

Exhibit B

Charter Application Overview – Change in Authorizer

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

Type of Submission:

☒ Existing charter has not been revoked and organizer has not been informed that its charter will not be renewed by its current authorizer.

☐ Existing charter has been revoked or Organizer has been informed that its charter will not be renewed by its current authorizer.

Name of Charter School(s):

Career Academy of South Bend, Inc.

School Address(es):

3801 Crescent Circle

South Bend, IN 46628

Name of Board Chair:

Larry Garatoni

Contact Information:

larry.garatoni@garatonifo.com

Name of Head of School/Principal(s):

Jeremy Lugbill

Contact Information:

jlugbill@careeracademysb.com

Year School(s) Opened:

2011, 2011, 2015, 2023, 2023, 2027

Name of Current Authorizer:

Education One, L.L.C., Trine University

Name of Education Service Provider (ESP) (if applicable):

N/A

Current School Information:

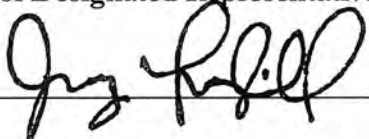
School Name(s)	Year Opened	School Address
See attached		

School(s)	Grade Levels	Number of Students	School Model
See Attached			

Projected Student Enrollment

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

Signature of Designated Representative

Signature  Date 4/3/2025

Current School Information:

School Name(s)	Year Opened	School Address
Success Academy Primary	2015	3408 Ardmore Trail, South Bend, IN 46628
Success Academy at Boys & Girls Club	2023	502 E. Sample Street, South Bend, IN 46601
Career Academy Middle School	2011	3801 Crescent Circle, South Bend, IN 46628
Career Academy High School	2011	3801 Crescent Circle, South Bend, IN 46628
The Portage School of Leaders	2023	306 W. Marion Street, South Bend, IN 46601
New Elementary School	2027	TBD

School(s)	Grade Levels	Number of Students	School Model
Success Academy Primary	K-5	610	Traditional
Success Academy at Boys & Girls Club	K-5	113	Experiential Learning
Career Academy Middle School	6, 7, 8	415	Traditional
Career Academy High School	9, 10, 11, 12	481	College & Career Preparation
The Portage School of Leaders	9, 10, 11, 12	61	Competency-Based Education
New Elementary School	K-5	400	Traditional

EXECUTIVE SUMMARY

The Career Academy Network of Public Schools (CANOPS) is a K-12 Public Charter School System and is applying for a change in authorizer through the Indiana Charter School Board (ICSB). CANOPS is in good standing with our current authorizer and has not received a notice of termination or nonrenewal of the school's charter agreement from the school's current authorizer. This Change in Authorization Application is for our five schools that are already operating: Success Academy Primary School (SAPS), Success Academy at Boys & Girls Club (SABGC), Career Middle School (CAMS), Career High School (CAHS), and The Portage School of Leaders High School (TPSOL). We are also applying for a new elementary school that will be a replication of SAPS (to be named), with an expected opening in Fall 2027. We are applying to change authorizers for financial reasons - the cost benefit in changing to ICSB is tremendous, allowing us to spend money on our greatest assets: our teachers, support staff, and students.

The CANOPS vision is to create an environment that empowers every student to develop academic, career, and citizenship skills, leading to a successful future. Our mission is to foster authentic project-based learning that is real-world, connected, and engaging. We are continually developing rigorous education that is challenging and inclusive while cultivating comprehensive and skill-based standards. We nurture relationships that are compassionate and respectful that translate to appropriate social and emotional skills. Operating as a charter school allows flexibility, which the Network puts to good use by innovating to provide high quality educational experiences for all students. We offer our students a focused, hands-on, project-based curriculum at every grade level.

CANOPS is governed by a Board of Directors, consisting of nine members with extensive management experience including service on other non-profit boards. The board has governed CAMS, and CAHS since they opened in Fall 2011, SAPS since 2015, SABGC and TPSOL (both opened in 2023), and will govern the new TBN school. The CANOPS leadership team is composed of a seasoned group of professionals with years of experience in education, business and community. CANOPS school leaders are empowered by positive working relationships with the Board and both Board and school leaders have the capacity to operate all schools in the Network with a growth mindset.

CANOPS has been effective in opening and running charter schools and successfully navigated \$11,500,000 in funding through a private benefactor for purchase and renovation of its initial campus. In 2012, CANOPS's secondary school opened for enrollment. Four years later, the school purchased and successfully renovated a second location for \$14,500,000; where funding was through a private benefactor and a loan through the city of South Bend. In 2023, CANOPS added two new schools to serve students in the community; SABGC, a new K-5 school, and TPSOL, a new high school, were both open for enrollment. The Network Board Chair, Lawrence Garatoni, guarantees funds will be provided to cover any capital expenditures or operative deficits for all schools binding the Garatoni-Smith Family Foundation during and after tenure of L. Garatoni as Board Chair. These experiences, as well as the day to day running of these campuses have bolstered CANOPS's capacity for expansion, innovation, and replication, enabling a knowledgeable team to address issues of facility acquisition, facility management, construction/renovation, permitting, financing, and, most importantly, academic quality and student needs. The Indiana Department of Education has demonstrated full confidence in the work we are doing through the following grant awards: the largest Explore, Engage, and Experience (3E) Grant in the state in 2022, Quality Counts II for TPSOL, Career Coaching (from

The Indiana Commission for Higher Education), School Improvement Grant for CAMS, the Excellence in Community Collaboration and others for STEM and Robotics. Lastly, our charter schools have demonstrated academic performance throughout the course of their existence, showing growth in literacy and math fluency and most notably with CAHS achieving the county's highest graduation rate at 98.4% last year.

SECTION I: SCHOOL OVERVIEW

School Governance

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

Career Academy of Network of Public Schools, Inc., is governed by a Board of Directors, consisting of nine members with experience in key career categories including information technology, engineering, entrepreneurship, healthcare, human resources, marketing and education. The board has governed the Network schools since the first school opened in 2011. Larry Garatoni is the Board President of CANOPS and CEO of the Garatoni Family Office. He has nearly 50 years of experience starting, building, owning and operating businesses in the South Bend-Elkhart region. He spent half of that time in real estate development with the Health Quest Development Corporation where he managed and closed 30 projects, one of which in today's dollars would be approximately \$90M. Since 2007, he has dedicated his time to improving the economy in the region, focusing on developing a skilled workforce. In 2011, he and his wife Judy founded the Career Academy and established the RISE entrepreneurship school, the IT Sector Partnership, the Garatoni School of Entrepreneurship and Innovation at Ivy Tech and the Garatoni Scholars Program.

John DeSalle, former Executive Engineer in Residence for iNDustry Labs at Notre Dame brings expertise in engineering, business administration, and manufacturing. Michael Garatoni is founder and president of Growing Kids Learning Centers, a regional provider of early childhood education and child care services for infants to 7th graders. His experience in construction, business development, financing, and operation are invaluable. Iris Hammel served as Co-founder and Executive Director of Regional Innovation & Startup Education (RISE). She is an educator and entrepreneur with specific expertise in program development, business startups and facilitation. Chad Harzell is Vice President of Human Resources at Barletta Boat Company / Winnebago Industries and brings deep knowledge in human resources including talent management, organizational development and talent development. Marian Hodges is Chief Strategy Officer and Corporate Secretary for Aunalytics, a local analytics and IT services company that uses data and AI to solve problems and increase productivity. With past experiences in strategy and organizational development, operations and product delivery, she brings expertise in marketing, operations, strategic planning and technology to the Board. Rachel Savoie is Executive Director of Clinical Services at Memorial Hospital. She provides the Board with expertise in the healthcare sector, specifically in hospital operations and nursing leadership. Janet Lynne Scott has over 30 years in education as a teacher, curriculum facilitator, principal,

instructional coach. Her role on the board is to bring a lens from the education perspective. As the former Director of Marketing, Communications and Events for the Idea Center at the University of Notre Dame, Nick Swisher brings extensive expertise in marketing. All board member resumes are included as Attachment 1 and each has signed Exhibit C provided in Attachment 2.

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

See Attachment 3.

3) How does the chosen governance model support quality oversight of the school, including monitoring of academic outcomes, financial health, organizational compliance, and school leadership performance? Provide an organization chart listing governance and operational responsibilities for the organizer and the school(s).

At each Board Meeting, extensive data is gathered and analyzed for purposes of evaluating each school's academic outcomes, financial health, organizational compliance and school leadership. Parents are encouraged to participate in the parent-teacher organization and to respond to the school surveys requesting their honest feedback. Students and staff are also surveyed. Each board meeting includes an opportunity for public questions and comments. School leadership works directly with the Board informing them and keeping them abreast of school activities on every level.

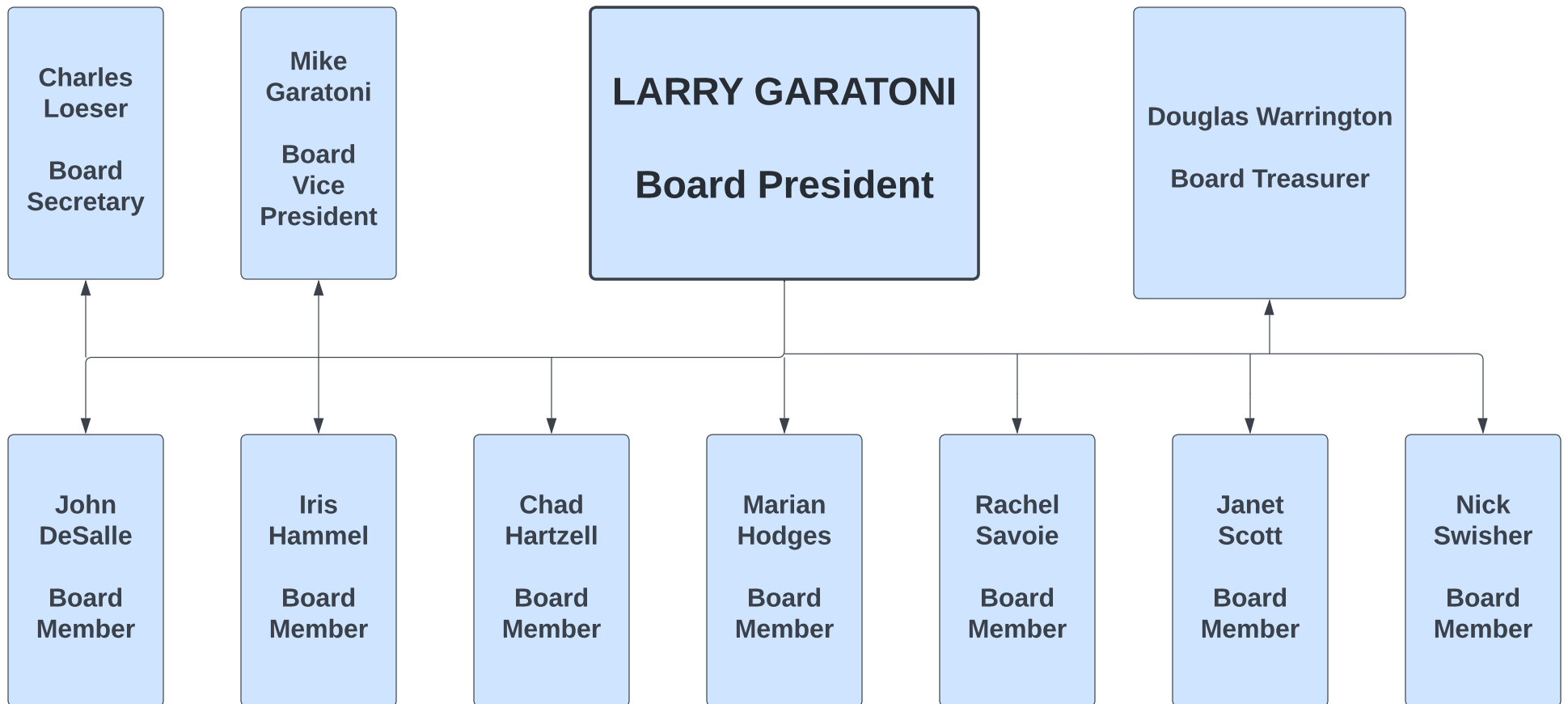
Subsequently, Board and charter school leaders develop positive relationships each empowered to make positive decisions in a collaborative way that best serves families and students. Candy VanBuskirk, the CANOPS Superintendent, leverages her experience as a principal and teacher in the traditional public school and charter sectors by mentoring all CANOPS leaders. This mentoring process involves weekly check-ins, mentoring and executive coaching sessions, informal site evaluations, and weekly site walkthroughs. The leadership coaching process at CANOPS begins and ends with checks for fidelity and understanding while maintaining a laser-like focus on strong systems for success. It is based on consistent communication and an acknowledgment that there should be freedom to fail, but failures create dialogue and growth rather than additional repeated errors.

Throughout the school year, the CANOPS executive leadership team helps to inform each school leader of areas of weakness, areas needing support, and areas of success. All communication shared with school leaders is shared among the executive team so that the entire team has a clear understanding of the ongoing support effort. This coaching ethos culminates in an annual school leader evaluation conducted by the Superintendent twice per year in December and May.

4) Provide, as Attachment 4, copies of the school's governance documents, including: 1) the organizer's 501(c)(3) Determination Letter from the Internal Revenue Service, Articles of Incorporation, Bylaws, Conflict of Interest, and Code of Ethics policies.

See Attachment 4.

**THE CAREER ACADEMY
NETWORK OF PUBLIC SCHOOLS
BOARD OF DIRECTORS
04/01/25**



Board of Directors

Laurie Gregory
Executive
Assistant

Jeremy Lugbill
Chief Executive
Officer

Douglas Warrington
Chief Financial
Officer

Candy
Van Buskirk
Superintendent

Jenn Wiley
Admin. Secretary

Rhonda Myers
MTSS Director

Sara Timm
Director of
Special Ed

Gerianne Druyos
Director of
Athletics

Jim Thornton
Director of CTE
and Special
Projects

Bus Drivers

Becky Bartlett
Director of
Curriculum,
Instruction &
Assessment

Liz Lewis
District Nurse

Jane Schlichter
HR Manager

Jenni Martin
HR Coordinator

Chartwells
Contracted Services
Lauren Balanow

Brie Childs
SABGC
Principal

Sybil Snyder
SASB PS
Principal

Maria Reilly
CASB MS
Principal

Nick Garstka
CASB HS
Principal

Devonte Spratt
Resource Officer

Andrew Hoyt
TPSOL
Head of School

Lee Ross
Resource Officer

Vincent Liew
Chief
Marketing
Officer

Rob Koehler
Director of
Marketing

Stephanie
Ebersol
Director of
Admissions

Emma Clark
Marketing and
Enrollment
Specialist

Mark Norton
Chief
Information
Officer

Anson Allseitz
Data
Administrator

Ted Emigh
Luke Wartenburg
Shawn Wilder
John York
Tech Support

Alan Ritchie
Director of
Facilities

Janitorial
Contracted
Services

Valerie Moore
Director of
Grants
Management

TBD
Sr. Staff
Accountant

Amanda Leitch
Payroll Coord /
Admin Support

Lea Yergeau
Purchasing

Charlette James
Accts Payable
Accts Receivable

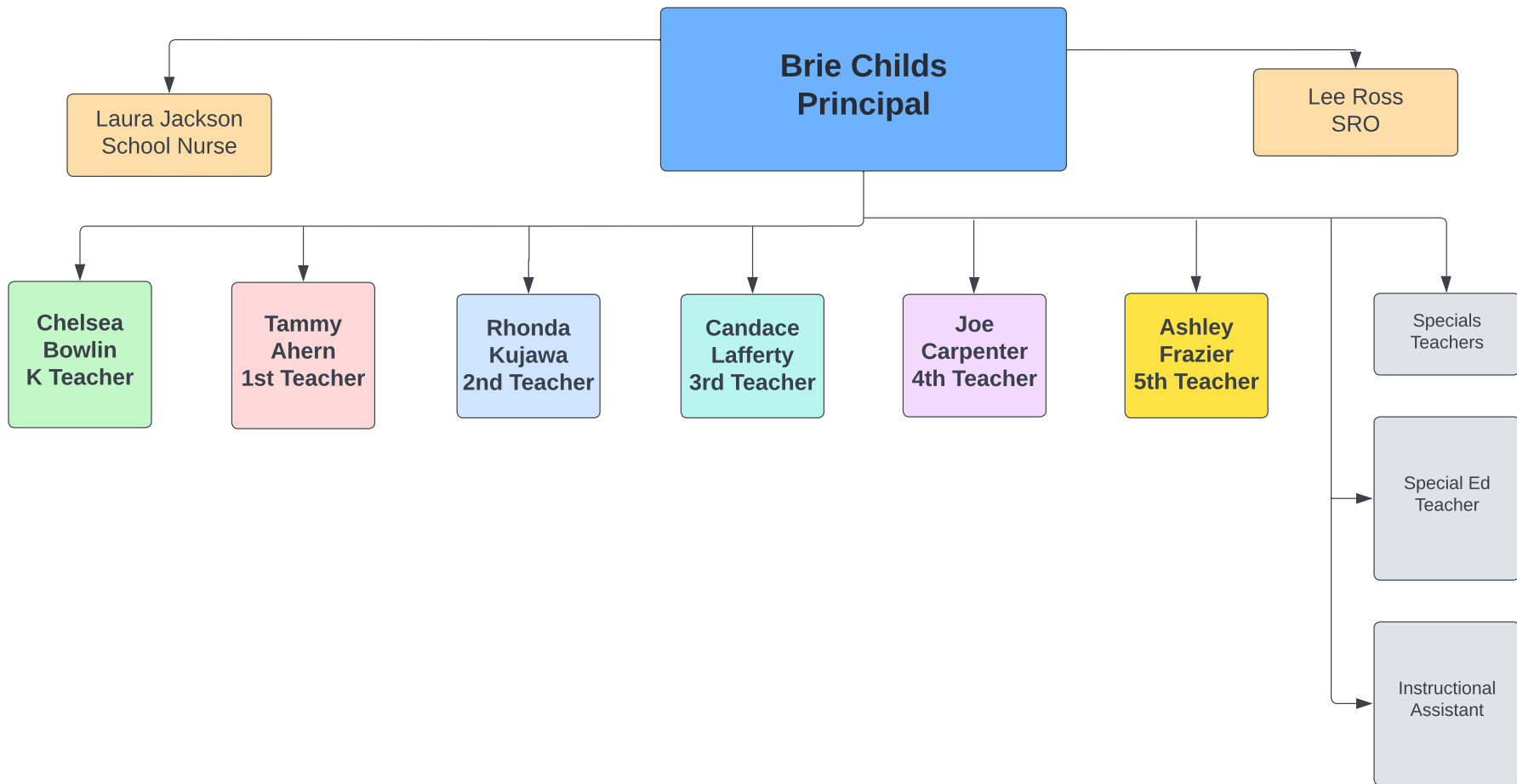
Amanda Barden
Special Projects

CENTRAL OFFICE

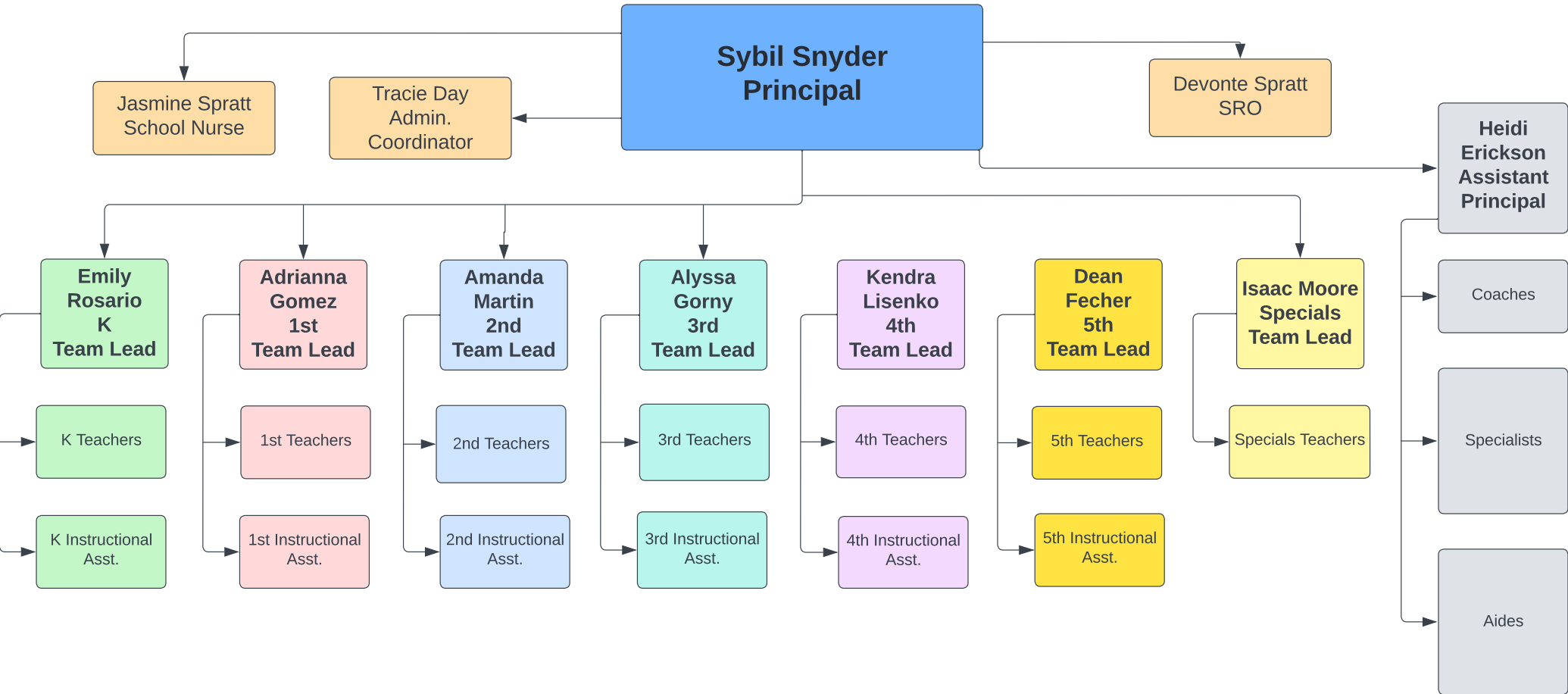
CAREER ACADEMY NETWORK
OF PUBLIC SCHOOLS
04/01/25

SUCCESS ACADEMY AT BOYS & GIRLS CLUB

04/01/25

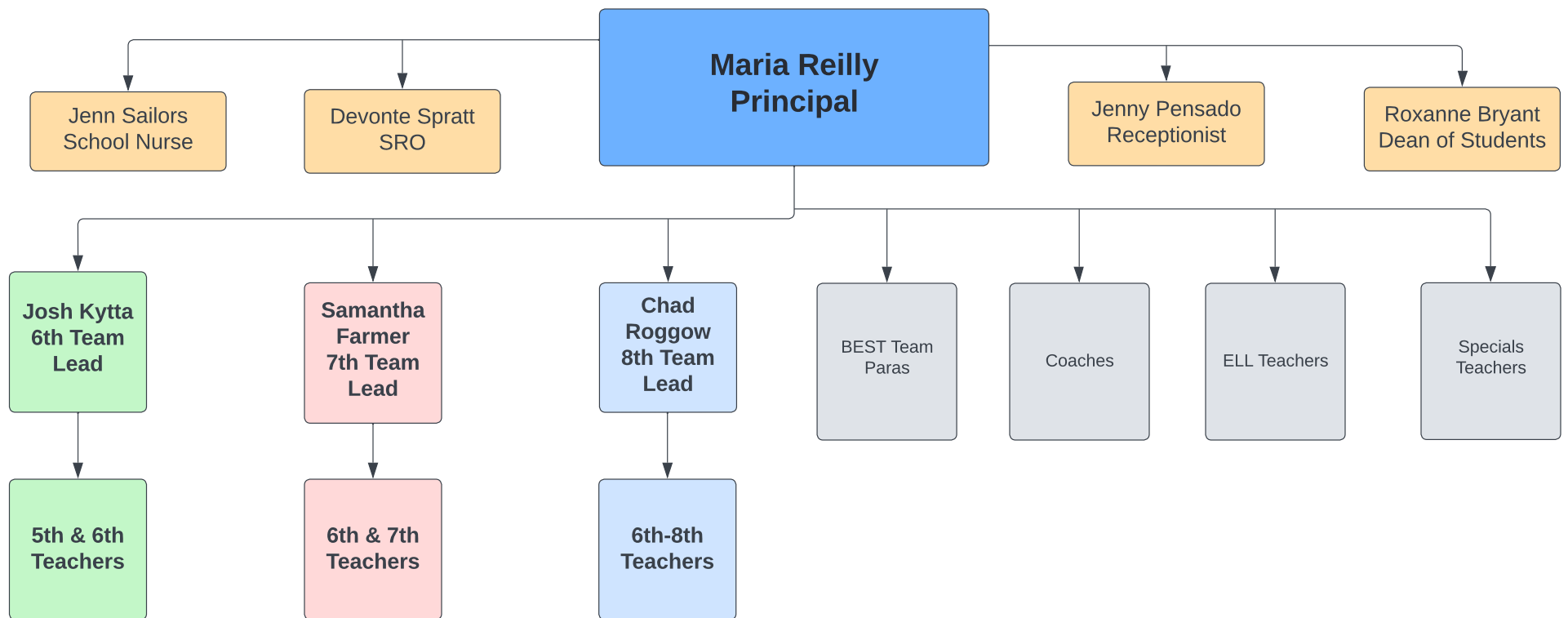


SUCCESS ACADEMY OF SOUTH BEND
04/01/25

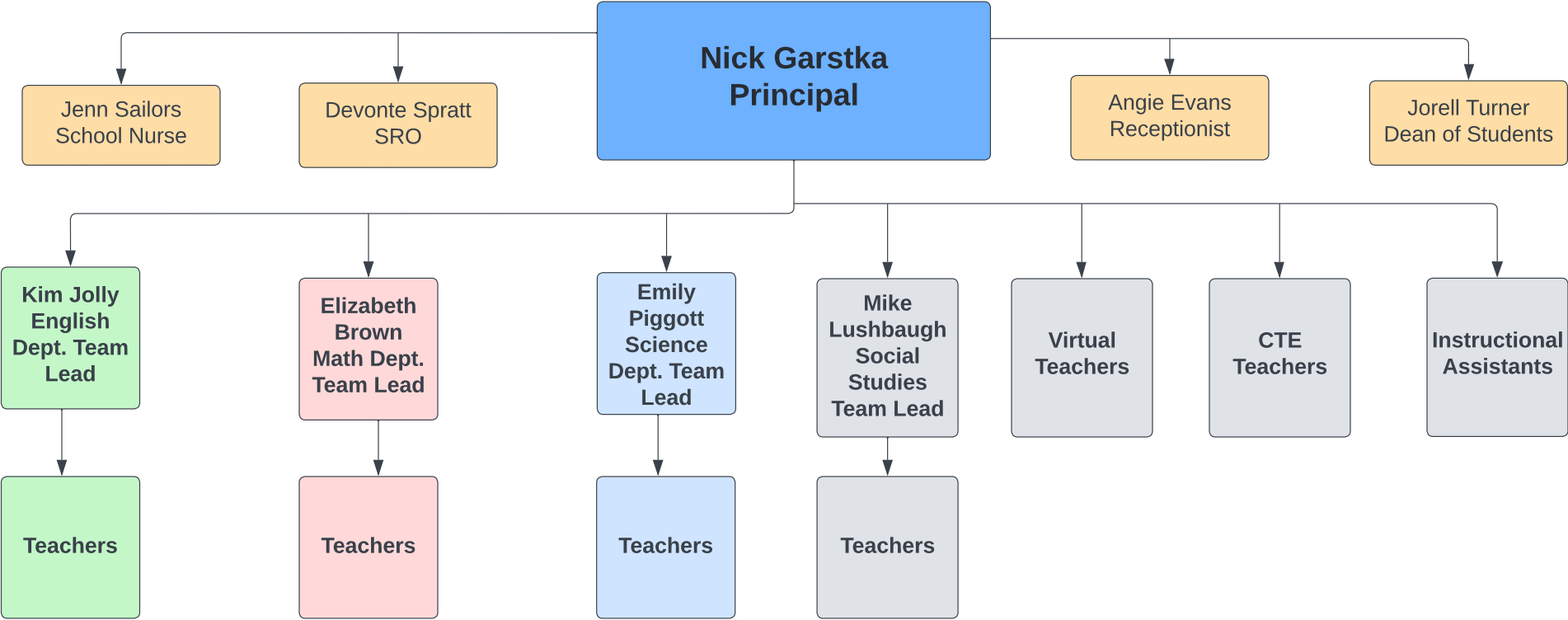


CAREER ACADEMY MIDDLE SCHOOL

04/01/25

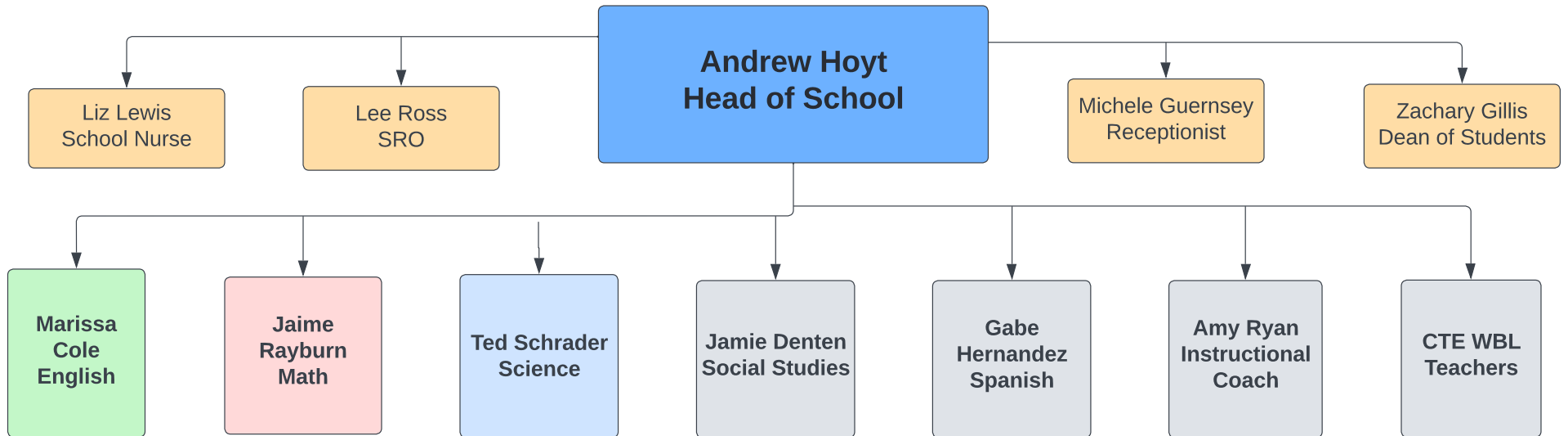


CAREER ACADEMY HIGH SCHOOL
04/01/25



THE PORTAGE SCHOOL OF LEADERS HIGH SCHOOL

04/01/25



School Management

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

Leadership and Management Structure

The Career Academy Network of Public Schools is led by a highly experienced and collaborative leadership team that supports both the academic design and operational effectiveness of the schools across the Network. At the executive level, the organization is led by Jeremy Lugbill, Chief Executive Officer, Dr. Candy Van Buskirk, Superintendent, and Doug Warrington, Chief Financial Officer. This core leadership team ensures the alignment of strategic goals, educational vision, and financial sustainability across all campuses.

The Network is further supported by specialized directors who oversee key operational and instructional domains, including Curriculum and Instruction, Career and Technical Education (CTE), Student Services, Technology, and Facilities. Each school building is led by a principal, with an assistant principal at Success Academy Primary School. At the secondary level, Deans of Students support both academic success and student development at Career Academy Middle School, Career Academy High School, and The Portage School of Leaders (TPSOL). This layered and collaborative leadership structure is intentionally designed to ensure that each school is well-supported in delivering on the Network's mission of providing high-quality, experiential, and relationship-rich learning environments. With dedicated leaders in both instructional and operational roles, the Network is able to maintain a strong focus on continuous improvement, student outcomes, and innovation.

