

Edison School of the Arts Application



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.

In 2021, Edison was selected for The Mind Trust's Innovation Fellowship and given several resources to support replication to a second campus. While the flagship school is currently within the Indianapolis Public Schools (IPS) LEA, we are seeking to open the second campus as a charter school, 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 replicable systems in place to ensure continued strong enrollment, parent and community engagement, financial stability, and operational excellence.

It is our hope to open in Year 1 as a K-5 school arts integration and performing arts school in a high-need neighborhood serving student demographics similar to those of the first campus, and grow to K-8 at full capacity by Year 5. Our team is excited to share this application for "Edison II" with the Indiana Charter School Board and looks forward to expanding the number of quality educational options in Indianapolis.

Section 1: Evidence of Capacity

Section 1.1: Board, Governance, Leadership and Network Capacity

1. Provide, as **Attachment 1**, resumes (including contact information) for each member of the governing board, the school leader, and key staff members who are or will be involved in the school's development, governance and/or operation.

Please see Attachment 1 for resumes for each of our governing board members as well as our Network team (Nathan Tuttle, Executive Director; Karen Hensley, Director of Operations; Penny Guthrie, Director of Advancement and Engagement: all of whom currently serve in their respective positions as well as Amy Berns, who currently serves as the Principal at Edison School of the Arts and who will transition to the Director of Academics in the summer of 2022). Also attached is the resume of James Hill, who is currently a Principal in Residence at our flagship campus, and who will become the Principal of Edison #2.

2. Explain how the governance structure and composition will ensure that there will be active and effective oversight of the school. In **Attachment 2**, provide a completed and signed Statement of Economic Interest & Conflict of Interest Form, attached hereto as Exhibit C, for each governing board member who will be responsible for oversight of the school.

Edison has an active and engaged governing board who is excited about the prospect of expanding our impact to more students in Indianapolis. Currently, we have six board members who serve on five committees: Academic Excellence, Governance, Facilities, Finance and Advancement. The Finance and Academic Excellence committees meet monthly, and all other committees meet quarterly. The entire board meets every other month. In those committee meetings, robust discussion and engagement of the current state of the school as well as the future are held, which include any monthly Indianapolis Public Schools reporting as well as meeting agendas, minutes, and supporting documents. All supporting documents are kept on a platform called Board on Track to help board members meet their oversight and fiduciary responsibilities. Edison uses this platform to manage and engage the board as well as to establish and monitor goals. All approved agendas, minutes and supporting documents can be viewed on Board on Track from Edison's current website. At the regular board meetings every other month, the Edison Leadership in partnership with Board appointed committee chairs give detailed financial and academic reports. We are happy to furnish any detailed information about any and all board committees or the board meetings upon request. Please see **Attachment 2** for relevant conflict of interest forms.

3. If a school leader has been identified, explain why this individual is qualified to lead the school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record, including specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school. If no candidate has yet been identified, provide your timeline, criteria, and process for

recruiting and hiring a school leader. Describe the responsibilities of the school's leadership/management team.

We are excited to have James Hill serving as a Principal in Residence at our flagship campus in preparation for what we hope will be an additional impact on the students of Indianapolis, expanding opportunities in the arts. Jame has a history of leadership, most recently, at Andrew J. Brown Academy here in Indiana. His six years of service as a Principal mean that he can focus his residency on learning the "Edison Way", and he builds on a history and commitment to excellence, including an increase in scores that single-handedly not only kept Andrew J. Brown from being closed, but earned them a seven year renewal. James has been awarded several recognitions surrounding community service and engagement as well as being recognized for his successful 'turnaround' efforts.

The responsibilities of the school's leadership team are to ensure the safety, welfare and learning of the students and faculty. The members of the leadership team include the Executive Director, Director of Operations, the Principal and the Director of Advancement and Engagement. The current 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 responsibilities of the Executive Director are to coach and support the Principal and ensure that smooth operations are happening in all branches of the leadership team. The responsibilities of the Principal include the academic and cultural success of the students and staff at Edison. The responsibilities of the Director of Operations is to oversee the safety of the facility, the managing of the finances, be the liaison between the human resources company and Edison employees as well as oversee staff compliance. The Director of Advancement and Engagement oversees the engagement of our families, enrollment and recruitment, as well as acquiring partnerships and additional resources.

The new structure when operating two campuses will be similar except the Principals of both Edison campuses will report to the CEO. The current Principal of Edison Flagship campus will become the Director of Academics, who will continue to report to the CEO. The Executive Director will oversee all aspects of operations, finance and enrollment as well as provide administrative oversight and advisor to the Director of Academics. The Director of Academics will support the principals and Instructional Leadership Teams' effectiveness through a series of codified checks, rotating data analysis agendas and observation feedback of instructional leadership in both schools. The current Director of Operations would remain the same but absorb that additional responsibilities as well as the current Director of Advancement and Engagement would absorb responsibilities of both schools. One of the coaches would move into the Principal role at Edison.

A new assistant principal would need to be hired at Edison flagship campus once the Principal in Residence. The Arts Coordinator / Arts integration specialist would absorb responsibilities in both locations. Given that the flagship campus has had several years of success and is in many

ways a well-oiled machine, the capacity of several staff members is such that their expertise can be shared across two campuses.

4. *If key members of the school's administrative/management team (beyond the school leader) have been identified, describe their responsibilities and qualifications. If these positions have not yet been filled, explain your timeline, criteria, and process for recruitment and hiring.*

The school leadership team will be supported by a Network team composed of an Executive Director, Director of Academics, Director of Advancement and Engagement, and Director of Operations.

- Executive Director, Nathan Tuttle, currently leads Edison's flagship campus. He holds multiple degrees in Education and over 20 years teaching and leadership experience with his school consistently achieving above district average scores and above state average scores for the proficiency of African American students He most recently completed the Relay School of Education National Principal Academy Fellowship with Distinction.
- Director of Academics Amy Berns, holds multiple degrees in education such as special education, general education, social work and administration. She has been in teaching and leadership roles for over 18 years. She was formerly an IPS district literacy coach and completed the Relay School of Education with Distinction. Amy has served as the Principal at our flagship campus for many years and has deeply internalized (and in fact helped develop!) the Edison Way. S
- The Director of Advancement and Engagement, Penny Guthrie, holds a bachelor's degree in Education and has been working with community engagement and partnerships for the past decade. Her work is proven year over year with Edison flagship campus being fully enrolled and in high demand for the surrounding community.
- The Director of Operations, Karen Hensley, recently joined Edison's team. She holds degrees in marketing and communications. She has experience with board management, team management and Enroll Indy and possesses vast knowledge of the Indianapolis educational community and landscape.

This team will be intensely focused on helping Edison #2 to launch and maintain a strong start, as well as help Mr. Hill round out his leadership team and hire teachers. We anticipate that some of our teachers at our flagship campus will join the Edison #2 team so we can bring some of that instructional muscle and internalized practices to the new campus (while being careful not to jeopardize the stability of our flagship campus).

Currently, the Executive Director manages and oversees the academic leadership, operational and engagement/advancement of the school. He meets regularly with leadership team members and board members to ensure rigorous systems that have been put in place are being implemented and monitored for high outcomes. He has been leading Edison and its preceding school for almost 8 years with above district average outcomes. In that time, many systems, routines and procedures with well accounted for monitoring systems have been put in place to

optimize efficiency and capacity for higher achievement. Early on, in Nathan's career, he was approached by the Superintendent of IPS to move the K-5 school that was located at 46th and Central to the current campus, expanding the school to a 6-8 school with full implementation of middle school programming and additional arts programming. This was accomplished successfully with over 90% of the families and 100% of the staff choosing to move to the new campus. The school has continued to have solid results. The greatest risks to replication involve the change in leadership at the flagship campus. This has been mitigated with a leadership replacement, Sheena Roach, who has been at Edison for what will be 4 years, learning the "Edison way". This thoughtful placement in leadership, also with the support of the current Principal, Amy Berns, moving into the Director of Academics role will help stabilize and smooth the transition.

5. *Network Capacity (as applicable). If the organizer currently operates one or more schools, please: a) describe the organizer's capacity to support and ensure the quality and long-term success of the proposed school as a new school within the network, including evidence of organizational capacity (human capital, financial, information systems, etc.) to open and operate the school. If applicable, provide examples of past replication efforts; and b) the greatest anticipated risks and challenges to expanding the existing network and how the organizer will meet these challenges and mitigate risks.*

Edison School of the Art's flagship has the capacity to replicate and ensure that the quality of the flagship campus and the proposed school continue to hold a high standard of educational excellence for the children of Indianapolis. There are many factors that contribute to this capacity—as one example, Edison has created a codified document that outlines all of the systems and tools that Edison uses to gain its current successful outcomes. The document is helpful for all new staff, and the process of going through and codifying has helped ensure that the staff is on the same page and there's clarity about what Edison does and why. As we work to replicate, that clarity of vision is critical. While there will clearly be some differences between the two campuses (facility, the school-based teachers and staff working there), the vast majority of the academic program and cultural components of the school will be the same. Our aim is to ensure that the expansion campus is as close as possible to the flagship campus, building on the record of success we have.

Additionally, the Executive Director and Founding Principal have been working together for six years partnering to create a positive culture and historically optimistic data that Edison produces. As the Founding Principal becomes the Director of Academics, her impact will be expanded and that partnership will help two campuses flourish. The Director of Academics will be responsible for supporting the principals, in instituting, monitoring, and coaching all of the academic and cultural systems that are in place to ensure that both campuses are operating with the high academic and cultural expectations that Edison believes in. Edison is also training new leaders for the future campus. This new leader will be learning the "Edison Way" of operating to further ensure continuity across both campuses.

Edison has a solid history of financial success and security. Edison has had 100% clean audits with the confident adherence to our financial handbook and systems. This is supported by our Director of Operations, the Finance Chair of our Board of Directors and our long relationship with our accounting firm, the Center for Innovative Education Solutions.

To meet enrollment targets, secure additional resources and funding, and engage our families, Edison, since its inception, has employed a Director of Advancement and Engagement. Edison's Director of Advancement and Engagement has ensured that Edison is fully enrolled year after year, has helped secure over \$400,000 in grants and additional resources as well as engaging our families once a week at minimum to deliver information vital to the partnership of our school with our families.

In addition to the previously mentioned positions, Edison has also employed an instructional coach who will transition to become the Principal of Edison flagship campus upon the current principal becoming Director of Academics. This coach has been with Edison for 3 years, has completed Relay training, has brought even more talent to Edison, and has secured her Masters in Education and her Administrative License. She continues to absorb more and more responsibilities proving herself as a leader in the Edison Way.

Edison currently employs a Director of Operations which oversees the relationship between Edison and its PEO, the Edison Board of Directors and our accounting process and firm. This position adds stability as the organization prepares for and implements expansion of the network.

The greatest anticipated risks and challenges to expanding the existing network are enrollment and ensuring the academic and cultural systems of Edison are implemented with fidelity. We will be able to meet these challenges and mitigate risks by the continued employment of the Director of Advancement and Engagement and the promotion of the current principal to Director of Academics.

The continuation of the Director of Advancement and Engagement will ensure that community relationships are quickly established and underserved students and families are made aware of Edison as being a quality opportunity for their children. Given the record of results with our flagship campus, we are confident we have a strong arsenal of strategies to use to engage families and build partnership as they seek high quality options for their children.

When we consider the risk of uneven instructional quality, the creation of the Director of Academics position is partly to ensure this does not happen. We deliberately filled this position with Edison's most experienced and highly qualified academic leader so that her impact can be systemwide and she can be an additional layer of support in ensuring that the new principals of both campuses are being supported in all the systemic approaches that Edison currently practices.

Section II: School Design

Section 2.1: Curriculum and Instruction Design

- 1) *Provide a framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed the Indiana College and Career Ready Academic Standards adopted by the Indiana State Board of Education. At a minimum, the description should include:*
 - a) *The basic learning environment (e.g., classroom-based, independent study, virtual),*
 - b) *Class size and structure,*
 - c) *An overview of the curriculum,*
 - d) *The use of technology in delivering instruction (if applicable),*
 - e) *Plans for ensuring the school is staffed with highly effective teachers, and*
 - f) *Any relevant evidence-based support.*

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, employing high quality instructional practices by all, and utilizing quarterly and annual reviews. 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 Indianapolis or the state of Indiana. The John F. Kennedy Center for the Performing Arts defines art integration "as an approach to teaching in which students construct and demonstrate understanding through an art form. Students engage in a creative process which connects an art form and another subject area and meets evolving objectives in both."¹

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 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. "Data-driven instruction succeeds only when it is truly teacher-owned, meaning teachers must personally analyze their own classes' data. Only when teachers feel that

¹ Taylor Moss, Matthew Benus and Elizabeth Tucker. *Impacting Urban Students' Academic Achievement and Executive Function Through School-Based Arts Integration Programs*, SAGE OPEN, 2018.

data-driven instruction in theirs will fundamental improvement begin.”²

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 purpose of instructional leadership is not to evaluate teachers but to develop them.”³ This core idea is an essential part of our Edison belief structure.

The class size and structure at Edison flagship school and the second campus are expected to be similar. The current campus 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 second campus will have a similar class size and be structured similarly, although it will grow to full-sized over 4 years (opening in Y1 with one section of each grade K-5, expanding to 2 sections each in K-5 in Y2 as well as adding a full 6th grade--from one new section and one group of School #2 students matriculating from being founding 5th graders, and then growing vertically with that cohort into 7th grade in Y3 and 8th grade in Y4).

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:

- 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 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.

²Bambrick-Santoyo, Paul. *Driven by Data: A Practical Guide to Improve Instruction*. San Francisco: Jossey-Bass, 2010. xxi. Print.

³ Bambrick-Santoyo, Paul. *Get Better Faster*. San Francisco: Wiley and Sons, Incorporated, 2016. p. 5

When it comes to technology, 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 Tuesdays" 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 connects with the alumni offices of many HBCUs around the country.

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

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 (but by no means all) of our strategies are:

- lesson plan internalization protocols
- module internalization protocols that are documented and monitored
- Detailed 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 and cold call sticks
- Using strategies like 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.
- having a dedicated enrichment time that is approximately 40 minutes a day for K-8 students

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. The 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. When these strategies are applied, no student is disengaged.

Arts integration at Edison is coached and monitored regularly to ensure full implementation. Different teachers have different goals based on their level of experience and tenure at Edison. Goals for teachers practicing arts integration are personalized and finalized in mid September each academic year. We use a variety of strategies to achieve arts integration: for example, Tableau is one of several strategies practiced at Edison in which students create a still scene that depicts what they have comprehended from a literary passage recently read. We record many of our arts integrated lessons as well as collect data to report to the teachers and the school board for academic outcomes.

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 weekly and monthly data analyses, and 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.

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

There would be no difference in the educational features used by Edison vs the second campus. We have found these to be both tried and true at our flagship campus as well as in thousands of other schools across the country.

- 4) *Provide, as **Attachment 3**, a core curriculum scope and sequence by subject, for each grade level proposed, that demonstrates clear alignment with Indiana's Academic Standards. The scope and sequence should clearly reflect how the school's curriculum is integrated across subjects and grade levels served and how it will result in proficiency. If the curriculum is not yet fully developed, provide a timeline outlining the curriculum development process (including individuals and/or consultants responsible for this task) during the school's pre-opening year.*

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 desired outcomes for students. 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. Pacing guides and scopes and sequences for science and social studies are available upon request but would not fit into the page limits for the purposes of this application. Please see **Attachment 3: Course Scope and Sequence** for additional detail.

- 5) *Provide, in **Attachment 4**, the school's proposed calendar for the first year of operation, as well as the weekly schedule of classes. Provide an overview of academic and non-academic programs, as well as the total number of instructional days in an academic year. Note the length of the school day, including start and dismissal times. Detail the number of instructional hours/minutes in the day for core subjects such as language arts, mathematics, science, and social studies.*

Our goal in replication is to spread our impact to more children in Indianapolis by doing what has worked for us in our flagship campus. To that end, **Attachment 4** has the proposed calendar, which is very similar to the flagship campus. The calendar has 180 school days required by the state of Indiana. During the year, there will be 4 asynchronous E-learning days built in. This allows for teachers and leadership teams to analyze data, prepare for student conferences, update and recalibrate pacing guides, internalize lessons and further internalize modules. There are also planned breaks in year based on data to support higher intensity around student climate to allow for students to step back from the structured school day and reconnect with their families and friends.

As for the schedule, also in **Attachment 4**, you see that the school day begins at 7:15 for arrival and instruction begins at 7:35. The instructional day would end on Monday, Tuesday,

Thursday and Fridays at 2:15 with 15 minutes for dismissal by 2:30. Wednesdays would be a shortened day for students with instruction ending at 1:45 and 15 minutes for dismissal which ends at 2:00. At 2:00 p.m. on Wednesday, all instructional staff will gather for one and a half hours of professional development.

During the days and weeks at Edison , there are 90 minutes of reading / ELA daily, 85-90 daily minutes of math, 70 minutes daily of related arts for most grades and students. Additionally, science and social studies are alternated daily for students in K-6, and in grades 7-8 students have more time added, with 85-90 minute blocks in preparation for secondary education.

Since our school model is predicated on replicating the success of our existing campus, we have included **Attachment 27; Arts Course Catalog** to illustrate what the arts offerings could be at the proposed campus. (A variety of factors contribute to that, including facility features.)

Section 2.2 Pupil Performance Standards

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

- 1) Provide, in **Attachment 5**, the school's Academic and, if applicable, Exit, Standards for students for each division of the school as applicable (elementary, middle and/or high school). Exit standards should clearly set forth what students in the last grade in each division will know and be able to do.*

Our strong belief in both a rigorous education as well as arts integration means that are very focused on ensuring students are ready to progress and thrive in each grade as they progress. We believe in backwards design and planning with the "end in mind". With that in mind, we have developed **Attachment 5: Graduate Aims**: our desire for what our students demonstrate proficiency in by the time they graduate from 8th grade at Edison. Getting all our hopes, dreams and desires boiled down to a one-page summary took dedication and a determination that this would be simple, easy to access for faculty, students and parents and allow us to focus on what is most important. Of course, we pair these Graduate Aims with mastery of Indiana state standards at each grade level as well as proficiency on standardized assessments and other, more qualitative measures.

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

Edison's promotion and/or retention of students should be based on what is best for each student within laws, regulations, and policies. Consideration is given to the student's current level of achievement and the potential for successful work at the next grade level. Guidelines for grading and promotion emphasize the attainment of passing grades in each subject or course of study. The Edison School of the Arts curriculum defines the goals and objectives for each

student or course of study, including acceptable minimal standards.

In order for a student to receive a passing grade in any subject area, the student must demonstrate to the appropriate teacher successful completion of the acceptable minimal standards. Multiple assessments should be utilized in order to determine if the student has attained completion of these requirements. The goal is to determine achievement of basic requirements by objective measures, and through subjective measurements when appropriate. Demonstration of achievement for grading decision purposes, and for decision on promotion or retention, may include but are not limited to the following:

- Formative and Summative Assessments (through the published curricula, system or school wide tests, or teacher-designed tests)
- Implementation of the testing program as mandated by IDOE at grades 3, 4, 5, 6, 7,
- Student work products include journals, portfolios, projects, performances, and similar artifacts.
- Demonstration in various subject areas, such as science, career and technology courses,
- Teacher assignments, oral reports, projects, and class discussion and participation.
- Homework
- Student attendance

Special Education students will be evaluated in accordance with each student's Individualized Educational Program (IEP). Some choice program students will be evaluated on the basis of their individual report card systems.

Promotion criteria are communicated to parents and families in the student/parent handbook as well as are located in the board policies in Board on Track accessible by the public from Edison's website. Parents are communicated with after the second and third quarter, via letter/email and phone call, to let parents know that their student is in jeopardy of being retained. A conference is held with each parent of each potential student that is in jeopardy to create an action plan with the parents to ensure successful promotion of the student. Final retention letters are sent to parents in the last two weeks of school.

Section 2.3 Special Population and At-Risk Students

- 1) *Explain how the school will identify and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment. Specify the programs, strategies and supports you will provide for students with mild, moderate, and severe disabilities, including:*
 - a) *How the school will identify students with special education needs.*
 - b) *The specific, evidence-based instructional programs, practices, and strategies the school will employ to provide a continuum of services, ensure students' access to the general education curriculum, and ensure academic success for students with special education needs.*
 - c) *How the school will regularly evaluate and monitor the progress and success of special education students with mild, moderate, and severe needs to ensure the*

attainment of each student's goals set forth in the student's Individualized Education Plan ("IEP").

- d) If applicable, the school's plan for promoting graduation for students with special education needs.*
- e) How the school will provide qualified staffing for students with special education needs.*

Ensuring a high quality education for all learners, regardless of their learning needs, is important to us. At our Edison flagship campus, we are currently in partnership with Indianapolis Public Schools, as they assist in identifying and supporting Edison 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 PowerSchool (our SMS), 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, a conference with the appropriate stakeholders 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. This system would be replicated in the newly proposed school as well.

Parents of students are also able to request testing for the children. If a parent submits a request either verbally or in writing, there must be a response within 10 school days.

In order to ensure all students are receiving the appropriate level of services in the Least Restrictive Environment, in accordance with their IEP needs, we currently use a weekly and monthly monitoring system of Data Dashboards and compliance monitoring on IIEP to ensure all progress monitoring is timely, IEPs are being followed, students are receiving services and all stakeholders are documenting appropriately. We would replicate these services at the expansion site. Currently, Edison flagship campus partners with IPS and utilizes their Special Education compliance personnel and coaches to support our special education teachers in ensuring that the progress monitoring being documented is timely and highest quality. We also

When it comes to graduation, we work with all Edison 8th grade students to enroll in a local high school with the help of a counselor prior to transitioning from Edison School of the Arts. We track the progress of all 8th grade students in Naviance, and in addition all students are enrolled in 21st Century Scholars.

Ensuring that students with special needs have excellent, qualified staff members is incredibly important. When new students enroll, and every summer in planning for the year ahead, we make it a priority to initiate an identification process of all special education students and their

required minutes and special needs. All of these needs and minute requirements are placed into a spreadsheet, which then helps to determine the allocation of staff needed. That said, we know that every year we need to have a certain number of licensed special education teachers on our staff and we make it a priority to post those roles, recruit and interview for them as we are aware of how this teacher shortage directly affects our students.

Edison School of the Arts Flagship campus and the proposed campus will post for licensed positions which are legally qualified to serve the special education 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. IPS provides clinicians and resources, and we hope to continue that partnership with IPS as well as other local agencies as we work to ensure the needs of our special education students are met.

- 2) *Explain how the school will meet the needs of English Learner ("EL") students, including:*
- a) *The specific instructional programs, practices and strategies the school will employ to ensure academic success and equitable access to the core academic program for these students.*
 - b) *How the school will assess and monitor the progress and success of EL students, including exiting students from EL services.*
 - c) *How the school will provide qualified staffing for EL students.*

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 Language Learners. Lesson plans from general education teachers are turned in 2 weeks in advance so that ESL teachers have one week to prepare lessons for the ESL population of students. All ESL students are provided with a 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.

To monitor the progress of EL students, our Edison School of the Arts Flagship campus currently holds weekly meetings with set agendas to analyze student data for all English Language Learners. Those meetings then produce a set of action steps to be carried out for the following week to ensure that any gaps are closed. Student work is monitored and weekly data meetings and student language proficiency is monitored annually with the WIDA assessment. ESL students exit the program when the WIDA scores are at a level 5.

Ensuring qualified staffing for English Language Learners is a priority. Prior to the beginning of each school year, Edison School of the Arts Flagship campus and the proposed campus initiate the identification process of all English language learning students and their individualized learning plans. All of the specific needs and minute requirements are placed into a spreadsheet which then determines the allocation of staff needed. Edison School of the Arts Flagship campus and the proposed campus post for licensed positions. We realize that every year we need staff in these positions and thus prioritize posting the roles, recruiting for them and interviewing qualified candidates to ensure our students have excellent instruction. Currently the

Edison School of the Arts Flagship campus works in partnership with IPS to provide accommodations for all of our English language learners, and we look forward to partnering with them as well as with other community resources to ensure a high quality education for all students.

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

As part of our commitment to a rigorous education, we expect all Edison students to demonstrate from 1.0-1.5 years growth on the NWEA MAP assessment. We also track and monitor growth on:

- 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 frequently in class

We also rely on teacher observations and monitor attendance rates. Given our commitment to ensuring student success, we keep a close eye on data and look carefully at individual students. 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 Multi tiered System of Support, where the team determines interventions for each student, which are tracked for implementation and success. The team reviews the data regularly and 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 such as tailored math instruction through the use of Zearn.

Furthermore, we believe our school model and arts integration helps our students who struggle. Evidence is now emerging that shows the arts have some effect on student achievement. Moreover, these effects may be most profound for struggling students⁴. The articles cited below found that intensive arts participation was associated with achievement for students in the lowest socioeconomic status (SES) quartile, those most at risk of academic failure.

4. Explain how the school will identify and meet the needs of intellectually gifted students, including:

- a. The specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to*

⁴ Taylor Moss, Matthew Benus and Elizabeth Tucker. Impacting Urban Students' Academic Achievement and Executive Function Through School-Based Arts Integration Programs, SAGE OPEN, 2018.

- enhance their abilities.*
- b. How the school will provide qualified staffing for intellectually gifted students.*
 - c. How the school will assess and monitor the progress and success of intellectually gifted students.*

Students 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. Monitoring the progress and success of all students is important to us, including intellectually gifted students.

Section 2.4 Performance Management

- 1) In addition to mandatory state assessment and testing requirements (e.g., ILEARN, IREAD-3, IAM, GQE, etc.), identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year (e.g., DIBELS, Acuity, etc.)*

At Edison, we are huge proponents of data-driven instruction as evidenced by our successful completion of the Relay Graduate School of Education's National Principal Academy Fellowship. To increase our impact, we are committed to using the same assessments at both our campuses, so we can build on what works in increasing high quality education for the students of Indianapolis.

In addition to ILearn and IREAD, we use the NWEA MAP assessment, Clear Sight, Affirm for Eureka, RAZ Kids, and Zearn to monitor student progress. The NWEA Map assessment is given 3 times a year, at 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 ELA 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 in grades 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, 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 round 1 is taken and analyzed, all students who did not pass 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. Coaches and teachers work collaboratively on a weekly basis to set updated learning targets for the next week after reviewing the previous week's progress.

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.

- 2) Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the*

school community. If known, identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Edison collects data using multiple dashboards and platforms. We create spreadsheets for teachers to see on a weekly basis as well as review the data that is automatically collected in the electronic platform. Once collected, the instructional leadership team along with the teacher, analyzes the data, identifies gaps, and develops a reteach plan using modeling or guided discourse. (This is based on the best practices of Paul Bambrick-Santoyo and Driven by Data.) Data is reported monthly in the Academic Excellence Committee meeting report and then shared online on Board on Track with the entire board. Analyzing and acting on data is a vital part of the Edison Way and one that we

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

Depending on what the best fit is for the data, we use both Powerschool and Google Sheets to warehouse student data. Google Sheet files are created by staff based on or downloaded and converted reports from various assessment platforms. The platforms used such as Affirm, RAZ Kids, Clear Sight and NWEA have their own format in which they house student data, which we leverage so that we can spend our time analyzing student data and making a plan to address gaps, rather than formatting or re-inventing the wheel. Along with the teacher, the Instructional Leadership Team--which is made up of the Principal and Instructional Coaches-- are responsible for interpreting the data and leading or coordinating the professional development to improve student achievement.

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

To better analyze checkpoint data, Edison teachers receive a 1 day training on Weekly Data Meeting Protocols (including scripting and preparation) as prescribed by the book Leverage Leadership by Paul Bambrick-Santoyo. Edison teachers also receive a 3 hour training annually on how to interpret NWEA MAP data.

Edison is fortunate to have a ratio of 1 instructional coach for every 12 teachers. All teachers are supported by their instructional coach who assists in interpreting and analyzing data. Coaches and the Instructional Leadership Team help the teachers create reteach plans, group students and update pacing guides with support lessons after each round of data. In a staff culture that values data, Edison faculty and staff work as a team to ensure that our students reach their highest potential and we are maximizing every instructional minute.

- 5) *Describe the corrective actions the organization will take if the school falls*

short of student academic achievement expectations or goals as established by ICSB. Explain what would trigger such corrective actions and who would be responsible for implementing them.

In some schools, corrective action is taken infrequently—perhaps after annual assessments. However, at Edison we believe in course-correcting as a form of corrective action, taking steps to make sure the needs of our students are being met. We are proud of our use of data and we take corrective action constantly in our daily, weekly, monthly and annual academic and cultural data.

Ensuring students are meeting their targets –based on multiple metrics such as NWEA, attendance, missing assignments, assessment data, and behavioral data– is where our focus lies daily. 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 might mean altered seating in the classroom for more frequent academic monitoring of students during “Aggressive Monitoring” segments in class, an increase in conferencing individually with each student, increasing supports such as more time in guided reading, or extending the learning block time any time there are alterations in the master schedule 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.

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. Edison Schools are and will continue to be able to report out on progress on goals monthly and weekly as appropriate. 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.

By obsessing about this weekly, we are able to maintain our above-average performance and our results for students, ensuring that more extreme action isn’t required. We see any dips in data or negative trends well before they become set in stone or extremely difficult to recover from, and are also able to see bright spots and positive trends so we can quickly study those to learn what is working and how to spread those best practices to more students.

Section 2.5 Staffing

- 1) Provide, as **Attachment 6**, a proposed organizational chart for the school at Year 1 and at Full Capacity. The chart should identify all administrative, operational, instructional, and non-instructional personnel, as well as any paraprofessionals or specialty teachers. The organizational chart should clearly delineate the roles and responsibilities of the governing board and staff.

Our Board of Directors will be 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 will oversee the Executive Director/CEO. This will include

- 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 will be 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

The Director of Academics will be responsible for:

- Monitoring the progress toward goals of each campus
- Coaching and supporting principals of each campus to improve coaching which directly impacts teacher performance and student outcomes.
- Monitoring and supporting each campus for effective lesson plan internalization and execution.
- Monitoring and supporting each campus in implementing lesson execution with fidelity
- Monitoring and supporting weekly and quarterly data meetings around classroom and schoolwide academic and cultural data

The Director of Advancement and Engagement will be 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 Advancement and Engagement is unlikely to have any direct reports in Year 1. She does, however, oversee occasional bilingual contractors for translations and may someday need a coordinator to support her work.

The Director of Operations will be 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 Director of Operations is unlikely to have any direct reports in Year 1; however, as the second campus grows to full capacity, it is possible that a part-time operations coordinator may be added to the team.

The principal at each building will be 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

The assistant principal at each building will be responsible for:

- All duties as assigned by the principal

The Arts Integration Specialist/Fine Arts coordinator will be responsible for:

- Assisting teachers in developing arts-integration lesson plans
- Helping to write arts integration curriculum
- Providing arts integration coaching to teachers

This role will be split between the two facilities and will report to the Director of Academics.

Please see **Attachment 6: Organizational Charts** for more information.

- 2) Describe your strategy and timeline for recruiting and hiring teachers. Explain key selection criteria and any special considerations relevant to your school design. What key partnerships will support staff hiring? Identify known sources from which you will recruit teachers. Explain how you will secure teachers in historically hard to find subjects, such as science and math, and certified teachers for EL and special education.*

Edison begins having formal midyear evaluation meetings/conferences with teachers before winter break. During this time, teachers are asked about their intent to return, so we can use this information to prioritize which positions to post for. We send out a more formal intent to return form just before spring break in the spring. Lastly, during the final evaluative conference, we will ask teachers about their intent to return. We are continuously posting for positions as we learn of likely or confirmed vacancies.

In addition to having individual conversations with staff members, we also work to obtain a better understanding of climate, by having all staff participate in a fall and spring perception survey, using the Panorama platform. In the fall, the survey gathers staff perceptions about climate, culture, and diversity and equity. In the spring, the survey gathers data, not only of the staff, but also all students in grades 3-8. This allows Edison to act on the data to close any possible gaps to increase teacher and student retention where possible. We apply our data-analysis lens and passion to this data just as we do any other set of data.

Of course, even in a school with the strongest possible culture, people move away or change careers, leaving open positions. At Edison, we use an extensive array of platforms to recruit staff such as Indeed, Zip Recruiter, Nimble, Indiana Department of Education, Linked In, Teach Indy, as well as leveraging our social media accounts. We also have a strong partnership with Teach for America. We have begun the last 3 years fully staffed.

We have been able to recruit and staff for hard-to-staff positions such as math, science, and

middle school ELA by leveraging a few key principles: we are fast and efficient at posting positions, we prioritize interviewing promising and strong candidates, and once we have established fit for the school and position, we make offers quickly.

The interviewing process for selecting new teachers begins with a resume screening process followed by a two-round interview process. During the resume screening process, the leadership team reviews resumes according to the following criteria:

Assess	Look For	Value	Comments
Alignment and Mission Fit	Experience serving low income students of color (in schools or in another capacity)	0 1 2	
Alignment and Mission Fit	Experience in high-performing organization	0 1 2	
Teaching Proficiency	Evidence of student achievement gains (proficiency and/or growth)	0 1 2	
Compliance	Current teaching license (in content/grade level, IN or another state)	0 1 2	
Teaching Proficiency	Education/Training in content and/or pedagogy	0 1 2	
Staff Diversity	Brings a diverse skill set	0 1 2	

Based on the resume screening process above, top candidates will be invited to participate in the first interview that includes a series of questions to assess the candidates alignment to the following core criteria: Alignment and Mission Fit; Student Culture Alignment and Mindset; Data Driven Alignment and Mindset; Planning Alignment; Observation/feedback Alignment and Growth Mindset.

Candidates who exhibit high levels of alignment to the aforementioned criteria proceed to a second interview which includes a mock lesson. Candidates are assigned a lesson in Eureka Math or ReadyGen (depending on the subject they are interviewing for, math or ELA) and are asked to prepare the first 10-15 minutes of the lesson to teach. The lessons are scored using a rubric based on the following criteria: Teaching Skill; Reflectiveness; Ability to turn around Key Feedback; Reflectiveness and Growth Mindset; Student Culture Alignment and Adult Culture Alignment.

Edison also has a strong onboarding process in which all teaching staff have a coach that will meet daily (if needed) as well as a clearly defined set of actions and protocols to reduce teachers getting overwhelmed with all of the demands of the profession.

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

As previously stated, we are looking to replicate the success we have had at our Edison flagship campus in an expanded site to ensure more children in Indianapolis have access to high quality education. In addition to the support of our Network team (Executive Director, Director of Operations, Director of Advancement and Engagement), our replication site will thrive under our Principal, who will have spent the 2021-2022 year in Residence at our flagship campus. The principal oversees 1 instructional coach for every 12-13 teachers which when fully grown K-8, will result in 3 instructional coaches. (One coach assumes the duties of a Testing Coordinator.) Our flagship campus has 22 homeroom teachers, 9 additional related arts teachers, 2 ESL Teachers, 4 Special Education Teachers, 1 ESL assistant, 3 Special Education Assistants, 1 Arts Coordinator/Arts Integration Specialist, 2 counselors / social workers, 2 Behavior Adjustment facilitators that double as Attendance Secretaries, a Technology Coordinator, an Athletic Director, and an Office Manager. When fully grown out at our replication site, we expect the same staffing footprint, and over time as we grow we would scale to this appropriately. All staff have a current teaching license, with the exception of two which were vetted and are part of Teach for America.

The innovative instructional technique that makes Edison unique is the large addition of the arts personnel and the arts integration specialist. The arts integration specialist is able to coach, observe, track data and assist teachers in incorporating authentic arts integration into their curriculum. The model at the additional campus will replicate this staffing model on a smaller scale until the school grows to its full capacity. The Arts Coordinator from Edison I will split time and resources to Campus 2 (in many ways embodying the kinds of impact on collaboration we hope to see from adding an additional campus).

In order to ensure the Edison Way is maintained as we grow, we have created a critically important new role. The Principal at the flagship campus, Amy Berns, will become Director of Academics in the summer of 2022, overseeing the implementation and execution of the curriculum as she supports action plans for the two principals and the coaches of both campuses.

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

Edison takes performance very seriously, as employee efficacy has a direct impact on student learning. Edison has a robust evaluation process, which includes three formal mini-observations and two formal long observations--these are in addition to minimum weekly observations for almost all teachers and administrators. All of these observations are

warehoused in a platform called Standards for Success. All teachers and administrators have specific metrics to reach. Those metrics are determined and communicated to all stakeholders in September. There are two conferences with teachers that are held each year. The first conference is a midyear conference and to track progress against goals. The final conference is discussing goals and outcomes.

Edison's CEO is evaluated annually using the evaluation platform provided by Board on Track. All board members complete a CEO Evaluation form. Once that is completed, the CEO meets with members of the governance committee to review progress against goals and then set new goals for the year.

Principal evaluations are completed in the Standards for Success platform. Principal goals and metrics are set at the beginning of the school year. The principal is met weekly for coaching sessions and also met weekly for progress to goals data sessions. There is a midyear conference that is held to discuss midyear achievement and gaps. There is an end of year conference after all data has been collected and metrics have been updated. The final evaluation is drafted and submitted to the principal and the board.

Edison has had one leadership position turnover recently, the Director of Operations. To fill this position, Edison posted the job availability accompanied with the job description, held interviews and hired the most qualified candidate. All turnover is handled in this manner.

If a person is not performing, then a performance improvement plan would be developed with specific action steps to complete by deadlines that would be agreed upon. The frequency of our check-ins and progress monitoring against goals helps us to identify problems when they are smaller and solve them in that way, to avoid serious performance issues later.

Section 2.6 Professional Development

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

The school's instructional leadership team participates in ongoing professional development offered through Relay Graduate School of Education.. This professional development supports instructional coaches, principal, and the Executive Director in creating more efficient calendars and cadences, using more efficient observation feedback scripts, and analysis of weekly, monthly and annual data. This regular development and community is a rich source of development for our leadership.

Professional development for teachers is centered around in person instruction. All teaching staff will have two weeks of professional development to go over classroom culture and academic rigor focusing on planning. Each staff member will get ongoing personalized development through their instructional coach and observation feedback cycles. To provide virtual instruction on the four planned E-Learning days, staff will have professional development around the use of certain platforms such as Google Classroom, Zoom, Affirm, Equip, and others. This training is helpful, not only for E-Learning days, but in preparation if the school requires going virtual due to a pandemic. These cycles will be based on observed data and student data collected to make for actionable changes in culture and instruction. Staff members' observation/feedback cycles will be weekly or bi-weekly according to need. Coaches will be using Teach Like a Champion, Get Better Faster, Love and Literacy, The Writing Revolution, and Reading Reconsidered for coaching action steps.

On-going professional development takes place on Wednesdays (early release days). Professional development is planned around building trends and needs in response to data.

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

The school's Principal meets with the Executive Director weekly with a planned coaching agenda that is inspired by Leverage Leadership 2.0 for Principal Supervisors. The Director of Operations attends monthly operational professional development offered by the Center for Innovative Educational Solutions. The Director of Advancement and Engagement researches and attends various professional development opportunities surrounding grant application writing, parent engagement strategies and recruitment strategy best practices. The Executive Director participate in professional development through the Relay Graduate School of Education.

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

Professional development for the faculty and staff will support the program and build capacity to improve student achievement because it is based on data and research. All practices aligned with professional development are data driven and supported by the research of Paul Bamrick-Santoyo and Doug Lemov. High achieving schools have modeled themselves on these practices and other amazing charter programs in the US. Data Driven Instruction does not just end with weekly coaching and their feedback. Faculty will also participate in weekly data meetings that use specific student data to pursue an actionable gap and then reteach. These reteaches are scripted and practiced with a live coach to provide feedback at the moment so that the reteach is maximally effective for students. Coaches then observe the reteach lesson and track student mastery data before and after the reteaches, while also maintaining the consistent feedback teachers receive and implement.

Ongoing professional development through observation feedback cycles and Wednesday PD

will switch from culture to rigor as teachers become more consistent in their culture and schoolwide culture is established. The Get Better Faster sequence supports 90 days of rigor development beginning with lesson plans, and moving through major staples like Aggressive Monitoring and Show Call. By focusing on rigor and culture, we both create the conditions for learning and also ensure students are being pushed intellectually.

Every new staff person is given a 3-6 hour professional development involving the most common arts integration strategies required at Edison such as Tableau and Character Interviews. Ongoing arts integration PD for the entire staff is held throughout the year. New staff to Edison are required to learn the “basics” of arts integration. More tenured staff at Edison are expected to dive deeper into arts integration and provide more frequent arts integration lessons that utilize the more advanced arts integration strategies.

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

Professional development is one of the most valuable aspects of our practice as a school and we pride ourselves on implementing highly effective professional development. Before school opens, we have a lot of elements to cover: grounding ourselves in our mission and vision, understanding the operational components of how school will operate, team-building and getting the building ready for students.

Opening Week professional development will be two weeks in duration; while we weave all these elements in, we mainly focus on classroom culture and curriculum deep diving to prepare to give rigorous instruction. Week 1 will cover mostly culture based practices. The major topic covered are High Behavioral Expectations (Chapter 11 & 12) in Teach Like a Champion. Teachers will learn strategies for Least Invasive Intervention for redirections, the Art of the Consequence, and how to effectively build and practice routines and procedures with students among others. In the first week, staff is introduced to the curriculum using frameworks and then given the expectations for the Lesson Plan Protocol. This sets them up to begin understanding how to internalize effective lesson plans. The last day of opening week is centered on understanding arts integration and the fundamentals. Throughout the week we focus on Practice Clinics and live feedback, helping to improve teacher practice with each piece of feedback.

The second week of professional development before school begins is mostly centered on rigor. One of the largest components of week 2 is Unit Planning. Unit Planning allows for a teacher to really develop an understanding of the main focus of the units, and then dive into really

understanding the standards. They take the assessments (from the curricula, and from ClearSight), which helps them to understand in more detail what is being demanded of students and which builds on best practices shared by Paul Bambrick-Santoyo in the seminal text Driven by Data. These tests are then used to backwards plan high leverage actions into their lesson plans. Teachers learn how to track and respond to exit ticket data, and understand how to monitor aggressively to respond to data in the moment. Interlaced in the rigor of week 2 is when Kennedy Center artists work with small groups of teachers to support arts integration instruction and curriculum. Please see **Attachment 24** for the agenda from our Summer 2021 PD, which will serve as a baseline for professional development in the summer of 2022.

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

The second Edison campus is expected to have the two weeks prior to students arriving to school, as well as four full days during the school year, in addition to one and half hours every Wednesday dedicated to professional development. The professional development that happens before students arrive is formulated to prepare teachers to have the best possible start with students. Teachers have this time to update and get feedback on pacing guides, internalizing unit/module plans, practicing strategies with their coach, and updating on any new logistics or technological platforms. The yearly schedule is created to accommodate 4 e-learning days for students in which teachers will analyze data from interim assessments. Weekly professional development will be tailored around the academic and cultural data that is collected from the week prior.

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

Professional development at Edison is evaluated to assess its effectiveness and success with exit tickets after each professional development. Additionally, the best way to assess if the professional development worked is to observe it in action, so there are multiple observations of each faculty member throughout the week with rigorous data collection and weekly data analysis of the observations, all of which is centered on the focus of professional development.

Section 2.7 School Culture

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

To promote a positive school culture within the proposed school based on a record of success on Edison's flagship 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, 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 as well as the consequences of student choices.

In addition to the Code of Conduct, Edison employs an incredible multi-dimensional 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 to the system.

Of course, for any system to be effective, we must track the data to check effectiveness. LiveSchool data can be sorted in a myriad of ways. Data is available by grade level, usage by teacher, most popular positive and negative behaviors, most commonly requested items in the store and a myriad of other ways to slice the data. The school is also divided up into "house" teams; each team's points are displayed on TVs around the school which show students and staff live updates as points are being earned by any student. Layering in individual incentives, positive reinforcement via smaller groups within the school and promoting and celebrating achievement school-wide combine to form a positive force.

By defining our expectations clearly through our Code of Conduct and tracking, monitoring and analyzing student behaviors via live school, we are able to both define and monitor progress towards a positive teaching and learning environment that celebrates 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 and regularly give feedback on barriers or concerns that a staff person may be having with a student. We communicate with staff regularly to ensure everyone is clear on expectations and minimize and eliminate any gaps in knowledge (about what is expected, how to track behaviors, etc.)

As another proactive measure to nurture a positive culture and reinforce student's intellectual

and social development, we ensure that the master schedule includes time for all staff to teach the mandatory social emotional learning curriculum known as Second Steps. This curriculum is taught from 7:40-8:00 a.m. daily ; effective implementation is monitored by the counselor and social worker. Weekly meetings with the counselor and social worker to regularly review and report on data that measure the effectiveness of our student support systems that are in place. See **Attachment 25: Student Support Services Agenda** which is just one example of the level of granularity and specificity with which we address student cultural data at Edison, a practice that began at our flagship campus and will continue at our expansion site.

