, an event to benefit the Indiana Aids Fund. She was on the Super Bowl committees for Arts and Culture and Indy's Super Cure for breast cancer research. For several years she participated in the steering committee for the "Key to the Cure" an event benefitting St. Vincent Foundation and served on the inaugural committee "REV", to benefit Methodist Health Foundation. Currently she sits on the boards of WFYI, the Board of Advisors for the Indiana Historical Society and is the chair-elect for the Arts Council of Indianapolis that oversees the distribution of over a million dollars of funds awarded by the City of Indianapolis. She was the co-chair of the capital campaign for her church, Heartland.

Tanya is a recipient of the Mayor's Community Service award and on November 13, 2012 was an honoree of the Girl Scouts of Central Indiana.

She is married to Scot W. Overdorf who is also an attorney and is the mother of Victoria Stuart Smith and Allison Overdorf Morris and grandmother of Lucas Jordan Scot Smith and Quinn Christina Smith and Lee Scarlett Morris.

Curriculum Vitae

Keesha Dixon [REDACTED]
Cell: 317-[REDACTED] Email: kdixon@asantechildrenstheatre.org

SUMMARY OF SKILLS AND EXPERIENCE:

11 years' experience as a Performing Artist studying and rehearsing roles from scripts to interpret, learn, memorize lines, and cues as directed; playing parts on stage, in the classroom and outside venues for entertainment, information or instruction. Also performs as jazz, R & B, and gospel vocalist in various venues.

15 years' experience as a Teaching Artist introducing traditional Nigerian Yoruba drum rhythms, customs, and language to youth in the classroom and their families at churches, festivals, and during summer programs. Includes: 2 years touring the United States of America and Canada with the Festival of Cultures introducing attendees to West African culture where crowds were over 500 children and their teachers; and 2 years directing groups at rehearsals and performances to achieve desired effects such as tonal and harmonic balances, dynamics and rhythm.

15 years' experience as the Executive Director in a youth performing arts organization. Working in conjunction with the Founding Artistic Director, part-time and contract employees and over thirty-seven volunteers; planning, directing and coordinating the day to day operations; planning and implementing fundraising programs, includes grant writing and securing over \$1M in grants; donor management where the highest individual donor was \$5K two years in succession and annual donations totaled \$20K consistently for five years. Determining policies and provides the overall direction of the organization within the guidelines established by the Board of Directors. Responsible for strategic planning, budget preparation, resource development and allocation.

2 years' experience in an Executive Leadership position within a highly regulated, outcome-based organization. Responsible for staff who maintained information systems within a collaborative environment amongst multiple service providers.

13 years' in Management and Supervision and team leadership, spanning positions within a federally funded employment and training agency, the military reserves and a youth performing arts organization. Serving as primary controller and facilitator for all staff who performed tasks associated with the process of intake, eligibility determination for federally funded programs and participant tracking. Responsible for managing the quality of the process by which training was delivered to reserve staff assigned to the United States Air Force 434th TAC Hospital. Responsible for costume design and volunteer staff who coordinated the costuming of youth performers for productions such as The Wiz, The Middle Passage, and The Motown Story.

8 years in Legislative Analysis – interpreting local, state and federal guidelines. Established implemented and wrote policies for meeting client tracking and reporting requirements.

Curriculum Vitae

Keesha Dixon

Cell: [REDACTED] Email: kdixon@asantechildrenstheatre.org

WORK EXPERIENCE

- Asante Children's Theatre – 1992 to present
Costume Designer; Volunteer Coordinator; Managing Director; Executive Director (current)
- Independent Performing Artist – 2015 - present
- Young Audiences of Indiana – 2011 to 2015 Teaching/Performing Artist
- Freetown Village 2004 to 2006
Actor; Vocal Director
- Drums of West Africa – 2000 to 2011
Teaching/Performing Artist
- Community Centers of Indianapolis – 1997 to 2002
Consultant: Information Systems Manager
- Workforce Investments – 1995 to 1997
Vice President of Information Services
- United States Air Force Reserves – 1981 to 1991
Medical Services Specialist, Technician, honorably discharged with rank of MSGT
- Indianapolis Private Industry Council – 1982 to 2002
Placement Coordinator, Marketing Systems Coordinator, Executive Assistant for Community Affairs,
Grants Analyst, MIS Supervisor, Information Systems Manager
- Olsten Temporary Services – 1981 to 1982
General Clerical
- Jhirmack of Indianapolis – 1977 to 1980
Business Manager
- City of Chicago – 1973 to 1977
Clerk of the Circuit Court

Curriculum Vitae

Keesha Dixon

Cell: [REDACTED] Email: kdixon@asantechildrenstheatre.org

AFFILIATIONS

Central Indiana Senior Fund - Advisory Board Member 2020
 Edison School of the Arts – Board Member 2020
 Indiana Arts Homecoming sponsored by Indiana Arts Commission - Co-Chair Steering Committee 2019
 Arts Council of Indianapolis Co-Chair Planning Committee Arts & Soul 2014 to present –
 Fort Nightly Literary Club Member 2016 to present, Program Chair 20219-2020, Membership Chair 2020-
 North Downtown Sertoma Club 2015 to present
 Association for the Study of African American Life & History (ASALH) 2017 to present
 National Buffalo Soldiers Motorcycle Club – Indianapolis Chapter 2012 to 2018
 National Association of Black Storytellers – Member 2005 to present; Member 2008 Festival Planning Committee
 to present, Co-Chair Youth Committee 2015 to present
 Volunteer Reader – for WFYI Public IRIS Radio February 2009 to 2019
 Indianapolis Musician’s Local #3 - 2006 to 2011

AWARDS

Arts Council of Indianapolis Creative Renewal Fellow Award 2007, 2015
 Nat’l Assoc. Black Storytellers’ Linda Jenkins Brown, NIA Award for Service, 2015
 Lilly Endowment Journey Fellow Award 2009
 Fairness in Law Enforcement Award - 2006
 National Association of Workforce Development Professionals – 1995 to 1997
 Black Chamber of Commerce 1996 to 1997
 Indianapolis Marion County Public Library Foundation – Meet the Artist Award 1995, 2008
 United States Air Force Achievement Medal for Meritorious Service 1987-1990

EDUCATION

Nigerian Yoruba Drum Apprenticeship Program - 2004
 Indiana University Project Management Certificate 1997
 The Immaculata High School 1972

KAY FEENEY-CAITO

[REDACTED]

kfcpublicrelations@gmail.com

[REDACTED]

Award-winning communications professional with local and national public relations experience. Expertise includes media relations, corporate communications, broadcast promotions strategic development, special event management, creative writing and content development.

EXPERIENCE

Director of Marketing and Promotions
Entercom Indianapolis
995 WZPL, 107.9 WNTR and 1430 CBS Sports

Scheduled and executed of station and client on-air and online promotions for cluster of three radio stations

Helped produce some of market's biggest concert station-sponsored events including logistics, budget, planning and on site execution

Managed Promotion Department full and part-time teams; Day-to-day management within the Promotions Department including the hiring of, and managing two full time and eight part-time staff

Developed, managed and executed ratings and revenue-generating promotions for the radio stations

Provided creative influence to enhance the stations' image and visibility within the community to attract the most listeners and clients. Stations received significant and consistent publicity from media outlets as a result of targeted earned media campaigns

Acted as liaison between the Programming and Sales Departments to develop overall station campaigns, themes and marketing approaches

Supervised station contests and on-air implementation of promotional programs

Ensured FCC compliance with all on-air, online and on-site promotional contesting/events

Oversaw on-air contests, on-site client promotions, station events and social and website promotions

Created client proposals and promotional concepts congruent with station image and strategies;

Managed and wrote promotional recaps at the conclusion of events and promotions to outline the stations' support

Represented stations at events and meetings with public and clients

Senior Special Events Accounts Manager

Indy Pro Audio

2015 and 2016 (2 years)

Indy's largest stage, sound and audio production company

I managed a range of event & logistics based projects for both national and international clients. I design creative solutions to the clients planning process Responsible for executing a variety of events from conferences, concerts & corporate gatherings across a multitude of venues in Indianapolis and across North America.

Key responsibilities include developing proposals in line with the client brief & budget, planning and organizing all aspects of the event & ensuring the client experience is seamless from start to finish.

Principal

KFC PR, Indianapolis, Indiana

June 2008 – present

Independent, woman-owned communications firm specializing in the development and management of communications and, marketing functions designed to drive positive publicity, income and results,. Using a broad range of services, including public relations strategy development and media relations, clients include healthcare, real estate, retail and nonprofit organizations.

*Oversee and ghostwrite for social media sites

*Work internally with clients and their team to establish engagement best practices

*Plan outreach activities such as photo shoots, events, flyers, graphics, and other promotional tools to generate maximum number of impressions

*Develop innovative social media marketing strategies based on Client goals and media monitoring tools

Clients/Organizations include:

The Indianapolis Opera

The Indianapolis Ballet

Indiana Conference for Women

Riley Area Development Corporation
 Silver in the City
 Pet Pals.TV
 UniverSoul Circus
 Café Nonna
 Westside Chamber of Commerce
 Mass Ave Merchants Association (MAMA)
 Mass Ave Toys
 Stillpoint Family Chiropractic
 Washington Township Tennis
 The Indiana Real Estate Exchangors (IREX)
 Italian Heritage Society of Indiana and Holy Rosary Italian Street Festival

**Marketing and Public Relations Manager
 Mass Ave Toys, Indianapolis, Indiana**

August 2009 – January 2014

Managed all aspects of store marketing and communications including advertising, special event communications, and social and media relations.

- *Managed Toy Store external communication activities
- *Developed and conducted comprehensive communication activities
- *Proactively pitched story opportunities to local, national and trade media
- *More than tripled the number of media stories and Television features in first year
- *Organized new opportunities to support major vendors
- * Increased sales and store awareness
- *Researched industry trends and other facts used to write compelling stories on deadline
- *Served as a media spokesperson

**Senior Promotion & Public Relations Manager
 Radio One Indiana, Indianapolis, Indiana**

November 2003 to June 2008

- *Developed relationships with national and local media to maximize publicity
- * Planned, executed, and analyzed station events and promotions including loyalty-based Web E-Blasts, live remotes, appearances and annual signature events
- * Created sales opportunities that maximized and developed revenue
- * Maintained visual presentation of stations with listeners and clients
- * Developed all on-air giveaways and promotions, and content for Station Web Sites
- * Coordinated sales-driven events and Client Web Site promo campaigns
- *Managed and staffed three fulltime and six part time associates and student interns

Other positions held:

**Marketing Services/Community Relations Special Events
 Coordinator, Indianapolis Newspapers, Inc.**

Director of Publicity and Community Relations and Director of Promotions, 95.5 WFMS and 104.5 WGRL

Marketing/Promotions Director, 99.5 WZPL-FM

Morning Show Producer and Assistant Promotions Director, WENS, Emmis Broadcasting