Leadership Transitions

While the majority of the leadership team has remained stable, we have experienced some recent transitions. Success Academy Primary School had the same principal for the first 7 years of being open. Recently, the school has had new leadership in each of the last three years. This area remains a focus for continued support and long-term leadership stabilization. Additionally, after twelve years of outstanding service, our long-time Director of CTE transitioned to a regional leadership role overseeing CTE for ten school districts. We have successfully filled this position with a qualified and passionate new director who is continuing to build on the strong foundation in our CTE programming. Overall, the strength and depth of our leadership team support both the day-to-day operations of our schools and the long-term success of our educational model. In March 2025, Jeremy Lugbill transitioned from Superintendent to the Chief Executive Officer for CANOPS, and Candy Van Buskirk transitioned from Assistant Superintendent to Superintendent of CANOPS.

The following two questions apply only to charter schools that contract with an Education Service Provider ("ESP") to manage school operations.

- 1) Explain why the ESP was selected to manage the school. How satisfied is the board with the ESP's performance to date?**

Not Applicable

- 2) Summarize the primary responsibilities of the ESP and provide, as Attachment 5, a copy of the current executed management contract.

Not Applicable

Education Plan/School Design

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

Preparedness for college and careers is the focus of education for students in the Career Academy Network of Public Schools (CANOPS) where we scaffold experiences starting as early as kindergarten. Between 2010 and 2011, the Network's founders recognized that South Bend was experiencing a detrimental pattern in K-12 education that the nation was also facing. Described by the Harvard Graduate School of Education's February 2011 Pathways to Prosperity Report, traditional public schools were not addressing the skills gap preventing high school graduates from being qualified for rewarding jobs in the modern economy. This was especially problematic for lower-income students. At the time, our Board of Directors had a good representation of local industries and they understood the labor demand in St. Joseph County. Their goal was to open a middle and high school with Career and Technical Education (CTE) curricula where students were exposed to project-based learning and teamwork in specific career pathways with built-in opportunities to participate in real-work internships or work-based learning (WBL) experiences. These approaches dovetailed well with the overall focus of competency based learning because industry cared that high school graduates could do the skill they needed, not how quickly they got there.

In 2011, ***CAHS and CAMS*** were open for students. CAHS had Career Pathways in Engineering, Healthcare, Precision Machining and Welding Technology. Student interest and parent satisfaction surveys led us to add Business and Computer Science and in 2021, we changed Business to an Entrepreneurship Pathway. In 2022, we adopted the Next Level Program of Study (NLPS) for our existing CTE Pathway Programs in Computer Science, Engineering, Entrepreneurship, Healthcare, Precision Machining, and Welding Technology offering students dual credit course eligibility. Through our IDOE Exploration, Engagement, & Experience (3E) Grant, awarded in 2022, we were able to expand career exploration and engagement opportunities for K-12 students. The grant funded new certifications for CTE pathways and a Future Lab makerspace in each of our schools. This enables more students to attain certifications that are of high currency and stack them with certifications in other pathways to create a more marketable future for them. While also providing easy access to hands-on STEM and career exposure opportunities.

In partnership with community partner Boys & Girls Clubs of the Northern Indiana Corridor, we were awarded the Career Coaching Grant which allowed us to hire and fund new staff to support career coaching for Network K-12 students. This allowed us to add more high school career pathways in Agriculture, Biomedical Science, Community & Social Services, Education, Exercise Science, and Finance & Investment for a total of 12 pathways. The programming that we offer our students is unique and not available in any other charter schools in the area. Dual credit and dual enrollment opportunities are available to CAHS students and are

taught by dual credit certified educators. These courses have been approved by the cooperating university or college professors. Students who obtain a C or higher will receive college-level course credits that will transfer to any Indiana college that the student attends in the future. The Advanced Honors program and Early College focuses on students in the “academic middle” who have high expectations for achieving academic success in preparation for earning college credits while a high school student. Students will earn both high school and college credits focusing on specifically selected courses in the field of liberal arts and CTE. A student application process is required, and parent consent/support is essential in supporting the student through rigorous course studies. The Early College format is launched in 8th grade whereby students begin taking high school credit classes prior to entering 9th grade. CAHS is an Early College endorsed model by the Center of Excellence in Leadership of Learning at UINDY.

CAMS has a variety of exploration courses in CTE pathways and implements project-based learning when possible. Each CAMS 8th grade student chooses two pathways to take during high school until their senior year at which point they select one pathway. Therefore, every student is exposed to coursework in two pathways for at least three years. The Network’s goal is that all seniors eligible for a certificate earn at least one and the ultimate goal is to have 100% of our students graduating with CTE concentrations. The expected outcome is students will graduate with 21st Century Skills to be productive and successful in any post-graduate path, whether it be college, career, or military service.

The average class size at CAHS and CAMS is 25 students with a low student to faculty ratio of 9.8 to 1 and 11.3 to 1, respectively. These ratios are below that of the state average of 13.6 to 1, meaning that students get individualized attention in every middle and high school classroom, meeting the needs of all students while supporting the education plan.

At the time, the CAHS/CAMS campus was located on the west side of South Bend with very few options for high-quality elementary schools. In August of 2015, SAPS opened for enrollment to fill the gap serving a predominantly low-socioeconomic population. The Network also wanted to create a pipeline for legacy kids, those that would begin school at SAPS, then go to CAMS, and graduate from CAHS. At SAPS, we implement project-based learning which allows young students to better absorb and understand the material through a hands-on approach. With access to a Future Lab, students are exposed to hands-on STEM experiences linked with classroom curriculum and students learn how to think, not what to think. For our primary students, socioemotional learning is a priority and every student is encouraged to be the best version of themselves. Our student-to-counselor ratio is lower than that recommended by the National Counseling Association.

SABGC implements a unique model; it is the first microschool in the nation co-located with a Boys and Girls Club. CANOPS houses three of the largest enrollment numbers (and waitlists) for the afterschool program operated by community partner Boys & Girls Clubs of the Northern Indiana Corridor (BGCNIC). The incredible demand for afterschool programs, more innovative school options, and the mutual visions of our organizations - to provide experiential and unique learning opportunities that are high-quality and research-based, combined with affordable out-of-school time care incorporating increased student exposure to work - led us to create Success Academy at Boys & Girls Club (SABGC).

SABGC provides K-5 students with personalized, Project-based Learning (PBL) curriculum with before and after-school programming on-site, and a transformative approach to connect the community with academics like no other school in the area through an “Experiential Learning Friday.” This model empowers a child to customize their education through passion-based

learning exposing them to a different mindset for success. Our partnership with BGCNIC has led to immense growth in both organizations leading to beneficial sharing of resources and community connection.

In the first year, SABGC had 89 students enrolled where 75.3% were eligible for free- or reduced-lunch. Each grade level has a certified teacher and a trained BGCNIC YDI in the classroom Monday through Thursday. This creative staffing model allows YDIs to use their skills and talents during the school day while also working in the before or after school onsite Club. Every Friday, students are accompanied by YDIs and an aide to explore careers while exposing students to age-appropriate PBL opportunities with community partners. The continuity of this staffing model builds trust between students and YDIs creating stronger bonds and better opportunities for learning. Teachers use this time on Fridays to prepare for the upcoming week, review student work, and assess/record data. Teachers and YDIs meet frequently cross-grade to promote vertical alignment. On Fridays students discover, embrace and integrate authentic learning experiences to create and design real-world applications of their knowledge. Teachers use PBL to integrate core competencies and 21st century skills to provide students the opportunity to learn content standards through the lens of real work, real audience, and experiences relevant to students.

TPSOL is an innovative, competency-based community of learners, engaged in redesigning the high school experience. Our authentic, project-based model offers innovative approaches to instruction and puts students in important leadership roles. Teachers design interdisciplinary educational experiences that are challenging, inclusive, and oriented toward competency-based and high quality academic standards. Compassionate and respectful relationships are nurtured for translation to appropriate social and emotional skills. We foster high academic expectations for students and connect learning with their interests, with other subjects, and with the real world. The school is especially unique as it shares a building with Boys & Girls Clubs of the Northern Indiana Corridor's Teen Center, The Club, and the Future Lab. The Future Lab is a state-of-the-art facility that houses a variety of tools from PLA, Resin, carbon-fiber, and metal 3D printers to a waterjet to industrial CNC's from Haas (including 5 axis milling). The benefits that this campus offers to the community are immense. The opportunity for hands-on experiences, STEAM curriculum, and creation is endless. CANOPS students gain exposure to the Lab during the school day and BGCNIC Members visiting from 11 other school districts in St. Joseph and White counties gain exposure in out-of-school time.

TPSOL has used the Journey towards Mastery Learning (JML) framework to design its competency-based approach to instruction, assessment, and curriculum through the Mastery Transcript Consortium. **TPSOL** is a member of the Mastery Transcript Consortium (the only member in Indiana), and MTC provides members with an online platform to use the JML framework to build a Mastery Transcript and access resources. MTC's role is to help high schools use competency-based learning, or "mastery learning," to realign the path from high school to college and reinvent the high school transcript. JML is a customized framework that allows schools to build a path to mastery learning in the context of their community through five design stages: Purpose & Vision, Graduate Profile, Learning Model, Alignment, and Sustainability. This framework guides the school to inquiry, collaboration, and iterative design. The school community of stakeholders are critical partners in this process. TPSOL has completed the full JML process, developing its distinct approach to mastery learning based on the context of our community and using input and feedback from students, parents, and stakeholders.

Research on learning, motivation, and development support the principles of mastery learning where learning is holistic, authentic and student-centered; learners are empowered, motivated, and connected; and the focus is on equity, mastery, and continuous improvement. Our teachers have designed an immersive and interdisciplinary approach to project-based learning that provides students with opportunities to demonstrate their competencies as well as their academic standards in authentic, immersive projects that resulted in performance assessments where they could show their mastery.

TPSOL shares the same 12 CTE Pathways and industry-recognized certifications or credentials of high value as **CAHS** and starting in 9th grade our students have dual credit and dual enrollment opportunities. The programming that we offer at **TPSOL** is similar to that of **CAHS**.

As a newly opened school in Fall 2023, **TPSOL** ended the school year with 31 students enrolled in grades 9 and 10. As part of our expansion, we opened enrollment in Fall 2024 serving grades 9, 10, and 11. In 2025-2026, the school will open enrollment for grade 12 with the goal of enrolling a maximum of 150 students. At full capacity, each grade level will host 75 students for a total of 300. In July 2023, **TPSOL** was awarded funding through IDOE's Quality Counts II in Cohort 1.

Our new elementary school (TBN) will be a replication of SAPS. The need for a new school is demonstrated by waitlists year after year for all grades. We have reached building capacity with 610 enrolled.

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

The curriculum at all CANOPS schools is designed to meet Indiana's Academic Standards while ensuring that learning is both coherent and cumulative across grade levels and subject areas.

Alignment with Indiana's Academic Standards

- Standards-Based Framework: Every unit of instruction is mapped directly to Indiana's Academic Standards, ensuring that teaching objectives and assessment methods clearly reflect state expectations.
- Continuous Review: Curriculum is regularly reviewed and updated to remain current with any revisions in the state standards, thereby ensuring all learning experiences are both relevant and rigorous.

Integrated Across Subjects and Grade Levels

- Interdisciplinary Approach: The curriculum promotes integration by linking concepts across subjects. For example, a project on environmental science might incorporate elements of math (data analysis), language arts (research and reporting), and social studies (policy discussions), providing a real-world context that reinforces learning in multiple domains.
- Vertical Alignment: Skills and concepts are scaffolded throughout the school's grade levels, ensuring that each year builds on the previous one. This vertical alignment helps students progress smoothly from foundational skills in early grades to more complex applications in later years.

- Collaborative Planning: Teachers across different disciplines and/or grade levels work together to create thematic units and interdisciplinary projects, which not only reinforce standards-based learning but also help students see the interconnectedness of different subject areas.

Enabling Proficiency in Core Subjects

- Focused Instruction: By aligning lesson plans with state standards, educators can target specific learning outcomes in core subjects like math, reading, science, and social studies. This focused approach ensures that instruction is not only engaging but also directly linked to proficiency goals.
- Differentiated Learning: Recognizing that students have diverse learning needs, the curriculum incorporates differentiated strategies and assessments to ensure every student can progress toward meeting or exceeding proficiency benchmarks.
- Data-Driven Decisions: Regular assessments and performance data help teachers identify areas where students need extra support, allowing for timely interventions and personalized learning plans that keep all students on track toward reaching proficiency.
- Professional Development: Continuous training for teachers ensures that they remain adept at implementing the curriculum and adapting instruction to meet both the state standards and the evolving needs of their students.

In summary, by tightly aligning with Indiana’s Academic Standards and integrating content across disciplines and grade levels, the curriculum creates a learning experience that equips students with the skills and knowledge necessary to do well in core subjects. This comprehensive approach not only fosters academic excellence but also prepares students for future educational challenges.

The **SABGC** learning environment provides standards-based and data-driven instruction and SEL strategies (Section VIII, Item 4). Teachers are grouped into cross-grade level teams. Each “pod” located in the center of two classrooms (K -1, 2-3, 4-5) will be used to facilitate PBL activities. This small class format allows teachers and YDIs to focus on students while the pod format also allows for all teachers to truly know all of the students.

At **TPSOL**, we are committed to our approach that emphasizes student agency, competency-based education, and a relationship-rich school culture that is focused on creating a well- rounded learning environment. Key strategies to support all students in meeting or exceeding Indiana Academic standards include:

1. Competency Integration: We infuse competency-based elements into our curriculum, emphasizing critical skills alongside academic subjects.
2. Wayfinding (similar to Advisory): This program includes a curriculum for student support and access to RIASEC data and reflection for students to understand their own personality traits and interests.
3. PLCs for Collaboration: Training in Professional Learning Communities (PLCs) enhances teacher collaboration, promoting innovative approaches to well-rounded education.
4. Enrichment and Co-curricular activities: Expanding diverse enrichment programs and co-curricular activities ensures students explore interests and develop leadership skills.
5. Community Partnerships: Community partnerships and experiential learning are essential parts of our model. Building partnerships with local organizations broadens student

experiences through mentorship programs, field trips, and collaborative projects that we plan to use across the curriculum.

6. Assessment and Adaptation: Regular feedback from students, parents, and educators guides ongoing assessment and refinement of our well-rounded learning initiatives. We have a quarterly student survey with specific items related to students' overall well-being including sense of belonging, growth mindset, and student sense of self-efficacy.

Our strategy integrates competencies, fosters collaboration, expands activities, builds community ties, and prioritizes continuous improvement for a robust well-rounded education. Our inclusive learning environment enables all students regardless of ability to meet or exceed Indiana's challenging standards.

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

The following interim assessments are used by all schools in the Network to assess student performance and improvement.

- Currently using NWEA MAP in grades K-3 and 4-5 as needed for our Dyslexia Screener. This will be changed to mClass with DIBELS for the upcoming school year.
- IREADY is currently used for our BOY, MOY, and EOY formative assessments (K-8)
- Grade level teams write common formative assessments (CFAs) that are administered after each essential standard (K-12)
- Unit tests
- CogAt (high ability identification)
- Core phonics survey UFLI (K-5)
- Oral Reading Fluency
- PSAT and SAT (9-12)
- IXL (9-12)
- Skills for the Future (Carnegie) - PSOL only

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

Data Collection

All schools gather academic data from various sources, including:

- Assessments: Standardized tests, formative and summative assessments, quizzes, and exams.
- Classroom Performance: Homework, projects, participation, and teacher observations.
- Student Information Systems (SIS): Digital platforms that track attendance, grades, and progress reports.
- Learning Management Systems (LMS): Online tools that record student engagement and performance in digital coursework.

Data Management

Schools use technology and structured processes to organize and store student data securely:

- Data Storage: Information is kept in databases, student information systems, and cloud-based platforms.

- Privacy and Security: Schools ensure compliance with data protection laws (e.g., FERPA) to safeguard student records.

Data Utilization for Instructional Improvement

Schools use student academic data in several ways to refine teaching strategies and improve learning outcomes:

- Personalized Learning: Identifying students' strengths and weaknesses to provide targeted support, such as tutoring or differentiated instruction.
- Curriculum Adjustments: Modifying lesson plans and teaching methods based on data insights to address learning gaps.
- Intervention Programs: Implementing early interventions for struggling students through additional resources or individualized learning plans (ILPs).
- Teacher Professional Development: Using data to guide training and workshops, ensuring educators are equipped with effective teaching strategies.
- Student and Parent Engagement: Sharing progress reports and performance insights to encourage collaboration between teachers, students, and families.

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

The board is satisfied with the school's academic outcomes but is always pushing for improved performance. As part of our commitment to continuous improvement, the Network has implemented several academic strategies to support ongoing growth. These include the establishment of Professional Learning Communities (PLCs) to foster collaboration and data-driven instruction, as well as the introduction of Experiential Learning Milestones aligned with our Network's core value of experiential learning. These initiatives are designed to strengthen instructional practices and ensure all students are on a positive academic trajectory.

6) If available, provide, as Attachment 6, a copy of, or a link to, the school's performance report or dashboard for the three (3) most recently completed school years. If available, provide, as Attachment 7, a copy of, or a link to, any formal academic review or evaluation conducted by your current authorizer or a third party on behalf of your current authorizer within the last three (3) years.

Links to each school's performance report and academic reviews for the last three school years are provided in Attachments 6 and 7.

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

Across the Career Academy Network, our shared commitment to relationship-rich environments, experiential learning, student agency, and real-world readiness ensures that every student is supported in both their intellectual and social development. We cultivate a culture that celebrates strengths, embraces challenges as learning opportunities, and connects education with life beyond the classroom. This culture not only promotes academic success—it empowers students

to become compassionate, capable, and future-ready contributors to their communities. Each of our schools—while serving different age groups and communities—shares a common commitment to fostering meaningful relationships, promoting student agency, and creating inclusive, high-expectation learning environments that nurture academic achievement and holistic development.

At **SAPS**, we cultivate a warm and inclusive learning environment where students are empowered to explore, ask questions, and form strong connections with peers and teachers. Our culture emphasizes foundational academic growth alongside character development. Through structured routines, positive behavior supports, and a strong focus on literacy and numeracy, we help young learners build the academic and social-emotional skills they need to succeed in their educational journey. Our relationship-rich approach helps ensure that every child feels known, supported, and celebrated.

The **SABGC** learning community is built around the value of “relationship-rich” education. A defining feature of the school culture is Experiential Learning Fridays, which provide students with hands-on, collaborative opportunities that promote creativity, curiosity, and community-building. SABGC’s close partnership with the Boys & Girls Club of St. Joseph County (BGCNIC) creates pathways for students from multiple districts—including those bussed from South Bend Community School Corporation—to learn together and engage in high-quality afterschool programming. This blending of student populations supports our vision to create ONE community, reinforcing unity, and mutual respect. The result is a school culture that values connection, innovation, and increased opportunity.

CAMS is designed to support students through one of the most critical developmental periods of their lives—middle school. Our school culture prioritizes engagement, accountability, and personal growth, providing a safe, structured space where students can thrive academically and socially. Staff members form strong mentoring relationships with students, guiding them as they develop self-awareness, interpersonal skills, and a growth mindset. Through advisory periods, enrichment opportunities, and community-building initiatives, CAMS fosters an environment where students feel both challenged and supported as they prepare for high school and beyond.

At **CAHS**, our culture is centered on preparing students for postsecondary success by fostering independence, leadership, and a sense of purpose. We believe students are most successful when they feel ownership over their learning. As such, we provide opportunities for students to lead, reflect, and engage in authentic experiences that connect school to the real world. Our internship program enables juniors and seniors to explore careers through semester-long placements, providing them with practical skills and professional exposure. Through rigorous academics, extracurriculars, and meaningful mentoring relationships, CAHS students are equipped to graduate ready for college, career, or service to their community.

TPSOL’s innovative culture is built around three pillars: relationship-rich learning, student agency, and future readiness. Students are co-creators in their educational experience, empowered to shape school culture and programming through structures such as “Breakfast Club,” a daily student-led community gathering, and Wayfinding groups, where they meet in small, mentor-guided cohorts. These practices cultivate deep connections, promote inclusion, and center the student voice in daily school life.

TPSOL's academic culture is grounded in a Competency-Based Education (CBE) model, which emphasizes mastery of both traditional academic content and 21st Century Skills—critical thinking, communication, collaboration, and self-direction. These “durable skills” are taught, assessed, and tracked through our Portrait of a Leader and the Mastery Transcript, a dynamic learner record that highlights student growth over time. Students are required to document and reflect on their progress, reinforcing a mindset of continuous improvement and resilience.

Student leadership is a hallmark of **TPSOL**. In partnership with faculty, students co-designed a new student board model, using school-wide sessions and focus groups to reflect on values, identify opportunities for change, and create a more meaningful and inclusive leadership structure. These experiences cultivate self-efficacy and civic responsibility, reinforcing the school's mission to prepare students to lead with purpose.

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

CANOPS follows all requirements set for in the IDEA, Article 7, and Section 504 for serving students with disabilities through an Individualized Education Plan or 504. A full continuum of services and providers serve our students in their least restrictive environment which may range from a self-contained classroom to consultative support in the general education classroom to support at home or virtually. Related services, such as, but not limited to, include physical therapy, occupational therapy, speech and language therapy, and social work are available to those that qualify. General education teachers and special education staff collaborate to ensure a cohesive educational experience for our students.

Students with Section 504 Plans at all CANoPS Schools:

Students with disabilities who do not require an IEP but need accommodations to access the general curriculum receive support under Section 504. These may include:

- Classroom Accommodations: Extra time on tests, preferential seating, breaks, or modified assignments.
- Health & Medical Accommodations: Support for students with chronic illnesses, mobility impairments, or other medical conditions have individualized safety plans.
- Behavioral & Emotional Support: Interventions to support self-regulation and social-emotional development. Students have access to on-site counselors, social workers, and therapist services.

Students at risk of academic failure or dropping out at CANoPS Schools:

Our schools provide multiple interventions for students struggling academically or at risk of disengagement. These may include:

- Multi-Tiered Systems of Support (MTSS): Student Connects is our framework for multi-tiered support to provide early intervention and track student progress.
- Social-Emotional Learning (SEL) Programs: Second Step is our SEL curriculum resource. Weekly lessons (K-12) focus on self-regulation, resilience, and positive behavior reinforcement.
- Alternative Education Programs: Flexible scheduling, credit recovery, or career and technical education (CTE) pathways.

- Counseling Services: Administrators and School Counselors meet with each student and parents to plan and monitor graduation pathways. Individual services and supports are provided to ensure success.

High ability programming:

Students are identified as Gifted/High Ability per Indiana Code IC 20-36-1-3 in Math, Language Arts, or General (both Math & LA), with a special designation for those with High Ability in Non-Verbal (Spatial Reasoning). These students are identified using the CogAT test in grades K, 2, and 5, as well as iReady achievement data and student portfolios. These students are provided with programs and services primarily through enrichment and accelerated content in the classroom, Genius Hour(s), and cross-curricular activities and projects in the Makerspace. Additionally, these students participate in "Open Lab," an opportunity to explore passion projects and topics that integrate STEM and language arts with our Makerspace manager and Specials teachers.

CANOPS serves English Learners (EL) by first identifying students through the home language survey (HLS) that is submitted upon enrollment and then having them complete the WIDA screening process to ensure an accurate measurement of the student's English language proficiency. Students will then be serviced in various models to meet their needs. The most common models being pull-out (pulling students from the classroom for small group or one-on-one) or push-in (pushing into the general classroom and providing support during the lesson). Pull-out models generally focus on their English proficiency skills and using ELD curriculum (English Language Development) while push-in models focus on pushing into a student's English or mathematics class. Regardless of the model, students will be serviced 120 minutes a week and will take WIDA (World-Class Instructional Design and Assessment) beginning in January every year. WIDA will test students over the four domains of language: listening, reading, writing, and speaking. A composite score will be generated, and our teachers will utilize it to identify deficiencies and target those areas for improvement through ELD lessons.

Organization and Compliance

- 1) Is the school currently facing any major operational or organizational challenges, including, but not limited to, problems with facilities, transportation, technology, staffing, enrollment, state or federal funding, etc.? If yes, briefly describe the board's plan to address these challenges.**

As a new high school, TPSOL is challenged with meeting our annual enrollment goals. As stated above, we ended the first school year with 31 students enrolled in grades 9 and 10. In fall of 2024, we opened enrollment for grades 9, 10, and 11. As of January 2025, our current enrollment is 61 students with only 8 juniors. Next year, we plan to open enrollment for seniors with a goal to enroll a total of 80 additional students. To tackle the enrollment challenge, the school board hired a Chief Marketing Director for the Network in Fall 2024. This new role is tasked to specifically strengthen TPSOL's outreach and appeal to families. Key responsibilities of the Chief Marketing Director include:

- Data Analysis: Examining enrollment data and trends to understand where improvements are needed.
- Engagement Metrics: Monitoring and reviewing engagement metrics (for example, tracking clicks and interactions on social media and the school's website) to gauge interest and identify what attracts current and prospective families.
- Strategic Outreach (Backward Planning): Using a backward planning approach to develop marketing and program initiatives. This means starting with what current and prospective families are looking for in a school and planning backwards to align TPSOL's offerings and communications with those expectations.

None of our other schools are facing major operational or organizational challenges.

2) Provide a brief description of the history of the school's compliance with applicable laws (e.g., state and federal reporting, special education, etc.) and its current charter.

The Career Academy Network of Public Schools (CANOPS) has maintained a strong record of compliance with all applicable state and federal laws. The organization has consistently met reporting deadlines and fulfilled obligations in key areas such as special education, financial transparency, academic performance, and operational accountability. CANOPS is currently operating in good standing under its active charter.

CANOPS schools have met all of the following compliance requirements:

- State and Federal Reporting:
 - Submission of annual performance reports and school accountability data to the Indiana Department of Education (IDOE)
 - Compliance with Every Student Succeeds Act (ESSA) requirements
- Special Education:
 - Adherence to Individuals with Disabilities Education Act (IDEA)
 - Provision of Free Appropriate Public Education (FAPE)
 - Maintenance of Individualized Education Programs (IEPs)
 - Compliance with state timelines for evaluations and services
- Financial Reporting and Accountability:
 - Submission of annual financial reports and audits
 - Compliance with Indiana State Board of Accounts regulations
 - Adherence to federal grants management standards
- Academic and Operational Reporting:
 - Participation in statewide assessments (ILEARN, IREAD-3, etc.)
 - Reporting of student enrollment and attendance data
 - Submission of staff background checks and licensing verifications
- Health and Safety:
 - Adherence to school safety protocols and reporting incidents as required by Indiana law
 - Compliance with student health requirements (e.g., immunizations)

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

CANOPS has been involved in past litigation involving John Doty, a former teacher who was charged and later found guilty. Following the conviction, the family has filed a lawsuit against the school, and the matter is currently still in litigation. The original complaint is provided in Attachment 8.

4) Provide, as Attachment 9, a single complete Statement of Assurances form, attached hereto as Exhibit D, signed by an authorized representative of the applicant group.

SECTION II: SCHOOL FINANCE

1) Provide, as Attachment 10, a detailed 5-Year Pro-Forma Budget for the school by completing ICSB's Budget Projections Workbook which can be found here.

See Attachment 10 for CANOPS's Budget Projections Workbook.

2) Provide, as Attachment 11, a detailed budget narrative that provides a high-level summary of the budget. The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for per-pupil Revenue projections, staffing levels, facilities expenses, and technology costs. The narrative should also address any financial issues previously identified by its current authorizer. The narrative should specifically address:

- a) The degree to which the school (and network) budget relies on variable income (e.g., grants, donations, fundraising).**
- b) The school's contingency plans to meet financial needs if anticipated revenues are not received or are lower than the estimated budget.**
- c) How the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) special education costs, (b) transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions.**
- d) How the school addressed previous financial compliance issues found by the current authorizer (if applicable).**

See Attachment 11 for the Budget Narrative.

SECTION III: PORTFOLIO REVIEW AND PERFORMANCE RECORD

1) Provide, as Attachment 12, a completed Academic Performance Workbook.

See Attachment 12 for CANOPS's Academic Performance Workbook.

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

We have been in good standing with our current Charter Authorizer.

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

Over the past three years, Education One at Trine University has conducted annual performance evaluations for schools operated by CANOPS. These evaluations assess academic, financial, and organizational performance. The reports indicate areas identified as "Approaching Standard." However, these did not escalate to formal interventions. Instead, they prompted targeted support and monitoring to address and improve these areas. There was one deficiency report from 2023-2024, available on the Dashboard, where four measures were reported as deficient: Fiduciary Responsibilities, Legal and Regulatory Compliance, Charter Compliance at SABGC, and School Leadership at SAPS. Under Fiduciary Responsibilities and Legal and Regulatory Compliance, the Governance Board "Did Not Meet Standards" in December 2023 across all five schools. Quarterly financials and a FY 22 audit were not completed leading to an Approaching Standard rating. Significant personnel changes were made to the Network's financial department and the deficiencies were resolved in March 2024 with a plan to complete the FY 23 audit.

In December 2023 and March 2024 three teachers at SABGC did not have updated licenses/permits. These licenses were applied for in June 2023 and were not received until an email was sent to the IDOE. By June, the issue was resolved and the standards were met. There were concerns that the interim leadership for SAPS was not qualified for the role and that a posting for a permanent leader was not advertised. The job was posted in January and by June, someone was hired.

The organizational performance in 2023-2024 was rated "Approaching Standard" across the Network due to board changes. This issue was resolved with better communication by the Board Director and Superintendent to better define roles and responsibilities of committee members.

Below is a summary of other performance deficiencies or compliance violations identified, along with their resolutions, for each school:

Career Academy Middle School (CAMS):

- Performance Deficiencies:
 - *Academic Performance:* In the 2023-24 and 2022-23, Annual Review, CAMS received a rating of "Approaching Standard" in academic performance. In 2021-22, CAMS "Did Not Meet Standard" in academic performance.
 - *Leadership:* In 2021-22, the school leader "Did Not Meet Standard."
- Resolutions:
 - CAMS was provided with targeted interventions including the formation of PLCs and support to improve academic outcomes. The school's progress was monitored through subsequent evaluations. CAMS was awarded the IDOE School Improvement Grant which is focused on improving academic performance.
 - CAMS had school leadership changes in 2021-22 and 2022-23.

Success Academy Primary School (SAPS):

- Performance Deficiencies:
 - *Academic Performance:* In the 2023-24, 2022-23, 2021-22 Annual Review, SAPS received a rating of "Approaching Standard" in academic performance.
- Resolutions:
 - Targeted interventions to enhance academic performance, with ongoing monitoring to assess improvement and consistent and differentiated coaching strategies to support staff. Our School Improvement Plan specifically highlights the following strategies: reading and writing blocks, science of reading,

read-alouds, Writer's Workshops, writing blocks, and professional development for teachers.

SECTION IV: WRITTEN ACKNOWLEDGEMENT OF REQUEST

Pursuant to IC § 20-24-3-4(d), the governing body of the charter school must provide, as Attachment 13, written acknowledgement from its current authorizer of its intent to file an Application to Change Authorizers.

Bridgett Abston, Director of Authorizing, Evaluation, and Assessment of ICSB is allowing us to the letter from our Board Director Chair to fulfill this requirement. Jeremy Lugbill, CEO of CANOPS, has also had personal conversations with Trine University, Education One's leadership regarding the Change in Authorization application to ICSB. See Attachment 13.

SECTION V: ADDITIONAL INFORMATION REQUIRED FOR SCHOOLS WHO HAVE RECEIVED NOTICE OF CHARTER TERMINATION OR NONRENEWAL

Not applicable.

ATTACHMENT 1
BOARD MEMBER RESUMES

RESUME
Larry Garatoni
4100 Edison Lakes Parkway, Suite 260
Mishawaka, IN 46545
Larry.garatoni@garatoniFO.com

I. Personal and Education

- Married for 63 years with four children, 14 grandchildren and 1 great-grandchild.
- BSCE 1961 Purdue University and completed Owners/President Program of Harvard Business School.
- Rank of Captain in Army Reserve in the Corps of Engineers.

