



Charter School Replication Application
For Experienced Authorizers

GEO Academy Central

Submitted by Gary Middle College
2022

Section I: Applicant Overview, Enrollment Plan, and Statement of Assurances

Application Overview

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

Name of proposed Charter School: GEO Academies Central

Proposed Charter School location*: Indianapolis/Lawrence - IvyTech campus
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

Legal name of group applying for Charter: Gary Middle College, Inc.

Designated representative: Kevin Teasley, Superintendent

Contact Information (Phone & Email): 317-694-9985 kteasley@geoacademies.org

Planned opening year for the school: August 2023

Model or focus of proposed school: Accelerated College/Career Achievement
(e.g., arts, college prep, dual language, etc.)

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

Target student population (if any): Students 16+

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): _____

Submission date(s):

October 20, 2022

List the number of previous submissions (including withdrawn submissions) for request to authorize any charter school(s) over the past five years, as required under IC § 20-24-3-4.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

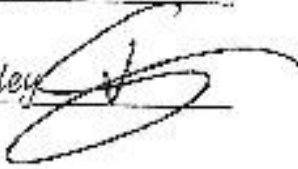
Additional Information Required for Replication/Expansion Requests

Is Charter School proposing to replicate or expand a proven school model?

Yes No

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

Gary Middle College, Inc. Gary, IN

Signature of Designated Representative	
<u>Kevin Teasley</u>	
Name	
<u>Kevin Teasley</u> 	<u>October 20, 2022</u>
Signature	Date

Tab 1 Enrollment Plan for Adult High School (attached)

Enrollment Plan for Adult High School

1. Please complete all appropriate grey cells. The first seven (7) lines are required.
2. The Enrollment Plan Approval Date on line 13 is the date the initial Enrollment Plan was approved as part of a
3. Enrollment Plan Amendments list the amendments, effective year, and approval date of those amendments to

Charter School Network:	Gary Middle College
Name of Charter School:	GEO Academy Central
Designated Representative:	Kevin Teasley
Contact Information:	kteasley@geoacademies.org
Grade Span (Format: "X-X"):	9-12
Maximum Enrollment:	400
Year 1 (Format: "YYYY"):	2023
Initial Approval Date:	

Yearly Enrollment By Grade Level

Grade Level	<u>Year 1</u> 2023-24	<u>Year 2</u> 2024-25	<u>Year 3</u> 2025-26	<u>Year 4</u> 2026-27	<u>Year 5</u> 2027-28
9	25	30	35	40	45
10	25	30	35	40	45
11	55	65	70	75	80
12	100	110	120	130	135
AHS					
Total Enrollment (School):	205	235	260	285	305

Enrollment Data Narrative:

Given that the GEO Adult High School Model includes students 13-65, additional data on enrollment expectations of students below 21 and above 21 have been provided below as additional context for review:

Total Students	Over 21	Under 21
235	49	186
260	55	205
285	60	225
305	64	241

Section II: Evidence of Need, Demand, and Community Support

1) Describe your targeted location (if known) or geographic area and your targeted student population.

GEO Central plans to serve the Lawrence and Indianapolis areas, specifically targeting students navigating poverty, first generation college students, and secondary students that have not experienced success in traditional academic models. Students of color, young parents, and high school drop outs will be given preference and targeted support in our model.

2) Describe your 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.

GEO Central Academy plans to market its *flexible options for communities with underserved students* to all municipalities in the area. GEO has determined the specific enrollment capacity after completing market research in the community, as well as past experiences at Gary Middle College, that have shown smaller learning environments and structured cohort assignments for personalized learning experiences are the most effective approach to recruiting and retaining high school dropouts. To develop a recruitment strategy to reach the targeted student population, GEO has established a three phase recruitment and marketing plan.

GEO have already begun phase one – the founding board/team met with leaders from the community to share the mission of the school, establish initial community partnerships, and gain information, insight, and histories of the communities it aims to serve. Essential stakeholders during this stage are leaders of neighborhood associations, local church pastors, mayor’s office, and the directors of local community centers. GEO’s marketing director is charged with leading marketing initiatives in all schools throughout the network.

The second phase of development consists of direct communication with the targeted school population. This communication will occur through several mediums including but not limited to newspaper advertisements, public service radio and television, the construction and launch of a web site, advertisement and convening of informative open-house meetings, door-to-door canvassing, etc. GEO has developed brochures with an overview of the school’s flexible academic programs, which will be distributed at meetings and posted in common locations where people will have an opportunity to become aware of the school. This phase will take place within the targeted neighborhoods and areas, and will be executed by the principal in collaboration with community partners established through phase one.

In the third phase of recruiting and marketing, GEO Central Academy convene meetings in public forums to inform the public of enrollment processes and provide detailed information concerning course offerings, expanded graduation requirements (at least 3 college credits or career and technical certification program), GEO's mission, dual-credit campus locations, and provide answers to any questions that may be offered. Critical information concerning the functionality of the program within the student handbook will be articulated during this mobilizing stage. The enrollment process for the initial year is included within this phase, and GEO will continue its recruitment and retention efforts until full enrollment is achieved.

It can be assumed that these phases of the recruitment and marketing strategy will overlap at times. As community partnerships grow and word spreads, GEO intends to nurture these relationships in a continual effort to provide more opportunities for student success.

GEO Central Academy understands the challenges of maintaining strong communications with lower-income families and language-minority students, thus, the marketing team will translate recruitment materials into all prominent languages in the communities GEO serves. GEO aims to continually build and foster relationships with religious and civic leaders throughout the region to gather insights to the best way to reach out to a diverse cross section of families. We will also work in partnership with Ivy Tech's counselors who are regularly approached by high school aged students who lack the requirements to enroll and will refer these students to GEO for support.

School Enrollment Policy Attached

3) Describe how you have determined that there is sufficient demand from student and families for the proposed school to meet enrollment projections. Provide any evidence of community engagement and support from community partners, including documentation of public forums held, or meetings with community leaders or other stakeholders (e.g., mayors, council members, neighborhood leaders).

In an effort to address the demands of our parents as well as the general need for quality schools like GMC, the founding board/team began exploring locations for a second school last year. Over the past six months, we have reviewed maps of district, charter, and private schools across the area. We have talked with local leaders, and reviewed school achievement data in an effort to identify areas in which there may not yet be a sufficient supply of high quality secondary and post-secondary schooling options. Based on this analysis, we have identified the proposed location in Lawrence and Indianapolis as a critical areas that would be served well by the GMC model.

Gary Middle College is the only Gary Middle College (GMC) is a blended high school serving both traditional aged and adult students that can earn a CORE 40 high school diploma from the State of Indiana and prepare for employment, certification programs, or earn a college degree. Students are able to transfer previously earned credits and ECA test scores from past high schools and will complete the remaining credit requirements and pass both ECA tests at Gary Middle College prior to graduation. Replicating this successful model will provide a needed option to adult learners in communities across Indiana.

Along the way, we have met with local civic, religious and community leaders to gather input. We have gathered letters of support from organizations with constituents across the city as well as those specific to the neighborhoods we would like to target. We have also reached out to students/parents, seeking input as to importance of a school like GMC. We are eager to adapt our program to meet the

specific needs of the community of families in Lawrence and Indianapolis. We bring with us a defined education model, a track record of success and a group of committed leaders ready to put in the work to make change; yet, we also understand the importance of building strong ties in the community and adapting our program to local needs, without compromising our commitment to ensuring every child has access to a great school. This is why we have chosen to partner with Ivy Tech.

Several months have been spent ensuring community support by meeting with students/parents, residents, and attending local meetings. Many of the potential students/parents we surveyed would like to have a middle college option. Residents have stated they are, "Glad to see someone's doing something in the community," and middle college "Would be a beautiful thing." Residents have stated they would like a place for high school dropouts to earn their diploma. The school plans on offering additional services to the community once we are operational by partnering with community organizations that will provide workshops, community events, and technology outreach.

According to the National Assessment of Education Progress (NAEP), less than half of our fourth graders are proficient in math; almost two thirds of our eighth graders are not yet proficient readers and writers. This data only got worse during the COVID-19 pandemic, leaving everyone scrambling for recovery options. We believe now, more than ever, is a time our innovative option is needed to support this community. Post COVID, too few schools are keeping up with the education required for the recovery efforts we are facing.

Proficiency levels among today's students are worse among Black and Latino students - the majority population in most urban communities. Gary, IN has had its struggles but Gary Middle College and 21st Century Charter School has made a huge difference in the community. We want to do the same in the new school in Lawrence and Indianapolis.

Clearly, there are cities that are suffering through an alarming gap between the education required in a 21st century economy and that which were provided for our families during COVID. The fact that this gap is widest among low-income families only heightens the seriousness of this issue. It presents significant challenges not only for the economic health of our city but also our commitment to principles of freedom, equality and opportunity on which our democracy depends.

The school would like to serve students in this community in order to help address the city's fundamental demands for high quality schools and college or career ready graduates. We intend to do so by providing the students in our care with a rigorous, college preparatory education. While every student, regardless of income, race, or zip code needs a great education; we are most interested in serving students and families with limited access to high quality, rigorous schools. Unfortunately, these students and families are more likely to live in some of the more impoverished areas. It is these families and the communities in which they reside that have suffered the most from the insufficient supply of quality schools. We aim to address that. Our Ivy Tech partners also report they regularly recruit students who are adults and report it would be best to start connecting earlier with this population, thus their partnership with us.

Most importantly, GEO leadership has been in conversations with the current Indiana Higher Education Commissioner who reported we are losing 10,000 students a year who don't graduate from high school with college or career certifications. If Indiana is going to fully realize the flexibility of the autonomy of charter schools, our sector of education must begin to innovate in ways that

directly address this problem. Charter schools like GMC and GEOC hold the most promise for answering this call.

Evidence of Community Support via Letters of Support from Ivy Tech and Black Expo Attached

4) If the replication is in the same area as an existing school, indicate if you have a current wait list? Does the replication provide current families with the option to enroll and have you engaged interest with these families? Have you completed an internal analysis of how many of your current families would switch to another location due to proximity of neighborhood choice?

This replication site is not in the same community as our existing site.

5) Describe, in list or table format, all other public schools, traditional and charter, within at least three (3) 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.

	College & Career Readiness per INView (20220)	State Letter Grade per INView (2022)	Federal Designation per INView (2022)	Percent of Student Earning Dual Credit per INView (2022)	Percent of Students Earning Industry Certification per INView (2022)	Graduation Rate per INView (2022)
Lawrence North High School	52.6% (Below State Average)	B	Approaching Expectations	47.8% (Below State Average)	12.4% (Below State Average)	93.4% (Below State Average)
Purdue Polytechnic High School Indianapolis	No Data	No Data	No Data	No Data	No Data	No Data
Excel University Heights	No Data	No Data	No Data	No Data	No Data	No Data
Lawrence Central High School	63.8% (Below State Average)	B	Approaching Expectation	60.9% (Below State Average)	4.5% (Below State Average)	92%
Christel House DORS	No Data	No Data	No Data	No Data	No Data	No Data

Arsenal Tech High School	62.8% (Below State Average)	C	Does Not Meet Expectation	59.9% (Below State Average)	10.5% (Below State Average)	67.3% (Below State Average)
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Chart Context :

Given the unique model of GMC, we thought it was important to hone in on the college and career readiness, graduation rates, and industry certification performance of the schools in our identified areas. Since these are the specific areas our blended adult high school model intends to serve, these data are important to display need for the model specifically. Currently, our GMC model outperforms all schools in the areas in the data including state letter grade, college and career readiness, and industry certifications. We believe our model is needed in these areas specifically to fill these holes for our designated populations and communities.

Section III: School Design

1. 1) Describe the key features of the school being replicated, including, at a minimum:
 1. a) The basic learning environment;
 2. b) Class size and structure;
 3. c) The curriculum;
 4. d) The instructional design;
 5. e) Instructional strategies;
 6. f) The school model’s pupil performance standards including academic and, if applicable, exit standards for students in each division of the school.

GEO Central Education Plan

Traditional school models and instructional approaches have already failed to meet the unique educational needs of this student population, so GEOC takes a markedly different approach utilizing multiple pathways to obtain realistic and achievable educational and economic goals through flexible, individualized, and interactive approaches to teaching and learning. This framework for the GEOC model is represented by the *3 Pillars of Student Success at GEOC* – individualized and flexible dual-credit, career and technical education programs; fierce focus on future employment through college and career pathways; and student support with case management and individualized service plans (depicted in the diagram found in the executive summary of this application). Each pillar is equally vital to the realization of the mission of GEOC and works in concert to serve as the foundation for student success by the various tenets of each detailed in the diagram below.