Television Program Assistant, WTHR 13, NBC Affiliate

AWARDS

- * Italian Heritage Society of Indiana "President's Award" 2013 Columbus Day Awards
- * Italian Heritage Society of Indiana "Outstanding Service Award" 2012 Columbus Day Awards
- * 2007 Outback Steakhouse "Aussie Partner of the Year" Media (Individual) Recipient
- * 2006 Mozel Sanders Foundation "Media Humanitarian Award" For outstanding service (individual)
- * Association of Broadcasters (NAB) Crystal, and Marconi Awards
- * 2006 WTLC FM Indiana Broadcasters Association Awards (IBA) "Spectrum Awards" Station of the Year
- * 2007 WTLC FM- NAB Crystal Award Semi Finalist
- * 2007 WTLC AM-NAB Marconi and Crystal Award Semi-Finalist
- * 2007 WHHH FM-NAB Crystal Award Finalist
- * WTLC AM Gospel Music Academy "Stellar" Awards. 'Station of the year' medium market
- * 2001 International Games Conference, Invited Speaker, "How to Develop Open-Ceremonies that Attract the Media" Indianapolis
- * Nominated by Billboard Magazine for 1992 the National Radio Marketing/Promotions Director of the Year Award
- * Nominated by Indiana Chapter of AWRT 1992 Professionalism Awards
- * Indiana-Chapter American Women in Radio and Television "Promotion Director of the Year" 1993

MEMBERSHIPS AND COMMITTEES

- * 2008-2017 Board Member, the Italian Heritage Society of Indiana

- * 2010-17 Italian Heritage Society of Indiana Board, Officer
- * 2009-14 Member of the Mass Ave Merchants Association (MAMA), Publicity
- * 2003-2008 Member Indiana Broadcasters Association
- * 2003, 2004, 2005, 2006, 2008 Circle City Classic Executive Planning Committee
- *2002-14 Washington Township Tennis, Barbara S Wynne Tennis Center Publicity Chairperson for 'Quick Start' and summer, Youth Programs
- * 2002 Public Relations Chair Barbara S. Wynne Tennis Center "Ribbon Cutting Ceremony
- * 2002, 2006, 2008 Public Relations Chair for NJTL Indianapolis "Court Party"
- * 2001-2002, World Basketball Championships, Local Organizing Committee, Public Relations Volunteer
- * 2001-2002, Public Relations Media Advisory Committee, the Progress House, Indianapolis-40th Anniversary-Ribbon Cutting Ceremony
- * 1999-2002, Marketing Committee Volunteer, Ovar'coming Together, Indiana's Ovarian Cancer Organization
- * Elected member to Board of Directors for Indiana Chapter of AWRT, 1993, 1994, 1995, 1996
- * 1993-96 "Indy 500" Festival Associates member
- * 1994-95 Member of Nature Conservancy of Indiana, Public Relations Chairperson, the Corporate Council for the Environment
- * 1995-96 Member of Circle City Classic Gala, Organizing Committee, Publicity Chairperson
- * 1995 National Country Radio Seminar Promotions Panel participant
- * 1995 Gavin Magazine Country Seminar Promotions Panel participant
- * 1990-97 Media Advisory Council Member I.P.S. Project I-STAR
- * 1994 "Project Hope" T.J. Martell Foundation, P.R. Committee
- * 1995-96 The Network of Women in Business, P.R. Committee
- * 1996 500 Festival Mini-Marathon, P.R. Committee Chairperson
- * 1996 "Dining Out for Life" Damien Center, Public Relations Chairperson

EDUCATION

Butler University, BS, Radio and Television

Nathan Tuttle

**Successful Dedicated
School Administrator**

tuttlenl@myips.org

Skills

Creating respectful and meaningful relationships with students, parents, staff members and community partners; Lead an effort that resulted in 10% in increase in student achievement in one year; Nurturing and building the innate leadership skills of the teachers and staff; Dedicated to student/teacher safety, accountability and academic achievement by having a 100% attendance rate for myself and above the district average for my students; Organizing a building's resources for optimal utilization as evidenced from positive walkthroughs by IDOE personnel and outside consultants

Experience

Edison School of the Arts / Elementary School CEO, Executive Director K-8

June 2014 - PRESENT, Edison School of the Arts

Leading a turnaround effort that resulted in the school being discharged from priority status; creating an environment that became a model for other schools to integrate the arts and academics that offers balance and optimizes teacher resources to increase academic student contact time; Reducing suspension rates and increasing attendance with school wide efforts and positive behavior supports. I also completed the Relay GSE program with honors.

Indianapolis Public Schools / Assistant Principal K-8

September 2012 - June 2014, James A. Garfield Elementary/Middle School

Direct Administrator for an embedded Alt. Ed. Program within the K-8 school building that I also assisted in; Response to Intervention Chair; Climate Committee Chair; Coordinator of Student Behavior Management Systems and data collection, Successful Primary evaluator for over 25 certified positions and 5 certified positions with all deadlines met; Instructional Administrative Coach for Grades 1, 3, 4, 6 and 7 of which a 10% gain was noticed on following year's Standardized Test in the grades that were under my direct supervision.

Indianapolis Public Schools / Music Educator K-8 and Alt Ed. Students

March 2005 - September 2012, James A. Garfield Elementary Middle School

Successful well managed classroom instruction; Response to Intervention Committee Chair; Behavioral Coach; Lead/Mentor Teacher; Leadership Team/Climate Committee Chair; Teacher of Alternative and Emotionally Disabled students.

International School of Indiana / Music Educator and Exchange Liaison

August 2001-March 2005

Provided music education to all students; created a children's choir that included over 65% of the student body; organized and led exchange trips to France.

Indianapolis Children's Choir/ Conductor

June 1999-May 2002

Prepared and Conducted children in musical concerts

Valle Vista Health Systems/Psychiatric Technician

March 1994-April 2008

Supervised and managed behaviors of children with emotional and behavioral impairments. Lead thousands of crisis teams and lead restraint coordinator.

Education

Indiana University School of Music / Bachelor Music Education

August 1993 - December 1998, Bloomington, IN

3.3 Major GPA

Oakland City University / Building Administration / Master of Arts in Teaching

May 2008 - August 2009, Oakland City, IN

4.0 GPA

ERNEST O. DISNEY-BRITTON

██████████ | ██████████ | @disneybritton

Indianapolis grantmaker in the arts, Ernest Disney-Britton, learned early about the transformative power that the arts play in strengthening the ties that bind families, churches, schools, and communities. Yes, he was always “that artsy kid” encouraging others to perform before audiences, and why not? Such experiences throughout his childhood in Cincinnati led him to pursue a career in arts management with a focus on communications and fundraising. What does Ernest do for fun? Collect art, attend theatre productions and write short stories.

PROFESSIONAL SUMMARY

September 2012 to Present Indianapolis, Indiana	Director, Grant Services & Education Partnerships Arts Council of Indianapolis
June 2008 to February 2015 New York City, New York	Program Director/ *Board Member Astraea Foundation/ *Freedom to Marry
December 1998 to June 2008 Cincinnati, Ohio	Director of External Affairs National Underground Railroad Freedom Center
August 1993 to November 1998 Highland Heights, Kentucky	Executive Assistant to President Northern Kentucky University
August 1990 to August 1993 Cincinnati, Ohio	Executive Director Arts Consortium of Cincinnati
August 1987 to August 1990 Ypsilanti, Michigan	Program Coordinator Eastern Michigan University
August 1984 to August 1987 Cincinnati, Ohio	Business & Development Manager Arts Consortium of Cincinnati

EDUCATION

The Ohio State University	Doctoral Studies, Communication 1995-1998
Eastern Michigan University	Master of Arts, Communication 1990
Eastern Michigan University	Bachelor of Science, Arts Management 1984

Contact

www.linkedin.com/in/ted-givens-2b22416 (LinkedIn)
www.omscorp.net (Company)

Top Skills

Redevelopment

LEED

Master Planning

Ted Givens

Owner's Representative at John Kish & Associates
 Indianapolis

Experience

John Kish & Associates
 Owner's Representative
 June 2017 - Present (4 years 4 months)
 201 N. Illinois Street #1605 Indianapolis, IN

Indiana Humanities
 Owners Technical Representative
 January 2017 - Present (4 years 9 months)

Arts Council of Indianapolis
 President Of The Board Of Directors
 January 2010 - Present (11 years 9 months)

Indianapolis Museum of Art
 Special Projects Manager
 November 2015 - June 2017 (1 year 8 months)
 Indianapolis, Indiana Area

Odle McGuire Shook
 BD / PM / Architect
 May 2015 - May 2016 (1 year 1 month)
 429 N. Pennsylvania St. Suite 403

Indianapolis Museum of Art
 Special Projects Manager
 August 2014 - July 2015 (1 year)

Blackburn Architects, Inc
 Executive Vice President
 December 1984 - May 2014 (29 years 6 months)

Education

University of Illinois Urbana-Champaign

· (1971 - 1976)

Gregory C. Wallis, C.P.A.

SUMMARY

Highly accomplished executive with significant finance, accounting and marketing experience, serving clients in almost every industry. Strong background in the professional services, higher education, direct marketing and public accounting industries with a wide breadth of experiences, accountable assignments and measurable results. Significant cross-functional experience with Sales, Finance, Operations, Purchasing, and Human Resources to holistically build and manage businesses. Proven success in:

- Treasury and financial reporting cycle management including:
 - Cash flow and working capital management
 - External relationship development and management
 - Budgeting and financial reporting processes
- Executing marketing cycle elements including:
- Project planning, project management and delivery of services and solutions
- Developing and executing strategic, operating and people plans

An effective collaborator who works and wins as part of a team. Possesses a demonstrated track record of success in leadership, innovation, problem solving, business management, recruiting and building high performing teams.

EXPERIENCE

SUMMIT CPA GROUP, LLC, Fort Wayne, Indiana 7/2021 to present

- Collaborate with clients on all financial aspects of their business. Identify and review key drivers of client businesses to offer insights on improvements
- Maintaining the financial forecast that aligns with the strategy of the business, industry benchmarking, team compensation planning, and managing lending relationships.

WALLIS CONSULTING SERVICES, LLC, Indianapolis, Indiana 2/2018 to 7/2018; 1/2020 to 7/2021
Owner

- Provide part-time/fractional CFO services to small to mid-sized clients across a variety of sectors.

AUTHOR SOLUTIONS, LLC, Bloomington, Indiana 7/2018 to 1/2020
VP of Finance

Direct the organization's overall financial plans, policies, accounting and lending relationships. Establish financial controls and standards to safeguard assets. Serve as a member of the Executive Management Committee.

- Direct the organization's \$83 million annual budgeting process to ensure resources are allocated in alignment with strategic plan and mission of the organization, including budgeting, cost controls, and capital budgeting
- Direct all aspects of the finance function, including financial reporting, compliance, royalty management, financial planning & analysis, accounts payable, accounts receivable, and treasury management for a financial department of 120 individuals located in both the US and the Philippines financial service centers.

HARRISON COLLEGE, Indianapolis, Indiana 11/2013 to 2/2018
Chief Financial Officer
Vice President of Finance and Student Financial Services 10/2012 to 11/2013

Direct the organization's overall financial plans, policies, accounting and lending relationships. Establish financial controls and standards to safeguard assets. Serve as a member of the Harrison College Executive Committee.