II. My three distinct careers in chronological order:

A. Health Quest Group (1969-1994)

During this time, founded and operated as CEO several companies. All these companies were sold in the 1993-1994 time period.

- Health Quest Corporation – managed sub-acute, assisted living and independent living retirement facilities.
- Health Quest Development Corporation – developed, designed and constructed 34 major real estate developments containing 4100 long term care beds, 520 assisted living units and 300 independent living retirement apartments.
- Achievement Rehab Corporation – provided contract therapy services to LTC facilities in six states.
- Long Term Care Pharmaceutical Services Corporation – provided institutional pharmacy services to 22,000 LTC beds and 1,100 correctional facility inmates. Had six locations in three states.
- Health Quest Infusion Therapy Corporation – provided home infusion therapy services and patient support from three locations.

Also started and later ceased operation of a physician practice management company, and a home health company.

B. Software and Internet Sales (1994-2007)

- As CEO and owner of Achieve Healthcare Technology developed software and acquired several software companies to set up the technology needs of long-term care facilities and long-term care enterprises?
- As CEO and owner of FurnitureFind.com and Winesource.com led the development and operation of two on-line trading companies.
- All companies sold in 2007.

C. Establishment of the Garatoni Family Office and the various philanthropic initiatives (2007 to present).

- The Garatoni-Smith Family Foundation was founded in 2007.
- The Family Office was initially called "HQ Investments" and the name later changed to the "Garatoni Family Office."
- The office was established to manage both the personal investments of Larry and Judy and also the Garatoni-Smith Family Foundation.
- Both funds were invested in public and private equities, venture capital and angel investments.
- Philanthropic initiatives are the primary focus of the Garatoni Family Office and are primarily focused on economic development in the South Bend-Elkhart Region and Indiana. Among other initiatives it identified the need and founded these not-for-profit entities:

❖ Career and Success Academies

Charter school K-12 system with over 1400 students, founded to provide both college and vocational preparation for students from low-income families. All schools are "A" rated, has the highest college and career readiness score in St. Joseph County.

❖ RISE (Regional Innovation & Startup Education)

Provides rigorous and immersive entrepreneurship program for high school and college students. Very successful program that Ivy Tech has adopted for its school of Entrepreneurship and Innovation. Presently being rolled out on nine Ivy Tech Campuses.

❖ IT Sector Partnership

Formed to increase the number and skill of IT people in our region. Very successful program recruiting and training people in five career tracks.

❖ Homeshool Source

Formed to support homeschooling parents. Assists with a website, educational meetings and a planned convention.

❖ Work Based Learning Hub (WBL Hub)

Formed to place high school and college students in WBL opportunities. Focus is on setting standard processes, data sets and coordination to significantly facilitate the effectiveness of the education goals by all participants, especially the employers.

❖ Garatoni-Smith Scholars Program

Formed to provide scholarship assistance to Career Academy graduates and Ivy Tech students.

III. Personal interests and pursuits

- Owned an airplane and was an instrument related pilot. Airplane was used for business and personal trips.
- Completed many treks in Asia, South America, Africa and Europe. Climbed Mt. Kilimanjaro.
- Was a certified scuba diver with many dives.

John C. DeSalle

Plymouth, IN

INDustry Labs at Notre Dame – University of Notre Dame

2020-Present: Executive Engineer in Residence

Hoosier Racing Tire Corp. – Lakeville, IN

2016-2020: President/CEO

2012-2016: VP Engineering & Manufacturing

2007-2012: VP Engineering

1994 – 2007: Tire Engineering Manager

1989 – 1994: Race Tire Product Development Engineer

Cooper Tire & Rubber Co. – Findlay, OH

1983-1989: Tire Engineering Co-op

Education:

MBA 1995 - Indiana University

BSME 1988 - Kettering University formerly known as General Motors Institute

Boards:

Regional Development Authority (RDA) North Central Indiana - Chairperson

Northern Indiana Workforce Board (NIWB) - Member

Marshall County Economic Development Corp (MCEDC) - Member

Career Academy of South Bend - Member

Michael A. Garatoni

56533 Magnetic Drive, Mishawaka IN 46545
574-273-2778 / Garatoni@GrowingKids.com

Work Experience:

Growing Kids Learning Centers

South Bend, IN

President

1994 – Present

Founder and president of Growing Kids Learning Centers, a regional provider of early childhood education and child care services for children 6 weeks old through 12 years. Growing Kids has 10 locations in northern Indiana (8 operating, 2 under construction) and over 325 employees. Licensed capacity is 1,500+ students currently and expected to be 1,900 students by Spring 2019. Experience with all areas of construction, business development, financing, and operation. Including:

- New Market Research and Qualification
- Site Selection, Real Estate Acquisition, and Zoning Approvals
- Site Development, Construction, and Financing. The development cost for each center is approximately \$3 million.
- Business entity creation, organizational structure, real estate leases and management agreements.
- Recruiting, Hiring and Training employees and compensation systems
- Staff and Operating policies and procedures
- Strategic planning, Management metrics and financial statements.
- Marketing and Sales

LeisureTech

Indianapolis, IN / Columbus, OH

Director of Operations

1992 – 1993

Co-founder and partner for this indoor amusement company. Researched a successful laser tag concept in Europe and introduced it to the United States with a partner. Responsible for all aspects of the operation except the development of the laser tag concept, including

- Company legal organization
- Site Selection and Leased space build-out.
- Development of operating policies and procedures.
- Staffing
- Marketing, Sales, and Advertising

Health Quest

South Bend, IN

Research and Development

1990 – 1992

Involved in the operational analysis and software design for this health care services provider. Responsibilities included needs assessment, workflow redesign, software design to support operational needs, and strategic planning.

Education

Massachusetts Institute of Technology, Cambridge, MA
Bachelor of Science Degree in Economics, 1990

G.P.A. = 4.5 / 5.0

Professional Activities

- Past-Present and Board Member of the Stanley Clark School, an independent PS-8 school licensed by the National Association of Independent Schools (NAIS), South Bend IN, 2009-2017

- Board Member of the Success Academy / Career Academy, an Indiana K-12 charter school, South Bend IN 2016 – present
Success and Career Academies compose a charter school system in South Bend Indiana that serves predominantly low income/high-risk children. Enrollment is approx. 1200 students.
- Co-founder and Past-President, Indiana Association of Licensed Child Care Centers, a state-wide association for licensed child care centers. This organization formed in 2003.
- Member, Statewide Committee to Review Rules for Licensed Child Care Centers, 2002. *This committee reviewed the licensed child care center rules in place since 1985 and published the rules currently in place today.*
- Member, Indiana Licensed Child Care Center Advisory Board 2000 - present
The board is comprised of licensed child care center owners / directors and members of the Office of Early Childhood and Out of School Learning (formerly the Bureau of Child Care), charged with providing recommendations to the state legislature and regulatory bodies.
- Community Coordinated Child Care (4C's) 1996 – 2006
Current Board Member, past years Treasurer and Executive Committee Member. *The 4C's provided community-based resource and referral information to parents and provided training support for providers.*
- Kaleidoscope Auction, Co-Chair with my wife Beth Garatoni 2011
Co-Chaired the Stanley Clark School auction with my wife Beth. This single-evening event hosted about 400 people and raised \$200,000+ for the school.
- Marian High School Auction, Co-Chair with my wife Beth Garatoni 3/2019
Marian High School, a Catholic high school in South Bend IN, has an annual auction that typically raises \$200,000+. This event is being planned now, will be held in March 2019.

Personal Activities

- Board Member and Coach of Michiana Soccer Association 2008 – Present
A South Bend Indiana youth recreational soccer league, serving over 1000 young players each spring and fall season.
- Board Member and Coach, Michiana Echo, 2017 – current
A competitive travel soccer club in Granger IN with 400 active players.

IRIS HAMMEL

134 East North Shore Drive • South Bend, IN • 574.404.1315 • iris@raisingtheregion.org

Entrepreneur & Educator

Creative problem solver and lifelong learner with a passion for helping others to unleash their potential through connecting people, resources and ideas. Dedicated entrepreneur and educator with areas of expertise in program development, business startups and facilitation. Demonstrated success in developing an entrepreneurial programs in the k-14 space that values student's learning from experience while innovating through collaboration immersed in community. A team player with a high level of personal accountability and commitment to creating positive relationships with a diverse mix of individuals from students to CEO's.

Experience

Garatoni Family Office, Mishawaka, IN

Senior Vice President, November 2020- present

- Collaborate and strategize with Garatoni Family Office entities: Success & Career Academies, Work Based Learning Hub, IT Sector Partnership, Garatoni Smith Scholars, Home School Source, and RISE | Regional Innovation & Startup Education
- Identify needs & determine course of action in the education and economic development space in the South Bend-Elkhart Region

RISE | Regional Innovation & Startup Education, South Bend, IN

Co-founder & Executive Director, December 2014 - present

- Built statewide model catalyzing entrepreneurial ecosystems to impact student success in entrepreneurship education in the k-14 space through the Garatoni School of Entrepreneurship & Innovation in partnership with Ivy Tech
- Wrote Next Level Programs of Study Entrepreneurship Pathway Course Competencies in collaboration with DWD Office of CTE
- Developed curriculum, training, mentoring and statewide network to serve all dual college credit entrepreneurship educators
- Partnered with Boys & Girls Club of St. Joseph County to offer after school entrepreneurship education to over 1400 students
- Petitioned Indiana Department of Education to open up access to entrepreneurship education to all students and pathways
- Creating first in the nation Entrepreneurship Hub for Indiana Career Explorer
- Piloting research and development lab for entrepreneurship education through Startup Moxie high school program and the college and community Applied Entrepreneurship Program in partnership with statewide network of teachers, and the IDEA Center at Notre Dame Student Startups

Connected Classrooms, LLC, Delafield, WI

Co-founder, May 2013 - present

- Identified, researched and evaluated potential for TeachMe3D.org startup
- Manage day-to-day operations, business development, marketing and customer service
- Developed pricing strategy and go-to-market strategy
- Created company website, marketing materials and sales promotions
- Represent company at industry events and conferences across the country
- Continually seek out new opportunities for expanding company offerings
- Organize and help facilitate teacher training events

LIFE Charter School, Hartland, WI

Lead Teacher & Program Developer, April 2011 - June 2014

- Created integrated school wide curriculum to link core subjects with underlying entrepreneurial focus
- Re-designed and managed budget of school renovation and furniture/supply purchases
- Developed school mission and vision statements and action plan
- Helped students to tap into their passions and created authentic learning opportunities that put student's work in the public eye
- Connected local experts and entrepreneurs with students to help them with their business start-ups
- Organized numerous experiences for students from interviewing local entrepreneurs to skyping with Antarctica research teams to one on one conversations with The Blue Man Group performers and producer
- Presented "Entrepreneurship in Education" at EduCon 2.7 in Philadelphia, PA

Fox Valley Technical College, Appleton, WI

Psychology Instructor, January 2010 - October 2011

- Teaching Assignments: Psychology of Human Relations, Introduction to Psychology, Human Relations and Developmental Psych
- Developed individualized education experiences to meet students where they were at in their career path
- Advise and support students as a mentor in the achievement of their learning and career goals

Experience

Little Chute High School, Little Chute, WI*Business Education Teacher, August 2008 - June 2009*

- Teaching Assignments: Career Skills, Introduction to Business, Accounting, Personal Finance, Business Law, Desktop Publishing, Computer Applications
- Designed new cost effective room layout with updated layout, equipment and technology ensuring an optimal learning environment
- Redesigned curriculum for Desktop Publishing and Computer Applications I & II, implementing current InDesign and Photoshop software
- Served on curriculum committee for Career Skills
- Member of teachers training teachers technology team
- Attended career pathway training for Business Education

Van Dyn Hoven Imports, Appleton, WI*Service Advisor, December 2006-August 2007*

- Coordinated information and schedules between customers, technicians, sales, body shop, and parts department
- Responded to and troubleshoot customer questions and concerns in a timely concise manner
- Managed 11 service technicians for Volkswagen and Audi product lines
- Created financial data reports for end of month earnings
- Maintained complete control in an often chaotic and highly stressful environment

Enterprise Rent-A-Car, Appleton, WI*Management Trainee, October 2005-December 2006*

- Mentored, trained, and helped to develop skills in junior management trainees and interns
- Marketed to local businesses building strong long lasting relationships with key business decision makers
- Managed 100+ branch corporate accounts, and corporate account leads sent by employees using Excel
- Received state wide Customer Satisfaction Award
- Used creative problem solving on a daily basis to ensure productive time use in a chaotic environment

Pulte Homes Corporation, Colorado Springs, CO*Sales Consultant, December 2004-October 2005*

- Enabled first time home buyers to understand the purchase and mortgage process
- Consistently managed the sales and backlog of \$2 million of housing inventory
- Contributing member of J.D. Power and Associates Customer Satisfaction Award winning Customer Service team
- Executed loan processes, ensuring all financial conditions met the terms of the loan
- Detailed knowledge of legal documents involving new home sales, contracts, conditions and restrictions
- Heightened employee morale by leading motivational business book presentations

Volunteer Activity

Launch Hope Founding Board Member: Indianapolis, IN in partnership with Butler University 2020-present**IDEA Week:** IDEA Center at Notre Dame, South Bend, IN, Lead Event Coordinator 2018/2019, Executive Director 2020**Startup South Bend Elkhart Founding Board Member:** South Bend, IN in partnership with Elevate Ventures, 2017-present**Fox Cities Money Conference:** Fox Valley Technical College**Career Assemblies:** Little Chute High School campus wide events**FIRST Robotics:** De Pere High School robotics program**DECA:** De Pere High School volunteer advisor

Education

Masters of Science — UW-Milwaukee, Milwaukee, WI*Curriculum and Instruction*

- Completed 16 credits

Teaching Certification — Viterbo University, LaCrosse, WI*K-12 Teaching License, Business Education*

- Completed 24 accelerated credits of graduate-level courses with 4.0 GPA

Bachelor of Science — UW - Stevens Point, Stevens Point, WI*Business Administration, Psychology Minor, graduated cum laude*

CHAD HARTZELL

(574) 849-3679 | hartzell_chad@yahoo.com | Granger, IN 46530

EXECUTIVE HR AND TALENT LEADER

Mission-driven, results-focused strategic business partner and talent leader. Progressive domestic and global experience in corporate, manufacturing, multi-location and facility leadership in publicly held Fortune 50 and privately held organizations across diverse industries. Adept at developing and leading startup functions, restructuring opportunities, and evolution of HR functions.

• Human Resource Management • Organizational Development • Strategic Talent Management • Talent Acquisition • Total Rewards • Employee/Labor Relations • Strategic & Tactical Execution • Mergers & Acquisitions • Start-up Functions • Business Intelligence & Analytics • Innovation Mentor

Work Experience

Winnebago Industries (dba Barletta Boats) – Bristol, IN

April 2023 – Present

Vice President, Human Resources

Overview: As the Vice President of Human Resources for Barletta Boats, the fastest-growing OEM brand in the recreational boating industry, I lead the HR strategy and execution for a dynamic and growing workforce of 500 employees across two campus locations. I support the execution of business-unit-level strategies by implementing HR solutions that enhance employee experience, operational efficiency, and long-term business growth. As a key member of the executive leadership team, I play a critical role in aligning HR initiatives with business objectives to drive organizational success.

I oversee all aspects of human resources, including Talent Acquisition, Talent Management, Leadership Development, Organizational Development, Total Rewards (Compensation & Benefits), and Employee Health & Safety. My focus is on fostering a high-performance culture, attracting and retaining top talent, developing strong leaders, and ensuring a safe and engaging workplace aligned to our **Culture Matters** framework of Values, Safety, and Leadership Expectations.

Beacon Health System – South Bend, IN

March 2014 – April 2023

Executive Director, Talent & Organizational Development (promoted from Director)

Overview: Leading Talent Acquisition, HRBP / Operations, and Leadership & Organizational Development functions. 6 direct reports and 28 total in organizational structure. Serve as consultative member of **4 senior leadership teams** and **one board** for the region's largest healthcare system operating 5 hospitals, over 75 physician practices, **\$1.4 billion** in revenue, serving over **7,500** clinical and non-clinical **associates** in **union** and **non-union** environments.

- Implemented **Oracle's Human Capital Management (HCM)** Cloud Platform; significantly improving Beacon's competency in strategic talent management. This resulted in a disciplined and consistent competency-based approach to assessment, selection, development, and succession across the system from emerging to executive leadership.
- Develop annual associate & leadership development agenda from frontline to executive levels through creative and innovative approaches that are directly aligned to and **measured** against enterprise **strategy**.
- Accelerated Talent Acquisition performance and service delivery by creating a **digital transformation strategy** that resulted in the implementation of **AI-enabled ATS, Sourcing, and CRM** platforms; yielding best-in-class industry performance across KPIs while evolving to a **100%** virtual / remote operating model.
- Developed strategy execution for market-leading and **innovative community partnerships**, talent acquisition, and compensation practices for critical, difficult-to-fill roles. Increased external hiring volume and decreased turnover up to **15%**; reducing weekly premium labor costs from **\$1.9 million** to **\$200,000** in 9 months.
- Supported **organization design and development** for multiple **startup functions** and businesses / service lines.
- Led efforts to direct the development and execution of Beacon's **DEI strategy**, including the creation of 8 **Associate Resource Groups (ARGs)** as well as the implementation of an on-demand **DEI-focused learning platform**; developed initial baseline analytics for key **DEI metrics** across the system.
- Played an instrumental role in the development and implementation of Beacon's **Administrative Fellowship** program; providing an emerging leadership talent pipeline that is **80%** ethnically diverse.

Chad Hartzell

- **Restructured** multiple HR functions, transitioning from a vertical to **horizontally integrated and collaborative** operating model; significantly increasing service delivery and yielding best-in-class **NPS (Net Promoter)** scores.
- Consistently provided a **talent pipeline** of internal opportunity within and outside of the HR function; developed an inclusive team structure that is **35%** representative of **diversity** segments.

Welch Packaging Group – Elkhart, IN

March 2012 – March 2014

Vice President, Human Resources

Overview: One of the largest privately-held independent corrugated packaging and design manufacturing businesses in the United States with 15 operating locations and over 1200 employees in KY, IL, IN, MI, OH, and TN. Customer-focused supplier to regional, national, and global brands. Led a team of 4 direct reports and 12 total within the HR function.

- Recruited to support company growth during **significant growth** phase through **acquisition and startup** opportunities.
- Launched a new annual **strategic planning process** to more closely align overall company strategy and annual objectives of operating businesses.
- **Aligned** the organization for significant **growth through acquisitions**; supported **organizational restructuring** of executive-level positions and functional alignment; successfully onboarded two former CEO candidates into positions of **Chief Financial Officer** and **Chief Operating Officer**.
- Administered and supervised all **HR due diligence** and transition planning for two separate **acquisitions** with transactions closing within 60 days of one another.
- Strengthened the **talent pipeline** by implementing a formal talent acquisition, talent development, and talent management process.
- Established **College / University recruiting strategy** to support the implementation of Welch Packaging **Leadership Development Program** and create a **leadership pipeline** to support future growth.
- Laid groundwork to transition company benefits programs from traditional PPO plan designs to consumer-driven HSA plan designs, resulting in projected **YOY cost savings** of over **20%**.
- **Remodeled** the company's **Executive Compensation and Management Incentive** plans to more closely align to the company's Strategy & Initiatives.
- **Evolved traditional performance** management process to a **pay-for-performance model**, resulting in a significant increase in **80%** of key operations metrics within the first year of implementation.
- Modified company's **safety plan**; resulting in a **30%** YOY reduction in OSHA recordable incidents.

Whirlpool Corporation – Benton Harbor, MI

July 2007 - February 2012

Director, Talent Management (January 2011 – January 2012)

Overview: As part of a global talent team, provide strategic Talent Management and OD support to Whirlpool's North America Region (commercial and manufacturing functions in US, Canada, and Mexico) and Corporate Center (support functions) Senior Leadership teams encompassing a leadership population of 500+ and 30,000+ total employees. Develop and align Performance Management, Talent Management & Succession, and Leadership Development strategy for Whirlpool's North America and Corporate Center strategic initiatives.

- Assess enterprise strategy and long term plan to develop **annual talent agenda** for end-to-end development and execution of regional talent initiatives encompassing strategic talent acquisition, succession & development, employee engagement, and talent assessment processes.
- **Led North America leadership talent review sessions**; provide key insights and analytics regarding performance / potential grids, retention risk analysis, succession health and talent gaps requiring intentional strategies.
- **Redesigned annual performance planning process**; ensured objectives are clearly aligned and cascaded at individual, functional, regional, and enterprise levels
- Designed, developed, and orchestrated annual **Leadership Development curriculum** aligned to organizational needs.
- Collaborated as part of a global implementation team as North America Region talent lead in the development and implementation of the **Success Factors Talent Management and Analytics** platform.
- Assisted in the development of **competency models and learning & capability plans** to evolve the HR function toward a **strategic business partner model**.

Chad Hartzell

Senior Human Resources Manager (January 2009 – December 2010)

Human Resources Manager (July 2007 – January 2009)

Overview: Provided HR and OD support to Whirlpool's global sourcing organization with nearly 1000 employees across 4 global regions. Develop and align HR strategy to WHR and GSS strategic initiatives through the application of Organizational Design and Development, Talent & Performance Management, Management and Executive Development, and Succession Planning.

- Facilitated **organizational redesign** of **Global Sourcing** and **Finished Product Sourcing** organizations.
- Supported the **organizational design, development, scaling and rapid growth** of **multiple startup** functions ranging from Supplier Quality, Cost Modeling/Target Costing, and Emerging Advanced Technologies.
- Supported the development and **change leadership** of organizational structure, teaming models, and capability development in response to **global economic downturn**.
- Recommended and established an **employee-led engagement** team to develop a GSS engagement strategy integrated with critical business objectives; resulting in the **best YOY improvement across all GPO functions** including the largest increase in the utilization of rewards and recognition resources among all global functions.
- **Implemented Internal Development Assessment process** to provide better awareness of key talent, training and development needs, and talent liabilities to future growth initiatives; resulting in YOY increase in internal promotions vs. external hires.

Target Corporation – Kalamazoo, MI / Amsterdam, NY

October 2004 - July 2007

Human Resources Manager, Regional Distribution & Supply Chain (June 2006 – July 2007)

Senior Human Resources Representative, (October 2004 – June 2006)

Overview: Lead all HR functions of a 1.5 million sq. ft. warehousing facility with over 500 employees. Leadership-driven role with a core emphasis on Talent & Performance Management, Talent Development, Employee Engagement, and Leadership Development. A member of the Senior Leadership Team, providing leadership and developmental support to a team of 4 exempt and 5 non-exempt HR team members, 40 exempt operations managers, and over 450 non-exempt team members.

- Developed facility strategy for **strategic staffing, talent management/executive development, and succession** planning to enable the achievement of critical performance measures.
- Team leader in the **development of core and functional competencies** for exempt-level positions.
- Utilized **bi-annual engagement surveys** to develop action plans that positively impacted facility culture, employee relations, and overall performance; yielding the **best YOY results across all facilities**.
- Introduced a **standardized approach to safety analytics**, awareness, education, and communication that resulted in a significant reduction of OSHA-recordable incidents YOY.

Education & Certification

B.A. Psychology

Purdue University - West Lafayette, IN

M.A. Industrial/Organizational Psychology

Roosevelt University – Chicago, IL

Certified Innovation Mentor (CiMP)

University Of Notre Dame – South Bend, IN

Professional Affiliations

Board Chair, WorkOne Northern Indiana - <https://www.gotoworkone.com/>

Board Member, Career Academy / Success Academy South Bend - <https://careeracademysb.com/>

Board Member, Seasons Counseling Center - <http://www.seasons-counseling.org/>

Committee Member, Regional Diversity – South Bend / Elkhart Regional Partnership – <https://southbendelkhart.org/>

Adjunct Faculty, Indiana University South Bend – Leighton School of Business.

MARIAN HODGES | Strategy, Execution & Optimization

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High energy, tech-savvy, entrepreneurial leader with 20+ years experience enhancing customer value through a combination of marketing, customer operations, strategic planning and technology. Proven success strengthening programs and processes that yield marketing ROI, enhanced customer satisfaction and improved ease of doing business in young and mature organizations. Accomplished at collaborating and mobilizing disparate leaders, experts and teams while striving for performance excellence.

SELECT PROFESSIONAL HISTORY

AUNALYTICS, South Bend, IN 2013 - present

Chief Strategy Officer & Corporate Secretary | Lead the strategic planning and management processes for the organization's strategic plan, compliance with Board of Directors charter, Investor communication, and community resource development for data and analytics firm. Scale the organizational infrastructure to achieve our Growth Plan. Design and lead strategic initiatives that develop a great culture, help us grow and execute more efficiently.

Prior roles include VP Strategy & Org Development, VP Operations, VP Product Delivery

SCHURZ COMMUNICATIONS, South Bend, IN Dec 2011 - Feb 2013

Director Digital Development | Led newly formed Digital Department reporting to the President and Publisher of local media property. Developed cross-platform digital marketing plans and training tools to transform traditional B2B sales team, sunset poor-performing digital and print products, and re-allocate resources to strategic growth areas.

MPH CONSULTING, CUSTOMER STRATEGY & DIGITAL CONSULTANT (2007 - Dec 2010)

SPRINT, Overland Park, KS 2001 - 2006

Director, Business Solutions Product Marketing (2005-2006)

Director, Consumer Customer Experience-Marketing (2005)

Director, Staff Operations-Customer Service (2004-2005)

Director, Business Planning-Corporate Strategy & Development (2003-2004)

Business Partner Manager-Wireless Sales and Distribution, (2002-2003)

Program Manager, Workload Reduction-Customer Service Operations, Local Division (2001-2002)

COMMUNITY INVOLVEMENT

Appointed Board Member, CAREER ACADEMY, South Bend, IN Sep 2016 - Current

Committee Advocate, SOUTH BEND ELKHART REGIONAL PARTNERSHIP, Diversity, Equity & Inclusion Committee 2015 - Feb 2022

Appointed Board Member, ST. MARGARET'S HOUSE, A Day Center for Women, South Bend, IN Jan 2013 - April 2014

EDUCATION

MASSACHUSETTS INSTITUTE OF TECHNOLOGY (MIT) SLOAN SCHOOL of MANAGEMENT,
Cambridge, MA Masters in Business Administration

UNIVERSITY of CALIFORNIA, Berkeley, CA Bachelor of Arts, Major: Ethnic Studies

RACHELSAVOIE, MSL, BSN

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rachsavoie@gmail.com . <http://linkedin.com/in/rachel-savoie-ab2275193>

Dynamic and self-motivated leader with experience in hospital operations and nursing leadership aimed at creating and instilling innovation. Knowledgeable in leading fast paced and ever-evolving environments and managing multiple priorities. Ability to connect and engage people with results, accountability and recognition.

EXPERIENCE

3/2020-PRESENT

EXECUTIVE DIRECTOR OF CLINICAL SERVICES, MEMORIAL HOSPITAL, SOUTH BEND, IN

- Executive responsibility for 237 inpatient beds, 13 leaders and over 500 FTE's serving the medical, post-surgical, intermediate, cardiac, rehabilitation, lab and oncology outpatient departments.
- Oversees and develops the fiscal year operating budget for reporting areas resulting in a combined NET revenue responsibility of \$137 million.
- Developed and implemented inpatient leader rounding resulting in an improvement to the 82% percentile in 2021 from the 44% percentile in 2020 for HCAHPS Rate Hospital scoring.
- Executive Lead oversight of an LPN integration in Medical Inpatient Departments resulting in expense reduction of six RN FTE(s) annually.
- Key clinical decision maker and member of the planning and development team leading the Multimillion dollar hospital patient tower addition.
- Direct physician engagement with strategy impact for inpatient rehabilitation and in the Hospitalist and Academic Hospitalist groups to improve inpatient throughput, quality and length of stay reduction targets.
- Oversight for the Advanced Stroke and Total Joint programs at Memorial Hospital resulting in successful accreditation certification granted in 2022.
- Interim oversight for the outpatient wound center, onboarding a new medical director and leader within 6 months in 2021.

10/2019 - 3/2020

DIRECTOR OF OPERATIONS, ONCOLOGY SERVICES, MEMORIAL HOSPITAL, SOUTH BEND, IN

- Oversight for an operational NET revenue impact of \$11 million.
- Lead initiative to improve patient wait time to infusion chair from 21 minutes to 9 minutes resulting in increased appointments, improved patient satisfaction and a 10% reduction of labor expense to statistic.
- Collaborated with Providers and Memorial Hospital Cancer Center leaders and staff to create an exceptional experience for patients, referral offices and departmental partners.

- Monitors for appropriate scheduling, billing, authorization and denial response practices within the outpatient environment.
- Ensures that Center of Cancer standards are followed within areas of oversight.

09/2015 - 10/2019

DIRECTOR, MEMORIAL HOSPITAL, SOUTH BEND, IN

- Oversight for an operational NET revenue impact of \$6 million.
- Lead associates, including managers and educator through operations, patient satisfaction, accreditation, recruitment, retention and coaching.
- Implemented and achieved overall barcode scanning compliance to 92.5% to a goal of 85%.
- Oversight for a \$1.1million remodel and successful move plan for a newly designed medical department.
- Leadership and planning of Beacon Quality Summit offering, October, 2019.
- Leadership responsibility for system-wide progressive mobility program, GO LIVE Pilot June 2019; House wide Deployment October 2019.

7/2013 - 9/2015

MANAGER, MEMORIAL HOSPITAL, SOUTH BEND, IN

- Assist the Director in day to day functions of the Pediatric, PICU and Pediatric Hematology/Oncology departments for inpatient and outpatient care.
- Key member for development and planning for a new build Children's Hospital.
- Responsible for 24 hour operational schedules for each department.

10/2008 - 5/2013

MANAGER, ST. JOSEPH REGIONAL MEDICAL CENTER

- Transition from clinical supervisor of Pediatrics to operational manager of Pediatrics, Level 3 NICU and outpatient specialty clinics to include all activities as it relates to operations, quality and patient satisfaction.
- Budget reporting responsibilities including assessing projections for the next year. Responsible for Clinical Supervisor, Neonatology group and bedside care staff including orientation and hiring input.
- Responsible for the successful transition and move plan of oversight departments to a new build stand-alone facility.
- Assisted transition the Outpatient Specialty Clinics to Peyton Manning Children's Hospital physicians in Sept 2012.

6/2008 - 10/2008

REGISTERED NURSE, ST. JOSEPH REGIONAL MEDICAL CENTER

Staff Nurse of an integrated team of nurses and physicians in a fast paced Emergency Department averaging 150 patients per day. Participated on unit practice council to improve function and flow of triage process.

FALL, 2007 - SPRING, 2008

REGISTERED NURSE, PEYTON MANNING CHILDREN'S HOSPITAL, INDIANAPOLIS, IN
CRITICAL CARE TRANSPORT NURSE FOR PEDIATRIC AND NEONATAL PATIENTS

WINTER, 2006 - FALL, 2007

REGISTERED NURSE, AMERICAN MOBILE HEALTH, TRAVEL COMPANY

Transitioned with ease into several Pediatric Intensive Care Units to help with various staffing needs. Including, CVICU, Neuro ICU, NICU, and Trauma ICU settings.

5/2004 - 12/2006

REGISTERED NURSE, RILEY CHILDREN'S HOSPITAL, INDIANAPOLIS, IN

Managed daily needs of the critically ill pediatric patient, including care of complex cardiovascular recovery, neuro trauma, respiratory compromise and general surgical cases.

EDUCATION

MAY 2019

MASTERS OF SCIENCE IN LEADERSHIP, TRINE UNIVERSITY

MAY 2004

BSN NURSING, UNIVERSITY OF VERMONT

ACCOMPLISHMENTS

Key development leader for the initiation of the Covid Vaccine Clinic December 2020

Implemented, designed and lead the Inpatient Covid Department in March 2020

Nursing Quality and Research Leadership Champion 2019

Nursing Quality and Safety Chair, Memorial Hospital 2015-2018

Patriotic Employer Recipient from the Office of the Secretary of Defense

COMMITTEES

Executive Champion, Associate Resource Group, Black and African American July 2021- Present

Developer, Workforce of the Future RN, LPN, Nursing Assistant Recruitment and Retention Task Force

May 2021- Present

RN Pay Strategy Team 2021

Chair and Developer, Inpatient Flow (Throughput) Team, May 2021- Present

Member of the system level Covid Task force, March 2020 to Present.