We also believe in ensuring that staff members have a voice in school culture. We offer staff a vehicle to give feedback through two surveys annually and leadership holds mid-year and end-of-year evaluation check-ins with each staff member. Every Wednesday, staff professional development includes an exit ticket that always includes a question for staff to raise concerns or barriers that need to be addressed, thus serving to catch any potential big problems while they are still small.

There are many factors and systems which enable Edison to have a positive and encouraging climate for all stakeholders and we are excited to replicate these practices at a new site for the benefit of the children of Indianapolis.

Section 2.8: Student Discipline

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

In order to maximize the learning of all students and classrooms, Edison School of the Arts will provide an environment that promotes appropriate behavior and minimizes disruptions. All students should have clear, consistent and obtainable expectations for behavior at school. The Edison School of the Art's Student Code of Conduct (SCC) includes both standards of conduct designed to maintain a productive educational environment and a student support system designed to address individual needs and promote social, emotional and behavioral growth. This balanced approach is most effective when school staff and parents/family work collaboratively to guide and support students to function appropriately in the school environment and as citizens in the greater community.

Edison School of the Arts promotes positive school climates in all of our schools to facilitate high levels of teaching and learning. The school community is responsible for developing a school climate that supports optimal learning and positive behavior throughout a student's school experiences. A positive school climate includes:

- positive relationships among all stakeholders (students, parents/families, all school personnel and community partners);
- engaging in culturally responsive academic and extracurricular activities for students

- that meet behavioral, developmental, and academic needs;
- effective communication among schools, parents and communities;
- training and resources to resolve conflicts peacefully and respectfully, with suspensions used only as a disciplinary measure of last resort;
- support for students who are experiencing emotional crisis, trauma, or serious challenges in their homes and communities;
- clean and well-maintained environments that support school pride and the importance of life-long learning;
- learning environments where students and staff feel physically and emotionally safe.

A Multi-Tiered System of Supports (MTSS) is the framework used in Edison School of the Arts to promote a school climate that supports the instruction of students in the academic, social and behavioral skills needed for students to be successful in school and as citizens of the community. Multi-Tiered Systems of Support (MTSS) create school environments where standards for behavior are taught, problem behaviors are prevented, students and adults have positive relationships, and students understand what is expected of them as learners at school.

In this effort, Edison promotes the following universal expectations for all students and staff: Be Safe, Be Respectful and Be Responsible. All students are supported through a tiered model of increasingly intense interventions or enhancements that are available based upon a student's individual academic and behavioral needs. For example, in a tiered system ALL students in a school are taught to use conflict resolution skills, yet there are SOME students who need more support to use the skills because they also need to practice social skills to interact successfully with peers. An additional tier of support would be needed for a FEW students who need more personal instruction and direct practice of the conflict resolution skills.

With the use of prevention and intervention strategies that support students' behavior and social-emotional needs, school staff facilitate both academic and social development of all students. School principals and staff members are expected to engage students, including students with disabilities, in prevention and intervention strategies that promote positive behavior and address problem behavior. Student behavioral concerns are considered opportunities for problem solving and instruction for growth. Corrective and restorative responses to behavioral concerns include both instruction and appropriate consequences to support children's development of appropriate behavior. The use of consequences should be carefully planned, with well-defined outcomes in order to provide the greatest benefit to the student.

Students, parents, and school staff all have a role in making schools safe and must cooperate with one another to achieve this goal. When school staff and parents work together as partners, they create important opportunities for children to develop social, emotional, and academic competencies. As role models, parents and school staff should exhibit the

behaviors they would like to see students emulate. Parents are encouraged to discuss with their child's teacher(s) and other school staff issues that may affect student behavior. Likewise, school staff should keep parents informed of their child's behavior and enlist parents as partners in addressing concerns. Meetings between parents and school staff are encouraged as a means to solve problems, prevent behavior problems and support behavior change and skill development. Parents who want to discuss behavioral support and interventions for their child should contact their child's teacher, school administrator, or parent educator.

All discipline practices are monitored through observation feedback and rigorous documentation in the student management system, PowerSchool. All levels of discipline are monitored and protocols are in place to communicate to parents, police and expulsion judicial systems if warranted.

To monitor legal and policy compliance with all staff, we currently submit all discipline data in Power School and it reports to IPS. We also utilize the IPS judicial/expulsion framework. To ensure staff is appropriately following policies, we examine written documentation and give feedback if necessary. Additionally, we orient all staff to the code of conduct, and use "communication protocols" to ensure proper communication for any instance is communicated to the correct staff members, who are well-trained in how to implement policies in compliance. For additional information on how we communicate with parents and families, and ensure that appropriate staff are brought into the process at the right times, see **Attachment 26: Behavior Communication Protocol**.

- 2) Provide, as **Attachment 7**, the school's Discipline Policy, which should include a summary of the following:
 - a) Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior.
 - b) A preliminary list of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively.
 - c) An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings.
 - d) A description of the appeal process that the school will employ for students facing expulsion.
 - e) How students and parents will be informed of the school's discipline policy.

Please see **Attachment 7: Student Code of Conduct**. You will see we have adopted a significant portion of the Indianapolis Public Schools Code of Conduct because we believe it is well-researched, thoughtful, in compliance with all applicable laws and regulations and reflects the needs of our student population. As you will see in our SCC we have adjusted the Level of Response section to customize it to our mission, vision and values at Edison, although following the skeleton laid out in the IPS Code of Conduct.

Section 2.9: Supplemental Programming

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

We do not anticipate offering summer school.

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

Enrichment is a really important part of our school and will be a critical part of our replication campus. We hope to model it as closely as possible on our flagship campus although to a certain extent it will depend on facilities.

- ### Arts Enrichments
- Elementary Choir: 1st - 4th
 - Children's Choir: 3rd-8th
 - Orff Ensemble: 1st - 4th
 - Creative Dramatics: 1st - 8th
 - Hip Hop Crew: 1st - 8th
 - Pastel Power & Cardboard Creations: 1st - 4th
 - Middle School Art Club: 5th - 8th
 - Jazz Band: 6th - 8th
 - Color Guard: 1st - 8th
 - Guitar: 5th - 8th
 - Middle School Choir: 5th - 8th
 - Strings: 2nd - 4th
 - Set Design & Construction: 5th - 8th
 - Elementary Band-4th
 - Strings-4th Grade
 - Printmaking: 1st-8th
 - Photography: 5th-8th
 - Recycled Art: 1st-4th

The following activities will be offered as an After- School Activity or as an Enrichment class during the school day.

The Enrichment Opportunities listed in the figure to the left are funded through the general budget because it is daytime programming.

Enrichment classes are offered 4-5 times a week to students in grades listed on the chart.

We also offer after-school enrichment opportunities. These are funded through grants, community partnerships and occasionally student fees. Activities are offered a variety of times per week in all grades depending on the activity. These opportunities include tutoring, reading clubs, dance, strings instruction, jazz band,

drum line, volleyball, soccer, track, basketball, robotics, coding, lego building, cooking and field trips. The offerings at the new campus will depend on the facility and the unique combination of grants and partnerships that will be developed.

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

Edison utilizes a research based SEL curriculum geared for all K-8 students, Second Step. This curriculum is built into the school day from 7:35-7:55 daily. Lessons are scripted and easy for teachers to implement. The social worker/school counselor monitors and tracks the lesson plan implementation and analyzes the data weekly to ensure that teachers are executing the lessons as they are paced. The school also employs a social worker/counselor to address additional student social / emotional needs. Edison also employs a behavior adjustment facilitator to assist dysregulated children who have been removed from the classroom, working with them to become regulated and re-enter the learning environment. The behavioral adjustment facilitator also makes parents aware of student behavior and frequency of being removed from the learning environment.

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

As a school with arts integration at the center of our model, arts performances both in and out of school are essential to our offerings. We also offer CAPS (Community Arts Performances at School) monthly. Artists representing all genres are scheduled monthly to perform in front of the student body to showcase their artform. Some examples include ballet, flautists, pianists, string performers from Butler, Irish Dancers, painters that paint to music, puppetry, storytelling, DJ's, hip hop dancers, various plays and slam poetry among others.

While arts is important to our school, we also develop the children holistically and offer girls and boys scouting in grades 1-8 as well as Girls Inc. The Empowerment Hub Program inspires girls to have respect for themselves and learn the importance of being strong, smart and bold and to make good choices.

Section III: Need, Demand and the Community

Section 3.1: Student Recruitment, Community Engagement and Local Context

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

Currently, Edison Flagship Campus employs a Director of Engagement and Advancement whose responsibilities include engaging families, securing additional funding and resources/partnerships and securing enrollment targets being met. Historically, Edison School of the Arts flagship campus has maintained an enrollment of approximately 600 students with many families being turned away because there aren't enough seats to meet demand. For the current Edison campus and the proposed campus, the same methods will be used to recruit and market to families all over the city, specifically families in underserved communities.

Edison markets to all students in Marion County by participating in city events, Showcase of Schools, and manning information tables at public events and family friendly businesses like The Indianapolis Children's Museum and The Indianapolis Zoo. We also canvass local parks, neighborhoods, and apartment complexes in person and through custom mailers. We also advertise and interact with community partners including neighborhood associations, public libraries, churches and community centers. Edison offers personalized presentations to preschools that have pre-k 4 classes and to individuals in-person and virtually. Edison is promoted using many social media platforms including Facebook, Instagram and Twitter and has been the focus of several television spots to raise awareness.

- 2) *Describe how you have determined that there is sufficient demand from students and families for the school to meet enrollment projections for the proposed school. Provide, as **Attachment 8**, any evidence of community engagement and support from community partners. This attachment may include documentation of public forums held, meetings with community leaders (e.g., mayors, council members, neighborhood leaders), letters of intent and/or memoranda of understanding, and should specify the resources to be committed or contributed from the partner, as applicable.*

At Edison, we are firmly committed to partnership with our community as evidenced by the work we have done since our inception to build community support. For example, Penny Guthrie, Edison's Director of Advancement and Engagement attends all Valley Neighborhood Meetings, Westside Education Task Force meetings and CAP (Community Advisory Panel), Elanco community partner meetings, Eli Lilly partner meetings (including Lilly Day of Service) WIDC

meetings, (West Indianapolis Development Corporation), WINC meeting (West Indianapolis Neighborhood Congress), Community Schools Organization meetings led by IUPUI and Mary Rigg Community Center meetings where a partnership has been established to offer additional after school programming,

Each group listed above works for, speaks on behalf of and is composed of families at the heart of its membership, specifically on the Westside of Indianapolis and surrounding communities. Each organization prioritizes the need for high performing schools for the children in the neighborhoods they serve. We are proud to have their support, and undoubtedly the support is part of why Edison has been fully enrolled and historically has additional families interested that are unable to secure a seat.

With replication, there's always an amount of uncertainty, particularly around facility and location. We take our commitment to families and community seriously and are wary of making promises or spreading the word about something that has so much unpredictability, such as facility location. Thus, rather than focus our efforts on new potential communities, we have worked within our existing community to strengthen our connections, knowing that in the event of replication many organizations work city-wide and/or can make commitments easily with like-minded organizations in any other part of the city.

In **Attachment 8**, we have compiled a list of some of our community partnerships and history of support, which we would like to build on in our replication efforts.

- 3) *As **Attachment 9**, in list or table format, describe all other public schools, traditional and charter, within two (2) miles of the proposed school with the same or a similar grade level configuration. In the list or table, include the following information for each school: the distance from your proposed location, the most recent enrollment figures by grade level, and school level performance data for the most recently completed school year with valid data.*

Please see **Attachment 9** to see the other schools with 2 miles of our proposed site. We are excited to potentially have a high quality option for parents in the community through the replication of the Edison flagship campus.

Section 3.2: Parents and Community

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

Family partnership is important to our school, and we plan to replicate our practices at the new campus. We have monthly Edison Parent Meetings in-person and via Zoom to promote parent

leadership and engagement. Edison works with Stand for Children to offer parent workshops that include personal, academic and career growth. Parents encourage other parents to attend meetings, participate and get involved. Workshops are held to help parents understand a variety of topics including state testing, attendance, discipline, tech support for devices and apps and how to create an effective workspace at home for homework and potential virtual learning.

SEL and wrap around services are offered at Edison and through community partners like Mary Rigg Community Center and Hawthorne Community Center. IUPUI and TutorMate are 2 partners that offer after-school and in-school tutoring for additional academic support.

For the new location, community, neighborhood and city-wide gatherings and information sessions will be held at the school and around the city to introduce the leadership, staff, and a small group of current arts teachers, classroom teachers and students to present Edison's vision and give a sampling of arts integrated lessons where parents, guardians, students and city leaders can join in and experience arts integration lessons first-hand. The format would allow for a question and answer period and enrollment opportunity.

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

We are committed to being out and involved at community meetings in large part so that we can share the offerings with our students and families. Our Director of Advancement and Engagement attends all Valley Neighborhood Meetings, Westside Education Task Force meetings and CAP (Community Advisory Panel), Elanco community partner meetings, Eli Lilly partner meetings (including Lilly Day of Service) WIDC meetings, (West Indianapolis Development Corporation), WINC meeting (West Indianapolis Neighborhood Congress), Community Schools Organization meetings led by IUPUI and Mary Rigg Community Center meetings

As we think about new partnership opportunities, we hope to explore partnerships with Marion University, IUPUI specifically around tutoring, Butler University, Newfields, The Children's Museum and the Indianapolis Motor Speedway.

- 3) *Provide, as **Attachment 10**, a copy of the school's Grievance or Complaint policy. The policy must clearly describe the process the school will use to address complaints or concerns about school or school board policies, practices, or administrative procedures. See ICSB's Charter School Grievance Policy for more details.*

Please see **Attachment 10** for our Grievance Policy.

Section IV: Start-Up Plan

Section 4.1 The Organizer

- 1) Provide, as **Attachment 11**, copies of the following governance documents for the organizer:
 - a) 501(c)(3) Determination Letter from the Internal Revenue Service;
 - b) Articles of Incorporation (filed with the Indiana Secretary of State);
 - c) Bylaws (formally approved by the governing board and signed by a board officer);
 - d) Code of Ethics policy; and
 - e) Conflict of Interest policy.

Please see **Attachment 11** for these documents.

- 2) As **Attachment 12**, provide a single complete Statement of Assurances form, attached hereto as Exhibit D, signed by an authorized representative of the applicant group.

Please see **Attachment 12** for our signed Statement of Assurances.

Section 4.2: Start-Up Plan

- 1) Provide, as **Attachment 13**, a detailed start-up plan for the period leading up to the first day of student attendance for the proposed school. The start-up plan must indicate the targeted first day (month, day, year) of student attendance and must specify planning tasks by month, and the individuals responsible for each task.

Please see **Attachment 13** for our detailed start-up plan. It begins in November, as we would wait until formal voting for any replication by the board so we would not be making any assumptions and would be working in concert with the ICSB. It breaks down the work we would do in major workstreams, in our aim for an opening day of August 1, 2022.

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

Edison flagship campus, in partnership with IPS and Student First Transportation Services currently offers transportation to any student within the IPS district. For the second campus, it is anticipated that an agreement can be established with IPS to provide transportation. If not, Edison is prepared to research additional options. Transportation, with either IPS or another

option, is included in the budget. Transportation will be offered to those within a set boundary that will have to be established . Outside of the specified boundary, parents will be obligated to transport students.

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

Safety is a priority at Edison: it is critical for students to be emotionally and physically safe at school every day in every way. (As evidence, please see **Attachment 23**, our Emergency Management Crisis Response plan, as an example of our attention to detail and the importance we place on safety.)

As we are still in negotiations over the facility and thus are unable to lay out definitively some details of the safety plan (as that will depend on where the exits are, the building layout, etc.) it's clear that Edison places an importance on safety and security for students, facility and property.

For example, when it comes to student safety, it is currently (and will remain our practice) that monthly state mandated drills will be practiced and reported, a crisis team will be established and trained to respond to multiple crises, and Crisis Prevention Intervention program for student de escalation and restraint will taught and certain staff will be certified to ensure an escalated student's safety. When it comes to the facility, we have monthly meetings with the head custodian to ensure all parts of the facility are in working order and have clearly designed protocols to report issues in the facility as well as protocols to request maintenance. We intend to continue this with our new facility. Some best practices around property protection include monthly building walkthroughs and annual facility inspection. We anticipate employing a consulting firm to do a security analysis every two years.

While the specifics of our plan will vary, we developed policies and procedures at our current site by collaborating with IPS, facilities and safety/crisis experts . In determining our current emergency response plan, we determined the most up to date safety strategies for all situations that are commonly planned for as well as situations that are facility and location specific and would intend to follow a similar path in a replication site, given how important safety is to Edison.

- 4) *Charter schools authorized by ICSB are required to indemnify ICSB, any related entities, and their respective members, officers, employees, officials, and agents. In addition, charter schools must obtain liability insurance coverage naming ICSB as Additional Insured on a primary basis. Provide, as **Attachment 14**, an estimate from an insurance agent/broker for insurance coverage that aligns with ICSB insurance requirements.*

Please see **Attachment 14** for an estimate from our broker.

Section 4.3: Student Admissions and Enrollment

Provide, as **Attachment 15**, the school's Enrollment Policy, which should include the following:

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

Please see **Attachment 15: Enrollment Policy** for more detail.

Section V: School Finance

Section 5.1 Budget

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

To manage accounting, purchasing, payroll, and the required annual audit, Edison employs various professional organizations and a Director of Operations to ensure that we are always operating ethically and soundly. Human Capital Concepts currently executes payroll, and all human resource needs. Center for Innovative School Solutions currently manages all accounting requirements for Edison. Donovan CPA's historically completes Edison's annual audits. Purchasing and liaison to accounting, payroll, human resources, and the audit is all under the purview of the Director of Operations. Edison has created and codified a financial handbook of accounting practices and procedures. Please see **Attachment #21: Financial Policy Handbook** for more details. These same practices will be carried over to the additional campus. Edison is proud to say that it has had all clean audits and has never been out of compliance.

- 2) *Provide, as **Attachment 16**, a detailed five-year pro-forma budget for the school, including the start-up year, by completing ICSB's [Budget Projections Workbook](#).*

Please see **Attachment 16: Budget Projections Workbook** for more information.

- 3) *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) start-up costs, (b) any special education costs incurred, (c) any transportation costs necessary to ensure the school will be accessible*

for all enrolled students, and (d) required retirement plan contributions.

The budget for the new school assumes that resources such as related arts teachers and the arts integration specialist will be shared across both campuses. The executive leadership team such as the Executive Director, Director of Operations and the Director of Academics and the Director of Advancement and Engagement will be shared. This budget also assumes that the Principal will not need an assistant principal or coach until the building reaches a larger enrollment in subsequent years. The budget is not dependent on grants, donations or fundraising. We do assume that some grants will be secured, but the overall budget is not contingent upon those funds.

We are budgeting conservatively based on a smaller number than our true desired enrollment, and also know that we have some reserves if needed for contingency.

We have secured some grant funding for start-up funds and would pursue—but do not need more. We are fortunate to have an existing board as well as financial partners who partnership we are confident in. We believe our reserves will also help us with any potential cash flow crunches, such as waiting for payment in arrears for any unanticipated special education costs or meeting any student needs during the first several years as we embark in a new community. We have also budgeted conservatively with staff as well as being able to share staff from the flagship campus. Transportation costs for both schools are included in the budget as are required and anticipated retirement contributions.

Section 5.2 Facility

- 1) If you are in the process of identifying a facility, describe with as much detail as possible the viable facility options that your team has identified. Include in this section how you selected a target location, any brokers or consultants you are employing to navigate the real estate market, plans for renovations, timelines, financing, etc. Describe the organization's capacity and experience in managing compliance with state and local health and safety requirements as described in IC § 20- 26-7, IC § 20-24, and as required by the Indiana State Department of Health, Office of the State Fire Marshall, Department of Public Works, and the corresponding local agencies, including managing build-out and/or renovations. Detail the specific interactions the applicant group has had with state and local agencies to determine whether the identified facilities are suitable and affordable. Explain the inputs, including specific sources of information, the applicant group has used to project all facility related costs. These inputs should be reflected in the facility related expenses included in your five-year budget.*

Please see the next question as we have found a viable facility prospect in the event we are unable to partner with the district.

- 2) If you have already identified a facility, or plan to locate the new school within a facility*

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

Edison School of the Arts has already identified the building known as St. Andrews Presbyterian Church at 3535 W Kessler Blvd N Dr, Indianapolis, IN 46222. Currently, a letter of intent to purchase has been submitted but no further action has taken place. The facility has over 22 possible classrooms, a cafeteria space, a kitchen, a playground, and room for parent drop off or busing as well as an outdoor learning area. The facility does have an elevator but full ADA accessibility will have to be established. The owners of the facility are currently having the building professionally appraised, after which financial negotiations will then take place. Construction costs or renovation costs have not been established but will proceed in due time.

If Edison is unable to secure the facility listed, then a search for an available and suitable facility will be had and a facility will be secured. We are also hopeful about the possibility of partnering with the district to potentially procure a facility in partnership with them that meets the needs of our program and also serves to utilize a public resource in the best way possible.

Section VI: Portfolio Review and Performance Record

Section 6.1: Academic Performance and Comparative Analysis

- 1) Provide, as **Attachment 18**, a completed [Academic Performance Workbook](#).

Please see **Attachment 18** for our academic performance workbook.

- 2) *If proposing a replication or expansion of an existing school, also provide an academic performance analysis of the existing school as compared to the closest similarly situated schools (by grade level and demographics). Where possible, include subgroup analysis for each identified and assessed subgroup. You may utilize both qualitative and quantitative data points to show how replication or expansion of the existing school model will benefit students in the proposed location/community.*

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.

Section VII: Compliance and Dispute Review

Section 7.1: Terminated Contracts, revocations, compliance violations and litigation

- 1) *List any contracts with charter schools that have been terminated by either the organization or the school, including the reason(s) for such termination and whether the termination was for "material breach."*

Edison School of the Arts has never had any contracts that have been terminated by the organization or the school.

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

Edison has had no revocations, non-renewals, shortened or conditional renewals or withdrawals/non-openings of schools.

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

Edison has had no performance deficiencies or compliance violations that have led to formal authorizer intervention.

- 4) *Identify any current or past litigation, including arbitration proceedings, by school, that has involved the organization or any charter schools it operates. Provide the following as **Attachment 19**: summary of the following information: (a) the demand, (b) any response to the demand, and (c) the results of the arbitration or litigation.*

Edison has not been involved in any litigation, past or present.

Exhibit A

Application Checklist – Replication Request

#	Document	Page Limit	Format	Completed
	Application Overview	Use Template in <u>Exhibit B</u>	PDF and MS Excel	<input checked="" type="checkbox"/>
	Application (including Executive Summary)	60	MS Word or PDF	<input checked="" type="checkbox"/>
1	Applicant Group Resumes	None	MS Word or PDF	<input checked="" type="checkbox"/>
2	Statement of Economic Interest & Conflict of Interest Form (for each governing board member)	Use Template in <u>Exhibit C</u>	PDF	<input checked="" type="checkbox"/>
3	Course Scope and Sequence	30 pages	MS Word or PDF	<input checked="" type="checkbox"/>
4	School Calendar and Schedule	15 pages	MS Word or PDF	<input checked="" type="checkbox"/>
5	Academic and Exit Standards	10 pages	MS Word or PDF	<input checked="" type="checkbox"/>
6	Organizational Chart	10 pages	MS Word or PDF	<input checked="" type="checkbox"/>
7	Student Discipline Policy	10 pages	MS Word or PDF	<input checked="" type="checkbox"/>
8	Evidence of Support from Community Partners	None	MS Word or PDF	<input checked="" type="checkbox"/>
9	Need and Demand Analysis	None	MS Word or Excel	<input checked="" type="checkbox"/>
10	Grievance Policy	10 pages	MS Word or PDF	<input checked="" type="checkbox"/>
11	Governance Documents	None	MS Word or PDF	<input checked="" type="checkbox"/>
12	Statement of Assurances (only one form required)	Use Template in <u>Exhibit E</u>	PDF	<input checked="" type="checkbox"/>
13	Start-Up Plan	10 pages	MS Word, Excel or PDF	<input checked="" type="checkbox"/>

#	Document	Page Limit	Format	Completed
14	Insurance Estimate	None	MS Word or PDF	<input checked="" type="checkbox"/>
15	Enrollment Policy	5 pages	MS Word or PDF	<input checked="" type="checkbox"/>
16	Budget Projections Workbook	Use Template	MS Excel (no PDF submissions)	<input checked="" type="checkbox"/>
17	Budget Narrative	5 pages	MS Word or PDF	<input checked="" type="checkbox"/>
18	Academic Performance Workbook	Use Template	MS Excel	<input checked="" type="checkbox"/>
19	Litigation Summary (if applicable)	10 pages	MS Word or PDF	<input checked="" type="checkbox"/>
20	Entire Application (including Exhibits)	None	PDF	<input checked="" type="checkbox"/>

Exhibit B

Charter Application Overview - Experienced Operator

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

Name of proposed Charter School: Edison School of the Arts II

Proposed Charter School location:* 3535 W Kessler Blvd N Dr, Indianapolis, IN 46222

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

School district of proposed location: Indianapolis Public Schools

Legal name of group applying for Charter: Edison School of the Arts Inc.

Designated representative: _____

Contact Information (Phone & Email): 3176958997 tuttlenl@myips.org

Planned opening year for the school: 2022

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

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

Target student population (if any): K-5 adding 6,7 and 8 in consecutive years

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

Yes No

If yes, identify the authorizer(s): _____

Planned submission date(s): _____

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

Authorizer(s): _____

Submission date(s): _____

Additional Information Required for Experienced Operators

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

Yes No

If yes, identify the ESP or partner organization.

Is Charter School proposing to replicate a proven school model?

Yes No

If yes, provide the name and location of at least one school where the model is in use.

Edison School of the Arts; 777 S. White River Pkwy W. Drive, Indianapolis, IN 46221

Signature of Designated Representative

Nathan Tuttle

Name



Signature

9/7/21

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.

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)

ERNEST O. DISNEY-BRITTON

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

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

Curriculum Vitae

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

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

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



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

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

JAMES HILL

ADDRESS: [REDACTED]
PHONE: [REDACTED] • **E-MAIL:** [REDACTED]

OBJECTIVE

To provide leadership and utilize my skills in a diverse educational environment by better understanding the social, physical, emotional, cognitive and moral domains of ALL students. Qualified by over 20 years of experience and continuing education, which include elementary, secondary, and alternative educational school leadership. I seek the opportunity to fully utilize strengths of initiative, team building, and communication in an urban setting. I desire to work collaboratively with leadership, staff, and community, ultimately influencing the educational well-being of ALL students, their families and the community.

EXPERIENCE

JULY 2021 – PRESENT

FOUNDER/CEO, Proficiency Pathways, LLC. (Educational Consultant)

The Mind Trust - Indianapolis, IN

- Responsible for providing vision with educational leaders and making presentations regarding the High Dosage Tutoring Program to impact student achievement.
- Researched national best practices to ensure fidelity of implementation of High Dosage Tutoring program consisting of multiple schools.
- Worked with vendors across the nation to ensure products fit the need
- Created timeline and metrics to ensure program fidelity.
- Provided coaching and feedback to leaders.

JULY 2014 – JULY 2021

PRINCIPAL, Andrew J. Brown Academy - National Heritage Academies

- Lead the transformation of taking one the lowest “F” schools in the state to “C” grade in 18 months.
- Facilitated turnaround efforts, improving student achievement in 18 months and garnering a 7 year-renewal.
- Outperformed surrounding schools and districts, achieving above-average growth measuring in the 71st percentile.
- Communicated with school’s board of directors, attending all meetings, presenting board reports, and ensuring high quality partnerships between the company, the governing board and OEI.
- Awarded an Eagle award for parent engagement score of over 90% satisfaction 4 years in a row.
- Successfully implemented differentiated RTI system to meet the needs of all scholars.
- Served as an executive principal, providing input on promising practices in the turnaround efforts of other urban schools.
- Facilitated the growth and development of Deans, resulting in two of them receiving principalships.
- Recognized as a top urban principal by National Heritage Academies.
- Placed on the “Principal Advisory Council” for National Heritage Academies.
- Top 5 NWEA growth school two years running in National Heritage Academies’ portfolio of 100 schools.

JULY 2013 – MAY 2014

PRINCIPAL, Willmar Public Schools

- Built and maintained professional relationships with District 347 system leaders, Roosevelt teachers, staff, students, and community leaders using leadership skills honed in previous positions.
- Managed building operations for Roosevelt Elementary School, facilitated design of school, community relations and monthly family engagement events, oversaw student attendance, truancy, and discipline,

- promoted positive staff and family interactions, collaborated with community resource people to increase safety and security for students and staff, enforced district policies and procedures for building operations.
- Provided instructional leadership for over 80 teachers, leveraged professional learning communities, data collection, and analysis methodologies, to increase student learning and state assessment results.
 - Completed ongoing formal and informal staff evaluations using Kim Marshall’s teacher evaluation rubric to enhance instruction and focus teaching through implementation of research based instructional practices.
 - Provided ongoing professional development and district-wide leadership to staff through small group staff development and individual conferring.

JULY 2005 – JUNE 2013

PRINCIPAL, Osseo Area Schools

- Directed all Credit Recovery after-school programs throughout the district (5th largest school district in the state), operating programs in the district’s eight secondary level schools.
- Created MCA/GRAD summer prep/test program.
- Developed and implemented student programs to highlight and celebrate the diversity and achievements of OALC students. (i.e., ethnic lunches, MLK Day events, award ceremonies, advisory and ceremony prep for graduating students, early childhood learning opportunities for S.H.A.P.E. center babies, etc.).
- With the guidance of system leaders and Dave Bakke, SAAP Director—MDE, developed and implemented withdrawal, application, and transitional plan for moving the OALC and Targeted Services from the Intermediate District 287 consortium to our own District 279 charter.
- Managed and leveraged assets to maximize resources necessary to creatively survive major budget cuts and significant staff reductions.
- Was invited to participate on and have contributed to key Core Planning teams responsible for developing mission, vision, and strategic plans for both District 279 and Intermediate District 287.
- Led and/or participated on many district level committees responsible for shaping district and school policies (i.e., building recycling program improvements), direction, and fulfillment of strategic plan.
- Developed and managed school and program budgets.

EDUCATION

JANUARY 2003

EDUCATIONAL ADMINISTRATION LICENSURE, ST. MARY’S UNIVERSITY

AUGUST 1999

MASTER OF EDUCATION, UNIVERSITY OF MINNESOTA

AUGUST 1993

BACHELOR OF SCIENCE - ETHNIC STUDIES AND BACHELOR OF SCIENCE - COMMUNICATIONS, MINNESOTA STATE UNIVERSITY

HONORS & RECOGNITION

- 2016 Promising Practices Award
- 2017 Eagle Award for Parent Satisfaction
- 2018 Community Excellence Award
- 2018 Eagle Award for Parent Satisfaction
- 2019 Congressional Recognition - Indiana Black Expo’s Excellence in Education Award
- Selected as the 16th most influential African American in the State of Minnesota by the Minneapolis Spokesman Recorder.

AFFILIATIONS

- Minnesota Association of Elementary School Principals
- National Alliance of Black School Educators
- Minnesota Association of Secondary School Principals
- National Association of Secondary School Principals Member
- National Council for Social Studies Member
- Multi-Cultural Teaching Development Project Member
- Dean's List. Academic Scholarships for Outstanding Achievement
- Rice University Pre-AP Training, 1999
- Black Student Union Senator
- Minnesota State University's Homecoming King, 1989
- Member of Fellowship of Christian Athletes
- Pan African Conference Representative

Professional Summary

Accomplished and energetic leader with a solid history of achievement in business and education. Motivated team member with strong organizational and prioritization abilities. Areas of expertise include Student Enrollment, Public Relations, Marketing, Community Outreach and Social Services. Excellent communication, team building and liaison skills. Track record of achieving exceptional results in organizational and goal accomplishment.

Skills

- Student Recruitment & Enrollment
- Social Media & Web Management
- Marketing and Promotions
- Public Relations
- Communication and Information Disbursement
- Parent and Community Engagement
- Grant Research & Writing
- Focused Event Planning
- Strategic Planning
- Customer Service

Experience

Director of Advancement and Engagement Edison School of the Arts - Indianapolis, IN

- Formulates and implements yearly school enrollment plan.
- Responsible for all student enrollment, including recruitment, parent tours, parent and teacher communication, lottery application assistance and student classroom placement.
- Maintains Enroll Indy site representing Edison School of the Arts.
- Works with Indianapolis Public Schools' Office of Enrollment for student target number rationale, PowerSchool Registration, IDOE and STN error corrections.
- Accountable for filling all open seats before ADM day.
- Supports attendance initiatives.
- Keeps updated and accurate records of student enrollments and withdrawals.
- Researches and writes grants that will benefit the scope of the school.
- Organizes school fundraisers and events.
- Conducts parent surveys.
- Maintains Parent Handbook.
- Handles Title One reporting on parent engagement and other required documentation.
- Leads yearbook creation and sales.
- Organizes Spiritwear design and sales.
- Communicates weekly via automated calls, emails and text messages to families.
- Produces monthly informational videos, writes daily morning announcements, and supervises production of a weekly comprehensive newsletter,
- Regularly updates all social media and website information.
- Coordinates festivals, workshops, new parent orientation meetings, and monthly town hall meetings for parents and guardians and organizing free childcare, crafts and dinner.
- Networks with community partners, attends monthly partner meetings, organizes volunteers and hosts neighborhood meetings.
- Ensures a positive customer service experience for all visitors.
- Responsible for organizing after-school activities.
- Liaison for volunteer organizations and the annual Lilly Day of Service.
- Previously responsible for payroll, applicant interviews, INPRS documentation, staff benefits, account receivables and payables.

Parent Involvement Educator Indianapolis Public Schools - Indianapolis, IN

- Planned and guided critical events such as Kindergarten Orientation, Open House, Grand Opening, Parents-In-Touch Day, Graduations, Promotions, Community Arts Performances, Festivals, Parent and Community Tours.
- Secured keynote speakers for events.
- Managed all social media and website on a daily basis.
- Writes student daily announcements, weekly outreach and produces weekly informational videos.
- Led parent groups with informational and educational presentations.
- Organized school calendar, weekly newsletter to families, annual yearbook and student planners.
- Oversaw volunteers and tutors in school. Organized Read Up, Oasis tutors, community partners, volunteers, neighbors, churches and local businesses.
- Structured and organized fundraisers.
- Wrote grant applications.
- Attended neighborhood meetings and presented to community organizations and various groups.
- Maintained seat on the West Side Community Advisory Panel, Indianapolis Education Task Force and Edison Leadership team.
- Organized arts programs and field trips for students.
- Produced Student and Parent Handbook.
- Responsible for all Public Relations.
- Supported attendance initiative, School Bells, home visits and homeless family assistance.
- Facilitated staff appreciation certificates as well as students, parents and volunteers of the month recognition.

Substitute Teacher Indianapolis Public Schools

- Taught short and long-term assignments for a select group of teachers for 6 years.
- Planned lessons and attended all PLC and staff meetings.
- Worked with Title, ESL and general classrooms
- Long Term 3rd grade class showed significant increase in test scores.
- Certified in Orton Gillingham.

Guardian Ad Litem Child Advocates

- Court Appointed Special Advocate for children in need of services.

Vice President Sales and Marketing CourterCo, Inc

- Member of Executive Management Team.
- Responsible for all Customer Service, Vendor relationships, Product promotion and marketing.
- Directed Builder Program
- Managed Outside Sales Force.
- Established and facilitated the culture of the company.
- Catalog and flyer development and production.
- Developed and implemented Training Systems for all branches.
- Maintained seat on NBMDA

Education

Teaching, Hearing Impaired

BA, Ball State University - Muncie Indiana

Affiliations

West Side CAP, Community Advisory Panel

West Side, The Valley Neighborhood Association

Westside Education Task Force

West Side Leadership Retreat

Connecting Homes to Hearts, Eli Lilly, Inc.

Karen Colleen Hensley

Professional Experience

Enroll Indy – Indianapolis, IN

Senior Manager, Operations and Communications, 2018-Present

- Manage team of four part-time employees in client-facing operations center
- Manage monthly financial reporting, including expense reimbursements and bank account reconciliations
- Manage human resource functions, including scheduling, payroll, and onboarding
- Manage communications functions, including internal and external communications, social media, website updates, design of materials, and the development and publication of the annual report
- Oversee development of project plans and standard operating procedures (SOPs), and identify opportunities for continuous improvement to both internal processes and client-facing products and systems

Conexus Indiana (Central Indiana Corporate Partnership) – Indianapolis, IN

Talent Programs Manager, 2017-2018

- Identified annual goals for Hire Tech program recruitment efforts and adoption, and reported upon those metrics weekly to full staff, including leadership team
- Provided thought leadership to program instructors as they set goals for curriculum implementation and instruction
- Supported development of communications pieces to promote Conexus programs
- Co-managed development of training materials for instructors' continuing education and dashboards to monitor their programmatic compliance
- Managed planning process for two case competition events at the collegiate level

Indianapolis Mayor's Office – Office of Education Innovation – Indianapolis,

IN Communications and Operations Manager, 2016-2017

- Led performance management functions, including development of the strategic plan, weekly reporting against dashboard metrics, execution of staff meetings, and annual performance evaluations
- Developed and executed departmental annual retreat and periodic team trainings
- Served as project planner and manager for charter school team projects
- Managed daily internal operations, process improvement, onboarding of new team members, and creation of standard operating procedure documentation
- Oversaw event planning and materials development for school leader and board chair events

Community Engagement Manager, 2015-2016

- Managed \$200,000 in grant funding to support the GreatSchools Indianapolis initiative
- Wrote interim and end-of-year grant reports to the Walton Family Foundation
- Managed all FY16 communications functions, including development of the strategic communications narrative, and managing departmental website, newsletters, and social media accounts
- Managed departmental human assets functions related to onboarding, professional development, and team culture

Strategy and Operations Associate, 2015

- Managed daily administrative operations for Deputy Mayor of Education
- Managed OEI digital communications, including newsletters, website, and social media accounts

Education

Indiana University, Class of 2015 – Bloomington, IN

- Master of Public Affairs - School of Public and Environmental Affairs

Indiana University, Class of 2012 – Bloomington, IN

- Bachelor of Arts – College of Arts and Sciences (Communication and Culture)
- Certificate – Kelley School of Business (Business Foundations)
 - Member of the Hutton Honors College

Technical Skills

- Proficient in Microsoft Office and Google Suite programs
- Experience using Salesforce CRM system
- Proficient in online project management programs, including Smartsheet and Asana
 - Currently studying to earn CAPM certification

Role	Name
Board Chair	Tanya Stuart-Overdorf
Board	Greg Wallis
Board	Ernest Disney-Britton
Board	Keesha Dixon
Board	Ted Givens
Board	Kay Feeney-Caito
CEO/Executive Director	Nathan Tuttle
Director of Academics	Amy Berns
Principal - Edison II	James Hill
Principal - Edison I	Sheena Roach
Director of Advancement and Engagement	Penny Guthrie
Director of Operations	Karen Hensley



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 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:

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

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):

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?

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.

Ernest Dewey Brite
Name

[Signature]
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:

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):

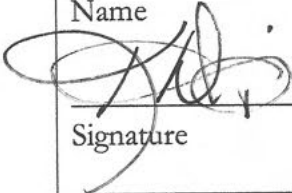
9. Do you understand the obligations of a charter school's board of directors to comply with Indiana's Public Access laws, including the Open Door Law and the Access to Public Record Act?

- 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:

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

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

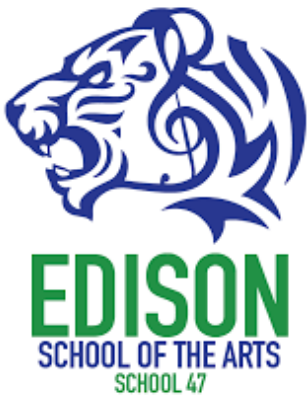
Name

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

Signature

8.26.2021

Date



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #3: Core Curriculum Scope
and Sequence



Edison School of the Arts
Eureka Math Kindergarten

Module 1: Numbers to 10	Kindergarten starts out with solidifying the meaning of numbers to 10 with a focus on embedded numbers and relationships to 5 using fingers, cubes, drawings, 5 groups and the Rekenrek. Students then investigate patterns of "1 more" and "1 less" using models such as the number stairs. Because fluency with addition and subtraction within 5 is a Kindergarten goal, addition within 5 is begun in Module 1 as another representation of the decomposition of numbers
Module 2: Two-Dimensional and Three-Dimensional Shapes	Students learn to identify and describe squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres. During this module students also practice their fluency with numbers to 10.
Module 3: Comparison of Length, Weight, Capacity, and Numbers to 10	Students begin to experiment with comparison of length, weight and capacity. Students first learn to identify the attribute being compared, moving away from non-specific language such as "bigger" to "longer than," "heavier than," or "more than." Comparison begins with developing the meaning of the word "than" in the context of "taller than," "shorter than," "heavier *Compare numbers (K.CC.6; K.CC.7; K.MD.1; K.MD.2) than," "longer than," etc. The terms "more" and "less" become increasingly abstract later in Kindergarten. "7 is 2 more than 5" is more abstract than "Jim is taller than John.
Module 4: Number Pairs, Addition and Subtraction to 10	Number comparison leads to a further study of embedded numbers (e.g., "3 is less than 7" leads to, "3 and 4 make 7," and $3 + 4 = 7$). "1 more, 2 more, 3 more" lead into addition (+1, +2, +3). Students now represent stories with blocks, drawings, and equations.
Module 5: Numbers 10-20 and Counting to 100	After students have a meaningful experience of addition and subtraction within 10 in Module 4, they progress to exploration of numbers 10-20. They apply their skill with and understanding of numbers within 10 to teen numbers, which are decomposed as "10 ones and some ones." For example, "12 is 2 more than 10." The number 10 is special; it is the anchor that will eventually become the "ten" unit in the place value system in Grade 1.
Module 6: Analyzing, Comparing and Composing Shapes	Module 6 rounds out the year with an exploration of shapes. Students build shapes from components, analyze and compare them, and discover that they can be composed of smaller shapes, just as larger numbers are composed of smaller numbers.