GEO Central

Individualized and Flexible Dual-Credit, Career & Technical Education Programs

- ◆ Students must earn a *minimum* of 3 credit hours or career or technical certification in addition to the CORE 40 diploma requirements to graduate from GEOC
- ◆ Twelve-hour school days offer morning, afternoon, & evening cohorts to meet the needs of working teens & adults
- ◆ Classes with licensed teachers & instructional assistants providing rigorous academic support/remediation
- ◆ Open & welcoming year-round enrollment
- ◆ Credits earned for validated work experience relevant to career pathway
- ◆ Accelerated programs allowing students to work at their own pace
- ◆ Adult ESL program that integrates language and vocational skills

Fierce Focus on Future Employment through College and Career Readiness

- ◆ Opportunity to earn an associate's degree absolutely free of charge
- ◆ Dual-credit classes and career and technical certification programs through partnerships with the IVY Tech community college system & local industries
- ◆ Extensive preparation for SAT, ACT, Accuplacer & ASVAB testing programs
- ◆ Continuous broad support for students in college throughout completion of programs
- ◆ Graduation portfolio requires resume & college entrance essay or application specific to student career pathway
- ◆ Employability skills including mock interviews integrated into the curriculum
- ◆ Local internships and service learning projects

Student Support with Case Management and Individualized Service Plans

- ◆ Proactively address previous educational barriers through the development and maintenance of SMART goals documented in each student's ISP
- ◆ Social services available to connect students with governmental and community agencies to provide supportive financial, housing, and healthcare resources
- ◆ Extra-curricular activities that promote leadership and civic engagement
 - ◆ SAAB – Student African American Brotherhood
 - ◆ SAAS – Student African American Sisterhood
 - ◆ Latino Student Union
- ◆ Transportation assistance including bus passes and a shuttle to local IVY Tech campus dual-credit sites
- ◆ Childcare services, free-reduced lunch programs, & access to school nurse

- ◆ GEOC faculty utilizes data-driven decision making to inform individualized instruction tailored to specific needs of students with wide-ranging skill sets and abilities
- ◆ GEOC staff functions as a professional learning community with structured collaborative teams designed to build the collective capacity to continually improve learning outcomes
- ◆ GEOC leadership team designs systems of recognition and positive reinforcement to reward students for accomplishing ISP goals integral to a positive school climate.

Instructional Approach:

Although there are flexible scheduling cohort options for students, the learning environment is quite structured with high expectations for both student and teacher rigor in their respective roles in a positive learning community. As an adult learning program, all students enter GEOC with various skill sets and academic histories, so the faculty relies heavily on a data-driven culture that informs every aspect of teaching and learning throughout the school. Because GEOC is its own entity and has no tributary schools, every student is enrolled either as a transfer student from another district or some that have never attended high school previously so TABE data in addition to READ 180® Lexile scores are vital to the enrollment/orientation process. Teachers collaboratively analyze the results of this intake assessment data to prescribe an individualized academic pathway that accounts for remediation, special needs (IEP accommodations), credit deficits, as well as a college/career pathway specific to the interests described in student interviews and documented in each Individual Service Plan.

The classrooms at GEOC are fully integrated with technology that supports the blended learning flex model of instruction in which a portion of the students' credit recovery work is completed with an online software program. Course content is strictly aligned to state standards of approved CORE 40 required credits, however the faculty approaches instruction through the lens of real-world applicability of knowledge directly correlated to career-related skill sets, college entrance/placement exams, and technical certifications tests that require higher levels of thinking. Moreover, the vision of GEOC developing into an integral part of the communities of Lawrence and Indianapolis is achieved through civic engagement and a politically active student body fostered by a critical pedagogy aimed at equipping students with the human capital necessary to gain the personal agency to bring to fruition significant changes to their life circumstances and future economic prospects.

College and Career Readiness

GEOC employs a *fierce focus on future employment* organizational strategy in which every conversation, interaction, reward/recognition initiative, guest speaker convocations, and extra-curricular activities are all informed by the future employment aspirations of individual students. Even lesson plans are delivered through the lens of preparing students for college and acquiring the necessary employment acquisition and retention skills. The completion of a college degree or career certification program is an expectation of every student demonstrated clearly upon enrollment in addition to a *minimum* requirement of 3 credit hours of completion or career certification program for graduation from GEOC. However, the staff is fully aware how foreboding that might seem to a prospective student who might seem overwhelmed at the idea that college or career certification is mandatory. Therefore, GEOC has developed systems of support including extensive oversight and academic *follow-along* as students' progress through their college or certification programs as well as continually providing transportation assistance, childcare, and other wraparound services. The vision set forth by GEOC demands the entire staff encompass a *see it through to the end* paradigm by which the efforts to educate and support student success go well beyond high school completion, extending to life-long relationships that foster increasingly deeper ties to the families in the communities of Lawrence and Indianapolis.

GEOC enjoys an extensive relationship with IVY Tech Community College campuses throughout the Centralern Indiana region, enabling a wide variety of degree and career certification opportunities to meet the various needs and interests of a diverse student population. Although most dual-credit classes are conducted on IVY Tech campuses, GEOC also offers select dual-credit courses at its own campus through a professor-on-loan program designed to ease the transition to post-secondary programs and prepare students for rigorous collegiate-level environments. However, these course offerings do not include remedial courses (zero-level) that have been proven grossly ineffective. According to research, "Almost four in ten remedial students in community colleges never complete their remedial courses" (Hamilton & Torracco, p. 240), so GEOC is

committed to intensely preparing and providing systems of support for students *prior* to enrollment in post-secondary degree or certification programs. The effort of GEOC to reestablish trust in public institutions to bring about full participation in the economy would be terribly undermined if students were set up for failure by entering post-secondary programs prematurely. Education is a timely process dependent upon each individual's progress and the GEOC faculty is fully committed to creating opportunities for success for students at every achievement level. The accumulation of these *wins*, both academic and personal, is the driving force for that motivates and inspires both students and teachers alike to bring to fruition the mission of East GEOC.

Student Support with Case Management and Individualized Service Plans

Integral to the mission of GEOC is a proactive approach to address past educational obstacles and present realistic solutions to the social, economic, and psychological barriers students may continue to face as they progress through completion of their college/career pathway. The GEOC faculty has established a systemic support model through the Individualized Service Plan (ISP) that serves as a living document, continually revisited and updated in six-week intervals during advisory periods with assigned staff mentors. The ISP serves as the medium through which constant a fierce focus on future employment is achieved as it requires the establishment, measurement, and assessment of SMART goals relevant to completion of their academic, employment, and personal growth.

Data-driven Instructional Strategies

Built into the blended learning flex-model is a technology component that equips teachers with immediate formative assessment data they can utilize in real-time to make strategic instructional decisions within the extended block class period, setting the foundation for a data-driven culture that permeates all stakeholder relationships throughout GEOC. Integral to the year-round enrollment process is TABE assessment data that provides educators, who are challenged by a consistent flow of new students, a data-window into each student's current ability levels and skill sets that informs their placement on the academic continuum of remediation (reference to the learning continuum used for subsequent NWEA assessments throughout the year) for mathematics and language arts. From this data, educators place newly enrolled students on a learning path that includes specific learning tasks in the online program that correlate to the respective remedial levels of individuals' student-learning needs. The calibration of the proper academic path is paramount to retention of students through completion of the program. GEOC faculty takes great precaution in assigning academic paths that are appropriate to each students needs to prevent overwhelming those who struggle and under challenging those with more advanced skill sets. Early academic successes are vital to maintaining the morale and motivation of adult students who may have decades-long education gaps. Moreover, this process of carefully choosing appropriate academic pathways is vital to the commitment of GEOC to differentiated instruction and the ability of students to work at their own pace and complete high school at an accelerated rate. Teachers have the ability to constantly adjust the level and rigor of content to not just remediate students for basic skills, but to challenge all students to learn critical and higher-order thinking skills that will later serve as foundational to the completion of a degree or career certification program necessary for graduation from GEOC.

Daily classroom instruction is informed by a collaborative effort between a licensed teacher and instructional coach to implement with fidelity the *Formative Classroom Assessment Cycle*, by which constant analysis and reflection of student learning objectives inform the pace, direction, and nature of tasks designed to achieve those objectives. The modified extended-block class schedule allows each team of educators to identify students struggling with particular learning tasks and utilize multiple forms of data from direct classroom instruction, online credit recovery, as well as project-based learning to inform subsequent strategies and possible adjustments to academic pathways. Although this daily cycle allows students to focus on understanding specific learning outcomes, GEOC faculty uses the formative classroom assessment cycle in

concert with common assessments to compare individual student growth with classroom and national norms. Moreover, common benchmark assignments are issued quarterly to measure student progress of learning outcomes related to the required end-of-course assessments of the CORE 40 diploma. Additionally, ECA and NWEA assessments are given in the fall, winter, and spring to compare students to national norms and use MAP data and the Learning Continuum to inform and individualize remedial instruction and measure each student's relative growth. GEOC firmly holds that relative growth is vital to the continued success and retention of underserved students and adult learners, and NWEA MAP assessment data is the primary medium through which GEOC measures and monitors individual student growth. The faculty strives for fidelity to the time frames established in the data pyramid to provide an accurate and all-encompassing, objective view of the school and its progress towards the realization of the mission of GEOC.

The faculty of GEOC has a collaborative teaching philosophy centered on critical pedagogy; the struggle for social justice; and direct, real-world application of learning outcomes related to future employment prospects. GEOC is dedicated to an engaging curriculum that representative of students' lives and their struggles to survive in poverty. Here the goal is to bridge gaps between content and connections to students' lives and applications to future employment prospects identified by the ISP. Moreover, by designing lesson plans through the lens of critical pedagogy and social justice, GEOC challenges students to examine various power structures in society that have determined their current educational and economic reality in an attempt to equip them with the human capital and personal agency to climb the ladders of social mobility. Active civic engagement, service learning projects, community outreach, and servant leadership principles are core components of the curriculum vital to the mission of GEOC to reach those on the margins of society, reestablish trust in public institutions, and reintegrate them into the local economy.

Research-based Paradigm of Instructional Strategies and Best Practices

Traditional school models and instructional approaches have already failed students who have dropped out in some fashion at some point in their educational history. If insanity is doing the same thing over and over again while expecting different results, surely the nature, structure, and purpose of adult education programs must be suited to fit the unique population they aim to serve to be effective. Dropout recovery is loosely defined as alternative education programs that serve students of all ages without high school diplomas or GEDs to teach them employability skills geared towards specific economic sectors and labor market needs of each community. These programs are *schools of choice* that increase ownership and responsibility for students' own personal educational outcomes, because they choose college or career paths individually tailored to their own future economic aspirations. Successful dropout recovery programs utilize multiple pathways to obtain realistic and achievable educational and economic goals through, as Bloom (2010) describes, "...flexible, individualized, and interactive approaches to learning" (as cited in Lembeck & Peterson, p. 2) that might include small learning communities, flexible scheduling, portfolio projects, and self-paced learning (Lembeck & Peterson, 2012).

Three essential components to successful dropout recovery programs: meaningful curricula directly relevant and applicable to realistic future employment prospects, open and welcoming enrollment processes with year-round flexible scheduling, and supportive and engaging culture that encourages independence and motivation. Martin and Halperin (2006) contend that an effective educator in this environment best serves students by adapting to a "...role of leader and coach, and be part of a caring and supportive staff who have committed themselves to the success of their students" (as cited in Lembeck & Peterson, p. 3). Teachers dedicated to differentiated instruction need to apply the same principles to adult learners eager to gain the basic skills and cultural capital to land and maintain long-term employment. Similarly, administrative policies need to explicitly support dropout recovery programs with adequate funding through collaborative public and private outreach and job-placement initiatives. More specifically, "...policies relating to attendance, grades, and exit exams may be adjusted to decrease the likelihood that students will drop out of school" (Lembeck & Peterson, p. 10). Policies should address the direst needs of the constituents the school serves, and impoverished communities

desperately need social programs that provide equal access and equity of opportunity for the disenfranchised, uneducated parents of young children into civically engaged tax-payers yielding economic revitalization.

Ongoing Professional Development

Continual staff development is a high priority at GEOC and an integral part of the PLC process. In order to focus on the development of a strong learning environment with a well trained staff, teaching staff at GEOC will be trained to plan instruction using the models of Differentiated Instruction and Understanding by Design (UbD). When combined, these models foster an ideal educational setting for all students because the focus is on learning and the learner. Carol Ann Tomlinson and Jay McTighe describe seven axioms of utilizing these models to deepen the application of research-based best practices in education:

1. The primary goal of quality curriculum design is to develop and deepen student understanding.
2. Evidence of student understanding is revealed when students apply (transfer) knowledge in authentic contexts.
3. Effective curriculum development following the principles of backward design helps avoid the twin problems of textbook coverage and activity-oriented teaching in which no clear priorities and purposes are apparent.
4. Regular reviews of curriculum and assessment designs, based on design standards, provide quality control and inform needed adjustments. Regular reviews of “results” (i.e., student achievement) should be followed by needed adjustments to curriculum and instruction.
5. Teachers provide opportunities for students to explore, interpret, apply, shift perspectives, empathize, and self-assess. These six facets provide conceptual lenses through which student understanding is assessed.
6. Teachers, students and districts benefit by “working smarter” and using technology and other vehicles to collaboratively design, share, and critique units of study.
7. UbD is a way of thinking, not a program. Educators adapt its tools and materials with the goal of promoting better student understanding.