Member, Hospital Violence Prevention Program 2018 to 2020

Shared Governance Coordinating Council, Memorial Hospital 2014-2018

System wide Fall Team Lead, Memorial Hospital, 2016-2020

COMMUNITY INVOLVEMENT

Board member, Career and Success Academy, South Bend, IN, April 2022

References available Upon Request

Janet Lynne Scott

4719 Starboard Drive, South Bend, Indiana 46628 574-276-6165 scottjanet4253@gmail.com

SUMMARY

A proven record of accomplishments in education spanning 38 years. Dedicated student advocate; continuously foster, nurture, and maintain a safe, positive, and respectful learning environment conducive to academic success. Adept at steering educational improvement efforts and student achievement through shared leadership, data-driven decision-making, critical thinking abilities and problem-solving expertise. Excellent written, oral, and interpersonal communication skills.

EDUCATION

Principal Licensure, Indiana Wesleyan University, July 2003

Master's in Education, Indiana Wesleyan University, May 2003

Master's in English, University of Notre Dame, August 1987

Bachelor of Education, Ball State University, June 1984

EXPERIENCE

Instructional Coach, Success Academy - 2018 – Present

- Developed curriculum maps with teachers for math and language arts
- Developed a Standards-based report card with teachers
- Monitored & assisted teachers with creating Common Formative Assessments
- Lead and empower teachers to reflect on, discuss and change practices to improve instruction
- Provide coaching for teachers daily
- Helped Success Academy change Education One's status in "Instruction" from "Needs Improvement" to "Meets Standard" in 2019 to present
- Developed "Platooning" (Departmentalization) at Success to help teachers focus on areas of strength in math and language arts
- Plan and implement job-embedded, focused professional development
- Facilitate meetings on data-driven instruction, reading strategies and productive use of classroom time

Principal, New Prairie Middle School, 2014 – 2018

- In charge of maintaining a building consisting of 55 employees and 725 students, grades 6-8
- Moved the school from an "F" rating to a "B" within three years
- Oversaw the one-to-one iPad initiative adopted in 2014
- Oversaw renovations to the school - new gym, band room & classrooms
- Member of the administrative negotiating team from 2014 – 2018
- Conducted numerous professional development sessions for staff

Director of Grants and Special Projects, 2013-2014

- Wrote and monitored all Title grants and alternative education grants
- Oversaw the alternative program for Penn Harris Madison
- Coordinated and directed the Early College Program

- Oversaw middle school curriculum in the three middle schools
- Supervised five Title I leads and the Director of Early Language Learners

Principal, Schmucker Middle School, 2007 – 2013

- In charge of maintaining a building consisting of 95 employees and 1000 students, grades 6-8
- Named a Four-Star School from 2009 – 2013
- Created a positive behavior plan resulting in an 80% drop in student suspensions
- Member of the administrative negotiating team from 2011 – 2013

Title I Administrator, 2012 – 2014

- Responsible for writing and monitoring the Title I grant and for all reports to the state and the monitoring of each Title school's funding

Principal, LaSalle Intermediate Academy, 2005 – 2007

- In charge of maintaining a building consisting of 75 employees and 820 students, grades 5-8

Principal, Coquillard Primary Center, 2003 – 2005

- In charge of maintaining a building consisting of 45 employees and 525 students, grades K-4
- Implemented strategies that raised ISTEP+ scores 20 pts. in one year in language arts
- Implemented a Reading Program in partnership with an area business that eventually went district wide as "Partner Up." This program now has over 800 community volunteer readers and partners for each SB school

Curriculum Writer, South Bend Education Center, 2003

- Wrote the 6th & 7th grade humanities curriculum for LaSalle Intermediate Academy

Principal Intern, Lincoln Elementary School, 2002-2003

- Actively engaged in networking with K-12 school leaders, facilitating collegial supervision with classroom teachers, solving school-based problems, making data-driven decisions, and practicing problem-based learning
- Given practical experience in running an elementary building

Reading Recovery Teacher, Lincoln Elementary School, 2002-2003

- Provided first grade children with intensive, individual instruction, 30 minutes daily.

Curriculum Leader, Lincoln Elementary School, 2001-2003

- Helped to lead and empower teachers to reflect on, discuss and change instructional practices to improve instruction
- Facilitated district meetings on data-driven instruction, reading strategies and productive use of classroom time
- Facilitated Lincoln's teacher leaders involved in the Reading Success Network
- Developed a parent center at Lincoln for parents to check out materials to use at home with children

Curriculum Writer, South Bend Education Center, 2000-2001

- Selected by Superintendent to write 7th & 8th grade curriculum for South Bend Schools, which aligned to state standards

English Teacher, Edison Middle School, Dickinson Middle School, LaSalle High School, 1984-2000

Named Teacher of the Year for Edison Middle School, 1991

Top 10 Teacher of the Year for South Bend Schools, 1991

CERTIFICATIONS & LICENSURE

Administration License, Professional Educator's License, K-12, June 2011

Administration License, Proficient Practitioner, K-12, June 2006

Indiana Teacher License, 5-12, Life License

IPLA Certificate, April 26, 2007

NICK SWISHER

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801-518-0837 (H)

801-518-0837 (M)

MARKETING & COMMUNICATIONS DIRECTOR

Accomplished marketing and communications professional with extensive, results-oriented experience in content marketing, B2B and B2C marketing, public relations, social media promotion, content writing, article dissemination, web development, events and informational marketing. Diligent and proactive with a proven history of tracking and exceeding targets.

RELEVANT ACCOMPLISHMENTS

The IDEA Center at the University of Notre Dame

- As the inaugural director of marketing, communications and events at the brand-new IDEA Center, grew database of usable contacts from 0 to 105,000; grew social media followers from 0 to 35,000; and grew web viewers from 0 to 5,000 per month.
- As the inaugural executive director of IDEA Week, grew attendance from 0 to 21,000 in two years, managed two sold out concerts at the Purcell Pavilion at Notre Dame and six comedic acts.
- Created the IDEA Center's logo, website and all aspects of its branding.
- Helped establish the IDEA Center as a national expert in entrepreneurship and university commercialization.
- Successfully placed dozens of stories about the IDEA Center in leading national publications.
- Directed eight marketing campaigns for multiple IDEA Center startups.
- Led over 10 events that resulted in over \$1.5M in revenue being raised for IDEA Center startups.

Technology & Venture Commercialization (TVC) at the University of Utah

- Directed marketing campaigns for multiple TVC startups that resulted in \$1.5M in revenue for TVC.
- These same marketing campaigns resulted in over \$3.5M in new sales for the companies.
- Redesigned and redeployed Technology and Venture Commercialization's main website, resulting in a sustained increase in web views of 6,200% from 2013.
- Launched revamped website designed to showcase University technologies for license, resulting in a 4,300% increase in requests for more information about University technologies.
- Moved TVC's website from 23rd to 2nd in relevant SEO rankings.
- Helped design marketing campaign to attract qualified leads that has resulted in achieving 55% of the office-wide goal.
- Directed marketing campaigns for multiple TVC licensees that resulted in over \$3.5M in new sales.
- Helped design marketing campaign for TVC licensee (RosterTech) that resulted in a 128% increase in sales.
- Added an online website component to the office's annual report in 2013, resulting in 10,000 unique visitors to the site, which was 270% more readers than were mailed the report the previous year.
- Wrote and disseminated dozens of press releases that resulted in TVC media stories appearing in 30+ publications, many of which have an extensive, global following.
- Created strategic marketing campaigns for five TVC events, resulting in a 45% increase in attendance.

Swisher Marketing, Inc.

- Designed and managed marketing campaign for the launch of Hitachi Life Sciences' "Human Chromosome Explorer" product, resulting in \$5M in new sales in the first six months.
- Spearheaded marketing campaign for iLumens' smart LED lighting system, resulting in \$2.5M in new sales in the first year.

Nelson Motivation, Inc.

- Designed and implemented an extensive content marketing campaign that resulted in over \$4M in new sales and article placements in over 100 publications.

- Produced numerous, complex white paper reports that directly helped the company generate more than \$100,000 in revenue.
- Created dozens of marketing collateral pieces that were essential to the organization's sales process.
- Spent hundreds of hours researching, compiling, and writing content for Dr. Nelson's books and articles, including being a major contributor to Dr. Nelson's two million copy best-selling book, *1001 Ways to Reward Employees* (see page v in said book for acknowledgement of this contribution).
- Represented the organization to mainstream media such as the *Wall Street Journal* and *BusinessWeek*, resulting in dozens of national news placements.

PROFESSIONAL EXPERIENCE

THE IDEA CENTER AT THE UNIVERSITY OF NOTRE DAME, South Bend, Indiana 2017 – Present
Director, Marketing, Communications and Events

- Responsible for the organization's overall communications, marketing, events, social media and branding, including directly managing employees and interns on my team.
- Writes and disseminates dozens of stories about the IDEA Center, its startups and its technologies each year.
- Creates and writes all marketing collateral for the organization.
- Responsible for updating and maintaining the organization's website and social media presence.
- Responsible for spearheading marketing campaigns for select IDEA Center startups.
- Elicits story content from staff and faculty and publications on a routine basis.
- Manages the many events the IDEA Center puts on.
- Manages relationships with dozens of vendors who help accomplish the IDEA Center's goals.

TECHNOLOGY & VENTURE COMMERCIALIZATION, Salt Lake City, Utah 2012 – 2017
Marketing and Communications Manager

- Managed the organization's overall communication, social media and marketing initiatives.
- Created and wrote all marketing collateral for the organization as well as for many of its licensees.
- Responsible for the organization's yearly annual report including the conducting of all interviews, writing all articles, designing the report, marketing it to the media, and distributing it.
- Responsible for updating and maintaining the organization's website.
- Responsible for spearheading marketing campaigns for select TVC licensees/startups.
- Researched and wrote 50+ articles for the organization's website, marketing materials, annual report, and news releases.
- Elicited story content from staff and faculty and publications on a routine basis.
- Helped market and manage the many events TVC put on.

SWISHER MARKETING, Inc., Salt Lake City, Utah 2013 – 2018
Founder

- Performed select marketing and graphic design services for clients.

NELSON MOTIVATION, INC., San Diego, California 2003 – 2012
Marketing and Communications Manager

- Managed every facet of the organization's marketing and communications initiatives.
- Managed the organization's website, marketing collateral, social media sites and worked with dozens of media reporters.
- Designed marketing collateral and artwork used for weekly emails, newsletters, logos, reports, and manuals.
- Researched and wrote dozens of articles for the organization's website, marketing materials, annual report, white reports, news releases and newsletters.
- Designed, launched and maintained Nelson Motivation's LinkedIn, Facebook, Twitter and YouTube social media sites.
- Responsible for administering and compiling the results of complex surveys sent to hundreds of thousands of employees of Nelson Motivation's clients.

EDUCATION

UNIVERSITY OF UTAH, Salt Lake City, Utah
Master of Public Administration, 2012
~ 4.0 GPA

IDAHO STATE UNIVERSITY, Idaho Falls, Idaho
Bachelor of Arts, History and Political Science, Highest Honors, 2008
~ Top 1% of graduating class
~ Overall GPA 3.99; Dean's list 2004-2008

CERTIFICATES

“Certified Special Events Professionals,” International Special Events Society

TECHNICAL PROFICIENCY

- **Print and Design Software:** Adobe Photoshop, Illustrator, InDesign, Acrobat Professional, Dreamweaver, Premiere Pro, After Effects and Flash, Cinema4D, Solid Works
- **Coding:** PHP, SQL, HTML, JavaScript, CSS
- **Marketing Software:** InfusionSoft, Salesforce Marketing Cloud, HubSpot
- **Statistical Software:** SPSS and advanced MS Excel
- **Office Administration Software:** All MS Office applications: Word, Excel, PowerPoint, Access, and Outlook
- **Customer Relationship Management Software:** ACT and Goldmine databases
- Ten years of experience in audiovisual and photography production
- Ten years of experience in advanced computer-generated graphics, including 3D rendering
- Fifteen years of experience in web development, search engine optimization and graphic design

ATTACHMENT 2
SIGNED STATEMENT OF ECONOMIC INTEREST
AND 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:

CAREER ACADEMY OF SPIRIT BEND DOING BUSINESS AS "CAREER ACADEMY NETWORK OF PUBLIC SCHOOLS"

2. Your full name:

LAWRENCE H. GARZANO

3. Your spouse's full name:

JUDITH ANN GARZANO

Employment History

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



My resume is attached.



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

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

HEALTH QUEST CORP. P/B/THE
"GARZANO FAMILY OFFICE"

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

NONE

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

☒ No.

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

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

☒ No.

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

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

☐ No.

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

HEALTH QUEST D/B/A THE GARZANO
FAMILY OFFICE
DOING PHILANTHROPIC INITIATIVES
AND INVESTMENT MANAGEMENT

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:

MICHAEL GARZANO IS MY SON

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:

FOUNDER AND PROVIDE FINANCIAL SUPPORT.

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:

- PRESIDENT OF BOARD
- LEADER AND FINANCIAL SUPPORT

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.

WALTER GUTENOW
Name

[Signature]
Signature

4/2/2025
Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

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

Career Academy of South Bend DBA Career Academy
NETWORK of Public Schools.

2. Your full name:

John C. DeSalle

3. Your spouse's full name:

Jill A. DeSalle

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:

BSME - KETTERING UNIVERSITY
MBA - INDIANA UNIVERSITY

38 years of tire manufacturing & engineering experience.

Head of Engineering, Head of manufacturing, President/CEO
OF MULTI-NATIONAL PACE TIRE COMPANY.

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"):

Jill and I are both retired.

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

N/A RETIRED

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

☒ No.

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

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

☐ No.

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

Holston Capital Group, LLC - real estate investment company

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

☒ No.

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

Conflict of Interest Disclosures

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

☒ No.

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

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



No.



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

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



No.



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

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



Not applicable.



No.



Yes. Please describe the relationship:

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



Not applicable.



No.



Yes. Please provide a description of the interest:

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



Not applicable.



No.



Yes. Please describe the nature of the business:

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



No.



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

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



No.



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

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

Act?

☒ Yes.

☐ Don't Know/ Unsure.

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

John C. DeSalle

Name

John C. DeSalle

Signature

April 2, 2025

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

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

Career Acedemy of South Bend d/b/a Career Academy Network of Public Schools

2. Your full name:

Michael Garatoni

3. Your spouse's full name:

Elizabeth Garatoni

Employment History

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



My resume is attached.



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

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

Owner / President of Growing Kids Learning Centers, provider of child care and early education.

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

Spouse is not employed.

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:

Elizabeth and I was members of the LLC that owns our child care business, Growing Kids Learning Centers, and members of the LLC the owns the real estate of child care buildings.

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:

We are both officers of Growing Kids Learning Centers.

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:

Larry Garatoni is my father and Elizabeth's father-in-law.

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.

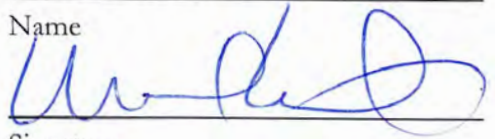


Don't Know/ Unsure.

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.

Michael Garatoni

Name



Signature

4/3/2025

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

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

Career Academy Network of Public Schools (CANOPS)

2. Your full name:

Iris Hammel

3. Your spouse's full name:

Alex Hammel

Employment History

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

☒

My resume is attached.

☐

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

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

RISE - Regional Innovation and Startup Education a nonprofit dedicated to helping individuals launch successful businesses through education and connection to opportunities that include mentorship, access to facilities and resources as well as direct connections with leaders in their industries to help them build their social capital and knowledge.

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

Holy Cross Community College. Alex is the Executive Director for the colleges Center for Leadership and Professional Excellence (CLPE) is being created in partnership with Notre Dame to lead community wide opportunities for individuals and companies skill up and gain certificates of value for emerging industries as well as the startup space. Additionally the work will have an underlying focus on building leadership skills and qualities in all programs offered.

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:

Connected Classrooms, LLC was founded by Alex and I in 2013. Our company serves thousands of schools across 40 states in learning how to use all Autodesk 3D modeling softwares. We create video tutorials and projects for teachers to use in their classrooms to help prepare students to be able to pass the industry user certification exams, which leads to direct employment eligibility.

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:

Both of our full time jobs (RISE and Holy Cross) work with the schools in a variety of ways as all organizations have similar missions in helping our local region in succeeding in helping students learn and grow. TeachMe3D.org, created by Connected Classrooms is used at the schools for 3D modeling support. RISE also has students from CANOPS schools as it works with all schools in St. Joe County.

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:

See previous answers. All of our work and personal business activity is connected.

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:

See answer for question #2. All of our work is interconnected as it is tied to programming for students or is a partner in the educational ecosystem in our region.
HCC: Offers dual college credit through CLPE, creates credentialling programs that lead to high wage, high demand job opportunities.
RISE: has students from CANOPS in their high school program called Startup Moxie.
TeachMe3D.org (Connected Classrooms product) is used at CANOPS and at RISE with CANOPS students.

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):

I serve on the Indiana State Board of Education. In both board positions there are times when I have to rescind myself from a vote. This is more prevalent or typical on the State Board of Education side and less on the CANOPS side.

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.

Iris Hammel

Name

Iris Hammel

Signature

April 3, 2025

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

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

Career Academy Network of Public Schools

2. Your full name:

Chad Aaron Hartzell

3. Your spouse's full name:

Kristin Kelly Hartell

Employment History

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

☒ My resume is attached.

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

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

Barletta Boat Company / Winnebago Industries
- Manufacturer of premium pontoon boats
- www.barlettaboats.com

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:

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

☒ No.

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

Conflict of Interest Disclosures

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

☒ No.

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

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

☒ No.

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

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

☒ No.

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

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

☒ Not applicable.

☐ No.

☐ Yes. Please describe the relationship:

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

☒ Not applicable.

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

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

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

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

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

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

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

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



Yes.

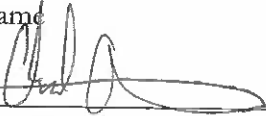


Don't Know/ Unsure.

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

Chad A Hartzell

Name



Signature

04/01/2025

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

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

Career Academy of South Bend DBA Career Academy Network of Public Schools (CANOPS)

2. Your full name:

Marian Hodges

3. Your spouse's full name:

Not applicable

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:

Marian Hodges founded Strategic Growth Edge, LLC in 2024 providing business advisory services to portfolio companies and executive coaching for strategic execution. Prior to this, she was the Chief Strategy Officer and Corporate Secretary at Aunalytics, Inc., a data analytics and IT services firm. Passionate about leveraging data and AI to empower midsize businesses, Marian has focused on building strong connections across the board, investors, executive leadership, and cross-functional teams to drive long-term impact. With over 25 years of experience spanning customer experience, product marketing, service delivery, and technology, Marian has worked with F100 companies and privately-led organizations, bringing a holistic perspective to strategic growth and organizational alignment. Marian has served on the CANOPS Board since 2016. Marian has a BA from the University of California at Berkeley, and an MBA from the MIT Sloan School of Management.

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”):

Strategic Growth Edge, LLC

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

Not applicable

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:

Strategic Growth Edge, LLC

Management and business consulting

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

☐

No.

☒

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

Strategic Growth Edge, LLC

Management and business consulting and advisory

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.

Marian Hodges

Name



Signature

April 1, 2025

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

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

CAREER ACADEMY OF SOUTH BEND OBA
CAREER ACADEMY NETWORK OF PUBLIC SCHOOLS

2. Your full name:

RACHEL SAVOIE

3. Your spouse's full name:

BRANDON SAVOIE

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:

CURRENT ROLE VP OF STRATEGY + BUSINESS
DEVELOPMENT; BEACON HEALTH SYSTEM

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"):

- BEACON HEALTH SYSTEM
- ADL CUSTOMS (SPOUSE)

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

ADL CUSTOMS ; INSTALL HOME MEDICAL EQUIPMENT.

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:

ADL CUSTOMS , LLC , INSTALL HOME MEDICAL EQUIPMENT

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:

VP OF STRATEGY / BUSINESS DEVELOPMENT FOR BEACON HEALTH SYSTEM

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.

RACHEL SAVOIE

Name

Rachel Savoie

Signature

4/3/2025

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

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

Career Academy of South Bend DBA Career Academy Network of Public Schools

2. Your full name:

Janet L. Scott

3. Your spouse's full name:

Jerry Y. Scott

Employment History

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



My resume is attached.



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

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

Retired

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

Retired

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



No.



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

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



No.



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

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



No.



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

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.

Janet L. Scott

Name

Janet L. Scott

Signature

04/01/2025

Date

Exhibit C

Statement of Economic Interest & Conflict of Interest Form

(Must be completed individually by each Board member)

Background Information

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

Career Academy of South Bend DBA Career Academy Network of Public Schools

2. Your full name:

Nicholas Austin Swisher

3. Your spouse's full name:

Employment History

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

☒

My resume is attached.

☐

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

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

Indiana Wesleyan University - employer

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

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

☒

No.

☐

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

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

☒

No.

☐

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

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

☒

No.

☐

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

Conflict of Interest Disclosures

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

☒

No.

☐

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

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

☒

No.

☐

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

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

☒

No.

☐

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

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

☐

Not applicable.

☒

No.

☐

Yes. Please describe the relationship:

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

☐

Not applicable.

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

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

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

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

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

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

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

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



Yes.



Don't Know/ Unsure.

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

Nicholas Austin Swisher

Name

Nicholas Swisher

Signature

4-2-25

Date

ATTACHMENT 3
BOARD MEETING MINUTES

RE: Charter Authorizer Change

From Larry Garatoni <Larry.Garatoni@garatonifo.com>

Date Sat 3/29/2025 9:36 AM

To Rachel Savoie <rsavoie@beaconhealthsystem.org>; Marian Hodges <marian.hodges@alum.mit.edu>; naswisher@yahoo.com <naswisher@yahoo.com>; Janet Scott <jscott@successacademysb.com>; Chad Hartzell (Contact) <chadhartzell@barlettaboats.com>; Iris Hammel <iris@raisingtheregion.org>; John DeSalle <jdesalle@nd.edu>; Michael Garatoni <garatoni@growingkids.com>

Cc Charles Loeser <charles.loeser@garatonifo.com>; Jeremy Lugbill <jlugbill@careeracademysb.com>; Doug Warrington <dwarrington@careeracademysb.com>; Candida VanBuskirk <cvanbuskirk@careeracademysb.com>

Career Academy Board Members,

Thank you very much for considering this resolution and supporting it. We will move ahead ASAP to process the application to the State Charter Board. We will also be very watchful to be sure our academic and total student experience goes up and not down.

Have a great weekend.

Larry

From: Rachel Savoie <rsavoie@beaconhealthsystem.org>

Sent: Saturday, March 29, 2025 8:25 AM

To: Marian Hodges <marian.hodges@alum.mit.edu>; Larry Garatoni <Larry.Garatoni@garatonifo.com>; Nick Swisher <naswisher@yahoo.com>; Janet Scott <jscott@successacademysb.com>; Chad Hartzell (Contact) <chadhartzell@barlettaboats.com>; Iris Hammel <iris@raisingtheregion.org>; John DeSalle <jdesalle@nd.edu>; garatoni@growingkids.com

Cc: Charles Loeser <charles.loeser@garatonifo.com>; Jeremy Lugbill <jlugbill@careeracademysb.com>; Doug Warrington <dwarrington@careeracademysb.com>; Candida VanBuskirk <cvanbuskirk@careeracademysb.com>

Subject: Re: Charter Authorizer Change

Good morning,

Thank you for supplying us with the background. I feel confident the school leaders will continue to provide a regular cadence of academic performance to the board.

I approve of applying to the State Charter Board to be our new authorizer for all our existing charter schools and any new charter schools.

Rachel Savoie

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From: Marian Hodges <marian.hodges@alum.mit.edu>

Sent: Saturday, March 29, 2025 6:11:26 AM

To: Larry Garatoni <Larry.Garatoni@garatonifo.com>; Nick Swisher <naswisher@yahoo.com>;

Janet Scott <jscott@successacademysb.com>; Chad Hartzell (Contact) <chadhartzell@barlettaboats.com>; Iris Hammel <iris@raisingtheregion.org>; John DeSalle <jdesalle@nd.edu>; Rachel Savoie <rsavoie@beaconhealthsystem.org>; garatoni@growingkids.com <garatoni@growingkids.com>
Cc: Charles Loeser <charles.loeser@garatonifo.com>; Jeremy Lugbill <jlugbill@careeracademysb.com>; Doug Warrington <dwarrington@careeracademysb.com>; Candida VanBuskirk <cvanbuskirk@careeracademysb.com>
Subject: Re: Charter Authorizer Change

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Thank you for the clarification.

I approve of applying to the State Charter Board to be our new authorizer for all our existing charter schools and any new charter schools.

—Marian

From: Larry Garatoni <Larry.Garatoni@garatonifo.com>
Sent: Friday, March 28, 2025 11:06:56 AM
To: Marian Hodges <marian.hodges@alum.mit.edu>; Nick Swisher <naswisher@yahoo.com>; Janet Scott <jscott@successacademysb.com>; Chad Hartzell (Contact) <chadhartzell@barlettaboats.com>; Iris Hammel <iris@raisingtheregion.org>; John DeSalle <jdesalle@nd.edu>; Rachel Savoie <rsavoie@beaconhealthsystem.org>; garatoni@growingkids.com <garatoni@growingkids.com>
Cc: Charles Loeser <charles.loeser@garatonifo.com>; Jeremy Lugbill <jlugbill@careeracademysb.com>; Doug Warrington <dwarrington@careeracademysb.com>; Candida VanBuskirk <cvanbuskirk@careeracademysb.com>
Subject: RE: Charter Authorizer Change

Marian,

Thanks for your questions.

- No one will be taking over the activities currently performed by Trine. As I've stated before, we certainly value Trine's work, however I'm not aware of anything of any significance that we've done differently because of their comments. No other authorizer provides these services.
- No
- None.

Thanks,

Larry

From: Marian Hodges <marian.hodges@alum.mit.edu>
Sent: Thursday, March 27, 2025 4:42 PM
To: Nick Swisher <naswisher@yahoo.com>; Larry Garatoni <Larry.Garatoni@garatonifo.com>; Janet Scott <jscott@successacademysb.com>; Chad Hartzell (Contact) <chadhartzell@barlettaboats.com>; Iris Hammel <iris@raisingtheregion.org>; John DeSalle <jdesalle@nd.edu>; Rachel Savoie <rsavoie@beaconhealthsystem.org>; garatoni@growingkids.com
Cc: Charles Loeser <charles.loeser@garatonifo.com>; Jeremy Lugbill

<jlugbill@careeracademysb.com>; Doug Warrington
<dwarrington@careeracademysb.com>; Candida VanBuskirk
<cvanbuskirk@careeracademysb.com>

Subject: Re: Charter Authorizer Change

Thanks for the explanations. It helps me understand the financial driver and impact as we grow.

I would like clarity on the need and ownership of the services Trine is providing--specifically impact on performance management.

- Who will be taking over the activities currently performed by Trine: "oversight of academic performance, regulatory compliance, and board performance"?
- Is this something the State Board will do for the Network?
- What are the performance risks, if any, to these three areas?

Marian

From: Nick Swisher <naswisher@yahoo.com>

Sent: Thursday, March 27, 2025 3:45 PM

To: Larry Garatoni <larry.garatoni@garatonifo.com>; Janet Scott

<jscott@successacademysb.com>; Chad Hartzell (Contact)

<chadhartzell@barlettaboats.com>; Iris Hammel <iris@raisingtheregion.org>; John

DeSalle <jdesalle@nd.edu>; Marian Hodges <marian.hodges@alum.mit.edu>; Rachel

Savoie <rsavoie@beaconhealthsystem.org>; garatoni@growingkids.com

<garatoni@growingkids.com>

Cc: Charles Loeser <charles.loeser@garatonifo.com>; Jeremy Lugbill

<jlugbill@careeracademysb.com>; Doug Warrington

<dwarrington@careeracademysb.com>; Candida VanBuskirk

<cvanbuskirk@careeracademysb.com>

Subject: Re: Charter Authorizer Change

Thank you for the explanation.

I also approve.

Thanks,
Nick Swisher

On Thursday, March 27, 2025 at 01:54:26 PM EDT, Mike Garatoni <garatoni@growingkids.com> wrote:

Thanks to all for the Q & A.

I approve of applying to the State Charter Board to be our new authorizer for all our existing charter schools and any new charter schools.

Mike

=====

Michael Garatoni

President

Growing Kids Learning Centers

Garatoni@GrowingKids.com / Growingkids.com / 574-273-2778

From: Larry Garatoni <Larry.Garatoni@garatonifo.com>

Sent: Thursday, March 27, 2025 1:29 PM

To: Janet Scott <jscott@successacademysb.com>; Chad Hartzell (Contact) <chadhartzell@barlettboats.com>; Mike Garatoni <garatoni@growingkids.com>; Iris Hammel <iris@raisingtheregion.org>; John DeSalle <jdesalle@nd.edu>; Marian Hodges <marian.hodges@alum.mit.edu>; naswisher@yahoo.com; Rachel Savoie <rsavoie@beaconhealthsystem.org>

Cc: Charles Loeser <charles.loeser@garatonifo.com>; Jeremy Lugbill <jlugbill@careeracademysb.com>; Doug Warrington <dwarrington@careeracademysb.com>; Candida VanBuskirk <cvanbuskirk@careeracademysb.com>

Subject: RE: Charter Authorizer Change

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Thanks Janet,

Actually, we just got 15 year charters. We would lose all those.

The charter application to the charter school board must be filed by next Friday in order to be considered at their May board meeting. My understanding is the new charters from the state charter board would be effective in July or August. We would not cancel our Trine charters until we were sure we had new charters from the state board.

Jeremy will need to respond to the length of the charters we would receive from the team charter board.

Thanks,

Larry hi

From: Janet Scott <jscott@successacademysb.com>
Sent: Thursday, March 27, 2025 12:58 PM
To: Larry Garatoni <Larry.Garatoni@garatonifo.com>; Chad Hartzell (Contact) <chadhartzell@barlettaboats.com>; Michael Garatoni <garatoni@growingkids.com>; Iris Hammel <iris@raisingtheregion.org>; John DeSalle <jdesalle@nd.edu>; Marian Hodges <marian.hodges@alum.mit.edu>; naswisher@yahoo.com; Rachel Savoie <rsavoie@beaconhealthsystem.org>
Cc: Charles Loeser <charles.loeser@garatonifo.com>; Jeremy Lugbill <jlugbill@careeracademysb.com>; Doug Warrington <dwarrington@careeracademysb.com>; Candida VanBuskirk <cvanbuskirk@careeracademysb.com>
Subject: Re: Charter Authorizer Change

I am also interested in Chad's questions,

as well as:

- How often does the state review our charter? We just received a 10-year renewal with Trine. I'm assuming we will lose this moving to a new authorizer.
-

I am very much in agreement to apply for the new charter if we are sure we no longer need the services Trine has provided.

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From: Larry Garatoni <Larry.Garatoni@garatonifo.com>
Sent: Thursday, March 27, 2025 12:03 PM
To: Larry Garatoni <larry.garatoni@garatonifo.com>; Chad Hartzell (Contact) <chadhartzell@barlettaboats.com>; Michael Garatoni <garatoni@growingkids.com>; Iris Hammel <iris@raisingtheregion.org>; Janet Scott <jscott@successacademysb.com>; John DeSalle <jdesalle@nd.edu>; Marian Hodges <marian.hodges@alum.mit.edu>; naswisher@yahoo.com <naswisher@yahoo.com>; Rachel Savoie <rsavoie@beaconhealthsystem.org>

Cc: Charles Loeser <charles.loeser@garatonifo.com>; Jeremy Lugbill <jlugbill@careeracademysb.com>; Doug Warrington <dwarrington@careeracademysb.com>; Candida VanBuskirk <cvanbuskirk@careeracademysb.com>
Subject: Charter Authorizer Change

Career Academy Board Members,

As you know, we have had a long and great relationship with EducationOne, the K12 Authorizer of Trine University.