Edison School of the Arts
Eureka Math Grade 1

Module 1 Sums and Differences to 10	In Grade 1, work with numbers to 10 continues to be a major stepping-stone in learning the place value system. In Module 1, students work to further understand the meaning of addition and subtraction begun in Kindergarten, largely within the context of the Grade 1 word problem types. They begin intentionally and energetically building fluency with addition and subtraction facts—a major gateway to later grades.
Module 2 Introduction to Place Value Through Addition and Subtraction Within 20	In Module 2, students add and subtract within 20. Work begins by modeling "adding and subtracting across ten" in word problems and with equations. Solutions involving decomposition and composition like that shown to the right for $8 + 5$ reinforce the need to "make 10." In Module 1, students loosely grouped 10 objects to make a ten. They now transition to conceptualizing that ten as a single unit (using 10 linking cubes stuck together, for example). This is the next major stepping-stone in understanding place value, learning to group "10 ones" as a single unit: 1 ten. Learning to "complete a unit" empowers students in later grades to understand "renaming" in the addition algorithm, to add 298 and 35 mentally (i.e., $298 + 2 + 33$), and to add measurements like 4 m, 80 cm, and 50 cm (i.e., $4 \text{ m} + 80 \text{ cm} + 20 \text{ cm} + 30 \text{ cm} = 4 \text{ m} + 1 \text{ m} + 30 \text{ cm} = 5 \text{ m } 30 \text{ cm}$).
Module 3 Ordering and Comparing Length Measurements as Numbers	Module 3, which focuses on measuring and comparing lengths indirectly and by iterating length units, gives students a few weeks to practice and internalize "making a 10" during daily fluency activities.
Module 4 Place Value,	Module 4 returns to understanding place value. Addition and subtraction within 40 rest on firmly establishing a "ten" as a unit that can be counted, first introduced at the close of Module 2. Students begin to see a problem like $23 + 6$ as an



Comparison, Addition and Subtraction to 40	opportunity separate the "2 tens" in 23 and concentrate on the familiar addition problem $3 + 6$. Adding $8 + 5$ is related to solving $28 + 5$; complete a unit of ten and add 3 more.
Module 5 Identifying, Composing, and Partitioning Shapes	In Module 5, students think about attributes of shapes and practice composing and decomposing geometric shapes. They also practice work with addition and subtraction within 40 during daily fluency activities (from Module 4). Thus, this module provides important "internalization time" for students between two intense number-based modules. The module placement also gives more spatially-oriented students the opportunity to build their confidence before they return to arithmetic
Module 6 Place Value, Comparison, Addition and Subtraction to 100	Although Module 6 focuses on "adding and subtracting within 100," the learning goal differs from the "within 40" module. Here, the new level of complexity is to build off the place value understanding and mental math strategies that were introduced in earlier modules. Students explore by using simple examples and the familiar units of 10 made out of linking cubes, bundles, and drawings. Students also count to 120 and represent any number within that range with a numeral.
Edison School of the Arts	
Eureka Math Grade 2	
Module 1 Sums and Differences to 10	From Grade 1, students have fluency of addition and subtraction within 10 and extensive experience working with numbers to 100. Module 1 of Grade 2 establishes a motivating, differentiated fluency program in the first few weeks that will provide each student with enough practice to achieve mastery of the new required fluencies (i.e., adding and subtracting within 20 and within 100) by the end of the year. Students learn to represent and solve word problems using addition and subtraction: a practice that will also continue throughout the year.
Module 2 Addition and Subtraction of Length Units	In Module 2, students learn to measure and estimate using standard units for length and solve measurement word problems involving addition and subtraction of length. A major objective is for students to use measurement tools with the understanding that linear measure involves an iteration of units and that the smaller a unit, the more iterations are necessary to cover a given length. Students work exclusively with metric units, i.e. centimeters and meters, in this module to support upcoming work with place value concepts in Module 3. Units also play a central role in the addition and subtraction algorithms of Modules 4 and 5. An underlying goal for this module is for students to learn the meaning of a "unit" in a different context, that of length. This understanding serves as the foundation of arithmetic, measurement, and geometry in elementary school.
Module 3 Place Value, Counting and Comparison of Numbers to 1000	All arithmetic algorithms are manipulations of place value units: ones, tens, hundreds, etc. In Module 3, students extend their understanding of base ten notation and apply their understanding of place value to count and compare numbers to 1000. In Grade 2 the place value units move from a proportional model to a non-proportional number disk model. The place value table with number disks can be used through Grade 5 for modeling very large numbers and decimals, thus providing students greater facility with and understanding of mental math and algorithms
Module 4 Addition and Subtraction Within 200 With Word Problems to 100	In Module 4, students apply their work with place value units to add and subtract within 200 moving from concrete to pictorial to abstract. This work deepens their understanding of base-ten, place value, and the properties of operations. It also challenges them to apply their knowledge to one-step and two-step word problems. During this module, students also continue to develop one of the required fluencies of the grade: addition and subtraction within 100.
Module 5 Addition and Subtraction Within 1000 With Word Problems to 100	Module 5 builds upon the work of Module 4. Students again use place value strategies, manipulatives, and math drawings to extend their conceptual understanding of the addition and subtraction algorithms to numbers within 1000. They maintain addition and subtraction fluency within 100 through daily application work to solve one- and two-step word problems of all types. A key component of Modules 4 and 5 is that students use place value reasoning to explain why their addition and subtraction strategies work.
Module 6 Foundations of Multiplication and Division	In Module 6, students extend their understanding of a unit to build the foundation for multiplication and division wherein any number, not just powers of ten, can be a unit. Making equal groups of "four apples each" establishes the unit "four apples" (or just four) that can then be counted: 1 four, 2 fours, 3 fours, etc. Relating the new unit to the one used to create it lays the foundation for multiplication: 3 groups of 4 apples equal 12 apples (or 3 fours is 12).
Module 7 Problem Solving with Length, Money, and Data	Module 7 provides another opportunity for students to practice their algorithms and problem-solving skills with perhaps the most well-known, interesting units of all: dollars, dimes, and pennies. Measuring and estimating length is revisited in this module in the context of units from both the customary system (e.g., inches and feet) and the metric system (e.g., centimeters and meters). As they study money and length, students represent data given by measurement and money data using picture graphs, bar graphs, and line plots



Module 8 Time, Shapes, and Fractions as Equal Parts of Shapes	Students finish Grade 2 by describing and analyzing shapes in terms of their sides and angles. In Module 8, students investigate, describe, and reason about the composition and decomposition of shapes to form other shapes. Through building, drawing, and analyzing two- and three-dimensional shapes, students develop a foundation for understanding area, volume, congruence, similarity, and symmetry in later grades
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Edison School of the Arts
Eureka Math Grade 3

Module 1: Properties of Multiplication and Division and Solving Problems with Units of 2-5 and 10	This module builds upon the foundation of multiplicative thinking with units started in grade 2. First, students concentrate on the meaning of multiplication and division and begin developing fluency for learning products involving factors of 2, 3, 4, 5, and 10. The restricted set of facts keeps learning manageable, and also provides enough examples to do one-and two-step word problems and to start measurement problems involving weight, capacity and time in module 2.
Module 2: Place Value and Problem Solving with Units of Measure	Module 2 focuses on measurement of time and metric weight and capacity. In explanatory lessons, students decompose a kilogram into 100 gram, 10 gram and 1 gram weights and decompose a liter into analogous amounts of milliliters. Metric measurement thereby develops the concept of mixed units, e.g. 3 kilograms 400 grams is clearly related to 3 thousands, 4 hundreds. Students then apply their new understanding of number to place value, comparison and rounding, composing larger units when adding, decomposing into smaller units when subtracting. Students also draw proportional tape diagrams to solve word problems. (e.g., "if this tape represents 62kg, then a tape representing 35kg needs to be slightly longer than half the 62 kg bar..."). Drawing the relative sizes of the lengths involved in the model prepares students to locate fractions on a number line in Module 5 (where they learn to locate points on the number line relative to each other and relative to the whole unit). Module 2 also provides students with internalization time for learning the 2, 3, 4, 5, and 10 facts as part of their fluency activities.
Module 3: Multiplication and Division with Units of 0, 1, 6-9, and Multiples of 10	Students learn the remaining multiplication and division facts in Module 3 as they continue to develop their understanding of multiplication and division strategies within 100 and use those strategies to solve two-step word problems. The "2, 3, 4, 5 and 10 facts" module (Module 1) and the "0, 1, 6, 7, 8, 9 and multiples of 10 facts" module (Module 3) both provide important, sustained time for work in understanding the structure of rectangular arrays to prepare students for area in Module 4. This work is necessary because students initially find it difficult to distinguish the different units in a grid, count them and recognize that the count is related to multiplication. Tiling also supports a correct interpretation of the grid.
Module 4: Multiplication and Area	In module 4 students are ready to investigate area. They measure the area of a shape by finding the total number of same-size units of area, e.g. tiles, required to cover the shape without gaps and overlaps. When that shape is a rectangle with whole number side lengths, it is easy to partition the rectangle into squares with equal areas.
Module 5: Fractions as Numbers on the Number Line	One goal of Module 5 is for students to transition from thinking of fractions as area or parts of a figure to points on a number line. To make that jump, students think of fractions as being constructed out of unit fractions: "1 fourth" is the length of a segment on the number line such that the length of four concatenated fourth segments on the line equals 1 (the whole). Once the unit "1 fourth" has been established, counting them is as easy as counting whole numbers" 1 fourth, 2 fourths, 3 fourths, 4 fourths, 5 fourths, etc. Students also compare fractions, find equivalent fractions in special cases, and solve problems that involve fractions.
Module 6: Collecting and Displaying Data	In Module 6, students leave the world of exact measurements behind. By applying their knowledge of fractions from Module 5, they estimate lengths to the nearest halves and fourths of an inch and record that information in bar graphs and line plots. This module also prepares students for the multiplicative comparison problems of Grade 4 by asking students "how many more" and "how many less" questions about scaled bar graphs.
Module 7: Geometry and Measurement Word Problems	Module 7 rounds out the year with plenty of time to solve twostep word problems involving the four operations, and to improve fluency for concepts and skills initiated earlier in the year. Students also describe, analyze, and compare properties of two-dimensional shapes. By now, students have done enough work with both linear and area measurement models to understand that there is no relationship in general between the area of a figure and perimeter, which is one of the concepts taught in the last module.

Edison School of the Arts
Eureka Math Grade 4

Module 1: Place Value, Rounding, and Algorithms	Students extend their work with whole numbers. They begin with large numbers using familiar units (hundreds and thousands) and develop their understanding of millions by building knowledge of the pattern of times ten in the base
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for Addition and Subtraction	ten system on the place value chart (4.NBT.1). They recognize that each sequence of three digits is read as hundreds, tens, and ones followed by the naming of the corresponding base thousand unit (thousand, million, billion)
Module 2 Unit Conversions	Module 2 uses length, mass and capacity in the metric system to convert between units using place value knowledge. Students recognize patterns of converting units on the place value chart, just as 1000 grams is equal 1 kilogram, 1000 ones is equal to 1 thousand. Conversions are recorded in two- column tables and number lines, and are applied in single- and multi-step word problems solved by the addition and subtraction algorithm or a special strategy. Mixed unit practice prepares students for multidigit operations and manipulating fractional units in future modules
Module 3 Multi-Digit Multiplication and Division	In this 43-day module, students use place value understanding and visual representations to solve multiplication and division problems with multi-digit numbers. As a key area of focus for Grade 4, this module moves slowly but comprehensively to develop students' ability to reason about the methods and models chosen to solve problems with multi-digit factors and dividends.
Module 5 Fractions Equivalence, Ordering, and Operations	In this 40-day module, students build on their Grade 3 work with unit fractions as they explore fraction equivalence and extend this understanding to mixed numbers. This leads to the comparison of fractions and mixed numbers and the representation of both in a variety of models. Benchmark fractions play an important part in students' ability to generalize and reason about relative fraction and mixed number sizes. Students then have the opportunity to apply what they know to be true for whole number operations to the new concepts of fraction and mixed number operations.
Module 6 Decimals and Fractions	This 20-day module gives students their first opportunity to explore decimal numbers via their relationship to decimal fractions, expressing a given quantity in both fraction and decimal forms. Utilizing the understanding of fractions developed throughout Module 5, students apply the same reasoning to decimal numbers, building a solid foundation for Grade 5 work with decimal operations
Module 4 Angle Measure and Plane Figures	This 20-day module introduces points, lines, line segments, rays, and angles, as well as the relationships between them. Students construct, recognize, and define these geometric objects before using their new knowledge and understanding to classify figures and solve problems. With angle measure playing a key role in their work throughout the module, students learn how to create and measure angles, as well as create and solve equations to find unknown angle measures. In these problems, where the unknown angle is represented by a letter, students explore both measuring the unknown angle with a protractor and reasoning through the solving of an equation. Through decomposition and composition activities as well as an exploration of symmetry, students recognize specific attributes present in two-dimensional figures. They further develop their understanding of these attributes as they classify twodimensional figures based on them
Module 7 Exploring Measurement with Multiplication	In this 20-day module, students build their competencies in measurement as they relate multiplication to the conversion of measurement units. Throughout the module, students will explore multiple strategies for solving measurement problems involving unit conversion.
Edison School of the Arts Eureka Math Grade 5	
Module 1: Place Value and Decimal Fractions	Whole number patterns with number disks on the place value chart are easily generalized to decimal numbers. As students work word problems with measurements in the metric system, where the same patterns occur, they begin to appreciate the value and the meaning of decimals. Students apply their work with place value to adding, subtracting, multiplying, and dividing decimal numbers with tenths and hundredths.
Module 2: Multi-Digit Whole Number and Decimal Fraction Operations	Using place value patterns and the distributive and associative properties to multiply multi-digit numbers by multiples of 10 and leads to fluency with multi-digit whole number multiplication. Students apply the patterns of the base ten system to mental strategies and the multiplication and division algorithms.
Module 3: Addition and Subtraction of Fractions	Students' understanding of addition and subtraction of fractions extends from earlier work with fraction equivalence and decimals. This module marks a significant shift away from the elementary grades' centrality of base ten units to the study and use of the full set of fractional units from Grade 5 forward, especially as applied to algebra.
Module 4: Multiplication and Division of Fractions and Decimal Fractions	Students learn to multiply fractions and decimal fractions and begin working with fraction division. Topic A opens the module with an exploration of fractional measurement. Students construct line plots by measuring the same objects using three different rulers accurate to $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{8}$ of an inch. Students compare the line plots and explain how changing the accuracy of the unit of measure affects the distribution of points. This is foundational to the understanding that measurement is inherently imprecise because it is limited by the accuracy of the tool at hand. Students use their knowledge of fraction operations to explore questions that arise from the plotted data. The interpretation of a fraction as division is inherent in this exploration.
Module 5: Addition and Multiplication with Volume and Area	Students work with two- and three-dimensional figures. Volume is introduced to students through concrete exploration of cubic units and culminates with the development of the volume formula for right rectangular prisms. The second half of the module turns to extending students' understanding of twodimensional figures. Students combine prior knowledge of area with newly acquired knowledge of fraction multiplication to determine the area of rectangular figures with fractional side lengths. They then engage in hands-on construction of twodimensional shapes, developing a foundation for classifying the shapes by reasoning about their attributes.



Module 6: Problem Solving with the Coordinate Plane	Students develop a coordinate system for the first quadrant of the coordinate plane and use it to solve problems. Students use the familiar number line as an introduction to the idea of a coordinate and construct two perpendicular number lines to create a coordinate system on the plane. They see that just as points on the line can be located by their distance from 0, the plane's coordinate system can be used to locate and plot points using two coordinates. They then use the coordinate system to explore relationships between points, ordered pairs, patterns, lines and, more abstractly, the rules that generate them. This study culminates in an exploration of the coordinate plane in real-world applications.
Edison School of the Arts Eureka Math Grade 6	
Module 1 Ratios and Unit Rates	In Module 1, students build on their prior work in measurement and in multiplication and division as they study the concepts and language of ratios and unit rates. They use proportional reasoning to solve problems. In particular, students solve ratio and rate problems using tape diagrams, tables of equivalent ratios, double number line diagrams, and equations. They plot pairs of values generated from a ratio or rate on the first quadrant of the coordinate plane
Module 2 Rational Numbers	In Module 2, students expand their understanding of the number system and build their fluency in arithmetic. Students learned in Grade 5 to divide whole numbers by unit fractions and unit fractions by whole numbers. Now, they apply and extend their understanding of multiplication and division to divide fractions by fractions. The meaning of this operation is connected to real-world problems as students are asked to create and solve fraction division word problems. Students continue (from Grade 5) to build fluency with adding, subtracting, multiplying, and dividing multi-digit decimal numbers using the standard algorithms
Module 3 Rational Numbers	In Module 3, the major themes are to understand rational numbers as points on the number line and to extend previous understandings of numbers to the system of rational numbers, which now include negative numbers. Students extend coordinate axes to represent points in the plane with negative number coordinates and, as part of doing so, see that negative numbers can represent quantities in real-world contexts. They use the number line to order numbers and to understand the absolute value of a number. They begin to solve real-world and mathematical problems by graphing points in all four quadrants, a concept that continues throughout to be used into high school and beyond.
Module 4 Expressions and Equations	In Module 4, with their sense of number expanded to include negative numbers, students begin formal study of algebraic expressions and equations. Students learn equivalent expressions by continuously relating algebraic expressions back to arithmetic and the properties of arithmetic (commutative, associative, and distributive). They write, interpret, and use expressions and equations as they reason about and solve onevariable equations and inequalities and analyze quantitative relationships between two variables.
Module 5: Area, Surface Area, and Volume Problems	Module 5 is an opportunity to practice the material learned in Module 4 in the context of geometry; students apply their newly acquired capabilities with expressions and equations to solve for unknowns in area, surface area, and volume problems. They find the area of triangles and other two-dimensional figures and use the formulas to find the volumes of right rectangular prisms with fractional edge lengths. Students use negative numbers in coordinates as they draw lines and polygons in the coordinate plane. They also find the lengths of sides of figures, joining points with the same first coordinate or the same second coordinate, and apply these techniques to solve real-world and mathematical problems.
Module 6 Statistics	In Module 6, students develop an understanding of statistical variability and apply that understanding as they summarize, describe, and display distributions. In particular, careful attention is given to measures of center and variability.
Edison School of the Arts Eureka Math Grade 7	
Module 1 Ratios and Proportional Relationships	In Module 1, students build on their Grade 6 experiences with ratios, unit rates, and fraction division to analyze proportional relationships. They decide whether two quantities are in a proportional relationship, identify constants of proportionality, and represent the relationship by equations. These skills are then applied to real-world problems including scale drawings.
Module 2 Rational Numbers	In Module 2, students continue to build an understanding of the number line from their work in Grade 6. They learn to add, subtract, multiply, and divide rational numbers. Module 2 includes rational numbers as they appear in expressions and equations.
Module 3 Expressions and Equations	Module 3 consolidates and expands students' previous work with generating equivalent expressions and solving equations. Students solve real-life and mathematical problems using numerical and algebraic expressions and equations. Their work with expressions and equations is applied to finding unknown angles and problems involving area, volume, and surface area
Module 4 Percent and Proportional Relationships	Module 4 parallels Module 1's coverage of ratio and proportion but this time with a concentration on percent. Problems in this module include simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, and percent error. Additionally, this module includes percent problems about populations, which prepare students for probability models about populations covered in the next module.
Module 5 Statistics and Probability	In Module 5, students learn to draw inferences about populations based on random samples. Through the study of chance processes, students learn to develop, use, and evaluate probability models.
Module 6 Geometry	In Module 6, students draw and construct geometrical figures. They also revisit unknown angle, area, volume, and surface area problems, which now include problems involving percentages of areas or volumes.
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Eureka Math Grade 8

Eureka Math Grade 8	
Module 1 Integer Exponents and Scientific Notation	In Module 1, students will use the number line model to support their understanding of the rational numbers and the number system. The number system is revisited at the end of the year (in Module 7) to develop the real number line through a detailed study of irrational numbers.
Module 2 The Concept of Congruence	In Module 2, students study congruence by experimenting with rotations, reflections, and translations of geometrical figures. Their study of congruence culminates with an introduction to the Pythagorean theorem in which the teacher guides students through the "square-within-a-square" proof of the theorem. Students practice the theorem in real-world applications and mathematical problems throughout the year. (In Module 7, students learn to prove the Pythagorean theorem on their own and are assessed on that knowledge in that module.)
Module 3 Similarity	The experimental study of rotations, reflections, and translations in Module 2 prepares students for the more complex work of understanding the effects of dilations on geometrical figures in their study of similarity in Module 3. They use similar triangles to solve unknown angle, side length and area problems. Module 3 concludes with revisiting a proof of the Pythagorean theorem from the perspective of similar triangles.
Module 4 Linear Equations	In Module 4, students use similar triangles learned in Module 3 to explain why the slope of a line is well defined. Students learn the connection between proportional relationships, lines, and linear equations as they develop ways to represent a line by different equations (e.g., $y = mx + b$, $y - y_1 = m(x - x_1)$). They analyze and solve linear equations and pairs of simultaneous linear equations. The equation of a line provides a natural transition into the idea of a function explored in the next two modules.
Module 5 Examples of Functions from Geometry	In Module 5, students are introduced to functions in the context of linear equations and area/volume formulas. They define, evaluate, and compare functions using equations of lines as a source of linear functions and area and volume formulas as a source of non-linear functions.
Module 6 Linear Functions	In Module 6, students return to linear functions in the context of statistics and probability as bivariate data provides support in the use of linear functions.

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Ready Gen Kindergarten

Edison School of the Arts Ready Gen Kindergarten	
Unit 1	Module A: Readers understand that there is a relationship between illustrations and words. Writers understand that pictures and words about events help tell a story. Learners understand that home is an important concept to all living things. Module B: Readers understand that answering questions helps them understand information in texts. Writers understand that informational texts provide answers to questions about topics. Learners understand that the environment affects living things.
Unit 2	Module A: Readers understand that stories have characters, settings, and major events. Writers understand the importance of sequenced events in a story. Learners understand the concept of "then" and "now". Module B: Readers understand that asking questions helps them understand a text. Writers understand that they can state an opinion through words and illustrations. Learners understand that people's lives "then" were similar to and different from our lives today.
Unit 3	Module A: Readers understand that characters in literary texts have different experiences and reactions. Writers understand that stories include characters' reactions to events. Learners understand that we can use observations to predict changes. Module B: Readers understand that asking and answering questions helps them understand a text. Writers understand that one purpose for writing is to share information. Learner understand that sharing observations about the weather helps us gain information.



Unit 4	<p>Module A: Readers understand that characters have similar experiences in different stories. Writers understand that using time-order words puts events in sequence. Learners understand that different cultures share similar experiences.</p> <p>Module B: Readers understand that informational text may have a variety of text features. Writers understand that informational texts provide facts and details that give readers and understanding of a topic. Learners understand that learning about different traditions helps us better understand others.</p>
Unit 5	<p>Module A: Readers understand that literary texts can have different structures. Writers understand that opinion writing expresses an author's thoughts. Learners understand that patterns exist both in literary texts and in the natural world.</p> <p>Module B: Readers understand that texts contain a main idea and details that support it. Writers understand that informational texts are about topics that have been developed through research and observation. Learners understand that there are different kinds of patterns in nature.</p>
Unit 6	<p>Module A: Readers understand that literary and informational texts can explore similar topics. Writers understand that it is important to support an opinion they express. Learners understand that people participate in their communities in a variety of ways.</p> <p>Module B: Readers understand that asking questions before, during, and after reading helps them grasp the meaning of the text. Writers understand that they can convey their own preferences through writing. Learners understand that cities are made up of neighborhoods where people live, work, and have fun together.</p>
Edison School of the Arts	
Ready Gen Grade 1	
Unit 1	<p>Module A: Readers understand that they improve their comprehension by identifying story elements. Writers understand that details play a role in explaining the events in a story. Learners understand that living things depend on one another.</p> <p>Module B: Readers understand that informational texts have features that help them determine main topics. Writers understand that informational texts can have a variety of features. Learners understand that living things have certain behaviors that shape them and allow them to survive.</p>
Unit 2	<p>Module A: Readers understand that key details help them determine the central message in a text. Writers understand that opinions are supported by reasons. Learners understand that citizenship begins with becoming a contributing member of a classroom community.</p> <p>Module B: Readers understand that illustrations and details in a text help them identify the main idea or central message. Writers understand that experiences can be compared and contrasted. Learners understand that we are all connected to people beyond our own communities.</p>
Unit 3	<p>Module A: Readers understand that they can learn lessons through the characters and events in stories. Writers understand that stories need appropriately sequenced events. Learners understand that people choose to use their resources to get what they want and need.</p> <p>Module B: Readers understand that the details in a text support the author's main points. Writers understand that an opinion has to be supported with one or more reasons. Learners understand that people make decisions about how to spend what they earn.</p>
Unit 4	<p>Module A: Readers understand who is telling a story and how that shapes the story. Writers understand that narratives contain characters and sequenced events. Learners understand that life is a process of growth, change, and learning in which important lessons are taught from generation to generation.</p> <p>Module B: Readers understand the connection between multiple pieces of information in a text. Writers understand that facts and details help explain information to others. Learners understand that living things grow over time and that each part of an organism contributes to this process.</p>
Unit 5	<p>Module A: Readers understand that sensory details in literary texts can provide descriptions, and facts and details in informational texts can convey information. Writers understand that narrative texts include sequenced events and a conclusion. Learners understand that observations of the natural world can help us learn about humans.</p> <p>Module B: Readers understand that facts, details, and features in informational texts enable them to find answers to questions. Writers understand that they can convey questions and answers to readers. Learners understand that observation and prediction help us to discover information about the world.</p>
Unit 6	<p>Module A: Readers understand that both literary and informational texts can convey lessons about life. Writers understand that opinions are supported by one or more reasons. Learners understand the United States is a special country because of the diversity of people.</p> <p>Module B: Readers understand that illustrations and detail in texts help them better comprehend what they read. Writers understand that valid opinions are supported by reasons. Learners appreciate how its diverse culture helps contribute to the unique character of the United States.</p>
Edison School of the Arts	
Ready Gen Grade 2	
Unit 1	<p>Module A: Readers understand that characters in stories have unique points of view. Writers understand that signal words tell the sequence of events in a story. Learners understand that relationships within community are important.</p> <p>Module B: Readers understand that informational texts have main topics that are supported by key details. Writers understand the importance of clearly introducing a topic and developing it with facts. Learners understand that people in communities have different experiences based on where they live.</p>
Unit 2	<p>Module A: Readers understand that knowing the structure of a story helps them comprehend the text. Writers understand that describing a character's actions, thoughts, and feelings enhances a story. Learners understand that people make decisions based on their needs and wants.</p>



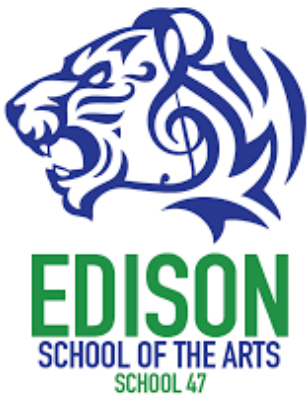
	Module B: Readers understand that asking and answering questions helps clarify their comprehension of a text. Writers understand that authors use reasons to support their opinions. Learners understand the effects that available resources have on people's choices.
Unit 3	Module A: Readers understand that illustrations in literary texts and specific features in informational texts can help them understand what they read. Writers understand that using multiple sources makes research-based writing stronger. Learners understand that a person's life story can reveal big ideas about historical events. Module B: Readers understand the importance of asking and answering questions about key details in texts. Writers understand that facts and details help develop topics in writing. Learners understand that turning an idea into action requires determination and hard work.
Unit 4	Module A: Readers understand that character's face challenges in stories. Writers understand that a character's actions, thoughts, and feelings are revealed through details. Learners understand that facing challenges leads to change in people. Module B: Readers understand that identifying main topics in a text aid their comprehension. Writers understand that informational writing is strengthened by facts, definitions, and a solid conclusion. Learners understand that change can happen quickly and create challenges.
Unit 5	Module A: Readers understand that texts on the same topic have similarities and differences. Writers understand that opinions need strong reasons to support them. Learners understand that personal journeys can affect historical events. Module B: Readers understand that different types of texts can be used to learn about similar topics. Writers understand the importance of well-sequenced events, details, and conclusions in stories. Learners understand that people's journeys to settle in new places helped our country grow.
Unit 6	Module A: Readers understand specific strategies they can use to improve their understanding of texts. Writers understand that opinions and reasons are connected. Learners understand that people can change the world with strong commitment. Module B: Readers understand an author's purpose by identifying what the author wants to answer, explain, or describe. Writers understand that opinions can be supported with facts, details, and a strong conclusion. Learners understand how people's lives can affect the world.
Edison School of the Arts	
Ready Gen Grade 3	
Unit 1	Module A: Readers understand the actions and motivations of characters in stories. Writers understand that characters' actions affect the sequence of events in a story. Learners understand that close observation helps identify problems and find solutions. Module B: Readers understand central messages or main ideas by looking closely at the details used to support them. Writers understand how to convey information about main ideas and details through text features and illustrations. Learners understand that observation can give us clues about things in the world that change over time.
Unit 2	Module A: Readers understand that asking and answering questions using text-based evidence can help them better comprehend text. Writers understand that dialogue and characters' actions help develop the events in a story. Learners understand that relationships within a community are affected by culture and traditions. Module B: Readers understand that photographs, illustrations, and details help them make sense of what they read. Writers understand that information and ideas can be compared and contrasted. Learners understand that there are similarities and differences in communities around the world.
Unit 3	Module A: Readers understand that stories have important central messages, lessons, or morals. Writers understand that opinion writing supports a point of view with reasons. Learners understand that oral histories have transmitted experiences, explanations, and wisdom for generations. Module B: Readers understand that informational texts have various structures and features that aid the reader's comprehension. Writers understand that related information goes together when presenting a topic with facts, definitions, and details. Learners understand scientific reasons for how and why things occur in nature.
Unit 4	Module A: Readers understand that literary and informational texts can be used to explore similar topics and ideas. Writers understand that opinions are supported with reasons and evidence. Learners understand that active citizens can change the world when they stand up for what they believe in. Module B: Readers understand that texts contain main ideas and details that support them. Writers understand that reasons, linking words and phrases, and a conclusion strengthen their opinion. Learners understand that different types of governments around the world have varied structures and processes.
Edison School of the Arts	
Ready Gen Grade 4	
Unit 1	Module A: Readers use point of view in literary text and use reasons and evidence in informational text to better understand what they read. Writers use evidence and events to depict a person's life. Learners understand that researchers and scientists adopt specific habits to accomplish tasks. Module B: Readers use information presented in different ways and from different sources to understand a topic. Writers use organizational structure, specific word choice, and evidence when explaining a topic. Learners understand that multiple sources and evidence can be used to build ideas and information.
Unit 2	Module A: Readers understand that themes in literary texts can be interpreted from dialogue and descriptions. Writers understand that dialogue and description reveal character traits and story themes. Learners understand that cultures interact with and interpret nature in different ways.



	Module B: Readers understand the importance of supporting opinions about various texts. Writers understand that they can draw evidence from literary and informational texts to state and support opinions. Learners understand the effects of nature and culture on communities.
Unit 3	Module A: Readers understand that different types of texts can be used to analyze similar topics and ideas. Writers understand that evidence can be drawn from both literary and informational texts to state and support opinions about a topic. Learners understand that science is a newer method of explaining natural phenomena. Module B: Readers understand that specific strategies can be used to help them understand what they read. Writers understand that research of both literary and informational texts can be used to convey ideas and information. Learners understand the effects of changes in nature on both the environment and people.
Unit 4	Module A: Readers understand the elements of narrative texts and how to use them to determine the theme of a story. Writers understand that they can draw evidence from literary texts to analyze and reflect on story elements. Learners understand that collaboration often leads to creative solutions Module B: Readers understand that both literary and informational texts can be analyzed for ideas and information. Writers understand that writing uses reasons and evidence to support ideas and information. Learners understand that innovation is important for sustained economic growth.
Edison School of the Arts	
Ready Gen Grade 5	
Unit 1	Module A: Readers understand that themes in literary texts are developed through the characters, settings, and events. Writers understand that various narrative techniques can be used to develop stories. Learners understand that people change in reaction to their surroundings. Module B: Readers understand the relationships between individuals, concepts, and events based on information provided in texts. Writers understand how to develop a topic with facts, definitions, and concrete details. Learners understand that all living things interact with and affect one another.
Unit 2	Module A: Readers understand the importance of summarizing texts. Writers understand that opinions can be supported with evidence from a variety of sources. Learners understand that people respond to inequality and injustice in different ways. Module B: Readers understand that relationships between individuals and historical events are important to their understanding of a text. Writers understand that informative writing uses linking words and phrases and specific vocabulary to convey ideas and information. Learners understand that social movements are produced by a unique combination of leadership and events.
Unit 3	Module A: Readers understand that a series of chapters and sections fit together to provide the basic structure of a text. Writers understand that narratives should be clearly developed and organized to fit the task, purpose, and audience. Learners understand that the universe is a complex place. Module B: Readers understand the importance of learning the meanings of words and phrases in order to better comprehend text. Writers understand that illustrations, photos, diagrams, and other visual elements convey important information. Learners understand that scientists continue to study and reveal new information about the universe.
Unit 4	Module A: Readers understand that comparing and contrasting texts helps them build awareness of similar themes and topics. Writers understand that opinions are supported by facts and details and are strengthened through effective organization and transitions. Learners understand that explorers have had both positive and negative effects on societies. Module B: Readers understand that texts can have multiple themes and main ideas. Writers understand that a conclusion summarizes the opinion presented. Learners understand that exploration and settlement altered people's views and understandings of the world.
Edison School of the Arts	
Ready Gen Grade 6	
Unit 1	Module A: Readers understand that inferences drawn from texts can be supported by textual evidence. Writers understand that narratives contain certain elements to engage readers. Learners understand that the past and present relate to each other in interesting ways. Module B: Readers understand that every text has a theme or central idea. Writers understand that an encyclopedia article is a formal way to share information. Learners understand that there are similarities and differences among early civilizations.
Unit 2	Module A: Readers understand that authors of literary and informational texts have points of view. Writers understand that one's point of view can be conveyed in the form of a carefully crafted argument. Learners understand the importance of learning about various forms of energy. Module B: Readers understand that the plot of a story unfolds in a series of episodes toward a resolution. Writers understand how to use effective narrative techniques to develop a story. Learners understand the power of Earth and its forces.
Unit 3	Module A: Readers understand that one author can present information differently from another author. Writers understand the responsibility to present accurate information about a person's life. Learners understand the definition of courage and how courage is displayed in people's lives.



	Module B: Readers understand that objective summaries should be distinct from personal opinions or judgments. Writers understand that strong arguments are supported with clear reasons and relevant evidence. Learners understand that adversity often leads to courageous acts.
Unit 4	Module A: Readers understand how authors introduce and elaborate on individuals, events, and ideas. Writers understand that strong arguments are supported with clear reasons, relevant evidence, and credible sources. Learners understand that technological innovations can be both beneficial and challenging. Module B: Readers understand that analyzing text structure aids in comprehension. Writers understand the importance of engaging readers in their writing. Learners understand that creativity plays a role in new ideas and inventions.
Edison School of the Arts My Perspectives 7 th	
Unit 1	What can one generation learn from another?
Unit 2	Should we make a home in space?
Unit 3	What can cause a sudden change in someone's life?
Unit 4	What effects do people have on the environment?
Unit 5	How do we overcome obstacles?
Edison School of the Arts My Perspectives 8 th	
Unit 1	What are some milestones on the path to growing up?
Unit 2	How do we remember the past?
Unit 3	When is it right to take a stand?
Unit 4	In what different ways can people be intelligent?
Unit 5	Are inventions realized through inspiration or perspiration?



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #4: Year 1 Proposed
Calendar and Weekly Class Schedule

2022-2023 Edison School of the Arts

July 2022						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

August 2022						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
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14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

September 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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18	19	20	21	22	23	24
25	26	27	28	29	30	

October 2022						
Su	Mo	Tu	We	Th	Fr	Sa
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

November 2022						
Su	Mo	Tu	We	Th	Fr	Sa
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

December 2022						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

January 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				






February 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March 2023						
Su	Mo	Tu	We	Th	Fr	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April 2023						
Su	Mo	Tu	We	Th	Fr	Sa
						1
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

May 2023						
Su	Mo	Tu	We	Th	Fr	Sa
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7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

June 2023						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
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25	26	27	28	29	30	

Jul 18, 2022	Staff Return	Dec 19-30, 2022	Winter Break		Staff ONLY
Aug. 1, 2022	Student First Day	Jan 16, 2023	MLK - No School		First/Last Day of School
Sept. 5, 2022	Labor Day - No School	Feb. 20-24, 2023	No School		Early Release
Oct 3-14, 2022	Fall Break - No School	Apr. 3-7, 2023	Spring Break - No School		No School
Nov 23-25, 2022	Thanksgiving Break	May 26, 2023	Student Last Day		E-Learning/PIT Day

Master Schedule

	Notes	Monday				Tuesday				Wed times	Wednesday				Thursday				Friday			
		Art	Music	PE	Library	Art	Music	PE	Library		Art	Music	PE	Library	Art	Music	PE	Library	Art	Music	PE	Library
7:35-7:55		SEL				SEL				7:35-7:45	SEL				SEL				SEL			
7:55-8:35		Prep				Prep				7:35-8:20	Prep				Prep				Prep			
8:35-9:20		Classroom Intervention				Classroom Intervention				8:20-9:05	Classroom Intervention				Classroom Intervention				Classroom Intervention			
9:25-10:10		1.1	2.1	3.1	k.1	k.1 E	1.1	2.1	3.1	9:10-9:55	k.1		1.1	2.1	3.1	k.1		1.1	2.1	3.1	k.1	
10:15-11:00		Lunch Prep				Lunch Prep				10:00-10:45	L Prep	L Prep	3.1 E	L Prep	L Prep	2.1 E	L Prep	L Prep	L Prep	L Prep	L Prep	L Prep
11:00-11:30	L: k-2	Duty	Duty	Duty	Duty	Duty	Duty	Duty	Duty	10:45-11:15	Duty	Duty	Duty	Duty	Duty	Duty	Duty	Duty	Duty	Duty	Duty	Duty
11:45-12:15	L: 3-5	Duty	Duty	Duty	Duty	Duty	Duty	Duty	Duty	11:30-12:00	Duty	Duty	Duty	Duty	Duty	Duty	Duty	Duty	Duty	Duty	Duty	Duty
12:20-1:05		5.1			4.1 E	4.1	5.1			12:05-12:50		4.1	L Prep	5.1		L Prep	4.1	5.1 E	L Prep		5.1	4.1
1:05-1:45		Classroom Intervention				Classroom Intervention				12:55-1:10	Classroom Intervention				Classroom Intervention				Classroom Intervention			
1:45-2:15		1-5 Enrichment				1-5 Enrichment				1:15-1:45	1-5 Enrichment				1-5 Enrichment				1-5 Enrichment			

Lunch K-2: 11:00-11:30
 Lunch 3-5: 11:45-12:15

Classes
K.1
1.1
2.1
3.1
4.1
5.1



Staff Schedules and Instructional Minutes

Kindergarten	
Daily Schedule	
7:15-7:35	Arrival
7:35-7:55	SEL (20 min)
7:55-9:25	90 min Math
9:25-10:10	Special Area
10:15-11:00	Social Studies/Science
11:00-11:30	Lunch
11:35-1:25	Reading/Writing Block
1:25-1:45	Recess
1:45-2:15	Fundations

1st Grade	
Daily Schedule	
7:15-7:35	Arrival
7:35-7:55	SEL (20 min)
7:55-9:25	90 min Math
9:25-10:10	Special Area
10:15-11:00	Reading Block
11:00-11:30	Lunch
11:35-12:55	Reading/Writing Block
12:55-1:25	Sci/SS
1:25-1:45	Recess
1:45-2:15	Enrichment

2nd Grade	
Daily Schedule	
7:15-7:35	Arrival
7:35-7:55	SEL (20 min)
7:55-9:25	Reading Block
9:25-10:10	Special Area
10:15-11:00	Fundations/Writing
11:00-11:30	Lunch
11:35-1:05	Math Block
1:05-1:25	Recess
1:25-1:45	Sci/SS
1:45-2:15	Enrichment

3rd Grade	
Daily Schedule	
7:15-7:35	Arrival
7:35-7:55	SEL (20 min)
7:55-9:25	Reading Block
9:25-10:10	Special Area
10:15-10:45	Writing/Fundations
10:45-11:10	Science/SS
11:10-11:40	Math Block
11:45-12:15	Lunch
12:20-1:20	Math Block
1:20-1:40	Recess
1:45-2:15	Enrichment

4th/5th		
	4/5 Math	4/5 ELA
7:35-7:55	SEL (20 min)	SEL (20 min)
7:55-9:45	4.1 Math	5.1 ELA
9:50-11:45	5.1 Math	4.1 ELA
11:45-12:15	Lunch	Lunch
12:15-12:35	Recess	Recess
12:20-1:05	Special Area	Special Area
1:10-1:40	Sci/SS	Sci/SS
1:45-2:15	Enrichment	Enrichment
2:15-2:30	Dismissal	Dismissal

Daily Subject Minutes	
Math	90 min
Reading/Writing	140 min
Science/SS	45 min

Daily Subject Minutes	
Math	90 min
Reading/Writing	125 min
Science/SS	30 min

Daily Subject Minutes	
Math	90 min
Reading/Writing	135 min
Science/SS	20 min

Daily Subject Minutes	
Math	90 min
Reading/Writing	120 min
Science/SS	25 min

Daily Subject Minutes	
Math	110 min
Reading/Writing	110 min
Science/SS	30 min



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #5: Academic and Exit
Standards



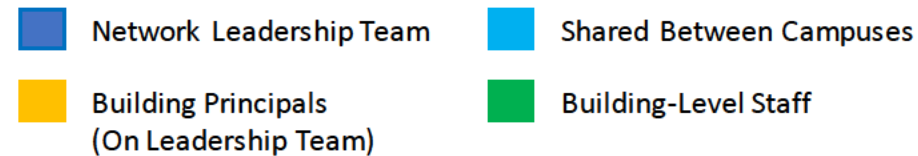
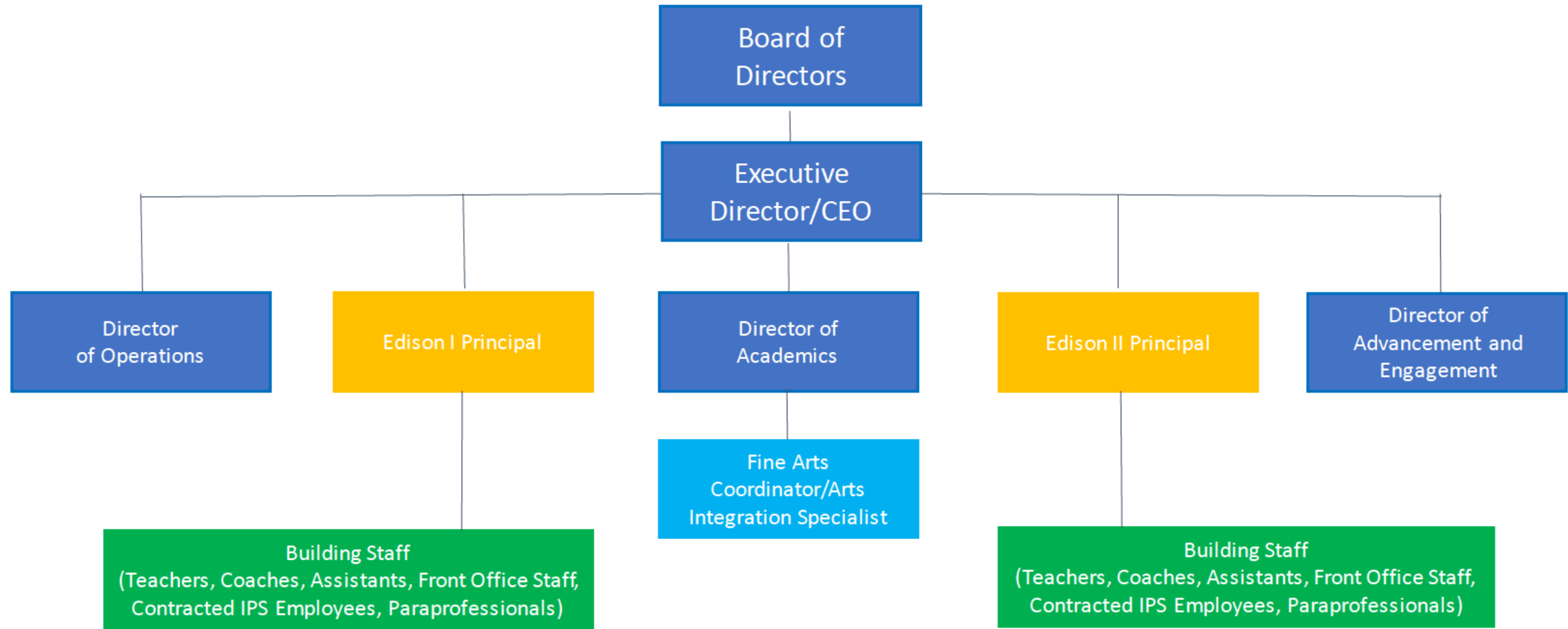
Edison School of the Arts			
Graduate Aims			
We nurture learners who...	Learner Aim	Description	Indicators
Can speak about, demonstrate and be interested consumers of the arts.	Artistic Development	Ability to understand, demonstrate and articulate literacy in visual art, music, movement and theatre.	<ul style="list-style-type: none"> Students will participate in all arts options in K-4. Students will participate in maximum arts electives in grades 5-8. Students are instructed by teachers using an arts integration approach 1/10th of the time.
Can read, write and respond to text at or above grade level.	Literacy & Communication	Ability to read, understand, and process both written and verbal language in a variety of mediums.	<ul style="list-style-type: none"> Students are being instructed using a vetted high rigorous curriculum. Students are able to articulate their current reading levels along with their individual reading goals. Students demonstrate writing narrative, informational and opinion papers. Students are able to respond to writing using an agreed upon strategy. Students will engage with high-quality text. Students will have multiple opportunities to go back to the text and engage with it in order to analyze or answer questions.
Can solve real world problems and standard algorithms that are at or above grade level.	Numeracy	Ability to understand and work with numbers to solve real-world problems.	<ul style="list-style-type: none"> Students are being instructed using a vetted and high rigor curriculum daily during the times scheduled. Students will be assessed, retaught using various strategies and reassessed until mastery is achieved. Students will be exposed to and master real world problems. Students will be able to express mathematical concepts verbally and/or in writing. Students will have multiple at-bats to practice their skills independently and receive feedback.
Can use multiple approaches and strategies to solve problems.	Critical Thinking	Ability to approach, persevere and solve complex problems.	<ul style="list-style-type: none"> Students have multiple opportunities per class to engage in peer-to-peer discourse in order to develop their critical thinking skills. Through arts and academic classes, students will be asked to interpret problems and find solutions that exhibit mastery of the content. This will be assessed through standardized assessments as well as performances and producing artistic artifacts.
Can solve conflicts with others in a peaceful way as well as have empathy for others.	Social Emotional	Ability to recognize and solve interpersonal conflicts.	<ul style="list-style-type: none"> Students will be able to identify when conflict has emerged and advocate for resolution using peer mediation. Students and teachers are able to make amends using restorative practices. Students and teachers will participate in community circles daily. Students will increase their social and emotional skills to help recognize and solve interpersonal conflicts in peaceful ways.