- Lead the organization in a turn-around during the last fiscal year where revenues declined 8.5%, expenses were reduced 12.6% and profitability improved by \$3.5 million in 12 months
- Oversee and direct treasury, corporate governance, budgeting, audit, tax, accounting, purchasing, real estate, long range forecasting, and insurance activities for the corporation
- Appraise the organization's financial position and issues periodic reports on organization's financial stability, liquidity, and growth

- Direct the organization's \$68 million annual budgeting process to ensure resources are allocated in alignment with strategic plan and mission of the organization, including budgeting, cost controls, and capital budgeting
- Direct all aspects of the financial aid programs, including \$56 million in funding, reporting, compliance, administration, and operations

ITT EDUCATIONAL SERVICES, INC., Indianapolis, Indiana

Vice President, Finance

11/2008 to 10/2012

- Develop and execute operational plans to secure and process \$1.4 billion of student financial aid
- Manage compliance with all federal and state financial aid including federal and state grants, federal student loans, and Department of Veterans Affairs programs.
- Lead and direct centralized purchasing on behalf of the entire organization to ensure key objectives were met

CIK ENTERPRISES, LLC, Indianapolis, Indiana

Executive Vice President of Operations and Finance

10/2007 to 9/2008

- Executive responsibility for all financial operations of the company including treasury management, capital expenditures, taxes, budgets, and general accounting
- Develop and direct financial plans for the strategic business plan, company growth, and market opportunities
- Coordinate and direct the preparation of all operating budgets and forecasts, including cash projections
- Directly manage the Shared Services departments and cascade down business strategy objectives to ensure departmental alignment for the \$40 million organization

LATHAM SYNCHRONIZED RELATIONSHIP MARKETING, Oakbrook Terrace, Illinois

Executive Vice President of Client Services

2003-2007

Vice President of Operations

2001-2003

- Responsible for Agency-wide project management. Oversee all client engagements while directly responsible as the lead Agency contact for others.
- Accountable for all client relationship development, management, and monitoring
- Management and training responsibility for all Account Services, Creative Services, and Production Services staff members at the Agency, including ten direct reports

ARTHUR ANDERSEN LLP, Chicago, Illinois

Controller Business Process Outsourcing Practice

2000-2001

Manager/Exp. Manager Commercial and Enterprise Group Audit, Business Process Risk Consulting

1996-1999

Senior/Staff Accountant Commercial and Enterprise Group Audit, Contract Audit Services

1991-1996

Business Process Outsourcing and Risk Consulting

- Led treasury, accounting and financial reporting functions for IGA, Inc., a global supermarket alliance of more than 4,000 supermarkets worldwide through an outsourcing arrangement with Arthur Andersen.
- Led outsourced internal audit teams for clients such as Specialty Foods, Quaker Oats and Stepan Chemical
- Performed process reviews related to inventory, cash management, fraud, internal controls, employee benefit procedures, fixed assets, and period closing procedures

Commercial and Enterprise Group Audit Practices

- Coordinated and led world-wide audit engagement teams for such clients as Boise Cascade Office Products, Encyclopædia Britannica, Hewitt Associates and Heidrick & Struggles

EDUCATION

DEPAUL UNIVERSITY, Chicago, Illinois

Post-Graduate Studies for CPA Exam, Business & Accounting, 1994

DEPAUW UNIVERSITY, Greencastle, Indiana

B.A., Economics, 1991

CIVIC INVOLVEMENT

ARTS COUNCIL OF INDIANAPOLIS
EDISON SCHOOL OF THE ARTS

Chair, Board of Directors 2015 to present
Treasurer, Board of Directors 2017 to present

Role	Name	Email
Board Chair	Tanya Stuart-Overdorf	
Board	Greg Wallis	
Board	Ernest Disney-Britton	
Board	Keesha Dixon	kdixon@asantechildrenstheatre.org
Board	Ted Givens	tgivens@tagconsultingllc.us
Board	Kay Feeney-Caito	kfcpublicrelations@gmail.com
CEO/Executive Director	Nathan Tuttle	tuttlenl@myips.org
Director of Academics	Amy Berns	bernsa@myips.org
Principal - Edison II	James Hill	
Principal - Edison I	Sheena Roach	roachsheena@myips.org
Director of Advancement and Engagement	Penny Guthrie	guthripe@myips.org
Director of Operations	Karen Hensley	hensleyk@myips.org



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #2: Conflict of Interest
Statements

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

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

EDISON SCHOOL

2. Your full name:

ERNEST DIONNY-BRITTON

3. Your spouse's full name:

Gregory Dionny Britton

Employment History

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

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

ON File at School

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?"):

Arts Council of Indianapolis

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

ATT

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):

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

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

Edison School of the Arts

2. Your full name:

Keesha Dixon

3. Your spouse's full name:

Robert S. Dixon

Employment History

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

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

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

Asante Art Institute of Indianapolis, Inc. is the administrative umbrella of the Asante Children's Theatre, Asante Artrepreneurial Incubator and Asante Community Connections. We are a performing and literary arts education organization that uses the arts to build culturally-based competencies in youth and their families.

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

Retired

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:

Yes, I am the executive director of the Asante Art Institute.
 Yes, I am a community member on the Indiana State Museum Board of Directors.
 Yes, I am a member of the advisory board of the Central Indiana Senior Fund, an affiliate of the Central Indiana Community Foundation.

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:

Ernest Disney-Britton - He represents the Arts Council of Indianapolis who is one of our funding agencies.

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:

Not to my knowledge

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.

Keesha Dixon

Name



Signature

August 25, 2021

Date

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

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

Edison School of the Arts

2. Your full name:

Ted A. Givens

3. Your spouse's full name:

NA

Employment History

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

My resume is attached.

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

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

TAG Consulting LLC
 Newfields dba Indianapolis Museum of Art - Consultants
 16 Tech Community Corporation - Consultant
 Community Justice Campus - Consultant

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

NA

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:

TAG Consulting LLC - Architectural, Interior Design and Owners Representative Services

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:

TAG Consulting LLC - Architectural, Interior Design and Owners Representative Services President

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:

Ernest Disney-Britton - Friend
 Greg Wallis - Friend & fellow ACI Board Member
 Tanya Overdorf - Friend & fellow ACI Board Meeting

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.

Ted A. Givens

Name

Ted Givens
AG Consulting LLC - Architectural Interior Design and Owners Representative Services

Signature

8.26.2021

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

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

Edison School of the Arts

2. Your full name:

Kay Feeney-Caito

3. Your spouse's full name:

Joe Caito

Employment History

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

My resume is attached.

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

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

KFC Public Relations
GPM Investments - Village Pantry

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

retired

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:

KFC Public Relations - providing public relations advising and support to clients

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.

Katherine Feeney-Caito

Name

Katherine Feeney-Caito

Signature

9/2/21

Date

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

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

Edison School of the Arts

2. Your full name:

Tanya Stuart-Overdorf

3. Your spouse's full name:

Scot W. Overdorf

Employment History

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

My resume is attached.

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

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

Tanya S. Overdorf, PC - legal practice

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

Law Offices of Scot W. Overdorf

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:

We each operate our own legal firms.

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:

See above.

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):

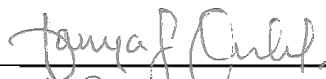
9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

- 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.

Tanya Stuart Overdorf

Name



Signature

9/1/21

Date

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

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

Edison School of the Arts

2. Your full name:

Nathan L. Tuttle

3. Your spouse's full name:

Burns T. Gutzwiller

Employment History

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

My resume is attached.

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

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

Edison School of the Arts

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

NA

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:

Executive Director Edison School of the Arts

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.

Nathan Tuttle

Name



Signature

9/1/21

Date

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

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

Edison School of the Arts

2. Your full name:

Gregory Charles Wallis

3. Your spouse's full name:

Elizabeth Ingham Wallis

Employment History

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

My resume is attached.

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

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

Summit CPA Group, LLC. Summit CPA is a virtual CPA firm with a non-traditional approach to accounting. We have an amazing team of virtual accounting professionals (CPAs and accountants) who provide professional Virtual CFO Services and 401(k) Audits for companies all over the United States—many of which are remote companies as well.

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

Metropolitan School District of Washington Township (IN). Betsy is employed as an instructional assistant at Allisonville Elementary School.

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.

Gregory C. Wallis

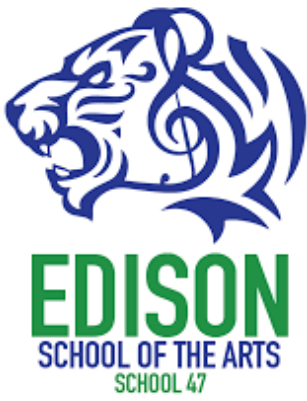
Name

Greg Wallis

Signature

8/27/21

Date



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #3: Board Meeting Minutes

APPROVED



Edison School of the Arts

Minutes

Board Meeting

Date and Time

Tuesday May 18, 2021 at 5:30 PM

Location

Edison School of the Arts

Edison School of the Arts mission is to continue to be an educational and artful resource for all students, parents, community, and staff members by consistent and focused professional development, invitational practices by all, utilizing quarterly and annual reviews. We will continue to develop our educational and arts aesthetic by expanding our arts experiences, exposure, and partnerships

Directors Present

G. Wallis (remote), K. Feeney-Caito (remote), T. Givens (remote), T. Overdorf (remote)

Directors Absent

E. Disney-Britton, K. Dixon

Ex Officio Members Present

N. Tuttle (remote)

Non Voting Members Present

N. Tuttle (remote)

Guests Present

A. Berns (remote), Brian Dickey (remote), P. Guthrie (remote)

I. Opening Items

A. Zoom Meeting Information**B. Call the Meeting to Order****C. Open Door Policy Statement****D. Record Attendance and Guests****E. Adoption of the Agenda**

G. Wallis made a motion to adopt the agenda.

T. Givens seconded the motion.

The board **VOTED** to approve the motion.

II. Opening Comments**A. Board Member Comments (2-min each)**

Ted congratulated P. Guthrie on the Prevention Matters Grant award

B. Public Comment (3-min each)**III. Minutes****A. March Minutes**

T. Givens made a motion to approve the minutes from Board Meeting on 03-16-21.

G. Wallis seconded the motion.

The board **VOTED** to approve the motion.

IV. Missions Moment**A. Piano Teacher**

P. Guthrie created a video of M. Peay, piano teacher hosting a family involvement zoom meeting. "Keep it Poppin".

V. Academic Excellence Committee Report**A. Barnes & Thornburg Policy Recommendations**

T. Overdorf made a motion to Adopt the policies as suggested by Barnes and Thornburg with the amendment: Subject to the title IX team and the conformity of the revisions of the title IX policy. .

K. Feeney-Caito seconded the motion.

G. Wallis addressed that the policy for Title IX is asking for specific contact information. An amendment was added.

The board **VOTED** to approve the motion.

VI. Advancement Committee Report**A. Barnes & Thornburg Recommendations**

K. Feeney-Caito made a motion to adopt the policies with suggested edits by the law firm Barnes and Thornburg with the amendment to incorporate the revisions to

the highlighted areas and the resolution needing legal council using photos of minors in the media.

T. Givens seconded the motion.

G. Wallis is noting on p. 33 in the family handbook, updates are needed to the Title IX policy. Highlights need to be updated.

G. Wallis suggested an amendment to incorporate the revisions to the highlighted areas.

The board **VOTED** to approve the motion.

VII. Facilities and Safety Committee Report

A. Barnes & Thornburg Policy Recommendations

T. Givens made a motion to approve the policies with recommended edits by the law firm Barnes and Thornburg.

The board **VOTED** to approve the motion.

VIII. Finance Committee Report

A. April Financials

G. Wallis made a motion to accept the financials as presented.

K. Feeney-Caito seconded the motion.

The board **VOTED** to approve the motion.

IX. Governance Committee Report

A. 2021-2022 Board Meeting Schedule

B. Board Nominations Reminder

C. Barnes & Thornburg Policy Recommendations

T. Overdorf made a motion to to accept the Barnes and Thornburg recommendations.

K. Feeney-Caito seconded the motion.

G. Wallis proposed the amendment that we review the consistency of the completeness of the certified and classified staff. The board **VOTED** to approve the motion.