GEOC recognizes that staff must regularly participate in discussion of curriculum, instruction, and student achievement with stakeholders at various levels. Therefore, the majority of training and professional development instructional staff will receive will be in professional learning communities that meet on a regular basis to discuss the larger issues above.

In addition to the use of Differentiated Instruction and Understanding by Design, staff training will also exist in traditional professional development workshops throughout the year to address current needs that arise. Feedback will also be gathered from regular surveys of staff, students, and parents in order to provide necessary training such as helping students overcome negative behaviors, reaching out to the community for support and strategies to increase student achievement.

Structured Cohorts with ISP Tracking

Students at GEOC will not be grouped in the traditional freshmen, sophomore, junior or senior classes (although they are for state reporting purposes), because generally these labels refer to the number of years a student has been in high school, regardless of whether or not that student is on track to graduate with his or her peers. Because GEOC will attract students who do not fit the typical profiles of these labels, the staff will instead categorize students in terms of defined benchmarks of success, academic and career pathways identified on

the students' ISP. By eliminating traditional labels, GEOC hopes to instill a new way of thinking about pathways to graduation without typical time barriers and semester schedules that will empower students to take ownership of their educational outcome and monitor their progress toward completion of ISP SMART goals with assigned mentor teachers. For the purposes of assigning appropriate academic and remedial pathways, students are typically sorted by levels according to the degree of progress toward program completion. The level distinctions used for academic and remedial pathways are as follows:

Level One Students

May have no high school credits or need significant remediation in reading, math and writing to address clear achievement gaps.

Level Two Students

Minimum 11 high school credits and has

- Passed English 09 or equivalent
- Passed Algebra 1 or equivalent
- Passed Algebra 1 ECA
- Minimum 1 Core 40 math credits
- Minimum 1 Core 40 science credits
- Minimum 1 Core 40 social studies credits

Level Three Students – must meet Level Two requirements, plus:

- Minimum 21 high school credits
- Passed English 10 or equivalent
- Passed English 10 ECA
- Minimum 3 CORE 40 math credits
- Minimum 3 CORE 40 science credits
- Minimum 3 CORE 40 social studies credits

Level Four Students – must meet Level Three requirements, plus:

- Minimum 31 high school credits
- Completion of IVYT 070 or equivalent
- Passed English 11 or equivalent
- Minimum 4 CORE 40 math credits
- Minimum 4 CORE 40 science credits
- Minimum 4 CORE 40 social studies credits

FOCUS Status – may accompany any level

- Tested in to 100 level college courses

The progression of students through levels of distinction is monitored by the ISP – a living, breathing document that provides the medium through which GEOC maintains its *fierce focus on future employment*.

2. Provide a completed [Academic Performance Workbook](#) for the school being replicated. Describe the current trends and key findings in the academic performance of the school, including measures of academic achievement, student and school growth, measures of postsecondary and workforce readiness, indicators of early literacy, as well as measures of student engagement such as discipline, attendance, and satisfaction. Identify any performance challenges or gaps, and how they were addressed.

GMC's Academic Performance Workbook has been attached. A full Performance Review of GMC's performance from 2018-2022 is provided.

Gary Middle College (GMC) is a unique approach to bridging the high school and college educational experience for students ages 13-65+. GMC is a first of its kind school that serves as both a high school and an adult high school per Indiana definitions. GMC provides students the chance to earn high school diplomas, post-secondary certifications, and college credits all in one program at no cost to students.

Per the Indiana Department of Education, all adult high schools in Indiana were given a “null” or “no grade” for the 2019-2020, 2020-2021, 2021-2022 school years due to the new ILEARN assessment and the COVID-19 pandemic (formal letter attached). Based on this occurrence, GMC will be addressing deficiencies in its 2018-19 ICSB Dashboard, as well as data in the attached Academic Performance Framework for the purposes of this renewal packet.

According to GMC’s 2018-19 and 2022 ICSB’s Accountability Dashboards (attached), GMC has earned a state and federal letter grade of C from the Indiana Department of Education A-F Accountability System and the Federal ESSA Accountability System. Per the current IDOE’s INView portal (10/2022), GMC has a state letter grade of an A and a federal letter grade of Does Not Meet Expectations (<https://inview.doe.in.gov/schools/1098854027/profile>). These data, as well as internal data collected as part of the ICSB Academic Performance Framework, and internal GMC academic support processes were correlated as part of a root cause analysis process that began with GMC leadership in the summer of 2022 in preparation for the ICSB renewal process. This process included the GEO foundation leadership staff and the GMC leadership and staff. The goals and strategies shared in this section have been developed by this group in response to this process and are equally ambitious and attainable given the unique nature of the GMC program, as well as the unprecedented recovery efforts needed post the COVID-19 pandemic. GMC’s goal is to ensure a level of excellence and quality in our innovative model as a way to become a national example of best practice in supporting students from 16-65+ recover academically.

Per the 2018-19 ICSB Dashboard, GMC earned the following scores:

Gary Middle College West
Academic Success

Indiana Charter School Board
2018-19 Accountability System Dashboard

		2018-19
1.1.	The school meets standard according to Indiana's Alternative Accountability System (Alternative A-F Model for Adult High Schools).	Improvement Necessary
1.2.a.	Students graduate from high school in 4 years (as defined by the state's four-year graduation rate).	Does Not Meet Standard
1.2.b.	Students enrolled in grade 12 graduate within the school year being assessed.	Meets Standard
1.3.a.	Student performance, dual-credit accumulation and/or industry certification reflects college and career readiness, based on the percentage of non-duplicated graduating students in the current school year achieving at least one of the following college and career readiness indicators outlined in the Accountability Plan.	Exceeds Standard
1.4.a.	Students who graduate achieve proficiency on state assessments in English 10.	Does Not Meet Standard
1.4.b.	Students who graduate achieve proficiency on state assessments in Algebra I.	Does Not Meet Standard

Data Sources: IDOE Learning Connection; IDOE Accountability data; IDOE Compass.

Indiana Charter School Board

2018-19 Accountability System Dashboard

	Standard	FY 2019	Rating
Near Term			
Current Ratio	1	4.89	MS
Days cash on Hand	2	8	DNMS
Enrollment Variance	3	100%	MS
Debt Default	4	No	MS
Long Term			
Total Margin & 3 Yr Aggregated Total Margin	5	0.38	MS
		-	N/A
Debt to Asset ratio	6	0.10	MS
Cash Flow & 3 Yr Cumulative Cash Flow	7	\$ 15,780	MS
		\$ -	N/A
Debt Service Coverage Ratio	8	7.48	MS

Observations and notes:
None.

Data Sources: Annual Audit; Quarterly Reports

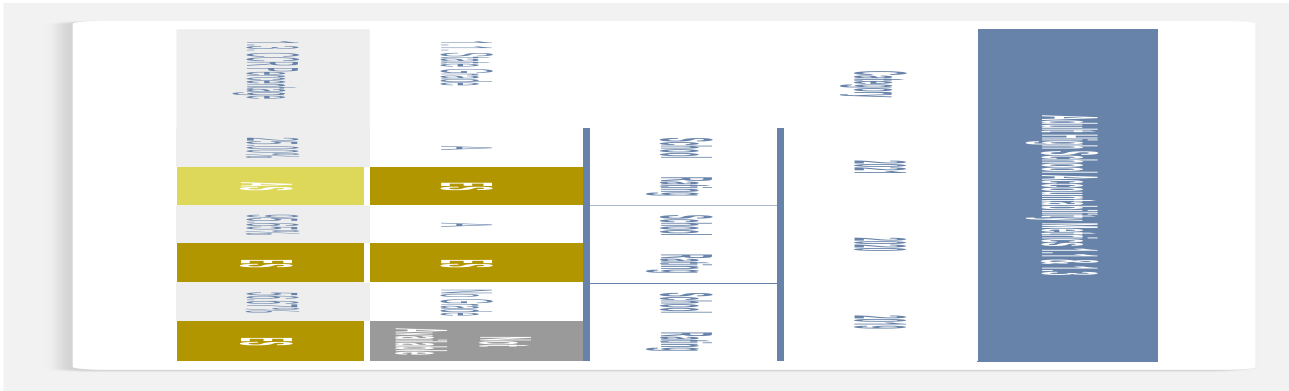
Financial Health (Requirements to Meet Standard)

Gary Middle College West Organizational Compliance	Indiana Charter School Board 2018-19 Accountability System Dashboard
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		2018-19
3.1.a.	The school has conducted lawful, unbiased admissions, enrollment and retention processes including conducting appropriate randomized lotteries where required.	Meets Standard
3.2.a.	The school met attendance goals.	Does Not Meet Standard
3.2.b.	The school followed appropriate and lawful student discipline processes.	Meets Standard
3.3.a.	The school has respected the rights of students with disabilities under applicable laws, rules and regulations (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act, and Article 7) and provisions of its charter agreement.	Meets Standard
3.4.a.	The school has respected the rights of English Language Learner (ELL) students under all applicable laws, rules, regulations (including Title III of the Elementary and Secondary Education Act (ESEA) and US Department of Education authorities) and provisions of its charter agreement.	Meets Standard
3.5.a.	The school has materially complied with the rights of students.	Meets Standard
3.6.a.	The school has complied with applicable laws, rules, regulations and provisions of its charter agreement relating to governance.	Meets Standard
3.7.a.	The school meets financial reporting and compliance requirements.	Meets Standard
3.8.a.	The school complies with applicable laws, rules, regulations and provisions of its charter agreement relating to safety, security and health related services.	Meets Standard

Data Sources: Annual Assurances; ICSB Reporting Requirements; ICSB Site Visits; Complaints.

Per the ICSB 2022 Dashboard on GMC's academic performance is provided below. It is notable that GMC earned a score of ES during the COVID pandemic.



This accountability landscape and diverse set of accountability data has pushed GMC to provide additional context in order to provide a more robust and comprehensive picture for the ICSB to better understand our work and goals for future progress.

In addition to these data, GMC has also been working with the College Board to become a Level 2 testing site. 2021-2022 GMC was considered "status E" Excluded Status (or level 1). Status "E" meant we were only allowed to receive scores for our students and administrator the STATE required SAT (11th grade). The chart below indicates that. "Status E" is based upon some type of accreditation OR the school completing their College Board profile and becoming a testing site (considered level 2)

?

Gary Middle College				
Year	PSAT 9 EBRW	PSAT 10 EBRW	PSAT/NMSQT EBRW (11)	SAT EBRW (12)
Spring 2022	--%	--%	5%*	0%
Spring 2021 (HYBRID)	--%	--%	--%	0%
Year	PSAT 9 MATH	PSAT 10 MATH	PSAT/NMSQT MATH (11)	SAT MATH (12)
Spring 2022	--%	--%	0%*	0%
Spring 2021 (HYBRID)	--%	--%	--%	0%
			*IDOE State Assessment	

2022-Beyond GMC is now a level 2 which means GMC **can proctor and receive scores**, outside of the required state assessment. Below are the assessments currently scheduled but we will be adding an additional ASVAB in the spring.

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Gary Middle College		
PSAT 8/9	9	September 26, 2022
PSAT/NMSQT 10-11	10-11	October 12, 2022
SAT School Day	12	October 27, 2022
WIDA	All Grades	January 9 - February 24, 2023
SAT 11	11	March 1 - March 3, 2023
ACT	11-12	March 8-10, 2023
PSAT	8/9	April 17 - May 12, 2023
Biology ECA	9*	April 17 - May 19, 2023
SAT	10	May 11, 2023
ASVAB	11 - 12	September 28, 2022

Fiscal Accountability

Like many schools, GMC saw notable impacts due to the COVID-19 pandemic. For GMC specifically, we saw a decrease in enrollment. This was not unusual for our population during COVID. As the 2022 Dashboard depicts, GMC had been fiscally responsible over the years which is why the school was

able to weather the enrollment storm brought on by the COVID-19 pandemic. GMC leadership recognized this trend and took two major steps to ensure the fiscal security of the school: 1. Reduced staff and 2. Increased enrollment. These two moves have helped the school bounce back. GMC is on track to be back to its previous fiscal picture by Fall of 2023.