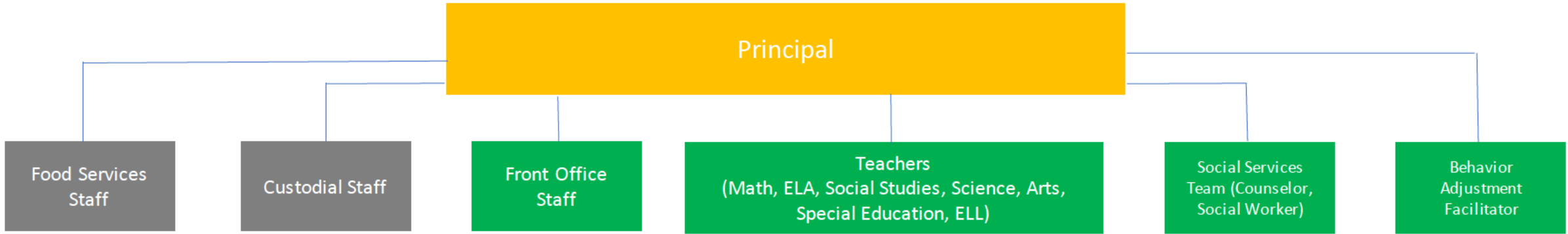
Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #6: Organizational Charts



*Network-Level Org Chart
(Year 1 and Full Capacity)*

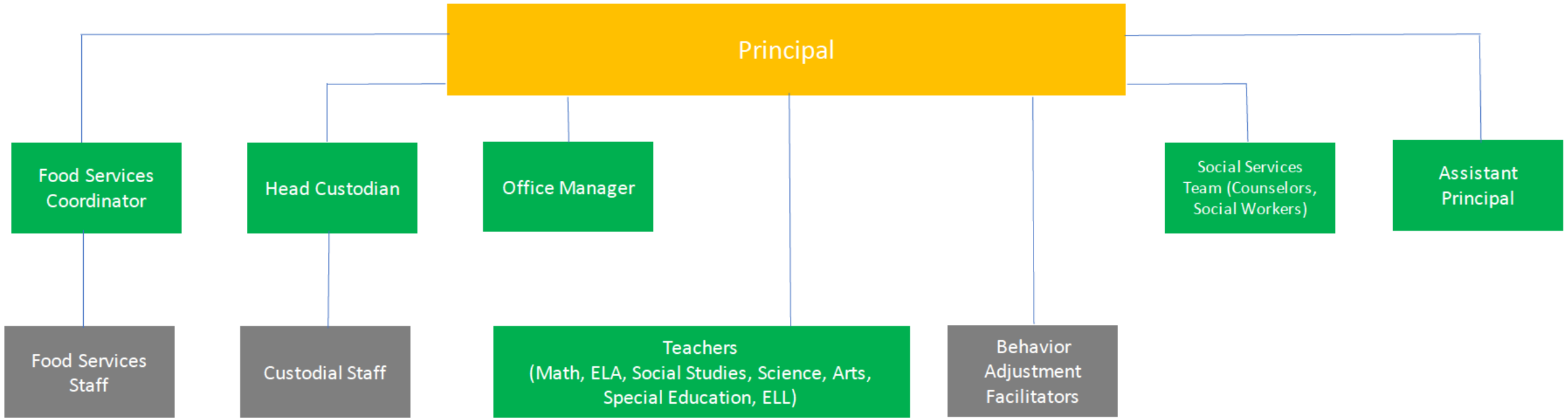


■ Building Services
■ Building Principal

■ Building-Level Staff

*School-Level Org Chart
(Year 1)*





- Building Services
- Building-Level Staff
- Building Principal

School-Level Org Chart (Full Capacity)





Organizational Chart Narrative

Board of Directors

The Board of Directors will be 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 will oversee the Executive Director/CEO. This will include

- 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

Executive Director

The Executive Director will be 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

Director of Academics

The Director of Academics will be responsible for:



- Monitoring the progress toward goals of each campus
- Coaching and supporting principals of each campus to improve coaching which directly impacts teacher performance and student outcomes.
- Monitoring and supporting each campus for effective lesson plan internalization and execution.
- Monitoring and supporting each campus in implementing lesson execution with fidelity
- Monitoring and supporting weekly and quarterly data meetings around classroom and schoolwide academic and cultural data

Director of Advancement and Engagement

The Director of Advancement and Engagement will be 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 Advancement and Engagement is unlikely to have any direct reports in Year 1. She does, however, oversee occasional bilingual contractors for translations and may someday need a coordinator to support her work.

Director of Operations

The Director of Operations will be 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 Director of Operations is unlikely to have any direct reports in Year 1; however, as the second campus grows to full capacity, it is possible that a part-time operations coordinator may be added to the team.

Principals

The principal at each building will be 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

Assistant Principal

The assistant principal at each building will be responsible for:

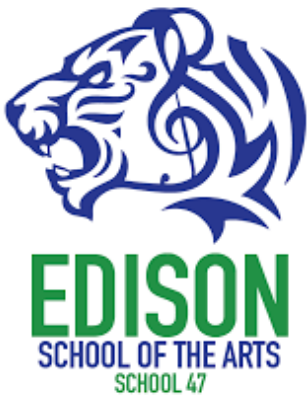
- All duties as assigned by the principal

Arts Integration Specialist/Fine Arts Coordinator

The Arts Integration Specialist/Fine Arts coordinator will be responsible for:

- Assisting teachers in developing arts-integration lesson plans
- Helping to write arts integration curriculum
- Providing arts integration coaching to teachers

This role will be split between the two facilities and will report to the Director of Academics.



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #7: Discipline Policy



EDISON
SCHOOL OF THE ARTS
SCHOOL 47

Student Code of Conduct

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INTRODUCTION

In order to maximize the learning of all students and classrooms, Indianapolis Public Schools will provide an environment that promotes appropriate behavior and minimizes disruptions. All students should have clear, consistent and obtainable expectations for behavior at school. The Indianapolis Public Schools' Student Code of Conduct (SCC) includes both standards of conduct designed to maintain a productive educational environment and a student support system designed to address individual needs and promote social, emotional and behavioral growth. This balanced approach is most effective when school staff and parents/family work collaboratively to guide and support students to function appropriately in the school environment and as citizens in the greater community.

To assist students, parents/guardians/families, administrators, and school personnel in maintaining a safe and supportive learning environment, the *Student Code of Conduct* will:

- describe rights and responsibilities of all students and parents/families;
- describe the responsibilities and expectations of District staff;
- identify prevention strategies;
- identify classifications of incidents and describe corrective strategies for low level behavioral incidents;
- describe potential disciplinary actions involving suspension or expulsion for significant, serious or dangerous incidents; and
- standardize procedures for administering disciplinary actions to students, including student with disabilities.

PROMOTING POSITIVE SCHOOL CLIMATE AND CULTURE

Indianapolis Public Schools promotes positive school climates in all of our schools to facilitate high levels of teaching and learning. The school community is responsible for developing a school climate that supports optimal learning and positive behavior throughout a student's school experiences. A positive school climate includes:

- positive relationships among all stakeholders (students, parents/families, all school personnel and community partners);
- engaging in culturally responsive academic and extra-curricular activities for students that meet behavioral, developmental, and academic needs;
- effective communication among schools, parents and communities;
- training and resources to resolve conflicts peacefully and respectfully, with suspensions used only as a disciplinary measure of last resort;

- support for students who are experiencing emotional crisis, trauma, or serious challenges in their homes and communities;
- clean and well-maintained environments that support school pride and the importance of life-long learning; and
- learning environments where students and staff feel physically and emotionally safe.

A Multi-Tiered System of Supports (MTSS) is the framework used in IPS-LEA to promote a school climate that supports the instruction of students in the academic, social and behavioral skills needed for students to be successful in school and as citizens of the community. Similar frameworks are used in Innovation Network Schools. Multi-Tiered Systems of Support (MTSS) create school environments where standards for behavior are taught, problem behaviors are prevented, students and adults have positive relationships, and students understand what is expected of them as learners at school. In this effort, IPS promotes the following universal expectations for all students and staff: **Be Safe, Be Respectful and Be Responsible**.

All students are supported through a tiered model of increasingly intense interventions or enhancements that are available based upon a student's individual academic and behavioral needs. For example, in a tiered system **ALL** students in a school are taught to use conflict resolution skills, yet there are **SOME** students who need more support to use the skills because they also need to practice social skills to interact successfully with peers. An additional tier of support would be needed for a **FEW** students who need more personal instruction and direct practice of the conflict resolution skills. With the use of prevention and intervention strategies that support students' behavior and social-emotional needs, school staff facilitate both academic and social development of all students.

School principals and staff members are expected to engage students, including students with disabilities, in prevention and intervention strategies that promote positive behavior and address problem behavior. Student behavioral concerns are considered opportunities for problem solving and instruction for growth. Corrective and restorative responses to behavioral concerns include both instruction and appropriate consequences to support children's development of appropriate behavior. The use of consequences should be carefully planned, with well-defined outcomes in order to provide the greatest benefit to the student.

PARENTS AS PARTNERS

Students, parents, and school staff all have a role in making schools safe and must cooperate with one another to achieve this goal. When school staff and parents work together as partners, they create important opportunities for children to develop social, emotional, and academic competencies. As role models, parents and school staff should exhibit the behaviors they would like to see students emulate. Parents are encouraged to discuss with their child's teacher(s) and other school staff issues that may affect student behavior. Likewise, school staff should keep parents informed of their child's behavior and enlist parents as partners in addressing concerns. Meetings between parents and school staff are encouraged as a means to solve problems, prevent behavior problems and support behavior change and skill development. Parents who want to discuss behavioral supports and interventions for their child should contact their child's teacher, school administrator, or parent educator.

In this document the terms “parent” and “family” are used interchangeably and refer to any adult caretaker or group of caretakers who play a primary role in a child’s cognitive, social and emotional development, including guardians, grandparents, foster parents, and extended family members.

WHO SHOULD READ THE STUDENT CODE OF CONDUCT?

The Student Code of Conduct (SCC) is important for all members of the school community to read and understand. When all partners know, understand and follow the SCC, they will help schools be safe, respectful and productive places for all to learn and thrive.

The SCC is applicable “in spirit” in our Innovation Network Schools, and while we do not require implementation in these schools, their applications and accountability metrics should reflect the intentions of this document. We encourage Innovation schools of all types to model their own SCCs off of this one, or adopt this, to ensure that practices are not only compliant with state law but also ensure equity for students.

Students: The SCC is your guide for behavior at school. Your principal, teachers, and other staff members will help you learn and understand the behaviors that are expected of you at school. The SCC describes behaviors that are allowed at school and explains the consequences if you behave inappropriately. If you follow the SCC, you will be helping your school be a safe, respectful, and productive place for you and your classmates to learn.

Parents/Families: The SCC is your guide for understanding the behaviors that are expected of your student at school and the steps that will be taken if your child behaves inappropriately at school. Please read the SCC with your student and discuss any questions with the school principal. If you have concerns about your student’s safety or behavior, please talk with your school principal so that you and the school staff can cooperate to help your child succeed.

School Staff: The SCC is your expectation for supporting positive student behavior at school and understanding the steps that may be taken if a student demonstrates inappropriate behavior. If you have concerns about safety or the school’s climate, please talk to your school principal so that you and your administrator can work to maintain a safe and orderly learning and work environment.

School Administrators: The SCC is your expectation for supporting positive student behavior at school and an outline of the steps you should take to address inappropriate student behavior. As the school year begins and as students enroll in school during the school year, distribute a copy of the SCC to students and parent /families and discuss the policy with them. If students behave inappropriately, use this policy to properly address the situation so that your school can maintain a safe learning environment and positive climate.

Other District Staff: The SCC is your expectation for supporting schools in developing a positive school climate that ensures student safety and minimizes inappropriate student behavior. The Superintendent or designee is responsible for monitoring the implementation of prevention strategies and the safety and security in each school, and for systematically monitoring suspension, expulsion, and other disciplinary data by ethnicity and gender of students and preparing recommendations for improving school discipline.

RIGHTS AND RESPONSIBILITIES

Students have the right to:

1. A public education unhindered because of race, religion, national origin, gender, sexual orientation, disability, parenthood, pregnancy, marital status, economic status, and other personal characteristics or any reason not related to their individual capabilities.
2. An orderly, safe school and classroom environment that will promote learning for all students.
3. Be treated fairly, courteously, and respectfully.
4. Express themselves in speech, writing, or symbolism within boundaries of the law and policies of the school system.
5. Peaceful assembly.
6. Protection from unlawful search and seizure of their personal possession(s) or their person without reasonable suspicion.
7. Safe and orderly transportation to and from school or a school activity when such transportation is provided within the transportation guidelines of the school system.
8. Tell his/her side of the story before receiving a consequence and document, both verbally and in writing, the reason(s) for any disciplinary action.

Students have the responsibility to:

1. Read and become familiar with the Student Code of Conduct.
2. Be accountable for the decisions they make in the classroom and school-related activities.
3. Attend school daily, prepare for class, and complete classwork and homework assignments to the best of their ability.
4. Avoid actions or activities that may be unsafe and interfere with the right of any other person to a public education.
5. Know and obey school expectations and instructions given by the school principal, teachers and other staff.
6. Ensure that communications do not disrupt the educational process, present health or safety hazards, damage public property, infringe on the rights of others or violate the law or Board policy.
7. Respect school property, community property and the property of others.
8. Ensure that their conduct contributes to a safe environment while being transported to and from school.
9. Tell school staff about any dangerous behavior or bullying that occurs at school, on the way to and from school, or in the school community.

Parents/Families have the right to:

1. Be actively involved in your child's education.

2. Be treated courteously, fairly and respectfully by all school staff and principal(s).
3. Receive information about the policies of the Board and procedures related to the SCC and their children's education.
4. Get regular reports, written or oral, from school staff regarding your child's academic progress and behavior.
5. Be notified promptly of behavior violations by your child and any disciplinary actions taken by principal(s) or school staff.
6. Receive information about due process procedures for disciplinary matters concerning your child.
7. Receive information from school staff about ways to improve your child's academic or behavioral progress.

Parents/Families have the responsibility to:

1. Read and become familiar with this Student Code of Conduct.
2. Make sure your child attends school regularly and on time, and when absent, let the school know why.
3. Inform school officials about any concerns in a respectful and timely manner.
4. Work with principals and school staff to collaboratively address academic and behavioral problems their child may exhibit.
5. Talk with your child about the behaviors expected at school.
6. Be respectful and courteous to staff, other parents, families and students while on school premises.
7. Support your child's learning and school activities at home.
8. Give the school accurate and current contact information.

School staff has the right to:

1. Be treated courteously, fairly and respectfully by students, families and other school staff.
2. Receive timely notification of appointments, meetings, and/or conferences with parents/community members.
3. Not be interrupted by parents/community members during instructional time.
4. Work in a safe and orderly environment.
5. Professional development to support understanding of the SCC and the implementation of positive behavior supports and other interventions to maintain a positive school climate.

School staff has the responsibility to:

1. Demonstrate respect and courtesy for all persons in the community – students, parents, and all other staff.

2. Begin school/class every day on time, prepared with well-planned, effective, culturally responsive, and engaging instruction.
3. Actively supervise students at all times.
4. Set clear and high expectations for student achievement and behavior.
5. Teach what students are expected to know and do.
6. Be knowledgeable about Student Code of Conduct and policies/procedures.
7. Model and teach behavioral expectations and procedures to students and articulate them to parents.
8. Keep parents/family informed of student's academic progress and behavior status.
9. Communicate with parents in a timely manner using their preferred language.
10. Create meaningful opportunities for family participation.
11. Provide make-up work for students with absences and suspensions.

School administrators have the right to:

1. Be treated courteously, fairly and respectfully by students, parents/families and other school staff.
2. Receive timely notification of appointments, meetings, and/or conferences with parents/community members.
3. Work in a safe and orderly environment.
4. Professional development to support understanding of the SCC and implementation of positive behavior supports and interventions to maintain a positive school climate.

School administrators have the responsibility to:

1. Define, teach, model, reinforce, and support appropriate student behaviors to create positive school environments.
2. Monitor, support and sustain the effective implementation, including data analysis, and maintenance of Multi-Tiered Systems of Support.
3. Identify appropriate training and resources needed to implement Multi-Tiered Systems of Support and interventions.
4. Expand and support the adoption and implementation of alternatives to suspension.
5. Distribute the Student Code of Conduct to students, parents and all school personnel.
6. Ensure English Language Learners (ELL) and their parents are provided the opportunity to fully understand behavior expectations and consequences in a language that they understand.
7. Practice an awareness and sensitivity to cultural differences a student or groups of students may exhibit.
8. Implement the Student Code of Conduct in an equitable, fair and consistent manner.

9. Review discipline referrals and ensure that appropriate interventions and/or corrective strategies/consequences are developed and implemented in accordance with the Student Code of Conduct.
10. Ensure an equitable, just discipline system and prevent minor behavioral incidents from becoming major challenges.
11. Maintain accurate, disaggregated discipline data, in PowerSchool.
12. Review data to monitor schoolwide and classroom practices to ensure equitable academic and behavioral outcomes for all students.

District administrators have the responsibility to:

1. Provide appropriate training and resources to implement Multi-Tiered Systems of Support at each school.
2. Assist parents who are unable to resolve issues at the school-level.
3. Expand and support the adoption and implementation of alternatives to suspension and expulsion across the District.
4. Review and revise the Student Code of Conduct annually.
5. Review recommendations for expulsions to the Superintendent or designee.
6. Conduct expulsion hearings or assign a qualified designee.
7. Utilize individual disaggregated school discipline data to target and allocate professional development and supports for school administrators and staff.
8. Establish District procedures, including data review, to monitor school-wide and classroom practices to ensure equitable academic and behavioral outcomes for all students.

IPS School Police Officer Roles & Responsibilities

School police officers support and facilitate the educational process within Indianapolis Public School, by providing a safe and secure environment while delivering comprehensive, professional public safety and technical and emergency services for students and stakeholders.

Responsibilities include:

1. Developing a framework that is student/child focused.
2. Implementing Positive Behavior Interventions and Supports (PBIS), Social-Emotional Learning (SEL) and de-escalation strategies.
3. Recruiting, selecting and retaining highly qualified safety and security professionals who are a good “fit” for schools.
4. Developing a comprehensive professional development plan that is customized to the educational environment and aligned with district priorities.
5. Increasing technical abilities for data integration of technical solutions to improve safety and security from a proactive perspective.
6. Strengthening emergency preparedness and crisis management beyond operational readiness.

7. Expanding IPS' engagement strategy to include students, parents, teachers and public safety professionals.

WHERE AND WHEN THE STUDENT CODE OF CONDUCT APPLIES

The SCC applies to students at all times during the school day, while on school property (including during before and after school programs), while traveling to and from school, at any school-related event, at bus stops, on any vehicle funded by Indianapolis Public Schools, or at any time or place which may affect an educational function, including when accessing the district's electronic network services. Innovation Schools that use IPS transportation should expect students to adhere to the code while in transit.

If a student in **kindergarten** or younger is exhibiting behaviors that seriously disrupt the classroom, staff should respond with **Level 1 and 2** instructive and corrective consequences. A Level 3 disciplinary action, which may include a type of suspension, should only be considered as a last resort and if the student's behavior is a serious danger to themselves or others. Consultation with the school's EDS must take place prior to suspension.

The SCC also applies to student behavior outside of school if (1) a student commits a Level 4 behavior (serious violations) and (2) the behavior disrupts or may disrupt the educational process at the school. In other words, students may receive disciplinary action at school for seriously inappropriate behavior off school property and during non-school hours if the behavior will interfere with teaching and learning at the school. This includes seriously inappropriate behavior on social networking websites that disrupts or may disrupt the learning process.

A student may approach a school staff member and voluntarily surrender an object prohibited by the SCC without being subject to disciplinary action so long as the object is one that the student could lawfully possess off school grounds. This rule does not apply to firearms or destructive devices.

If a student discovers an illegal item or other contraband on school property or at a school function, the student may approach a school official and report the discovery. A student shall not be in violation of the SCC solely for making this report. School official shall make a determination after an investigation of the report.

Principals also may establish rules and regulation, as long as they are consistent with this SCC, the policies set by the Board of School Commissioners or other rules and regulations established by the Superintendent.

DISCIPLINE-RELATED POLICIES

Innovation schools do not have to abide by IPS Board Policies unless explicitly named in their Innovation Agreements. However, they should implement policies of similar content.

ANTI-BULLYING: School Board Policy 5517.01

The administration of Indianapolis Public schools is committed to providing all students a learning environment free from bullying and harassment based upon race, color, religion, national origin, disability/handicap, sexual orientation, ancestry or gender (including gender identity) expression, and appearance. The District expects all students and staff to treat each other with civility and respect. The District will not tolerate acts of bullying and harassment.

Bullying is defined as overt, unwanted, repeated acts or gestures, including verbal or written communications or images transmitted in any manner (including digitally or electronically), physical acts committed, aggression, or any other behaviors that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile environment.

Students may not engage in bullying on school grounds, or while traveling to or from a school or a school activity, function or event. Further, bullying is prohibited off school grounds while using property or equipment provided by the school or while attending a school activity, function, or event.

Parents or students who suspect that bullying is taking place should report the matter to the principal. Upon receiving the report, the principal will investigate the matter at the building level and consequences will be assessed as appropriate, consistent with Levels 3 and 4.

ANTI-DISCRIMINATION AND HARASSMENT: School Board Policy 5518

Indianapolis Public Schools has adopted and follows districtwide policies forbidding harassment and discrimination. No student will be excluded from participation in, be denied the benefits of, or be subjected to discrimination in any education program or activity, on the basis of gender. A student may not, on the basis of gender, be limited in the enjoyment of any right, privilege, advantage, or opportunity, including courses, extracurricular activities, benefits, and facilities. Gender discrimination includes a prohibition against sexual harassment. Sexual harassment consists of sexual advances, sexual gestures, requests for sexual favors, or other verbal or physical conduct of a sexual nature that is unwelcome.

Parents and students are encouraged promptly to submit a complaint or provide information about suspected gender discrimination or sexual harassment so that IPS can take appropriate action to resolve the situation. A parent or student should make the complaint or report orally or in writing to the building administrator, school counselor, or school social worker.

DRESS CODE: School Board Policy 5511

The dress and grooming of students shall contribute to the health and safety of the individual and promote an orderly learning environment. The district's expectations apply to all students, unless a specific exception is made by the school administration. Refer to School handbooks for the specific Uniform Dress Code.

Any necessary modifications for individual students (e.g., health concerns, religious, etc.) to the IPS Uniform Dress Code must be formally addressed and approved through the Board Waiver process. To obtain a waiver form please visit the district website at www.myips.org (under Families and then Uniforms).

DUE PROCESS AND APPEAL: I.C. 20-33-8

Whenever a student is accused of committing a violation of the Student Code of Conduct, he or she has the right to due process. School staff must investigate a situation and gather evidence to determine what happened before making any disciplinary decisions. The student must: (1) be informed of the charges and evidence, (2) be provided with an opportunity to present his or her side of the case; and (3) be provided with an opportunity to appeal the decision. School staff must provide the parent or guardian with written and oral notice of the charge, discipline, and parents and guardians' rights to appeal. No student shall be sent home before the end of the school day unless the school has established contact with the student's parents or guardian and provided at least oral notice of suspension.

A student or parent may request that the student stay in school during the appeal of a suspension. A student determined by the principal to be a danger to himself or herself and others or is likely to be disruptive or destructive shall not be allowed to attend school during the appeal process unless he or she is placed in an alternative school or program.

Appeals are to be made in writing and mailed/delivered to the appropriate administrator. If parent/student needs help writing a letter of appeal, he or she may contact the Secretary of the Board of School Commissioners for guidance. The letter should explain the reasons for appealing the suspension or disciplinary action. The letter should be received at the student's school within three days after the suspension or disciplinary action. If the appeal is denied by the school principal, the second level of appeal can be made to the Executive Directors of Schools for review. The Executive Directors of Schools will investigate, consult with appropriate district administrators, and prepare a written recommendation that will be sent to the parents within ten (10) days.

ILLEGAL SUBSTANCES: School Board Policy 5610

Indianapolis Public Schools supports universal drug prevention education for all students. The district acknowledges that responding to students' use of chemical substances requires both correction and consequences. It is a violation of Indiana discipline code to possess, use and/or distribute prescription drug, narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, alcoholic beverage, intoxicant or depressant of any kind, or paraphernalia used in connection with the listed substances. Also prohibited is the consumption of any of the stated substances immediately before attending school or a school function or event.

The penalties of suspension, expulsion, and referral and notification of law enforcement will be applied at school, within 1000 feet of the school property, as per Indiana Code 35-48.4-4 and at school-related functions and activities.

When students have violated the drug policy for use or possession, they will be subject to the following corrective and disciplinary action:

Grades Pre-K through 6

First Offense

1. IPS police will be notified in compliance with ICC 35-48-4-4 for possible legal action.
2. Building administrator will meet with student and parent/guardian.
3. Appropriate recommendations will be made for corrective consequence (e.g., instructional programming, in-school suspension) and the student will be immediately referred to the school's social service team for assessment and development of a support plan.

Subsequent Offense

1. IPS police will be notified in compliance with ICC 35-48-4-4 for possible legal action.
2. Building administrator will meet with student and parent/guardian.

3. Building administrator and/or the school's student support team will review the student's support plan and determine if modifications are needed.
4. Building administrator will review the incident using the factors to be considered when determining the appropriateness of out-of-school consequence (Level 3). If it is determined that a request for expulsion is appropriate, a request for a hearing is filed with the Superintendent or designee who may rule that referral to an approved alternative to expulsion program may be appropriate to respond to the issues related to the usage of illegal substances.

Grades 7 through 12

First Offense

1. IPS police will be notified in compliance with ICC 35-48-4-4 for possible legal action.
2. Building administrator will meet with student and parent/guardian.
3. Appropriate recommendations will be made for corrective consequence (e.g., instructional programming, 1-3 day in-school suspension) and the student will be referred to the school's social service team for assessment, monitoring and supports.

Subsequent Offense for the Current School Year

1. IPS police will be notified in compliance with ICC 35-48-4-4 for possible legal action.
2. Building administrator will meet with student and parent/guardian.
3. Student is subject to suspension accompanied by a recommendation to the Superintendent or designee for expulsion
OR the student/parent/guardian may choose to waive the right to an expulsion meeting by signing *Waiver of an Expulsion Meeting, Alcohol and Substance Abuse* form and enroll the student in an approved substance abuse educational program. If the student is enrolled in a program, the student will return to school to continue his/her education on a probationary basis under the conditions of the waiver.
4. If the expulsion meeting is requested, the Superintendent or designee will review the student's discipline record and circumstances of the violation and may recommend that student complete a drug assessment, which may include a laboratory analysis except when the service provider of the assessment deems it unnecessary. Where fees for service are involved, the family must accept responsibility for payment.
5. After review of the assessment, the Superintendent or designee will recommend the student participate in district approved program for drug education and/or counseling, as indicated through the assessment. The school administrator may authorize the student's return to school after no less than three (3) days and no more than five (5) days of absence providing the drug assessment results are presented or are pending due to a delay caused by the service provider, and satisfactory evidence of enrollment and participation in the education or counseling program is presented.
6. Upon completion of an approved drug and alcohol education or counseling program, the student and family shall confer with designee of the Superintendent to present evidence that student has

received intervention and to determine future recommendations, including return to enrolled school.

7. If the student does not successfully complete the program within the designated timeline, the student and family shall meet with the designee of the Superintendent to review the student's progress and determine the appropriate action.

INTERNET SAFETY AND ACCEPTABLE USE OF TECHNOLOGY: School Board Policy 8321

Technology greatly increases students' educational opportunities. Technology, especially the Internet, allows students to move beyond the walls of the school to experience new places and obtain information that expands their understanding of the world around them. Use of the Internet also involves understanding the issues of security, privileges, and responsibilities associated with access. IPS is committed to providing Internet access to all students and staff in an equitable, meaningful and safe manner. Thus, it is essential that staff and students be trained and be aware of the rights, privileges and responsibilities connected with Internet access and the acceptable use agreement. Additionally, parents must be informed of their shared responsibility for their children's safe use of the Internet.

As an educational tool, the Internet is a part of educational activities that promote and foster student learning. However, the Internet can be dangerous and place students in contact with inappropriate and potentially dangerous material and people. IPS is diligent, through policies and procedures, in our responsibility to protect students and guide staff who are responsible for enforcing district policies. It is the students' responsibility to be accountable for their own words and actions regarding the Internet and other technical resources.

District standards include:

- Technical resources are for instructional use and activities necessary to support the education and instruction of students.
- Internet traffic, non-educational content, chat rooms and non-authorized email or other forms of direct electronic communications shall be restricted, blocked or filtered.
- Internet and IPS technical resources shall not be used to transmit, send, receive, copy, upload, download, and/or distribute, jokes, comments, texts, images or messages containing content that may be considered discriminatory, bullying, cyberbullying, harassing, threatening, defamatory, offensive, or disruptive to any staff, student, parent or third party.
- Technical resources shall not be used to gain unauthorized access, by hacking and/or through any other means, to the electronic documents, files or email of others.
- Internet and IPS technical resources shall not be used to transmit, send, receive, copy, upload, download, distribute, and/or access acts of violence, pornographic, obscene, and/or sexually explicit content - text and/or images.

ORGANIZED CRIMINAL ACTIVITY: School Board Policy 9500

Indianapolis Public Schools prohibits gang or criminal organization activity and similar destructive or illegal group behavior on school property, on school buses, and/or at school-sponsored functions and prohibits reprisal or retaliation against individuals who report gang or criminal organization activity and similar

destructive or illegal group behavior or who are victims, witnesses, bystanders, or other people with reliable information about an act of gang or criminal organization activity and similar destructive or illegal group behavior.

PERSONAL TECHNOLOGY DEVICES, INCLUDING "SEXTING": School Board Policy 5136, 5136.01

A personal technology device (PTD) is a portable Internet-accessing device that is not the property of the district that can be used to transmit communications by voice, written characters, words or images, share information, record sounds, process words, and/or capture images, such as a laptop computer, tablet, smartphone, cellphone, personal digital assistant or E-Reader. A student may possess and use a PTD on school property, after-school activities, and at school related-related functions, provided that during school hours and on a school bus the PTD remains off and put away. With the approval of the superintendent, a principal or designated staff may permit students to possess and use PTDs during the school day for educational purposes. "Educational purposes" include student education, research, and career development. Possession of a PTD by a student is a privilege, which may be revoked for violations of the SCC. Violations may result in confiscation of the PTD (to be returned only to the family) and/or other disciplinary actions determined by the school administrator.

A student may not record, possess, view, send, or share pictures or text having acts of violence, sexual content or sexual material while the student is on school grounds, at school-sponsored events or on school buses and other vehicles provided by IPS. If a student violates this policy, a Level 4 corrective response is required by the school administrator. In addition, Indiana law (I.C. 31-33-5-2) requires school personnel report an incidence of sexual misconduct be reported to Department of Child Services.

A principal may allow individual students to possess a PTD for any good case after considering a written request from a parent.

The district is not responsible for theft, loss or damage to PTDs or other electronic devices brought onto Indianapolis Public School property. Students permitted to use PDTs during the school day must sign the Student Internet Use Agreement.

SECLUSION AND RESTRAINT: School Board Policy 5602

A priority of the Indianapolis Public Schools is to create a safe and orderly environment for all students, staff and visitors. The effort to maintain this environment is an expectation of all school employees. Every effort should be made to prevent the need to restrain or place students in seclusion. All schools will use prevention, positive behavior intervention and support and conflict de-escalation to eliminate or minimize the need for the use of restraint or seclusion.

However, it is recognized that at times it may be necessary for employees who have been trained and certified to use reasonable restraints and/or seclusion when there is an imminent risk of injury to the student or others.

Restraint or seclusion should not be used as a means of punishment or convenience. All behavioral interventions must ensure the right of all students to be treated with dignity and respect. This policy applies to all students, not only students with disabilities.

If seclusion and/or restraint is necessary, as soon as possible after use, parents or guardian will be informed and provided with a detailed account of the incident including the circumstances that led to the use of restraint and/or seclusion.

STUDENT SEARCHES: School Board Policy 5550

Routine Use of Metal Detectors

In light of the concern both locally and nationally about violence and the possession of weapons in schools, the Board authorizes the use of hand-held or walk-through metal detectors to check a student's person or personal possessions in accordance with this policy.

School officials or law enforcement officers may conduct metal detector checks of groups of students in a minimally intrusive, random, and nondiscriminatory manner. These routine and random metal detector checks may not be used to single out a particular student or category of students. The location at a school or other facility for the use of the metal detectors will be determined based on safety, the privacy and dignity of students, and weather conditions. Metal checks authorized under this subsection will not be conducted in the classrooms. Random or routine "pat downs" or searches are not authorized.

Use of Metal Detectors Based on Reasonable Suspicion

When there is reasonable suspicion to believe that a particular student or group of students is in possession of an illegal or unauthorized metal-containing object or weapon, the student(s) may be required to submit to a metal detector check.

"Pat Downs" and Searches

If a metal detector check results in activation, or if reasonable suspicion otherwise exists, a principal or law enforcement officer may conduct a "pat down" or, if necessary, a search of the student's person and/or personal possessions. Any such "pat down" or search shall be conducted in a manner that preserves the student's privacy and dignity to the extent feasible.

TRANSPORTATION: School Board Policy 8600

It is the responsibility of IPS to provide students a safe school environment, including while being transported to and from school. Students who cannot comply with the school bus regulations may be denied the privilege of riding school buses. When this happens, school attendance is still required, and parents must make other arrangements for their children to get to school. Students may be suspended and/or recommended for expulsion by the principal due to violations of bus policies.

Parent Responsibilities

- Parents are responsible for reviewing the "School Bus Rules and Regulations" with their children.
- Parents are responsible for instructing their children to cross in front of the bus after being discharged, if the locations of their residences require them to cross the road at bus stops.
- Parents are responsible for the safety and supervision of their children from the time the children leave home in the morning until they board the bus, and at the end of the day from the time the school bus departs the unloading area until the children reach their home.

- Parents are liable for damage caused by their children to the property of others, including the school bus. When children walk to and from the bus stop or school, while they wait at the school bus stop, and when they walk home from the school bus stop at the end of the school day, they must show consideration and respect for the property of citizens whose homes and places of business are located along their routes.
- Parents should have their children ready to board the bus ten (10) minutes before the scheduled arrival time of the bus.
- Parents of children who walk to bus stops should develop specific routes that minimize the exposure of their children to vehicular traffic when walking to and from the bus stops.
- Parents should talk to their children about obeying school crossing guards and traffic control signals.
- Parents should walk to and from the bus stops with their younger children, using this opportunity to teach their children proper pedestrian practices. If parents cannot accompany their children, arrangements should be made, if possible, for older children (sister, brother, or neighbor) to do so.
- Parents with special needs children should be home to receive their children from the school bus at the end of the school day. If parents cannot be home to receive their children from the school bus, arrangements should be made, if possible, for older children (sister, brother, or neighbor) to receive the children from the school bus.
- Parents are responsible for completing the "Student School Bus Information" form. The bus personnel or transportation staff may need to contact parents about emergencies or discipline matters. □
Parents should notify their children's schools a week before they move to another residence.

Riding the school bus is a privilege. This privilege may be temporarily denied or permanently revoked if the misconduct of the child jeopardizes the safe operation of the school bus or the safety of the children riding the bus.

ATTENDANCE POLICY: School Board Policy 5200

The Indiana Department of Education requires accurate and consistent reporting of student attendance by the Indianapolis Public Schools. The problem of truancy in the district is compounded when student absences are not reported or responded to in a consistent manner. This policy is intended to ensure that all attendance reports generated by the district and used by the Indiana Department of Education and the juvenile justice system will be correct. It also sets forth a districtwide policy aimed at reducing truancy.

COMPULSORY ATTENDANCE

Indiana's Compulsory School Attendance law requires students to attend school each year for the number of days that schools are in session. Regular school attendance is important if students are going to achieve at high levels.

EXCUSED ABSENCES

The following types of absences are generally recognized as excused, subject to requirements set forth in I.C. 20-33-2:

- A. Documented illness or emergency
- B. Health care and social services appointments
- C. Pages in Indiana General Assembly
- D. Death in the immediate family
- E. Religious instruction commitments
- F. Subpoena as a witness in a judicial proceeding
- G. Participation in Election Day activities
- H. Active Duty in the Indiana National Guard
- I. Detention in Juvenile or Criminal Justice System

If a student is absent because of illness or emergency, the parent must contact the school the morning of the day the student is absent, and/or in the case of an elementary school student, provide a note on the day following the absence. In those cases where a student is absent for five (5) or more consecutive days as a result of illness or injury, a doctor's statement shall be required as a condition of classifying the absence as excused.

A pattern of excused absences may be an indication that the student's attendance is not in alignment with district policy and may be treated as unexcused if there is doubt as to the legitimacy of the excuses and the principal makes a determination that the absences are unexcused after an investigation by the principal. In such case, the student's parents shall be given notice of the principal's determination and afforded an opportunity to contest that determination.

UNEXCUSED ABSENCES

With the exception of absences resulting from suspension, all absences other than those listed above generally shall be classified as unexcused unless extenuating circumstances, as determined by the principal, warrant that the absence be classified as excused.

The following procedures will be implemented to help ensure student attendance:

- A. Students who miss up to three (3) unexcused days within a school year will have their parents contacted by the classroom teacher. This contact should be documented by the teacher.
- B. The social worker will also contact the student's parent after the student has missed three (3) unexcused days. An additional parent contact will be made by the social worker after the student has missed a fourth unexcused day. The social worker will work with the child's parents to identify barriers to the child's attendance and possible strategies to remove these obstacles, and to develop a plan to improve the student's attendance.
- C. When a student has had five (5) unexcused absences in a school year, the student is identified as a Chronic Truant and the student's attendance records will be flagged (CT). The social worker will continue to work with the student to correct the

attendance problem. The social worker will also send a certified letter to the student's parents notifying the parents of potential legal action.

D.

When a student has had ten (10) unexcused absences in a school year, the student is identified as a Habitual Truant and the student's attendance records will be flagged (HT). If the student is enrolled in elementary school, the district will notify the county prosecutor that the parent has violated I.C. 20-33-2-27 by failing to ensure that the student attends school as required by law. If a student is enrolled in a middle school or a high school and is under the age of eighteen (18), the district will refer the student to truancy court for a violation of I.C. 20-33-2 (compulsory school attendance). Students who are determined to be in violation of I.C. 20-33-2 may be placed on probation by court and will be monitored more closely by the social worker. If a student violates the terms of probation, the student will be referred back to court for additional action.

During any stage, the social worker and/or guidance counselor is encouraged to work with families to remove barriers that prevent regular school attendance. Resolution No. 7530

IDOE GUIDANCE FOR ACCURATE TRACKING OF STUDENT ATTENDANCE

Schools should make sure to track daily student attendance accurately from the start of the 2020-2021 school year through the local Student Information System (SIS). The SIS will be used to submit all daily student attendance records for the 2020-2021 school year to the IDOE through the Data Exchange. Data Exchange will provide the following attendance codes to assist in reporting student attendance data more accurately.

- **In Attendance:** This code should be used when a student is considered "in attendance" at the physical school building, pursuant to the local attendance policy. This code should be used for non-virtual students.
- **Virtual:** This code should be used when a student is considered "in attendance" at the virtual program or virtual school, pursuant to the local attendance policy. This code should be used for virtual students.
- **Virtual Due to COVID-19:** This code should be used when a school must provide virtual instruction in lieu of in-person instruction due to COVID-19, and a student is considered "in attendance" pursuant to the local attendance policy. This code should be used for non-virtual students.
- **Excused Absence:** This code should be used when a student is not "in attendance" and such absence is deemed "excused", pursuant to the local attendance policy. This code should be used for both virtual and non-virtual students.
- **Unexcused Absence:** This code should be used when a student is not "in attendance" and such absence is deemed "not excused", pursuant to the local attendance policy. This code should be used for both virtual and non-virtual students.
- **Exempt:** This code should be used when a student is not "in attendance" but is participating in one of the activities that is exempt by statute from consideration as an "absence". This code should be used for both virtual and non-virtual students.
- **Suspended:** This code should be used when a student has been suspended pursuant to the local discipline policy. This code should be used for both virtual and non-virtual students.

- **Expelled:** This code should be used when a student has been expelled pursuant to the local discipline policy. This code should be used for both virtual and non-virtual students.

COVID-19 RESPONSE GUIDELINES *UPDATED FOR 20-21*

The following guidelines are meant to be followed in the wake of COVID-19 or similar health pandemics.

Wear A Cloth Face Mask

Wearing a cloth face mask decreases the chances of a person spreading respiratory droplets while talking, singing, breathing or coughing. They are primarily meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).

Cloth Face Masks Protect Our Community from the Spread of Covid-19:

Wearing a cloth face mask is required for all IPS staff, students, parents/guardians and visitors.

Face masks should be worn at all times including:

- While entering or exiting school grounds or district spaces
- While on school grounds with few exceptions
- While on a school bus
- Engaged in work, whether at the workplace or performing work off-site, when:
 - Interacting in-person with any member of the public;
 - Working in any space visited by members of the public, regardless of whether anyone from the public is present at the time.

Wearing Masks and Other Personal Protective Equipment (PPE) - Non-students

All employees are expected to wear masks at all times on school property.

IPS will consider exceptions in the following cases:

1. Any staff with health conditions (documented for a supervisor) that makes the wearing of a face covering a risk to their health.
2. When staff are performing tasks that cannot be completed while wearing a face covering (eating, drinking, etc.). After completing this activity, staff should continue wearing masks.
3. When staff are working alone in a room.

In the following cases, staff may consider replacing their mask with a face shield:

- When providing direct instruction from a minimum of 3-6 feet. If the school has microphones available, these may be used, but the district has not purchased microphones as part of PPE).
- When the wearing of a face covering by a teacher may impede the student's learning (younger grades, kindergarten, etc.).

Wearing Masks and other Personal Protective Equipment (PPE) - Students

All students must wear a mask at all times on IPS transportation unless they have a medical exemption. Please see below for additional guidelines on which students may be exempted from wearing masks.

- Any student with health conditions or aversions to face coverings (documented by a medical professional and/or case conference committee) that makes the wearing of a face covering a risk to their health or well-being.
- When students are performing tasks that cannot be completed while wearing a face covering (eating, drinking, etc.). After completing this activity, students should continue wearing masks.

PROGRESSIVE LEVELS OF CORRECTIVE RESPONSES

Corrective responses provide a profound emphasis on what we want students “to do and learn”. Corrective responses include a focus on instruction in appropriate behavior, culturally responsive support strategies and social emotional learning opportunities. The goals of assigning corrective responses and disciplinary action are to maintain a safe environment, maximize all students’ learning, and improve students’ behavior and problem-solving skills. Appropriate interventions and disciplinary action for students place an emphasis on correcting student behavior through classroom and school-based resources at the lowest possible level of intrusion and exclusion. All interventions should balance needs of the student, needs of those affected by the behavior and the needs of the overall school community. When teachers and/or administrators consider corrective responses, restorative practices, or disciplinary action, the following factors should be considered:

- Student’s age, developmental level and grade
- Student’s prior behavior patterns and responses to interventions
- Student’s willingness to acknowledge his/her behavior
- Student’s willingness to make restitution
- Impact of the incident on the overall school community
- Student’s intent and the severity of harm caused
- Parent/family’s type of involvement

LEVELS OF CORRECTIVE AND RESTORATIVE RESPONSES

Level 1: Classroom and Building Based Corrective Responses

Level 1 corrective responses are appropriate for unacceptable behavior that should be managed by the teacher in the classroom and usually does not warrant a discipline referral to the administrator. These behaviors are of low-level intensity, can be passive in nature, and are non-threatening. Level 1 corrective responses will NOT include removal from instruction, and the classroom teacher determines consequences.

Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses

Level 2 corrective responses are appropriate for unacceptable behavior that should be managed by the teacher, with possible assistance from an administrator or member of the school’s student services team, if

needed for access to supports. These infractions will be addressed with corrective responses that will NOT include removal from school but may include in-school suspension.

Level 3: Intensive Personalized Corrective Responses

Level 3 corrective responses are appropriate for unacceptable behaviors that are chronic in nature, significantly interfere with others' safety or learning, are of a threatening or harmful nature and/or are legal violations and warrant administrative involvement. Level 3 responses to behavioral incidents may include in school or out-of-school suspension on the first violation, if it is a safety related behavior.