However, we pay Trine 2 1/2 percent of our state revenue, which naturally goes up as our enrollment increases. The Indiana State Charter Board currently charges about 1%. For over a year we have been requesting that Trine reduce the percentage fee we are paying. Trine has consistently refused to reduce our fees. We have recently investigated changing authorizers from Trine to the State Charter Board. Making this change would save us more than \$110,000 per year and the savings would increase as our enrollment increases. Even though we greatly value the relationship and services that we get from Trine and the state charter board does not provide these services, we have decided to change authorizers and to complete the application to the state charter board. With the academic and student experiences we want to provide our students, we need to continually evaluate the allocation of our resources, and this is one of those situations.

If you would like to discuss this with me further, please call me. 574-276-1940

As part of the application to the state charter board, we need to provide the minutes of a board meeting in which we approved applying to the state charter board. Consequently, I am asking for your electronic approval of the Resolution "I approve of applying to the State Charter Board to be our new authorizer for all our existing charter schools and any new charter schools".

This is a time sensitive request since the completed application must be submitted by next week Friday. I apologize for the lack of discussion and the rush on this but in investigating the state charter board we learned of the deadline for submissions. Please respond to this request by Sunday night.

Assuming we have your approval, Charlie will draft minutes of this special board meeting and the resolution which will be attached to the application.

Thanks again for all your work and support of our schools.

Larry

Career Academy of South Bend, Inc.
Minutes of Meeting of Board of Directors
Career Academy High And Middle School
3801 Crescent Circle, South Bend
February 25, 2025

Directors Present: Iris Hammel, Marian Hodges, Janet Scott
Via Zoom: John Desalle, Larry Garatoni, Chad Hartzell, Nick Swisher
Absent : Michael Garatoni, Rachel Savoie
Staff Attending: Jeremy Lugbill, Doug Warrington, Candy Van Buskirk, Maria Reilly, Andrew Hoyt, Brie Childs, Becky Bartlett, Rob Kohler, Steph Ebersol, Vincent Liew, Laurie Gregory, Mark Norton, Rhonda Myers, Sara Timm
Attending for Trine: Emily Gaskill (via Zoom)
Others attending: Steve Wheatley
Via Zoom: Charles Loeser

A. Call to Order. Marian Hodges called the meeting to order at 5:02 pm.

B. Approval of Minutes. The minutes of the most recent (December 10) meeting were approved.

C. Student Celebration. Jeremy introduced STEM Coach TraceyAckerley, who described an arrangement with Notre Dame for 14 Notre Dame students to come on Fridays to teach data science to our sixth graders. After four weeks the sixth graders will begin work on research projects using data science principles, creating projects to be displayed at an open house April 25 at 5pm. All are welcome to come.

D. Consent Agenda. Marian presented the consent agenda, consisting of

- 1) Extending the term of Iris on the board to March 31, 2027.
- 2) Approval of 2025-26 school calendars
- 3) Approval of financial statements and expenditure reports

Larry said the board's finance committee had reviewed and approved the financial statements and expenditure reports. Jeremy said the calendar includes a new feature: a week-long "acceleration academy" for struggling students to receive small-group tutoring during Spring Break in April. On motion, the consent agenda items were approved.

E. Principal Reports.

1) Success Academy at Boys and Girls Club. Brie Childs said SABGC has gained an experienced new kindergarten teacher, Chelsea Bowen, and a new instructional assistant, Valisa Williams, who is helping with reading and math interventions. The school has incorporated a reading program (“UFLI” – from the University of Florida Literacy Institute) in its after-school care as well as during the school day. The Boys & Girls Club Youth Development Instructors are doing a good job learning the program and supplementing what our licensed teachers are doing during the school day. We’re working on building relationships with students and families, as well as strengthening collaboration between teachers and YDI’s. Students are showing excellent growth in both reading and math, we’re looking forward to seeing their standardized test scores.

2) Career Academy Middle School. Maria Riley said the middle school has started a program of Saturday bus pick-up for extra help for students struggling academically or with attendance. With initial enrollment of 414, the school has seen 283 students improve English ILEARN scores from beginning to middle of the school year and 301 with improvement in math. 46 students were recognized for perfect attendance for the second quarter and 100 students were recognized for achieving their end-of-year “stretch” goals for I-READY scores by the middle of the year.

Midyear survey results show 100% of staff agreeing with overall satisfaction with the school but only 15 of 17 saying they would recommend the school as a great place to work. And while 79% of student respondents agree that the school has clear rules and consequences for behavior, 61% disagree that other students are well behaved. For parent responders, we were glad to see that 99% felt that staff often made them aware of information and news about the school.

The major goal of the third quarter will be continued improvement in English and math scores, as measured by formative assessments, and continued decline in chronic absenteeism, down so far this year to 20% from 39.4% last year.

Maria introduced Miss Octavia Lee, the school’s new family engagement specialist, who’s done a lot to improve attendance. Miss Lee said building trust and family engagement can’t be done in a hurry, it needs to start gradually but we’re seeing good results now. Part of this is to help parents understand the importance of attendance, we’ve found data can make a big impression. Inviting parents to come to the school and share ideas is important. We’ve also had good results with a translation app to help reach parents with limited proficiency in English.

Jeremy said we recognize the value of what Miss Lee is doing and we want to expand to provide some or all of such services to our other schools.

3) Portage School of Leaders. Andrew Hoyt said PSOL has welcomed family engagement specialist, Jafania Jones, and a new college and career counselor, Andrea Deleon. They both started in January and have already had a great impact.

As of this week PSOL joined the Skills for the Future Initiative, led by the Carnegie Foundation and ETS Educational Testing Services to develop robust, scalable assessments and analytic tools for measuring meaningful competencies. The vision is that modern education has been plagued by reliance on assessment systems focusing on a limited set of cognitive skills that are easily measured. The goal is build a richer, smarter system of assessment, one that recognizes core academic skills and a broad array of other essential competencies.¹ PSOL is one of the small number of schools who are participating in this pilot over the course of the next couple of years, to help them figure out how this is really going to work. So we're excited to be participating. PSOL is also one of the 20 schools selected by the Carnegie Foundation for another initiative called The Future of High School.² The future of high school initiative is a network of high schools across the country who are committed to durable skills, broader goals for learning, more engaging experiences for students in high school, and new measurement systems, a new way of giving feedback to students across high school. 90 schools were invited to apply, we're pleased to be one of the 20 selected.

Marketing is a critical focus for PSOL at this point. PSOL worked with Career Academy High School hosting an eighth-grade visit day from Career Academy Middle School and a high school information night. With the anniversary of PSOL's opening there have been several potluck dinners at the school, with good turnout. Andrew's team is adding content weekly to PSOL's website.

PSOL will start implementing a new learning management system in trimester three, to be fully implemented next year, called Head Rush.³

Andrew added another long-term goal for him will be to finalize programmatic and personnel decisions related to the Quality Counts grant.⁴

F. Academic Report. Emily Gaskill presented slides showing Trine's evaluation. Attendance is at approaching standard for all the schools. Financial performance remains at approaching standard, organizational strength is at meeting standard. Career High is generally at approaching standard for academic standards. Percent of 11th graders passing state assessment in November was up from last year but below state average. Career Middle is generally at does not meet standard but is at

¹ See <https://www.carnegiefoundation.org/our-work/high-school-transformation/skills-for-the-future-initiative/>

² See <https://www.carnegiefoundation.org/our-work/high-school-transformation/future-of-high-school-network/>

³ See <https://www.headrushlearning.com/>

⁴ See <https://www.in.gov/doe/files/C6-QC-CSP-Program-RFP.pdf>

approaching standard for growth in both English and math. The Portage School is too new to be held accountable. Success Academy Ardmore was at does not meet standard for English, approaching standard for math. Success Academy at Boys and Girls Club was at approaching standard for English, does not meet standard for math. Results so far this year give reason to believe pass rates on the State's year-end assessment will be up from last year.

Becky Bartlett said the process is challenging but we're seeing growth. We continue to need more work in math, and we're working on a plan for that. We've obtained grants for literacy coaches at both of the elementary schools, and we have seen progress with the literacy coaching. The middle school has reading coaching, math coaching, and STEM coaching. We want to try to bring in another math coach and see if we can make a difference that way.

Emily said the \$18,000 scholarship to Trine has been awarded to Gavin Troop.

G. Marketing Report. Vincent Liew, Chief Marketing Officer, said the marketing plan will include search engine optimization, pay ads, targeted email campaigns, and community outreach. We're also implementing technology upgrades, including an AI power chat bot for our websites, to improve communication with interested families.

H. Organizational Updates. Jeremy said as Nick Garska isn't here, I want to share with the Board the news that Career High's graduation rate last year was 98.48%, the highest rate in St. Joseph County. Also want to update the status of 3919 Crescent Circle: renovations have begun, currently there are four classrooms plus a teacher's area and some office space. We finalized the building drawings and will add six additional classrooms. So there will be a total of 10 classrooms with a large maker space, a classiteria space that will be used both instructionally and for an eating area, a conference room, and office spaces for support staff. This semester will be interesting, as we're renovating a building while using it for instruction. But the goal is to have that space open for the fall in August, so that for 25-26 school year we won't need to have any wait lists for the middle school.

Jeremy presented slides of the first semester surveys. One point shown is that we need to continue to work on student discipline and making sure that the teachers have the environment that they need to provide high quality instruction. Another point is the response to the question "I am treated with respect": 92% of responses agreed. That's teachers, staff, your leadership, everyone. 92% said that they feel that they're treated with respect.

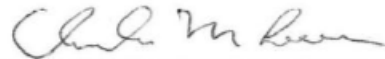
Another important question was “CANOPS cares about my well-being.” Across the network 82% agreed. Another was “If I raised a concern about ethics and integrity, I’m confident my employer would do what is right.” 80% agreed. Lastly “I feel supported at work” - 82% agreed. I think that speaks to the job that the principals and the team leads are doing, and shows the culture that has been established.

Candy Van Buskirk said while we’ve made progress with chronic absenteeism, we need to go further, so we’re planning to hire a truancy officer. Larry said let’s find another for that position that sounds less harsh, which Candy agreed.

Candy said a major goal for the rest of the year is reviewing curriculum. We started with Career Middle School, then added Career High School, then Success Academy, now we’re adding PSOL and SABGC. We want to make sure we’re using resources for maximum benefit, consistently through our schools.

Candy added she was grateful to have been sent to an education conference housed by the Carnegie Foundation and the XQ Institute.⁵ We want to keep informed and participate in the evolution of schools, especially the future of high school.

I. Other Business/Public Comment. Marian asked if anyone wanted to bring up any other issues or if anyone had questions or comments. There being none, the meeting was adjourned.



Charles M. Loeser, Secretary

⁵ See <https://xqsuperschool.org/about/>

Career Academy of South Bend, Inc.
Minutes of Meeting of Board of Directors
Success Academy Primary School
3408 Ardmore Trail, South Bend
December 10, 2024

Directors Present: Larry Garatoni, Iris Hammel, Chad Hartzell, Marian Hodges, Janet Scott, Nick Swisher
Via Zoom: John Desalle
Absent : Michael Garatoni, Rachel Savoie
Staff Attending: Jeremy Lugbill, Doug Warrington, Candy Van Buskirk, Nick Garstka, Maria Reilly, Andrew Hoyt, Sybil Snyder, Brie Childs, Becky Bartlett, Rob Kohler, Steph Ebersol, Vincent Liew, Laurie Gregory, Mark Norton, Jane Schlichter, Rhonda Myers
Attending for Trine: Emily Gaskill (via Zoom)
Others via Zoom: Steve Wheatley, Dave Ebersol, Charles Loeser

- A. Call to Order. Larry Garatoni called the meeting to order at 5:00 pm.
- B. Approval of Minutes. The minutes of the most recent (October 29) meeting were approved.
- C. Student Presentation. Jeremy introduced Success Academy principal Sybil Snyder, accompanied by students serving as the school's "Superhero Volunteer Corps" (known as the SVC). Currently the SVC consists of two members from each class. They have some training and help with a variety of jobs. Sybil introduced fifth grader Paviel who explained that students are selected for the SVC for doing well in school with good behavior and leadership qualities. Another student, Andrea, said the SVC helps teachers, such as with cleaning up decorations, and helps younger students. Ms. Snyder introduced Aaron, who helps with traffic control every morning, greets arriving students, and stops kids from running in the halls. Third graders Layla and Cheyenne said the SVC stops kids from littering or making too much noise in the halls. SVC kids often do morning or afternoon announcements on the intercom. Ms. Snyder explained it's important to recognize and highlight good behavior rather than focusing on negatives. The goal is to create a "circle of trust" gradually extending to all students. A "real-world" touch is that SVC kids sometimes mess up, and when they do, they can be "fired" – but if they are, they get to pick their replacement, who they're responsible for training. Kids who've been fired usually want to get back on the SVC in the next semester. It's great for good behavior and responsibility to be rewarded. Jeremy noted there were some parents of SVC kids present, he thanked them for raising such good kids, and asked them to stand to be honored with a round of applause.

D. Summer Learning Labs 2024. Jeremy introduced Jacqueline Kronk, CEO of Boys and Girls Club of the Northern Indiana Corridor, Inc. (formerly known as Boys and Girls Club of St. Joseph County), which in partnership with the Mind Trust ran the summer school program in South Bend this past summer. City-wide there were five weeks of full day curriculum at 16 locations for 2500 kids. Three locations were CANOPS schools (Portage School, Success Academy-Ardmore and Success Academy-BGC), serving 286 CANOPS students. Instruction was by certified teachers together with BGC para-professionals, using principles of the science of reading, with classes capped at 15 students. Academic results were excellent: average gain of 26% in English and 20% in math. That's unusual for summer school. Most (75%) of the participating kids qualified for free or reduced lunch. Gains were consistent among student ethnicities. The IDOE and Mind Trust have agreed to fund this again next summer.

E. Consent Agenda. Larry presented three matters requiring Board approval:

- 1) Form for notification of students and parents of the requirement for high school seniors to submit the Free Application for Federal Student Aid (FAFSA) or file a waiver form by April 15 [Ind Code 20-26-5-42.2].
- 2) Procedure for tracking FAFSA submissions.
- 3) Truancy Prevention Policy [Ind Code 20-33-2.5-4].

Larry asked if any Board member had questions or comments on these matters. There were none. On motion, all were unanimously approved.

F. Financial and Expenditure Reports. Marian said the Finance Committee (Mike together with Larry and her) had reviewed the October financial statements and expenditure reports and recommended approval. On motions, the financial statements and expenditure reports were approved.

G. Multi-Tiered Systems of Support ("MTSS"). Rhonda Myers explained her role as Director of MTSS, a system for identifying and addressing the needs of students requiring special care. The most intense care is provided for the small ("Tier 3") group (generally 1% to 5%), students with the greatest needs. A larger group ("Tier 2")(10% to 15%) requires less extra support, while the majority of students ("Tier 1")(80% to 90%) requires no special services. This applies to both academic success and behavioral problems, taking account that both may be greatly influenced by a student's health and home circumstances. Data is used for identifying the type and intensity of services needed by each student, tracking results, and modifying services as needed. The MTSS process requires involvement of teachers, principals, social workers, and counselors. Jeremy noted that the highest priority for any school is excellence in Tier 1 instruction, ideally to reduce the need for Tier 2 and Tier 3 measures.

H. Principals' Reports.

1) Success Academy at Boys & Girls Club - Brie Childs. SABGC has added an Instructional Assistant, very experienced, who's already been a great help. The master schedule has been revised to provide more instructional time. The I-Read-3 test is coming up, this year second graders will also take it, so there's a focus on reading for second and third graders.

2) Success Academy/Ardmore. Sybil Snyder said in November they had professional development session on increasing student engagement, using the Doug Fisher and Nancy Frey continuum of engagement model. Part of this is making kids aware so they start taking some responsibility and ownership for their engagement toward learning. The results have been good, as Trine has concurred. Increased engagement affects both academics and behavior, important for reducing need for Tier 2 and Tier 3 services.

The fall showcase and mini bazaar was a hit for the kids. This was the first time that kids made products and could sell them to their families. Fourth grade made 600 bucks at their grade level carnival. They had pottery, engineering sculptures, things made in the maker space. Fifth grade, which studied botany, made plant-based scrubs and lotions, which they sold. Third graders went to the South Bend Chocolate Café and made chocolates which they sold at their showcase mini bazaar.

In November we had iReady growth checks, providing a predictive score on how likely kids are going to meet their growth goal, and also how likely they'll meet their end of year goal. As of November, 70% of K5 students were projected likely or somewhat likely to meet their growth goal for English and 71% for math.

There are new rules and regulations for truancy prevention, and it's a ton of work. We've had no affidavits needed so far, partly because the staff is writing letters and making phone calls. Our social workers are helping with home visits. Heidi Erickson, our assistant principal, introduced teachers last week to our attendance HERO incentive program that we will start after Christmas break. HERO is an acronym for "here every day, ready on time." The first class to get four days of 100% attendance will receive an incentive or reward.

3) Career Academy Middle School. Maria Reilly said the middle school's goal of reducing chronic absenteeism¹ is going well. Last year's rate was 40%, which is unacceptable although not unusual.² The goal this year was to reduce that by half. At

¹ Defined as missing at least 10% of school days (18 days based on the requirement of 180 instructional days).

² The IDOE data center shows CAMS for 2023-34 ranked #49 of 424 school corporations.

this point we are at roughly 17%, so there's significant progress. A great deal of effort is devoted to calling families and building trust. Reducing absenteeism should help improve academic results as measured by ILEARN. Another initiative for that purpose is what we're calling behavior academies: extra sessions for students with behavior problems that have resulted in missing class time. We're having Saturday sessions for which we pick up kids using our buses. We're also devoting more time to home visits, for which our goal is 40 visits over the year, and we're having family engagement events in evenings, six so far. We're pleased to have a Notre Dame science class working with our sixth graders: the Notre Dame students come every Friday and help our kids with projects that they'll display and present at a future family engagement event.

4) Career Academy High School. Nick Garstka said all juniors and seniors are taking a 30-minute SAT prep test (alternating English and math) every day. The high school had a food drive before Thanksgiving and distributed 63 family Thanksgiving meals.

5) Portage School of Leaders. Andrew Hoyt PSOL students have submitted their first applications for competency credits in the 29 skills within the five competency domains, such as persistence, task management, and interpersonal communication. There are certain dates that students are required to submit evidence of mastery of skills but we've decided to give students the option to submit at any time if they're ready before the scheduled date.

Andrew said PSOL is on trimesters and between trimester one and trimester two, there was a three-week window during which students were in a single totally immersive class for the entire three weeks. The subject was invasive species of the Great Lakes watershed, so students were out in rivers and visiting salmon hatcheries and talking about zebra mussels and learning on-site. One of the immersions was a study of leadership for all the freshmen. We studied trait theory, transformational leadership theory, and other approaches to leadership. We also went out six times to Five Star's Innovation Summit campus³ where we were blacksmithing and fishing and shooting archery. We didn't throw axes, but that's an option for future years. The kids got a big charge. This type of activity builds enthusiasm, connectedness, and character.

During the inter-trimester break we sent four teachers to the Hawken Mastery School in Cleveland⁴ where they had the opportunity to watch and discuss innovative mastery-based learning with instructors at one of the leading schools in the nation.

³ See <https://www.fivestarlife.org/>

⁴ <https://www.hawken.edu/academics/high-school>

Andrew said PSOL is hiring a Family Engagement Specialist and next year will add an MTSS specialist.

I. Academic Report. Emily Gaskill said based on PSAT scores Career High is at approaching standard for both English and math. The Portage School is too new to be held accountable but would be at approaching standard. There's been significant improvement in English, less so in math.

Nick explained that PSAT/SAT proficiency rates are based on grade cut scores:

	Grade Level Cut Scores			
	PSAT Grade 9	PSAT Grade 10	PSAT Grade 11	SAT
English	410	430	460	480
Math	450	480	510	530

The percentages of students scoring as proficient were:

	Career Academy High School			
	PSAT Grade 9	PSAT Grade 10	PSAT Grade 11	SAT
English	46	46	38	43
Math	9	6	15	10

	Portage School of Leaders			
	PSAT Grade 9	PSAT Grade 10	PSAT Grade 11	SAT
English	18	65	33	41
Math	6	15	8	10

Comparison:

	State Average		
	PSAT Grade 9	PSAT Grade 10	PSAT Grade 11
English	57	57	56
Math	29	26	29

Nick said some students who've said they've come to Career Academy for the welding program have told him that they don't intend to go to college and don't care how they score on the PSAT or SAT. Emily said it might be useful to identify (by student self-identification) what students aim for college and look at scores for that group. Iris said there are ways to evaluate student success other than by standardized test scores, as the legislative effort to change high school reflects.

Jeremy said he's met with the IDOE about this and there's increasing recognition that success in high school is not simply measurable by test scores. Iris said she's seen as a member of the state board of education proposed changes recognizing that.

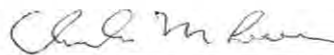
Emily said that 31 Career Academy students have qualified for instant admission to Trine but they need to submit additional information if they want to proceed. She also reminded Nick that it's up to him to select a student to receive Trine's \$18,000 scholarship.

J. Marketing Report. Vincent Liew, Chief Marketing Officer, explained the need and planning for gathering more data as to how people reach our websites and what they do when they reach us. Jeremy said that's a discussion that shouldn't be hurried but as this meeting has already been long, that discussion should be on another day.

K. Organizational Updates. Jeremy said there are multiple goals for the management team for next year, starting with completion of the strategic plan and working with other charter schools for more equitable funding support from the legislature (the term begins in January). Locally we need to complete remodeling of the "Bend" building to increase our capacity – at this point there are more students wanting to come to the Career Academy than we have room for. On a longer term, we need to focus our marketing and CTE programming on specific niches for which we can establish a strong regional capability and reputation.

Jeremy added we want to thank Trine for going ahead with renewal of our charter agreements for the three older schools for 15-year terms. There's a lot to look forward to.

L. Other Business/Public Comment. Larry asked if anyone wanted to bring up any other issues or if anyone had questions or comments. There being none, the meeting was adjourned.



Charles M. Loeser, Secretary

Career Academy of South Bend, Inc.
Minutes of Meeting of Board of Directors
Career Academy Middle/High School
3801 Crescent Circle, South Bend
October 29, 2024

Directors Present: Larry Garatoni, Michael Garatoni, Iris Hammel, Chad Hartzell,
Marian Hodges, Rachel Savoie, Janet Scott, Nick Swisher

Staff Attending: Jeremy Lugbill, Doug Warrington, Candy Van Buskirk, Nick Garstka,
Maria Reilly, Andrew Hoyt, Sybil Snyder, Brie Childs, Becky Bartlett,
Rob Kohler, Steph Ebersol, Vincent Liew

Attending for Trine: Emily Gaskill

A. Call to Order. Larry Garatoni called the meeting to order at 5:00 pm.

B. Approval of Minutes. The minutes of the most recent (August 27) meeting were approved.

C. Recognition of Rima Bell. Jeremy introduced Career Academy junior Rima Bahradine-Bell, congratulating her on being selected as the Boys and Girls Club Midwest "Youth of the Year"¹ and presenting a plaque honoring her. Rima expressed her thanks to the Boys and Girls Club and to the Career Academy, which she's attended for almost ten years, for helping her overcome difficult circumstances.

D. Consent Agenda. Larry presented four matters requiring Board approval:

- 1) Ratification of resolution authorizing the purchase of the office building at 5800 Nimitz Parkway, to be used for administrative offices to make more space at the main (3801) building available for classroom use (purchase already completed as approved via email).
- 2) Approval of Internal Controls Manual.
- 3) Approval of policy on criminal background checks [IC 20-26-5-10]

Larry asked if any Board member had questions or comments on these matters. There were none. On motion, all were unanimously approved.

E. Financial and Expenditure Reports. Larry said the finance committee (Marian and Mike together with Larry) had reviewed the August-September financial statements and expenditure reports and recommended approval. Mike said he wanted to commend

¹ See <https://www.wndu.com/2024/07/01/south-bend-teen-named-midwest-youth-year-by-boys-girls-clubs-america/>.

Doug and his team for the accuracy and detail of this work. On motions, the financial statements and expenditure reports were approved.

F. Experiential Learning. Candy gave a presentation on the principles of experiential learning as developed by psychologist David Kolb. The main idea is that effective learning occurs through a continuous cycle of experience, reflection, conceptualization, and experimentation:

- Concrete Experience – the learner encounters a concrete experience. This might be a new experience or situation, or a reinterpretation of existing experience in the light of new concepts.
- Reflective Observation of the New Experience – the learner reflects on the new experience in the light of their existing knowledge. Of particular importance are any inconsistencies between experience and understanding.
- Abstract Conceptualization – reflection gives rise to a new idea, or a modification of an existing abstract concept (the person has learned from their experience).
- Active Experimentation – the newly created or modified concepts give rise to experimentation. The learner applies their idea(s) to the world around them to see what happens.

With our emphasis on project-based learning and real world experience through internships, we're already utilizing principles of experiential learning, but for best results our leaders and teachers need professional development that will gradually make our methods more effective.

G. Principals' Reports.

1) Success Academy at Boys & Girls Club. Brie Childs said there was excellent turn-out for first quarter parent conferences and family night October 12. Students displayed first quarter projects and there was a good social evening. Next quarter projects will involve weather and climate change.

2) Success Academy/Ardmore. Sybil Snyder said all grades (K-5) completed the first i-Ready Growth Check tests for English and math, there will be a second in November. This will give a predictive measure of how students are coming along toward end-of-year growth.

3) Career Academy Middle School. Maria Reilly said 43 sixth graders were recognized for perfect attendance for the first quarter as well as 37 seventh graders and 39 eighth graders. Jeremy added the middle school has hired a Family Engagement Specialist who called every middle school family in the first month of school.

4) Career Academy High School. Nick Garstka said the students are preparing for the SAT. Improvement of pass rates is a major goal for the year.

5) Portage School of Leaders. Andrew Hoyt reported:

- The school was awarded a Quality Counts grant of \$2 million from the IDOE.
- Student-athletes completed their first athletic season (Cross Country).
- Studio Immersion classes have completed one round, including engagements with the Civic Theater, Making Waves, Riverbend Math, local news and radio stations, and other community partners.

H. Trine Report. Emily Gaskill said instruction has improved at SABGC with the addition of more licensed teachers and is now solid. Instruction has also improved at PSOL, the new teachers hired are excellent. CAMS is to be commended for a Meets Standard attendance rate for the first quarter. For other elements of accountability Trine's evaluation is:

Financial Performance

- Financial Management: Approaching Standard (No Change)
- Enrollment Variance: Does Not Meet Standard (91%, No Change)
- Current Ratio: Meets Standard (2.7, -5.3)
- Days Cash: Meets Standard (60.1, +18)
- Debt/Default Delinquency: Meets Standard (No Change)
- Debt to Asset Ratio: Does Not Meet Standard (0.91, +0.03)

Organizational Performance

- Governing Board:
 - Focus on High Academic Achievement: Meets Standard
 - Commitment to Exemplary Governance: Meets Standard
 - Fiduciary Responsibilities: Meets Standard
 - Strategic Planning and Oversight: Meets Standard
 - Legal and Regulatory Compliance: Meets Standard
- Leadership:
 - Culture of High Expectations: Meets Standard
 - Staff Development: Meets Standard
 - Instructional Leadership: Meets Standard

I. Chief Marketing Officer. Jeremy introduced Vincent Liew, who's joining our network as Chief Marketing Officer.

J. Marketing Report. Steph Ebersol reported that as of Count Day (October 1), SABGC had 115 students, up from 75 at the end of last school year. The 115 figure isn't final as there are some students claimed by other schools, but it's final enough that we

know growth has been excellent. Success Academy at Ardmore at 613 is also doing well. Rob said Career Middle at 393 is quite full, as is Career High at 420. We've had to deny admission to students for lack of space, then they enroll as on-line students in order to be in priority for in-person enrollment when vacancies open. We have 71 on-line students. At PSOL we're at 62 students, up from 25 last year but far to go. Larry asked what's the biggest obstacle. Rob said lack of transportation.

K. Organizational Updates. Jeremy said at the end of the first quarter, October 4, we had our "state of the network" lunch for all school staff, an occasion to recognize team members for excellent work, share our core values, tell stories, and share our goals for the coming quarter. Our network aspirations:

1. Be the best in the country for college and career readiness.
2. Create access and opportunity for ALL students.
3. Inspire entrepreneurship & innovation.
4. Be a great place to work.
5. Drive long-term growth and financial viability.

Our quarterly main goals ("rocks") to-date:

1. Secure a space for central office - done.
2. Clay project plan - Develop and be on schedule to date – on schedule.
3. Develop 2 core processes – documenting policies in process.
4. Develop and begin implementation of experiential learning milestones - underway.
5. Complete and begin reporting on monthly academic metrics - future.
6. Define and develop marketing team structure for 2800 students (3-year picture) - future.

The last is an audacious goal for three years from now, we aim high.

Jeremy said we're one of five school districts invited to meet in Indianapolis with the American Academy of Arts & Sciences Commission to discuss what's working in high school, what's not, and how can schools best prepare students for success after high school. A good exercise.

Jeremy said by the time this board meets next in December we hope to have the charter agreements for the three older schools renewed, which under a new law passed last year can now be for 15 years.

Jeremy said we're participating in a new trade organization for charter schools, the Indiana Charter Innovation Center. We've been asked to be a part of that leadership executive committee. This should be useful in pursuing funding equity.

L. Other Business/Public Comment. Larry asked if anyone wanted to bring up any other issues or if anyone had questions or comments. There being none, the meeting was adjourned.



Charles M. Loeser, Secretary

ATTACHMENT 4
GOVERNANCE DOCUMENTS

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

DEPARTMENT OF THE TREASURY

Date: JUN 13 2011

CAREER ACADEMY OF SOUTH BEND INC
4100 EDISON LAKES PARKWAY STE 260
MISHAWAKA, IN 46545

Employer Identification Number:
27-3113436
DLN:
17053344308010
Contact Person:
GERALD HOLLAND ID# 95031
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
February 28, 2011
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

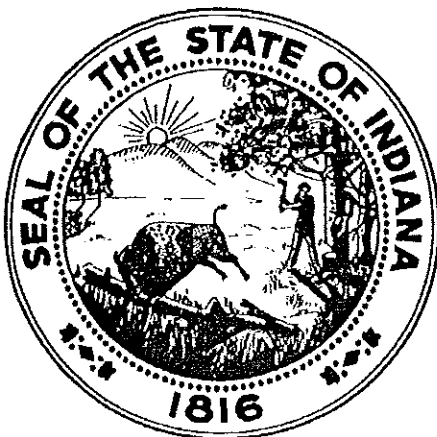
State of Indiana
Office of the Secretary of State

CERTIFICATE OF INCORPORATION
of

CAREER ACADEMY OF SOUTH BEND, INC.

I, Todd Rokita, Secretary of State of Indiana, hereby certify that Articles of Incorporation of the above Non-Profit Domestic Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented confirms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Wednesday, July 14, 2010.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, July 14, 2010

A handwritten signature in cursive script that reads "Todd Rokita".

TODD ROKITA,
SECRETARY OF STATE

APPROVED AND FILED
TODD ROKITA
INDIANA SECRETARY OF STATE
7/14/2010 11:34 AM

ARTICLES OF INCORPORATION

Formed pursuant to the provisions of the Indiana Nonprofit Corporation Act of 1991.