		Fiscal Security Metrics			
Metric	2021	2021	2021	2019	2019
	Value	Change	Value	Change	Value
Revenue					
Overhead	1539	NS	112	NS	1016
Departmental	2205	NS	1405	NS	705
Annual Revenue Change	-1%	DNS		NS	NA
Expenses					
Personnel	0.5	NS	0.57	NS	0.59
Other	0.13	DNS	0.08	NS	0.09
Aggregate Three-Year Mean	0.13	DNS	NA	NA	NA
Debt Service	0.05	NS	0.05	NS	0.1
Capital	-2729100	DNS	2412100	NS	570000

		Fiscal Security Metrics		
Metric	2021	2021	2019	
	Value	Change	Value	
Revenue				
Overhead	1539	NS	1016	
Departmental	2205	NS	705	
Annual Revenue Change	-1%	DNS	NA	
Expenses				
Personnel	0.5	NS	0.59	
Other	0.13	DNS	0.09	
Aggregate Three-Year Mean	0.13	DNS	NA	
Debt Service	0.05	NS	0.1	
Capital	-2729100	DNS	570000	

3. Describe how the school being replicated identifies and meet the learning needs of students with mild, moderate, and severe disabilities in the least restrictive environment. Specify the programs, strategies, personnel, and supports provided for students with mild, moderate, and severe disabilities, including:
 - a) How the school identifies students with special education needs.

- b) The specific, evidence-based instructional programs, practices, and strategies the school employs 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 evaluates and monitors 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").

The GEOC Board and GEO will ensure compliance with federal and state statutes and implementation of processes and procedures as set forth in federal and state regulations and rules as listed below.

A. Individuals with Disabilities Education Improvement Act of 2004 (IDEA), the following sections of Chapter 7 of the Indiana Administrative Code:

- Rule 33 – General Provisions
- Rule 35 – Program Planning and Evaluation
- Rule 36 – General Administration of Programs
- Rule 37 – Procedural Safeguards
- Rule 38 – Confidentiality of Information
- Rule 39 – Educational Surrogate Parents
- Rule 40 – Identification and Evaluation
- Rule 41 – Eligibility Criteria
- Rule 42 – Determination of Special Education Services
- Rule 43 – Related Services; Transitions; Transfer of Rights
- Rule 44 – Discipline Procedures
- Rule 45 – Complaints, Mediation, and Due Process Procedures
- Rule 46 – Child Count and Data Collection
- Rule 47 – State Funding of Excess Costs

B. Americans with Disabilities Act of 1990 (ADA)

C. Section 504 of the Rehabilitation Act of 1973

The GEOC is committed to meeting the needs of all students *including* those with special needs required by federal, state and local laws and the state's charter statute.

The administrative and instructional staff will meet and consult with the school special education teacher(s) regarding the specific mandates of the Individuals with Disabilities Education Act (IDEA) and the Individuals with Disabilities Education Improvement Act of 2018. The administrative staff at the school will be responsible for making sure that all staff understand and are involved in the implementation of IDEA and the Improvement Act of 2018 along with any subsequent mandates.

The vice president and general counsel of GEO Foundation works with the school principal to monitor compliance and the use of IMAP, which provides staff the opportunity to connect IEPs to curriculum, instruction and assessment. The principal will coordinate with special education staff to ensure that

appropriate conferences, move-in, annual and triennial are convened and that compliance with regard to necessary documents and services is both provided and monitored. The school will solicit contracted services (i.e. speech, evaluation, etc.) as needed by the school population. The vice president (general counsel) will act as the checks and balances step for all aspects of compliance and services.

Because of the specific and individualized nature of academic planning for special needs students, the development of each student's Individualized Education Plan under Indiana Article 7 will naturally coincide with the development of the student's ILP.

It is well-understood that many students who consider leaving school in their high school years do so after many years of frustration arising from a continual failure to achieve their academic goals. It is possible – indeed, probable – that many of these “failing” students are actually suffering from an undiagnosed learning disability, or other untreated or underserved learning or emotional disorder. It is a priority of GEOC to reach out to these students and provide appropriate identification, evaluation, and academic support to these students so that they may have the opportunity to finally join their peers on the track to academic success.

GEOC will provide many benefits to students with special needs and various learning styles, as well as those who have been unable to excel in traditional school settings. These benefits include:

- A small school setting as part of an adult environment
- Flexibility for students with daily demands
- Personalized instruction and counseling
- Interaction with college students who serve as positive role models, including those with special needs
- An opportunity to earn a high school diploma while earning an associate degree by the time they finish high school

Most charter schools serve a special needs population that is approximately 10-12% of the total population. Given the school's priority of serving unidentified students as well (“Child Find” on a high school level), it is probable that this percentage will be higher, perhaps 15-17%. To serve these students, the school will hire a dedicated special education teacher who is fully licensed in the appropriate disability categories and supplement these services with help from various community agencies such as Capital City Mental Health Services.

The special education teacher will be responsible for the identification and service of all students with special needs in the school. To do so, the teacher will follow all of the laws and regulations as set forth in Indiana Administrative Code, Article 7, and Federal laws Individuals with Disabilities Education Act (IDEA), Part 504 of the Rehabilitation Act of 1973, Americans with Disabilities Act of 1990 (ADA) and other applicable regulations.

Primary funding for special needs services will come from the state and all applicable financial and reporting Department of Education guidelines will be closely followed to ensure appropriate and

accurate funding in a timely manner. Federal funds under IDEA, Part B, will be used primarily for the delivery of related services, with remaining funds available to support the program as necessary.

The founding board is well aware that pursuant to federal and state laws that the school is responsible for meeting the needs of all students enrolled at the school, including those identified with special needs. While GEOC works hard to address the needs of all students within the regular classroom, the staff recognizes that adult students need to work at their own pace with varying levels of support as needed.

The board is aware of the accountability measures of the exceptional education students and has made it a priority as board members at GEOC to accommodate all students that qualify for services. They intend to implement those best practices in the new school. Every classroom has a fulltime trained assistant to help assist children that need extra help. GEOC will hire a full time Special Education specialist to ensure the students are served according to their IEP's and monitored by the teacher of record. In addition, the board approved a high ability specialist to serve the students that need a higher level of mastery to meet their academic needs. The use of technology in the school will also provide a venue to support low and high performing students. Ongoing assessments in the classroom as well as the NWEA data will drive instruction.

GEOC's instructional assistants are specifically responsible for providing extra literacy support to exceptional learners through small group instruction.

For students with disabilities, the school will provide state and federally mandated services as follows:

For students with disabilities who are enrolled in the school an Individual Education Plan (*IEP*) meeting will be convened in order to review and develop appropriate goals and objectives within the first 10 calendar days of attendance. This will apply to students who have already been found eligible for Exceptional Child Services.

(a) The school will comply with all federal laws regarding Exceptional Child Services. Students with disabilities will have an IEP developed by the service providers and will include the parent or guardian of the student. At age 16 students will be required to attend their IEP meeting in order to address post-secondary goals and transition planning. The school will develop and implement IEPs as needed or required for exceptional students and will use the State of Indiana Special Education administrative process and forms to comply with the requirements of procedural due process for students with disabilities.

(b) The goal of the Exceptional Child Education program will be to assist students in meeting their educational goals and objectives as described in their IEPs. This is done with the support of full-time, certified Special Education teachers. The Collaborative Model will be the primary form of direct services provided to students. This model will be used to ensure that each student with disabilities will have the maximum benefit of grade-level academic instruction in the least restrictive environment. The Resource Model will be used as needed.

(c) An IEP will be developed and implemented for every student identified and placed as a student with a disability covered by the Individuals with Disabilities Education Act (*IDEA*). Students' needs will be addressed individually and in accordance with their IEP.

(d) All student records may be requested under the same procedures as the Family Educational Rights and Privacy Act for all students.

(e) The school will comply with all federal special education laws and regulations, including section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

(f) Students experiencing difficulty in the classroom will be supported through the interventions determined by a Multiple Tiered Systems of Support (**MTSS**). Students will be identified and evaluated in accordance with state and federal regulations. The MTSS process will identify whether the concern about the student is academic, behavioral, communicative, or a combination in nature. Interventions will be established and agreed upon by the team composed of the student's parents and teachers. The interventions will be in place for a minimum of 12 weeks and then evaluated by the MTSS team. If the strategies prove to be successful the plan will be continued. If not, adjustments will be made to implement a different set of interventions. If these interventions are unsuccessful and the student is still unable to show progress, individualized interventions will be designed and delivered with increased intensity.

The school will comply with all regulatory special education requirements of IDEA, Section 504 of the Rehabilitation Act of 1973, and Title II of the Americans with Disabilities Act. The school will ensure that notification of eligibility for and the opportunity to acquire Supplemental Education Services is offered to eligible students at least twice a year. The school will provide or contract for remedial educational services for eligible students.

In order to meet both the administrative and service needs associated with special education, the school intends to hire a fully staffed special education team to meet those needs. The school will also make sure that the faculty is effectively trained and knowledgeable both about the students with an Individual Education Program (IEP) and the requirements outlined in the IEP that they must meet. Under the oversight of the school's Special Education Director, our faculty will work with each student's family to update the IEP as needed. The student, the SPED Teacher (or Intervention Specialist), his/her classroom teacher, parent (if student requests), and an administrator (usually the Special Ed. Director) will be expected to attend all case conferences. The Special Ed. Director for the network will form a team that will follow checklists of specifications of (special education laws) IAC 511, Article 7, and Federal Law IDEA, ADA 1990 and Part 504 of the Rehabilitation Act of 1973, to ensure MTSS is in full compliance with each one.

In keeping with core principles and GEOC's commitment to students and families, the staff also ensures that students or parents, if appropriate, on IEP's as well as those receiving intervention will be fully included in all appropriate school activities and functions. Consistent with special education law, every student that enrolls with an IEP from a previous school will have a move-in conference within 10 days involving parents in the conference to ensure that their child receives appropriate support to meet their needs. In addition, GEOC staff will conduct a case review with parents at least once yearly to update the student's progress and goals. Finally, students/parents will be encouraged to request a meeting with teachers any time during the year to discuss any concerns they may have.

GEOC intends to contract outside agencies to ensure students have all appropriate services if onsite staff are not able to accommodate the needs. Staff will contract with an appropriate specialist to provide speech/language and occupational/physical therapy to students who require this assistance. Consistent with current practice, a licensed OT, PT, and Speech/Language Pathologist will travel to the

GEOC campus to provide direct services to those students who need this support, as described in their IEP.

The school will comply with all applicable state and federal statutes and regulations related to providing services to students with disabilities. GEOC will employ a Special Education Director, who will assume responsibility for state and reporting requirements at both schools. GEOC will also enlist the assistance of GEO's staff attorney specializing in special education law. GEO's special education advisor will review our special education files annually with the school's Director of Special Education. GEO's staff attorney will also advise the staff in the legal principles of special education (least restrictive environment etc.), as well as the specific steps teachers must take to ensure that they provide appropriate modifications and accommodations to students with special learning needs.

4. Describe how the school being replicated meets the needs of English Learner ("EL") students, including the specific instructional programs, practices and strategies the school employs to ensure academic success and equitable access to the core academic program. Identify how the school assesses and monitors the progress and success of EL students.

The school will provide research based instructional strategies, and develop and coordinate collaborative family support services for English as a Second Language (ESL) student. ESL students will receive the same academic content as those students who are non-ESL students. If the student population dictates the need for ESL services GEOC will hire an ESL teacher. This teacher will provide the appropriate support for students with limited English proficiency and will oversee the initial screenings, parent meetings, instructional strategies and progress monitoring.

Upon entry into the school all students will be given a Home Language Survey to determine if a language other than English is their native language, home language or primary language. All students whose native, home, or primary language is a language other than English will be assessed for English language proficiency using the state adopted English proficiency measure. If the student scores below proficiency, they will be eligible for language assistance services. The school will serve ESL students through the push-in model. This model is very appropriate for use where there are a small number of ESL students anticipated. Group size is determined by the needs of students. Instruction for ESL will focus on learning English through vocabulary, listening, speaking and moving into reading and writing across content areas. Although all instruction will be delivered in English, the level of instruction will be modified, if necessary, for the ESL student.

The ESL teacher will serve the students for the required segments per day and assist the classroom teacher in modifying instruction to ensure progress is being made in all content areas:

With this model, ESL students will achieve proficiency in the English language as quickly as possible and there will be no exclusion from curricular or extracurricular activities based on an inability to speak and understand the language of instruction. The school will comply with all applicable laws regarding the education of ESL students.