Level 4: Corrective Responses for Serious Violations

Level 4 corrective responses are appropriate for unacceptable behavior that seriously affects the learning environment or the safety of the student and/or others in the school or is a legal violation. Corrective responses at this level could include suspension, referral for expulsion and/or referral to law enforcement.

DISCIPLINARY PROCEDURES FOR STUDENTS WITH DISABILITIES

When a student with disabilities demonstrates unacceptable behavior, he/she may receive disciplinary action the same as a student without a disability. The classroom and school administrator will respond to the behavior with the level of correction appropriate for the situation. However, a student with disabilities has additional protections in accordance with Article 7.

If a child's behavior is interfering with his/her learning or the learning of other students, the Case Conference Committee (CCC) will consider strategies, including positive behavioral interventions and supports, to address the behavior. The CCC may plan (and in certain situations, must plan) for a Functional Behavior Assessment (FBA), which is a collection of information and an analysis of the child's behavior. An FBA helps the CCC design a Behavior Intervention Plan (BIP) that will enable the child to learn new strategies and skills so that the unacceptable behavior(s) decreases.

The school may remove a student with a disability for up to ten (10) consecutive school days as long as the same discipline would apply to a student without a disability. If the student is ever removed for any part of a day, it counts as a whole day of removal. An in-school suspension does not count as a removal if the student can continue to progress in the general curriculum, receives the services described in the student's IEP and participates with non-disabled students to the same extent as in the student's placement. The school does not have to provide any services to the student during the first ten (10) school days a student is removed from instruction.

After a student has been removed for ten (10) or more cumulative school days, in one school year, the school principal or designee must decide if this removal is a change of placement. The school must provide special education services to the student during this and any future days of removal. If the removal results in a change of placement, the school must immediately notify the parent(s) of the proposed change of placement and provide the parent with a copy of the Notice of Procedural Safeguards. Within 10 days of the date of the change in placement for disciplinary reasons, the CCC must meet to decide if the misconduct is a manifestation of the student's disability.

If the manifest determination conference determines that the behavior is a manifestation of the student's disability, the CCC reviews the BIP and IEP and make any changes needed to address the student's misconduct.

The student cannot be removed or otherwise disciplined for the misconduct, and the student must return to his/her regular placement unless the parent(s) and school decide to change the student's placement.

If the CCC decides that the behavior is not a manifestation of the student's disability, the student may be removed or otherwise disciplined in accordance with the school's disciplinary policies for students without disabilities.

The school may place a student with disabilities in an Interim Alternative Education Setting (IAES) for up to 45 calendar days if the student's behavior involves a weapon, illegal drug possession, or the student has inflicted serious bodily injury upon another person while on school property. The CCC will meet to select the IEAS and other matters described under the Manifestation Determination procedures.

A school may request an expulsion for a student with disabilities. In addition to conducting a Manifest Determination conference, the school and district must follow all the usual expulsion procedures.

DEFINITIONS AND EXAMPLES OF CORRECTIVE AND RESTORATIVE RESPONSES

Level 1: Classroom and Building Based Corrective Responses

Corrective responses at this level are designed to teach and reinforce appropriate behavior and reduce the amount of instructional time students lose. Instructional responses should be used when the student's unacceptable behavior is caused by lack of knowledge of a replacement behavior, lack of reinforcement for appropriate behavior or emotional responses to stressful situation. Corrective responses should be used when a student knows and understands behavioral expectations, but situationally does not perform acceptable social behavior. Level 1 responses may also be appropriate when students have no prior behavioral incidents and instructional interventions have not been required. So, they do not repeat unacceptable behaviors, students must be afforded the opportunity to correct their behavior and engage in restoration, if appropriate for the situation.

In working with English Language Learners (ELLs) it is necessary that measures be taken to ensure that instruction is adapted to address a child's specific linguistic characteristics. This includes being knowledgeable about the child's cultural background and incorporating it into the curriculum and behavior expectations. Some social behaviors may not align with traditional behavioral expectations. For example, a student has been instructed by his parents that if they are being addressed directly by an adult, they should not look an adult in the eyes because it is a sign of disrespect. Knowledge of this cultural standard could avoid the student's behavior requiring a corrective response.

Teachers are encouraged to use natural and logical outcomes that promote student skill development and problem-solving. Classroom teachers are responsible for implementing evidence-based responses and maintaining documentation. Common teacher responses at Level 1 may include: restatement of expectation, verbal or nonverbal redirection, proximity control, and differential reinforcement, alter seating or assignment, or natural outcomes. In some situations, classroom teachers may consult with the school's student services team to obtain access to additional schoolwide supports that may be available to meet a student's needs. This might include academic supports the student may require because unacceptable behavior may be related to academic skill deficits.

Additional examples of corrective and restorative responses include:

Corrective Strategy	Description
Apology Restitution	Student makes amends for negative actions by taking responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.
Conference With Parent(s)/Family	Teacher communicates with student's parent(s) by phone, email, written notes, or in person about the behavior. Could include home visit.
Conference with Student	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected or desirable behaviors.
Corrective Assignment Restitution	Student completes a task that compensates for the negative action and triggers a desire not to revisit the negative behavior (e.g., clean-up, helping another person).
Detention	Required attendance during a non-instructional time for a monitored period of time. If after school or on Saturday, parent notification is necessary.
Differential Reinforcement	Reinforcing the desired behavior while ignoring other behaviors demonstrated by the student (e.g., "catch them being good").
Home/School Plan	Parent(s) and teacher agree on a consistent approach. The plan should be consistent with positive practices, emphasizing teaching and rewarding of appropriate behaviors and using consistent consequences for problem behaviors. The home/school plan should be explained to the student by the parent(s) and teacher, as appropriate.
In-Class Time Out	Predetermined consequence for breaking classroom rules of short duration (five minutes or less, usually separated from group, but remains in class) or brief withdrawal of attention and other reinforcers (a time for student to reflect on his or her action).
Pre-arranged Brief Time Away	Student is assigned to another classroom (i.e., buddy teacher) for a brief period of time (30 minutes or less). Student must receive assignments to complete during this time and problem-solving activity.
Privilege Loss	Incentive <u>or</u> choice given for positive behavior are lost (e.g., five minutes off computer time).
Reflective Assignment	Help student understand why his/her misbehavior was wrong by having him/her to complete a structured problem-solving sheet.
Teach/Reteach Student Expectations	Teach and model behavioral expectation that student is having difficulty with performing.
Teach Self-Regulation Skill	Provide direct instruction of self-regulation skill and develop plan for student to access the tool/skill.
Restorative Conversation	Structured conversation facilitated by the teacher in which the participants in the incident examine the intended and unintended impact of their actions and decide upon interpersonal remedies to repair harm and restore the relationship.

Written Behavioral Contract	Written agreement negotiated between the student, teacher and parent. It specifies the behavior to be increased and the reinforcements to be delivered contingent upon satisfaction of the contract terms, and criterion for determining completion of the contract.
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Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses

Level 2 corrective responses are appropriate for unacceptable behavior that is managed by the teacher, with possible assistance from an administrator or member of the school's student services team, if needed for access to supports. Level 2 responses are appropriate when Level 1 responses and school-wide supports have been put into place to address a behavior, but the behavior continues to negatively impact the learning of the student and others and/or the safety of students or self. These infractions will be addressed with corrective responses that will NOT include removal from school but may include in-school suspension.

At this level it is appropriate for the teacher, student, parent/family, representative of school support team, and/or administrator to conference to identify and address the cause of the unacceptable behavior and develop a strategic, corrective response. This level of collaboration may also include referral to the MTSS or building problem solving team. Exceptions to this level of response are offenses that are more serious in nature and require a Level 3 or Level 4 response and/or have occurred without prior opportunity to provide and document early intervention or corrective responses.

Some examples of corrective and restorative responses include:

Corrective Strategy	Description
Behavior Contract	A written/verbal contract or plan for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident. This can be supported by school counselors or social workers.
Check in-Check Out	Daily contact with an assigned adult in the school. Student sees the adult before the school day starts, as well as at the end of the day. Often behavior rating sheet is used to monitor and reinforce goal behaviors.
Community Service	Donated service or activity that is performed by student for the benefit of the school, public or its institutions.
Conference with Parent(s)	Administrator and teacher communicate with student's parent(s) by phone, e-mail, written notes, or person to person about the problem. Could include home visit.
Conference with Student	Private time with a student to discuss behavior interventions/solutions. This can include direct instruction in expected behaviors.
Daily/Weekly Report	A progress report and/or assignment sheet which gives the student and parent an opportunity to track the student's academic and behavioral progress in each of his/her classes for a specified period of time.
Detention	Required attendance during a non-instructional time for a monitored period of time. If after school or on Saturday, parent notification is necessary.

In-School Suspension	Structured, self-contained programs designed to teach and support appropriate behaviors that allow the student to complete academic assignments that mirror their classroom instruction. The student may attend for one class period, a specific amount of time or full school day. At Level 2, this response is only with administrator involvement.
Mentoring	A designated adult or older student who provides consistent support, guidance, and concrete help to a student who is in need of a positive role model.
Parent/Family Member Attends Class with Child	Parent/Family member agrees to shadow child and/or attends class with their child at school for an agreed upon time period during the child's school day.
Plan Review Meeting (IEP or 504 plan)	A case conference is convened to review the student's plan and recommend changes in supports and interventions as are needed to address behavior problems.
Referral for Admin Mediation	Referral to mediation with an administrator for stated incident.
Referral for Peer Mediation	Referral to school-based peer mediation program, if available, for stated incident.
Referral to School Based-Team	Referral to the school based problem-solving team (MTSS) for a targeted intervention plan.
Referral to School Guidance/Social Worker	Counseling of the student by the guidance counselor or school social worker to assist the student in developing or utilizing the necessary skills to address the stated incident or needed skill development
Restorative Justice Conference	A structured process guided by a trained facilitator in which the participants involved in an incident examine the intended and unintended impact of their actions and decide upon interpersonal remedies to repair harm and restore relationship.
School Service Work (during school hours)	Work assistance, provided by the student, to any staff member during school hours, assistance could include campus or hallway clean-up
Silent Lunch / Lunch Detention	A separate facility and/or seating arrangement for the student during a regularly scheduled lunch period.
Temporary Classroom Removal (short-term)	The temporary, short-term removal of a student from their regular classroom to a different classroom (i.e., buddy room). There the student will complete his or her regular class work and problem-solving sheet or comparable activity.
Voluntary Restitution / Self-Designed Action(s)	Student agrees to make amends for negative actions and take responsibility to correct the harm created by his/her behavior, through a written or verbal apology.

Level 3: Intensive Personalized Corrective Responses

Level 3 corrective responses are appropriate for unacceptable behavior that significantly interfere with others' safety and learning, are of a threatening or harmful nature and/or are legal violations that warrant administrative involvement. Level 3 responses are determined by administrators or their designee.

Committing a Level 3 infraction may result in in-school or out-of-school removal on the first violation or with repeated serious or dangerous behavior. For a behavior to be categorized as a repeated behavior, there should be written documentation of Level 1 and Level 2 interventions that have been implemented to reduce the frequency of the student's behavior and teach the needed replacement behavior. When disciplinary responses require the removal of students from the classroom, the goal is to make sure that students continue their education, receive appropriate educational services, learn appropriate behavior and correct any harm they may have caused.

In-School Suspension

In-school suspension is the exclusion of a student within the school building from his or her regular education program for up to, but not more than three (3) days per incident. In-school suspension programs are designed to teach and support appropriate behaviors and allow student instructional time to complete academic assignments. Teachers must supply all classwork related to the student's curriculum for the student to complete. Work must be turned in daily in order to receive full credit. Students with disabilities should receive the identified support services designated in their IEPs when they are referred to in-school suspension. These absences from class will be coded as in-school suspensions.

Short-Term Suspension

Indianapolis Public Schools promotes equity and fairness in disciplinary actions. Suspensions and expulsions can have lasting effects on students and their academic success. Thus, school staff must investigate a situation and gather evidence to determine what happened before making any disciplinary decisions. Short-term suspension is the removal from school for up to, but not more than two (2) school days for elementary students and three (3) days for secondary students. If an out-of-school suspension is necessary, the student will have an opportunity to hear the violations and to present his/her side of the situation before decisions about what violations have been committed and what form of disciplinary action to use. The reason(s) for the suspension and conditions for suspension will be provided in writing to the parents and student. Parents will be offered the opportunity to meet with school administrators to discuss the suspension. If the intent of the administrator is to file written charges for an expulsion, parents will be notified in writing within two (2) school days. All notices should be provided to parents in the parent's primary language, if practical.

Students are permitted to make-up, for full credit, any academic work missed while on suspension. Missed assignments, homework, quizzes, tests, and exams will be made up in a timely manner for the student to receive full credit. Teachers have responsibility to provide necessary assignments. However, absences will be coded as a suspension.

Factors to Review when Considering Out-of-School Suspension

In determining the appropriateness of out-of-school suspension, the following factors should be considered. The factors are not a rubric, but rather a decision-making tool to be used when considering whether an alternative to suspension or out-of-school suspension is warranted. Efforts shall be made to eliminate any racial disparities in school discipline, especially suspensions. School staff are charged with monitoring the

impact of their actions on students from racial and ethnic groups or other protected classes that have been over-represented among those students who are suspended, expelled, or referred to law enforcement.

- Age, grade level, and developmental stage of student
- Severity of the infraction or disruption, the student's disciplinary history and any patterns or identified behavioral antecedents
- Student's intent and expressed reasons for engaging in the unacceptable behavior
- Special learning, behavioral, or emotional needs of the student and whether these needs have been addressed through referral to a school-based problem-solving team or case conference committee, if the student has an IEP
- Student's prior response to disciplinary interventions, including positive behavior support strategies
- Student's academic progress and relative risk of lost instruction, disengagement from school and increasing the likelihood of dropping out of school
- Degree of involvement of parent support in efforts to improve student's behavior in school
- How student's culture has been considered in disciplinary and corrective responses

Upon the student's return from suspension, it is the responsibility of the administrator or designee to meet with the student and parent to develop a written corrective action plan that will include methods for changing behavior and the necessary supports to remedy the problem behavior. The plan may include services of school social worker, counselor, mental health provider (may require referral), student services team, and/or MTSS team. In addition, the plan will include a date for review and, if needed, modification of the plan.

Level 3 corrective and restorative responses may include:

In-School Suspension	Structured, self-contained programs designed to teach and support appropriate behaviors that allow student to complete academic assignments that mirror their classroom instruction. Student may be referred for one class period, a specific amount of time or full school day, not to exceed 3 days.
Loss of Privileges (Outside of School Hours)	The loss of privileges such as attending events not during school hours, removal from athletic team or club and/or exclusion from specified activity.
Out-of-School Suspension	Temporary removal of a student from school for a period of 1-3 days. During an out of school suspension, the student is prohibited from attendance at school or any school related event.
Plan Review Meeting (IEP or 504 plan)	The student's IEP or 504 plan is reviewed through a manifest determination review conference. Behavior intervention Plan (BIP) is revised or developed to address the problem behavior. The BIP is based upon a functional behavioral assessment.
Referral to MTSS or School Based Team	The student will be referred to the MTSS or School Based Team for development of interventions and supports.

Referral to School Guidance/Social Worker	Counseling of the student by the guidance counselor or school social worker to assist the student in developing or utilizing the necessary skills and relationships to address the stated incident.
Restitution	Repayment of damages or loss
Restorative Justice: Formal Conference	A structured process guided by a trained facilitator in which the participants in an incident examine the intended and unintended impact of their actions and decide on interpersonal remedies to repair harm and restore relationship.
Service at Approved Program	Assignment of not more than 120 hours of service with a nonprofit organization operating near the school. Parent permission required. Must develop a plan outlining expectation, obligations of the non-profit organization, and obligations of school, including monitoring.
School Based Alternative to Suspension Option	A short-term school-based option designed to educate the student about anger management and conflict resolution and to deter future student behavior. Generally, this is used as an alternative to out-of-school suspension and to reduce the number of days of a student suspension. Participation in this program is for a designated amount of time.
Suspension of Driving Privileges	IC 9-24-2-1 lists legal requirements for driving privileges. Bureau of Motor Vehicles can be contacted to suspend driving privileges or invalidate learner's permit of individual under 18 if student is under at least a second suspension from school (IC 20-33-8-14). Prior notice of this consequence is advised.
Tobacco/Alcohol/Drug Alternative Program	A short-term program designed to educate the student about tobacco, alcohol, and/or drugs and to deter future use. Generally, this is used as an alternative to out-of-school suspension and/or shorten the length of suspension. This can be a school-based program for a designated amount of time.

Level 4: Corrective Responses for Serious Violations

Level 4 corrective responses are appropriate for violations that seriously affect the learning environment or the safety of the student and/or others in the school and/or are legal violations. Corrective responses at this level could include extended-suspension (not to exceed 5 days), referral for expulsion and/or referral to law enforcement. Often behavior incidents at this level require school police involvement because the behavior violates the criminal code of Indiana. Prosecution and adjudication of criminal violations occur separately from the administration of school procedures. In determining the response to serious violations, the administrator should consider the factors impacting decisions related to consequences outlined in Level 3.

A student can be suspended while waiting on the hearing to determine expulsion. The superintendent, or the person designated by the superintendent, may extend a principal's 5 school-day suspension of a student until the time of the expulsion decision if it is determined that the student's continued suspension will prevent or substantially reduce risk. Risk includes (1) interference with an educational function or (2) a physical injury to the student, other students, or school employees. However, a student may not be suspended until the proposed expulsion is heard if the school administrator and the district hearing officer agree that the educational process would not be at risk if the student returned to school before the hearing.

If an expulsion is recommended for a non-disabled student, parents will receive notice by certified mail of the date, time and location of expulsion meeting. This documentation will notify the parent if the student’s suspension has been continued pending the outcome of the expulsion meeting. In the expulsion meeting, a representative from the school presents evidence to support the request for an expulsion. The student and parent will have an opportunity to respond to the evidence. Following the meeting, the expulsion examiner will make a decision about expulsion. Innovation schools should notify the Portfolio Office if they intend to recommend a student for expulsion. The IPS Expulsion Officer will serve Innovation Schools within the LEA. Innovation Charters will need to indicate an expulsion officer to serve their school.

The results of an expulsion meeting could be one of the following:

- Student may be returned to the school with no further consequences;
- Student may be returned to the school on probation with stipulations;
- Student may be offered an alternative placement with a waiver being signed prior to placement; or
- In extreme cases, the student may not be offered educational options, thus an expulsion will occur.

Level 4 corrective and restorative responses may include:

Alternative Placement Pending Expulsion	Assignment by district administrator to alternative school or program pending an expulsion. (Note: This is likely a change in placement rather than a number of days of expulsion)
Assignment to Special Program or Alternative Program	Assignment by district administrator to an alternative school or specialized program for a designated period of time.
Expulsion	The removal of the right and obligation of a student to attend public school under conditions set by the Board of School Commissioners and for a period of time not to exceed the remainder of the semester and school year or one year from the behavioral incident. Expulsions may be imposed with or without continuing educational services.
IAES (Interim Alternative Educational Setting)	IAES is recommended for a student with an IEP for up to forty-five (45) calendar days without parental consent for: <ul style="list-style-type: none"> • Possession of dangerous weapons in school or at school functions; or • Possession, use, sale or solicitation of a controlled substance while at school or at a school function; or • Serious bodily harm
Probationary Contract	The district administrator may develop an alternative disciplinary contract. This written document between the student, parents, school administrator and district administrator will outline consequences, responsibilities, and the designated contract period. The contract will be monitored and if the contract is not completed, an alternative Level 4 action will be recommended for the student.

Diversion Program	Indianapolis Public Schools has many partnerships with local agencies that support controlled substance, fire, first-time weapons (other than firearms), mental health, restorative practices, delinquency and cyberbullying infractions. These diversion programs can only be accessed through the placement hearing coordinator's office and the E-16 waiver process.
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DISCIPLINARY LEVELS OF RESPONSE

Corrective and restorative responses to behavioral concerns include both instruction and appropriate disciplinary action to support students' development of appropriate behavior. The use of disciplinary action should be carefully planned with well-defined outcomes in order to provide the greatest benefit to the student. Responses to incidents of unacceptable behavior or discipline referrals in Indianapolis Public Schools are classified as Level 1, Level 2, Level 3 or Level 4. When deciding what correctional or disciplinary action should be taken, the teacher, administrator or designee shall consider the student's age, exceptionality, ENL status, previous conduct, intent and severity of the incident. Administrators are expected to administer disciplinary action and supports in a progressive manner. The underlying principle is to use the least severe and intrusive response that is appropriate to respond to the unacceptable behavior. Administrators should increase the severity of the response if the unacceptable behavior continues or is severe, despite planned corrective and restorative responses. The following discipline guide is designed to offer consistency across the district so that students are disciplined fairly and equitably from school to school when their behavior requires a corrective, restorative or instructional response or disciplinary action.



Good... Better... Best

School-Wide Code of Conduct

Levels of Response: A variety of corrective and restorative responses may be used progressively, beginning with the lowest level.

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation		Level 2	Level 3	Must Be Referred to School Police
		Section 1: Disrespectful Behavior				
Be Respectful	Stay in place, listen and focus when adults are talking to you.	1. Walking Away: Leaving while a staff member or adult in authority is talking to the student.		GLC, LD, ASD, ISS	ISS, OSS	
Be Respectful	Listen and focus when adults are talking to you and be silent, or respond positively.	2. Talking Back: Using verbal insults or put downs or responding orally in a rude manner to a staff member or adult in authority.		GLC, LD, ASD	ISS, OSS 2-day Suspension Max.	

Level 2: Support Staff, Administrative and Classroom Teacher Corrective Responses – May be appropriate for inappropriate behavior that should be supported by the teacher and collaborative team, including parent/family. Also, appropriate when supports have been put in place to address behavior but the behavior has continued to negatively affect the learning and/or safety of the student and others. Corrective responses will NOT include removal from school, but may include in-school suspension.

Level 3: Intensive Personalized Corrective Responses – May be appropriate when interventions and supports have been put in place and/or the behavior significantly affects the student and/or the learning and safety of others. Level 3 responses to behavioral incidents may include in-school or out-of-school suspension on the first violation, if it is a safety related behavior. In-school suspension should be considered prior to using an out-of-school suspension.

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 2	Level 3	Must Be Referred to School Police
Section 1: Disrespectful Behavior Cont.					
Be Respectful	Tell the truth when speaking and writing.	3. False Information:			
		a. Providing false or misleading information, written or oral (not including bullying).	GLC, LD, ASD	ISS, OSS 1 Day Max.	
		b. Providing false or misleading information, written or oral regarding bullying.	GLC, LD, ASD	ISS, OSS 2 Day Max.	
		4. Swearing/Profanity: Using language that is offensive or obscene.	GLC, LD, ASD, ISS		
		5. Swearing/Profanity directed at a staff member or adult in authority.	GLC, ISS	ISS, OSS 2 Day Max.	
		6. Gestures: Making any sign that conveys an offensive/obscene message.	GLC, LD, ASD, ISS		
		7. Gestures directed at staff member or adult in authority that conveys an offensive/obscene message.	GLC, LD, ASD	ISS, OSS 2 Day Max.	
		8. Derogatory Written Materials: Having any written or electronically generated material or pictures that convey an offensive/obscene message.	GLC, LD, ASD	ISS, OSS 2 Day Max.	
		9. Pornographic Materials: Possession and/or distribution of pornographic material that would reasonably be considered offensive by IPS, Edison and legal standards.	GLC, ISS	ISS, OSS 2 Day Max.	
		10. Sexual Behavior: Participating in inappropriate sexual behavior including but not limited to sexual harassment, sexual acts or public indecency on school property, at school activities, going to or from school events, or at any time where the behavior may interfere with school purposes.			
Section 2: Failure to Comply					
Be Respectful	Act/interact in ways appropriate for school settings	Kdgs. – 2 nd : Mandatory Counseling	GLC, ISS	OSS	
		3 rd – 8 th : Mandatory Counseling	GLC, ISS	OSS	
Be Respectful	Work in class and complete homework	1. Refusal to Work in Class: Failing to do assigned work in class or complete homework.	GLC, LD, ASD		
		2. Refusal to Serve Detention: Failure to serve detention as directed.	LD, ASD	ISS Only	

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 2	Level 3	Must Be Referred to School Police
Section 2: Failure to Comply Cont.					
Be Respectful	Tell who you are when asked by staff	3. Refusal or Failure to Identify Oneself: Failure to identify oneself when requested by a staff member or adult in charge.	GLC, LD, ASD		
Be Respectful	Follow directions from staff members or adults in authority	4. Failure to Comply with Direction or Instruction of a Staff member or Adult in Authority: Failure to follow any reasonable direction given by a staff member or adult in authority.	GLC, LD, ASD, ISS		
Be Responsible	Get approval before leaving assigned area	5. Leaving without Permission: Leaving the classroom, building or assigned area without obtaining approval of the teacher and/or administrator.	ISS	OSS	
Section 3: Disruptive Behavior					
Be Respectful	Talk in the classroom per classroom guidelines	1. Chronic Talking: Repeated talking in the classroom without permission.	GLC, LD, ASD, ISS		
Be Respectful	Act/interact in ways that allow yourself and others to learn	2. Rude Noises: Repeatedly making any unnecessary noise.	GLC, LD, ASD		
Be Respectful	Remain in your seat per classroom guidelines	3. Refusing to Remain in Seat: Getting out of seat or moving seat without permission of staff member.	GLC, LD, ASD		
Be Respectful	Act/interact in ways that allow yourself and others to learn and that promote a safe, positive school climate.	4. Horseplay: Rough or noisy play or pranks.	GLC, LD, ASD	ISS Only	
Be Respectful	Act/interact in ways that allow yourself and others to learn and that promote a safe, positive school climate.	5. Disruptive Behavior: Any other personal action that disrupts or interferes with student engagement, educational activities or school environment.	GLC, LD, ASD	ISS	
District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 2	Level 3	Must Be Referred to School Police

Section 3: Disruptive Behavior Cont.

Be Responsible	Use fire alarms or make emergency calls only in emergencies	6. False Alarms: False fire alarm or false emergency calls.						
		7. Serious Disruption: Conduct which (results in or likely to result in seriously bodily injury or substantial property damage) and/or making unreasonable noise that disrupts the educational atmosphere and refusing to cease the disruption when requested.						
Be Respectful	Solve problems without fighting and act in a way that maintains safe, peaceful, productive school settings	Using a personal communication device to attract others to initiate a disturbance.						
		Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning, outside of general classroom disruption and may place others at risk of injury.						

Section 4: Injury to Others

Be Respectful	Act/interact with friends/peers or an adult in ways that promote safe, positive school settings and do not lead to possible injuries	1. Physical Aggression: Physical contact by pushing, showing, biting, spitting, kicking or hitting or other conduct that causes or may cause injury.						
		Kdg. - 2 nd	GLC, LD, ASD, ISS	ISS, OSS				
		3 rd - 8 th	GLC, LD	ISS, OSS				
		2. Fighting: Physical aggression between two or more people, physical blows.						
Be Respectful	Act/interact with friends/peers in ways that promote safe, positive school settings and do not lead to possible injuries.	Kdg. - 2 nd	GLC, ISS	ISS, OSS 3 Day Max.				
		8 th		ISS, OSS 3 Day Max.				

District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 2	Level 3	Must Be Referred to School Police
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Section 4: Injury to Others Cont.

Be Safe	Handle objects in ways that promote safe, positive school settings and do not lead to possible injuries	3. Throwing Objects: Throwing any object that may cause injury in any part of the school on school grounds, at school events or at school vehicles. Kdg. – 2 nd				
		4. Battery: More than fighting, battery involves causing or attempting to cause serious bodily injury to students, staff or others. It includes continuing to engage in a fight after being asked to stop, rape, molestation or criminal recklessness.				
Be Respectful	Act/Interact in ways that promote safe, positive school settings and do not lead to possible injuries					

Section 5: Possession or Misuse of Personal Property

Be Responsible	Use toys only in approved ways	1. Toys: Use of any toys, games, etc. without permission of the administration (toy weapons may result in more severe consequences).		GLC, LD, ASD			
Be Responsible	Use devices only in approved ways	2. Listening, Recording and Electronic Devices: Use of digital media player or electronic devices without permission of the administration. See Policy: Personal Technology Device		GLC, LD, ASD			
Be Responsible	Use cell phones only in approved ways	3. Cell Phones: Use of a cell phone during school hours without permission. See Policy – Personal Technology Device.		ISS	ISS, OSS		
Be Responsible	Use of cell phones only in approved ways	4. Cell Phones: Use of cell phone to record a violent act or fight and/or post a violent act or fight on social networking pages during school hours or at school activity. See Policy – Personal Technology Device.	OSS				Teacher/Admin. Will confiscate object and return to parent ONLY.
Be Responsible	Use objects only in approved ways	5. Other: Use of any object that could disrupt the normal order of school including, but not limited to, personal security alarms, digital cameras, laser lights or other electronic devices/toys.		GLC, LD, ASD			
District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation		Level 2	Level 3		Must Be Referred to School Police

Section 6: Intimidation/Threats/Bullying

Be Respectful	Treat others with kindness and consideration	1. Harassing/Teasing/Intimidating: Unwelcome behavior that is intended to disturb, provoke, or upset another; characteristically is repetitive.		GLC, LD, ASD	ISS, OSS 2 Day Max.		
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Be Respectful	Treat others in ways that promote feelings of safety and security	2. Threatening: A threat to strike, attack or harm another student in written or verbal form.					
		3. Threatening Behavior Directed at Staff Member or Adult in Authority: A threat to strike, attack or harm a staff or adult in authority in written or verbal form. 4. Bullying: Including Cyber Bullying: Overt, repeated acts or gestures, including verbal or written communications or images transmitted in any manner including digitally or electronically, text messaging; physical acts committed; or any other behaviors that are committed by a student or group of students against another student with the intent to harass, ridicule, humiliate, intimidate, or harm the targeted student and create for the targeted student an objectively hostile school environment. Examples include: Harassment based on Race, Ethnicity, Gender, Sexual Orientation, Disability or Religion, including Cyber harassment, against members of the school community.					
Be Respectful	Treat others in ways that promote feelings of safety and security	5. Disability Harassment: Disability harassment towards a student based on disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior such as a graphic or written statement					
		6. Intimidation/Threats/Bullying Cont					
District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 2	Level 3			Must Be Referred to School Police
			7 th - 8 th : Counselor/BAC threat assessment Kdg. - 2 nd : Counselor/BAC threat assessment 3 rd - 8 th : Counselor/BAC threat assessment	GLC, LD, ASD ISS, OSS 3 Day Max.	GLC, LD ISS, OSS 3 Day Max.		

		or conduct that is physically threatening, harmful or humiliating. 9. – 2 nd - Counseling referral - 8 th – Counseling referral						
Be Respectful	Treat others in ways that promote feelings of safety and security	6. Racial Harassment: Racial harassment or bullying towards a student based on the basis of race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior such as a graphic or written statement or conduct that is physically threatening, harmful or humiliating. Counseling referral.	GLC, LD, ASD	ISS, OSS 2 Day Max.				
Be Respectful	Treat others in ways that promote feelings of safety and security	7. Harassment Based on Sex: Harassment or bullying towards a student on the basis of sex is unwelcome conduct or a sexual nature, such as unwelcome sexual advances, requests for sexual factors and other verbal, nonverbal or physical conduct of a sexual nature. Harassing or bullying on the basis of sex also includes gender-based, nonsexual harassing conduct such as harassment based on gender stereotyping. Counseling referral.	GLC, LD, ASD	ISS, OSS 2 Day Max.				
Be Respectful	Treat other in ways that promote feelings of safety and security	8. Harassment or bullying towards faculty, employees and other non-IPS/Edison students on IPS property or at IPS events. Counseling referral.	GLC, LD, ASD	ISS, OSS 2 Day Max.				
Be Safe	Act/interact with friends/peers in ways that promote safe, positive school settings and promote feelings of safety and security for others.	9. Group or Gang Involvement: Group or gang involvement includes, but is not limited to, group or gang-related coercion; intimidation; display of group or gang colors and paraphernalia; use of recognized group or gang signs, graffiti, related paraphernalia; and/or involvement in activity which incites any racial or ethnic group. Counseling referral.		OSS				
District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 2	Level 3			Must Be Referred to School Police	
Section 5: Intimidation/Threats/Bullying Cont.								
Be Safe	Treat others in ways that promote feelings of safety and security	10. Intimidation (Law Violation): A person who communicates a serious threat to another person with the intent that the other person engages in conduct against his/her will, or the other person is placed in fear of retaliation for a prior lawful act.						

Section 7: Theft/Stolen Property									
Be Responsible	Have others' property only with owner's permission	1. Possession/Minor Theft: Taking or having in one's possession property obtained without permission of the owner, including destruction of item, generally valued at less than \$250. Counselor will follow-up with student.		GLC, LD, ASD	ISS, OSS				
Be Responsible	Use others' property or school property with care so it is not damaged	2. Taking or having in one's possession property obtained without permission of the owner, generally valued over \$250. Counselor will follow-up with student.		GLC, LD, ASD	ISS, OSS				
Be Responsible	Use others' property or school property with care so it is not damaged	3. Causing Major Damage, Vandalizing School Property or the Property of Others That May Cause Potential Disruption to the School Environment: Financial restitution will be discussed with the student's family.			OSS				
Section 8: Improper Use of School Technology									
Be Responsible	Follow Copyright rules	1. Violating Copyright Provisions		GLC					
Be Responsible	Use computers carefully in approved ways	2. Damaging Computer Hardware or Software:		GLC, LD, ISS					
		9 - 2 nd - 8 th		GLC, LD, ASD	ISS, OSS	2 Day Max.			If over \$250
		3. Entering or Retrieving Pornographic Material, Inappropriate Text/Files: Including files that may contain derogatory or inflammatory racial, ethnic or religious slogans or symbols or files that carry viruses or any other type of malware.							
Be Responsible	Access/use only approved computer files or cloud storage	9 - 2 nd : Counselor will follow-up		GLC					
		8 th : Counselor will follow-up		GLC, LD, ASD	ISS, OSS	2 Day Max.			
District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation		Level 2	Level 3				Must be Referred to School Police
Section 8: Improper Use of School Technology, Cont.									
Be Responsible	Access/use only approved computer files or cloud storage	4. Accessing School Records or Another Person's Information or Files without Permission		GLC, LD					
		9 - 2 nd - 8 th		GLC, LD, ASD	ISS, OSS	2 Day Max.			
Be Responsible	Use computers and cloud	5. Bypassing IPS Security Policies/Filtering							

	storage in approved ways	1. - 2 nd - 8 th		GLC, LD, ASD	ISS, OSS 2 Day Max		
Section 9: Attendance							
Be Responsible	Attend all classes on time	1. Cutting Class: Failure to report to class/school and without an approved excuse or pass. Students are to follow their schedule unless permission is granted by the administration.			ISS, OSS		
Section 10: Dress Code							
Be Responsible	Dress in clothing that follows the school dress code	1. See School Handbook for Dress Code Policy		GLC: Slip, coll LD (K-3), ASD (4-8)	GLC: Slip, coll, ASD, ISS		
Section 11: Threat of Illegal Conduct							
Be Safe	Engage/plan to engage in activities that follow local, state and federal law	1. Threat of engaging in a law violation of any kind that constitutes a danger to the safety of others. This must be supported by reasonable belief or student history.					
Section 12: Weapons							
Be Responsible	Possess/use knives, explosives, chemical agent dispensers, destructive devices or other objects that can reasonably be considered weapons only in legal ways and per IPS policy	1. Knife, Explosive, Chemical Agent Dispenser, Destructive Device or Other Object that can be Reasonably be Considered a Weapon. Possession of devices that could be considered a weapon and cause injury.			OSS		
District-Wide Behavioral Expectations							
	Examples of Expected Behaviors	Behavior Violation		Level 2	Level 3		Must be Referred to School Police
Section 12: Weapons Cont.							
Be Responsible	Possess/use firearms with projectiles by the action of an explosive only in legal ways and per IPS policy	2. Firearms Projectile by the Action of an Explosive: Possession of a loaded or unloaded firearm, taser gun, electronic stun gun or any weapon or device that expels a projectile by the action of an explosive, or having knowledge of another person's intent to violate or violation of this rule and failing to report the information to a school administrator or teacher.					
Be Responsible	Possess/use firearms with projectiles by air	3. Firearms Expels Projectile by Air: Possession of any item represented to be a firearm or any weapon					

	only in legal ways per IPS policy	or device that expels a projectile by air, e.g., pellet gun.					
Be Responsible	Possess/use of deadly weapon or device per IPS policy	4. Possession of Deadly Weapon: A weapon, laser or electronic stun weapon, equipment, chemical substance, or other material that in the manner it is used, or could ordinarily be used, or is intended to be used, is readily capable of causing serious bodily injury.					
Section 13: Gambling							
Be Responsible	Engage only in approved activities	1. Playing a game of skill or chance for money or anything of value.			GLC, LD, ASD	ISS, OSS 2 Day Max.	
Section 14: Trespassing							
Be Respectful	Enter school property only with approval	1. Entering any school property or into school facilities without proper authority. Includes any entry into school buildings, school grounds or school activities during a period of suspension or expulsion.				ISS, OSS	
Section 15: Prohibited Substances							
Be Safe	Use tobacco products only in legal ways that align with IPS policy	1. Tobacco Products: Possession and/or use of any tobacco product. Tobacco products and matches/lighters will also be confiscated. Including e-cigarettes. Counselor referral			GLC, ISS		
Be Safe	Use alcohol, drugs, narcotics only in legal ways that align with IPS policy	2. Alcohol/Narcotics/Drugs – Under the influence: Under the influence on the way to and from school or at a school sponsored event. Suspension pending parent conference, referral for counseling.				☐	
Section 15: Prohibited Substances Cont.							
District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation			Level 2	Level 3	Must be Referred to School Police
Be Safe	Possess alcohol, drugs, narcotics only in legal ways that align with IPS policy	3. Alcohol/Narcotics/Drugs including over the counter drugs or related paraphernalia Possession: Possession of alcohol/narcotics/drugs on the way to and from school or at a school sponsored event. Referral to counseling.					
Be Safe	Possess alcohol, drugs, narcotics only in legal ways that align with IPS policy	4. Alcohol/Narcotics/Drugs including over the counter drugs or related paraphernalia Distributing or Selling: Evidence of giving or selling to others. Referral to counseling.					

Section 16: Possession or Use of Fireworks and/or Ammunition						
Be Responsible	Possess and use only approved items	1. Using or possessing any explosive device.			OSS	
Section 17: Arson						
Be Safe	Handle fire in approved ways/settings and report anyone who intends to handle fire dangerously or cause damage to property.	1. Setting fire or damaging any school building or property, or having knowledge of another person's intent to violate or violation of this rule and failing to report the information to a school administrator or teacher. Referral to fire start program.				
Section 18: Reckless Vehicle Use						
Be Safe	Use any motorized or self-propelled vehicle in safe, non-disruptive ways	1. Using any motorized or self-propelled vehicle on or near school grounds in a reckless manner or as a threat to health and safety or as a disruption to the educational process.			ISS, OSS	
Section 19: Repeated Rule Violations						
Be Responsible	Follow all IPS/Edison Rules	1. Suspension may only be in combination with request for Expulsion and documentation of RII process.				
Section 20: Probationary Contract: Broken						
Be Responsible	Follow all parts of probationary contracts	1. Violation of a Level 4 Probationary Contract.				
Section 21: Illegal Conduct						
District-Wide Behavioral Expectations	Examples of Expected Behaviors	Behavior Violation	Level 2	Level 3		Must be referred to School Police
Be Safe	Engage in activities that follow local, state and federal laws	1. Involvement in any conduct on school premises during a school function or event, or on the way to and from school premises during a school function or event, or on the way to and from school or at a sponsored school event, or at any time or place which violates local, state, or federal law where such conduct poses a danger to the health, welfare or safety of students, staff, visitors or interferes with school purposes.				



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #8: Evidence of Community
Engagement and Support



Edison School of the Arts Charter Application, Fall 2021 Cycle Attachment 8: Community Support

Testimonials from Community Leaders

The Mindtrust: [Celebrating Education Video](#)¹

- Start at 4:42 to see Jay Napolean, President of the Valley Neighborhood Association, speak to what Edison means

[Dick Wolfsie visits Edison](#) (see footnote for all four links)²

Partnership Examples that speak to strong partnerships

- Any Given Child Partnership: [Blog post](#)³ featuring Edison
- [Edison Partnership with Arts for Learning](#)⁴
- [Profile](#)⁵ showing parent support and their interest in this model
- [Article](#)⁶ showcasing grassroots community outreach efforts

Awards and other indicators of support

- [ARTI award](#)⁷ (first time ever award was given to an entire school)
- [Article](#)⁸ showcasing community support when Edison opened



Edison Ribbon Cutting Ceremony with IPS Superintendent Lewis Ferebee, Indiana Department of Education Glenda Ritz and Mayor Hogsett all participating in the Official School opening ceremony.

¹ <https://youtu.be/LHtw9SvO508>

² <https://www.wishtv.com/news/dick-wolfsie-goes-to-school-visits-edison-school-of-the-arts/>, <https://youtu.be/fQcvK7Pc4Bo>, <https://youtu.be/78ax9Ke5GDc>, https://www.youtube.com/watch?v=g_OuWi3m9Ms&t=37s

³ <https://www.indyartsguide.org/blog/school-spotlight/school-spotlight-edison-school-of-the-arts-47/>

⁴ <https://artsforlearningindiana.org/thirdspace/edison-school-of-the-arts/>

⁵ <https://in.chalkbeat.org/2016/9/23/21111664/she-found-a-school-for-her-daughter-that-reminded-her-of-the-indianapolis-of-her-youth>

⁶ <https://www.indystar.com/story/news/education/2018/02/03/edison-school-given-more-freedom-now-its-helping-district-grow/303494002/>

⁷ https://nuvo.news/nirvana.com/arts/arts-council-announces-arti-awards-and-more/article_4b7b848e-ae29-11e8-93da-6b157c7f2e90.html

⁸ <https://in.chalkbeat.org/2016/8/31/21100275/the-long-road-to-a-new-site-ends-in-song-and-inspiration-at-edison-school-for-the-arts>



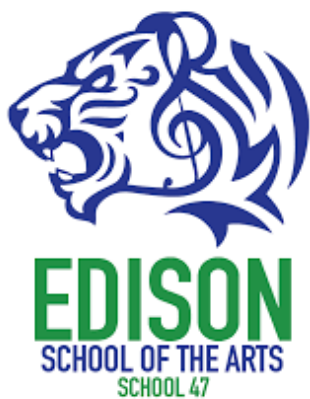
Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #9: Comparative Data

	ELA Proficiency (Percent)	Math Proficiency (Percent)	ELA and Math Proficiency (Percent)	Enrollment
Cold Spring School				
<i>1.7 miles from proposed site</i>				
KG	N/A	N/A	N/A	61
Grade 1	N/A	N/A	N/A	56
Grade 2	N/A	N/A	N/A	48
Grade 3	6.7	17.8	6.7	53
Grade 4	5.7	5.7	5.7	41
Grade 5	8.7	6.5	4.4	54
Grade 6	5.1	0	0	46
Grade 7	18.9	10.8	2.7	44
Total For School	8.9	8.4	4	403
IPS #61				
<i>2.0 miles from proposed site</i>				
PK	N/A	N/A	N/A	40
KG	N/A	N/A	N/A	65
Grade 1	N/A	N/A	N/A	64
Grade 2	N/A	N/A	N/A	65
Grade 3	1.4	2.8	0	69
Grade 4	14.8	13	13	54
Grade 5	8	4	2.7	88
Grade 6	11.1	4.7	3.2	66
Total For School	8.3	5.7	4.2	511
IPS #79				
<i>2.8 miles from proposed site</i>				
PK	N/A	N/A	N/A	3
KG	N/A	N/A	N/A	86
Grade 1	N/A	N/A	N/A	85
Grade 2	N/A	N/A	N/A	83
Grade 3	3.8	8.9	2.5	86
Grade 4	11	9.8	1.2	83
Grade 5	5.6	10	3.3	91
Grade 6	16.1	8.6	7.5	92
Total For School	9.3	9.3	3.8	609
St. Michael/St. Gabriel				Enrollment not available
<i>.9 miles from proposed site</i>				
Grade 3	16.7	44.4	13.9	
Grade 4	11.8	44.1	8.8	

Grade 5		26.1	17.4	13	
Grade 6		31.8	13.6	13.6	
Grade 7		42.9	18.6	14.3	
Grade 8		50	23.9	21.7	
Total For School		31	25.7	14.5	
Ignite Achievement Academy					
<i>2.8 miles</i>					
KG	N/A	N/A	N/A		56
Grade 1	N/A	N/A	N/A		55
Grade 2	N/A	N/A	N/A		68
Grade 3		3.7	9.1	1.9	60
Grade 4		5.2	6.8	3.6	60
Grade 5		3.5	0	0	50
Grade 6		1.9	0	0	48
Total For School		3.6	4.1	1.4	397
Indiana Math And Science Academy					
<i>2.4 miles from proposed site</i>					
KG	N/A	N/A	N/A		82
Grade 1	N/A	N/A	N/A		70
Grade 2	N/A	N/A	N/A		53
Grade 3		13.8	19.7	27.7	67
Grade 4		9.6	15.1	21.2	59
Grade 5		21.6	26.9	33.3	61
Grade 6		15.3	28.8	18.3	60
Grade 7		12.3	24.6	15.4	64
Grade 8		27.8	37	33.3	61
Total For School		16.5	25.2	24.5	577



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #10: Grievance or Complaint
Policy



Edison School of the Arts Grievance Policy

Parents/Guardians are expected to make direct contact with the identified school member if they have any concerns regarding their child. Respect the interests of your child and that of the staff of the school, the following procedures must be followed.