X. Closing Items

A. New Business

T. Overdorf discussed the importance of strategic plan and pursuing and requisition for proposal for a strategic planning facilitator.

B. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 6:38 PM.

Respectfully Submitted,

T. Overdorf

C. Important Board Dates

DRAFT



Edison School of the Arts

Minutes

Board Meeting

Date and Time

Tuesday July 20, 2021 at 5:30 PM

Location

Karen Hensley is inviting you to a scheduled Zoom meeting.

Topic: Edison School of the Arts Board Meeting

Time: This is a recurring meeting Meet anytime

Join Zoom Meeting

<https://zoom.us/j/99613311476>

Meeting ID: 996 1331 1476

One tap mobile

+13126266799,,99613311476# US (Chicago)

+16465588656,,99613311476# US (New York)

Dial by your location

+1 312 626 6799 US (Chicago)

+1 646 558 8656 US (New York)

+1 301 715 8592 US (Washington DC)

+1 346 248 7799 US (Houston)

+1 669 900 9128 US (San Jose)

+1 253 215 8782 US (Tacoma)

Meeting ID: 996 1331 1476

Find your local number: <https://zoom.us/u/awFymnW9u>

Edison School of the Arts mission is to continue to be an educational and artful resource for all students, parents, community, and staff members by consistent and focused professional development, invitational practices by all, utilizing quarterly and annual reviews. We will continue to develop our educational and arts aesthetic by expanding our arts experiences, exposure, and partnerships

Directors Present

E. Disney-Britton (remote), G. Wallis (remote), K. Feeney-Caito (remote), T. Overdorf (remote)

Directors Absent

K. Dixon, T. Givens

Ex Officio Members Present

N. Tuttle (remote)

Non Voting Members Present

N. Tuttle (remote)

Guests Present

A. Berns (remote), K. Hensley (remote), P. Guthrie (remote)

I. Opening Items**A. Call the Meeting to Order**

T. Overdorf called a meeting of the board of directors of Edison School of the Arts to order on Tuesday Jul 20, 2021 at 5:33 PM.

B. Record Attendance and Guests**C. Adoption of the Agenda**

E. Disney-Britton made a motion to Adopt.

K. Feeney-Caito seconded the motion.

The board **VOTED** to approve the motion.

II. Minutes**A. May Minutes**

G. Wallis made a motion to approve the minutes from Board Meeting on 05-18-21.

K. Feeney-Caito seconded the motion.

The board **VOTED** to approve the motion.

III. Finance Committee Report**A. June 2021 Financial Statements**

Will have prepared and available for review in August along with July statements

B. SY2021-22 Budget

Want to ensure an accurate budget for board consideration, so tabling this for now

IV. Governance Committee Report**A. Reappointment of board members for additional term**

E. Disney-Britton made a motion to Reappoint Greg, Tanya, and Ted to the board.
K. Feeney-Caito seconded the motion.
The board **VOTED** to approve the motion.

B. Election of Officers

E. Disney-Britton made a motion to Appoint the following officers: Tanya - Board chair
Greg - Treasurer Kay - Secretary.
K. Feeney-Caito seconded the motion.
The board **VOTED** to approve the motion.

C. SY2021-22 Board Meeting Calendar

E. Disney-Britton made a motion to Adopt the schedule with recognition of changes to come with public notice.
K. Feeney-Caito seconded the motion.
Karen and Nathan will update to reflect academic meetings on Tuesdays instead of Wednesdays

Finance committee meetings likely need to be moved to later in month and in mornings --> maybe a Friday morning

Can vote to approve calendar with recognition that dates can change with notice
The board **VOTED** to approve the motion.

D. Codification Project Update

- As we are working to replicate, we needed to codify procedures around operations and academic instruction delivery
- Began two years ago with Deb and Tina through The Mind Trust to create this manual
- Project was delayed by pandemic but is now "complete" in terms of their engagement
- We now have the document and can/will update as needed to reflect changes
- Payment to be remitted for \$3,200
- Will add to Board on Track non-published documents when ready
 - There are a handful of items to still be updated after Karen's meeting with Tina and Deb yesterday for hand-off

E. Board Assessment Results Overview

- 7/7 members participated, scored 5/5 (excellent)
- Challenges to discuss in coming year:
 - Continuing to work on full understanding of academic oversight
 - Development training for board members/strategic fund development
 - Reconsideration of board size and composition (BoT recommendation of 11-15 members)

V. SY2021-22 Annual Compliance Reviews

A. Bylaws Review

E. Disney-Britton made a motion to re-approve the bylaws.
G. Wallis seconded the motion.
The board **VOTED** to approve the motion.

B. Articles of Incorporation Review

E. Disney-Britton made a motion to Re-approve the articles of incorporation.
 G. Wallis seconded the motion.
 The board **VOTED** to approve the motion.

C. Updated SY21-22 Calendar

- PIT day already approved for student electronic asynchronous learning
- We were looking for opportunity for data analysis days
 - Once upon a time we would have needed teacher records day, in-service, etc.
- Days would allow us to realign lesson plans to align with data trends/results

G. Wallis made a motion to Approve the additional e-learning days.
 K. Feeney-Caito seconded the motion.
 The board **VOTED** to approve the motion.

VI. Executive Director Report

A. Presentation of Diversity Champion Award

SURPRISE! Recognizing Karen Fugate (ESL instructor) for focus on diversity and supportive culture and closing the achievement gap. Always looking to the data! Edison thanks you for your service and hard work for our students.

B. Annual Review

- Board discussion of arts integration strategies, content area, and distribution across grade levels
 - Impact of new vs. experienced teachers
 - Amy and Amber's close monitoring of goals and progress toward goals
 - Lenore Kelner written curriculum to go with ReadyGen curriculum --> plan to integrate more and more varied strategies
 - Good to have this baseline read, and opportunity for growth/expansion of goals across staff in future
 - Build the plan and goals, leadership report back quarterly to the board as a whole (Karen ensure this is on the agenda each semester)
- Performance of white students - in 3rd grade, 9 white students, 3 were full remote all year
- "My Point of View/Your Point of View" discussion with staff following Insight Survey results
- Opportunities for growth following Panorama survey results
 - Want to continue working on school climate/belonging
 - Looking to conduct student focus groups
 - LiveSchool was great
 - Interested in student perspectives about rigor of coursework and expectations
 - Board would love to know what our goals around student survey results are and quarterly reporting (Karen to ensure this gets on board agenda for fall and spring board meetings, and cover in academic excellence committee)
- Nathan going to send Insight results to Adam Kehoe at IPS
- We're knocking it out of the park on Insight but on the lower end on Panorama on some metrics
- Will be offering 2-3 books to staff for book study with time in Wednesday PDs for discussion and reflection, then feeding data back to staff

- Also will be focusing on our own on culturally responsive instruction while we search for new DEI consultants

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:10 PM.

Respectfully Submitted,
T. Overdorf

B. Important Board Dates



Edison School of the Arts

Minutes

Board Meeting

Date and Time

Wednesday September 1, 2021 at 3:30 PM

Location

<https://us06web.zoom.us/j/83634332178>

Edison School of the Arts mission is to continue to be an educational and artful resource for all students, parents, community, and staff members by consistent and focused professional development, invitational practices by all, utilizing quarterly and annual reviews. We will continue to develop our educational and arts aesthetic by expanding our arts experiences, exposure, and partnerships

Directors Present

E. Disney-Britton (remote), G. Wallis (remote), K. Feeney-Caito (remote), T. Overdorf (remote)

Directors Absent

K. Dixon, T. Givens

Guests Present

K. Hensley (remote)

I. Opening Items**A. Call the Meeting to Order**

T. Overdorf called a meeting of the board of directors of Edison School of the Arts to order on Wednesday Sep 1, 2021 at 3:40 PM.

B. Record Attendance and Guests

C. Adoption of the Agenda

G. Wallis made a motion to Adopt the agenda.

K. Feeney-Caito seconded the motion.

The board **VOTED** unanimously to approve the motion.

II. Statement of Assurances and Charter Application Submission Update

A. Review and Affirm Statement of Assurances

Statement of assurances is compilation of the compliance statements

- #1 applies to us in this instance, that the board understands we are applying for a charter, approve of such, and authorize Nathan/leadership team permission and authority to act in this matter on board's behalf

G. Wallis made a motion to Approve Edison I Statement of Assurances.

K. Feeney-Caito seconded the motion.

The board **VOTED** unanimously to approve the motion.

G. Wallis made a motion to Approve Edison II Statement of Assurances.

K. Feeney-Caito seconded the motion.

The board **VOTED** unanimously to approve the motion.

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 3:52 PM.

Respectfully Submitted,

T. Overdorf



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #4: Governance Information

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

DEPARTMENT OF THE TREASURY

Date:

MAY 08 2017

EDISON SCHOOL OF THE ARTS INC
C/O NATHAN TUTTLE
777 S WHITE RIVER PKWY W DR
INDIANAPOLIS, IN 46221

Employer Identification Number:
81-4684220
DLN:
17053010354047
Contact Person:
CHRIS BROWN ID# 31503
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
November 15, 2016
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

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

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

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

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

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

Letter 947

Federal EIN: 81-4684220

Edison School for the Arts, Inc.
c/o Nathan Tuttle
777 S. White River Parkway West Drive
Indianapolis, Indiana 46221

Exhibit to Form 1023
(Part II, Line 1)
(Part III, Lines 1 and 2b)
(Schedule B, Section II, Line 1)

EXHIBIT A

CERTIFICATE OF INCORPORATION

ARTICLES OF INCORPORATION

(see attached)

State of Indiana
Office of the Secretary of State

Certificate of Incorporation
of

EDISON SCHOOL OF THE ARTS, INC.

Certified: A true copy

1-5-17

John Hall

Attorney-in-fact

I, CONNIE LAWSON, 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 Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Tuesday, November 15, 2016.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, November 17, 2016

Connie Lawson

CONNIE LAWSON
SECRETARY OF STATE

201611151167305 / 7440622

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

Approved and Filed
201611151167306/7440622
Filing Date: 11/17/2016
Effective :11/18/2016 18:01
CONNIE LAWSON
Indiana Secretary of State

ARTICLES OF INCORPORATION

Certified: A true copy

OF

1-5-17

EDISON SCHOOL OF THE ARTS, INC.

*John A. Dell
Attorney-in-fact*

The undersigned Incorporator, desiring to form a corporation (the "Corporation") pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991, as amended (the "Act"), hereby executes the following Articles of Incorporation:

RECEIVED
CORPORATION DIV.
NOV 15 PM 4:01

ARTICLE I

Name

The name of the Corporation is Edison School of the Arts, Inc.

ARTICLE II

Purposes

This Corporation is a public benefit corporation that shall be organized and operated exclusively to conduct, support, encourage, and assist such educational, charitable, scientific, and other programs and projects as are described in Sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code"). In furtherance of such purposes, the Corporation's specific purposes shall include operating one or more innovation network schools pursuant to Indiana Code, Title 20, Article 25.7, or corresponding provisions of any subsequent Indiana statute governing innovation network schools.