A timeline will be put in place to accommodate the ESL students in a timely manner. All information and scores will be presented to the parents in the student's native language to the greatest extent possible. The general timeline is as follows:

- Home Language Survey: Date of registration or within first 30 days of school
- Classification of ESL Levels: Twenty days after registration or return of survey
- Student Placement in ESL: One month after student enters the school
- Parent/Guardian Notification: Upon date of classification
- Teacher Certification/Personnel: Establish schedule upon opening of school
- Update ESL Plan: One month after student enters school
- Check Cumulative Folder: Upon receipt
- Post Program Review: One month after student enters the school
- Reclassification or Exiting of ESL Students: Students may exit the program after successfully passing the ACCESS test
- Home-School Communication: Ongoing through the year

During the first three years of operation, members of the faculty will be asked to obtain ESL certification. This will ensure that multiple classroom teachers are equipped to provide appropriate instruction to students with limited English proficiency. All teachers will receive training to develop teaching strategies to better serve this population.

The school is committed to meeting the needs of all learners, including those with limited English proficiency or who speak a language other than English at home. The Home Language Survey, completed as part of the GEOC enrollment packet, will assist in the enrollment process to identify students who may require language support. Still, as with every other student, the faculty intends to support students with limited English proficiency through the MTSS system. GEOC will place students who require additional assistance in Tier II or, in time, Tier III, based on the assessment data; then, during bi-monthly meetings, the MTSS Team will meet to identify methods of interventions, goals and the means to assess students' progress. The MTSS Team also takes responsibility for informing parents of their child's initial place in the MTSS system and, subsequently, the progress they make each quarter.

Best practices in serving students with limited English proficiency require that teachers employ a variety of intentional, language-based strategies towards building students capacity with English, while simultaneously building their mastery of explicit content, as described in the Indiana Common Core State Standards. Yet, based on the needs of students, GEOC also intends to set aside ample time to provide teachers with the necessary training and support in implementing teaching strategies to best serve students with limited English proficiency.

5. Describe how the school being replicated identifies and meets the learning needs of students who are performing below grade level and monitors their progress. Specify the programs, strategies and supports that are provided for these students.

Students experiencing difficulty in the classroom will be supported through the interventions determined by a Multiple Tiered Systems of Support (**MTSS**). Students will be identified and evaluated in accordance with state and federal regulations. The MTSS process will identify whether the concern about the student is academic, behavioral, communicative, or a combination in nature. Interventions will be established and agreed upon by the team composed of the student's parents and teachers. The

interventions will be in place for a minimum of 12 weeks and then evaluated by the MTSS team. If the strategies prove to be successful the plan will be continued. If not, adjustments will be made to implement a different set of interventions. If these interventions are unsuccessful and the student is still unable to show progress, individualized interventions will be designed and delivered with increased intensity.

Student needs will be supported through the interventions determined by a Multiple Tiered Systems of Support (MTSS). Students will be identified and evaluated in accordance with state and federal regulations. The MTSS process will identify whether the concern about the student is academic and/or behavioral in nature. Interventions will be established by the team and agreed upon by parents and teachers. The interventions will be in place for a minimum of twelve weeks then evaluated by the MTSS team. If the strategies prove to be successful, the plan will be continued. If not, adjustments will be made to implement a different set of interventions. At the point of not being able to show improvement through the interventions, the staffing team will refer the student to a school psychologist for a psychological evaluation to determine whether the student's needs warrant an IEP and special education or related services. Other areas will also be assessed such as speech and language. The MTSS committee, principal, and the student's parents will review results and agree upon a plan.

6. Describe how the school being replicated identifies and meet the needs of intellectually gifted students, including the specific evidence-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

Students who are intellectually gifted will receive small group instruction by the instructional assistant or master teacher with appropriately challenging material. Gifted students will be placed on an accelerated academic path to keep them engaged and growing academically. Online instruction, inquiry projects, etc. will be utilized to meet the needs of gifted students. The school will monitor the progress of gifted students during our weekly MTSS meetings and data analysis days throughout the school year.

7. In addition to mandatory state assessment and testing requirements, identify the primary interim assessments the school being replicated uses to assess student learning needs and progress throughout the year. Explain how the school collects and analyze student academic achievement data, uses the data to refine and improve instruction, and reports the data to the school community. Describe any training and support that school leadership and teachers receive in analyzing, interpreting, and using performance data to improve student learning.

Upon initial entrance to the school and in the fall of each subsequent year, each student will be assessed in both reading and math to obtain baseline data. The NWEA MAP test will be administered. This data will provide the information needed for designing personalized learning plans for every student. These plans will become the basis for monitoring individual student achievement. Educational strengths and need of students will be diagnosed through ongoing progress monitoring. As a result, student grouping will change as needed. As students grow and master skills, the learning plans are modified to reflect increasing levels of challenge or emphasize areas of weakness that require intensive focus. These plans provide the vehicle by which the leadership, teachers, parents, and the students consistently document and reflect on learning successes or on-going needs. In addition to designing

flexible groups, results will be used to determine revisions needed in curriculum, to assess effectiveness of instruction, and to assess the degree of transfer of skills/knowledge. Teachers will receive professional development in interpreting and using student assessment data to plan instruction. There will be regular team meetings to discuss data and to make needed revisions in curriculum and methods of instruction. State assessments will be administered in the spring to provide a final picture of the student's growth for the current school year.

Examples include:

- Before and after school tutorial
- Small group instruction
- Individual Interventions
- Enrichment /Remediation Block

8. (High Schools Only). Describe how the school meets Indiana graduation requirements, including how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. Describe how these graduation requirements ensure student readiness for college or other postsecondary opportunities. Describe the systems and structures the school uses for students at risk of dropping out of high school and/or not meeting the proposed graduation requirements.

GEOC is an Adult High School and follows AHS standards and procedures as outlined by ICSB. GMC's Academic Performance Review has been included in previous sections as necessary context in this area.

9. Based on the answers provided to questions #1 - #8, identify any key educational features for the proposed school that would differ from the education model used by the school being replicated. Explain why these features would be implemented, any new resources they would require, and how these features would improve student achievement.

After being a successful and innovative Adult High School model, GEOC will be implementing GMC's model with fidelity.

Section IV: Organization and Operations

1. Describe the existing school's management structure and how it will change with the addition of the new school. Specify key members of the current school leading and/or supporting the replication, outline their qualifications, roles, powers, and duties, and describe the plan for transition from planning through opening.

To support replication activities, GEO has hired two new members to their leadership team to support GEOC moving forward. Dr. Pete Morikis is from the Gary area with an extensive background in school turnaround. Dr. Morikis served as the emergency manager for Gary Community Schools after serving as superintendent of Griffith Public Schools for 14 years. Dr. Morikis is a well-respected expert in education in Northern Indiana. His extensive experience in educational leadership made him the ideal choice for our Executive Director of GEO Northwest. He has begun providing direct oversight to GMC in recent months with a primary focus on supporting academic growth. His experience as a local Northern Indiana educator and experience with school turnaround thru the

DUAB work in Gary are key experiences that give GEO confidence that he is the perfect match for moving GMC to the next level. His resume has been attached as reference.

2. Explain how the governance structure and composition will ensure that there will be active and effective oversight of the school. In accordance with IC § 20-24-3-4(c), please provide a completed and signed Statement of Economic Interest & Conflict of Interest Form, attached hereto as Exhibit D, for each governing board member who will be responsible for oversight of the school.

The Organizer - Gary Middle College, Inc. - will utilize a shared governance model as specifically authorized by IC 20-24-4-2. Under this statute, a single Organizer may hold more than one charter contract with each contract authorizing a single School. The Organizer Board of Directors will serve as the governing board for the Schools while each individual School will have a more local board, appointed by the Organizer, that serves in an advisory capacity. This multi-tiered approach to governance allows the Organizer to oversee the Schools in a comprehensive and efficient manner that promotes fiscal efficiency and academic model fidelity across the Schools, but also provides the governing board with critical local input and oversight that is reflective of the communities in which each School resides.

The governing board will hold all responsibilities under the Schools' charters, including, but not limited to, academic model oversight, fiscal matters, school policies, and charter compliance. The advisory boards will be responsible for specific local input on matters such as partnerships, community support and/or concerns, and other needs specific to the community or the local School.

The founding board members are a diverse group of professionals skilled in various business disciplines. This highly skilled and diverse group of professionals, including a former business owner, an education reform advocate, and a college administrator, in collaboration with the GEO staff, are devoted to establishing a charter school that succeeds in preparing children to reach their fullest potential. All board members share a belief that every child can learn and deserves a high quality education. The school will work with GEO to assist with the development and oversight of the school.

The governance structure of the school will be composed of a board of directors and other standing committees that will have set duties and responsibilities as outlined in the by-laws. The standing committees will consist of, but not be limited to, an executive committee, a finance committee, a nomination committee, and a development committee. Other responsibilities of the board of directors will be, but not limited to, final approval of the budget, the development of school policy, and dismissals and election of the board officers.

To support replication, we specifically added two board members with university experience to ensure a level of expertise with that piece of decision-making. GMC specifically wanted to add university expertise to our board, so we added to university based members, Purdue University NW VP of Community and Corporate Engagement Matt Wells, and Ivy Tech Lake County Chancellor Louis Gonzalez. Drs. Wells and Gonzalez have been critical in honing our university partnerships and college based practices.

Conflict of Interest Forms have been Attached

3. Provide a copy of the organizational incorporating the current and proposed schools, including administrative, operational, instructional, and non-instructional personnel, as well as any paraprofessionals or specialty teachers, and a description of how the chart fulfills the needs of the school(s).

Function	Network/ Management Organization Decision-Making	School Decision-Making
Performance Goals	GEO President and CFO	Principal and all staff approved by Board
Curriculum	GEO Academic Team and President	Principal and Lead teachers
Professional Development	President of GEO along with Director of School Development,	Principal and Leadership Team
Data Management and Interim Student Assessments	Director of Educational Technology	Principal all staff
Grade Level Promotion Criteria	President of GEO, GEO Legal Counsel	Principal parents/students
Culture	President of GEO	Principal all staff
Budgeting, Finance, and Accounting	GEO CFO and Finance Dept.	Office Manager and Principal
Student Recruitment	GEO Director of Marketing	Principal and staff

Function	Network/ Management Organization Decision-Making	School Decision-Making
School Staff Recruitment and Hiring	GEO Director of HR, GEO Director of School Development,	Principal and Leadership team approved by Board
HR Services (payroll, benefits, etc.)	GEO Director of HR and GEO CFO and Finance Dept.	Office Manager approved by Board
Development	GEO President and Founder GEO Director of School	Principal Board of Directors
Community Relations	GEO President, GEO Director of Marketing	Principal, Board of Directors, Staff
Information Technology	GEO Director of Technology and Educational Technology	Principals, Lead Teachers, IT specialist
Facilities Management	GEO President and GEO Director of Facilities	Office Manager Principal Maintenance
Vendor Management / Procurement	GEO CFO and Finance Dept.	Principal and Office Manager approved by Board
Other operational functions, if any	TBD by GEO President and CFO	TBD Board and Principal

4. 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 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.

Dr. Pete Morikis, described above, will serve as the school leader. Once the charter is approved, Dr. Morikis will begin hiring his staff. All staff will be in place by June 2023 to ensure that school is fully staffed by start of school in the fall 2023.

5. If other 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.

Once the charter has been approved the school will begin to fill positions for this site described in the organizational chart described above. All staff will be in place by June 2023 to ensure that school is fully staffed by start of school in the fall 2023.

6. Provide a description of staffing and/or services that the schools will share, if any. Please clarify cost structuring, reporting, accountability, and employee practices across the entities. Describe your strategy and timeline for recruiting and hiring new teachers.

GEOC will serve students in Lawrence and Indianapolis. The school will have both a Principal and an Assistant Principal who will be responsible for both sites. For efficiency, the sites will seek to minimize duplication where necessary. For example, while each site will need its own individual teachers for classes offered, operational positions such as office manager or registrar can be shared between sites for efficiency.

All staff will be employees of their individual School with direct oversight from GEO Foundation as the Service Provider in accordance with the Service and Licensing Agreement (provided). In turn, the Organizer will be responsible for oversight of the Service Provider and responsible to the Indiana Charter School Board for charter compliance. The school will fall under GEO Academies and all GEOC staff will report to GEO's Northwest Executive Director. All on the ground staff will be specific to GEOC.

All staff will be employees of their individual School with direct oversight from GEO Foundation as the Service Provider in accordance with the Service and Licensing Agreement (provided). In turn, the Organizer will be responsible for oversight of the Service Provider and responsible to the Indiana Charter School Board for charter compliance.

7. Describe your plan for allocating sufficient resources towards a successful replication without disadvantaging your existing school(s).

The new school will benefit from the knowledge and experience of the existing Gary Middle College and will be able to share in all professional development opportunities and mentorship from existing staff. That said, however, financially, each School will be viewed as an independent unit and will be required to operate in a fiscally independent manner commensurate with each School's individual enrollment.