ARTICLE I – NAME AND PRINCIPAL OFFICE

CAREER ACADEMY OF SOUTH BEND, INC.
3605 Gagnon Drive, South Bend, IN 46628

ARTICLE II – REGISTERED OFFICE AND AGENT

Steven Hartz
3605 Gagnon Drive, South Bend, IN 46628

ARTICLE III – INCORPORATORS

Steven Hartz
3605 Gagnon Drive, South Bend, IN 46628
Signature: Steven Hartz

ARTICLE IV – GENERAL INFORMATION

Effective Date: 7/14/2010

Type of Corporation: Public Benefit Corporation

Does the corporation have members?: No

The purposes/nature of business
public charter school

Distribution of assets on dissolution or final liquidation
to another public charter school, balance to another non-profit educational entity

**State of Indiana
Office of the Secretary of State**

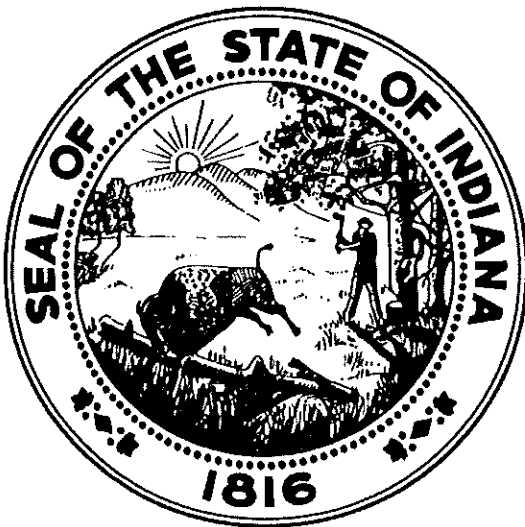
CERTIFICATE OF AMENDMENT

of

CAREER ACADEMY OF SOUTH BEND, INC.

I, CHARLES P. WHITE, Secretary of State of Indiana, hereby certify that Articles of Amendment of the above Non-Profit Domestic Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Friday, May 27, 2011.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, May 27, 2011.

A handwritten signature in cursive script that reads "Charles P. White".

CHARLES P. WHITE,
SECRETARY OF STATE



ARTICLES OF AMENDMENT TO THE ARTICLES OF INCORPORATION (NONPROFIT)

State Form 4161 (R10 / 1-03) / Corporate Form No. 364-2 (May 1988)

Approved by State Board of Accounts 1995

TODD ROKITA
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-6578

11 MAY 27 PM 4:11

INSTRUCTIONS: Use 8 1/2" x 11" white paper for attachments.
Present original and one copy to address in upper right corner of this form.
Please TYPE or PRINT.
Please visit our office on the web at www.sos.in.gov.

Indiana Code 23-17-17-1 et seq.
FILING FEE: \$30.00

ARTICLES OF AMENDMENT TO THE ARTICLES OF INCORPORATION

The undersigned officer of the Nonprofit Corporation named in Article I below (hereinafter referred to as the "Corporation") desiring to give notice of corporate action effectuating Amendment(s) to the Articles of Incorporation, certifies the following facts:

This Corporation exists pursuant to: (check appropriate box)

- ☐ The Indiana Not-For-Profit Corporation Act of 1971 (IC 23-7-1.1) as amended.
- ☐ Indiana General Not-For-Profit Corporation Act (approved March 7, 1935)
- ☒ Indiana Nonprofit Corporation Act of 1991 (IC 23-17-1) as amended

APPROVED
AND
FILED
Charles R. Loeser
IND. SECRETARY OF STATE

ARTICLE I - Amendment(s)

SECTION 1: The name of the Corporation is:

Career Academy of South Bend, Inc.

SECTION 2: The date of incorporation of the Corporation is:

July 14, 2010

SECTION 3: The name of the Corporation following this amendment to the Articles of Incorporation is:

Career Academy of South Bend, Inc.

SECTION 4

The exact text of Article(s) II and IV of the Articles of Incorporation is now as follows.

Article II: Registered Office and Agent: Charles M. Loeser, 4100 Edison Lakes Parkway, Suite 260, Mishawaka, IN 46545

Article IV: The purposes/nature of business:

(a) The purpose is to operate a charter school to be known as South Bend Career Academy, exclusively for charitable and educational purposes in accordance with Section 501(c)(3) of the Internal Revenue Code or corresponding section of any future federal tax code.

(b) No part of the net earnings of the organization shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its educational/charitable purposes. No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on by (a) an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (b) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

(c) Upon the dissolution of the organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose. Any such assets not disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

SECTION 5

The date of adoption of the amendment to the Article(s) II and IV was May 25 26, 20 11

ARTICLE II - MANNER OF ADOPTION AND VOTE**SECTION 1: Action by Board of Directors**

The Board of Directors duly adopted a resolution proposing to amend the Article(s) of Incorporation: (select one)

- ☐ At a meeting held on _____, 20 11, at which a quorum of such Board was present.
- ☒ By written consent executed on May 26, 20 11, and signed by all members of such Board.

SECTION 2: Action by members**IF APPROVAL OF MEMBERS WAS NOT REQUIRED:**

The Amendment(s) were approved by a sufficient vote of the Board of Directors or incorporators and approval of members was not required.

☒ Yes ☐ No

The Amendment(s) were approved by a person other than the members, and that approval pursuant to Indiana Code 23-17-17-1 was obtained.

☐ Yes ☐ No

IF APPROVAL OF MEMBERS WAS REQUIRED:**TOTAL****MEMBERS OR DELEGATES
ENTITLED TO VOTE AS A CLASS****1****2****3**

MEMBERS OR DELEGATES ENTITLED TO VOTE

MEMBERS OR DELEGATES VOTED IN FAVOR

MEMBERS OR DELEGATES VOTED AGAINST

- ☐ The manner of the adoption of the Articles of Amendment and the vote by which they were adopted constitute full legal compliance with the provisions of the Act, the Articles of Incorporation, and the By-Laws of the Corporation.

I hereby verify, subject to penalties of perjury, that the facts contained herein are true.

Signature of current Officer



Printed name of Officer

Charles M. Loeser

Title of Officer

Assistant Secretary

**State of Indiana
Office of the Secretary of State**

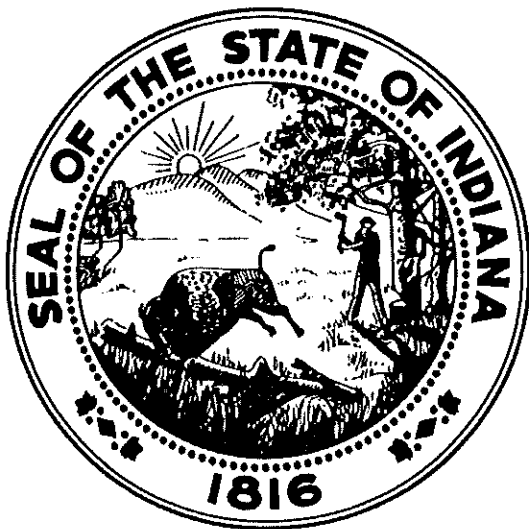
CERTIFICATE OF AMENDMENT

of

CAREER ACADEMY OF SOUTH BEND, INC.

I, CHARLES P. WHITE, Secretary of State of Indiana, hereby certify that Articles of Amendment of the above Non-Profit Domestic Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Nonprofit Corporation Act of 1991.

NOW, THEREFORE, with this document I certify that said transaction will become effective Thursday, September 22, 2011.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, September 22, 2011.

A handwritten signature in cursive script that reads "Charles P. White".

CHARLES P. WHITE,
SECRETARY OF STATE



**ARTICLES OF AMENDMENT TO THE ARTICLES
OF INCORPORATION (NONPROFIT)**
State Form 4161 (R11 12-11) / Corporate Form No. 364-2 (May 1988)
Approved by State Board of Accounts 1095

APPROVED
AND
FILED

Charles P. White
IND. SECRETARY OF STATE

CHARLES P. WHITE
SECRETARY OF STATE
CORPORATIONS DIVISION
302 W. Washington St., Rm. E018
Indianapolis, IN 46204
Telephone: (317) 232-6576

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Please TYPE or PRINT
Please visit our office on the web at www.sos.in.gov.

Indiana Code 23-17-17-1 at seq.
FILING FEE: \$30.00

The undersigned officer of the Nonprofit Corporation named in Article I below (hereinafter referred to as the 'Corporation') desiring to give notice of corporate action effectuating Amendment(s) to the Articles of Incorporation, certifies the following facts:

This Corporation exists pursuant to: (check appropriate box)

- ☐ The Indiana Not-For-Profit Corporation Act of 1971 (IC 23-7-1.1) as amended.
- ☐ Indiana General Not-For-Profit Corporation Act (approved March 7, 1935)
- ☐ Indiana Nonprofit Corporation Act of 1991 (IC 23-17-1) as amended

RECEIVED
IND. SECRETARY OF STATE

SEP 22 2011

Charles P. White

ARTICLE I AMENDMENT(S)

SECTION 1: The name of the Corporation is:

Career Academy of South Bend, Inc.

SECTION 2: The date of incorporation of the Corporation is (month, day, year):

July 14, 2010

SECTION 3: The name of the Corporation following this amendment to the Articles of Incorporation is:

Career Academy of South Bend, Inc.

SECTION 4

The exact text of Article(s) IV, V and VI of the Articles of Incorporation is now as follows.

Article IV – Purpose And Powers

Section 4.1: Purpose.

(a) The Corporation's purpose is to operate a charter school to be known as South Bend Career Academy (the "School"), exclusively for charitable and educational purposes in accordance with Section 501(c)(3) of the Internal Revenue Code or corresponding section of any future federal tax code and in accordance with the provisions of the Indiana Charter Schools Act, Ind. Code 20-5.5, et. seq., as amended. In furtherance of the aforesaid purpose, to transact any and all lawful business for which corporations may be incorporated under the Indiana Nonprofit Corporation Act of 1991 (IC 23-17-1 et seq.), provided such business is not inconsistent with the Corporation being organized and operated exclusively for charitable educational purposes, Section 501(c)(3) of the Internal Revenue Code, and the Indiana Charter Schools Act.

(b) No part of the net earnings of the organization shall inure to the benefit of, or be distributable to its members, trustees, officers, or other private persons, except that the organization shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its educational/charitable purposes.

(c) No substantial part of the activities of the organization shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the organization shall not participate in, or intervene in (including the

publishing or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of this document, the organization shall not carry on any other activities not permitted to be carried on by (1) an organization exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or (2) by an organization, contributions to which are deductible under section 170(c)(2) of the Internal Revenue Code, or corresponding section of any future federal tax code.

(d) Subject to Article V below, upon the dissolution of the organization, its assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose, and any such assets not disposed of shall be disposed of by the Court of Common Pleas of the county in which the principal office of the organization is then located, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

(e) Notwithstanding any other provision of these Articles of Incorporation, the Corporation shall not carry on any other activities not permitted to be carried on: (i) By a corporation exempt from Federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, or (ii) by a corporation, contributions to which are deductible under Section 170(c)(2), Section 2055(a)(2), or Section 2522(a)(2) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

Section 4.2: Powers. Subject to any limitation imposed by the Indiana Nonprofit Corporation Act, Section 501(c)(3) of the Internal Revenue Code, the Indiana Charter Schools Act, or other applicable law, the Corporation shall have the power to do everything necessary, advisable or convenient for the accomplishment of any of the purposes hereinbefore set forth, or which shall at any time appear conducive to or expedient for the protection or benefit of the Corporation, and to do all of the things incidental thereto or connected therewith which are not forbidden by law;

Section 4.3: Limitations on Powers. If the Corporation is or becomes a private foundation (as defined in Section 509(a) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws), the Corporation shall be subject to the following requirements:

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

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

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

The Corporation shall not make any investments in such a manner as to subject it to the taxes on investments that jeopardize charitable purposes imposed by Section 4944 of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws.

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

Article V – Distribution of Assets on Revocation/Dissolution

If Ball State University (the Sponsor of the School under the Indiana Charter Schools Act) revokes the School's charter before the end of the term for which it is granted, or does not renew the charter, or the charter is otherwise

terminated before the end of the term for which it is granted, the provisions of Indiana Code 20-24-7-9 concerning distribution of local or state funds that remain to be distributed to the School shall apply.

If the Corporation is dissolved, then consistent with Indiana Code 20-24-3-3, the Board of Directors shall, after paying or making provision for the payment of all the liabilities of the Corporation, distribute all the assets of the Corporation exclusively for the purposes of the Corporation as follows:

First, all remaining funds received by the Corporation from the Indiana Department of Education ("Department") shall be returned to the Department not more than thirty (30) days after dissolution;

Second, all remaining assets shall be distributed in such manner, or to such organization or organizations organized and operated exclusively for educational or charitable purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent Federal tax laws, as the Board of Directors shall determine; and

Third, any such assets not so disposed of shall be disposed of by the Judge of the Circuit Court of Marion County, Indiana, exclusively for such purposes or to such organization or organizations, as said Court shall determine, which are organized and operated exclusively for such purposes.

Article VI – Term of Existence The Corporation shall have perpetual existence.

SECTION 5

The date of adoption of the amendment to the Articles was September 20, 2011.

ARTICLE II--MANNER OF ADOPTION AND VOTE**SECTION 1: Action by Board of Directors**

The Board of Directors duly adopted a resolution proposing to amend the Article(s) of Incorporation: (select one)

☒ At a meeting held on September 20, 2011 at which a quorum of such Board was present.

☐ By written consent executed on _____, 2011 and signed by all members of such Board.

SECTION 2: Action by members**IF APPROVAL OF MEMBERS WAS NOT REQUIRED:**

The Amendment(s) were approved by a sufficient vote of the Board of Directors or Incorporators and approval of members was not required.

☐ Yes ☐ No

The Amendment(s) were approved by a person other than the members, and that approval pursuant to Indiana Code 23-17-17-1 was obtained.

☐ Yes ☐ No

IF APPROVAL OF MEMBERS WAS REQUIRED:**TOTAL****MEMBERS OR DELEGATES
ENTITLED TO VOTE AS A CLASS****1****2****3**

MEMBERS OR DELEGATES ENTITLED TO VOTE

MEMBERS OR DELEGATES VOTED IN FAVOR

MEMBERS OR DELEGATES VOTED AGAINST

☐ The manner of the adoption of the Articles of Amendment and the vote by which they were adopted constitute full legal compliance with the provisions of the Act, the Articles of Incorporation, and the By-Laws of the Corporation.

I hereby verify, subject to penalties of perjury, that the facts contained herein are true.

Signature of current Officer



Printed name of Officer

Charles M. Loeser

Title of Officer

Assistant Secretary

BYLAWS
OF
CAREER ACADEMY OF SOUTH BEND, INC.

ARTICLE I: General

Section 1: Name

The name of the corporation is Career Academy Of South Bend, Inc. (the "Corporation").

Section 2: Initial Registered Office and Initial Registered Agent

The post office address of the Corporation's initial registered office is 4100 Edison Lakes Parkway, Suite 260, Mishawaka, IN 46545. The registered agent in charge of the initial registered office is Charles M. Loeser.

Section 3: Fiscal Year

The Fiscal Year of the Corporation shall begin on the first day of July, and shall end on the last day of June in the following year.

ARTICLE II: Board of Directors

Section 1: Directors

The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors, subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board of Directors shall have no less than five members, and no more than eleven. At all times at least one-half of the members of the Board of Directors shall be residents of the Indiana counties where current students at the charter school reside.

Members of the Board of Directors will serve a term of roughly two years, with each director to be re-elected or replaced at the end of the initial term as stated below or a renewal term:

Board Member	End of Initial Term
Lawrence Garatoni	April 30, 2016
Tracy Graham	April 30, 2016
Jinny Longbrake	October 31, 2016
Vivian Sallie	October 31, 2016
Thomas Coley	April 30, 2017
Larry Davis	April 30, 2017
Dave Risner	October 31, 2017
Mike Garatoni	October 31, 2017
Lori Smith	April 30, 2018

The term of each director as re-elected at the end of the initial term as stated above, or a new director who may be elected to replace a retiring director, shall expire on the second anniversary of the date of such re-election or appointment. A retiring board member may, at the election of the remaining board members, be designated as a Director Emeritus with the right to participate by discussion in meetings of the board but without the power to vote. A director emeritus may not be included in comprising a quorum.

Section 2: Quorum and Approval of Actions

A majority of the Directors must be in attendance at the beginning of a meeting to constitute a quorum for the transaction of any business properly to come before the Board of Directors. The approval of a majority of the Directors present at a meeting in which a quorum is present shall be considered the act of the Board of Directors. Any Director participating in a meeting by telephone may vote or make motions, and shall be counted towards a quorum, subject to compliance with the terms of Indiana Code 5-14-1.5-3.6.

Section 3: Regular Meetings

The Board of Directors shall hold regular meetings on a monthly or near-monthly basis during the school year, with at least one meeting during the summer, for the purpose of transaction of such business as properly may come before the Board. Meetings shall be held in one of the school buildings used by the Corporation.

Section 4: Special Meetings

The Board of Directors may hold special meetings for any lawful purpose upon notice as described in Section 6 of this Article II, upon call by the President, or by two or more members of the Board. A special meeting shall be held at such date, time, and place inside the State of Indiana or elsewhere as specified in the call of the meeting.

Section 5: Compliance with Indiana Open Door Law

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

Section 6: Notice of Special Meetings

Oral or written notice of the date, time, and place of each special meeting of the Board shall be communicated, delivered, or mailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board of Directors so that such notice is effective at least two business days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting.

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

- (a) When received;
- (b) Five (5) days after the notice is mailed, as evidenced by the postmark or private carrier receipt, if mailed correctly addressed on the address listed in the most current records of the Corporation;
- (c) On the date shown on the return receipt, if sent by registered or certified United States mail, return receipt requested, and the receipt is signed by or on behalf of the addressee; or
- (d) Thirty (30) days after the notice is deposited with another method of United States Postal Service other than first class, registered, or certified mail, as evidenced by the postmark, if mailed correctly addressed to the address listed in the most current records of the Corporation.

Section 7: Waiver of Notice

Notice of a meeting may be waived to a director in a writing signed by the director entitled to notice and filed with the minutes or the corporate records. Attendance at or participation in any meeting of the Board of Directors shall constitute a waiver of lack of notice or defective notice of such meeting unless the director shall, at the beginning of the meeting or promptly upon the director's arrival, object to holding the meeting and not vote for or assent to any action taken at the meeting.

Section 8: Action by Written Consent

Any action required or permitted to be taken at any meeting of the Board, or any committee thereof, may be taken without a meeting if a written consent describing such action is signed by each director or committee member and if such written consent is included in the minutes or filed with the Corporation's records reflecting action taken. Action taken by written consent shall be effective when the last director or committee member signs the consent and the Board of Directors ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described in this Section 8 shall have the effect of approval at a meeting and may be described as such in any document.

Section 9: Resignation, Removal, and Vacancies:

Any director may resign at any time by giving written notice of such resignation to the Board of Directors. Such resignation shall take effect at the time specified, or, if no time is specified, at the time of receipt by the Board. The acceptance of a resignation shall not be necessary to make it effective.

A director may be removed for cause by a majority of the directors then in office. Cause shall include, but not be limited to:

- (a) Violations of applicable law, including (but not limited to):
 - i. Violations of the Indiana Charter School Law; and
 - ii. Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to intermediate sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code").
- (b) Breach of Fiduciary Duty, including, but not limited to, a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
- (c) Breach of any governing document relating to the Corporation, including, but not limited to, the Articles, these Bylaws, and the Charter Agreement.
- (d) Inadequate attendance at meetings of the Board of Directors, as defined as absence from three consecutive meetings, or from more than 1/3 of the meetings within one calendar year; provided, that for this purpose, a member who participates in a meeting by conference call or video-conference shall not be considered as absent.

Any vacancy on the Board of Directors created by the resignation or removal of a director shall be filled by a majority of the directors then in office. Each new member of the Board of Directors shall be provided by the Secretary with a copy of the School's charter application (narrative portion, excluding exhibits) and shall confirm, prior to voting as a member of the board, that he or she has read and agrees with the school's goals and mission as described therein.

Section 10: Educational Management Organizations

Should the Board of Directors elect to engage an educational management corporation ("EMO") to manage the operations of the charter school for which the Corporation is responsible, (the "School"), no member of the Corporation's Board of Directors nor an immediate relative of any director may have any pecuniary interest in such EMO.

ARTICLE III: Officers

Section 1: In General

The Officers of the Corporation shall consist of a President, a Vice-President, a Secretary, an Assistant Secretary, and a Treasurer. An officer may hold more than one office. At the first meeting of each fiscal year, the Board of Directors shall elect all officer positions for the year. Each officer shall be elected by the

Board of Directors and shall serve for one year, or until the officers successor is duly elected.

Officers do not need to be members of the Board of Directors. Any officer may be removed by the Board of Directors at any time for cause as that term is defined herein in Article II, Section 9. Any vacancy in any office shall be filled by the Board of Directors, and any person elected to fill such vacancy shall serve until the expiration of the term vacated and until his or her successor is elected.

Section 2: President

The President shall preside at all meetings of the Board of Directors of the Corporation and shall be responsible for implementing the policies established by the Board of Directors, as well as other duties as prescribed by the Board.

Section 3: Vice-President

The Vice-President shall serve in place of the President during times in which the President is unavailable.

Section 4: Secretary and Assistant Secretary

The Secretary shall serve as the custodian, or shall delegate such duties as deemed necessary and expedient, of all papers, books, and records of the Corporation, other than books of account and financial records. The Secretary shall prepare, or shall cause to be prepared, and enter in the minute book the minutes of all meetings of the Board. The Secretary shall authenticate records of the Corporation as necessary, and shall perform other duties usual to such position as the Board of Directors or President may prescribe. An assistant secretary shall be designated to act as Secretary in the absence of or pursuant to instructions of the Secretary.

Section 5: Treasurer

The Treasurer shall oversee the School's chief financial officer ("CFO") and shall cause the CFO to (i) prepare and maintain (or cause others to prepare and maintain) correct and complete records of account showing accurately the financial condition of the Corporation; (ii) cause all notes, securities, and other assets coming into the possession of the Corporation to be received, accounted for, and placed in safekeeping according to proper audit and accounting principles; (iii) furnish (or cause to be furnished) a statement of the financial condition of the Corporation at each meeting of the Board or otherwise when requested by the Board of Directors or the President; (iv) perform other duties usual to the position of CFO as the Board of Directors or President may prescribe.

ARTICLE IV: Committees

Section 1: Executive Committee

The Board of Directors may, by resolution adopted by a majority of the directors then in office, designate two (2) or more directors of the Corporation to constitute

an Executive Committee which, to the extent provided in such resolution and consistent with applicable law, shall have and exercise all of the authority of the Board of Directors in the management of the Corporation's affairs during intervals between the meetings of the Board of Directors. The Executive Committee shall be subject to the authority and supervision of the Board of Directors.

Section 2: Other Committees

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

ARTICLE V: Conflicts of Interest

Section 1: General Policy

It is the policy of the Corporation and its Board of Directors that the Corporation's directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

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

- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except by where such dealings have been disclosed to, and specifically approved and authorized by, the Board of Directors of the Corporation.
- (e) The Board of Directors may require the Corporation's directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as prescribed by the Board, and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board shall be responsible for oversight of all disclosures or failures to disclose, and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2: Effect of Conflict Provisions

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

ARTICLE VI: Indemnification

Section 1: Indemnification by Corporation

To the extent not inconsistent with applicable law, every person (and the heirs and personal representatives of such person) who is or was a director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation, and with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful. The termination of any claim, action, suit, or proceeding by judgment, settlement, (whether with or without court approval), or conviction, or upon a plea of guilty or of nolo contendere, or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

Section 2: Definitions

- (a) As used in this Article VI, the phrase “claim, action, suit, or proceeding” shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:
- (i) By reason of his or her being or having been a director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or
 - (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
 - (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.
- (b) As used in this Article VI, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.
- (c) As used in this Article VI, the term “wholly successful” shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same without any payment or promise made to induce a settlement.

Section 3: Entitlement to Indemnification

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

Section 4: Relationship to Other Rights

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

Section 5: Extent of Indemnification

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

Section 6: Purchase of Insurance

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

ARTICLE VII: Contracts, Checks, Loans, Deposits and Gifts

Section 1: Contracts

The Board of Directors may authorize one or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board of Directors, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2: Checks

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

Section 3: Loans

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

Section 4: Deposits

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

Section 5: Gifts

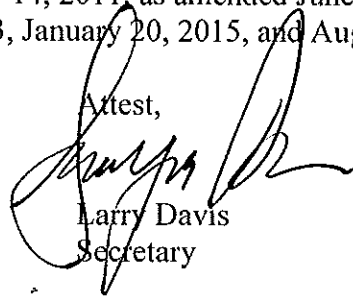
The Board of Directors may accept on behalf of the Corporation any gift, grant, bequest, devise or other contribution for the purposes of the Corporation on such terms and conditions as the Board of Directors shall determine.

ARTICLE VIII: Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Board of Directors of the Corporation; provided, however, that any proposed substantive alteration, amendment, or repeal of these Bylaws must be approved in writing by the Sponsor of the School (as the term "Sponsor" is defined in IC 20-24-1-9) prior to the Board of Directors of the Corporation taking any action thereon.

These Bylaws have been adopted by proper motion by the Board of Directors at the initial Board of Directors meeting on February 14, 2011, as amended June 23, 2011 and further amended April 27, 2012, May 20, 2013, January 20, 2015, and August 11, 2015.

Attest,

A handwritten signature in black ink, appearing to read "Larry Davis", is written over the printed name and title.

Larry Davis
Secretary

BYLAWS
OF
CAREER ACADEMY OF SOUTH BEND, INC.

ARTICLE I: General

Section 1: Names

The name of the Corporation is Career Academy of South Bend, Inc. (the “Corporation”). The Corporation also does business as (operates charter schools with names of) Career Academy High School, Career Academy Middle School, Success Academy Primary School, Success Academy at Boys and Girls Club, and The Portage School of Leaders (the said schools together with any additional schools operated by the Corporation in the future are referred to hereafter as the “Schools”). For the Schools collectively, the Corporation uses the name “Career Academy Network of Public Schools.”

Section 2: Registered Agent

The registered agent of the Corporation as of the amendment of these bylaws in December of 2023 is Kim Richardson, 3801 Crescent Circle, South Bend, IN 46628.

Section 3: Fiscal Year

The fiscal year of the Corporation (and for each of the Schools) shall begin on the first day of July and shall end on the last day of June in the following year.

ARTICLE II: Board of Directors

Section 1: Directors

The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors (“Board”), subject to the provisions of the Articles of Incorporation (the “Articles”) and these Bylaws. The Board shall have no fewer than five members, and no more than eleven. At all times at least one-half of the members of the Board (“Directors”) shall be residents of the Indiana counties where current students at the charter school reside.

The Superintendent of the Schools as well as the Business Manager of the Schools shall report to the Board. The Board’s role in management of the Schools shall be through supervision of the Superintendent and Business Manager. The Board shall not directly supervise other employees of the Schools.

Members of the Board will serve three-year terms unless a Director resigns, becomes unable to serve, or is replaced by vote of the other Directors. The current directors and their terms on the Board are as stated in **Exhibit A**.

Section 2: Quorum and Approval of Actions

A majority of the Directors must be in attendance at the beginning of a meeting to constitute a quorum for the transaction of any business properly to come before the Board. The approval of a majority of the Directors present at a meeting in which a quorum is present shall be considered the act of the Board. Any Director participating in a meeting by telephone may vote or make motions, and shall be counted towards a quorum, subject to compliance with the terms of Indiana Code 5-14-1.5-3.6 (copy attached as **Exhibit B**).

Section 3: Regular Meetings

The Board shall hold regular meetings on a monthly or near-monthly basis during the school year.

Section 4: Special Meetings

The Board may hold special meetings for any lawful purpose upon notice as described in Section 6 of this Article II, upon call by the President, or by two or more other Directors. A special meeting shall be held at such date, time, and place as specified in the call of the meeting.

Section 5: Compliance with Indiana Open Door Law

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

Section 6: Notice of Special Meetings

Written notice of the date, time, and place of each special meeting of the Board shall be delivered by email by the Secretary of the Corporation or the Secretary's designee or by the person or persons calling the meeting to each member of the Board so that such notice is effective at least two business days before the date of the meeting and complies with the Indiana Open Door Law. The notice need not describe the purpose of the special meeting. Notice shall be effective when received.

Section 7: Action by Written Consent

Any action required or permitted to be taken at any meeting of the Board, may be taken without a meeting if a written consent describing such action is signed by a majority of Directors or if a majority of Directors have submitted a written consent, which may be via email, and if such written consent is included in the minutes or filed with the Corporation's records reflecting action taken. Action taken by written consent shall be effective when written consents have been received from a majority of the Directors and the Board ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described in this Section 7 shall have the effect of approval at a meeting and may be described as such in any document.

Section 8: Resignation, Removal, and Vacancies:

Any Director may resign at any time by giving written notice of such resignation to the Board. Such resignation shall take effect at the time specified, or, if no time is specified, at the time of receipt by the Board. The acceptance of a resignation shall not be necessary to make it effective.

A Director may be removed for cause by a majority of the Directors then in office. Cause shall include but not be limited to:

(a) Violations of applicable law, including but not limited to:

- i. Violations of the Indiana Charter School Law (Indiana Code 20-24);
- ii. Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws.

- (b) Breach of Fiduciary Duty, including, but not limited to, a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.
- (c) Breach of any governing document relating to the Corporation, including, but not limited to, the Articles, these Bylaws, or a charter agreement for any of the Schools.
- (d) Inadequate attendance at meetings of the Board, as defined as absence from three consecutive meetings, or from more than 1/3 of the meetings within a calendar year; provided, that for this purpose, a member who participates in a meeting by conference call or video-conference shall not be considered as absent.
- (e) Any action deemed by a majority of the Directors then in office to be harmful or a discredit to the Corporation.

Any vacancy on the Board created by the resignation or removal of a Director or the expiration of a Director's term shall be filled by a majority of the Directors then in office. A candidate for the Board's approval shall be proposed by a Governance Committee of Directors, if a majority of the Directors then in office has appointed such a committee, or by the President if no such committee has been created. New Board members shall be selected on the basis of in- depth knowledge of a subject useful to the Corporation, such as manufacturing, information technology, entrepreneurship, human resources, marketing, or other subjects. If possible, candidates shall be selected who are or have been in a middle or senior management position and have had people reporting to them.

ARTICLE III: Officers

Section 1: In General

The officers of the Corporation shall consist of a President, a Vice-President, a Secretary, a Treasurer, an Assistant Secretary, and an Assistant Treasurer. An officer may hold more than one office. For the remainder of the 2023-24 school year after the amendment of these Bylaws in December, 2023, officers shall be appointed by the Board at the meeting on December 5, 2023. Thereafter officers shall be appointed at the last (typically June) Board meeting of each even-numbered year and shall serve two-year terms beginning July 1 of each even-numbered year.

The President, Vice-President, Secretary and Treasurer shall be members of the Board. The Assistant Secretary and Assistant Treasurer do not need to be members of the Board. Any officer may be removed by the Board at any time. Any vacancy in any office shall be filled by the Board, and any person elected to fill such vacancy shall serve for a term as designated by the Board.

Section 2: President

The President shall preside at all meetings of the Board of the Corporation and shall be responsible for implementing the policies established by the Board, as well as other duties as prescribed by the Board.

Section 3: Vice-President

The Vice-President shall serve in place of the President during times in which the President is unavailable.

Section 4: Secretary

The Secretary shall serve as the custodian, or shall delegate such duties as deemed necessary and expedient, of all papers, books, and records of the Corporation, other than books of account and financial records. The Secretary shall prepare or shall cause to be prepared the minutes of all meetings of the Board. The Secretary or the Secretary's designee shall authenticate records of the Corporation as necessary, and shall perform other duties usual to such position as the Board of Directors or President may prescribe.

Section 5: Treasurer

The Treasurer shall oversee the Schools' financial records and shall (i) prepare and maintain (or cause others to prepare and maintain) correct and complete records of account showing accurately the financial condition of the Corporation; (ii) cause all notes, securities, and other assets coming into the possession of the Corporation to be received, accounted for, and placed in safekeeping according to proper audit and accounting principles; (iii) furnish (or cause to be furnished) a statement of the financial condition of the Corporation at each meeting of the Board or otherwise when requested by the Board or the President.

ARTICLE IV: Committees

Section 1: Finance Committee

The Board may, by resolution adopted by a majority of the Directors then in office, designate two (2) or more Directors to constitute a Finance Committee which shall review and make recommendations to the Board as to proposed budgets for the Schools and the Corporation. The Finance Committee shall be subject to the authority and supervision of the Board.