ARTICLE III

Powers

Notwithstanding any other provision of these Articles of Incorporation, neither the Board of Directors nor the Corporation shall have the power or authority to do any act that

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will prevent the Corporation from being an organization-described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2). Subject to the foregoing statement, and subject to and in furtherance of the purposes for which it is organized, the Corporation shall possess, in addition to the general rights, privileges, and powers conferred by the Act or by other law, the following rights, privileges, and powers:

Section 1. To indemnify any person against liability and expenses, and to advance the expenses incurred by such person, in connection with the defense of any threatened, pending, or completed action, suit, or proceeding, whether civil, criminal, administrative, investigative, or otherwise, and whether formal or informal, to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law.

Section 2. To cease its activities and to dissolve and surrender its corporate franchise.

ARTICLE IV

Period of Existence

The period during which the Corporation shall continue is perpetual.

ARTICLE V

Initial Registered Agent and Initial Registered Office

Section 1. The name and address of the initial registered agent in charge of the Corporation's initial registered office are Nathan Tuttle, 777 S. White River Parkway West Drive, Indianapolis, Indiana, 46221.

Section 2. The street address of the initial registered office of the Corporation is 777 S. White River Parkway West Drive, Indianapolis, Indiana, 46221.

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Section 3. The undersigned hereby represents that the registered agent named in this Article has consented to the appointment of registered agent.

ARTICLE VI

Incorporator

The name and address of the Incorporator of the Corporation are Nathan Tuttle, 777 S. White River Parkway West Drive, Indianapolis, Indiana, 46221.

ARTICLE VII

Members

The Corporation shall not have "members" as that term is defined in the Act. The Corporation may, upon the resolution of the Board of Directors, designate as "members" certain individuals, corporations, or other associations and organizations who satisfy certain criteria established by the Board of Directors and who support the purposes and programs of the Corporation. Such designation shall carry no legal significance under the Act and shall not entitle such "members" to any vote on Corporation matters or to attendance at Corporation meetings.

ARTICLE VIII

Directors

The exact number of directors of the Corporation shall be specified in or fixed in accordance with the Bylaws of the Corporation at a number no smaller than three (3).

ARTICLE IX

Election or Appointment of Directors

The directors of the Corporation, other than the members of the initial Board of Directors, shall be elected and appointed in the manner and for terms as specified in or fixed in accordance with the Bylaws of the Corporation.

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ARTICLE X

Initial Board of Directors

The members of the initial Board of Directors of the Corporation shall be elected by the Incorporator. The names and addresses of the members of the initial Board of Directors, each of whom shall have the address of 777 S. White River Parkway West Drive, Indianapolis, Indiana, 46221, are as follows:

Ernest Disney-Britton
 Laura Green
 Henry Leck

ARTICLE XI

No Private Inurement

None of the Corporation's net earnings shall inure to the benefit of any private individual.

ARTICLE XII

Regulation of Corporate Affairs

The affairs of the Corporation shall be subject to the following provisions:

Section 1. The Corporation shall ensure that any network innovation schools that it operates (the "Schools") will admit students of any race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, and ancestry to all the rights, privileges, programs, and activities generally accorded or made available to students at the Schools. The Corporation and the Schools it operates shall not discriminate on the basis of race, color, gender, sexual orientation, gender identity, disability, national or ethnic origin, religion, or

Approved and Filed 201611161167306/7440622 Filing Date: 11/17/2016 Effective :11/16/2016 16:01 CONNIE LAWSON Indiana Secretary of State
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ancestry (or any other characteristics or categories prohibited under federal, state, or local law) in the administration of its educational policies, admissions policies, scholarship and loan programs, and athletic or other programs administered by the Schools.

Section 2. The Corporation shall comply with all Indiana laws applicable to innovation network schools, including (but not limited to) the following provisions of the Indiana Code ("IC"), or corresponding provisions of subsequent Indiana law:

- (a) IC 5-14-1.5 et seq. (Indiana's Open Door Law);
- (b) IC 5-14-3-1, et seq. (Indiana's Access to Public Records Act);
- (c) IC 20-25.7-4-10 (public meeting requirement);
- (d) IC 20-24-8-5 (statutes applicable to charter schools);
- (e) IC 20-28-11.5 (staff performance evaluations);
- (f) IC 20-24-6 (employment of teachers and other personnel in charter schools).

Section 3. Notwithstanding any other provision of these Articles of Incorporation, if for any taxable year the Corporation is deemed a "private foundation" described in Code section 509(a), the Corporation's income shall be distributed at such time and in such manner as not to subject the Corporation to the tax imposed by Code section 4942.

Section 4. Notwithstanding any other provision of these Articles of Incorporation, if at any time the Corporation is deemed a "private foundation" described in Code section 509(a), the Corporation shall not:

- (a) Engage in any act of self-dealing as defined in Code section 4941(d);
- (b) Retain any excess business holdings as defined in Code section 4943(c);
- (c) Make any investment in such manner as to subject the Corporation to tax under Code section 4944; or

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--

(d) Make any taxable expenditure as defined in Code section 4945(d).

Section 5. Neither the Board of Directors nor the Corporation shall have power or authority to do any act that will prevent the Corporation from being an organization described in Code section 501(c)(3).

Section 6. Except as otherwise permitted by Code section 501(h), no substantial part of the activities of the Corporation shall be or consist of carrying on propaganda, or otherwise attempting, to influence legislation.

Section 7. The Corporation shall not participate or intervene in (including the publishing or distributing of any statements) any political campaign on behalf of or in opposition to any candidate for public office.

Section 8. Subject to the provisions of these Articles of Incorporation and applicable law, the Board of Directors shall have complete and plenary power to manage, control, and conduct all the affairs of the Corporation.

Section 9. The power to make, alter, amend, and repeal the Corporation's Bylaws shall be vested in the Board of Directors.

Section 10. No director of the Corporation shall be liable for any of its obligations.

Section 11. Meetings of the Board of Directors may be held at any location, either inside the State of Indiana or elsewhere.

Section 12. All parties dealing with the Corporation shall have the right to rely upon any action taken by the Corporation pursuant to authorization by the Board of Directors by resolution duly adopted in accordance with the Corporation's Articles of Incorporation, Bylaws, and applicable law.

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Section 13. The Board of Directors may from time to time, in the Bylaws of the Corporation or by resolution, designate such committees as the Board of Directors may deem desirable for the furtherance of the purposes of the Corporation.

ARTICLE XIII

Dissolution of the Corporation

If the Corporation is dissolved, all of its property remaining after payment and discharge of its obligations shall be transferred and conveyed, subject to any contractual or legal requirement to one or more other organizations that have been selected by the Board of Directors of the Corporation, that are organized and operated for purposes substantially the same as those of the Corporation, and that are described in Code sections 170(c)(2)(B), 501(c)(3), 2055(a)(2), and 2522(a)(2).

The undersigned Incorporator hereby adopts these Articles of Incorporation and presents them to the Secretary of State of the State of Indiana for filing.

IN WITNESS WHEREOF, the undersigned Incorporator hereby verifies and affirms, subject to penalties of perjury, that the representations contained herein are true, this

14th day of November, 2016.



Nathan Tuttle, Incorporator

This instrument was prepared by Joshua W. Abel, Attorney at Law, Faegre Baker Daniels LLP, 300 N. Meridian St., Ste. 2700, Indianapolis, Indiana, 46204.

Edison School for the Arts, Inc.
c/o Nathan Tuttle
777 S. White River Parkway West Drive
Indianapolis, Indiana 46221

Federal EIN: 81-4684220

Exhibit to Form 1023
(Part II, Line 5)
(Part V, Line 5a)

EXHIBIT B

BYLAWS

(see attached)

Adopted: December 12, 2016

BYLAWS
OF
EDISON SCHOOL OF THE ARTS, INC.

Certified: A true copy

1-5-17

John H. Abel

Attorney-in-fact

ARTICLE I

General

Section 1. Name. The name of the corporation is Edison Schools of the Arts, Inc. (the "Corporation").

Section 2. Address. The street address of the Corporation's initial registered office is 777 S. White River Parkway West Drive, Indianapolis, Indiana, 46221. The initial registered agent in charge of the initial registered office is Nathan Tuttle.

Section 2. 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

Board of Directors

Section 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 "Bylaws"). The Board of Directors shall have the number of members, no less than three (3), as designated by resolution of the Board of Directors from time to time.

Section 2. Election and Terms. The term of each member of the Board of Directors, other than the initial directors of the Corporation, shall extend for a period of three (3) years and until his or her successor is appointed or elected and qualified. At the regular meeting of the Board of Directors immediately preceding the expiration of the term of any director, or at

a special meeting, the directors of the Corporation may elect a new director to replace the director whose term will expire, or has expired. Each such newly elected director shall serve for a term of three (3) years, or such other period as is prescribed by the directors at the time of such election, and until his or her successor is elected and qualified. A director may serve any number of consecutive or nonconsecutive terms, provided that the director continues to meet the qualifications for which he or she was initially elected to serve as a director.

Section 3. Quorum and Voting. A majority of the directors in office immediately before a meeting begins shall constitute a quorum for the transaction of any business properly to come before the Board of Directors. Unless otherwise provided in the Articles or these Bylaws, the approval of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors.

Section 4. Special Meetings. The Board of Directors may hold special meetings for any lawful purpose upon not less than two (2) days' notice, as described in Section 6 of this Article II, upon call by the Chair or by two (2) or more members of the Board of Directors. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

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

Section 6. Notice of Special Meetings. Oral or written notice of the date, time, and place of each special meeting of the Board of Directors shall be communicated, delivered, or

mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two (2) days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

Oral notice shall be effective when communicated. Written, electronic, or telefaxed notice, where applicable, shall be effective at the earliest of the following:

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly 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 7. Waiver of Notice. Notice of a meeting may be waived in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8. Means of Communication. The Board of Directors, or a committee thereof, may permit a director or a committee member to participate in a meeting through the use of any means of communication by which all participating directors or committee members, and all members of the public physically present at the place where the meeting is conducted, may simultaneously hear each other during the meeting, provided that (i) such meeting complies in all respects with the provisions of the Indiana Open Door Law in IC 5-14-1.5-3.6, and (ii) the Board of Directors has adopted a policy to govern participation in meetings by electronic communication pursuant to IC 5-14-1.5-3.6. A director or committee member participating in a meeting by such means shall be considered present in person at the meeting.

Section 9. Removal, Resignation, and Vacancies. A director may be removed from office at any time, with or without cause, by two-thirds of the directors then in office. A director may resign at any time by giving written notice of such resignation to the Board of Directors, the President, or the Secretary of the Corporation. The acceptance of a resignation shall not be necessary to make it effective. 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 President, or the Secretary. A vacancy on the Board of Directors, whether created by removal or resignation of a director, may be filled by the Board of Directors, and the 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.

ARTICLE III

Officers

Section 1. In General. The officers of the Corporation shall consist of a Chair, a Secretary, a Treasurer, and such other officers as the Board of Directors may otherwise elect. All

officers may, but need not, be members of the Board of Directors. An officer may simultaneously hold more than one (1) office. Each officer shall be elected by the Board of Directors and shall serve for one (1) year, or such other period as prescribed by the directors at the time of such election, and until the officer's successor is elected and qualified. Any officer may be removed by the Board of Directors with or without cause. 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 2. Chair. The Chair shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing policies established by the Board of Directors. The Chair shall perform such other duties as the Board of Directors may prescribe.