Concern with a Teacher

If the concern is with the teacher or a classroom situation, the contact must be made directly to the teacher by calling the school's office and leaving instructions for the teacher to call the parent or guardian. All staff members can be contacted using their Edison-issued email address or their personal or google-issued phone number for contact. It is important to remember that the teacher cannot take calls during instructional times. The school's administration will be able to arrange a conference with the teacher if the parent so desires.

Edison Staff Directory

<https://myips.org/edison/staff-directory/>

- If, after contact is made, the parent still has concerns, he/she is expected to contact the Principal for further clarification.
- If, after contacting the Principal, the concern is still unresolved, an appeal can be made to the CEO/Executive Director

Concern with a Member of the Leadership team

- If the concern is with a member of the leadership team, the contact must be made directly with the Leadership Team Member
- If, after contact is made, the parent still has concerns, he/she is expected to contact the CEO/Executive Director
- If, after contacting the CEO/Executive Director, and the concern is unresolved, an appeal can be made to the Edison School Board Chair

Concern with the Principal or Executive Director

- If the concern is with the Principal or Executive Director, the contact must be made directly with the Principal or Executive Director

- If, after contacting the Principal or Executive Director the concern is unresolved, an appeal can be made to the Edison School Board Chair

- All complaint responses shall take no longer than 3 business days to respond.
- * If there is a language barrier between the school representatives and the parent/guardian, the school will secure an interpreter for all communication.
- *If the concern involves a student with an IEP or 504 Plan, the school shall follow all State and Federal rules and regulations.
- * If the concern involves a student safety issue, the school shall immediately notify the Executive Director
- *Under no circumstances will Edison consider first-impression complaints presented at public meetings. Individuals will not be permitted to submit a complaint during public comment at a public board meeting
- *Please note that all special education complaints, including that a school has not implemented federal or state special education rules, or has failed to comply with an order issued by an independent hearing officer, should be filed with the Indiana Department of Education. See <https://ichamp.doe.in.gov/> for more details.



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #11: 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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2016111511873057440622
Filing Date: 11/17/2016
Effective: 11/15/2016 16:01
CONNIE LAWSON
Indiana Secretary of State

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

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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 depositaries 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: 1000 ADMINISTRATION

Title: CONFLICT OF INTEREST - PRIVATE PRACTICE

Code: 1130

Status: Active

Adopted: January 21, 2020

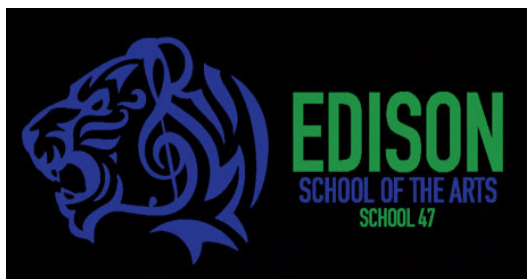
- A. The maintenance of unusually high standards of honesty, integrity, impartiality, and professional conduct by school employees is essential to ensure the proper performance of school business as well as to earn and keep public confidence in Edison School of the Arts.

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.



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.



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #12: 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

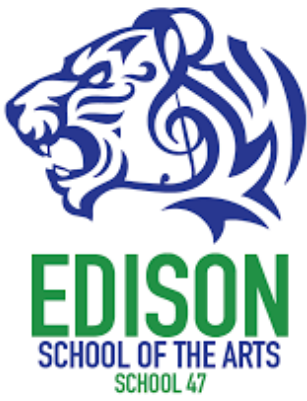
Date



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #13: Start-Up Plan



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #14: Insurance Estimate



From: Chad Miller <chad@millerinsurancegrp.com>

Sent: Friday, August 27, 2021 11:40 AM

To: Nathan Tuttle <TuttleNL@myips.org>

Cc: Karen Hensley <HensleyK@myips.org>

Subject: Re: Quote

Edison #2 - 3535 N. Kessler Boulevard W. Drive

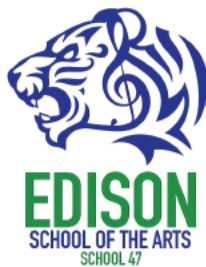
- Building (assuming ~\$3,000,000 building coverage) - **\$2,500**
- Business Personal Property (assuming \$1,000,000 business personal property coverage) - **\$1,000**
- General Liability (K-5: 150 students) - **\$1,125**
- Directors & Officers - **\$760**
- Umbrella Liability - **\$1,600**
- **Estimated TOTAL - \$6,985**



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #15: Enrollment Policy



Edison School of the Arts Enrollment Policy

- I. Edison will be nonsectarian in its programs, admissions policies, employment practices, and all other operations.
- II. Edison will be a free, public-school option and will not discriminate in admissions against any pupil based on disability, gender, gender identity, gender expression, nationality, immigration status, citizenship, national origin, race, ethnicity, religion, sexual orientation, or any other legally protected characteristic or category.
- III. No student will be charged for tuition.
- IV. Admission requirements for Edison are open to any student in Indianapolis, Indiana who meets the Enrollment requirements described herein.
 - A. All students must have been fully immunized and present the appropriate health examination record in accordance with the Indiana Health and Safety Code.
 - B. All students shall reside in the State of Indiana.
 - C. A student that has been previously expelled from school or another educational institution may be admitted to the school at the discretion of the Governing Board on a case-by-case basis.
 - D. Only parents or legal guardians are allowed to enroll/register students.
 - E. Legal guardians must provide:
 1. Valid court documents to prove their relationship to the student(s).
 2. Birth Certificate
 3. Parent/Guardian Drivers License or government-approved identification
 4. Student Social Security Card
 5. Current Immunizations
 6. Proof of Address

All eligible students must use the Enroll Indy's Unified Enrollment System to enroll at Edison School of the Arts. The Lottery dates and Open Enrollment dates are listed below.

2021-2022 OneMatch Rounds-Enroll Indy

Application rounds for the 2021-2022 school year will take place as follows:

Round 1: October 30 - January 29 (Results released February 23)

Round 2: February 1 - April 30 (Results released May 20)

Learn more about the Lottery

Watch Enroll Indy video tutorial. https://fb.watch/7NH_7CslkA/

Read the Enroll Indy FAQs. <https://enrollindy.org/faq/>

Read the Enroll Indy Policy Manual. <https://enrollindy.org/onematch/policies/>

Use Enroll Indy's School Finder to research your options and save your favorite schools.

<https://find.enrollindy.org/>

There will be an open enrollment period each year which will be advertised within the school community so that all interested students may have an equal opportunity to apply for admission. The deadline for accepting applications will be clearly stated.

Enrollment/Registration Process and Guidelines

The process for enrollment proceeds as follows:

- The school will determine class size/configuration for the school year.
- The school will solicit from current students their intention to return the following year.
- The school will solicit from parents/guardians of current students their intention to apply for admission for siblings of current students.
- The school will design program informational materials.
- The school will plan one or more Information Open House Meetings
- The school will issue press releases and utilize other communication strategies.
- The school will actively recruit students throughout the community.
- The school will mail information letters to families on wait/interest lists.
- The school will host Information Open House Meeting(s) and record attendance.
- The school will schedule School Tours beginning the second year of the program.
- The school will fill seats as they become available from the wait/interest list until the end of the academic year to which it pertains.



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #16: 5-Year Budget

Instructions for 5-Year Budget Projections Workbook

= Information should be entered into light gray shaded cells.

Name of Proposed Charter School: Edison School for the Arts
 Planned Opening School Year (YYYY): 2021-2022
 Planned Location (School Corporation): Indianapolis Public Schools

1. Instructions	<ul style="list-style-type: none"> All organizers submitting a charter application to the Indiana Charter School Board must complete all four BLUE tabs of the Budget Projections Workbook. No information is required to be entered into WHITE cells they will autofill as information is entered into GREY cells. Column and Row references in these instructions are to the Excel spreadsheet Column or Row.
2. Enrollment Projection	<ul style="list-style-type: none"> Please provide a summary of the school's projected enrollment for the proposed grade span for the next five years.
3. Staffing Plan	<ul style="list-style-type: none"> Please provide a list of administrative instructional and other staff along with estimates of proposed salaries and benefits. Please include both full and part-time employees and contractors. Projected salary and benefits should align with Year 0 and 5-Year budgets. The estimated "average salary" for each position should include all taxable amounts (including taxable fringe benefits stipends bonuses awards and allowances). "Other Insurance" includes health care long-term care l fe disability. "Other Benefits" are non-taxable benefits (e.g. educational assistance dependent care assistance transportation benefits non-taxable fringe benefits etc.).
4. Year 0 - Budget and Cash Flow	<ul style="list-style-type: none"> Please provide budget and cash flow projections for the start-up year (Year 0).
5. 5-Year Budget	<ul style="list-style-type: none"> Please provide 5-year budget projections (Year 1 - Year 5). Year 0 data will automatically populate once Tab 4 is completed. Note that the information provided in Tab 3 must align with the personnel expenses provided in Tab 5 or Tab 5 will throw an ERROR.
Notes:	<ul style="list-style-type: none"> Applicants proposing to operate a network of schools should add a worksheet or attach a separate file reflecting the consolidated network's 5-Year pro-forma budget reflecting all components - including the regional back office/central office - of the Indiana network. This template is not intended to be exhaustive. If it is unclear to which line a particular item of revenue or expense belongs add it to the closest approximation or to one of the "other" categories and make a note in the budget narrative.

School Enrollment Projections

(must align with Charter Application Enrollment Plan)

School Name: Edison School for the Arts
 Planned Opening Year: 2021-2022 REQUIRED
 Planned Location: Indianapolis Public Schools REQUIRED

Is the proposal for an Adult High School (please see requirements below):

Enrollment	Year 1	Year 2	Year 3	Year 4	Year 5	Notes & Definitions
Kindergarten	25	50	50	50	50	<p>1) An "adult high school" is a charter school that has a majority of enrolled students that: (1) belong to a graduation cohort that has already graduated; or (2) are over the age of eighteen (18) years of age; at the time the student was first enrolled at the school. ICSB is prohibited from authorizing an adult high school unless the general assembly has made a specific appropriation for the high school pursuant to Indiana Code 20-24-7-13.5. <u>If you are proposing an adult high school, complete Row 31 only.</u></p> <p>2) A "virtual student" is defined as a student for whom at least fifty percent (50%) of the instructional services received from the school is virtual instruction. Virtual instruction means instruction that is provided in an interactive learning environment created through technology in which students are separated from their teacher by time or space, or both. Students receiving more than 50% of their instruction virtually generate eighty-five percent (85%) of the foundation formula amount rather than 100%. The analysis is applicable on a per student basis.</p> <p>3) The "basic" tuition support grant for K-12 schools is equal to the following formula: (Foundation Amount X ADM) + ((Complexity Multiplier X Complexity Index) X ADM)</p> <p>The Distribution calculations are an estimate based on projected enrollment multiplied by basic tuition support in the amounts as set forth in the most recently passed (2020-21 FY) budget. The school's actual distribution will be based on the school's ADM count of eligible pupils enrolled in the school on two count dates (in September and February) multiplied by the basic tuition support calculation in the amounts as set forth in the 2022-23 FY Budget. In the absence of an approved FY 2022-23 FY budget, the above Distribution calculations use the FY 2021 amounts for all five (5) years: Foundation = \$5,703; Complexity Multiplier = \$3,675. The Special Education Grant (for mild to moderate disabilities) is equal to \$2,300.</p> <p>Complexity provides additional funding to school corporations serving proportionally more students from low-income families. It is based on the percentage of a school corporation's students receiving SNAP, TANF, or foster care services. The calculation uses the Complexity Index for the school corporation in which the proposed charter school will be located- the school's actual Complexity Index amount will likely differ.</p> <p>4) The Adult Learner Grant amount for adult high schools is \$6,750. The Adult Distribution is calculated by multiplying Total Enrollment by the Adult Grant. However, ICSB cannot authorize a new adult high school unless a specific appropriation for such school has been made by the General Assembly.</p>
Grade 1	26	26	52	52	52	
Grade 2	26	26	26	52	52	
Grade 3	26	26	26	26	52	
Grade 4	28	28	28	28	28	
Grade 5	29	29	29	29	29	
Grade 6		30	30	30	30	
Grade 7			30	30	30	
Grade 8				30	30	
Grade 9						
Grade 10						
Grade 11						
Grade 12						
Total K-12 Enrollment:	160	215	271	327	353	
Adult Learners (1)	0	0	0	0	0	
Total Adult Enrollment:	0	0	0	0	0	
Estimated % of Students:						
Special Education	15%	15%	15%	15%	15%	
English Learners	15%	15%	15%	15%	15%	
Qualify for Free/Reduced Priced Lunch	72%	72%	72%	72%	72%	
Virtual Students (2)	0%	0%	0%	0%	0%	
K-12 Distribution (3)	\$ 1,159,969.20	\$ 1,558,708.61	\$ 1,964,697.83	\$ 2,370,687.05	\$ 2,559,182.05	
Adult Distribution (4)	\$ -	\$ -	\$ -	\$ -	\$ -	

5-Year Projected Staffing Plan

School Name: Edison School for the Arts
Planned Opening Year: 2021-2022

The information provided herein does not, and is not intended to, constitute legal advice. Schools should consult an attorney and/or accountant for any questions about employment and employment tax matters before completing this worksheet.

- Complete all relevant Gray Shaded areas -> Name of Position Number of Positions Average Salary Health Insurance Retirement Contribution and Other Benefits.
- Projected salary and benefits should align with Year 0 and 5-Year budgets.
- Please see footnotes below for additional information before completing the worksheet.

	Year 0			Year 1			Year 2			Year 3			Year 4			Year 5		
	Number	Average Salary (\$)	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense	Number	Average Salary	Total Expense
INSTRUCTIONAL STAFF																		
Position (specify)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Teaching Staff K-5 Classroom Teachers related arts	6.0	\$ 46,000.00	\$ 276,000.00	1.0	\$ 46,000.00	\$ 46,000.00	2.0	\$ 46,920.00	\$ 93,840.00	3.0	\$ 47,858.40	\$ 143,575.20	3.0	\$ 48,815.57	\$ 146,446.70	3.0	\$ 49,791.88	\$ 149,375.64
Special Education	1.0	\$ 50,000.00	\$ 50,000.00	2.0	\$ 51,000.00	\$ 102,000.00	3.0	\$ 52,020.00	\$ 156,060.00	3.0	\$ 53,060.40	\$ 159,181.20	3.0	\$ 54,121.61	\$ 162,364.82	3.0	\$ 55,204.43	\$ 165,613.29
Total Instructional Staff:	8.0		\$ 372,000.00	8.0		\$ 372,000.00	12.0		\$ 571,200.00	16.0		\$ 778,219.20	18.0		\$ 891,414.72	19.0		\$ 959,034.89
ADMIN & SUPPORT																		
Principal	1.0	\$ 110,000.00	\$ 110,000.00	1.0	\$ 112,200.00	\$ 112,200.00	1.0	\$ 114,444.00	\$ 114,444.00	1.0	\$ 116,732.88	\$ 116,732.88	1.0	\$ 119,067.54	\$ 119,067.54	1.0	\$ 121,458.43	\$ 121,458.43
Social Worker	1.0	\$ 46,000.00	\$ 46,000.00	1.0	\$ 46,920.00	\$ 46,920.00	2.0	\$ 47,858.40	\$ 95,716.80	3.0	\$ 48,815.57	\$ 146,446.70	3.0	\$ 49,791.88	\$ 149,375.64	3.0	\$ 50,789.23	\$ 152,316.69
Office Manager	1.0	\$ 40,000.00	\$ 40,000.00	1.0	\$ 40,800.00	\$ 40,800.00	2.0	\$ 41,616.00	\$ 83,232.00	3.0	\$ 42,448.32	\$ 127,344.96	3.0	\$ 43,297.29	\$ 129,891.86	3.0	\$ 44,162.44	\$ 132,487.32
Behavior Adjustment Facilitator	1.0	\$ 40,000.00	\$ 40,000.00	1.0	\$ 40,800.00	\$ 40,800.00	1.0	\$ 41,616.00	\$ 41,616.00	1.0	\$ 42,448.32	\$ 42,448.32	1.0	\$ 43,297.29	\$ 43,297.29	1.0	\$ 44,162.44	\$ 44,162.44
Assistant Principal	1.0	\$ 80,000.00	\$ 80,000.00	1.0	\$ 81,600.00	\$ 81,600.00	1.0	\$ 83,232.00	\$ 83,232.00	1.0	\$ 84,883.20	\$ 84,883.20	1.0	\$ 86,554.40	\$ 86,554.40	1.0	\$ 88,246.20	\$ 88,246.20
Total Admin & Support Staff:	4.0		\$ 236,000.00	4.0		\$ 240,720.00	7.0		\$ 415,008.00	9.0		\$ 514,572.86	9.0		\$ 524,864.32	9.0		\$ 535,374.89
BENEFITS																		
Health Insurance (2)		\$ 5,000.00	\$ 5,000.00		\$ 5,000.00	\$ 5,000.00		\$ 5,000.00	\$ 5,000.00		\$ 5,000.00	\$ 5,000.00		\$ 5,000.00	\$ 5,000.00		\$ 5,000.00	\$ 5,000.00
Retirement Contributions (3)		\$ 4,000.00	\$ 4,000.00		\$ 4,000.00	\$ 4,000.00		\$ 4,000.00	\$ 4,000.00		\$ 4,000.00	\$ 4,000.00		\$ 4,000.00	\$ 4,000.00		\$ 4,000.00	\$ 4,000.00
Social Security		6.2%	\$ 37,696.00		6.2%	\$ 37,696.00		6.2%	\$ 37,696.00		6.2%	\$ 37,696.00		6.2%	\$ 37,696.00		6.2%	\$ 37,696.00
Medicare		1.45%	\$ 8,816.00		1.45%	\$ 8,816.00		1.45%	\$ 8,816.00		1.45%	\$ 8,816.00		1.45%	\$ 8,816.00		1.45%	\$ 8,816.00
Unemployment		2.5%	\$ 15,200.00		2.5%	\$ 15,200.00		2.5%	\$ 15,200.00		2.5%	\$ 15,200.00		2.5%	\$ 15,200.00		2.5%	\$ 15,200.00
Other Compensation (4)		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -		\$ -	\$ -

SUMMARY	Year 0			Year 1			Year 2			Year 3			Year 4			Year 5		
	Total Staff	Total Salaries	Total Benefits	Total Staff	Total Salaries	Total Benefits	Total Staff	Total Salaries	Total Benefits	Total Staff	Total Salaries	Total Benefits	Total Staff	Total Salaries	Total Benefits	Total Staff	Total Salaries	Total Benefits
Total Staff	0.0	\$ -	\$ -	12.0	\$ 608,000.00	\$ 69,712.00	16.0	\$ 811,920.00	\$ 229,609.88	23.0	\$ 1,193,228.00	\$ 339,612.64	27.0	\$ 1,405,987.58	\$ 412,707.74	28.0	\$ 1,483,899.22	\$ 430,615.77
Total Salaries	\$ -	\$ -	\$ -	\$ 608,000.00	\$ 69,712.00	\$ 777,712.00	\$ 811,920.00	\$ 229,609.88	\$ 1,041,529.88	\$ 1,193,228.00	\$ 339,612.64	\$ 1,532,840.64	\$ 1,405,987.58	\$ 1,818,695.32	\$ 412,707.74	\$ 1,914,515.99	\$ 1,483,899.22	\$ 430,615.77
Total Benefits	\$ -	\$ -	\$ -	\$ 69,712.00	\$ 777,712.00	\$ 1,041,529.88	\$ 229,609.88	\$ 1,041,529.88	\$ 1,041,529.88	\$ 339,612.64	\$ 1,532,840.64	\$ 1,532,840.64	\$ 412,707.74	\$ 1,818,695.32	\$ 412,707.74	\$ 1,914,515.99	\$ 430,615.77	\$ 430,615.77
Student/teacher ratio	N/A	N/A	N/A	0:1	0:1	0:1	0:1	0:1	0:1	0:1	0:1	0:1	0:1	0:1	0:1	0:1	0:1	0:1
Student/staff ratio	N/A	N/A	N/A	0:1	0:1	0:1	0:1	0:1	0:1	0:1	0:1	0:1	0:1	0:1	0:1	0:1	0:1	0:1

Footnotes:

A note about classifying workers:

Very general by an individual who performs services for you is your "employee" if you have the right to control what work will be done and how it will be done. An individual who performs services for you is an "independent contractor" if you have the right to control or direct only the result of the work and not what will be done and how it will be done. This is an important distinction because an employee's wages are subject to employment tax withholding and an independent contractor is subject to self-employment tax. However, there are many factors used by the IRS to determine whether an individual is an employee or independent contractor. See <https://www.irs.gov/businesses/small-businesses-self-employed/independent-contractor-is-an-employee-or-independent-contractor>. Please note that the IRS has issued a number of rulings and advisory opinions holding, based on the specific facts, that an individual rendering services as a substitute teacher should be considered to be an employee and not an independent contractor. Misclassification of an independent contractor may result in additional payroll taxes due, as well as possible interest and penalties. Please consult your attorney before classifying an employee. Payments made to "independent contractors" should be listed as "Other Compensation" on Row 57, and explained in the budget narrative. Do not include payments made to independent contractors on Rows 15-47.

- (1) Amounts paid to "employees" regardless of whether they are full-time, part-time, or limited-time should be listed in the Average Salary column (Rows 15-47) for each year. All pay provided to an employee for services performed should be included including salaries, vacation, allowances, bonuses, stipends, commissions, and taxable fringe benefits. For more information, see <https://www.irs.gov/publications/p15>.
- (2) Health Insurance includes Group Life Insurance, Group Health Insurance, Group Accident Insurance, Other Authorized Group Insurance, and Workers Compensation Insurance.
- (3) Retirement Contributions includes Severance/Early Retirement Pay, Public Employees Retirement Fund, Teachers Retirement Fund, Public Employees Retirement Fund (Optional Contribution), Teacher Retirement Fund (Optional Contribution).
- (4) Other Compensation - Includes any other benefits not otherwise classed above, including payments made to independent contractors. This cell should reflect the sum total of all Other Compensation for the year.

REVENUE	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Student Information Services or Systems	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Food Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Marketing Expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Services (please describe on Tab 5)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Professional Purchased or Other Services:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Facilities Expenses (do not include staff expenses, e.g. custodian)																
Facility Lease/Mortgage Payments (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Principal Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating Leases	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Payments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation Expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Insurance (Facility)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Purchase of Furniture, Fixtures, & Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Electric & Gas	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Water & Sewage	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Repair and Maintenance Services (including cost of supplies)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Custodial Services (including cost of supplies)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Waste Disposal	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Security Services	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Facility Expenses (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities Expenses:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Expenses - See Footnotes																
Management Fee (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bank Fees	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Expenses (please describe)	\$ 200,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200,000.00
Total Other Expenses:	\$ 200,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200,000.00
TOTAL EXPENSES:	\$ 200,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 200,000.00
CHANGE IN NET ASSETS:	\$ 125,000.00	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 125,000.00

Footnotes

(1) This is a competitive grant. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact IDOE's Office of Title Grants and Support for more information.

(2) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All amounts separate from a specific "management fee" paid to a management company or an affiliate of the management company must be included elsewhere in the worksheet (e.g., lease payments, instructional supplies, software, technology, etc.) and described in the "Additional Information" Column.

Projected New School Annual Operating Budget -- YEARS 1 - 5 (Fiscal Year July 1-June 30)

School Name: Edison School for the Arts
 Planned Opening Year: 2021-2022

Special Instructions for Schools Contracting with a Management Company:

Please include a note in the assumptions column and budget narrative if any of the listed amounts include additional service, consulting, facility, or licensing fees paid to a management company or affiliate of a management company that are not included in Line 97 (CMO/EMO fee). For example, you should note any additional fees for instructional or support supplies and resources; license fees for materials, software, or educational programming; or fees related to the management, sale, or lease of real estate. Please also state whether your facility is leased or purchased from a management company or affiliate of a management company.

If a line item is completed that includes the words "(please describe)" a specific description of the item must be provided in the appropriate box in Column L. Failure to provide a description as requested will result in rejection of the submission.

REVENUES	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	Additional Information
Other State Grants (Row 29)							
State Revenue - See Footnotes							
Basic Tuition Support / Adult Grant - From Tab 2	\$ 1,159,969.20	\$ 1,558,708.61	\$ 1,964,697.83	\$ 2,370,687.05	\$ 2,559,182.05		
Special Education Grant - From Tab 2	\$ 55,200.00	\$ 74,175.00	\$ 93,495.00	\$ 112,815.00	\$ 121,785.00		
Honors Diploma Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Special Education Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
CTE Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter and Innovation Network School Grant	\$ 200,000.00	\$ 268,750.00	\$ 338,750.00	\$ 408,750.00	\$ 441,250.00		Charter/Innovation Grant @ \$1,250/student; Formative Assessment Grant est. \$25/student; Textbook Reimbursement est. \$50/student; TAG not included in revenue and TAG bonuses not included in exp - any TAG would be net zero
Formative Assessment Grant	\$ 4,000.00	\$ 5,375.00	\$ 6,775.00	\$ 8,175.00	\$ 8,825.00		
State Matching Funds for School Lunch Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
High Ability (Gifted and Talented) Program	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Textbook Reimbursement	\$ 8,000.00	\$ 10,750.00	\$ 13,550.00	\$ 16,350.00	\$ 17,650.00		
Remediation Program Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Teacher Appreciation Grant	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other State Grants (please describe) (1)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total State Revenue:	\$ 1,427,169.20	\$ 1,917,758.61	\$ 2,417,267.83	\$ 2,916,777.05	\$ 3,148,692.05		
Other Federal Revenue (Row 41)							
Federal Revenue - See Footnotes							
Public Charter School Program Grant (2)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Charter Facilities Assistance Program Grant (2011)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
IDEA- Part B Grant (Special Education)	\$ 36,000.00	\$ 48,375.00	\$ 60,975.00	\$ 73,575.00	\$ 79,425.00		IDEA Part B est. at \$1,500/sped population; Title I est. \$500 per student total population; Title II est. \$100 per student; Federal Lunch revenue and expense budgeted to breakeven using \$500/student as est.
Title I	\$ 80,000.00	\$ 107,500.00	\$ 135,500.00	\$ 163,500.00	\$ 176,500.00		
Title II	\$ 16,000.00	\$ 21,500.00	\$ 27,100.00	\$ 32,700.00	\$ 35,300.00		
Federal Lunch Program	\$ 80,000.00	\$ 107,500.00	\$ 135,500.00	\$ 163,500.00	\$ 176,500.00		
Federal Breakfast Reimbursement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Other Federal Revenue (please describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
Total Federal Revenue:	\$ -	\$ 212,000.00	\$ 284,875.00	\$ 359,075.00	\$ 433,275.00	\$ 467,725.00	

Other Revenue	
Contributions and Donations from Private Sources	
Student Fees	
Other Fees	
Interest Income	
Other Revenue (please describe)	
Total Other Revenue:	
TOTAL REVENUE:	
EXPENSES	
Administrative Staff - See Footnote (3)	
Executive Administration: Office of Superintendent	
School Administration: Office of the Principal	
Other School Administration	
Business Manager/Director of Finance	
Total Administrative Staff:	
Instructional Staff	
Teachers - Regular	
Teachers - Special Education	
Substitutes, Assistants, Paraprofessionals, Aides	
Summer School Staff	
Total Instructional Staff:	
Non-Instructional/Support Staff - See Footnotes	
Social Workers, Guidance Counselors, Therapists	
Instructional Support Staff (4)	
Other Support Staff (please describe) (5)	
Nurse	
Librarian	
Information Technology	
Maintenance of Buildings, Grounds, Equipment (including Custodial Staff)	
Security Personnel	
Athletic Coaches	
Total Non-Instructional/Support Staff:	
Subtotal Wages and Salaries:	

\$ 325,000.00	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00	\$ 100.00
\$ -	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
\$ 325,000.00	\$ 12,100.00	\$ 12,100.00	\$ 12,100.00	\$ 12,100.00	\$ 12,100.00
\$ 325,000.00	\$ 1,651,269.20	\$ 2,214,733.61	\$ 2,788,442.83	\$ 3,362,152.05	\$ 3,628,517.05

\$ -	\$ -	\$ -	\$ -	\$ -
\$ 110,000.00	\$ 112,200.00	\$ 194,444.00	\$ 198,332.88	\$ 202,299.54
\$ 40,000.00	\$ 40,800.00	\$ 41,616.00	\$ 42,448.32	\$ 43,297.29
\$ -	\$ -	\$ -	\$ -	\$ -

\$ 150,000.00	\$ 153,000.00	\$ 236,060.00	\$ 240,781.20	\$ 245,596.82
---------------	---------------	---------------	---------------	---------------

\$ 276,000.00	\$ 375,360.00	\$ 478,584.00	\$ 585,786.82	\$ 647,294.43
\$ 50,000.00	\$ 102,000.00	\$ 156,060.00	\$ 159,181.20	\$ 162,364.82
\$ 46,000.00	\$ 93,840.00	\$ 143,575.20	\$ 146,446.70	\$ 149,375.64
\$ -	\$ -	\$ -	\$ -	\$ -

\$ 372,000.00	\$ 571,200.00	\$ 778,219.20	\$ 891,414.72	\$ 959,034.89
---------------	---------------	---------------	---------------	---------------

\$ 46,000.00	\$ 46,920.00	\$ 95,716.80	\$ 146,446.70	\$ 149,375.64
\$ 40,000.00	\$ 40,800.00	\$ 83,232.00	\$ 127,344.96	\$ 129,891.86
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -

\$ 86,000.00	\$ 87,720.00	\$ 178,948.80	\$ 273,791.66	\$ 279,267.50
--------------	--------------	---------------	---------------	---------------

\$ 608,000.00	\$ 811,920.00	\$ 1,193,228.00	\$ 1,405,987.58	\$ 1,483,899.22
---------------	---------------	-----------------	-----------------	-----------------

Other Revenue (Row 50)
 Other Revenue est. \$1K/mo. for various misc. items; Likely more than that; Year 0 revenue and expense represents already awarded expansion grant (awarded to existing Edison school); Funds run through existing Edison school and expect to have \$125K available to offset year 1 expenses.

Other Support Staff (Row 78)
 Overall note on staffing; Staffing will be supplemented by existing staff at existing Edison School for the Arts, particularly in years 1-3 as school gets to scale

Payroll Taxes and Benefits - From Tab 3	
Social Security/Medicare/Unemployment	
Health Insurance	
Retirement Contributions	
Other Compensation (please describe)	
Total Payroll Taxes and Benefits:	
Total Personnel Expenses:	
Instructional Supplies and Resources - See Footnotes	
Textbooks	
Library/Media Services (Other than Staff)	
Technology Supporting Instruction (computers, tablets, etc.)	
Student Assessment	
Instructional Software	
Professional Development	
Enrichment Programs (athletics or extra-curricular activities)	
Other Instruction Supplies (not including technology)	
Total Instructional Supplies and Resources:	
Administrative Resources	
Administrative Technology - Computers & Software (not SIS)	
Other Administrative Expenses (please describe)	
Total Administrative Resources:	
Governing Board Expenses	
Legal Services	
Other Governing Board Expenses (please describe)	
Total Governing Board Expenses:	

\$	61,712.00	\$	82,409.88	\$	121,112.64	\$	142,707.74	\$	150,615.77		
\$	60,000.00	\$	83,200.00	\$	126,500.00	\$	156,600.00	\$	162,400.00		
\$	48,000.00	\$	64,000.00	\$	92,000.00	\$	113,400.00	\$	117,600.00		
\$	-	\$	-	\$	-	\$	-	\$	-		
\$	-	\$	169,712.00	\$	229,609.88	\$	339,612.64	\$	412,707.74	\$	430,615.77
\$	-	\$	777,712.00	\$	1,041,529.88	\$	1,532,840.64	\$	1,818,695.32	\$	1,914,514.99
\$	-	\$	12,000.00	\$	16,125.00	\$	20,325.00	\$	24,525.00	\$	26,475.00
\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
\$	-	\$	48,000.00	\$	64,500.00	\$	81,300.00	\$	98,100.00	\$	105,900.00
\$	-	\$	4,000.00	\$	5,375.00	\$	6,775.00	\$	8,175.00	\$	8,825.00
\$	-	\$	12,000.00	\$	16,125.00	\$	20,325.00	\$	24,525.00	\$	26,475.00
\$	-	\$	6,000.00	\$	8,000.00	\$	11,500.00	\$	13,500.00	\$	14,000.00
\$	-	\$	16,000.00	\$	21,500.00	\$	27,100.00	\$	32,700.00	\$	35,300.00
\$	-	\$	8,000.00	\$	10,750.00	\$	13,550.00	\$	16,350.00	\$	17,650.00
\$	-	\$	106,000.00	\$	142,375.00	\$	180,875.00	\$	217,875.00	\$	234,625.00
\$	-	\$	2,500.00	\$	2,500.00	\$	2,500.00	\$	2,500.00	\$	2,500.00
\$	-	\$	12,000.00	\$	12,000.00	\$	12,000.00	\$	12,000.00	\$	12,000.00
\$	-	\$	14,500.00	\$	14,500.00	\$	14,500.00	\$	14,500.00	\$	14,500.00
\$	-	\$	6,000.00	\$	6,000.00	\$	6,000.00	\$	6,000.00	\$	6,000.00
\$	-	\$	-	\$	-	\$	-	\$	-	\$	-
\$	-	\$	6,000.00	\$	6,000.00	\$	6,000.00	\$	6,000.00	\$	6,000.00

Other Compensation (Row 94)

Other Administrative Expenses (Row 114)
Other Administrative Expenses est. \$1K per month and includes admin supplies and other small misc.

Other Governing Board Expenses (Row 120)
--

Purchased or Other Services (do not include staff expenses)							
Audit Services	\$	-	\$ 15,000.00	\$ 15,300.00	\$ 15,606.00	\$ 15,918.12	\$ 16,236.48
Payroll Services	\$	-	\$ 12,000.00	\$ 12,240.00	\$ 12,484.80	\$ 12,734.50	\$ 12,989.19
Financial Accounting	\$	-	\$ 30,000.00	\$ 30,600.00	\$ 31,212.00	\$ 31,836.24	\$ 32,472.96
Printing, Publishing, Duplicating Services	\$	-	\$ 30,000.00	\$ 30,600.00	\$ 31,212.00	\$ 31,836.24	\$ 32,472.96
Telecommunication & IT Services	\$	-	\$ 18,000.00	\$ 18,360.00	\$ 18,727.20	\$ 19,101.74	\$ 19,483.78
Insurance (non-facility)	\$	-	\$ 25,000.00	\$ 25,500.00	\$ 26,010.00	\$ 26,530.20	\$ 27,060.80
Travel	\$	-	\$ 1,200.00	\$ 1,224.00	\$ 1,248.48	\$ 1,273.45	\$ 1,298.92
Mail Services	\$	-	\$ 1,200.00	\$ 1,224.00	\$ 1,248.48	\$ 1,273.45	\$ 1,298.92
Special Education Administration	\$	-	\$ 24,000.00	\$ 24,480.00	\$ 24,969.60	\$ 25,468.99	\$ 25,978.37
Student Information Services or Systems	\$	-	\$ 10,000.00	\$ 10,200.00	\$ 10,404.00	\$ 10,612.08	\$ 10,824.32
Food Services	\$	-	\$ 80,000.00	\$ 107,500.00	\$ 135,500.00	\$ 163,500.00	\$ 176,500.00
Transportation Services	\$	-	\$ 110,000.00	\$ 165,000.00	\$ 165,000.00	\$ 220,000.00	\$ 220,000.00
Marketing Expenses	\$	-	\$ 12,000.00	\$ 12,240.00	\$ 12,484.80	\$ 12,734.50	\$ 12,989.19
Other Services (please describe)	\$	-	\$ 18,000.00	\$ 18,360.00	\$ 18,727.20	\$ 19,101.74	\$ 19,483.78
Total Professional Purchased or Other Services:	\$	-	\$ 386,400.00	\$ 472,828.00	\$ 504,834.56	\$ 591,921.25	\$ 609,089.68
Facilities Expenses (do not include staff expenses, e.g. custodian)							
Facility Lease/Mortgage Payments (please describe)	\$	-	\$ 268,406.00	\$ 268,406.00	\$ 268,406.00	\$ 268,406.00	\$ 268,406.00
Capital Improvements	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -
Other Principal Payments	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -
Operating Leases	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Payments	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -
Interest Expense	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -
Depreciation Expense	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -
Insurance (Facility)	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -
Purchase of Furniture, Fixtures, & Equipment	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -
Electric & Gas	\$	-	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00	\$ 24,000.00
Water & Sewage	\$	-	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00	\$ 12,000.00
Repair and Maintenance Services (including cost of supplies)	\$	-	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00	\$ 5,000.00
Custodial Services (including cost of supplies)	\$	-	\$ 40,000.00	\$ 53,750.00	\$ 67,750.00	\$ 81,750.00	\$ 88,250.00
Waste Disposal	\$	-	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00	\$ 6,000.00
Security Services	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -
Other Facility Expenses (please describe)	\$	-	\$ -	\$ -	\$ -	\$ -	\$ -
Total Facilities Expenses:	\$	-	\$ 355,406.00	\$ 369,156.00	\$ 383,156.00	\$ 397,156.00	\$ 403,656.00

Other Services (Row 138)

Overall Purchased Services assumptions include a base starting amount with 2% annual increases; Food Services to breakeven with Lunch Revenue; Transportation assumes contracting for 2 buses year 1 and adding a bus in years 2 and 4; Other Services Includes Data Reporting, Background Checks, and misc other professional services; Also, note that some line items represent services to be provided to both Edison schools and this amount would be the replicating school's share

Lease, Mortgage, & Other Facilities (Rows 143, 158)

Facility lease/mortgage payment based on potential \$2MM purchase with \$1MM renovations and furniture/fixtures financed @6.5% over 20 years (most likely will end up with some type of lease payment based on costs and assumptions similar to this - facility options still being considered; Facility insurance included in non-facility insurance line above

Other Expenses - See Footnotes						
Indiana Charter School Board Administrative Fee (6)	\$	2,899.92	\$	7,793.54	\$	12,795.91
Management Fee (7)	\$	-	\$	-	\$	-
Bank Fees	\$	600.00	\$	600.00	\$	600.00
Escrow (9)	\$	-	\$	-	\$	-
Other Expenses (please describe)	\$	200,000.00	\$	-	\$	-
Total Other Expenses:	\$	200,000.00	\$	3,499.92	\$	13,395.91
TOTAL EXPENSES:	\$	200,000.00	\$	1,649,517.92	\$	3,195,781.57
CHANGE IN NET ASSETS:	\$	125,000.00	\$	1,751.28	\$	432,735.48

Other Expenses (Row 167)
 Year 0 includes estimated amount of TMT expansion grant to apply towards year 1 replication expenses; Grant awarded to existing Edison School for the Arts; Assuming \$200K spent on year 0 items and \$125K left to offset year 1 items; Year 0 financial activity is all taking place through existing Edison School for the Arts.

Footnotes:

- (1) Including, but not limited to: alternative education program grants (IC 20-30-8); educational technology plan grants (IC 20-20-13); school safety plan grants (IC 5-2-10.1-6); secured school fund grants (IC 10-21-1-2); dual language pilot program grants (IC 20-20-41-2); teacher and student achievement fund grants (IC 20-20-43-3); student and parent support services grants (IC 20-34-9); etc.
- (2) This is a competitive grant. Funding is not guaranteed. The funding for the PCSP grant is distributed through a reimbursement process. Contact IDOE's Office of Title Grants and Support for more information.
- (3) Office of Superintendent includes the Head of School, School Leader, Executive Director, Chief Executive Officer, as well as associate or assistant executive positions; Office of the Principal includes Vice- and Assistant Principals; Other School Administration includes Chief Academic Officers; Directors, Deans, and Coordinators of: Curriculum, Instruction, Faculty, Students, Assessment, Student Affairs, Student Achievement, and similar positions.
- (4) Includes Staffing for Instruction and Curriculum Development, Instructional Staff Training, etc.
- (5) Secretary; Receptionist; Attendance Clerk; Office Manager, Cafeteria Worker, and other full or part-time employees not specifically described.
- (6) One half percent (0.5%) of basic tuition support or adult learner grant amount received by the school.
- (7) Include only those fees (per-pupil, contingent, or fixed) paid to a management company for educational or management services and describe how the fee is calculated in the budget narrative. All amounts separate from a specific "management fee" paid to a management company or an affiliate of the management company must be included elsewhere in the worksheet (e.g., lease payments, instructional supplies, software, technology, etc.) and described in the "Additional Information" Column.
- (8) Schools are required to maintain an account in reserve to cover expenses for school closing. \$10,000 should be placed in reserve starting in year 2 with a balance of \$30,000 by year 4.



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #17: Budget Narrative



Budget Narrative

The budget for the new school assumes that resources such as related arts teachers and the arts integration specialist will be shared across both campuses. The executive leadership team such as the Executive Director, Director of Operations and the Director of Academics and the Director of Advancement and Engagement will be shared. This budget also assumes that the Principal will not need an assistant principal or coach until the building reaches a larger enrollment in subsequent years. The budget is not dependent on grants, donations or fundraising. We do assume that some grants will be secured, but the overall budget is not contingent upon those funds.

We are budgeting conservatively based on a smaller number than our true desired enrollment, and also know that we have some reserves if needed for contingency.

We have secured some grant funding for start-up funds and would pursue—but do not need more. We are fortunate to have an existing board as well as financial partners who partnership we are confident in. We believe our reserves will also help us with any potential cash flow crunches, such as waiting for payment in arrears for any unanticipated special education costs or meeting any student needs during the first several years as we embark in a new community. We have also budgeted conservatively with staff as well as being able to share staff from the flagship campus. Transportation costs for both schools are included in the budget as are required and anticipated retirement contributions.



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #18: Academic Performance
Workbook



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment 19: Litigation History

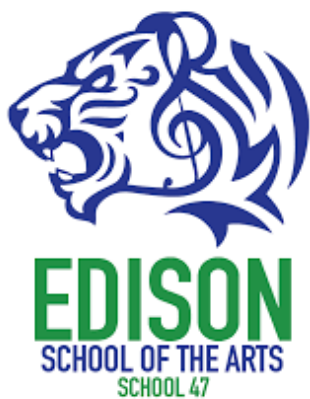
Edison School of the Arts has not been involved in any litigation, past or present.



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #20: REMOVED



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #21: Financial Policy
Handbook



Finance and Operations Policies and Procedures Manual

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OVERVIEW

The Board of Directors of Edison School of the Arts (ESOA) has reviewed and adopted the following policies and procedures to ensure the most effective use of the funds of ESOA to support the mission and to ensure that the funds are budgeted, accounted for, expended, and maintained appropriately.

1. The Board of Directors formulates financial policies and procedures, delegates administration of the policies and procedures to the Executive Director and reviews operations and activities on a regular basis.
2. The Executive Director and Board Chair has responsibility for all operations and activities related to financial management.
3. Financial duties and responsibilities must be separated so that no one employee has sole control over cash receipts, disbursements, payrolls, and reconciliation of bank accounts.
4. All documentation related to financial matters will be completed via the chosen accounting software system.
5. The Board of Directors and ESOA may choose to hire and delegate an approved Financial Consultant to provide assistance, guidance and oversight for the financial management of the school.
6. The Board of Directors will commission an annual financial audit by an independent third party auditor who will report directly to them. The Board of Directors will approve the final audit report, and a copy will be provided to Indianapolis Public Schools. Any audit exceptions and/or deficiencies will be resolved to the satisfaction of the Board of Directors.
7. The Board of Directors can appoint someone else to perform the Executive Director's responsibilities in the case of absence.