Through the partnership with Ivy Tech, the replication Schools have the advantage of significantly reduced start-up costs. For example, traditionally significant costs such as facility, fixtures and equipment, and utilities are all set aside as the partnership provides for small space utilization, access to existing classroom furniture, and efficient lease rates that include facility operational costs. The most significant costs remaining are staffing and technology and those expenses rise and fall in direct proportion to enrollment. Therefore, the Schools are anticipated to operate at a financial level driven by location-based enrollment and not have a need for additional supports from the existing school to cover fixed costs.

8. Provide a copy of the organizer's bylaws, Articles of Incorporation, and letter indicating that the organizer has been approved by the IRS as a 501(c)(3) tax-exempt entity.

These documents have been attached.

9. Provide copies of, or links to, any authorizer, State, or external performance reviews of the school being replicated covering the past three (3) years, including any notices for noncompliance, breach of contract, nonrenewal or revocation. Explain any performance deficiencies or compliance violations that have led to formal intervention with any school operated by the organization in the last three years, and how such deficiencies or violations were resolved.

A full performance review of GMC has been provided in the above sections. GMC has not had any deficiencies or violations to date.

10. ICSB requires Indianapolis-based schools to participate in the city's unified enrollment system- Enroll Indy. More information about Enroll Indy, the OneMatch System, and the School Finder may be found here: <https://enrollindy.org/>.

Provide the school's admissions and enrollment policy, including:

1. a) Any admission requirements, including an explanation of the purpose of any pre-admission activities for students or parents.
2. 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.
3. c) Tentative lottery dates and procedures.
4. d) Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

Gary Middle College (GMC) is a unique approach to bridging the high school and college educational experience for students ages 13-65+. GMC is a first of its kind school that serves as both a high school and an adult high school per Indiana definitions. GMC provides students the chance to earn high school diplomas, post-secondary certifications, and college credits all in one program at no cost to students. There are currently no other enrollment or admission requirements. We are open access. Our enrollment policy has been attached and discussed in previous sections.

Section V: Business Plan

1. 1) Provide a detailed five-year pro-forma budget for the proposed school, including the start-up year, by completing the Budget Projections Workbook which may be found under "Charter School Application for Replication of an Existing School" on [ICSB's Charter Applications](#) webpage.

Budget Workbook Attached

2. Provide a detailed budget narrative for the proposed school that with a summary of the budget that describes 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 potential impact of the replication (e.g., start-up and facility costs) on the financial health of the organizers existing schools and/or network;
 - b) the degree to which the school (and network) budget relies on variable income (e.g., grants, donations, fundraising); and
 - c) 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.

REVENUES

The Revenues for the Schools' 5-year budgets have been conservatively estimated, with the following assumptions:

- Each individual School is financially self-sufficient and relies only on Revenues that it can reasonably confirm. (i.e., it does not rely on philanthropic funding, or aspirational grants.)
- The student Revenues provided by the State of Indiana for Gary Middle Colleges include both traditional school funding as well as Adult Education funding. Given the limitations of the spreadsheet in not allowing both forms of funding to display, the School has chosen to budget under the K-12 model spreadsheet and list the estimated Adult enrollment at a discounted FTE in order to financially estimate total revenues.
- Innovation Grant projections are based on Traditional Aged students only.
- Federal grants such as Title II and Title IV are reflected in the Title I line, in accordance with Indiana DOE allowances.

EXPENSES

Expenses for the Schools are generously estimated to allow for unexpected increased costs, with the following assumptions:

- Each School operates financially independently, and does not impact the resources of the existing school.
- Should expenses exceed revenues, either through low enrollment or unanticipated expenses, the School has access to low-interest/flexible repayment operational loans through the Service Provider that have more beneficial repayment terms than what the School would have access to through traditional routes.
- Due to the design of the model and the partnerships, start-up costs are minimal. Although it is anticipated that the Schools will have access to Federal Charter Start Up Funding through the State of Indiana, those dollars are not confirmed and thus are not reflected in the provided budgets. At this time, the Schools will begin with an operational loan from the Service Provider and the anticipated repayment expenses are reflected in the budgets.

· Staffing

- Shared between each School’s dual campus locations where appropriate.
- Focus is on certified teachers for content delivery and support, with some classroom assistant staff as needed.
- Given the School’s alternative model, there are no expenses for athletic programs or significant extracurricular programming.
- College and career costs (tuition, transportation, supplies) are a significant program for the Schools. These costs are captured under “Enrichment Programs”. Textbooks costs for this program are in the “Textbook” line item.
- Facilities costs:
 - Lease costs for each School are reflected in the “Facility Lease” line item.
 - Other Facility Operations costs not covered in the Leases are reflected according to historical values with an eye towards inflation in subsequent years.
- Technology Costs
 - Technology expenses are shown in their respective areas:
 - § Administrative Costs – technology for staff, excluding software
 - § Equipment – student technology, larger laptops for college students
 - § Supplies – small student technology (i.e. Chromebooks); coded here per Indiana State Board of Accounts and Department of Education guidelines.

3. Describe the school’s financial/internal controls.

For each School, funds will be accounted for in separate, designated program funds that belong to each individual entity.

Through the Service and Licensing Agreement, the schools designate limited, day-to-day financial management to the CFO of GEO Foundation, who operates in a “treasurer”

capacity on behalf of the Schools. However, ultimately, all financial responsibility and control remains with the Organizer governing board at all times.

The preliminary budget is drafted between the CFO and School principal in early spring. That draft is then submitted to the Organizer's finance committee for review and recommendation to the full Board. The full Organizer Board reviews and approves the final budget by May, for implementation beginning July 1. On occasion, during the school year, the Board will revise the budget to take into account material changes (enrollment numbers different from projections, higher than anticipated costs, etc.) using the same procedure.

Specific controls include:

- Purchases and Contracts
 - All purchases are entered into a Purchase Order system for review. Upon the Principal's review and approval, the PO request forwards to the School's treasurer for final approval in accordance with the Board's approved budget. The PO is generated and the order can be placed.
 - All contracts are reviewed by legal counsel prior to execution. The treasurer will also review and approve, to ensure accordance with the budget.
 - While all employees are "at-will", the school does employ written Offer Letters to employees.
- Funds Disbursement
 - All check stock is kept in a locked cabinet in the AP Manager's office.
 - Electronic Funds Transfer requests must be approved by the treasurer.
 - All purchases are documented with PO, invoice, and packing slips, and forwarded to the Accounts Payable Manager for processing. The treasurer reviews all checks/expenses before issuance to ensure the amounts match, and that the purchases have been allocated to the correct fund (grants, general, etc.).
 - A strict division is observed between those who handle funds (AP Manager, treasurer) and those who operate the accounting system (Accounting Manager). Those who handle funds have no access to the accounting system, and those who access the accounting system have no direct access to funds.
 - All purchases and payments are by check or EFT where possible. In an emergency, the Principal has access to a credit card, which is reviewed and matched to receipts on a monthly basis.
 - No cash is ever disbursed.
- Financial Operations Review
 - The treasurer reviews all transactions as noted above.

- Bank statements are opened directly (to prevent tampering) by the treasurer for review, then are given to the Accounting Manager for reconciliation.
 - Financial statements are prepared on a monthly basis by the Accounting Manager, and reviewed/approved by the treasurer and the Foundation's Certified Public Accountant.
 - The accounting software utilized has been approved by the Indiana State Board of Accounts.
 - Financial statements reflect balance sheet, revenues, expenses, and comparison to budget.
 - Financial statements are presented to the Board by the treasurer on a quarterly basis, or more frequently if needed.
4. 4) 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.

GEOC will be located on the Ivy Tech campus. The chancellor of the Ivy Tech campus has written a letter of support for this application.

5. 5) 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.

GEOC will be located on the Ivy Tech campus. We have spent several years building our partnership with Ivy Tech for the betterment of both organizations. Letters of support for this charter have been provided as evidence of this partnership. Specifically, Ivy Tech has committed to working with us on favorable lease terms that will allow us to spend more on teachers and students, less on facility and furniture.

Exhibit C

Statement of Assurances

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

1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of Indiana Code (IC) § 20-24.
3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board ("ICSB") and the Indiana Department of Education. See in particular IC § 20-20-8-3 and relevant sections of IC § 20-24.
4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments* of 1972, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act* and section 427 of the *General Education Provision Act*.
5. Recipients receiving federal Charter School Program Grant funds will comply with all provisions of the Non-regulatory Guidelines—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 organization 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.

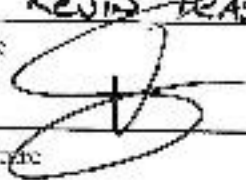
10. Recipients will indemnify and hold harmless the ICSE, the State of Indiana, all school corporations providing funds to the charter school (if applicable), and their officers, directors, agents and employees, and any successors and assigns from any and all liability, cause of action, or other injury or damage in any way relating to the charter school or its operation.

11. Recipients understand that the ICSE may revoke the charter if the ICSE 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.

Name KEVIN TEASLEY Title SUPERINTENDENT

Signature  Date 10/20/2022

Attachment 1: Articles of Incorporation



**ARTICLES OF MERGER OF
NONPROFIT CORPORATIONS**
State Form 42199 (R12 / 6-19) / Corporate Form 364-6

**SECRETARY OF STATE
BUSINESS SERVICES DIVISION**
302 West Washington Street, Room E018
Indianapolis, IN 46204
Telephone: (317) 232-6576
www.sos.in.gov

- INSTRUCTIONS:**
1. Use 8½" x 11" white paper for attachments.
 2. Please **TYPE** or **PRINT** in **INK**.
 3. Please visit our office on the web at www.sos.in.gov
 4. Make check or money order payable to the Secretary of State.
 5. Submit original completed paperwork and payment to: 302 West Washington Street, Room E-018, Indianapolis, IN 46204.

NOTE: This form is to be used when all parties to the merger are nonprofit corporations.

NOTE: Following the completion of the merger, all assumed names of the non-surviving entity will be cancelled and available for use. If the surviving entity wishes to operate under any of the assumed names owned by the non-surviving entity, the surviving entity must file a Certificate of Assumed Business Name (State Form 30353) for each assumed name along with the Articles of Merger. Failure to do so may result in the assumed name being unavailable for use, as assumed names must now be distinguishable upon the record of the Secretary of State.

INFORMATION CONTAINED ON THIS PAGE IS NOT PART OF THE PUBLIC RECORD.

Name of business
E-mail address of business (SOS use only)

RETURN DOCUMENTS TO:

Name		
Street address, line 1		
Street address, line 2		
City	State	ZIP code
Telephone number ()	E-mail address (if different from above – SOS use only)	



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

DEPARTMENT OF THE TREASURY

Date: JAN 06 2017

EAST CHICAGO FOCUS ACADEMY INC
C/O GEO FOUNDATION
1630 N MERIDIAN ST STE 350
INDIANAPOLIS, IN 46202

Employer Identification Number:
81-1151532
DLN:
17053069425006
Contact Person:
HARRY J DAMRON ID# 31499
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
April 26, 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.

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

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

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

For important information about your responsibilities as a tax-exempt

Letter 947

EAST CHICAGO FOCUS ACADEMY INC

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

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

Sincerely,



Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

Attachment 3: Enrollment Policy

Gary Middle College (GMC) is a unique approach to bridging the high school and college educational experience for students ages 13-65+. GMC is a first of its kind school that serves as both a high school and an adult high school per Indiana definitions. GMC provides students the chance to earn high school diplomas, post-secondary certifications, and college credits all in one program at no cost to students. There are currently no other enrollment or admission

requirements. We are open access. Our enrollment policy has been attached and discussed in previous sections.

Attachment 4: School Discipline Policy

The school expects that all students will exhibit good behavior and show evidence of academic achievement. A core belief is that if students feel supported, respected, and are engaged in meaningful instruction that there will be few to zero discipline issues that arise. Our academic plan offers content-based high school curriculum along with meaningful instruction and blended learning that will provide the structure for academic success. The NWEA (MAP) assessment given three times a year will provide the data that will drive instruction along with Compass Learning/Odyssey that offers the blended learning component along with *Read 180*[®] that makes up our model. Our belief is that students will be engaged and orderly if what is being delivered is meaningful and if they know the teachers cares about them. The mentor coaches will support the teachers to ensure that they have the right tools to be successful. Student work will be graded on a matrix and grades will be earned not given. There will be criteria in place that indicates mastery so students are achieving and learning. The founding board/team is very aware of how important it is to have “the right people on the bus and in the right seat”. The “journey” will be designed so every student moves forward academically and socially in order to become productive citizens.