Section 3. Secretary. The Secretary shall be the custodian of all papers, books, and records of the Corporation other than books of account and financial records. The Secretary shall prepare and enter in the minute book the minutes of all meetings of the Board of Directors. The Secretary shall authenticate records of the Corporation as necessary. The Secretary shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 4. Treasurer. The Treasurer shall prepare and maintain correct and complete records of account showing accurately the financial condition of the Corporation. All notes, securities, and other assets coming into the possession of the Corporation shall be received, accounted for, and placed in safekeeping as the Treasurer may from time to time prescribe. The Treasurer shall furnish, whenever requested by the Board of Directors or the Chair, a statement of the financial condition of the Corporation and shall perform the duties usual to such position and such other duties as the Board of Directors or the Chair may prescribe.

Section 5. Other Officers. Each other officer of the Corporation shall perform such duties as the Board of Directors or the Chair may prescribe.

ARTICLE IV

Committees

Section 1. Executive Committee. The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2. Other Committees. The Board of Directors may establish other committees, in addition to the Executive Committee, to accomplish the goals and execute the programs of the Corporation. Such committees shall have such responsibilities and powers as the Board of Directors shall specify. Members of such committees may, but need not, be members of the Board of Directors. A committee member appointed by the Board of Directors may be removed by the Board of Directors with or without cause.

ARTICLE V

Conflicts of Interest

Section 1. General Policy. It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to

report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers, and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or any of their relatives (including spouses, ancestors, and descendants, whether by whole or half blood), from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a director, or a director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or a business entity in which the officer, employee, or his or her relative owns a significant financial interest or

by which such officer, employee, or relative is employed, except where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.

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

Section 2. Effect of Conflict Provisions. The failure of the Corporation, its Board of Directors, or any or all of its directors, officers, or employees to comply with the conflict of interest provisions of these Bylaws shall not invalidate, cancel, void, or make voidable any contract, relationship, action, transaction, debt, commitment, or obligation of the Corporation that otherwise is valid and enforceable under applicable law.

ARTICLE VI

Indemnification

Section 1. Indemnification by the Corporation. To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in

connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation (or, in any case not involving the person's official capacity with the Corporation, in what he or she reasonably believed to be not opposed to the best interests of the Corporation), and, with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful (or no reasonable cause to believe that the conduct was unlawful). The termination of any claim, action, suit, or proceeding by judgment, settlement (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

Section 2. Definitions.

- (a) As used in this Article VI, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim, civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:
- (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation

where he or she served as such at the request of the Corporation;

- (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
- (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.

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

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

Section 3. Entitlement to Indemnification. Every person claiming indemnification under this Article VI (other than one who has been wholly successful with respect to any claim, action, suit, or proceeding) shall be entitled to indemnification if (a) special independent legal counsel, which may be regular counsel of the Corporation or any other disinterested person or persons, in either case selected by the Board of Directors, whether or not a disinterested quorum exists (such counsel or person or persons being hereinafter called the "referee"), shall deliver to the Corporation a written finding that such person has met the standards of conduct set forth in Section 1 of this Article VI and (b) the Board of Directors, acting upon such written finding, so determines. The person claiming indemnification shall, if requested, appear before the referee and answer questions that the referee deems relevant and shall be given ample opportunity to present to the referee evidence upon which he or she relies for indemnification. The Corporation shall, at the request of the referee, make available facts, opinions, or other evidence in any way relevant to the referee's findings that are within the possession or control of the Corporation.

Section 4. Relationship to Other Rights. The right of indemnification provided in this Article VI shall be in addition to any rights to which any person may otherwise be entitled.

Section 5. Extent of Indemnification. Irrespective of the provisions of this Article VI, the Board of Directors may, at any time and from time to time, approve indemnification of directors, officers, employees, agents, or other persons to the fullest extent permitted by applicable law, or, if not permitted, then to any extent not prohibited by such law, whether on account of past or future transactions.

Section 6. Advancement of Expenses. Expenses incurred with respect to any claim, action, suit, or proceeding may be advanced by the Corporation (by action of the Board of Directors, whether or not a disinterested quorum exists) prior to the final disposition thereof

upon receipt of an undertaking by or on behalf of the recipient to repay such amount unless he or she is entitled to indemnification.

Section 7. Purchase of Insurance. The Board of Directors is authorized and empowered to purchase insurance covering the Corporation's liabilities and obligations under this Article VI and insurance protecting the Corporation's directors, officers, employees, agents, or other persons.

ARTICLE VII

Contracts, Checks, Loans, Deposits, and Gifts

Section 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 2. Checks. All checks, drafts, or other orders for payment of money by the Corporation shall be signed by such person or persons as the Board of Directors may from time to time designate by resolution. Such designation may be general or confined to specific instances.

Section 3. Loans. Unless authorized by the Board of Directors, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances.

Section 4. Deposits. All funds of the Corporation shall be deposited to its credit in such bank, banks, or depositories as the Board of Directors may designate. Such designation may be general or confined to specific instances.

Section 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.

ARTICLE VIII

Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation.



Book	BYLAWS AND POLICIES
Section	0000 BYLAWS
Title	MEMBERSHIP
Number	0144.2
Status	Adopted
Adopted	9/7/20

144.2 Code of Ethics

The Edison School of the Arts Board desires to operate in the most ethical, conscientious, and transparent manner possible and to that end the Board adopts the following code of ethics:

- A. A Board member should strive to improve public education:
1. By attending all regularly scheduled Board meetings insofar as possible, and becoming informed concerning the issues to be considered at those meetings;
 2. By recognizing that Board members should endeavor to make policy decisions only after full discussion at publicly held Board meetings;
 3. By rendering all decisions based on the available facts and independent judgment, and refusing to surrender that judgment to individuals or special interest groups;
 4. By encouraging the free expression of opinion by all Board members, and seeking systematic communications between the Board and students, staff, and all elements of the community;
 5. By working with other Board members to establish effective Board policies and to delegate authority for the administration of the schools to the CEO, Executive Director;
 6. By communicating to other Board members and the CEO, Executive Director expressions of public reaction to Board policies and school programs;

7. By keeping informed about current educational issues through individual study and participation in programs providing needed information, such as those sponsored by state and national school boards associations;
8. By supporting the employment of those persons best qualified to serve as school staff, and insisting upon a regular and impartial evaluation of all staff;
9. By avoiding being placed in a position of conflict of interest;
10. By taking no private action that will compromise the Board or administration, and respecting the confidentiality of information that is privileged under applicable law; and
11. By remembering always that a Board member's first and greatest concern must be the educational welfare of the students attending public schools.

B. A Board member should honor the high responsibility that membership demands:

1. By thinking always in terms of children first;
2. By understanding that the basic function of the school board member is policy making and not administrative, and by accepting the responsibility of learning to distinguish between these two functions;
3. By accepting the responsibility, along with fellow board members, to assure that adequate facilities and resources are provided for the proper functioning of schools;
4. By refusing to play politics in either the traditional partisan, or in any petty sense;
5. By representing the entire school community at all times;
6. By accepting the responsibility of becoming well-informed concerning the duties of board members, and the proper function of public schools;
7. By recognizing responsibility as a State official to seek the improvement of education throughout the State.

C. A Board member should demonstrate respectful relationships with other members of the Board:

1. By recognizing that authority rests only with the board in official meetings and that the individual member has no legal status to bind the board outside of such meetings;
2. By recognizing the integrity of previous board members and the merit of their work;
3. By making decisions only after all facts bearing on a question have been presented and discussed;
4. By respecting the opinion of others and by graciously conforming to the principle of majority rule;
5. By refusing to participate in irregular meetings which are not official and when all members do not have the opportunity to attend;

6. By working with fellow board members and the administration to fairly determine the present and future educational needs of the community.

D. A Board member should maintain desirable relations with the CEO, Executive Director of Edison School of the Arts and other employees:

1. By striving to procure the best professional leader available for the head administrative position;
2. By giving the CEO, Executive Director full administrative authority for properly discharging the professional duties of the position and the responsibility to achieve acceptable results;
3. By acting only after consideration of the CEO, Executive Director's recommendations on matters of school governance;
4. By having the CEO, Executive Director present at all meetings of the Board except when his/her contract and salary considerations are under review;
5. By respecting proper communication channels, referring all complaints to the proper administrative office and considering them only after failure of an administrative solution;
6. By providing adequate safeguards around the CEO, Executive Director and other employees so that they can perform their responsibilities;
7. By presenting criticisms of an employee directly to the CEO, Executive Director.

E. A Board member should maintain a

commitment to community:

1. By developing and adopting a mission and a vision statement for the school;
2. By conducting all school business transactions openly;
3. By vigorously seeking adequate financial support for the schools;
4. By refusing to use the school board position for personal gain;
5. By refusing to discuss confidential board business anywhere other than when attending a properly advertised board meeting;
6. By earning the community's confidence that all is being done in the best interests of school children.



Book: BYLAWS AND POLICIES

Section: 1000 ADMINISTRATION

Title: CONFLICT OF INTEREST - PRIVATE PRACTICE

Code: 1130

Status: Active

Adopted: January 21, 2020

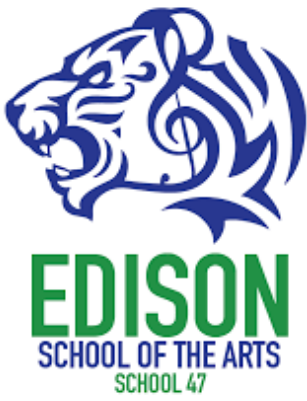
- A. The maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by school employees is essential to ensure the proper performance of school business as well as to earn and keep public confidence in Edison School of the Arts.

To accomplish this, the Board has adopted the following guidelines to assure that conflicts of interest do not occur. These are not intended to be all inclusive, nor to substitute for good judgment.

- a. No employee shall engage in or have a financial interest in, directly or indirectly, any activity that conflicts or raises a reasonable question of conflict with his/her school responsibilities.
- b. Employees shall not engage in business, private practice of their profession, the rendering of services, or the sale of goods of any type where advantage is taken of any professional relationship they may have with any student, client, or parents of such students or clients in the course of their employment with the school. Included, by way of illustration rather than limitation are the following:
 - i. the provision of any private lessons or services for a fee
 - ii. the use, sale, or improper divulging of any privileged information about a student or client gained in the course of the employee's employment or through his/her access to school records
 - iii. the referral of any student or client for lessons or services to any private business or professional practitioner; if there is any expectation of reciprocal referrals, sharing of fees, or other remuneration for such referrals
 - iv. the requirement of students or clients to purchase any private goods or services provided by an employee or any business or

professional practitioner with whom any employee has a financial relationship, as a condition of receiving any grades, credits, promotions, approvals, or recommendations

- c. Employees shall not make use of materials, equipment, or facilities of the school in private practice. Examples would be the use of facilities before, during, or after regular business hours for service to private practice clients, or the checking out of items from an instructional materials center for private practice
- B. Should exceptions to this policy be necessary in order to provide mandatory services to students or clients of the school, all such exceptions will be made known to the employee's supervisor and will be disclosed to the Board and CEO, Executive Director for approval reflected in the minutes before entering into any private relationship. When any exception is made to this policy, the employee will complete the Conflict of Interest form to be acted upon by the Board.
- C. Board members and the CEO, Executive Director will not authorize their names to be used as a reference for employment within the Indianapolis Public Schools including the Innovation network.