Indianapolis Public Schools (IPS)

Edison School of the Arts, School 47, is a Non-Profit Organization that operates as an Innovation Charter School. ESOA began its operation as an IPS LEA Innovation Network School as of the 2017-18 School Year serving Grades K-8. ESOA maintains full operational autonomy to run the School as provided by law and set forth in the Innovation Network School Agreement between IPS and ESOA.

ESOA is an Indiana Non-Profit Corporation in good standing with the State of Indiana and the Internal Revenue Service. ESOA is tax exempt with the approved 501C3 status and is responsible for maintaining good standing.

ANNUAL FINANCIAL AUDIT

1. The Board of Directors will annually select, appoint and contract with an Independent Certified Public Accountant for Auditing purposes by February prior to the fiscal year end June 30th.
2. The audit shall include, but not be limited to:
 - An audit of the accuracy of the financial statements
 - An audit of the attendance accounting and revenue accuracy practices
 - An audit of the internal control practices
3. The Audit shall take place in the fall following the end of the Fiscal Year and should be scheduled in May.
4. Audit Drafts shall be prepared by the November Board Meeting for timely review and approval by the Board of Directors and Executive Director.
5. The Annual Audit Report shall be approved and completed by December 31st to be submitted to IPS and the Innovation Network Schools contained therein.

FINANCIAL REPORTING

1. In consultation with the Executive Director, Financial Consultant and Finance Committee, ESOA will prepare the annual financial budget for approval by the Board of Directors by May 30th of each Fiscal Year, at the latest.
2. ESOA will submit the following reports on a monthly basis for the Board of Directors meeting:
 - Balance Sheet
 - Monthly Revenue & Expense summaries
 - Review of the discretionary accounts and any line items that are substantially over or under budget (\$5,000 or +/- 10% of established budget, whichever is greater).
 - The report will be reviewed at the scheduled board meeting and action will be taken, if appropriate, and documented in the Meeting Minutes
3. The Financial Consultant will provide the Executive Director and/or Board of Directors with any additional financial reports, as needed.

PURCHASING

1. The Executive Director may authorize expenditures and may sign related contracts within the approved budget. The Board of Directors must review all expenditures. This will be done via approval of a check register which lists all checks written during a set period of time and includes check #, payee, date, and amount. The Board of Directors must also approve contracts over \$5,000.
2. The Executive Director must approve all purchases. Purchase requisitions, authorizing the purchase of items greater than \$500 (format to be provided by ESOA), must be signed by the Executive Director and submitted to ESOA with the related invoice.
3. When approving purchases, the Executive Director must:
 - a. Determine if the expenditure is budgeted
 - b. Determine if funds are currently available for expenditures (i.e. cash flow)
 - c. Determine if the expenditure is allowable under the appropriate revenue source
 - d. Determine if the expenditure is appropriate and consistent with the vision, approved charter, school policies and procedures, and any related laws or applicable regulations
 - e. Determine if the price is competitive and prudent. All purchases over \$5,000 must include documentation of a good faith effort to secure the lowest possible cost for comparable goods or services
4. Any individual making an authorized purchase on behalf of the school must provide ESOA with appropriate documentation of the purchase.
5. Individuals other than those specified above are not authorized to make purchases without pre-approval.
6. Individuals who use personal funds to make unauthorized purchases will not be reimbursed. Authorized purchases will be promptly reimbursed by a bank check upon receipt of appropriate documentation of the purchase.
7. The Executive Director may authorize an individual to use a school credit card to make an authorized purchase on behalf of the school, consistent with guidelines provided by the Executive Director and/or Board of Directors.
 - a. The school card will be kept under locked supervision in the Executive Director's office, and authorized individuals must sign the credit card out and must return the credit card and related documentation of all purchases within 24 hours of the purchases, unless otherwise authorized by the Executive Director.
 - b. If receipts are not available or are "missing", the individual making the charge will be held responsible for payment.
 - c. Credit cards will bear the names of both ESOA and the Executive Director.
 - d. Debit cards are not allowed.

Petty Cash

1. The Director of Operations will manage the petty cash fund.
2. The petty cash fund will be capped at \$350.
3. All petty cash will be kept in a locked petty cash box in a locked drawer or file cabinet. Only the Director of Operations and Executive Director will have keys to the petty cash box and drawer or file cabinet.
4. All disbursements will require a completed and signed petty cash slip. A register receipt for all purchases must be attached to the petty cash slip.
5. ESOA will ensure that the petty cash slip is properly completed and that a proper receipt is attached.
6. At all times the petty cash box will contain receipts and cash totaling \$350. A register receipt must support the petty cash slip. The individual using the petty cash to make a purchase is responsible for submitting the receipt for the petty cash slip to the Director of Operations within 48 hours of withdrawing the petty cash.
7. When expenditures total \$200 (when cash balance is reduced to \$150), the Director of Operations will total the disbursements, complete a petty cash reimbursement form, and obtain the approval of the Executive Director. This should be done on at least a quarterly basis. The petty cash slips and supporting receipts will be attached to the reimbursement request form and forwarded to ESOA.
8. Petty cash fund reimbursement checks will be made payable to the Executive Director.
9. Any irregularities in the petty cash fund will be immediately reported in writing to the Executive Director.
10. Loans will not be made from the petty cash fund.
11. ESOA will conduct surprise counts of the petty cash fund.

Contracts

1. Consideration will be made of in-house capabilities to accomplish services before contracting for them.
2. Office staff will keep and maintain a contract file evidencing the competitive bids obtained (if any) and the justification of need for any contracts over \$5,000.
 - a. Competitive bids will be obtained where required by law or otherwise deemed appropriate and in the best interests of the school.
3. Written contracts clearly defining work to be performed will be maintained for all contract service providers (i.e. consultants, independent contractors, subcontractors).
 - a. Contract service providers must show proof of being licensed and bonded, if applicable, and of having adequate liability insurance and worker's compensation insurance currently in effect. The Executive Director may also require that contract service providers list the school as an additional insured.
4. If the contract service provider is a sole proprietor or a partnership (including LP, and LLP), the Director of Operations will obtain a W-9 from the contract service provider prior to submitting any requests for payments to ESOA.
5. The Executive Director will approve proposed contracts and modifications in writing.

6. Contract service providers will be paid in accordance with approved contracts as work is performed.
7. The Executive Director will be responsible for ensuring the terms of the contracts are fulfilled.
8. Potential conflicts of interest will be disclosed upfront, and the Executive Director and/or Member(s) of the Governance Council with the conflict will excuse themselves from discussions and from voting on the contract.

ACCOUNTS PAYABLE

Bank Check Authorization

1. All original invoices will immediately be forwarded to the Executive Director for approval.
2. The Executive Director will carefully review each invoice, attach all supporting documentation, and verify that the specified services and/or goods were received. When receiving tangible goods from a vendor, the person designated to receive deliveries should trace the merchandise to the packing list and note any items that were not in the shipment. The packing list should be submitted to ESOA with the invoice. ESOA will adjust the invoice for any missing items noted on the packing list before processing for payment.
3. Once approved by the Executive Director, he/she will stamp a check authorization on the invoice and complete the required information, including noting the specific budget line item that is to be charged for the specified expenditures. The invoice and supporting documentation will be sent to ESOA on at least a weekly basis (Executive Director should be aware of invoice due dates to avoid late payments). ESOA will then process the invoices with sufficient supporting documentation.
4. The Executive Director may authorize ESOA to pay recurring expenses (e.g. utilities) without the Executive Director's formal approval (signature) on the invoice when dollar amounts fall within a predetermined range. A list of the vendors and the dollar range for each vendor must be provided to ESOA in writing and updated on an annual basis.

Bank Checks

1. The Governance Council will approve, in advance, the list of authorized signers on the school account. The Executive Director, the Executive Director at ESOA, and any other employee authorized by the Governance Council may sign bank checks within established limitations.
2. The Governance Council will be authorized to open and close bank accounts.
3. ESOA and the Executive Director will be responsible for all blank checks and will keep them under lock and key.
4. When there is a need to generate a bank check, the Executive Director will send appropriate approved documentation to ESOA.
5. Once approved by the Executive Director, ESOA types/writes the check based on the check authorization prior to obtaining the appropriate signature(s).
6. The Executive Director and Executive Director at ESOA will co-sign checks in excess of \$2,500 for all non-recurring items. All checks less than \$2,500 require only the signature of the Executive Director at ESOA, or when not available the Board Chair.
7. Checks may not be written to cash, bearer, or petty cash. Under no circumstances will any individual sign a blank check.
8. ESOA will record the check transaction(s) into the appropriate checkbook and in the

general ledger.

9. ESOA will distribute the checks and vouchers as follows:
 - Original – mailed or delivered to payee
 - Duplicate or voucher – attached to the invoice and filed by vendor name by an ESOA accountant.
 - Cancelled Checks – filed numerically with bank statements by an ESOA accountant.
 - Voided checks will have the signature line cut out and will have VOID written in ink. The original check will be attached to the duplicate and forwarded to ESOA who will attach any other related documentation as appropriate.

Bank Reconciliation

1. Bank statements will be received directly, unopened, by related Finance and Accounting staff at ESOA assigned to the school.
2. ESOA will examine all paid checks for date, name, cancellation, and endorsement. Any discrepancies regarding the paid checks or any checks over 90 days will be researched and if applicable deleted from the accounting system.
3. An ESOA accountant will prepare the bank reconciliation, verifying the bank statements and facilitating any necessary reconciliation via the online accounting software.
4. The ESOA accountant will compare the reconciled bank balance to the cash in the bank account and to the general ledger, immediately reporting any material discrepancies to the Vice President, Finance and Accounting at ESOA assigned to the school and the Executive Director.
5. All details from the monthly bank reconciliation will be included in the monthly financial reports.

ACCOUNTS RECEIVABLE

1. Documentation will be maintained for accounts receivable and forwarded to ESOA.
2. Accounts receivable will be recorded by ESOA in the general ledger and collected on a timely basis.

Cash Receipts (Cash and Checks)

1. For each fundraising or other event in which cash or checks will be collected, a Volunteer Coordinator will be designated, who will be responsible for collecting and holding all cash and checks for the purpose of the fundraising activity.
 - a. The Volunteer Coordinator will record each transaction in a receipt book at the time the transaction is made, with a copy of the receipt provided to the donor.
 - b. The cash, checks, receipt book, and deposit summary must be given to the school Director of Operations by the end of the next school day, who will immediately put the funds in a secure, locked location.
 - c. Both the Volunteer Coordinator and the Director of Operations will count the deposit and verify the amount of the funds in writing.
2. Cash/checks dropped off at the school office will be placed directly into a lock box by the person dropping off the cash/checks.
 - a. All funds are deposited into the lock box in a sealed envelope, along with any notes, forms, or other descriptions of how the funds are to be used.
 - b. The Director of Operations and one other staff member will jointly open the lock box to verify the cash/check amounts, and sign off on the amounts received.
 - c. The lock box will be emptied at least two times per week, corresponding to days when deposits are made.
3. Cash/checks dropped off in the classroom will utilize the classroom clipboards. Each classroom has a designated clipboard hanging near the entrance to the classroom. Each morning, the homeroom teacher assigned to that classroom will collect all forms, payments, etc. that have been brought in by students that day, place them in a large envelope, and attach the envelope to the clipboard. Before lunchtime, an office staff member and a second staff member (who may be an office staff member or an aide) shall collect all clipboard envelopes from each classroom and bring them to the office, where they will be processed following the guidelines used for the lock box, above.
4. Mail received at the school must be opened in the presence of at least two office staff members.
 - a. For any cash or checks received in the mail, the Director of Operations will prepare a deposit packet itemizing the amount, source, and purpose of each payment, with a designated office staff member counting the funds and verifying this in writing.
5. Twice a week, the Director of Operations will log cash or checks received into the Cash Receipts Log. The Cash Receipt logs should be sent to ESOA with the weekly mailing of invoices.
6. All checks will be immediately endorsed with the school deposit stamp, containing the

following information: "For Deposit Only; ESOA; Bank Name; Bank Account Number, Date Received by the School."

7. A deposit slip will be completed by the Director of Operations and initiated by the Executive Director for approval to deposit. The deposit slip will be duplicated and documentation for all receipts (copy of check, letter, etc.) will be attached to the duplicate deposit slip.
8. Deposits totaling greater than \$2,000 will be deposited within 24 hours by the designated school employee. Deposits totaling less than \$2,000 will be made weekly by the designated school employee. All cash will be immediately put into a lock box.
9. The duplicate deposit slip and deposit receipt will be attached to the deposit documentation and forwarded to ESOA to be filed and recorded weekly.

Volunteer Expenses

1. All volunteers will submit a purchase requisition form to the Executive Director for all potential expenses.
 - a. Only items with prior written authorization from the Executive Director will be paid/reimbursed.

Returned Check Policy

1. A returned-check processing fee will be charged for checks returned as non-sufficient funds (NSF). Unless otherwise pre-approved by ESOA or the Executive Director, payment of the NSF check and processing fee must be made by money order or certified check.
2. In the event that a second NSF check is received for any individual, in addition to the processing fee, the individual will lose check-writing privileges. Payment of the NSF check, the processing fee and any subsequent payment(s) by that individual must be made by money order or certified check.
3. In the case of NSF checks written by parents of students, failure to pay may result in the withholding of report cards/transcripts at the end of the semester and/or school year until payment is received, unless other mutually agreeable arrangements are approved by the Executive Director and/or Board of Directors.
4. If unsuccessful in collecting funds owed, the school may initiate appropriate collection and/or legal action at the discretion of the Executive Director and/or Board of Directors.

PERSONNEL

1. The Executive Director will be responsible for all new employees completing or providing all of the items on the attached Personnel File Checklist.
2. The Executive Director will be responsible for maintaining this information in the format as shown on the Personnel File Checklist.
3. An employee's hiring is not effective until the employment application, form W-4, form

- I-9, and health insurance forms have been completed.
4. A position control list will be developed during the budget season. ESOA will notify the board of any variances to the position control throughout the year.

PAYROLL

Timesheets

1. All classified employees will be responsible for completing a timesheet including vacation, sick, and holiday time (if applicable). The employee and the appropriate supervisor will sign the completed timesheet.
2. The completed timesheets will be submitted to ESOA on the last working day of the designated payroll period.
3. Incomplete timesheets will be returned to the signatory supervisor and late timesheets will be held until the next pay period. No employee will be paid until a correctly completed timesheet is submitted.
4. If an employee is unexpectedly absent and therefore prevented from working the last day of the pay period or turning in the timesheet (such as an employee calling in sick), the employee is responsible for notifying the signatory supervisor or for making other arrangements for the timesheet to be submitted. However, the employee must still complete and submit the timesheet upon return.

Overtime

1. Advanced approval in writing by the authorized supervisor is required for compensatory time and overtime.
2. Overtime only applies to classified employees and is defined as hours worked in excess of forty (40) hours within a five-day period of time. Any hours worked in excess of an employee's regular work schedule must be pre-approved by the supervisor, unless it is prompted by an emergency. No overtime will be paid without the approval of the employee's supervisor. Overtime will not be granted on a routine basis and is only reserved for extraordinary or unforeseen circumstances. If a supervisor identifies a recurring need for overtime in any given position, the supervisor should immediately consult with the Executive Director for further guidance.

Payroll Processing

1. For hourly employees, employees must sign timesheets to verify appropriate hours worked, resolve absences and compensations, and monitor number of hours worked versus budgeted. The Executive Director will approve these timesheets. No overtime hours should be listed on timesheets without the supervisor's initials next to the day on which overtime was worked. The signatory supervisor will submit a summary report of timesheets to ESOA who will verify the calculations for accuracy [see attached sample].
2. For salaried employees, employees must sign into a log book to verify working days for accuracy. The Director of Operations will provide the designated school employee with

any payroll-related information such as sick leave, vacation pay, and/or any other unpaid time.

3. For substitute teachers, the Director of Operations will maintain a log of teacher absences and the respective substitutes that work for them. The Director of Operations will verify that the substitutes initial the log next to their names before they leave for the day and that teachers, upon returning back to work, initial next to their names. This form will be verified and signed by the appropriate supervisor and submitted to ESOA.
4. The Executive Director will notify ESOA of all authorizations for approved stipends.
5. ESOA will prepare the payroll worksheet based on the summary report from the designated school employee.
6. The payroll checks (if applicable) will be delivered to the school. The Executive Director will document receipt of the paychecks and review the payroll checks prior to distribution.

Payroll Taxes and Filings

1. ESOA will prepare payroll check summaries, tax and withholding summaries, and other payroll tracking summaries.
2. ESOA will prepare the state and federal quarterly and annual payroll tax forms, review the forms with the Executive Director, and submit the forms to the respective agencies.

Record Keeping

1. The designated school employee will maintain written records of all full time employees' use of sick leave, vacation pay, and any other unpaid time.
 - a. The designated school employee will immediately notify the Executive Director if an employee exceeds the accrued sick leave or vacation pay, or has any other unpaid absences.
 - b. Records will be reconciled when requested by the employee. Each employee must maintain personal contemporaneous records.

EXPENSES

Expense Reports

1. Employees will be reimbursed for expenditures within ten (10) days of presentation of appropriate documentation.
2. Employees will complete expense reports monthly, as necessary, to be submitted to ESOA.
3. Receipts or other appropriate documentation will be required for all expenses over five dollars to be reimbursed.
4. The employee and the Executive Director must sign expense reports.
5. Executive Director expense reports should be approved by a member of the board and always be submitted to ESOA for processing and payment
6. Expenses greater than two months old will not be reimbursed.

Travel

1. Employees will be reimbursed for mileage when pre-approved by an administrator. Mileage will be reimbursed at the government-mandated rate for the distance traveled, less the distance from the employee's residence to the school site for each direction traveled. For incidental travel, mileage will only be reimbursed if the one-way mileage exceeds 10 miles.
2. The Executive Director must pre-approve all out of town travel.
3. Employees will be reimbursed for overnight stays at hotels/motels when pre-approved by an administrator and the event is more than 50 miles from either the employee's residence or the school site. Hotel rates should be negotiated at the lowest level possible, including the corporate, nonprofit or government rate if offered, and the lowest rate available. Employees will be reimbursed at the established per diem rate for any breakfast, lunch, or dinner that is not included as part of the related event.
4. Travel advances require written approval from the Executive Director.
5. Travel advances require receipts for all advanced funds.
6. After the trip, the employee must enter all of the appropriate information on an expense report and submit it to the Executive Director for approval and then on to ESOA for processing.
7. If the advance exceeds the amount of the receipts, the employee will pay the difference immediately in the form of a check.
8. If the advance is less than the amount of the receipts, the difference will be reimbursed to the employee in accordance with the expense report.

Board of Directors Expenses

1. The individual incurring authorized expenses while carrying out the duties of the school will complete and sign an expense report.
2. The Executive Director will approve and sign the expense report, and submit it to the ESOA for payment.

Telephone Usage

1. Employees will not make personal long distance calls on the telephones without prior approval from a supervisor.
2. Employees will reimburse the school for all personal telephone calls.

Credit Card

Summary

Edison School of the Arts has authorized and approved the following individuals as Corporate Cardholders:

- Nathan Tuttle, Head of School
- Amy Berns, Assistant Head of School and Director of Academics
- Penny Guthrie, Director of Advancement and Engagement

It is the responsibility of Edison to properly document and review all credit card purchases, including Itemized Receipts. Edison School of the Arts and the Financial Consultant will work together to properly categorize and code purchases for accurate Financial Reporting - Monthly, Quarterly, and Annually, as necessary and required by the Board of Directors, Authorizer and Audit Firm, respectively.

Cardholder Responsibility

It is the responsibility of each cardholder to properly maintain documentation and receipt back-up of all corporate credit card purchases for School purposes only.

The procedures for each cardholder to prepare and send documentation are as follows:

1. Throughout the month, each card holder will tape receipts to the Receipt Tracking Form (provided below- Page 3). Every receipt should be taped to the attached form *at the time of purchase*.
2. Cardholder will list the following for each receipt on the form:
 - Receipt Date
 - Transaction Amount
 - Category (Must use Chart of Accounts provided below - Pages 4-5)
 - Grant/Fund, if applicable (List of Grant/ Fund Options Provided at the bottom of Page 5)
 - *Note:* If unsure, please leave blank.
1. On the last day of the month, Cardholders will receive their portion of charges from the Credit Card Statement from the Business Manager or Financial Consultant.
2. Each cardholder will match transactions with the statement and place them IN ORDER behind the statement.
3. On the 3rd of the month, each cardholder will turn in their portion of the statement of transactions and original receipts to the Business Manager.
4. Note: In the event the statement does not come through the mail in a timely manner, the Business Manager or Financial Consultant will send a list of transactions via email to each cardholder from the Online Credit Card Portal through National Bank of Indianapolis.

FINANCE

Loans

1. The Executive Director and the Board of Directors will approve all loans from third parties. In the case of a long-term loan, approval may also be required from the charter-granting agency in accordance with the terms of the charter petition and/or other lenders in accordance with the loan documents.
2. Once approved, a promissory note will be prepared and signed by the Executive Director before funds are borrowed.
3. Employee loans are not allowed.

Financial Institutions

1. All funds will be maintained at a high quality financial institution.
2. All funds will be maintained or invested in high quality, short maturity, and liquid funds.
3. Physical evidence will be maintained on-site for all financial institution transactions.

Retention of Records

1. Financial records, such as transaction ledgers, canceled/duplicate checks, attendance and entitlement records, payroll records, and any other necessary financial documentation will be retained for a minimum of seven (7) years. At the discretion of the Board of Directors or Executive Director, certain documentation may be maintained for a longer period of time.
2. ESOA will retain records at their site for a minimum of two (2) years; after which, the remaining five years will be the responsibility of the School.
3. Financial records will be shredded at the end of their retention period.
4. Appropriate back-up copies of electronic and paper documentation, including financial and attendance accounting data, will be regularly prepared and stored in a secure off-site location, separate from the school.

RESERVES /INSURANCE/LIABILITIES/ASSETS**Funds Balance Reserve**

1. A funds balance reserve of at least 5% of the total unrestricted General Funds revenues will be maintained.
2. ESOA will provide the Executive Director with balance sheets on a monthly basis. It is the responsibility of the Executive Director and the Governance Board to understand the school's cash situation. It is the responsibility of the Executive Director to prioritize payments as needed. The Executive Director has responsibility for all operations and activities related to financial management.

Insurance

1. ESOA will work with the Executive Director to ensure that appropriate insurance is maintained at all times with a high quality insurance agency.
2. The Executive Director and ESOA will maintain the files of insurance policies, including an up-to-date copy of all certificates of insurance, insurance policies and procedures, and related claim forms.
3. The Executive Director and ESOA will carefully review insurance policies on an annual basis, prior to renewal.
4. Insurance will include general liability, worker's compensation, student accident, professional liability, and directors' and officers' coverage. Supplementary coverage will cover the after-hours and weekend activities. Coverage will be in line with the limits listed in the school's approved charter petition.

Asset Inventory

1. An asset is defined as all items, purchased or donated, with a value of \$1,000 or more and with a useful life of more than one year.
2. ESOA will file all receipts for purchased assets.
3. ESOA will maintain an inventory or log of all assets. The log will include the original purchase price and date, a brief description, serial numbers, and other information appropriate for documenting assets.
4. ESOA will take a physical inventory of all assets at least 90 days before the end of each financial year, indicating the condition and location of the asset.
5. The Executive Director will immediately be notified of all cases of theft, loss, damage or destruction of assets.
6. The Executive Director will submit to ESOA a written notification of plans for disposing of assets with a clear and complete description of the asset and the date of disposal.



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #22: IREAD Plan



Edison School of the Arts

2020-2021 IREAD-3 Plan

Purpose: To ensure all students are prepared to master the IREAD-3 assessment in March 2020. Edison School of the Arts will strategically and intentionally deliver focused and targeted instruction that supports the skills and strategies needed on IREAD-3. Edison will complete item analysis to determine gaps and next steps to ensure mastery.

Morning & Word Work	Reading Block	IREAD-3 Boot Camp	Academic Enrichment
<ul style="list-style-type: none"> <input type="checkbox"/> All students <input type="checkbox"/> Students given a google form version of the worksheets <input type="checkbox"/> Teachers quickly glance at data before word work <input type="checkbox"/> Teachers will pick the 2 lowest performing questions <input type="checkbox"/> Reteach those two questions in word work block 	<ul style="list-style-type: none"> <input type="checkbox"/> All students <input type="checkbox"/> ReadyGen <input type="checkbox"/> Grade Level Instruction: TDRI, WS, Writing, <input type="checkbox"/> Instructional Levels: Guided Reading & Literacy Stations <input type="checkbox"/> Literacy Stations support IREAD-3 skills as well 	<ul style="list-style-type: none"> <input type="checkbox"/> TBD 	<ul style="list-style-type: none"> <input type="checkbox"/> 15 minutes of iRead 3 Mini Lesson <ul style="list-style-type: none"> <input type="checkbox"/> Pop MCs <input type="checkbox"/> Reading based worksheets <input type="checkbox"/> Reading based skills <input type="checkbox"/> 20 minutes of Raz Kids <input type="checkbox"/> 10 minutes of Splash Math <ul style="list-style-type: none"> <input type="checkbox"/> Can use time remediation until splash math is available
Assessment/Progress Monitoring			
Practice Test Weeks	Item Analysis Data	WDM	
<ul style="list-style-type: none"> <input type="checkbox"/> September 22st – IREAD 3 Practice Test 1 <input type="checkbox"/> October 26th – IREAD-3 Practice Test 2 <input type="checkbox"/> November 23rd - IREAD-3 Practice Test 3 <input type="checkbox"/> December 14th – IREAD-3 Practice Test 4 <input type="checkbox"/> January 25th – IREAD-3 Practice Test 5 <input type="checkbox"/> February 15th – IREAD-3 Practice Test 6 <input type="checkbox"/> March 16th – IREAD-3 Test 	<ul style="list-style-type: none"> <input type="checkbox"/> October 21st Data Due <input type="checkbox"/> November 2nd Data Due <input type="checkbox"/> November 30th Data Due <input type="checkbox"/> January 4th Date Due <input type="checkbox"/> February 1st Data Due <input type="checkbox"/> February 22nd Data Due <input type="checkbox"/> March 9th Data Due 	<ul style="list-style-type: none"> <input type="checkbox"/> October 21st WDM <input type="checkbox"/> November 5th WDM <input type="checkbox"/> December 3rd WDM <input type="checkbox"/> January 7th WDM <input type="checkbox"/> February 4th WDM <input type="checkbox"/> February 25 WDM <input type="checkbox"/> March 12th WMD 	
Morning Work Outline			
Student Actions	Teacher Actions	Wrap-Up	
<ul style="list-style-type: none"> <input type="checkbox"/> Student's come in and start IREAD-3 Focus Review Skills morning work boxes made into google forms <input type="checkbox"/> Have additional work or book for students to continue working on once they complete focus sheet 	<ul style="list-style-type: none"> <input type="checkbox"/> Teacher will use google forms data to determine <input type="checkbox"/> Track student progress on Weekly Tracking Page 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify biggest gap based on Data and do a quick hit on most missed 2 items during word work 	

Additional Support

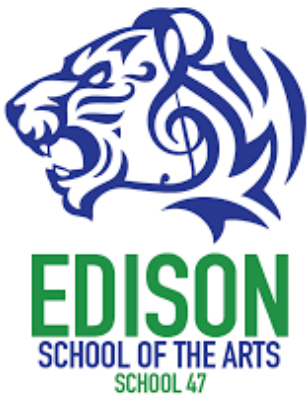
- Related Arts Teacher Weekly Intense Support (Weidenbach and Rasmey)
- Daily Spire pull out support 40 min (for the students not flagged in dyslexia)
- Identify target skills based on data from monthly IREAD-3 Practice test
- Identify students based on data from monthly IREAD-3 Practice test

IREAD-3 Boot Camp Schedule Outline

Word Work – 5 min	Teacher Model – 8 min	Student Read/Response 10 min	Whole Group Wrap-up 2 min
<ul style="list-style-type: none"> <input type="checkbox"/> IREAD BootCamp <input type="checkbox"/> Direct Instruction Including: ending sounds, medial sounds, beginning sounds <input type="checkbox"/> Homophones: two or more words that have the same pronunciation but mean different things. <input type="checkbox"/> Synonyms – about the same <input type="checkbox"/> Extra Resources <ul style="list-style-type: none"> <input type="checkbox"/> IREAD Resources 	<ul style="list-style-type: none"> <input type="checkbox"/> Specific reading strategies such as: <ul style="list-style-type: none"> <input type="checkbox"/> Check for Understanding <input type="checkbox"/> Monitor and Fix Up <input type="checkbox"/> Skip the Word Then Come Back <input type="checkbox"/> Trade a Word/Guess a Word That Makes Sense <input type="checkbox"/> link 	<ul style="list-style-type: none"> <input type="checkbox"/> IREAD BootCamp <ul style="list-style-type: none"> <input type="checkbox"/> Within this folder, click on the individual dates and locate the ReadWorks passages <input type="checkbox"/> Students can read independently, small group <input type="checkbox"/> Teacher monitor and listen in (check answers here & question) <input type="checkbox"/> Literary & Nonfiction Lessons 	<ul style="list-style-type: none"> <input type="checkbox"/> Where did you use that particular strategy? <input type="checkbox"/> How did this strategy help you? <input type="checkbox"/> Once students have learned all strategies, which strategy did you use? <input type="checkbox"/> Close lesson

Academic Enrichment Outline

- Skills focused on every day during this time must include:
 - Word work
 - Vocabulary
 - Comprehension – students having time in text
- Focus skills based on IREAD-3 Practice test item analysis



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #23: Safety Plan

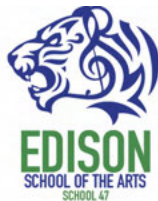


Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #24: Week 0 Professional
Development Agendas

This is an example from our Flagship Campus Professional Development from Summer of 2021, to give you an example of what the pre-opening PD would look like in action.



Edison School of the Arts, Inc.	
New Edison Employee Orientation Agenda Day 1	
Welcome	<ul style="list-style-type: none"> • The Champion Mindset • Introductions <ul style="list-style-type: none"> • Name Tent 4 Corners: Name, Grade, 1 Fun Fact, Favorite Color • Getting to Know You - Everyone's Favorite!
Norms	<ul style="list-style-type: none"> • High Expectations: We go all in, all the time. We are focused and present. • Personal Responsibility: We show up, we start on time. We find the third way. • Intentionality: We ask and answer questions. We plan for the smallest detail. • Continuously Increasing Effectiveness: We give and seek honest and frank feedback. • Respect and Humility: We actively listen, we take risks and own our own challenges.
Agenda Overview	<ul style="list-style-type: none"> • Objective: Staff will be oriented to technology, various building communication processes, general school-wide expectations and employee handbook.
We Believe	<ul style="list-style-type: none"> • Opportunity Myth • Graduate Aims • What's your why?
Technology	<ul style="list-style-type: none"> • Assign and distribute technology • Log in • Visual and Performing Arts email • IPS Email - password reset • Zoom • LiveSchool
Routines & Procedures	<ul style="list-style-type: none"> • Routines and Procedures 101 • Practice Clinics
Lunch 12:00-12:30 Subway	

This is an example from our Flagship Campus Professional Development from Summer of 2021, to give you an example of what the pre-opening PD would look like in action.

Lesson Plan Internalization (LPI) 12:30-3:20

- Ratio: Teacher talk vs. Student
- ELA & Math Frameworks
 - Eureka Math:
<https://docs.google.com/document/d/1Evsxl-9OGoCAi4bP0rtP36BTrebp2zcNiNM8KRhFCRM/edit?usp=sharing>
 - ReadyGen:
https://docs.google.com/document/d/1Wmklpboxjm264ScqAy9T w8urstr Ewcl_nG6C2O5vMM/edit?usp=sharing
 - MyPerspectives:
https://docs.google.com/document/d/1_gsCu45p9vLWmdWj4LLu tb2kN7mDKE2hi0pzcCwFQ50/edit?usp=sharing
- LPI Protocols
- Break-Out Groups
- Turning Lesson Plans In
 - How to turn in plans - Google Folder
 - Locate folder:
<https://drive.google.com/drive/u/1/folders/181f3cZLuMdhSYTMDs8K5UiLKTb eNJZ41>
 - Scanning Documents

Wrap Up 3:20-3:30

- Play Like a Champion Today
- Signs

This is an example from our Flagship Campus Professional Development from Summer of 2021, to give you an example of what the pre-opening PD would look like in action.



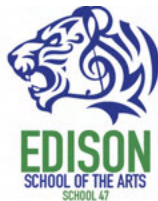
Edison School of the Arts, Inc.	
New Edison Employee Orientation Agenda Day 2	
Welcome	<ul style="list-style-type: none"> • The Champion Mindset
Norms	<ul style="list-style-type: none"> • High Expectations: We go all in, all the time. We are focused and present. • Personal Responsibility: We show up, we start on time. We find the third way. • Intentionality: We ask and answer questions. We plan for the smallest detail. • Continuously Increasing Effectiveness: We give and seek honest and frank feedback. • Respect and Humility: We actively listen, we take risks and own our own challenges.
100% Part 1: Radar/Be Seen Looking & 100% Part 2: Make Compliance Visible 8-10	<ul style="list-style-type: none"> • PD • Practice Clinics
Least Invasive Techniques & Firm Calm Finesse 10-12	<ul style="list-style-type: none"> • PD • Case Studies • Practice Clinics
Lunch 12-1	
What to Do Directions & Strong Voice 1-2:30	<ul style="list-style-type: none"> • PD • Practice Clinics
The Art of the Consequence 2:30-3:30	<ul style="list-style-type: none"> • PD • Case Studies • Practice Clinics

This is an example from our Flagship Campus Professional Development from Summer of 2021, to give you an example of what the pre-opening PD would look like in action.



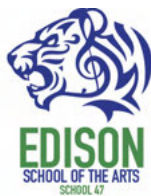
Edison School of the Arts, Inc.
New Edison Employee Orientation Agenda Day 3
<p>Welcome</p> <ul style="list-style-type: none"> • The Champion Mindset
<p>Norms</p> <ul style="list-style-type: none"> • High Expectations: We go all in, all the time. We are focused and present. • Personal Responsibility: We show up, we start on time. We find the third way. • Intentionality: We ask and answer questions. We plan for the smallest detail. • Continuously Increasing Effectiveness: We give and seek honest and frank feedback. • Respect and Humility: We actively listen, we take risks and own our own challenges.
<p>Routines & Procedures Practice 8-10</p> <ul style="list-style-type: none"> • Practice Clinics with Coach • Revisions
<p>Building Character & Trust 10-12</p> <ul style="list-style-type: none"> • PD • Case Studies • Practice Clinics
Lunch 12-1
<p>Lesson Planning 1-3:30</p> <ul style="list-style-type: none"> • Break off into Coaching Groups

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Edison School of the Arts, Inc.	
New Edison Employee Orientation Agenda Day 4	
Welcome	<ul style="list-style-type: none"> • The Champion Mindset
Norms	<ul style="list-style-type: none"> • High Expectations: We go all in, all the time. We are focused and present. • Personal Responsibility: We show up, we start on time. We find the third way. • Intentionality: We ask and answer questions. We plan for the smallest detail. • Continuously Increasing Effectiveness: We give and seek honest and frank feedback. • Respect and Humility: We actively listen, we take risks and own our own challenges.
Student Engagement – Total Participation 8-10	<ul style="list-style-type: none"> • PD • Practice Clinics
Practice Clinics 10-12	<ul style="list-style-type: none"> • 100% • Least Invasive • WTD • Consequence • Routines
Lunch 12-1	
Show Call 1-3:30	<ul style="list-style-type: none"> • PD • Practice Clinics

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Edison School of the Arts, Inc.	
New Edison Employee Orientation Agenda Day 5	
Welcome	<ul style="list-style-type: none"> • Norms • Any follow-up questions from yesterday • Activity • Agenda Overview • Arts Coordinator Introduction
Why Arts Integration	<ul style="list-style-type: none"> • Benefits • Research • Level of Learning
What is Arts Integration	<ul style="list-style-type: none"> • Kennedy Center Definition • Arts Enhancement vs. Arts Integration
What we do at Edison	<ul style="list-style-type: none"> • Kennedy Center Teaching Artists • Fine Arts Coordinator & Arts Integration Specialist - Amber Price • Objectives
Focus 5	<ul style="list-style-type: none"> • Video • Acting Rights: Core Beliefs - calm body, focused mind & balanced emotions • Actor's Toolbox • Concentration Challenge • One-Minute Challenge Tableau
Drama with Lenore Kelner	<ul style="list-style-type: none"> • Skill Builders for Developing Cooperation & Concentration <ul style="list-style-type: none"> ○ Concentration Circle ○ Shake & Freeze ○ Mirroring (partners) ○ Shadowing (partners) ○ Diamonds (small groups of 4) • Lesson: Story "Neesa" <ul style="list-style-type: none"> ○ Developing Acting Tools & Skills: Story "Neesa" ○ Brainstorming Dialog ○ Environmental Orchestra ○ Show-Me Character

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<ul style="list-style-type: none"> • Character Interviews: Story “Neesa” <ul style="list-style-type: none"> ○ Whole Class 1 ○ Whole Class 2 ○ Small Group Format • Curriculum <ul style="list-style-type: none"> ○ ELA Curriculum ○ Pacing Guides
Break
Movement with Kimberli Boyd <ul style="list-style-type: none"> • B.E.S.T. • Moving Vocabulary Dance
Moving through Math with Marcia Daff <ul style="list-style-type: none"> • Curriculum • Dance Bands • Edison’s Arts Integration Curriculum Writing Team
Materials/Resources <ul style="list-style-type: none"> • Arts Integration Tubs • Self Guided Interactive Training Document
Exemplars <ul style="list-style-type: none"> • Exemplar Videos • Photos • Expectations for New to Edison staff <ul style="list-style-type: none"> ○ Professional Growth Goals: Examples ○ Goal Writing if time allows
Lunch 12-12:30 (Bring your lunch or Doordash or ClusterTruck)
Employee Handbook <ul style="list-style-type: none"> • High-level (more on this next week)
Staff & Communication <ul style="list-style-type: none"> • Core Leadership Team • Karen Hensley - HCC (human resources), insurance, payroll, reimbursement, stipends • Penny Guthrie - enrollment, grants, family/community engagement, social media • Instructional Coaches • Front Office Manager • Head Custodian • Nathan Tuttle - CEO/Executive Director <ul style="list-style-type: none"> ○ Emails should go to Mrs. Berns • Amy Berns - Principal • Assistant Principal
Supplies & Materials <ul style="list-style-type: none"> • Office 360 – Front Office Manager • Supply Cabinet • Sped. & ESL

This is an example from our Flagship Campus Professional Development from Summer of 2021, to give you an example of what the pre-opening PD would look like in action.

Communication

Objective: Staff will be oriented to the different forms of communication internally and externally as well as

- Social Media
 - Liability: Do not accept friend request from current students
 - School Website: Bio's (submit to Penny Guthrie)
 - Facebook: Edison Staff Page & Edison School Page
 - Instagram: Edison School
 - Twitter: Edison School
- Weekly Welcome Back Email
 - Staff weekly "newsletter"
 - Read thoroughly: critical information, items due, upcoming week's events, lots of important dates and times
 - Sometimes there is a hidden question where you can win an awesome prize
- Parents
 - Texting, Phone Calls, Emails, Conferences
 - Response Time: 24 hours (business day)
 - Behavior (positive & challenges), Grades/Assignments, Physical Injury
 - Virtual Meetings - via Zoom
- Student/Teacher Accident Reports
 - When in doubt, fill out a report
 - Located in workroom
 - Turn into Ms. Cook to be faxed to safety office before you leave for the day.
 - Witnessing staff member must immediately notify parent/guardian of the situation.
- Student Illness - Non-COVID-19 related
 - **Office** will determine if a student needs to be sent home
 - Teachers/Staff may NOT call a parent to have their student picked up
 - Students may not call home to tell parents they are sick, only the office
- Hall Passes
 - Goldenrod Paper in Workroom
 - ALL students
- Late Bus Passes
 - If a student comes in on a late bus, they will receive a late bus slip, they are not counted as tardy
 - Breakfast offered until 9:30
 - Ensure all students have been offered
- Mailboxes
 - Check before and after school
- Emails

This is an example from our Flagship Campus Professional Development from Summer of 2021, to give you an example of what the pre-opening PD would look like in action.

- Email Signature
- Make sure you check daily & respond within 24 hours (business days)
- Calendar Invites
 - Accepting invites
 - School-wide events
- Wednesday Folders
 - Expectations
 - Cover Sheet with Student Name and Homeroom, MUST go out EVERY Wednesday, MUST be returned on Thursdays.
 - Consequences
 - Weekly Newsletter
 - Staff need to read
 - Find the Cool Cat
 - Progress Reports
- Letterhead
 - Location
https://docs.google.com/document/d/1W7HLFaZ6wtK7VM5FD6PcO_8Seg8NfIoiCxRH9K2ONVg/edit?usp=sharing
 - Make a Copy – Do Now
 - Expectations: Must have Administrator Approval
- Weather
 - All major local TV Stations
 - Look for Edison School of the Arts
 - **typically** follow IPS: however, we do have different calendar dates
 - Staff: connect ed., text, email, social media sites
- Building Pride
 - Clean & Inviting:
 - if you see trash please pick it up, or ask students to be helpful to pick something up
 - broken or damaged: if you see something that is broken or damaged, please report to office
 - furniture - please do NOT place extra, unwanted or broken furniture in the hall. Notify Mr. Jordan via email and label item "trash", "broken" or "extra"
 - Custodial Team – incredibly hardworking and dedicated team
- ID Badges
- Arming Building
 - Intercom Phone #1: if anyone is in the building, please call 400 now
 - Alarm locations
 - School Police: 317-226-4633
 - Building Hours
 - School Week: 6am – 8pm

This is an example from our Flagship Campus Professional Development from Summer of 2021, to give you an example of what the pre-opening PD would look like in action.

- Weekend: open hours
- Overall Safety
 - **NEVER prop ANY exterior doors open, EVER**
 - If you see someone without a badge or visitors tag, stop and ask or notify office immediately
 - Always be aware of your surroundings
- Classrooms
 - Clean, neat and organized
 - Trash – if it can be picked up off the floor it should be, hold students accountable for keep their room clean
 - Fresh Fruit/Veggie Trash – must go in trash can, NOT recycling container
- Lunch in Classroom
 - Alert custodian and request garbage bag/barrel
 - Food trash must be removed immediately.

Procedures

- Safety Drills
 - Fire, Tornado, Earthquake, Limited Lockdown, Full Lock-down
 - Expectations
 - Familiarize yourself with exit locations/shelter locations **BEFORE** we have any drills
- Pop Corn - possibly....!
 - Ordering: due by noon on Thursdays, no exceptions to front office
 - Cost 50 cents
 - Delivering – to your rooms on Friday
 - Distributing – end of school day, must be taken home to eat
- Staff Attendance
 - Parallel Subfinder System
 - Phone number 1-888-987-7753
 - Log-in information
 - Text Principal Berns 317-442-7854
 - NO later than 6:30 am
 - Prearranged absences - HCC & Email Berns
- School-wide Procedures
 - Labeling textbooks
 - Sub tubs
 - Master schedule

Technology

Objective: Staff *should* be able to log into computers and access their VPA emails and understand the types of technology available to them within their classroom.

Computers

- Dongles

Air Slates

This is an example from our Flagship Campus Professional Development from Summer of 2021, to give you an example of what the pre-opening PD would look like in action.

- What is it?
- How can you use it?
- Bee Works

Microphones

- Handheld
- Lanyard Mic

Doc Cams

- What it is and what it can do

Docking Station

- Black box – hooks up multiple devices

Printers/Copy Machines

- Black line masters only
- Copy machines to make bulk copies
- Riso machine to make larger amounts of copies

Google

Objective: Staff will be able to create a google doc, sheet, form, make a copy and share documents.

- Visual and Performing Arts Email
 - ONLY Purpose: Google Drive Document Sharing & Distribution
- Google Docs & Sheets
 - Show samples of Google Doc/Sheet
 - Student of the Month:
 - <https://docs.google.com/spreadsheets/d/1M3CRBwftLmwIxEpVQnJyoUM2npUAG9Y0T2ZnlvP4FYE/edit?usp=sharing>
 - Tardy Policy Doc:
 - https://docs.google.com/document/d/1uZ_XBeRgKRLVeaOuCHO7lq6P5L8pbsBkgGaa10E9MyY/edit?usp=sharing
 - Create Google Doc
 - Create Google Sheet
 - Be sure to click out of last cell you type in
 - Make a copy of file – MAJORLY IMPORTANT!
 - Sharing Files
 - How to
 - Share Google Doc/Sheet you created
 - Add to Google Doc/Sheet
 - <https://docs.google.com/spreadsheets/d/1o3Vm41d4DDI-zrj2In6AFW0CUqLCjP27RjPN8EHj4Pg/edit?usp=sharing>
 - Add 3 complete items to your tab
- Google Forms
 - Purpose of Forms and Use
 - Sample In class google form for behavior tracking:
 - https://docs.google.com/forms/d/1XtaR2qKreJLvej37dnsMe0SDfUDGBcY9t6hYl_SMfSQ/edit?usp=sharing
 - Create Google Form
- Lesson Plan Sharing

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- Location
- Add as Favorite
- Create test google doc to share
 - who to share with
 - copying link
 - email to IPS emails
- Su"purr"b Cool Cats
 - Monthly
 - How do you choose
- LiveSchool - with Wynia!