Our core beliefs will be the cornerstone of how we interact with all stakeholders in our school community. We believe that each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation is unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for student learning from their mistakes increase dramatically when they see a reasonable connection between their behavior and the resulting consequences. The school staff will dedicate itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and the resulting consequences.

Since these core beliefs provide the guiding light for our professional decisions, the staff encourages parents to bring concerns and questions to us in the event that we operate in ways that appear to be inconsistent with these core beliefs. Our core beliefs are listed below:

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
3. Students will be given opportunities to make decisions and live with the consequences, be they good or bad.
4. Misbehavior will be handled with natural or logical consequences instead of punishment, whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.
6. Students are encouraged to request a “due process hearing” whenever the consequences appear to be unfair.

7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

Attachment 7: School Safety Plan

The school places its highest emphasis on student safety and security. We will employ security cameras throughout the school building along with restricted access doors. All staff will be trained in the various warning signals and procedures put forth in the Emergency Plan. All visitors must sign in at the main office and wear an identification badge prior to admission to the general school building.

GEON will meet each of the following health requirements:

- Immunizations and other requirements for students enrolled in public schools in Indiana

GEON will meet the immunization and other requirements for students enrolled in Indiana public schools in accordance with Indiana law, IC 20-34-4-2 section 2, and will maintain an immunization record of each student. All required reports will be filed with the state and local departments of health.

- Proper handling of medical records

GEON's student health records will be managed according to the Family Educational Rights and Privacy, the Indiana Public Records Act, and all records and retention schedules and regulations of the county of public records under IC 5-15-6.

- First aid and emergencies

GEON will adopt written policies regarding first aid and emergency care for injuries and illness. In addition, a school safety and evacuation plan for local emergencies will be implemented for all students and staff. Information regarding these policies will be made readily available throughout the school

- Medication and medical treatments for students

Staff members (Principal as the primary) will be identified to administer student medication and any necessary treatments in accordance with IC 20-33-8-13. Any student requiring any type of medication during school hours will be required to complete a medication administration form indicating type of medication, amount, and duration. A physician's signature can be requested if necessary.

- Hearing and vision screening of students

Hearing and vision screening of students is not required of grades 9-12 in Indiana).

- Other health requirements

The school will meet all other requirements regarding student social, emotional, and behavioral health according to IC 20-19-5.

As we expect the vast majority of our students to be categorized as low income, we know that many of them will come to us in need of a nutritional meal to sustain them for the remainder of the day. We fully intend to satisfy this need.

As GEON is a day/evening school serving adult students, for the most part, the organizing team has investigated the need to offer an evening meal. If we feel a need to serve a meal we will make it happen.

The Indiana Department of Education's Division of School Nutritional Programs has been consulted and indications are overwhelmingly favorable that we may offer a full meal to our students.

The school social worker/counselor for East Chicago Focus Academy will be the lead person to provide assistance for students who come to school without adequate nutrition for learning. If assistance is needed this staff member will seek out various community agencies and individuals to assist us with student nutritional needs while away from the school. GEON will identify students who qualify for free and reduced-price meals by using the surveys sent out each fall as a part of the school lunch program.

Attachment 8: Letters of Support



FROM THE DESK OF CHANCELLOR, DR. LORENZO ESTERS, INDIANAPOLIS CAMPUS

October 21, 2022

To Whom It May Concern:

Ivy Tech Community College – Indianapolis is pleased to partner with GEO Academies and support its proposal to establish a new adult charter school in Indianapolis, Indiana. Ivy Tech Indianapolis and GEO Academies have partnered since 2020 to provide high-quality technical and postsecondary education programs to this diverse charter school district. With this opportunity, Ivy Tech will support GEO Academies’ students in their pursuit of achieving a high school diploma and postsecondary success to pursue career pathways programs required now for high school graduates in Indiana. These pathways programs are part of the State's Next Level Jobs efforts to ensure Hoosiers earn postsecondary credentials required for high-demand, high-wage jobs in STEM fields.

Ivy Tech Indianapolis will offer dual credit courses at GEO Academies’ new charter school and dual enrollment courses on the Ivy Tech Indianapolis campus to provide a robust curriculum to prepare students for life beyond high school. We currently provide concurrent enrollment programming to GEO Next Generation High School, the charter system’s high school. Through this partnership, Ivy Tech Indianapolis has granted over 1,470 college credit hours to GEO Academy students.

We submit this letter of support as evidence of our growing partnership with GEO Academies, its faculty and staff, students, and the Indianapolis community.

Sincerely,

A handwritten signature in black ink, appearing to read 'Lorenzo L. Esters', written in a cursive style.

Lorenzo L. Esters, Ed.D.
Chancellor

50 WEST FALL CREEK PARKWAY NORTH DRIVE
INDIANAPOLIS, INDIANA 46208-5752
P. 888-IVY-LINE

Ivy Tech is an accredited, equal opportunity, affirmative action community college.



Re: Letter of Support for GEO Academies – Indianapolis and Lawrence Campuses

To Whom It May Concern,

I am writing this letter to acknowledge my support for the proposed GEO Academies Indianapolis and Lawrence. I have been impressed with the work that GEO is doing across the state to ensure that all, including underrepresented and low-income youth and adults, have access to certifications and college degrees. The need in the Indianapolis and Lawrence area is great and GEO's model is necessary to ensure that our city can meet the workforce demands of the 21st Century. I fully support the proposal submitted by GEO to provide this option for students that reside in Indianapolis and Lawrence.

Sincerely,

A handwritten signature in cursive script that reads "Tanya McKinzie".

Tanya McKinzie
President & CEO
Indiana Black Expo, Inc.
601 N. Shortridge Road Indianapolis, IN 46219317-925-2702

Attachment 9: Resumes

Dr. Peter Morikis

2630 E. 9th Place
Hobart, IN 46342

Phone (219) 682-5173
Cell (219) 682-5173

EDUCATION

2010, Ph.D. Educational Leadership

Indiana State University

1997, Ed.S. Educational Leadership

Indiana University

1992, M.S. Elementary Education

Indiana University

1991, B.S. Elementary Education

Indiana University

LICENSING

1997, Superintendent Certification

Indiana University

1996, Elementary Principal Certification

Indiana University

PROFESSIONAL

2021- Present, Elementary Principal NKSP Elementary School

North Judson, Indiana

- Responsible for Operation of Building
- Supervised and Evaluated Staff
- Provided Safe and Secure Environment for Students and Staff

2018-2020, Emergency Manager

Gary Community Schools

- Managed, Supervised, and Directed Daily Operations
 - Curriculum, Instruction, Assessment, Federal Programs
 - Transportation
 - Facilities
 - Personnel
 - Security
 - Finance
- Supervised and Evaluated District Administrators, Directors, and Support Staff
- Developed Budgets and Provided Grant Management
- Established and Maintained Community Partnerships
- Provided Regular Community Outreach Through Public Forums
- Conducted Public Input Meetings

2004-2018, Superintendent (Retired)

Griffith Public Schools

- Responsible for All Daily Operations
 - Transportation
 - Buildings & Grounds and Facilities
 - Food Service
 - Personnel
 - Curriculum, Instruction, Assessment & Federal Programs
- Managed and Directed Facility Repairs and Construction
- Supervised and Evaluated District Administrators and Directors
- Developed and Managed Budgets

- Reported to School Board Monthly
- Established and Maintained Community and Industry Partnerships

2003-2004, Asst. Supt. For Curriculum, Personnel & Aux. Svcs. Plymouth Community Schools

- Responsible for Daily Operations
 - Curriculum, Instruction, Assessment, Federal Programs
 - Personnel
 - Transportation
 - Facilities
- Supervised and Evaluated District Administrators and Directors
- Managed Budgets and Grants

2000-2003, Asst. Supt. For Curriculum, Instruction & Personnel Duneland School Corporation

- Responsible for Daily Operations
 - Curriculum, Instruction, Assessment, Testing, Federal Programs
 - Served as District Testing Coordinator
 - Chaired District Curriculum Council
 - Chaired District Professional Development Committee
 - Directed Personnel of all Classified and Certified Employees
 - Transportation
- Supervised and Evaluated Building Administrators and Directors
- Managed, Developed and Wrote Federal & State Grants and Budgets

1999-2000, Elementary Principal School City of Hobart

- Responsible for Operation of Building
- Supervised and Evaluated Staff
- Provided Safe and Secure Environment for Students and Staff

1996-1999, Elementary Principal Lake Station Community Schools

- Responsible for Operation of Building
- Supervised and Evaluated Staff
- Provided Safe and Secure Environment for Students and Staff

1992-1996, Fifth Grade Teacher School Town of Highland

- Delivered Classroom Instruction

1991-1992, Sixth Grade Teacher Lake Station Community Schools

- Delivered Classroom Instruction

EDUCATIONAL LEADERSHIP

2012-Present, Adjunct Faculty

Indiana University

2009-2016, Vice-Chair

Ivy Tech Board of Trustees

2008-2018, Chair

NISEC Advisory Council

***2008, President
Council***

NW Ind. Supt.'s Study

2005-Present, Administrative Mentor

Indiana University
Indiana State University

2000-2008, Board of Directors

IU School Administrators
Alumni Association

Dr. Peter Morikis

Community Involvement

- Munster Lions Club Member
- Munster Lions Club Secretary
- Griffith Educational Foundation President 2007- Present
- Griffith Little League Coach
- Griffith Girls Softball Coach
- Griffith Girls Youth Basketball Coach
- Griffith Youth Soccer Coach
- Griffith YMCA Board of Directors
- Griffith Rotary Club Member and Officer
- Griffith Chamber of Commerce Member and Officer
- Griffith July 4th Parade Judge 2005 – Present
- Griffith F.O.P. Member
- Griffith Redevelopment Committee
- Griffith Downtown Beautification Committee
- Lake Station Lions Club Member
- Lake Station Lions Club July 4th Committee
- Lake Station Dollars for Scholars
- Hobart Kiwanis Club Member
- Hobart July 4th Spelling Bee Chairman
- Chesterton Lions Club Member
- Chesterton Little League Coach
- Chesterton Girls Softball Coach
- Chesterton Youth Basketball Coach
- Plymouth Little League Coach
- Plymouth Girls Softball Coach
- Plymouth Kiwanis Club Member
- Plymouth Downtown Development Advisory Committee
- Gary Housing Authority Board
- Gary Urban League Advisory Board
- Gary Literacy Council
- Gary Baptist Ministers Association
- Gary Ecumenical MLK Day Celebration Keynote Speaker

Wendy M. Skibinski

4829 Beechwood Road Avon, IN 46123 • 3175091452 skibo5055@sbcglobal.net

Education and Certification:

University of Indianapolis

- Bachelor of Arts, Elementary Education and Endorsement, Learning Disabilities 1998

Ball State University

- Masters of Emotional Disabilities 2002
- Educational Leadership Certification 2006

Indiana State University

- Gifted & Talented Endorsement 2014
-  2016-Present

Work Experience:

GEO Academies, Indianapolis, IN

Chief Academic Officer

July 2021 - Present

MSD of Wayne Township Indianapolis, IN

Director of College & Career Readiness

2013-2021

- Create and implement a district vision in collaboration with stakeholders based on integrity, imagination, inspiration, compassion and creativity
- Facilitate 7-12 to redesign the high school experience based on individualized education, community service, and Habits of Mind
- Work with the community and parents on strategic planning and continual improvement regarding College & Career Readiness
- Create and quantify a viable curriculum 7-12 for IMPACT classrooms
- Planned and implemented the first Early College Center in Indiana
- Direct and lead a comprehensive & developmental college counseling program for grades 7-12 Guarantee delivery of curriculum to insure both state high school standards and collegiate standards are met.
- Crosswalk all dual credit curriculum offerings to ensure integrity of courses are maintained.
- Facilitate all internal marketing efforts in regards to Early College.
- Facilitate the broader Public Relations Campaign in conjunction with the Director of Communications.
- Align and support all high ability programming and coordinate professional development for responsive teaching.
- Expand dual credit offerings across secondary buildings
- Cochaired with secondary administrators to redesign of the 12th Grade experience.
- Develop and deliver professional development in Project-Based Learning, Differentiation, Data Analysis, and Cultural Responsivity.
- Support digital content development.
- Support adjunct teacher certification.
- Coordinate and supervise the elementary and secondary gifted programs.
- Assists the other Curriculum Coordinators with the writing and administration of grants.
- Facilitate Mentor-Intern Program, and Teacher Leadership Academy.
- Develop and deliver yearly Wayne Township Teacher Leadership Academy
- Revise and deliver GCL to all new staff in the district
- Develop and organize administrative GCL
- Support and implement Naviance articulated in grades 7-12
- Oversee and facilitate entire High Ability program grades K-12
- Support focus and priority schools as assigned
- District ProAct trainer
- District Equity Facilitator