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #5: Leader Resumes

Amy C. Berns

PROFESSIONAL EXPERIENCE

Principal: *Indianapolis Public Schools ♦ Edison School of the Arts, 47 ♦ 2018-Present*

- *Provide leadership and vision in the ongoing development of the school*
- *Ensure a school culture that encourages continuous development for teachers and students*
- *Manage and supervise the daily operations of the school*
- *Recruit, hire and continuously develop and mentor high quality staff members and teachers*
- *Observe, supervise and evaluate teachers and staff to further school's vision of excellence*
- *Create and maintain strong community partnerships and family relationships*
- *Exceptional knowledge of curriculum, data analysis and high quality rigorous instruction*

Assistant Principal: *Indianapolis Public Schools ♦ Edison School of the Arts, 47 ♦ 2016-2018*

- *Observe, supervise and evaluate teachers and staff to further school's vision of excellence*
- *Supervise daily operations of school and address areas of improvement with Principal*
- *Play a key role in developing a positive school climate*
- *Strong instructional leader*
- *Build and maintain relationships with parents and community partners*
- *Oversee and run Multi-Tiered Systems of Support (MTSS)*

District K-6 Literacy Coach Curriculum and Instruction: *Indianapolis Public Schools ♦ 2014-2016*

- *Provide tiered support to all elementary schools in the district*
- *Support principals and building literacy coaches with district-wide and building level initiatives*
- *Co-author of three year Comprehensive Literacy Plan supporting the implementation of Balanced Literacy and Guided Reading across the district*
- *Develop and deliver district-wide professional development*
- *Write district pacing and curriculum documents for ELA*
- *IPS Interim Literacy Coordinator*

Read by 3 Instructional Coach K-2: *Indianapolis Public Schools ♦ James Russell Lowell, 51 ♦ 2013-2014*

- *Supported K-2 Literacy including co-teaching and modeling*
- *Orton Gillingham Multi-Sensory Approach for reading*
- *Data analysis*
- *Led grade-level meetings*
- *Small group instruction for intensive students*

Classroom Teacher: *Indianapolis Public Schools ♦ 2006-2013*

Kindergarten, Co-Taught RTI Kindergarten, 2nd Grade

- *Kindergarten Lead Teacher*
- *District Math Teacher Trainer*
- *District Model Classroom for other teachers to come and observe*
- *RISE and SLO's Teacher Trainer*

EDUCATION

Master of Arts in Education - Administration ♦ *Ball State University ♦ 2015*

Master of Science in Education - Mild Interventions ♦ *Kaplan University ♦ 2010*

Transition to Teaching Certificate ♦ *Indiana Wesleyan University ♦ 2006*

Bachelor of Science - Social Work ♦ *Ball State University ♦ 2000*

Amy C. Berns

AWARDS and RECOGNITION

Top 10 Teacher of the Year – Indianapolis Public Schools ♦ 2014

James Russell Lowell Teacher of the Year – Indianapolis Public Schools ♦ 2014

National Finalist for the Presidential Award for Excellence in Mathematics and Science Teaching

Indianapolis Public Schools ♦ 2012

State recipient of the Presidential Award for Excellence in Mathematics and Science Teaching

Indianapolis Public Schools ♦ 2012

Above and Beyond the Call of Duty Award – Indianapolis Public Schools ♦ 2008, 2012

Bright House Classroom Innovators Grant Recipient - Indianapolis Public Schools ♦ 2013

Featured Instructional Trainer - Teachers Helping Teachers: Standards for Mathematical Practice in Action

Indiana Department of Education ♦ 2013

Sheena Nichole Roach



PROFILE

I am a very enthusiastic individual with a compassionate heart for education looking to further my skills in educational leadership, observation, and feedback.

EXPERIENCE

Educational Leadership

3-8 Instructional Coach, Edison School of the Arts 47, Indianapolis, IN - 2020- Present

Supported teachers and administrators in using data to improve instruction. Planned and delivered regular professional development. Developed coaching plans for both academic and arts teachers to ensure student achievement. Member of the MTSS team and leadership team.

English & Language Arts Education

**7/8 English and Language Arts Teacher, Edison School of the Arts 47, Indianapolis, IN
— 2019 - 2020**

Implemented curriculum with fidelity. Utilized novel studies throughout the year. Analyzed data consistently at weekly data meetings. Collaborated with a middle school team to implement culture and analyze student achievement and growth. Utilized Teach Like a Champion and Get Better Faster techniques through observation and feedback. Member of the MTSS team and leadership team.

Music Education (Various Schools)

Instrumental Music Director, Tindley Genesis Academy ; Indianapolis, IN- 2018-2019

Taught general music and instrumental music classes through an accelerated and rigorous curriculum I designed and implemented. Began 4th & 5th grade band program for the first time in Tindley Genesis Academy's history. Began interventions with K 2nd grade and co taught ELA in 4th grade for two hours each day. Member of the MTSS team. Coordinated and planned family engagement events.

Music Educator, William McKinley #39, IPS; Indianapolis, IN — 2017-2018

Planned and implemented music curriculum grades K 6. Began the very first after school 5th and 6th grade beginning band and choir programs. Planned and implemented 1st grade reading interventions. Served on leadership committee.

**Elementary & Middle School Band Director, Springfield City Schools; Springfield, OH —
2015-2017**

Planned & instructed 6 building in the district for 5th 8th grade band instruction. Individualized instruction for over 200 band students. Started new recruitment methods and had a 97% retention rate between year 1 & 2. Began after school guitar lab, first group to OMEA Large Group Contest, and had other middle school extra curricular activities. Integrated 1:1 technology into middle school band.

EDUCATION

RELAY Graduate School; New York, NY National Principal Academy Fellowship May 2020

Concordia University; Seward, NE Masters in Instructional Leadership December 2019; GPA: 3.97

Wright State University; Dayton, OH Bachelors of Music Education May 2014; GPA 3.30



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #6: Enrollment Plan



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #7: Accountability
Dashboard

Indiana Department of Education Student Centered Accountability
2018- 2019
Indianapolis Public Schools (5385)
Edison School of the Arts 47 (5570)

Overall Summary (511 IAC 6.2-10-3)				
	Grades	Points	Weight	Weighted Points
Performance Domain	Grades 03-08	27.5	0	0
Performance Domain	Grade 10	0	0	0
Growth Domain	Grades 04-08	104.8	1	104.8
Growth Domain	Grades 10-12	0	0	0
Multiple Measures	Grade 12	0	0	0
Overall Points:				104.8
Overall Grade:				A

Enrollment		
	Enrollment	Enrollment Percent
Grades 03-08	441	100.00 %
Grades 09-12	0	0.00 %

Performance Domain (511 IAC 6.2-10-4)						
	Grades 03-08			Grade 10		
	Pass Rate	Participation	Points	Pass Rate	Participation	Points
English/Lang. Arts	29.3 % (117 / 400)	99.8 % (416 / 417)	29.3	N/A	N/A	N/A
Mathematics	25.6 % (102 / 398)	99.3 % (414 / 417)	25.6	N/A	N/A	N/A

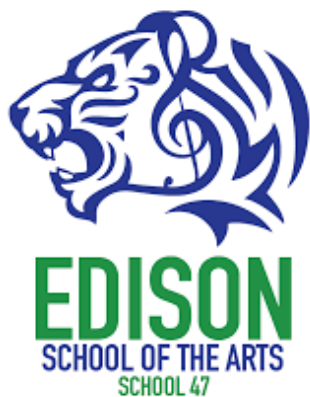
Performance Summary			
	Points	Weight	Weighted Points
E/LA (Grades 3-8)	29.3	0.50	14.65
Math (Grades 3-8)	25.6	0.50	12.8
Performance Points (Grades 03-08)			27.5
E/LA (Grade 10)	N/A	N/A	0
Math (Grade 10)	N/A	N/A	0
Performance Points (Grade 10)			0.0

Growth Domain (511 IAC 6.2-10-5)								
	Grades 04-08			Grades 09-12				
	Top 75% Growth	Bottom 25% Growth	Points	Top 75% Growth	Bottom 25% Growth	Points	10th to 12th Imp.	Points
English/Lang. Arts	100.4	116.8	108.6	N/A	N/A	N/A	N/A	N/A
Mathematics	102.0	100.0	101.0	N/A	N/A	N/A	N/A	N/A

Growth Summary			
	Points	Weight	Weighted Points
E/LA (Grades 4-8)	108.6	0.50	54.3
Math (Grades 4-8)	101.0	0.50	50.5
Growth Points (Grades 04-08)			104.8
E/LA (Grades 9-12)	N/A	N/A	N/A
Math (Grades 9-12)	N/A	N/A	N/A
Growth Points (Grades 9-12)			0.0

Multiple Measures Domain (511 IAC 6.2-10-6)					
CCR Indicator			Graduation Indicator		
CCR Achievement Rate	State CCR Factor (25% Goal)	Points	4 Year Graduation Rate Points	5 Year Graduation Rate Imp. Points	Points
N/A	4.00	N/A	N/A	N/A	N/A

Multiple Measures Summary			
	Points	Weight	Weighted Points
CCR	0.0	0.00	0
Graduation	0.0	0.00	0
Total Multiple Measures Points			0.0



Edison School of the Arts

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Attachment 8: Litigation History

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Edison School of the Arts has not been involved in any litigation, past or present.



Edison School of the Arts

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Attachment #9: Statement of
Assurances

Exhibit E

Statement of Assurances

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

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

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

Signature from Authorized Representative of the Charter School Applicant

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

Nathan Tuttle

Name

Signature

Executive Director

Title

9/2/21

Date



Edison School of the Arts

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Attachment #10: 5-Year Budget

Edison School for the Arts

Current Budget w/5-Year Projection as Charter/Innovation Partner Beginning Year 2