Section 2: Governance Committee

The Board may, by resolution adopted by a majority of the Directors then in office, designate two (2) or more Directors to constitute a Governance Committee which shall:

- make recommendations to the Board as to appointment of new Directors and re-appointment or removal of current Directors
- review Board and Board Member performance
- review bylaws and best practices for Board functioning
- meet at least annually
- consist of Directors who are Officers and any other Board Member who wishes to join.

Section 3: Other Committees

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

ARTICLE V: Conflicts of Interest

Section 1: General Policy

It is the policy of the Corporation and its Directors that the Corporation's Directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's Directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.
- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or for any of their relatives, including spouses, ancestors, and descendants, from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a Director, or Director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the Director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except by where such dealings have been disclosed to, and specifically approved and authorized by, the Board.
- (e) The Board may require the Corporation's Directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as prescribed by the Board, and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board shall be responsible for oversight of all disclosures or failures to disclose, and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2: Effect of Conflict Provisions

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

ARTICLE VI: Indemnification

Section 1: Indemnification by Corporation

To the extent consistent with law, every person (and the heirs and personal representatives of such person) who is or was a Director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation, and with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful. The determination of any claim, action, suit, or proceeding by judgment, settlement, or conviction, or

upon a plea of guilty or of nolo contendere, or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

Section 2: Definitions

- (a) As used in this Article VI, the phrase “claim, action, suit, or proceeding” shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:
- (i) By reason of his or her being or having been a Director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or
 - (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
 - (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.
- (b) As used in this Article VI, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.
- (c) As used in this Article VI, the term “wholly successful” shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same without any payment or promise made to induce a settlement.

Section 3: Entitlement to Indemnification

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

Section 4: Relationship to Other Rights

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

Section 5: Purchase of Insurance

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

ARTICLE VII: Contracts, Checks, Loans, Deposits and Gifts

Section 1: Contracts

The Board may authorize one or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2: Checks

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

Section 3: Loans

Unless authorized by the Board, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances. The Board has previously authorized loans to the Corporation by Lawrence H. Garatoni and the Garatoni-Smith Family Foundation.

Section 4: Deposits

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

Section 5: Gifts

The Board may accept on behalf of the Corporation any gift, grant, bequest, devise or other contribution for the purposes of the Corporation on such terms and conditions as the Board shall determine.

ARTICLE VIII: Amendments

The power to make, alter, amend, or repeal the Bylaws is vested in the Boards of the Corporation, subject to approval of the Sponsor of the Schools (as defined in IC 20-24-1-9).

These Bylaws have been adopted by proper motion by the Board of Directors at the Board of Directors meeting on December 5, 2023.

Attest,

Charles M. Loeser
Assistant Secretary

Exhibit A: Career Academy of South Bend, Inc. Board of Directors As Of December 2023

Name		Term Ends	Start Date
Lawrence H. Garatoni President/Finance Committee Larry.Garatoni@hqinvestments.com	Retired, now focusing on philanthropy with emphasis on education in north-central Indiana. Former owner of multiple businesses. Trustee of Garatoni-Smith Family Foundation	10/31/2026	Feb 2011
Iris Hammel iris@raisingtheregion.org	Executive Director of Regional Innovation and Startup Education, Inc. (RISE)	3/31/2025	Feb 2023
Marian Hodges Finance Committee marian.hodges@aunalytics.com	Chief Strategy Officer and Corporate Secretary Aunalytics	10/1/2026	Sep 2016
Nick Swisher nswisher@nd.edu	Director of Marketing, Communications and Events IDEA Center, University of Notre Dame	10/1/2026	Aug 2019
Chad Hartzell chadhartzell@barlettaboats.com	VP, Human Resources Barletta Boat Company	10/1/2024	Aug 2019
Michael Garatoni Treasurer/Chair of Finance Committee Garatoni@growingkids.com	Owner/Founder of Growing Kids Learning Centers (7 locations, 230 employees)	10/1/2026	June 2015
John DeSalle jdesalle@nd.edu	Executive Engineer-in-Residence University of Notre Dame	10/1/2026	Sep 2021
Janet Scott Scottjanet4253@gmail.com	Retired former Success Academy Instructional Coach 2018-22, middle school and primary school principal at multiple schools, teacher and curriculum writer	5/1/2026	4/25/2023
Rachel Savoie rsavoie@beaconhealthsystem.org	Vice President of Operations, Memorial Hospital, South Bend	10/31/2025	5/18/2022

Exhibit B: Open Door Law Electronic Meetings

5-14-1.5-3.6. Participation in meeting via electronic communication — Governing body of public agency of state.

(a) This section applies only to a governing body of the following:

- (1)** A charter school.
- (2)** A public agency of the state, including a body corporate and politic established as an instrumentality of the state.
- (3)** An airport authority or a department of aviation under IC 8-22.
- (4)** A conservancy district under IC 14-33.

(b) A member of a governing body who is not physically present at a meeting of the governing body may participate in a meeting of the governing body by electronic communication only if the member uses a means of communication that permits:

- (1)** the member;
- (2)** all other members participating in the meeting;
- (3)** all members of the public physically present at the place where the meeting is conducted; and
- (4)** if the meeting is conducted under a policy adopted under subsection (g)(7), all members of the public physically present at a public location at which a member participates by means of electronic communication; to simultaneously communicate with each other during the meeting.

(c) The governing body must fulfill both of the following requirements for a member of the governing body to participate in a meeting by electronic communication:

(1) This subdivision does not apply to committees appointed by a board of trustees of a state educational institution, by the commission for higher education, by the board of the Indiana economic development corporation, or by the board of directors of the Indiana secondary market for education loans, as established, incorporated, and designated under [IC 21-16-5-1](#). This subdivision does not apply to a governing body if at least fifty-one percent (51%) of the governing body membership consists of individuals with a disability (as described in [IC 12-12-8-3.4](#)) or individuals with a significant disability (as described in [IC 12-12-8-3.6](#)), or both. The minimum number of members who must be physically present at the place where the meeting is conducted must be the greater of:

- (A)** two (2) of the members; or
- (B)** one-third (1/3) of the members.

(2) All votes of the governing body during the electronic meeting must be taken by roll call vote.

Nothing in this section affects the **public's** right under this chapter to attend a meeting of the governing body at the place where the meeting is conducted and the minimum number of members is physically present as provided for in subdivision (1).

(d) Each member of the governing body is required to physically attend at least one (1) meeting of the governing body annually. This subsection does not apply to a governing body if at least fifty-one percent (51%) of the governing body membership consists of individuals with a disability (as described in [IC 12-12-8-3.4](#)) or individuals with a significant disability (as described in [IC 12-12-8-3.6](#)), or both.

(e) Unless a policy adopted by a governing body under subsection (g) provides otherwise, a member who participates in a meeting by electronic communication:

- (1)** is considered to be present at the meeting;
- (2)** shall be counted for purposes of establishing a quorum; and
- (3)** may vote at the meeting.

(f) A governing body may not conduct meetings using a means of electronic communication until the governing body:

- (1)** meets all requirements of this chapter; and
- (2)** by a favorable vote of a majority of the members of the governing body, adopts a policy under subsection (g) governing participation in meetings of the governing body by electronic communication.

(g) A policy adopted by a governing body to govern participation in the governing **body's** meetings by electronic communication may do any of the following:

- (1)** Require a member to request authorization to participate in a meeting of the governing body by electronic communication within a certain number of days before the meeting to allow for arrangements to be made for the **member's** participation by electronic communication.

- (2)** Subject to subsection (e), limit the number of members who may participate in any one (1) meeting by electronic communication.
- (3)** Limit the total number of meetings that the governing body may conduct in a calendar year by electronic communication.
- (4)** Limit the number of meetings in a calendar year in which any one (1) member of the governing body may participate by electronic communication.
- (5)** Provide that a member who participates in a meeting by electronic communication may not cast the deciding vote on any official action. For purposes of this subdivision, a member casts the deciding vote on an official action if, regardless of the order in which the votes are cast:
- (A)** the member votes with the majority; and
- (B)** the official action is adopted or defeated by one (1) vote.
- (6)** Require a member participating in a meeting by electronic communication to confirm in writing the votes cast by the member during the meeting within a certain number of days after the date of the meeting.
- (7)** Provide that in addition to the location where a meeting is conducted, the public may also attend some or all meetings of the governing body, excluding executive sessions, at a public place or public places at which a member is physically present and participates by electronic communication. If the governing **body's** policy includes this provision, a meeting notice must provide the following information:
- (A)** The identity of each member who will be physically present at a public place and participate in the meeting by electronic communication.
- (B)** The address and telephone number of each public place where a member will be physically present and participate by electronic communication.
- (C)** Unless the meeting is an executive session, a statement that a location described in clause (B) will be open and accessible to the public.
- (8)** Require at least a quorum of members to be physically present at the location where the meeting is conducted.
- (9)** Provide that a member participating by electronic communication may vote on official action only if, subject to subsection (e), a specified number of members:
- (A)** are physically present at the location where the meeting is conducted; and
- (B)** concur in the official action.
- (10)** Establish any other procedures, limitations, or conditions that govern participation in meetings of the governing body by electronic communication and are not in conflict with this chapter.
- (h)** The policy adopted by the governing body must be posted on the Internet web site of the governing body, the charter school, the airport, the conservancy district, or the public agency.
- (i)** Nothing in this section affects a public **agency's** or charter **school's** right to exclude the public from an executive session in which a member participates by electronic communication.

BYLAWS
OF
CAREER ACADEMY OF SOUTH BEND, INC.

ARTICLE I: General

Section 1: Names

The name of the Corporation is Career Academy Of South Bend, Inc. (the "Corporation"). The Corporation also does business as (operates charter schools with names of) Career Academy High School, Career Academy Middle School, Success Academy Primary School, Success Academy at Boys and Girls Club, and The Portage School of Leaders (the said schools together with any additional schools operated by the Corporation in the future are referred to hereafter as the "Schools"). For the Schools collectively, the Corporation uses the name "Career Academy Network of Public Schools" (the "Network").

Section 2: Registered Agent

The registered agent of the Corporation as of the amendment of these bylaws in August of 2024 is Lawrence Garatoni, 4215 Edison Lakes Parkway, Suite 325, Mishawaka, IN 46645.

Section 3: Fiscal Year

The fiscal year of the Corporation (and for each of the Schools) shall begin on the first day of July and shall end on the last day of June in the following year.

ARTICLE II: Board of Directors

Section 1: Directors

The affairs of the Corporation shall be managed, controlled, and conducted by, and under the supervision of, the Board of Directors ("Board"), subject to the provisions of the Articles of Incorporation (the "Articles") and these Bylaws. The Board shall have no fewer than five members, and no more than eleven. At all times at least one-half of the members of the Board ("Directors") shall be residents of the Indiana counties where current students at the charter school reside.

The Superintendent of the Schools as well as the Chief Financial Officer of the Corporation shall report to the Board. The Board's role in management of the Schools shall be through supervision of the Superintendent and Chief Financial Officer. The Board shall not directly supervise other employees of the Schools.

Members of the Board will serve three-year terms. The current directors and their terms on the Board are as stated in **Exhibit A**.

Section 2: Quorum and Approval of Actions

A majority of the Directors must be in attendance at the beginning of a meeting to constitute a quorum for the transaction of any business properly to come before the Board. The approval of a majority of the Directors present at a meeting in which a quorum is present shall be considered the act of the Board. Any Director participating in a meeting by telephone may vote or make motions, and shall be counted towards a quorum, subject to compliance with the terms of Indiana Code 5-14-1.5-3.6 (copy attached as **Exhibit B**).

Section 3: Regular Meetings

The Board shall hold regular meetings on a monthly or near-monthly basis.

Section 4: Special Meetings

The Board may hold special meetings for any lawful purpose upon notice as described in Section 6 of this Article II upon call by the President or by two or more other Directors. A special meeting shall be held at such date, time, and place as specified in the call of the meeting.

Section 5: Compliance with Indiana Open Door Law

The Corporation shall comply in all respects with the Indiana Open Door Law (currently codified at Indiana Code 5-14-1.5) and any corresponding provision of subsequent Indiana law.

Section 6: Notice of Special Meetings

Written notice of the date, time, and place of any special meeting of the Board shall be emailed by the Secretary of the Corporation, or by the person or persons calling the meeting, to each member of the Board at least 48 hours before the meeting. The notice need not describe the purpose of the special meeting. Notice shall be effective when received.

Section 7: Action by Written Consent

Any action required or permitted to be taken at any meeting of the Board, may be taken without a meeting if a written consent describing such action is signed by a majority of Directors or if a majority of Directors have submitted a written consent, which may be via email, and if such written consent is included in the minutes or filed with the Corporation's records reflecting action taken. Action taken by written consent shall be effective when written consents have been received from a majority of the Directors and the Board ratifies the action taken in a subsequent meeting held pursuant to the Indiana Open Door Law, unless the consent specifies a prior or subsequent effective date. A consent signed as described in this Section 7 shall have the effect of approval at a meeting and may be described as such in any document.

Section 8: Resignation, Removal, and Vacancies:

Any Director may resign at any time by giving written notice of such resignation to the Board. Such resignation shall take effect at the time specified, or, if no time is specified, at the time of receipt by the Board. The acceptance of a resignation shall not be necessary to make it effective.

A Director may be removed for cause by a majority of the Directors then in office. Cause shall include but not be limited to:

(a) Violations of applicable law, including (but not limited to):

- i. Violations of the Indiana Charter School Law; and
- ii. Actions that would jeopardize the tax-exempt status of the Corporation or would subject it to sanctions under the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent federal tax laws (the "Code").

(b) Breach of Fiduciary Duty, including, but not limited to, a violation of the applicable standard of care under the Articles, these Bylaws, or applicable law.

- (c) Breach of any governing document relating to the Corporation, including, but not limited to, the Articles, these Bylaws, or a charter agreement for any of the Schools.
- (d) Inadequate attendance at meetings of the Board, as defined as absence from three consecutive meetings, or from more than 1/3 of the meetings within a calendar year; provided, that for this purpose, a member who participates in a meeting by conference call or video-conference shall not be considered as absent.
- (e) Any action deemed by a majority of the Directors to be harmful or a discredit to the Corporation.

Any vacancy on the Board created by the resignation or removal of a Director or the expiration of a Director's term shall be filled by a majority of the Directors then in office. The Governance Committee as described in Article IV, Section 2 shall propose a candidate for the Board's approval. New Board members shall be selected on the basis of in-depth knowledge of a subject useful to the Corporation, such as manufacturing, information technology, entrepreneurship, human resources, marketing, or other subjects. If possible, candidates shall be selected who are or have been in a middle or senior management position and have had people reporting to them.

ARTICLE III: Officers

Section 1: In General

The officers of the Corporation shall consist of a President, a Vice-President, a Secretary, and a Treasurer. An officer may hold more than one office. The President and Vice-President shall be members of the Board. The Secretary and Treasurer do not need to be members of the Board. Officers who are members of the Board shall have terms as officers consistent with their terms as Board members. Officers who are not Board members shall serve a term of three years. Current officers are as stated in **Exhibit C**.

At the end of each term of an officer, the Board may reappoint such officer or appoint another person to such office. If the office of President becomes vacant, the Vice-President shall succeed to the office of President for the remainder of the former President's term and may appoint a new Vice-President to serve for the remainder of such term. A vacancy of an office other than President shall be filled by appointment by the President. Any officer may be removed by the Board at any time.

Section 2: President

The President shall preside at all meetings of the Board of the Corporation and shall be responsible for implementing the policies established by the Board, as well as other duties as prescribed by the Board.

Section 3: Vice-President

The Vice-President shall serve in place of the President during times in which the President is unavailable.

Section 4: Secretary

The Secretary shall serve as the custodian, or shall delegate such duties as deemed necessary and expedient, of all papers, books, and records of the Corporation, other than books of account and financial records. The Secretary shall prepare or shall cause to be prepared the minutes of all meetings

of the Board. The Secretary shall authenticate records of the Corporation as necessary, and shall perform other duties usual to such position as the Board of Directors or President may prescribe.

Section 5: Treasurer

The Treasurer shall oversee the Schools' financial records and shall (i) prepare and maintain (or cause others to prepare and maintain) correct and complete records of account showing accurately the financial condition of the Corporation; (ii) cause all notes, securities, and other assets coming into the possession of the Corporation to be received, accounted for, and placed in safekeeping according to proper audit and accounting principles; (iii) furnish (or cause to be furnished) a statement of the financial condition of the Corporation at each meeting of the Board or otherwise when requested by the Board or the President.

ARTICLE IV: Committees

Section 1: Finance Committee

The Board may, by resolution adopted by a majority of the Directors then in office, designate two (2) or more Directors to constitute a Finance Committee which shall review and make recommendations to the Board as to proposed budgets for the Schools and the Corporation. The Finance Committee shall be subject to the authority and supervision of the Board.

Section 2: Governance Committee

The Board may, by resolution adopted by a majority of the Directors then in office, designate two (2) or more Directors to constitute a Governance Committee which shall:

- (a) Review Board performance and make recommendations for change.
- (b) Review bylaws and make recommendations for change.
- (c) Provide the Board with potential candidates for Board membership.
- (d) Meet at least annually.

The committee shall include any Director wishing to participate.

Section 3: Other Committees

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

ARTICLE V: Conflicts of Interest

Section 1: General Policy

It is the policy of the Corporation and its Directors that the Corporation's Directors, officers, and employees carry out their respective duties in a fashion that avoids actual, potential, or perceived conflicts of interest. The Corporation's Directors, officers, and employees shall have the continuing, affirmative duty to report any personal ownership, interest, or other relationship that might affect their ability to exercise impartial, ethical, and business-based judgments in fulfilling their responsibilities to the Corporation. This policy shall be further subject to the following principles:

- (a) Directors, officers and employees of the Corporation shall conduct their duties with respect to potential and actual grantees, contractors, suppliers, agencies, and other persons transacting or seeking to transact business with the Corporation in a completely impartial manner, without favor or preference based upon any consideration other than the best interests of the Corporation.

- (b) Directors, officers, and employees of the Corporation shall not seek or accept for themselves or for any of their relatives, including spouses, ancestors, and descendants, from any person or business entity that transacts or seeks to transact business with the Corporation, any gifts, entertainment, or other favors relating to their positions with the Corporation that exceed common courtesies consistent with ethical and accepted business practices.
- (c) If a Director, or Director's relative, directly or indirectly owns a significant financial interest in, or is employed by, any business entity that transacts or seeks to transact business with the Corporation, the Director shall disclose that interest or position and shall refrain from voting on any issue pertaining to the transaction.
- (d) Officers and employees of the Corporation shall not conduct business on behalf of the Corporation with a relative or business entity in which the officer, employee, or his or her relative owns a significant financial interest or by which such officer, employee, or relative is employed, except by where such dealings have been disclosed to, and specifically approved and authorized by, the Board.
- (e) The Board may require the Corporation's Directors, officers, or employees to complete annually (or as otherwise scheduled by the Board) a disclosure statement regarding any actual or potential conflict of interest described in these Bylaws. The disclosure statement shall be in such form as prescribed by the Board, and may include information regarding a person's participation as a director, trustee, officer, or employee of any other nonprofit organization. The Board shall be responsible for oversight of all disclosures or failures to disclose, and for taking appropriate action in the case of any actual or potential conflict of interest transaction.

Section 2: Effect of Conflict Provisions

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

ARTICLE VI: Indemnification

Section 1: Indemnification by Corporation

To the extent consistent with law, every person (and the heirs and personal representatives of such person) who is or was a Director, officer, employee, or agent of the Corporation shall be indemnified by the Corporation against all liability and reasonable expense that may be incurred by him or her in connection with or resulting from any claim, action, suit, or proceeding (a) if such person is wholly successful with respect thereto or (b) if not wholly successful, then if such person is determined (as provided in Section 3 of this Article VI) to have acted in good faith, in what he or she reasonably believed to be the best interests of the Corporation, and with respect to any criminal action or proceeding, is determined to have had reasonable cause to believe that his or her conduct was lawful. The determination of any claim, action, suit, or proceeding by judgment, settlement, or conviction, or upon a plea of guilty or of nolo contendere, or its equivalent, shall not create a presumption that a person did not meet the standards of conduct set forth in this Article VI.

Section 2: Definitions

- (a) As used in this Article VI, the phrase "claim, action, suit, or proceeding" shall include any threatened, pending, or completed claim; civil, criminal, administrative, or investigative action, suit, or proceeding

and all appeals thereof (whether brought by or on behalf of the Corporation, any other corporation, or otherwise), whether formal or informal, in which a person (or his or her heirs or personal representatives) may become involved, as a party or otherwise:

- (i) By reason of his or her being or having been a Director, officer, employee, or agent of the Corporation or of any corporation where he or she served as such at the request of the Corporation, or
 - (ii) By reason of his or her acting or having acted in any capacity in a corporation, partnership, joint venture, association, trust, or other organization or entity where he or she served as such at the request of the Corporation, or
 - (iii) By reason of any action taken or not taken by him or her in any such capacity, whether or not he or she continues in such capacity at the time such liability or expense shall have been incurred.
- (b) As used in this Article VI, the terms “liability” and “expense” shall include, but shall not be limited to, counsel fees and disbursements and amounts of judgments, fines, or penalties against, and amounts paid in settlement by or on behalf of, a person.
- (c) As used in this Article VI, the term “wholly successful” shall mean (i) termination of any action, suit, or proceeding against the person in question without any finding of liability or guilt against him or her, (ii) approval by a court, with knowledge of the indemnity provided in this Article VI, of a settlement of any action, suit, or proceeding, or (iii) the expiration of a reasonable period of time after the making of any claim or threat of any action, suit, or proceeding without the institution of the same without any payment or promise made to induce a settlement.

Section 3: Entitlement to Indemnification

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

Section 4: Relationship to Other Rights

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

Section 5: Purchase of Insurance

The Board is authorized and empowered to purchase insurance covering the Corporation’s liabilities and obligations under this Article VI and insurance protecting the Corporation’s directors, officers, employees, agents or other persons.

ARTICLE VII: Contracts, Checks, Loans, Deposits and Gifts

Section 1: Contracts

The Board may authorize one or more officers, agents, or employees of the Corporation to enter into any contract or execute any instrument on its behalf. Such authorization may be general or confined to specific instances. Unless so authorized by the Board, no officer, agent, or employee shall have any power to bind the Corporation or to render it liable for any purpose or amount.

Section 2: Checks

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

Section 3: Loans

Unless authorized by the Board, no loan shall be made by or contracted for on behalf of the Corporation and no evidence of indebtedness shall be issued in its name. Such authorization may be general or confined to specific instances. The Board has previously authorized loans to the Corporation by Lawrence H. Garatoni and the Garatoni-Smith Family Foundation.

Section 4: Deposits

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

Section 5: Gifts

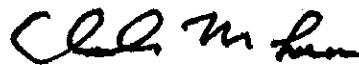
The Board may accept on behalf of the Corporation any gift, grant, bequest, devise or other contribution for the purposes of the Corporation on such terms and conditions as the Board shall determine.

ARTICLE VIII: Amendments

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

These Bylaws have been adopted by proper motion by the Board of Directors at the Board of Directors meeting on August ___, 2024.

Attest,



Charles M. Loeser
Secretary

Exhibit A: Career Academy of South Bend, Inc. Board of Directors As Of August 2024

Name/contact info		Term Ends	Start Date
Lawrence H. Garatoni President/Finance Committee	Retired, now focusing on philanthropy with emphasis on education and “angel” investing for new businesses with emphasis on north-central Indiana. Former owner of multiple businesses. Trustee of Garatoni Family Foundation	10/31/2026	Feb 2011 (inception)
Iris Hammel	Executive Director of Regional Innovation and Startup Education, Inc. (RISE)	3/31/2025	Feb 2023
Marian Hodges Finance Committee	Founder, Strategic Growth Edge (SR & AI Go to Market Strategy) Former Chief Strategy Officer and Corporate Secretary, Aunalytics	10/1/2026	Sep 2016
Nick Swisher	Director of Marketing, Communications and Events IDEA Center, University of Notre Dame	10/1/2026	Aug 2019
Chad Hartzell	VP, Human Resources Barletta Boat Company	10/1/2024	Aug 2019
Michael Garatoni Treasurer/Chair of Finance Committee	Owner/Founder of Growing Kids Learning Centers	10/1/2026	June 2015
John DeSalle	Executive Engineer-in-Residence University of Notre Dame	10/1/2026	Sep 2021
Janet Scott	Retired former Success Academy Instructional Coach 2018-22, middle school and primary school principal at multiple schools, teacher and curriculum writer	5/1/2026	4/25/2023
Rachel Savoie	Executive Director of Clinical Services, Memorial Hospital, South Bend	10/31/2025	5/18/2022

5-14-1.5-3.6. Participation in meeting via electronic communication — Governing body of public agency of state.

(a) This section applies only to a governing body of the following:

- (1) A charter school.
- (2) A public agency of the state, including a body corporate and politic established as an instrumentality of the state.
- (3) An airport authority or a department of aviation under IC 8-22.
- (4) A conservancy district under IC 14-33.

(b) A member of a governing body who is not physically present at a meeting of the governing body may participate in a meeting of the governing body by electronic communication only if the member uses a means of communication that permits:

- (1) the member;
- (2) all other members participating in the meeting;
- (3) all members of the public physically present at the place where the meeting is conducted; and
- (4) if the meeting is conducted under a policy adopted under subsection (g)(7), all members of the public physically present at a public location at which a member participates by means of electronic communication; to simultaneously communicate with each other during the meeting.

(c) The governing body must fulfill both of the following requirements for a member of the governing body to participate in a meeting by electronic communication:

(1) This subdivision does not apply to committees appointed by a board of trustees of a state educational institution, by the commission for higher education, by the board of the Indiana economic development corporation, or by the board of directors of the Indiana secondary market for education loans, as established, incorporated, and designated under IC 21-16-5-1. This subdivision does not apply to a governing body if at least fifty-one percent (51%) of the governing body membership consists of individuals with a disability (as described in IC 12-12-8-3.4) or individuals with a significant disability (as described in IC 12-12-8-3.6), or both. The minimum number of members who must be physically present at the place where the meeting is conducted must be the greater of:

- (A) two (2) of the members; or
- (B) one-third (1/3) of the members.

(2) All votes of the governing body during the electronic meeting must be taken by roll call vote.

Nothing in this section affects the public's right under this chapter to attend a meeting of the governing body at the place where the meeting is conducted and the minimum number of members is physically present as provided for in subdivision (1).

(d) Each member of the governing body is required to physically attend at least one (1) meeting of the governing body annually. This subsection does not apply to a governing body if at least fifty-one percent (51%) of the governing body membership consists of individuals with a disability (as described in IC 12-12-8-3.4) or individuals with a significant disability (as described in IC 12-12-8-3.6), or both.

(e) Unless a policy adopted by a governing body under subsection (g) provides otherwise, a member who participates in a meeting by electronic communication:

- (1) is considered to be present at the meeting;
- (2) shall be counted for purposes of establishing a quorum; and
- (3) may vote at the meeting.

(f) A governing body may not conduct meetings using a means of electronic communication until the governing body:

- (1) meets all requirements of this chapter; and
- (2) by a favorable vote of a majority of the members of the governing body, adopts a policy under subsection (g) governing participation in meetings of the governing body by electronic communication.

(g) A policy adopted by a governing body to govern participation in the governing body's meetings by electronic communication may do any of the following:

- (1) Require a member to request authorization to participate in a meeting of the governing body by electronic communication within a certain number of days before the meeting to allow for arrangements to be made for the member's participation by electronic communication.

- (2) Subject to subsection (e), limit the number of members who may participate in any one (1) meeting by electronic communication.
- (3) Limit the total number of meetings that the governing body may conduct in a calendar year by electronic communication.
- (4) Limit the number of meetings in a calendar year in which any one (1) member of the governing body may participate by electronic communication.
- (5) Provide that a member who participates in a meeting by electronic communication may not cast the deciding vote on any official action. For purposes of this subdivision, a member casts the deciding vote on an official action if, regardless of the order in which the votes are cast:
- (A) the member votes with the majority; and
 - (B) the official action is adopted or defeated by one (1) vote.
- (6) Require a member participating in a meeting by electronic communication to confirm in writing the votes cast by the member during the meeting within a certain number of days after the date of the meeting.
- (7) Provide that in addition to the location where a meeting is conducted, the public may also attend some or all meetings of the governing body, excluding executive sessions, at a public place or public places at which a member is physically present and participates by electronic communication. If the governing body's policy includes this provision, a meeting notice must provide the following information:
- (A) The identity of each member who will be physically present at a public place and participate in the meeting by electronic communication.
 - (B) The address and telephone number of each public place where a member will be physically present and participate by electronic communication.
 - (C) Unless the meeting is an executive session, a statement that a location described in clause (B) will be open and accessible to the public.
 - (8) Require at least a quorum of members to be physically present at the location where the meeting is conducted.
- (9) Provide that a member participating by electronic communication may vote on official action only if, subject to subsection (e), a specified number of members:
- (A) are physically present at the location where the meeting is conducted; and
 - (B) concur in the official action.
- (10) Establish any other procedures, limitations, or conditions that govern participation in meetings of the governing body by electronic communication and are not in conflict with this chapter.
- (h) The policy adopted by the governing body must be posted on the Internet web site of the governing body, the charter school, the airport, the conservancy district, or the public agency.
- (i) Nothing in this section affects a public agency's or charter school's right to exclude the public from an executive session in which a member participates by electronic communication.

Exhibit C: Officers

<u>Office</u>	<u>Officer</u>	<u>Term Expires</u>
President	Lawrence Garatoni	October 31, 2026
Vice-President	Michael Garatoni	October 1, 2026
Secretary	Charles Loeser	June 30, 2027
Treasurer	Douglas Warrington	June 30, 2027

CAREER ACADEMY OF SOUTH BEND, INC.
CONFLICT OF INTEREST DISCLOSURE STATEMENT

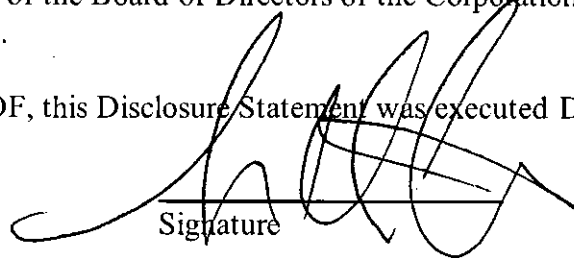
Name of Director: Lawrence H. Garatoni

I represent to Career Academy of South Bend, Inc. (the "Corporation") that neither I nor any member of my immediate family (spouse, children, grandchildren or siblings) have any financial interest in any enterprise or organization that does business with or seeks to do business with the Corporation except as follows:

Individual	Enterprise/Organization	Nature of Interest
Lawrence H. Garatoni	Garatoni-Smith Family Foundation	Personally and through my foundation I've made donations and loans to the Corporation

This representation is made as of the date of my signature and delivery of this disclosure form and I represent that I will give written notice to the Corporation if at any time in the future, while I remain a member of the Board of Directors of the Corporation, this representation is no longer true in any respect.

IN WITNESS WHEREOF, this Disclosure Statement was executed December 5, 2023.



Signature

Lawrence H. Garatoni
Printed

CAREER ACADEMY OF SOUTH BEND, INC.
CONFLICT OF INTEREST DISCLOSURE STATEMENT

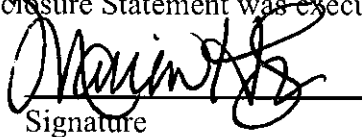
Name of Director: MARIAN HODGES

I represent to Career Academy of South Bend, Inc. (the "Corporation") that neither I nor any member of my immediate family (spouse, children, grandchildren or siblings) have any financial interest in any enterprise or organization that does business with or seeks to do business with the Corporation except as follows:

Individual	Enterprise/Organization	Nature of Interest
—	—	—

This representation is made as of the date of my signature and delivery of this disclosure form and I represent that I will give written notice to the Corporation if at any time in the future, while I remain a member of the Board of Directors of the Corporation, this representation is no longer true in any respect.

IN WITNESS WHEREOF, this Disclosure Statement was executed December 5, 2023.