Wendy M. Skibinski

4829 Beechwood Road Avon, IN 46123 • 3175091452 skibo5055@sbcglobal.net

Ben Davis University High School Principal 2008-2013

- Organized degree pathways with Vincennes University to align with CTL
 - Planned and implemented all professional development for staff
 - Worked on collaborative school improvement plan which created a grassroots effort for project based learning
 - Worked with several stakeholders to help define PBL in Indiana
- Responsible for the direct supervision and evaluation Math, English, World Language, and elective departments (adjuncts included)
- Create and implement a school vision in collaboration with stakeholders based on integrity, imagination, inspiration, compassion and creativity
- Provide a safe and secure environment where class time is protected
- Work with the community and parents on strategic planning and continual improvement
- Plan and implement a budget
- Responsible for creating marketing plan

Ben Davis University High School Assistant Principal 2007-2008

- Responsible for the oversight of all clubs and activities
- Responsible for creation of Early College Schedule
- Responsible for recruiting and articulation 9-12
- Responsible for all dances, pep sessions, and other school spirit activities
 - Responsible for direct supervision and evaluation of the Math, English, World Language, and elective departments (adjuncts included)
- Responsible for day to day activities including bell schedule, school master calendar, testing, building rental, and supervision of students

Ben Davis High School

1998-2007

- Dean of Students
- Self Contained ED Teacher (HQ'd Math/English)
- Inclusion Teacher

References Furnished Upon Request

DAWN V. CLARK

Indianapolis, IN 46202 | 317) 289-7767 | dvclark222@icloud.com | www.linkedin.com/in/dawnvclark

Profile Summary

Influential and results-driven professional with 7 + years of experience supporting the expansion and implementation of key student success initiatives. Experienced in early college high school and dual credit models, knowledgeable in high school graduation requirements and schedules. Coordinates college courses and schedules to ensure GEO Early College High School students graduate from high school on time with valuable college and/or career experience, credits, and credentials while in high school. Self-starter, and entrepreneurial, possesses strong writing skills, management skills, and understanding of state and federal education policies. Equipped with knowledge and perspective essential in driving seamless communication across multiple parties as primary liaison and coordinator for program implementation.

CORE SKILLS & COMPETENCIES

- Entrepreneurial Insight
- Partnership Acquisition
- Program Management
- Consensus Building
- Community Engagement
- Conscientious Forecasting
- Case Presentation
- Strategic Planning
- Relationship Building

PROFESSIONAL EXPERIENCE

Executive Director of Dual Degree Programs

Aug. 2022 – Present

GEO Academies | Indianapolis, IN

Serves to develop partnerships and community support for GEO's early college high school model. Works closely with Ivy Tech Chancellors and regional leaders to launch new GEO Early College High School campuses throughout the state. Develops high and mid-level executive links between the GEO and Ivy Tech's executive leadership. Promotes a student-first environment committed to developing learning structures that meet student needs.

Key Responsibilities:

- **Partner Onboarding:** Facilitate new dual credit and/or dual enrollment agreements, maintain current dual credit and/or dual enrollment agreements, and manage student admission, prerequisite testing, registration, and academic advising.
- **Organization Liaison:** Serve as a liaison between GEO and Ivy Tech leadership.
- **Long-Term Strategy:** Plan and coordinate partnerships with community leaders to facilitate awareness and relationships with the academic programs offered through the partnership between GEO and Ivy Tech.
- **Relationship Building:** Identify, develop, and strategically build community partnerships to support the goal of advancing post-secondary attainment through career and college pathways while in high school.
- **Community Engagement:** Communicate, educate and cooperate with Ivy Tech leadership partners (administrators, faculty, guidance counselors, and staff), about our unique model, space needed, dual credit/dual enrollment opportunities, including, but not limited to, the Indiana College Core, workforce certificates and/or other seamless pathways into Ivy Tech Community College and stay abreast of educational and community issues.
- **Regulatory Compliance:** Review and coordinate with Ivy Tech leadership all college policies and procedures related to secondary programs, including adherence to the accreditation standards of NACEP & HLC.
- **Reporting & Analytics:** Prepare reports and evaluations of Secondary Initiative programs. Oversee database maintenance of faculty and teachers involved in dual credit and dual enrollment courses in order to track and report Secondary Initiative data. Work with Ivy Tech data and support systems (DualEnroll.com, IvyLearn, MyIvy, etc.).

PROFESSIONAL EXPERIENCE (CONTINUED)

- **Fiscal Management:** Forecasts budgetary requirements for upcoming projects and partnerships, ensuring sufficient funding before project kick-off to enable seamless coordination.
- **Leadership:** Provide leadership for enrollment activities and advising services for high school dual credit and dual enrollment students. Rally people into action by serving as a role model and involved leader, with a proven track record of success in leading and completing challenging projects. Oversees responsibilities and works with Partners schools associated with the GEO Accelerated grant.
- **Adaptability & Versatility:** Cultivate a reputation as an adept decision-maker and self-starter, pursuing additional education as needed to further accommodate challenges and requirements associated with this individualized role.

Director of Academic Affairs and Transfer**Jan. 2019 – Aug. 2022**Indiana Commission for Higher Education | Indianapolis, IN

Governed over statutory responsibilities and activities for the Core Transfer Library (CTL), Indiana College Core, and Transfer Single Articulation Pathways (TSAPs), and other key student success initiatives, which holds the highest authority on course credit transfer requirements and procedures for 16 public educational institution partners across Indiana, alongside 5 private non-profit universities.

Selected Accomplishments:

- ✓ Innovated and executed exhaustive phase one equivalency review process to assess transfer merit involving a subset of subject areas within Cambridge International Advanced Pathways as part of advocating student mobility and opportunities per House Enrolled Act 1549.
- ✓ Establishing and managing Credit for Prior Learning Clearinghouse dedicated to monitoring partner compliance per House Enrolled Act 1549.
- ✓ Won and onboarded 6 new schools within the CTL program after executing 3-year partnerships, skillfully highlighting potential benefits and value through well-rounded presentations.
- ✓ Led a dedicated task force to survey and review of 1,200-degree programs for public institutions and determine to what extent associate and baccalaureate degrees require work-based learning with career relevance.
- ✓ Streamlined state-wide communication for all educational institution partners and internal communications through the Microsoft Teams portal.

Assistant Director of Academic Affairs**Aug. 2016 – Jan. 2019**Indiana Commission for Higher Education | Indianapolis, IN

Served as operator for the Commission's TransferIN utility, the primary internal control for CTL, Indiana College Core, Advanced Placement (AP), College Level Examination Program (CLEP), and TSAP databases with focus on ensuring content completeness and accuracy in addition to other internal and external activities.

Selected Accomplishments:

- ✓ Key contributor in development of advising tools and strategies to bolster policy communication across stakeholders.
- ✓ Acknowledged for relevant contribution in driving SEA 331 statute in 2017 which requires colleges to identify CLEP course equivalencies.

DAWN V. CLARK

Indianapolis, IN 46202 | (317) 289-7767 | dvclark222@icloud.com | www.linkedin.com/in/dawnvclark

Student Support Specialist **Dec. 2015 – Aug. 2016**
Indiana Commission for Higher Education | Indianapolis, IN

Oversaw review and approval for the state financial aid program guiding students acquiring qualifications or filing claims. Responded to program-related inquiries, explaining grounds for ineligibility, and other correspondence duties.

ADDITIONAL NOTEWORTHY EXPERIENCE

Senior Flight Attendant | American Trans Air (ATA) | Indianapolis, IN **Oct. 1998 – May. 2008**

PROFESSIONAL AFFILIATIONS

- Executive Advisory Board** | Indiana Transfer Council
- Appointed Member, Strategic Development Council** | Ivy Tech Community College
- Advisory Council** | Western Higher Education Advisory Council (HEAC)
- Advisory Council** | Council of State Higher Education Leaders (C-SHEL)
- Appointed Member** | Indiana Prior Learning Assessment Taskforce
- Appointed Member** | The Center to Advance CTE: Credit for Prior Learning Shared Solutions Working Group
- Appointed Member** | Indiana College Core Mobile Application Design Working Group
- Appointed Member** | Interstate Transfer Coalition
- Steering Committee, Multi-State Collaborative to Advance Student Learning** | AAC&U and the Value Institute

EDUCATION

- Master of Public Administration** | Indiana Wesleyan University | Marion, IN **May 2019**
- Bachelor of Arts, Political Science with High Distinction** | Indiana University | Indianapolis, IN **May 2014**

Mr. Joe Arredondo

EXPERIENCE

GARY MIDDLE COLLEGE

Principal

7-1-15-Present

Provide leadership for non-traditional high school in Gary, Indiana. Design and implement curriculum plan and policies for student growth and academic success. Administer Early College policy to promote college and career readiness.

IVY TECH COMMUNITY COLLEGE

Director of K12-Initiatives – Gary, IN

11/2010-7-1-15

Provides leadership for enrollment activities and advising services for high school Double-Up/Early College, Fast Track, and high school based dual credit students. Implements college policy and procedures related to secondary programs, including adherence to NACEP requirements.

Communicates regularly with high school administrators and counselors.

LAKESHORE PTV, CHANNEL 56 – Merrillville, IN

Sports Announcer

1990-Present

Sports Anchor for local PBS station. Co-Host and produce local television sports programs.

- Received Indiana Basketball Coaches Association Media Award, 2013.
- Received Indiana High School Athletic Association Media Award, 1998.
- Received Indiana Public Broadcasting Stations (IPBS) Production Award, 1993.
- Received Indiana Football Coaches Association Media Award, 1992.

IVY TECH COMMUNITY COLLEGE

Assistant Director of K12 Initiatives – East Chicago, IN

2008-11/2010

Propose new and maintain current dual credit and related early college agreements.

Assist relations between the College and area high schools for our dual credit programming, interpreting and planning procedures and regulations in both directions.

Associate Director of Admissions - Valparaiso, IN

1995-2008

Responsible for on-and-off campus recruitment activities. Provide academic and career counseling for all students. Coordinate and present information sessions to a variety of groups. Hosted on campus visits for prospective students and families. Assist with the development of marketing brochures.

- Restructured Valparaiso Campus General Education Schedule.
- Campus enrollment has increased from 900 students at one campus to 3,500 at two campuses.
- Coordinated Campus Open House.
- Named to Statewide Admissions Leadership Committee in 2006.

WORKER'S COMPENSATION BOARD OF INDIANA - Gary, IN 1994-1995

Ombudsman

Responsibilities included investigating complaints and resolving disputes with informal proceedings. Administered the independent Medical Exam process and monitored the compliance. Communicated the Worker's Compensation law and procedure to the public.

EDUCATION **INDIANA UNIVERSITY NORTHWEST** - Gary, IN

Pursued Post-Baccalaureate Degree in Accounting 1996-1997

Master of Public Administration: Management of Public Affairs 1991

Bachelor of Arts: Telecommunications & Political Science 1987

Attachment 10: Conflict of Interest Forms

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:

N/A

2. Your full name:

Robert Taylor

3. Your spouse's full name:

N/A

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:

2014 Associate Degree General Studies Ivy Tech CC
2019 Bachelor Degree Communications Bethel College

Epluyment
City of Elkhart 2007 -2015
Independence Media 2010 Present
Heart At Home 2019- Present

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"):

Heart At Home -Owner
independence Media -Owner

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

N/A

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

No.

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

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:

Heart At Home -Medicial Transportaion
Indepence Media -Dj Service

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.

Robert Taylor

Name

Robert RT Taylor

Signature

10-22-22

Date

Exhibit C

Statement of Assurances

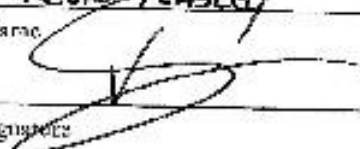
The charter school agrees to comply with the following provisions: *(Read and check)*

1. A resolution or motion has been adopted by the charter school applicant's governing body that authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the applicant's designated representative to act in connection with the application and to provide such additional information as required.
2. Recipients operate (or will operate if not yet open) a charter school in compliance with all federal and state laws, including Indiana Charter Schools Law as described in all relevant sections of Indiana Code ("IC") § 20-24.
3. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as required by the Indiana Charter School Board ("ICSB") and the Indiana Department of Education. See in particular IC § 20-20.8-3 and relevant sections of IC § 20-24.
4. Recipients will comply with all relevant federal laws including, but not limited to, the *Age Discrimination in Employment Act* of 1975, Title VI of the *Civil Rights Act* of 1964, Title IX of the *Education Amendments* of 1972, section 504 of the *Rehabilitation Act* of 1973, Part B of the *Individuals with Disabilities Education Act*, and section 627 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 Reserve Access to Schools 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.

KEVIN TEASLO
 Name

 Signature

SUPERINTENDENT
 Title
10/20/2022
 Date