Wrap Up

- Questions and Answers
- Welcome!!

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Edison School of the Arts			
Opening Week Agenda			
Day 6			
<ul style="list-style-type: none"> • Welcome 7:30-8:15 <ul style="list-style-type: none"> • Introductions • Norms • Agenda Overview • 2020-2021 Year in Review <ul style="list-style-type: none"> • Arts Integration • IREAD-3 • ILEARN • Panorama/Insight • Graduate Aims • 2021-2022 Initiatives <ul style="list-style-type: none"> • Math • ELA Arts Integration Curriculum • Lead Arts Integration Teachers writing Math AI Curriculum 			
<ul style="list-style-type: none"> • Module Planning 8:15-9:50 <ul style="list-style-type: none"> • Overview of whole process <ul style="list-style-type: none"> • Module Planning • Backwards Planning w/the Assessment • LPIs • Exemplar 			
<ul style="list-style-type: none"> • Break 9:50-10:00 			
<ul style="list-style-type: none"> • Lenore 10:00-12:00 (individual rooms to sign on to zoom) <ul style="list-style-type: none"> • Story Dramatization - Kdg., 1st, 2nd, 3rd, 4th, 5th, 6th, Lubke, Gebacz, Higgins, Sayles, ESL, Sped. • https://zoom.us/j/95338968462?pwd=TEI3WW1nb1hWc2s0OFZ1bDBPU2FYZz09 			
<ul style="list-style-type: none"> • Lunch Provided 12:00-12:30 • Chuy's Fajita Bar with Chips 			
Day 1 Afternoon Groups 12:30-3:30			
Math Eureka & Equip Training <ul style="list-style-type: none"> • 1st - 3rd • 4-8 Math • Sped • ESL 	Unit Planning SS/Sci	Kindergarten Team - Curriculum Deep dive <ul style="list-style-type: none"> • Kindergarten Team 	4-8 ELA Unit Planning <ul style="list-style-type: none"> • 4-8 ELA
Notes: Link for Equip Training:			

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Exit Ticket:

https://docs.google.com/forms/d/e/1FAIpQLSckkg0NmvlOvda0ggJErPtKRauaRx0icW8dANGqN_4rDF7bQ/viewform



Edison School of the Arts			
Opening Week Agenda			
Day 7			
Welcome 7:30-7:45 <ul style="list-style-type: none"> • Norms • Agenda Overview • Activity • Clock-in and Out Procedures 			
Guided Reading 7:45-10:15 K-8 Reading K-3 Sped ESL	Planning Time 7:45-10:15 5-8 Math Sci/SS	Pacing & Assessments 7:45-10:15 Arts Team	Curriculum Planning 7:45-10:15
Break and Transition to Zoom 10:15-10:30			
Arts Integration 10:30-12:30 - Character Interviews with Lenore (individual rooms for zoom) https://zoom.us/j/96996013512?pwd=aDF1SGE5emhlV0tZMU8vVzJBMmE5Zz09 K-3 4-6th ELA 7th & 8th ELA Sped. Team ESL Arts Team		Planning Time 4-8 Math Summative Assessments SS/Sci	
Lunch on your own 12:30-1:00			
Gradebook Set-Up 1:00-1:30 <ul style="list-style-type: none"> • SPED & ESL Accommodations/Schedule Time 			
Cold Call Make & Take 1:30-2:00 <ul style="list-style-type: none"> • Purpose • Popsicle Stick Creation 			
Arts Team 1:30-2:00 <ul style="list-style-type: none"> • Missing Assignment Discussion 			
Technology Expectations 2:00-2:30 <ul style="list-style-type: none"> • Exemplar Google Classrooms • E-Learning Built in Days • Technology Expectations • Tech Tuesdays 			
Google Classroom Set-Up 2:30-3:30			

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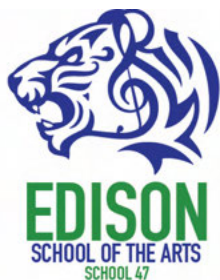
K-2 Google Leader	3-5 Google Leader	6-8 Google Leader	Arts Google Leader
Notes Exit Ticket: https://docs.google.com/forms/d/e/1FAIpQLScvNKPhNWeaNjnsxd3LUNRBaxvKuwdBWxdpH7YpE5f8QEIAQ/viewform			

This is an example from our Flagship Campus Professional Development from Summer of 2021, to give you an example of what the pre-opening PD would look like in action.



Edison School of the Arts	
Opening Week Agenda	
Day 8	
Welcome 7:30-7:45	<ul style="list-style-type: none"> • Norms • Agenda Overview <ul style="list-style-type: none"> • Arts Team Specific Agenda: https://docs.google.com/document/d/1Jz97Niu18Z1JsYSkt4uWzFyDQIEEhr-ClIFY7SAGbcs/edit?usp=sharing • Activity
Exit Tickets 7:45-10:15	<ul style="list-style-type: none"> • Purpose & Supporting Data/Literature • Math Dashboard: https://docs.google.com/spreadsheets/d/1hAaapWk1PNRpEil78CiAZS5TS-MCS6Yu19LSv0_xXbl/edit?usp=sharing <ul style="list-style-type: none"> • Data Breakdown (H, M, L piles) • Frequency • Putting Data in • Reteach Expectations
Break 10:15-10:30	
Group Planning 10:30-12:00	<ul style="list-style-type: none"> • Missing Assignment Protocol for Grade Level • Routines & Procedures <ul style="list-style-type: none"> • Script Procedures & Roll Out • Practice Procedure Roll Out for coaches & grade level team • (Coaches will make a list of needed procedures done by EOD Friday) • Planning Time
Lunch on your own 12:00-1:00	
Planning Time 1:00-3:30	<ul style="list-style-type: none"> • Refer to the Module, Assessment & LPI document to help guide your work • https://docs.google.com/document/d/1RCecuap2Vg-CXr-85LXVS7YimzBbUZfJF4vC24_hHJs/edit?usp=sharing • https://drive.google.com/drive/u/1/folders/181f3cZLuMdhSYTMDs8K5UiLKTbeNJZ41 • Due in Folders by EOD Friday
Notes:	
Exit Ticket:	https://docs.google.com/forms/d/e/1FAIpQLSdW0vxc2VH8ZLFnu9blmVrG8OZt_nfTYHOBc2zbz_uDb3TP1rw/viewform

This is an example from our Flagship Campus Professional Development from Summer of 2021, to give you an example of what the pre-opening PD would look like in action.



Edison School of the Arts	
Opening Week Agenda	
Day 9	
Welcome 7:30-7:45	<ul style="list-style-type: none"> ● Norms ● Agenda Overview ● Activity
Aggressive Monitoring PD 7:45-10:15	<ul style="list-style-type: none"> ● Full AgMo PD - Media Center ● Practice Clinic/Make & Take: <ul style="list-style-type: none"> ● Create Pathway ● Create Tracker ● Create Key
Break 10:15-10:30	
Practice Clinic Rotations 10:30-12:00	<ul style="list-style-type: none"> ● Introduce Playbook and first 30 day look fors ● Split into Practice Clinics <ul style="list-style-type: none"> ● What to Do Directions (Teacher Leader) ● Turn & Talks (Teacher Leader) ● Threshold (Teacher Leader) ● Everybody Writes (Teacher Leader) ● AgMo (Teacher Leader)
Pizza Lunch Provided 12:00-12:30	
NWEA 12:30-2:30	<ul style="list-style-type: none"> ● Virtual Meeting: Kdg.-8th Grade, Sped. ESL, ● See the link for groups here: https://docs.google.com/spreadsheets/d/1zKuC6kQIZXsLI-d6BH7W5VwdHdI7rkkZP4FEbMTaanU/edit?usp=sharing
PlanningTime 2:30-3:30	<ul style="list-style-type: none"> ● Refer to the Module, Assessment & LPI document to help guide your work ● https://docs.google.com/document/d/1RCecuap2Vg-CXr-85LXVS7YimzBbUZfJF4vC24_hHJs/edit?usp=sharing
Optional Virtual Benefits Meeting 3:30-4:30	<ul style="list-style-type: none"> ● Zoom Link: https://us02web.zoom.us/j/86872589198?pwd=SWdqUnBQZHJRaXZsT293d0dpaWhKdz0
Notes:	

This is an example from our Flagship Campus Professional Development from Summer of 2021, to give you an example of what the pre-opening PD would look like in action.



Edison School of the Arts	
Welcome Back Week – PD Agenda	
Day 10	
Welcome Back: 10:30-10:40	<ul style="list-style-type: none"> ● Norms ● Agenda Overview ● Activity
General Information & Ice Cream Social: 10:40-11:00	<ul style="list-style-type: none"> ● Quarantine Learning ● Distribution Plan for Student Devices: https://docs.google.com/document/d/1UOtyjXquzEe7SsfyzaJqDLZ70VtBZQMM3dx80gq4Rkk/edit?usp=sharing ● Time 5:00-6:30 ● Expectations ● Families & Students ● Weekly Parent Communication - Weekly Smore Newsletter by Grade level or individual teacher
Opening Day Procedures: 11:00-12:00	
Lunch Provided: 12:00-12:30	
Work in Rooms: 12:30-4:40	<ul style="list-style-type: none"> ● During this time, specific groups will be called to go over specific duties and procedures
Round Up: 4:40-5:00	<ul style="list-style-type: none"> ● Meet in Media Center ● Review Ice Cream Social Opening Procedures
Ice Cream Social: 5:00-6:30	<ul style="list-style-type: none"> ● Meet in cafeteria ● Be in grade level order with teammates ● Welcome & Introductions ● Report to Rooms
Notes:	



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #25: Student Support



SST Weekly Meeting TEMPLATE ONLY! DO NOT TYPE.

What's Going Well:



Attendance:

- Perfect Problem Report:
 - Progress on previous students
- At risk report:
- Google doc of attendance calls linked here:
- CPS attendance calls linked here:

Tier 2 & 3 Students:

- Who is on a plan?
- Link to the plans:
- Problem solving
 - What's working?
 - Not working?
 - Updates to plans?
 - What data is being collected?

GLC Visits:

- Frequent Visitors this week:
- Plans created as necessary

<p>Groups:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who is in a group: <input type="checkbox"/> What's working/not working:
<p>Calendar:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What events are this week:
<p>Teacher mental health:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Who needs support: <input type="checkbox"/> What can we do:
<p>Questions/Concerns:</p> <ul style="list-style-type: none"> <input type="checkbox"/>
<ul style="list-style-type: none"> <input type="checkbox"/>
<p>SST Items For Your Review</p>
<p>LiveSchool:</p>
<p>McKinney Vento:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current list of students receiving services: <input type="checkbox"/> Recent referrals: <input type="checkbox"/>
<p>Kaleidoscope support</p> <ul style="list-style-type: none"> <input type="checkbox"/> Current: <input type="checkbox"/> Referred: <input type="checkbox"/> Pending:
<p>Counseling Referrals:</p>

<ul style="list-style-type: none"><input type="checkbox"/> Linked here:<input type="checkbox"/> Students of concern:
Eskenazi (formerly Midtown) referrals: <ul style="list-style-type: none"><input type="checkbox"/>
Current Eskenazi caseload:
504 Updates: <ul style="list-style-type: none"><input type="checkbox"/> Schedule of 504's that shows when they are due<input type="checkbox"/> complete list of students by grade/teacher who currently have 504's<input type="checkbox"/> Next Steps
IEP/504 Counseling Minutes linked here:
SecondSteps: <ul style="list-style-type: none"><input type="checkbox"/> Who did you observe this week:<input type="checkbox"/> What is going well?<ul style="list-style-type: none"><input type="checkbox"/> Add link to Google Form here:<input type="checkbox"/> Challenges:<input type="checkbox"/> Next steps:
Service Project: <ul style="list-style-type: none"><input type="checkbox"/>
SST Upcoming Items

All	Elementary	Middle School
Dental Clinic		
Vision Clinic		
Hearing Screening		
Child Protection Unit		
Bullying		
		JA Job Spark
		Naviance
		High School Choice Options/Enrollment
Student Assistance Program (coats, shoes, Uniforms)		
House cats		
Prevention Matters Grant updates		
District Counseling/PD Opportunities		



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #26: Behavior
Communications Protocol



Edison School of the Arts

Parent and Staff Communication: Level 3 and Higher

Teams Defined

- Student Services Team:** Consists of 2 Behavior Adjustment Facilitators, 2, Counselor/Social worker: Sherry Jones, William Charnstrom, Amanda Wynia, Katie Spencer
- GLC Staff:** Sherry Jones
- Administrators:** Principal and Executive Director: Amy Berns, Nathan Tuttle
- Front Office:** Office Manager: Ebony Cook

LEVEL 3 or 4 Behaviors

Title IX

- Whoever hears of Title IX or Potential Title IX behavior **IMMEDIATELY** email and verbally get a hold of Counselor/Social Worker.
 - If they are not available, then get a hold of administration.
 - Counselors / Social Worker locate students and make sure they are separated if needed.
 - Charnstrom or Counselor/SW investigate and report out to the SST team.
 - GLC staff enter the behavior into the GLC document.
 - Counselor/Social Worker calls all guardians of the parties involved within the day it happened.
 - Counselor/Social Worker file paperwork via email.
 - Be sure to label the paperwork with the appropriate file name and give email that it is sent with a subject title that can be looked up.
 - File Title IX paperwork in Google in a created title IX folder labeled with the current year.

Fights or Incidents Described as a Fight

- If two or more kids fight then:
 - They go to GLC.
 - Then Charnstrom will investigate within the hour
 - Charnstrom will type up details in an email to admin.
 - SST team make a recommendation based on the code of conduct.
 - Admin to approve outcome in writing.
 - Charnstrom Communicates to GLC and Counselors/Social Worker IN WRITING the details and the outcome.
 - Charnstrom to communicate via radio when the documentation/outcome has been sent.
 - GLC contacts parents.

- GLC reports out in writing via email that contact was/was not made.
- Teacher documents in LiveSchool

Profanity at Adults

- If a student cusses at an adult. The student goes directly to GLC for the day. The sending adult communicates verbatim verbally and IN WRITING what the student said to them and in what context and documents in LiveSchool
- GLC needs to remind reporting adult to send email/notification with details.
- GLC will inform parents during the day
- Teacher calls before the day ends
- GLC staff will document in PowerSchool

Injury

- If a student is injured in *any* way that may lead to severe or further injury (bumps, bruises, deep lacerations, swallowing foreign objects, broken bones, etc.):
 - An email is sent by discovering adult to office staff & admin.
 - Witnessing adult to call home with details, email front office & Berns ensuring communication was made.
 - Office staff log the entry in power school.
 - If an accident report needs filled out, the responsible teacher who was with the student MUST fill it out before end of the school day and turn the report into Ms. Cook.

Theft

- An email needs to be sent from the witnessing adult to:
 - GLC Staff: Jones
 - SST, Counselor/Social Worker: Charnstrom, Wynia, Spencer
 - Admin: Tuttle, Berns
- Charnstrom to investigate
- Charnstrom to follow up with the entire team via email
- Consequence will be per admin and Code of Conduct
- Counselor/Social Worker to follow up with student and follow up with team via email
- GLC to call home and inform parents
- Teacher logs in LiveSchool
- GLC staff will log in PowerSchool

Vandalism/Property Destruction

- Email WITH PICTURE IF POSSIBLE needs to be sent to:
- GLC: Charnstrom, Sherry Jones, Counselors/Social Worker: Wynia, Spencer and Admin: Berns, Tuttle
- Investigation to completed by Charnstrom
- Charnstrom will email team the results
- Admin will assign consequences based on info and code of conduct (behavior team recommend consequences based on the code of conduct)
- GLC will call home before end of the day
- Teacher logs in LiveSchool
- GLC Staff logs in PowerSchool

Parent or Student Complaint of Bullying:

- If a parent reports bullying either via phone call or in writing to admin or to a Counselor/Social Worker, the person being reported to will send an email to the behavior team: GLC, Charnstrom, Counselor/Social Worker, and Admin as well
- Charnstrom will investigate and report out to Counselors/Social Worker and admin
- Counselors/Social Worker or Admin will decide if counseling is necessary
- Charnstrom will look at Code of Conduct and work with Admin to suggest consequences
- Consequences will be emailed out to the team
- All teachers involved will be notified of the situation, outcome and actions that need to be taken
- GLC staff will place in GLC document

Suspensions: OSS, ISS, Bus

- A behavior has been identified as requiring OSS/ISS/Bus, per code of conduct
- Staff Person who witnessed the behavior emails administration immediately including Charnstrom, Berns, Tuttle, Wynia, Spencer, Sherry Jones.
- Behavior/Suspension will be input into PS by Behavior Adjustment facilitator, specifically Mr. Charnstrom.
- If the student is Sped, then Charnstrom emails a description of the behavior and suspension dates to Jennifer Brennan, Sped. Specialist, sped. teacher and cc'ing the Principal on the email.

Peace Pass

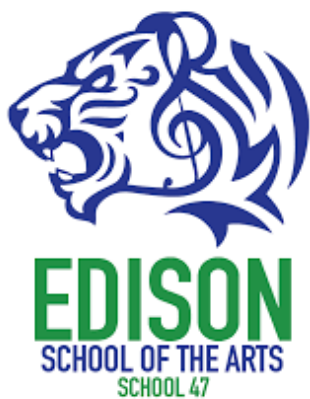
- Students who are assigned a peace pass can use these when they or the teacher feels they need to leave the learning environment in order to avoid any type of escalation of the behaviors. The student must leave with the peace pass and notify the teacher they are choosing to use the pass. The student will report to the front office and Ms. Cook will radio the identified adult to work with the student.
 - Teacher documents in LiveSchool (Prearranged break)
 - The adult that meets with the student then needs to document in the meetings with students and then provide any needed communication to the student behavior team.
 - Approved by SST team ONLY

When a Student is Sent to GLC

1. Teacher contacts GLC to send student
2. Teacher marks the behavior in Live School.
3. GLC marks the button "sent to GLC" in Live School or ensures the teacher did.
4. GLC ensures that the teacher marked info in Live school for Behaviors.
5. GLC enters the time entered and behavior in the GLC Google Form.
6. Daily by 3:30, GLC sends out an end of day report to teachers who have sent kids to GLC and reminds them to mark in PS.
7. The following day m-f by 10 AM, Charnstrom checks the report that GLC sent out against PS and marks "yes" in the column on the GOOGLE GLC RESPONSE FORM for those that match up and lets GLC know when that is complete.

8. GLC then sends the updated list from the response form of those who have NOT entered into PS to the teachers who have not entered CCing Berns, Tuttle, and Cuthrell with the message: **"Power School is showing that you have not yet entered the data for these students that you sent to GLC. The expectation is that it is entered in by end of the school day that they were sent. This must be entered by end of today and then please let Admin know when you have completed this task. Thank you"**.
9. GLC will send a report every Friday to the Principal, CEO, and Asst. Principal of teachers who are still noncompliant, and Admin will address them.

Any noncompliant teachers or teachers sending to GLC without following protocols should be reminded of the procedure by GLC first. If they continue to not follow the protocol, then admin will need to be alerted so they can address.



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #27: Arts Courses Catalog



Arts Courses 2021-2022

Edison School of the Arts

Elementary Arts Course Descriptions

Kindergarten - 4th Grades

Visual Art with Mr. Weidenbach

At the elementary level, visual art courses provide a wide variety of methods in art making, while developing the understanding and proficient use of the "language of art"- the Elements of Art and Principles of Design. Students will study artists and artistic movements from the past and present, and from various backgrounds and cultures. Students will experience 2D and 3D materials as they strive to become reflective, knowledgeable and courageous visual artists.

Visual Art with Mr. Evans

Students will have the opportunity to learn how to work individually as well as collaboratively within the classroom setting, while exploring both 2-D & 3-D art forms, styles, and vocabulary. Students will learn how to work safely with traditional tools and methods, to more current digital devices.

General Music Grades K-2

Sing! Dance! Play! Create! These are the foundations of what students will experience in the music classroom. Students will explore with their voices, experience different instruments, and demonstrate how their bodies can move with music. Students will also learn how to read and create their own melodies and rhythms. We will also discover different ways music is used in our everyday lives.

Piano Grades 2-4

88 Keys...2 Hands and 1 goal: To learn the piano and do so in a fun and informative way! From the basics to Bach! From the classics to the current! This class focuses on the disciplines of piano performance, theory and ear training! "Music is Life. That's why our hearts have 'beats!'"

3rd Grade Recorder

Students will use a recorder to learn how to play a wind instrument . They will learn to play notes and rhythms to perform simple songs. There will be movement activities, rhythm activities, creating music activities and play along activities. They will also be exposed to other instruments through teacher demonstrations and videos.

4th Grade Beginning Band

Students will learn to play a Band instrument. They will learn at a beginning level. This will allow them to be more prepared for Band in 5th grade and also to excel at a faster pace in 5th Grade. It is hoped that students in this class will also choose to be in the Elementary Band Enrichment as it will allow them to learn at an even quicker pace.

4th Grade Beginning Strings

In strings, you will learn using either violin, viola, cello or string bass. Using your selected instrument, you will learn to read music, basic playing skills, and learn songs to perform with your string class. It is hoped that students in this class will also choose to be in the Elementary String Enrichment Class.

Theatre Games - Kindergarten

What makes a great actor/actress? Well, your child will learn some of the key fundamentals of theatre and the world of acting and have fun doing it with Theatre Games. Through movement, role-playing and fun activities, the students will learn through discipline and creativity!

Theatre Grades 1 - 4

Elementary theatre classes explore storytelling through scene work and becoming actors on the stage. Students will learn how to read a script breaking it down to understand symbols and script layout. Students will also learn to use props and costumes to become characters in the scripts.

Physical Education

At the elementary level, physical education aims to develop students' physical competence and knowledge of movement and safety. Students will be asked to perform a wide range of activities associated with the development of an active and healthy lifestyle.

Dance

Edison students will learn many genres of dance. They will learn hip hop, jazz, ballet, african, choreography, leaps & turns, progressions and positions of the feet. Students will also learn dance terms and definitions in French. Class will consist of learning beat, rhythm and how to count music.

Edison School of the Arts Middle School Arts Course Descriptions 5th & 6th Grades

Band -A Day - All Year Long

5th & 6th Grade Band (YEAR LONG COURSE) . In this year long course beginners will learn to perform basic skills and notes on a selected instrument. Beginners will also learn to perform simple music. Students who already play an instrument will continue to learn more advanced skills, notes, and music on their selected instrument. Students in this class are expected to perform at concerts and contests. Students will be able to finish the school year ready to move to the next level the following year. Band Instruments are: Flute, Oboe, Clarinet, Bass Clarinet, Alto Saxophone, Tenor Saxophone, Baritone, Saxophone, Bassoon, Trumpet, French Horn, Trombone, Baritone Horn, Tuba, Percussion. Percussion is a vast section of many instruments and is limited to select students only. All students are expected to perform at several concerts, community events, and possibly ISSMA contest.

Choir - A Day - Semester Only

This performing ensemble focuses on strengthening the singing voice and developing the ability to sing in 2-3 parts. We perform music in different languages, styles and levels of difficulty. This is a group that performs both in and outside of Edison throughout the year.

Piano - A Day - All Year Long

88 Keys...2 Hands and 1 goal: To learn the piano and do so in a fun and informative way! From the basics to Bach! From the classics to the current! This class focuses on the disciplines of piano performance, theory and ear training! "Music is Life. That's why our hearts have 'beats.'

Puppetry - A Day - All Year Long

In this year-long class, students will create the five traditional types of puppets, including hand puppets, marionettes, shadow puppets, rod puppets and body puppets. Students will construct using fabric, papier-mâché, colorful cellophane, wood, string, tagboard and more. Students will take all of their puppets home after the annual Spring Fling.

Digital Arts - A Day - All Year Long

Explore the design process through digital arts! The computer based projects, combine stills and video explorations using digital cameras, lap-top computers, and "Smart Phone" Technology. Some skills covered but not restricted to, are typography, logo design, and Symbolism used in various design applications.

Creative Drama - A Day - Semester Only

Creativity and collaboration are concepts found in the art of theater. An exploration of dramatic forms, playwrights and theater games that shape the actor will be infused in this fun learning performance class. You will collaborate with fellow actors in scenes and create compelling characters! We'll learn how to act in front of the camera and how performers hit their mark on the big screen! Come have some fun learning and playing like someone else in theater!

Physical Education - A Day - All Year Long

If you enjoy working hard and being active, then this course is for you! In this class, students will learn the skills to maintain a healthy and active lifestyle. Students will have the opportunity to learn a variety of sports and sport related movements. Emphasis will be placed on participation and positive social interaction during fitness and sport activities.

Ballet - A Day - All Year Long

Ballet is the fusion of all genres of dance. In this class we will learn the basics of ballet, ballet history and how to create a ballet lesson with a fusion of french vocabulary and terminology.

String Orchestra - B Day - All Year Long

5/6 String Orchestra is a year-long class. You will choose to learn either violin, viola, cello or string bass. Using your selected instrument, you will learn basic playing skills, learn to read music, and learn songs to perform with your string class. If you already play an instrument you will learn advanced playing skills and more challenging music. All students are expected to perform on several concerts with the class, community events, and possibly ISSMA contest.

Musical Theatre - B Day - Semester Only

Sing! Dance! Act! If you like to do any of these things, Musical Theatre is for you. Not only will you learn about different musicals, but you will work on improving your own experience as a performer.

Songwriting, Scoring and Soundscapes - B Day - Semester Only

Have you ever wondered how your favorite music artists write the songs that you love so much? Do you have a story that you want to tell through Music? Are you feeling some type of way and want to express it through lyrics? Well, this is

the class for you! Mr. Peay will show you how to develop a song from beginning to end ,as well as how to create music for radio, film and stage!

Found Object Art - B Day - Fall Semester Only

Have you ever heard the phrase, "One man's trash is another man's treasure?" Some artists take it quite literally as they take discarded items and combine them to make three-dimensional works of art. Students in this class will learn from these pioneering artists, then create their own reused material masterpieces.

Printmaking - B Day - Spring Semester Only

Get colorful and creative! Printmaking is unlike other art mediums because multiple works of art can be made from a single creation. Students will use found objects, foam plates, linoleum blocks and even potatoes to carve and transfer colorful images onto paper and cloth.

Digital Arts - B Day - All Year Long

Explore the design process through digital arts! The computer based projects, combine stills and video explorations using digital cameras, lap-top computers, and "Smart Phone" Technology. Some skills covered but not restricted to, are typography, logo design, and Symbolism used in various design applications.

Acting for Film - B Day - Semester Only

Edison's filmmaking class introduces young film actors to the world of filmmaking. We will have fun in our supportive environment exploring visual storytelling. We will learn by doing in this class hands on work with digital cameras, backdrops, creative writing and acting. So, actors get ready to "Hit Your Mark" in this fabulous filmmaking experience.

Team Building and Games - B day - Fall Semester Only - In-person Learners Only

If you enjoy working with a team and being active, then this is the class for you This is NOT a typical PE class. In this class you will strengthen the bonds between members of a group for the purpose of efficiently achieving goals. You will use problem solving skills and strategies to complete challenges with your team. Students will be evaluated on their willingness to participate, be active, and work well with classmates.

Drumtastic - B Day - Spring Semester Only - In-person Learners Only

If you enjoy being active, music, and dancing, then this course is for you! In this semester course, students will focus on combining basic musical rhythms and patterns with exercise movements and dance steps. Students may also have the opportunity to perform for school showcases and events. Emphasis will be placed on participation and the final choreography performance project where students will create their own routines.

Dance: Jazz/Leaps & Turns - B Day - All Year Long

Jazz is an unbeat form of dance that incorporates a lot of energetic leaps and turns. This class will help with developing the proper technique used for leaps, turns and flexibility.

Edison School of the Arts

Middle School Arts Course Descriptions

7th & 8th Grades

Band - A Day - All Year Long

7th and 8th Grade Band (YEAR LONG COURSE). In this year long course beginners will learn to perform basic skills and notes on a selected instrument. Beginners will also learn to perform simple music. Students who already play an instrument will continue to learn more advanced skills, notes, and music on their selected instrument. Students in this class are expected to perform at concerts and contests. Students will be able to finish the school year ready to move to the next level the following year. Band instruments are: Flute, Oboe, Clarinet, Bass Clarinet, Bassoon, Alto Saxophone, Tenor Saxophone, Baritone Saxophone, Trumpet, Trombone, French Horn, Baritone Horn, Tuba, and Percussion. Percussion is a vast section of many instruments and is limited to select students only. All Students are expected to perform at concerts, community events, and ISSMA contest.

Choir - A Day - Semester Only

This performing ensemble focuses on strengthening the singing voice and developing the ability to sing in 2-3 parts. We perform music in different languages, styles and levels of difficulty. This is a group that performs both in and outside of Edison throughout the year.

Piano - A Day - All Year Long

88 Keys...2 Hands and 1 goal: To learn the piano and do so in a fun and informative way! From the basics to Bach! From the classics to the current! This class focuses on the disciplines of piano performance, theory and ear training! "Music is Life. That's why our hearts have 'beats.'"

Art for Change - A Day - Fall Semester Only

Make a positive impact on our world through art! In this class, students choose social, political and environmental issues that are important to them, then create artworks that express how they feel and what they believe. The artworks are then shared with the community where they can best raise awareness and affect positive change.

Mini-Masterpieces and Mosaics - A Day - Spring Semester Only

In this class, students will develop a multicultural view of art as they use tiny paper, tiny brushes and even seashells to create the world's tiniest paintings like the Persian masters of the 13th Century! Next, we will recreate colorful tile mosaics which will hang on permanent display at Edison.

Digital Arts - A Day - All Year Long

Explore the design process through digital arts! The computer based projects, combine stills and video explorations using digital cameras, lap-top computers, and "Smart Phone" Technology. Some skills covered but not restricted to, are typography, logo design, and Symbolism used in various design applications.

Advanced Theatre - A Day - All Year Long

Creativity and collaboration are concepts found in the art of theater. An exploration of dramatic forms, playwrights and theater games that shape the actor will be infused in this fun learning performance class. You will collaborate with fellow actors in scenes and create compelling characters! We'll learn how to act in front of the camera and how performers hit their mark on the big screen! Come have some fun learning and playing like someone else in theater!

Physical Education - A Day - All Year Long

If you enjoy working hard and being active, then this course is for you! In this course students will learn the skills to maintain a healthy and active lifestyle. Students will have the opportunity to learn a variety of sports and sport related movements. Emphasis will be placed on participation and positive social interaction during fitness and sport activities.

Dance: Ballet - A Day - All Year Long

Ballet is the fusion of all genres of dance. In this class we will learn the basics of ballet, ballet history and how to create a ballet lesson with a fusion of french vocabulary and terminology.

String Orchestra - B Day - All Year Long

In this class, you will learn using either violin, viola, cello or string bass. If you are continuing on your instrument from previous years you will learn more advanced skills and more challenging music. If you are a new student in this year-long class, you will select either violin, viola, cello or string bass. Using your selected instrument, you will learn to read music, basic playing skills, and learn songs to perform with your string class. All students are expected to perform at concerts and community events with the class.

Musical Theatre - B Day - Semester Only

Sing! Dance! Act! If you like to do any of these things, Musical Theatre is for you. Not only will you learn about different musicals, but you will work on improving your own experience as a performer.

Songwriting, Scoring and Soundscapes - B Day - Semester Only

Have you ever wondered how your favorite music artists write the songs that you love so much? Do you have a story that you want to tell through Music? Are you feeling some type of way and want to express it through lyrics? Well, this is the class for you! Mr. Peay will show you how to develop a song from beginning to end, as well as how to create music for radio, film and stage!

Spooky Special effects - B Day - Fall Semester Only

Students will discover the spooky secrets used in Halloween haunted houses in this chilling class. We will paint acrylic portraits with eerie eyes that appear to follow you, create creepy dolls and other fearsome frights that "go bump in the night." A class not for the faint of heart!

Book Art - B Day - Spring Semester Only

If you love to read AND draw, this class is perfect for you! Students will explore what makes a great picture book, then write and illustrate their own books. They will also learn how books are made, make their own books, and even cut, fold and reshape books to turn them into sculptural celebrations of reading.

Digital Arts - B Day - All Year Long

Explore the design process through digital arts! The computer based projects, combine stills and video explorations using digital cameras, lap-top computers, and "Smart Phone" Technology. Some skills covered but not restricted to, are typography, logo design, and Symbolism used in various design applications.

Acting for Film - B Day - All Year Long

Edison's filmmaking class introduces young film actors to the world of filmmaking. We will have fun in our supportive environment exploring visual storytelling. We will learn by doing in this class hands on work with digital cameras, backdrops, creative writing and acting. So, actors get ready to "Hit Your Mark" in this fabulous filmmaking experience.

Team Building and Games - B day - Semester Fall & Spring (may repeat)

If you enjoy working with a team and being active, then this is the class for you This is NOT a typical PE class. In this class you will strengthen the bonds between members of a group for the purpose of efficiently achieving goals. You will use problem solving skills and strategies to complete challenges with your team. Students will be evaluated on their willingness to participate, be active, and work well with classmates.

Dance: Jazz/Leaps & Turns ALL Year Long - B Day - All Year Long

Jazz is an unbeat form of dance that incorporates a lot of energetic leaps and turns. This class will help with developing the proper technique used for leaps, turns and flexibility.



Edison School of the Arts

Charter Application, Fall 2021 Cycle

Attachment #28: Schedules

Kindergarten Schedule at Flagship Campus

Daily Schedule		Wednesday Daily Schedule	
7:15-7:35	Arrival	7:15-7:35	Arrival
7:35-7:52	SEL (20 min)	7:35-8:00	Word Work (25 min)
7:55-8:30	Word Work (35min)	8:00-8:15	Writing (15 min)
8:35-9:15	Special Area	8:20-9:00	Special Area
9:15-9:25	RR/Transition	9:00-9:15	RR/Transition
9:25-9:55	TDRI (30 min)	9:15-9:30	Writing (15 min)
9:55-10:20	Writing (25 min)	9:30-9:50	TDRI (20 min)
10:20-10:40	Recess (20 min)	9:50-10:10	Recess (20 min)
10:45-12:00	Guided Reading (75 min)	10:15-11:30	Guided Reading (75 min)
12:05-12:35	Lunch	11:30-11:40	RR/Transition
12:35-12:45	RR/Transition	11:40-12:10	Lunch
12:45-1:30	Math (45 min)	12:10-1:15	Math (65 min)
1:30-1:45	Guided Math (15 min)		
1:45-1:55	Recess (10 min)	1:15-1:25	Recess (10 min)
2:00-2:15	Science/SS (15 min)	1:24-1:45	Science/SS (20 min)
2:15-2:30	Dismissal	1:45-2:00	Dismissal

1st Grade Schedule at Flagship Campus

Daily Schedule		Wednesday Daily Schedule	
7:15-7:35	Arrival	7:15-7:35	Arrival
7:35-7:52	SEL (20 min)		
7:55-8:30	Math (35 min)	7:35-8:15	Math (40 min)
8:35-9:15	Special Area	8:20-9:00	Special Area
9:15-9:25	RR	9:00-9:15	RR
9:25-9:50	Math (25 min)	9:15-9:35	Math (20 min)
9:50-10:05	TDRI (15 min)	9:35-9:50	TDRI (15 min)
10:10-10:50	Enrichment	9:50-10:25	Enrichment
10:50-11:10	Recess	10:25-10:45	Recess
11:10-11:25	TDRI (15 min)	10:45-11:00	TDRI (15 min)
11:25-11:55	Foundations (30 min)	11:00-11:30	Foundations (30 min)
11:55-12:05	RR	11:30-11:40	RR
12:05-12:35	Lunch	11:40-12:10	Lunch
12:40-1:40	Guided Reading	12:10-1:10	Guided Reading (60 min)
1:40-2:10	Writing	1:10-1:40	Science/ Social studies(30 min)
2:15-2:30	Dismissal	1:45-2:00	Dismissal

2nd Grade Schedule at Flagship Campus

A	B	C	D	E
Daily Schedule			Wednesday Daily Schedule	
7:15-7:35	Arrival		7:15-7:35	Arrival
7:35-7:52	SEL (20 min)			
7:55-8:25	TDRI (30 min)		7:35-8:05	TDRI (30 min)
8:25-8:55	Fundations (30 min)		8:05-8:35	Fundations (30 min)
8:55-9:10	Science/Social Studies (15 min)		8:35-8:55	Science/SS (20 min)
9:10-9:20	RR/Transition		8:55-9:05	RR/Transition
9:20-10:05	Special Area		9:05-9:45	Special Area
10:10-10:50	Enrichment		9:50-10:25	Enrichment
10:50-11:25	Math (35 min)		10:25-11:10	Math (45 min)
11:30-11:55	Lunch		11:10-11:35	Lunch (RR during lunch)
11:55-12:05	RR/Transition		11:35-11:45	RR/Transition
12:05-12:30	Math (25 min)		11:45-11:55	Math (10 min)
12:30-12:55	Writing (25 min)		11:55-12:25	Writing (30 min)
12:55-1:15	Recess		12:25-12:45	Recess (20 min)
1:15-2:15	Guided Reading (60 min)		12:45-1:45	Guided Reading (60 min)
2:15-2:30	Dismissal		1:45-2:00	Dismissal

3rd Grade Schedule at Flagship Campus

Daily Schedule		Daily Schedule	
		WEDNESDAY	
7:15-7:35	Arrival	7:15-7:35	Arrival
7:35-7:52	SEL (20 min)	7:35-7:45	Wed Folders
7:55-8:20	Fundations	7:45-8:10	Fundations
8:20-8:50	TDRI	8:10-8:40	TDRI
8:50-9:10	Guided Reading (1 rotation)	8:40-8:55	Science/SS
9:10-9:20	RR/Transition	8:55-9:05	RR/Transition
9:20-10:05	Special Area	9:05-9:45	Special Area
10:10-10:50	Enrichment	9:50-10:25	Enrichment
10:50-11:30	Guided Reading (2 rotations)	10:25-11:10	Guided Reading (2 rotations)
11:30-11:55	Lunch	11:10-11:35	Lunch
11:55-12:55	Math	11:40-12:40	Math
12:55-1:20	Finish problem set/Exit ticket: M, W, F Sci/SS: T, TH	12:40-1:00	Recess (20 min)
1:20-1:40	Recess	1:00-1:30	Writing (30 min)
1:45-2:15	Writing	1:30-1:45	finish problem set/Exit ticket
2:15-2:30	Dismissal	1:45-2:00	Dismissal

4th Grade Schedule at Flagship Campus

Daily Schedule		
	Hastings	Miller
7:15-7:35	Arrival	Arrival
7:35-7:52	SEL (20 min)	SEL (20 min)
7:55-9:10	4-1	4-2
9:10-9:20	RR/Transition	RR/Transition
9:20-10:05	Special Area	Special Area
10:10-10:50	Enrichment	Enrichment
10:50-11:30	4-1	4-2
11:30-11:55	Lunch	Lunch
12:00-12:20	Recess	Recess
12:25-2:15	4-2	4-1
2:15-2:30	Dismissal	Dismissal

Daily Schedule		
Wednesday		
	Hastings	Miller
7:15-7:35	Arrival	Arrival
7:35-7:45	SEL (20 min)	SEL (20 min)
7:45-9:05	4-1	4-2
9:05-9:45	Special Area	Special Area
9:50-10:25	Enrichment	Enrichment
10:25-11:05	4-1	4-2
11:10-11:35	Lunch	Lunch
11:45-12:05	Recess	Recess
12:10-1:45	4-2	4-1
1:45	Dismissal	Dismissal

5th Grade Schedule at Flagship Campus

Daily Schedule		
	Loring	Arms
7:15-7:35	Arrival	Arrival
7:35-7:52	SEL (20 min)	SEL (20 min)
7:55-9:55	5-1	5-2
10:00-10:47	5-2	5-1
10:50-11:15	Lunch	Lunch
11:18-11:58	Enrichment	Enrichment
12:01-12:37	5-2	5-1
12:40-1:25	Electives	Electives
1:28-2:00	5-2	5-1
2:00-2:15	Recess	Recess
2:15-2:30	Dismissal	Dismissal

Wednesday	5th/6th Block/min
7:35-7:45	Wed Folders
7:45-9:35	Academic 1 (110 min)
9:40- 10:33	Academic 2 (53 min)
10:36-11:01	Lunch (25 min)
11:04-11:39	Enrichment
11:42- 12:09	Academic 2 (27 min)
12:12-12:58	Electives (45 min)
1:01-1:45	Academic 2 (44 min)
1:30-1:45	5th grade only: recess

6th Grade Schedule at Flagship Campus

6th		
	Wood	Stratton
7:15-7:35	Arrival	Arrival
7:35-7:52	SEL (20 min)	SEL (20 min)
7:55-9:55	6-1	6-2
10:00-10:47	6-2	6-1
10:50-11:15	Lunch	Lunch
11:18-11:58	Enrichment	Enrichment
12:01-12:37	6-2	6-1
12:40-1:25	Electives	Electives
1:28-2:00	6-2	6-1
2:00-2:15	Math Tech Time	Math Tech Time
2:15-2:30	Dismissal	Dismissal

Wednesday	5th/6th Block/min
7:35-7:45	Wed Folders
7:45-9:35	Academic 1 (110 min)
9:40- 10:33	Academic 2 (53 min)
10:36-11:01	Lunch (25 min)
11:04-11:39	Enrichment
11:42- 12:09	Academic 2 (27 min)
12:12-12:58	Electives (45 min)
1:01-1:45	Academic 2 (44 min)
1:30-1:45	5th grade only: recess

7th Grade Schedule at Flagship Campus

7th Grade Schedule at Flagship Campus				
	Walker	Lubke	Higgins-A day	Sayles B day
7:15-7:35	Arrival	Arrival	Arrival	Arrival
7:35-7:52	SEL (20 min)	SEL (20 min)	SEL (20 min)	SEL (20 min)
7:55-9:20	7-1	7-2	7-3	7-3
9:23-10:10	7-3	7-1	7-2	7-2
10:13-10:38	Lunch	Lunch	Lunch	Lunch
10:41-11:15	7-3	7-1	7-2	7-2
11:18-11:58	Enrichment	Enrichment	Enrichment	Enrichment
12:01-1:27	7-2	7-3	7-1	8-1
1:30-2:15	Electives	Electives	Electives	Electives
2:15	Dismissal	Dismissal	Dismissal	Dismissal
Wednesday	block/min			
7:35-7:45	Wed Folders			
7:45-9:05	Academic 1 (80 min)			
9:08-10:00	Academic 2 (50 min)			
Lunch	10:03-10:28 (25 min)			
10:31-11:01	Academic 2 (30 min)			
11:04-11:39	Enrichments (35 min)			
11:42-1:00	Academic 3 (78 min)			
Electives	1:03-1:45			

8th Grade Schedule at Flagship Campus

Daily Schedule				
	Blubaum	Gebacz	Higgins B day	Sayles A day
7:15-7:35	Arrival	Arrival	Arrival	Arrival
7:35-7:52	SEL (20 min)	SEL (20 min)	SEL (20 min)	SEL (20 min)
7:55-9:20	8-1	8-2	8-3	8-3
9:23-10:10	8-3	8-1	8-2	8-2
10:13-10:38	Lunch	Lunch	Lunch	Lunch
10:41-11:15	8-3	8-1	8-2	8-2
11:18-11:58	Enrichment	Enrichment	Enrichment	Enrichment
12:01-1:27	8-2	8-3	8-1	7.1
1:30-2:15	Electives	Electives	Electives	Electives
1:45	Dismissal	Dismissal	Dismissal	Dismissal
Wednesday				
	block/min			
7:35-7:45	Wed Folders		7th Math	
7:45-9:05	Academic 1 (80 min)		15 min	Do now/ Reteach
9:08-10:00	Academic 2 (50 min)		30 min	Classwork
Lunch	10:03-10:28 (25 min)		5 min	Closing/Debrief
10:31-11:01	Academic 2 (30 min)		20 min	Problem set/Independent work time
11:04-11:39	Enrichments (35 min)		10 min	Exit ticket
11:42-1:00	Academic 3 (78 min)			
Electives	1:03-1:45			