Enrollment	612	610	610	610	610		
Budget 2021-2022	Revenue/Expense as Charter	2022-2023	2023-2024	2024-2025	2025-2026	Notes/Comments	
Revenue							
Contributions	\$3 000.00	Contributions	\$3 000.00	\$3 000.00	\$3 000.00	\$3 000.00	Expect Contributions to Remain Constant
Grants	\$122 285.00	Grants	\$75 000.00	\$75 000.00	\$75 000.00	\$75 000.00	Conservative based on track record of Development
Interest Income	\$600.00	Interest Income	\$600.00	\$600.00	\$600.00	\$600.00	Constant
Locked Position Funding/Program Specific	\$672 403.00	Charter/Innovation Grant	\$732 000.00	\$732 000.00	\$732 000.00	\$732 000.00	\$1 200/student as charter Expect Misc Other Revenue to Remain Constant Includes Formative Assessment Textbook Reimb and other
Other Revenue	\$80 000.00	Other Revenue	\$80 000.00	\$80 000.00	\$80 000.00	\$80 000.00	
IPS Athletics	\$27 000.00	IPS Athletics	\$0.00	\$0.00	\$0.00	\$0.00	Do Not Expect to Continue Estimate w/Complexity @ \$7 250/student + \$2 300 per student for 15% of enrollment for State Sped
SBA Funding	\$2 855 249.00	Basic Grant	\$4 632 950.00	\$4 632 950.00	\$4 632 950.00	\$4 632 950.00	
Teacher Appreciation Grant	\$16 000.00	Teacher Appreciation Grant	\$16 000.00	\$16 000.00	\$16 000.00	\$16 000.00	Constant
ESSER III	\$266 000.00	ESSER III	\$0.00	\$0.00	\$0.00	\$0.00	Expected for 3 years but uncertain if status to charter impacts this
Title I	\$326 401.00	Title I	\$326 401.00	\$326 401.00	\$326 401.00	\$326 401.00	Constant
Title II	\$29 019.00	Title II	\$29 019.00	\$29 019.00	\$29 019.00	\$29 019.00	Constant
Title III	\$0.00	Feder Special Education Part B	\$137 250.00	\$137 250.00	\$137 250.00	\$137 250.00	No Title III but add \$1 500 * 15% of enrollment for Part B
Title IV	\$14 255.00	Title IV	\$14 255.00	\$14 255.00	\$14 255.00	\$14 255.00	Constant
Total Revenue	\$4 412 332.00	Total Revenue	\$6 046 475.00	\$6 046 475.00	\$6 046 475.00	\$6 046 475.00	Total Revenue does not include Federal Lunch Revenue
Expenditures							
Insurance	\$35 000.00	Insurance	\$36 750.00	\$38 587.50	\$40 516.88	\$42 542.72	5% annual increases
Other/Contingency	\$0.00	Other/Contingency	\$40 000.00	\$0.00	\$0.00	\$0.00	Placeholder for Unknown Transition Costs
Advertising/Marketing	\$3 000.00	Advertising/Marketing	\$3 000.00	\$3 000.00	\$3 000.00	\$3 000.00	Constant
Travel	\$0.00	Travel	\$12 000.00	\$12 000.00	\$12 000.00	\$12 000.00	None in 2020-21
Contingency	\$12 000.00	Contingency	\$12 000.00	\$12 000.00	\$12 000.00	\$12 000.00	Regular Annual Contingency
Total Other/Contingency	\$15 000.00	Total Other/Contingency	\$87 000.00	\$27 000.00	\$27 000.00	\$27 000.00	
Professional Development							
Total Professional Development	\$50 000.00	Total Professional Development	\$50 000.00	\$50 000.00	\$50 000.00	\$50 000.00	Constant
Travel for PD	\$10 000.00	Travel for PD	\$10 000.00	\$10 000.00	\$10 000.00	\$10 000.00	Constant
Total Professional Development	\$60 000.00	Total Professional Development	\$60 000.00	\$60 000.00	\$60 000.00	\$60 000.00	
Purchased Services							
Accounting Services	\$41 000.00	Accounting Services	\$41 820.00	\$42 656.40	\$43 509.53	\$44 379.72	Purchased Services General Assumption: 2% annual increase Including Audit
Bank Fees	\$500.00	Bank Fees	\$510.00	\$520.20	\$530.60	\$541.22	
Dues & Subscriptions	\$21 000.00	Dues & Subscriptions	\$21 420.00	\$21 848.40	\$22 285.37	\$22 731.08	BOT (13K) Grant Watch (200) Zoom (2.4K) Whetstone (3.7K) SFS (500) Quickbooks (1K) Amazon Business (200)
Field Trips	\$5 000.00	Field Trips	\$5 100.00	\$5 202.00	\$5 306.04	\$5 412.16	

IPS Purchased Services	\$0.00	Budget for replacement of other IPS In-kind	\$1 200 000.00	\$1 224 000.00	\$1 248 480.00	\$1 273 449.60	Estimate for rent utilities transportation custodial security either purchased through IPS or independently Foodservice expense not
IT Services	\$0.00	IT Services	\$36 000.00	\$36 720.00	\$37 454.40	\$38 203.49	
Legal Fees	\$5 000.00	Legal Fees	\$60 000.00	\$10 000.00	\$10 000.00	\$10 000.00	More in year 2 due to potential negotiations
Other Instructional Services	\$6 000.00	Other Instructional Services	\$6 000.00	\$6 120.00	\$6 242.40	\$6 367.25	KDO (1.5K) Art With a Heart (4K) Tutor Mate (1K) Add Data Reporting Special Education Oversight and other misc. to existing background checks TFA etc.
Other Professional Services	\$8 000.00	Other Professional Services	\$120 000.00	\$122 400.00	\$124 848.00	\$127 344.96	
PEO Admin Fee	\$40 000.00	PEO Admin Fee	\$40 800.00	\$41 616.00	\$42 448.32	\$43 297.29	
Printing and Copying	\$4 000.00	Printing and Copying	\$4 080.00	\$4 161.60	\$4 244.83	\$4 329.73	Trifolds Flyers (1000) Business Cards (500)
Substitute Teachers	\$40 000.00	Substitute Teachers	\$40 800.00	\$41 616.00	\$42 448.32	\$43 297.29	
Total Purchased Services	\$170 500.00	Total Purchased Services	\$1 576 530.00	\$1 556 860.60	\$1 587 797.81	\$1 619 353.77	
Salaries/Benefits/Taxes							
Admin Salaries - Certified	\$436 200.00	Admin Salaries - Certified	\$444 924.00	\$453 822.48	\$462 898.93	\$472 156.91	Details on Salary Schedule Tab 2% annual incr
Admin Salaries - Non-Certified	\$102 540.00	Admin Salaries - Non-Certified	\$104 590.80	\$106 682.62	\$108 816.27	\$110 992.59	Details on Salary Schedule Tab 2% annual incr
FICA Taxes	\$215 845.69	FICA Taxes	\$220 162.60	\$224 565.86	\$229 057.17	\$233 638.32	Details on Salary Schedule Tab 2% annual incr
Health Insurance	\$325 000.00	Health Insurance	\$341 250.00	\$358 312.50	\$376 228.13	\$395 039.53	Estimate 5% annual incr
Instructional Salaries - Certified	\$2 163 800.00	Instructional Salaries - Certified	\$2 207 076.00	\$2 251 217.52	\$2 296 241.87	\$2 342 166.71	Details on Salary Schedule Tab 2% annual incr
Instructional Salaries - Non-Certified	\$118 972.29	Instructional Salaries - Non-Certified	\$121 351.74	\$123 778.77	\$126 254.35	\$128 779.43	Details on Salary Schedule Tab 2% annual incr
Other Benefits	\$12 000.00	Other Benefits	\$12 240.00	\$12 484.80	\$12 734.50	\$12 989.19	
Retirement Match	\$0.00	Retirement Match	\$0.00	\$0.00	\$0.00	\$0.00	
Stipends	\$45 000.00	Stipends	\$45 900.00	\$46 818.00	\$47 754.36	\$48 709.45	Additional Hours Arts Integration Committees Saturday School Teacher Appreciation Grant (TAG) 16K Any Given Child (2K)
SUI	\$14 107.56	SUI	\$14 389.71	\$14 677.51	\$14 971.06	\$15 270.48	
TRF/ PERF Expense	\$287 963.79	TRF/ PERF Expense	\$293 723.07	\$299 597.53	\$305 589.48	\$311 701.27	
Workers Comp	\$12 000.00	Workers Comp	\$12 240.00	\$12 484.80	\$12 734.50	\$12 989.19	
Total Salaries/Benefits/Taxes	\$3 733 429.33	Total Salaries/Benefits/Taxes	\$3 817 847.92	\$3 904 442.38	\$3 993 280.60	\$4 084 433.06	
School Events							
Athletics	\$22 000.00	Athletics	\$22 000.00	\$22 000.00	\$22 000.00	\$22 000.00	Constant
Parent Involvement	\$5 000.00	Parent Involvement	\$5 000.00	\$5 000.00	\$5 000.00	\$5 000.00	Constant
Performance	\$10 000.00	Performance	\$10 000.00	\$10 000.00	\$10 000.00	\$10 000.00	Constant
Student Recognition	\$5 000.00	Student Recognition	\$5 000.00	\$5 000.00	\$5 000.00	\$5 000.00	Constant
Total School Events	\$42 000.00	Total School Events	\$42 000.00	\$42 000.00	\$42 000.00	\$42 000.00	
Supplies & Materials							
Art Supplies	\$15 000.00	Art Supplies	\$15 000.00	\$15 000.00	\$15 000.00	\$15 000.00	Constant

Classroom Supplies	\$18 000.00	Classroom Supplies	\$18 000.00	\$18 000.00	\$18 000.00	\$18 000.00	Constant
Curriculum & Assessments	\$40 000.00	Curriculum & Assessments	\$40 000.00	\$40 000.00	\$40 000.00	\$40 000.00	Constant
Extra- Curricular Suppl es	\$9 000.00	Extra- Curricular Supplies	\$9 000.00	\$9 000.00	\$9 000.00	\$9 000.00	Constant
Furniture	\$15 000.00	Furniture	\$15 000.00	\$15 000.00	\$15 000.00	\$15 000.00	Constant
Hardware/Software	\$15 000.00	Hardware/Software	\$15 000.00	\$15 000.00	\$15 000.00	\$15 000.00	Constant
Library Books & Supplies	\$2 500.00	L brary Books & Supplies	\$2 500.00	\$2 500.00	\$2 500.00	\$2 500.00	Constant
Mus cal Instruments	\$8 000.00	Musical Instruments	\$8 000.00	\$8 000.00	\$8 000.00	\$8 000.00	Constant
Office Supplies	\$18 000.00	Off ce Supplies	\$18 000.00	\$18 000.00	\$18 000.00	\$18 000.00	Constant
Postage	\$1 200.00	Postage	\$1 200.00	\$1 200.00	\$1 200.00	\$1 200.00	Constant
Spirit Wear	\$15 000.00	Spirit Wear	\$15 000.00	\$15 000.00	\$15 000.00	\$15 000.00	Constant
Staff / Board Appreciation	\$9 000.00	Staff / Board Appreciation	\$9 000.00	\$9 000.00	\$9 000.00	\$9 000.00	Constant
Total Supplies & Materials	\$165 700.00	Total Supplies & Materials	\$165 700.00	\$165 700.00	\$165 700.00	\$165 700.00	
Total Expenditures	\$4 221 629.33	Total Expenditures	\$5 785 827.92	\$5 794 590.48	\$5 916 295.29	\$6 041 029.54	
Net Revenue	\$190 702.67	Net Revenue	\$260 647.08	\$251 884.52	\$130 179.71	\$5 445.46	
Ending Cash Balance	\$936 838.67		\$1 197 485.75	\$1 449 370.27	\$1 579 549.99	\$1 584 995.44	



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Attachment #11: Budget Narrative



The budget for Edison flagship campus assumes to partner with IPS in the current facility. It also assumes a similar financial relationship that IPS shares with many of its other out-of-LEA charter partner schools. The budget also assumes that there will not be an increase in revenue and assumes a 2% year over year increase in expenses.

In terms of the degree to which the school budgets relies on variable income, the school does not rely on grants, donations or fundraising. If a fundraiser is executed, then Edison will typically offset the costs of some field trip or student recognition costs. The school relies on state and federal funding that is passed through from the state and federal government to IPS and then Edison after a large portion of "in-kind" funding dollars are removed. Edison, in total, receives and operates on approximately \$6,500 of a possible \$11,000 per student.

The school's contingency plan to meet financial obligations is current cash reserves. Edison has been fully functioning for 4 years and has a history of financial solvency and success.

Edison has budgeted for transportation costs in the projections. Edison does hope to secure a partnership with IPS regarding transportation needs. Edison also currently and in the future, contributes the full amount of employer and employee costs to the Teacher Retirement Fund and Indiana Public Employee Retirement system.

Edison has an existing structure, board and financial partners that will ensure success. We have cash on hand. We have also budgeted conservatively with staff.

Edison has not experienced any previous financial compliance issues. We have had clean audits year after year.



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Attachment #12: Academic Performance
Workbook



Edison School of the Arts

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Attachment 13: Use of CMO/EMO

Edison School of the Arts has not used and will not use a charter management organization/education management organization.