Signature

MARIAN HODGES
Printed

CAREER ACADEMY OF SOUTH BEND, INC.
CONFLICT OF INTEREST DISCLOSURE STATEMENT


Name of Director: Michael Garatoni

I represent to Career Academy of South Bend, Inc. (the "Corporation") that neither I nor any member of my immediate family (spouse, children, grandchildren or siblings) have any financial interest in any enterprise or organization that does business with or seeks to do business with the Corporation except as follows:

Individual	Enterprise/Organization	Nature of Interest
<u> </u>	<u> </u>	<u> </u>

This representation is made as of the date of my signature and delivery of this disclosure form and I represent that I will give written notice to the Corporation if at any time in the future, while I remain a member of the Board of Directors of the Corporation, this representation is no longer true in any respect.

IN WITNESS WHEREOF, this Disclosure Statement was executed 12/5, 2023.


Signature

Michael Garatoni
Printed

CAREER ACADEMY OF SOUTH BEND, INC.
CONFLICT OF INTEREST DISCLOSURE STATEMENT

Name of Director: Janet Scott

I represent to Career Academy of South Bend, Inc. (the "Corporation") that neither I nor any member of my immediate family (spouse, children, grandchildren or siblings) have any financial interest in any enterprise or organization that does business with or seeks to do business with the Corporation except as follows:

Individual	Enterprise/Organization	Nature of Interest

This representation is made as of the date of my signature and delivery of this disclosure form and I represent that I will give written notice to the Corporation if at any time in the future, while I remain a member of the Board of Directors of the Corporation, this representation is no longer true in any respect.

IN WITNESS WHEREOF, this Disclosure Statement was executed 12/5, 2023.

Janet Scott
Signature

Janet Scott
Printed

CAREER ACADEMY OF SOUTH BEND, INC.
CONFLICT OF INTEREST DISCLOSURE STATEMENT


Name of Director: John C. DeSalle

I represent to Career Academy of South Bend, Inc. (the "Corporation") that neither I nor any member of my immediate family (spouse, children, grandchildren or siblings) have any financial interest in any enterprise or organization that does business with or seeks to do business with the Corporation except as follows:

Individual	Enterprise/Organization	Nature of Interest
<u> </u>	<u> </u>	<u> </u>

This representation is made as of the date of my signature and delivery of this disclosure form and I represent that I will give written notice to the Corporation if at any time in the future, while I remain a member of the Board of Directors of the Corporation, this representation is no longer true in any respect.

IN WITNESS WHEREOF, this Disclosure Statement was executed December 5th, 2023.


Signature

John C. DeSalle
Printed

CAREER ACADEMY OF SOUTH BEND, INC.
CONFLICT OF INTEREST DISCLOSURE STATEMENT

Name of Director: Chad A. Nartzell

I represent to Career Academy of South Bend, Inc. (the "Corporation") that neither I nor any member of my immediate family (spouse, children, grandchildren or siblings) have any financial interest in any enterprise or organization that does business with or seeks to do business with the Corporation except as follows:

Individual	Enterprise/Organization	Nature of Interest
Chad A. Nartzell		

This representation is made as of the date of my signature and delivery of this disclosure form and I represent that I will give written notice to the Corporation if at any time in the future, while I remain a member of the Board of Directors of the Corporation, this representation is no longer true in any respect.

IN WITNESS WHEREOF, this Disclosure Statement was executed 12/5, 2023.

Chad A. Nartzell
Signature

Chad A. Nartzell
Printed

CAREER ACADEMY OF SOUTH BEND, INC.
CONFLICT OF INTEREST DISCLOSURE STATEMENT

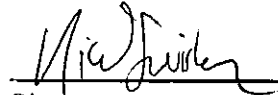
Name of Director: Nick Swisher

I represent to Career Academy of South Bend, Inc. (the "Corporation") that neither I nor any member of my immediate family (spouse, children, grandchildren or siblings) have any financial interest in any enterprise or organization that does business with or seeks to do business with the Corporation except as follows:

Individual	Enterprise/Organization	Nature of Interest

This representation is made as of the date of my signature and delivery of this disclosure form and I represent that I will give written notice to the Corporation if at any time in the future, while I remain a member of the Board of Directors of the Corporation, this representation is no longer true in any respect.

IN WITNESS WHEREOF, this Disclosure Statement was executed Dec. 5, 2023.


Signature

Nick Swisher
Printed

CAREER ACADEMY OF SOUTH BEND, INC.
CONFLICT OF INTEREST DISCLOSURE STATEMENT

Name of Director: Iris Hammel

I represent to Career Academy of South Bend, Inc. (the "Corporation") that neither I nor any member of my immediate family (spouse, children, grandchildren or siblings) have any financial interest in any enterprise or organization that does business with or seeks to do business with the Corporation except as follows:

Individual	Enterprise/Organization	Nature of Interest
—	—	—

This representation is made as of the date of my signature and delivery of this disclosure form and I represent that I will give written notice to the Corporation if at any time in the future, while I remain a member of the Board of Directors of the Corporation, this representation is no longer true in any respect.

IN WITNESS WHEREOF, this Disclosure Statement was executed 12/7, 2023.

Iris Hammel
Signature

Iris Hammel
Printed

CAREER ACADEMY OF SOUTH BEND, INC.
CONFLICT OF INTEREST DISCLOSURE STATEMENT

Name of Director: Rachel Savoie

I represent to Career Academy of South Bend, Inc. (the "Corporation") that neither I nor any member of my immediate family (spouse, children, grandchildren or siblings) have any financial interest in any enterprise or organization that does business with or seeks to do business with the Corporation except as follows:

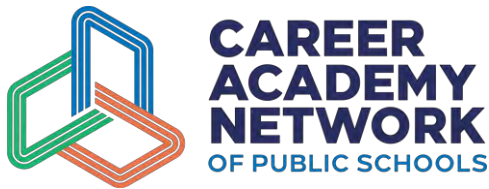
Individual	Enterprise/Organization	Nature of Interest
—	—	—

This representation is made as of the date of my signature and delivery of this disclosure form and I represent that I will give written notice to the Corporation if at any time in the future, while I remain a member of the Board of Directors of the Corporation, this representation is no longer true in any respect.

IN WITNESS WHEREOF, this Disclosure Statement was executed 12/6, 2023.

Rachel Savoie
Signature

RACHEL SAVOIE
Printed



Career Academy Network of Public Schools

Governing Board Code of Ethics Policy

Purpose

This Code of Ethics is adopted to ensure that the members of the Governing Board of Career Academy Network of Public Schools uphold the highest standards of integrity, transparency, **and accountability in the service of the school's mission and the students it serves.**

1. Commitment to the Mission

Board members shall commit to advancing the mission and educational goals of the school, ensuring that all decisions are made in the best interest of students.

2. Legal and Ethical Compliance

Board members shall comply with all applicable federal, state, and local laws and regulations, including:

- Indiana Open Door Law and Access to Public Records Act (APRA)
 - Charter contract provisions
 - Policies of the Indiana Charter School Board (ICSB)
 - State Board of Accounts (SBOA) audit guidance
-

3. Conflicts of Interest

Board members shall:

- Disclose any potential or actual conflicts of interest.
 - Abstain from votes or discussions where personal or financial interests could compromise their objectivity.
 - Annually complete a Conflict-of-Interest Disclosure Form.
-

4. Stewardship and Oversight

Board members shall:

- Ensure sound financial management and responsible use of public funds.
 - Oversee and evaluate school leadership without micromanaging.
 - Retain independent control over the school's budget and finances, especially when contracting with an Education Service Provider (ESP).
-

5. Confidentiality

Board members shall respect the confidentiality of information acquired through board service and not disclose sensitive or protected information except as authorized or legally required.

6. Respectful Conduct

Board members shall:

- Treat fellow board members, school staff, families, and the public with professionalism and respect.
 - Promote an environment of open dialogue and civil discourse.
 - Avoid actions that may reflect poorly on the school.
-

7. Accountability

Board members are accountable to the students, families, staff, authorizer, and the public. They shall:

- Attend and participate in all scheduled board meetings and training sessions.
 - Regularly review school performance data and strategic goals.
-

8. Enforcement

Violations of this Code may result in:

- Board censure
 - Removal from committees
 - Recommendation for resignation or removal, as permitted by law or bylaws
-

Acknowledgment

Each board member shall sign this Code of Ethics annually and affirm their commitment to these principles.



574-299-9800

5800 Nimitz Pkwy, South Bend, Indiana 46628

<https://casbschools.com>

ATTACHMENT 5
CURRENT EXECUTED MANAGEMENT CONTRACT

NOT APPLICABLE

ATTACHMENT 6

School Performance Reports

The following are links to the [Trine University \(current charter authorizer\) Performance Dashboard](#) for the three most recently completed school year Annual Reports for each of our schools.

Success Academy Primary School

[2023-2024](#)

[2022-2023](#)

[2021-2022](#)

Success Academy at Boys and Girls Clubs

[2023-2024](#)

Career Academy Middle School

[2023-2024](#)

[2022-2023](#)

[2021-2022](#)

Career Academy High School

[2023-2024](#)

[2022-2023](#)

[2021-2022](#)

The Portage School of Leaders

[2023-2024](#)

ATTACHMENT 7

School Academic Performance

The following are links to the [Trine University \(current charter authorizer\) Performance Dashboard](#) for each of our schools. Each link summarizes the school's academic success including the three most recently completed school years with data on state and federal academic performance and local academic performance.

[Success Academy Primary School](#)

[Success Academy at Boys and Girls Clubs](#)

[Career Academy Middle School](#)

[Career Academy High School](#)

[The Portage School of Leaders](#)

ATTACHMENT 8
COMPLAINTS, RESPONSES TO COMPLAINTS,
AND RESULTS OF ARBITRATION/LITIGATION

JANE DOE,
Plaintiff

v.

CAREER ACADEMY OF SOUTH
BEND, CAREER ACADEMY OF
SOUTH BEND HIGH SCHOOL,
EDUCATION ONE, LLC, and
TRINE UNIVERSITY,
Defendants.

Plaintiff Jane Doe, by counsel files this Complaint and Demand for Jury Trial against the Career Academy of South Bend, Career Academy High School, Education One LLC and Trine University. In support thereof, Plaintiff would show the Court as follows:

1. Plaintiff, Jane Doe 1 is a female who, at the time of the sexual harassment and assault complained of herein, was a minor student attending Career Academy High School in South Bend, Indiana.

2. Defendant Career Academy of South Bend, is an educational institution with its campus located in South Bend, Indiana. The Career Academy of South Bend manages and controls various charter schools, including the Career Academy of South Bend High School, operating within the State of Indiana, County of St. Joseph, City of South Bend.

3. Education One, LLC is a charter school organizer and is the charter school sponsor of Career Academy of South Bend.

4. Upon information and belief, Trine University is the owner and operator of Education One, LLC.

5. Venue is proper in this Court pursuant Indiana Rule of Trial Procedure 75 based on the residency of Career Academy of South Bend and several of the events or omissions giving rise to the claim occurred in this County.

II. FACTUAL BACKGROUND

6. Jane Doe was a student at Career Academy of South Bend High School from 2020 through 2022. During her sophomore year, Jane Doe had John Doty (“Doty”) as her biology teacher. At first, the interactions with Doty and Jane Doe were normal teacher student interaction such as Doty helping Jane Doe with school work. However, the interactions began to escalate within the first few months of the school year.

7. Sometime in September 2021, Doty began discussing his personal life with Jane Doe. He shared issues he was experiencing with his wife. He began to discuss his sex life with Jane Doe. He discussed his desire to have an affair outside of his marriage as his sex life had slowed due to his wife being pregnant.

8. During this time, Doty also began to comment on Jane Doe’s physical appearance. He commented that she had a very mature body and was best looking person at school. Doty also began following Jane Doe on SnapChat and Instagram during this time-period. Doty would send Jane Doe

direct messages on those social media platforms. He sent sexually explicit images of himself including his penis and asked Jane Doe to send images back to him.

9. At some point, Doty moved Jane Doe's seating assignment in his classroom to next to his desk. He would put his hand on her legs and when the classroom emptied, he would pull her closer to him and hug her. He instructed Jane Doe to not discuss his interactions with her.

10. Another teacher at the Career Academy of South Bend High School, Ms. Lynn, eventually asked Jane Doe about Doty. Ms. Lynn told Jane Doe that she had reported Doty to the school principal because she was concerned about young girls being alone, including Jane Doe, with Doty in his classroom. Ms. Lynn told Jane Doe that she had reported Doty multiple times regarding his interaction with female students and that his classroom was "flagged" by the school administrators. However, no administrator asked Jane Doe about her interactions or otherwise interviewed Jane Doe about Doty.

11. As the fall semester of 2021 progressed, Doty began giving Jane Doe rides home from school. Doty would walk with Jane Doe from his classroom to his car. On the way, multiple teachers would say goodbye to Jane Doe and Doty as they observed them leave together.

A. JOHN DOTY'S INTERACTIONS WITH JANE DOE CONSITUTED GROOMING

12. "Grooming" is a tactic often used in sexual abuse of children. "Grooming refers to deliberate actions taken by a defendant to expose a child to sexual material; the ultimate goal of grooming is the formation of an emotional connection with the child and a reduction of the child's inhibitions in order to prepare the child for sexual activity." *United States v. Chambers*, 642 F.3d 588, 593 (7th Cir. 2011). Through the "grooming" process, "pedophiles condition their victims to succumb to their sexual advances and be reluctant to report the abuse." *Bush v. Shafter*, 35 F. App'x 234, 236 (7th Cir. 2002).

13. The American Bar Association explains that sex offenders often groom a child by “building trust with a child and the adults around a child in an effort to gain access to and time alone with her/him.”¹ Grooming a child enables the perpetrator:

- “to manipulate the perceptions of other adults around the child[;]
- to manipulate the child into becoming a co-operating participant which reduces the likelihood of a disclosure and increases the likelihood that the child will repeatedly return to the offender[;]
- to reduce the likelihood of the child being believed if they do disclose[;] [and]
- to reduce the likelihood of the abuse being detected.”²

14. While a predator may threaten violence, “[m]ore common . . . are subtle approaches” in which “[t]he offender may assume a caring role, befriend the child or even exploit their position of trust and authority to groom the child and/or the child’s family.”³ To do so, they may “seek out a child who is less supervised by adults in her/his life. This increases the likelihood that the offender’s time with the child is welcomed and encouraged.”⁴ “Common sexual grooming behaviors are often subtle and may not appear inappropriate” and include when:

- An adult seems overly interested in a child.
- An adult frequently initiates or creates opportunities to be alone with a child (or multiple children).
- An adult becomes fixated on a child.
- An adult gives special privileges to a child (e.g., rides to and from practices, etc.).

¹ AMERICAN BAR ASSN., *Understanding Sexual Grooming in Child Abuse Cases*, available at https://www.americanbar.org/groups/public_interest/child_law/resources/child_law_practiceonline/child_law_practice/vol-34/november-2015/understanding-sexual-grooming-in-child-abuse-cases/ (Nov. 1, 2015) (last visited Apr. 15, 2021) (citing U.S. Department of Justice, Office of Sex Offender Sentencing, Monitoring, Apprehending, Registering, and Tracking (SMART))

² *Id.* (citing CANADIAN CENTRE FOR CHILD PROTECTION INC., *Child Sexual Abuse: It is Your Business*, 2014).

³ *Id.*

⁴ *Id.*

- An adult befriends a family and shows more interest in building a relationship with the child than with the adults.
- An adult displays favoritism towards one child within a family.
- An adult finds opportunities to buy a child gifts.
- An adult caters to the interests of the child, so a child or the parent may initiate contact with the offender.
- An adult displays age and gender preferences.⁵

15. Doty employed nearly every one of these tactics on Plaintiff during the scope and course of his employment with Defendants with many of his actions occurring on school grounds during school hours.

B. DOTY’S INTERACTIONS WITH JANE DOE CONTINUED AND INTENSIFIED RESULTING IN MULTIPLE SEXUAL ASSAULTS

i. December 21, 2021

16. On or about December 21, 2021 Doty drove Jane Doe around the rural area of La Porte County. Doty pulled off to the side of the road, near a ditch and stated to Jane Doe “That’s where I’m going to throw your body after I murder you.” Jane Doe told Doty “No” and to “stop”, but he did not listen to her. Doty then ordered Jane Doe into the back seat of his car and told to take her pants off. Doty proceeded to take his pants off and attempted to penetrate Jane Doe’s vagina with his penis while in the backseat of his SUV. Jane Doe continuously tried to close her legs and told Doty she did not want to do this but Doty forcefully pulled her legs open. Jane Doe stated that Doty’s penis partially penetrated her vagina but because her vagina was “dry” and her body so tense, Doty gave up on sexual intercourse. At this time both Doty and Jane Doe got back into the front seat where Doty then requested oral sex from Jane Doe and stated that he “deserved a reward.” Doty then proceeded to grab Jane Doe’s head and hair and forced her mouth onto his penis. Jane Doe stated that after some time

⁵ *Id.*

of the forced oral sex, Doty told her to stop and advised he could not ejaculate due to certain medications he was taken. Doty then dropped Jane Doe off back at her home sometime after.

ii. December 22, 2021

17. On or about December 22, 2021, Doty took Jane Doe to his residence at 110 Patton Street, La Porte, Indiana 46350. Doty suggested he and Jane Doe go upstairs to “cuddle.” Doty then proceeded to digitally penetrate her vagina once again and that she was scared since she was alone inside a grown man’s house. Doty proceeded to penetrate Jane Doe’s vagina with his penis after she told him that she “did not want to do this.” Doty then told her “To compare this to any other time you have sex,” and then held down her hands and arms during the sexual assault. Jane Doe advised that the penetration of her vagina by Doty’s penis ended and believes Doty did not ejaculate as he again requested and received oral sex from Jane Doe after the intercourse had concluded.

iii. January 4, 2022

18. On January 4, 2022, Doty picked Jane Doe up around 5:30 p.m. where they went on a drive. Doty eventually placed a device used for sexual stimulation down Jane Doe’s pants and penetrated her vagina with the device and his fingers. Jane Doe asked repeatedly for Doty to “please stop” and that “it hurt,” to which Doty replied “not yet” and to “take it.”

III.
CAUSES OF ACTION

NEGLIGENCE

19. Plaintiff incorporates by reference all facts and allegations set forth in the preceding paragraphs.

20. Defendants owed a duty of reasonable care and supervision to its students, Jane Doe.

21. Jane Doe was a student at Career Academy of South Bend High School and student of John Doty when he groomed her and abused his position of authority over her to facilitate the sexual harassment and assault he then inflicted upon Jane Doe.

22. As stated above, Doty's behavior and interactions with girls at the school had been identified and reported to school administrators, but no corrective action was taken. Doty's actions were so open and obvious that a teacher questioned Jane Doe about her interactions with Doty.

23. Defendants had supervisory authority over Doty at all relevant times. Defendants had a duty to exercise reasonable care to control Doty so as to prevent him from intentionally harming others.

24. Defendants breached this duty by retaining Doty as an employee even after Defendants knew Doty was in the habit of engaging in misconduct that was dangerous to minor students.

25. Defendants were negligent in their hiring, supervision, and retention of John Doty.

26. As a result of the Defendants' breach of this duty, Plaintiff suffered injuries and incurred the damages sought herein.

27. Furthermore, Doty's abuse of Jane Doe happened while Doty was acting within the course and scope of his role as her teacher. Defendants are vicariously liable for the acts of their employee, John Doty.

28. Because of Defendants multiple breaches of duty, Jane Doe was sexually harassed and assaulted by Defendants' employee John Doty. Defendants' negligence directly caused Jane Doe's sexual harassment and assault.

29. As a direct and proximate result of Doty's harassment and assault —itself directly caused by Defendants' negligent actions and inaction—Jane Doe suffered damages and injuries for which Defendants are directly liable

IV **JURY DEMAND**

30. Plaintiff respectfully demands a jury trial in this matter.

VIII.
RELIEF REQUESTED

31. For the foregoing reasons, Plaintiffs respectfully request that the Court enter judgment against Defendants consistent with the relief requested herein, and for any and all other relief to which Plaintiffs may be justly entitled, including actual damages, compensatory damages, court costs, attorneys' fees, and pre- and post-judgment interest.

DATED: July 1, 2024

/s/ Jeff Gibson

Jeff Gibson
WAGNER REESE, LLP
Admitted
Bar No. 22362-49
11939 N. Meridian Street, Suite 100
Carmel, IN 46032
Tel: 317-834-7138
Fax: 317-569-8088
jgibson@wagnerreese.com

ATTORNEYS FOR PLAINTIFFS

ATTACHMENT 9
EXHIBIT D: STATEMENT OF ASSURANCES

Exhibit D

Statement of Assurances

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

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

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

Signature from Authorized Representative of the Charter School Applicant

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

JEREMY LUGBILL
Name


Signature

CHIEF EXECUTIVE OFFICER
Title

4-2-2025
Date

ATTACHMENT 10
BUDGET PROJECTIONS WORKBOOK
(see OneDrive upload)

ATTACHMENT 11
BUDGET NARRATIVE

The budget narrative should clearly describe assumptions and revenue estimates, including but not limited to the basis for per-pupil Revenue projections, staffing levels, facilities expenses, and technology costs. The narrative should also address any financial issues previously identified by its current authorizer. The narrative should specifically address:

Per email communications between Doug Warrington, Chief Financial Officer of CANOPS and Bridgett Abston, Director of Authorizing, Evaluation and Assessment of ICSB, CANOPS was permitted to use the attached budget workbook. The 5-year budget projection is provided in tab “5-YEAR MODEL,” a “Staffing Plan” tab was used to calculate People Costs and ratios, “25-26 Operating Budget” tab was used to form the 5-year model, “Property Tax Levy CY25” tab was used to calculate new property taxes in the 5-year model, and “Notes” tab was used to make 5-year enrollment projections and revenue projections. Included here are two additional documents per request from Bridgett Abston.

As shown in the workbook, Recurring Revenue (based on ADM) includes the following:

- Education - Basic Grant (Form 54) received monthly covering basic tuition for Special education, ELL, NESP, and CTE. Tuition reimbursement is based on ADM Total Net Payment from Form 54, State Tuition Support, along with anticipated ADM increase through annual cohort shift and a 2% growth assumption. School Lunch - 100% of our students are eligible for free or reduced lunch.
- Charter & Innovation Grant - \$1,400 per student
- Title I
- New Property Tax Levy - Based on Indiana Code 20-46-8-11.2 Sharing of Operations Fund Property Tax Levy with Eligible Charter Schools. We received the most recent estimates on 03/31/25 from the St. Joseph County Assessor. See “Property Tax Levy CY25” tab in the Workbook.
- Special Ed Part B
- Other - Local and private donations and contributions, extracurricular income (e.g., admissions, club fees)
- Note that for virtual ADM, we used 85% of Basic Grant Tuition Support, plus 100% of Charter and Innovation Grant.
- Additional note that in the 25-26 Operating Budget tab, Management Fees is a line item under expenses for Non-recurring Revenue for internal accounting purposes. It is incorporated into the Non-recurring Expenses in the 5-year Model.

Expenses includes:

- People costs - salaries, taxes and benefits (including health insurance and retirement contributions) for staff as shown in the “Staffing Plan” tab in the Workbook.
- Instructional Professional Services - Contracted services (e.g., auditors, substitute teachers, legal)
- Repairs, Maintenance, Rentals, Utilities - For five facilities.
- Food Service, food - Third party vendor, Chartwells, provides our food service based on the School Lunch Program.
- Operational Supplies - Non-curricular school supplies.
- Technology Supplies - Non-capital expenditures on technology

- Interest - Interest payments on loans
- Depreciation
- Other - Professional development and other uncategorized operational expenses

Non-recurring revenue includes short-term grant awards received. These grants include the IDOE School Improvement Grant for Career Middle School, Indiana Commission of Higher Education Career Coaching, IDOE Quality Counts II for The Portage School of Leaders, and IDOE Excellence in Community Collaboration Award. Expenses that are listed after the non-recurring revenue are tied to the grant budgets with the exception of depreciation. Education One Authorizer fees are included under “Other” and are anticipated to drop significantly when the ICSB Change in Authorizer is accepted.

a) The degree to which the school (and network) budget relies on variable income (e.g., grants, donations, fundraising).

Recurring revenue makes up approximately 90% of our budget with grant awards making up the remaining 10% (identified as Non-recurring revenue on the Workbook). See attached letter demonstrating grant support.

b) The school’s contingency plans to meet financial needs if anticipated revenues are not received or are lower than the estimated budget.

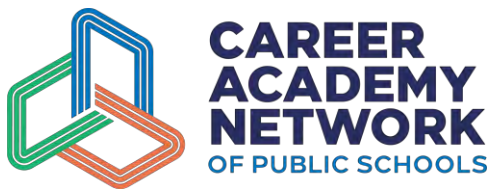
The Network Board Chair, Lawrence Garatoni, guarantees funds will be provided to cover any capital expenditures or operative deficits for all schools binding the Garatoni-Smith Family Foundation during and after tenure of L. Garatoni as Board Chair.

c) How the school will ensure it has sufficient funds to cover all anticipated expenses, including but not limited to: (a) special education costs, (b) transportation costs necessary to ensure the school will be accessible for all enrolled students, and (c) required retirement plan contributions.

We will continue to seek funding through private, community, state and federal grant opportunities. In addition to guaranteed funds through the Garatoni-Smith Family Foundation, we will have sufficient funds to cover all anticipated expenses.

d) How the school addressed previous financial compliance issues found by current authorizer (if applicable).

Financial compliance issues were found by Education One, the current authorizer in 2023-24. Quarterly financials and a FY 22 audit were not completed leading to an Approaching Standard rating. We addressed this issue by completing all missing audits, changed the auditing firm, and hired a Chief Financial Officer in May 2024. Doug Warrington has over 30 years of experience in a variety of business enterprises including Commercial, Industrial, Institutional, Government, Retail, and Off-shore Construction finance, he has been involved in projects in excess of \$150M. Mr. Warrington is responsible for financial oversight and management of the Network. We are currently in the process of the 2023-24 audit and plan to complete it by May 2025.



Indiana Charter School Board
Attn; Bridgett Abston
143 W Market St., Suite 400
Indianapolis, IN 46204

April 3, 2025

Dear Bridget,

In response to the email request for clarification, I am submitting the following:

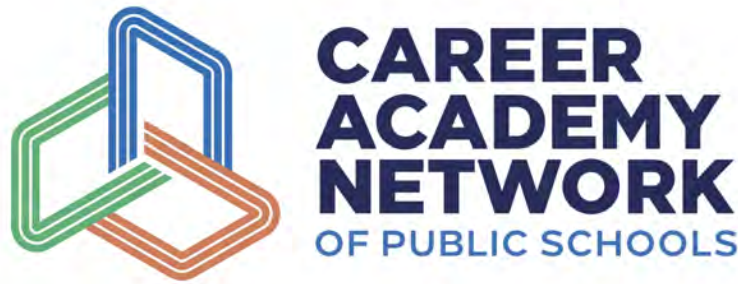
1. Define the ADM tuition amount being used for the projection (current legislative # in HB 1001 or existing foundation/complexity amount)
 - a. This is based on the Total Net Payment from Form 54, State Tuition Support, along with anticipated ADM increase through annual cohort shift and a 2% growth assumption
2. Address the line item regarding property tax revenue
 - a. This is based on Indiana Code 20-46-8-11.2 Sharing of Operations Fund Property Tax Levy with Eligible Charter Schools.
 - b. Most recent Estimates received 03/31/25. See "Property Tax Levy CY25"
3. Virtual ADM (100% tuition or 85%)
 - a. 85% of Basic Grant Tuition Support, plus 100% of Charter and Innovation Grant
4. Define "OTHER" category both revenue and expense
 - a. Proceeds from local grants, local donations, extracurricular (Athletic and Academic Club) activities
5. Management Fee requires explanation: Is this an ESP agreement or back-office agreement? List of services provided and/or ESP agreement required.
 - a. No, this is administrative staff and associated operational expenses
6. ICSB Fee is .075% of ADM Tuition support (Is that currently in the budget or is there an existing line item for the current fee for Ed One)
 - a. The current Charter Fees from Trine are included in this budget model. Therefore, there will be a reduction in fees, once ICSB Authorization is finalized.
7. Require Enrollment Projection for 5 years – See tab "25-26 Operating Budget"
8. Require Budget Projection – Completed – See tab "5 Year Model"

My very best,

A handwritten signature in black ink, appearing to read "Douglas Warrington".

Douglas Warrington
CFO





Dr. Katie Jenner's Indiana Department of Education, industry & community partners, local foundations and Indiana's legislative officials have confidence in the high-quality education students receive at Career Academy Network of Public Schools. The network is growing at a rapid pace and will continue to serve more students in the coming years. The following accomplishments demonstrate the network's momentum and continued success. Media coverage is included with hyperlinks below.

- Rapid enrollment growth including a [230% increase](#) over the last 10 years
- Center of Excellence in Leadership of Learning Early College Endorsement in 2021
- Secured IDOE's largest [Explore, Engage, Experience grant](#) in the state of \$4.4M in 2022
- Initiated [The Portage School of Leaders](#), a brand new [competency-based high school](#) aligned with Indiana's new high school diploma in 2023
- Initiated [Success Academy at Boys and Girls Club](#), a brand new community collaboration elementary school with [experiential, career-connected learning](#) in 2023
- Earned a [98.48% graduation rate](#) leading all of [St. Joseph County](#) in 2024
- Secured a \$2M Quality Counts grant for The Portage School of Leaders in 2024
- Worked closely with several other school leaders, state board of education members and IDOE officials to create [Indiana's new high school diploma and HS redesign](#) in 2024
- Partnered with [Notre Dame's Turbo Lab and NASA](#) to fabricate 3-D printed stator vane components to be used in NASA's [Advanced Noise Control Fan](#) system in 2024
- Secured a \$1.5M Career Coaching grant alongside Boys and Girls Club in 2024
- Secured a \$3.3M School Improvement Grant in 2024
- Awarded IDOE's [Excellence in Community Collaboration](#) recognition including a [\\$250,000 prize](#) in 2024
- Boasts [one of five](#) Boys and Girls Clubs of America [Youth of the Year](#) finalist in 2024
- Invited to compete at the FIRST [World Robotics Championships](#) in 2022 and 2024
- [State championship](#) 60M sprinter in the indoor track competition in 2025
- IDOE STEM certified schools
- Secured multiple STEM and Robotics grant awards
- Award winning band programs



**CAREER
ACADEMY
NETWORK**
OF PUBLIC SCHOOLS



574-299-9800

5800 Nimitz Pkwy, South Bend, Indiana 46628

<https://casbschools.com>

ATTACHMENT 12
ACADEMIC PERFORMANCE WORKBOOK
(see OneDrive upload)

ATTACHMENT 13
WRITTEN ACKNOWLEDGEMENT OF REQUEST



April 2, 2025

Education One at Trine University

One University Avenue
Angola, IN 46703

Dear Education One Team,

Pursuant to Indiana Code § 20-24-3-4(d), and in alignment with the requirements for Attachment 13 of the Application to Change Authorizers to the Indiana Charter School Board (ICSB), this letter serves as formal written acknowledgment from the governing board of the Career Academy Network of Public Schools of our intent to file an application to change authorizers from Education One at Trine University to the Indiana Charter School Board.

As the Board President of the Career Academy Network of Public Schools, I confirm that our board has discussed and approved the decision to pursue a change in authorizer, and we acknowledge our obligation to fulfill all statutory and procedural requirements during this transition process.

We are grateful for the support and partnership that Education One has provided throughout our time together, and we are committed to ensuring a collaborative and transparent process as we move forward.

Please let us know if any additional documentation or information is needed to support this acknowledgment.

Sincerely,

A handwritten signature in black ink, appearing to read "Larry Garatoni".

Larry Garatoni

President, Board of Directors
Career Academy Network of Public Schools



**CAREER
ACADEMY
NETWORK**
OF PUBLIC SCHOOLS



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The Career Academy Network of Public Schools (CANOPS) is the proud parent organization of Career Academy High School, Career Academy Middle School, Success Academy Primary School, Success Academy at Boys and Girls Club, and The Portage School of Leaders.