

Indiana Charter School Board Charter Application for Indiana Microschool Collaborative (IMC)

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Submitted by:

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Executive Summary

Mission - To create and support innovative, personalized microschools that transform education and expand meaningful school choice across Indiana.

The Indiana Microschool Collaborative (IMC) exists to catalyze school transformation across the state by ensuring every Hoosier student and family has access to an educational experience that feels like it was designed specifically for them. As a statewide public charter school with multiple learning sites, IMC expands school choice through community-driven, learner-centered microschools prioritizing flexibility, personalization, and competency-based education. By supporting innovation at the local level, IMC empowers families, educators, and communities to redefine school in ways that better reflect the needs of today's learners.

Vision - We envision a future where every Hoosier student attends a school that feels like it was designed just for them—because it was.

Right now, families in many parts of Indiana face limited options: they can attend the default traditional public school or choose to homeschool. While charter and private schools exist in some areas, most offer only minor variations of the conventional model—leaving families with choices that are different in name but not in substance.

Meanwhile, a new wave of microschools is sweeping the country—offering smaller, more personalized, community-connected learning environments. Yet Indiana lacks a statewide, publicly funded model to make this approach widely accessible. Aspiring education entrepreneurs—especially in rural or under-resourced areas—often face overwhelming barriers: lack of access to funding, isolation from peers, limited facilities, unclear regulatory pathways, and little support for operations or accountability.

The Indiana Microschool Collaborative will change that. IMC will serve as both an operator of innovative microschool campuses and a support system for families, educators, and even traditional schools seeking to reimagine what learning can look like. By launching and supporting microschools rooted in the local context and student needs, IMC will inspire a contagious spirit of student-focused innovation. Our goal is not just to create new schools—but to serve as a living example of what's possible when we put students at the center and design schools around them.

The IMC will be a catalyst for a new era of school choice in Indiana—one that values innovation, entrepreneurship, equity, and, most importantly, every student's unique potential.

Meeting the Needs of Hoosier Families and Learners

Across Indiana—especially in rural areas, small towns, and underserved communities—families clearly need learning environments that are more personalized, flexible, and connected to the real world. Yet, in many regions, the only public options available to families are traditional school models designed for a different era. These schools often serve students well academically but were not built to accommodate personalized pacing, flexible scheduling, or

diverse learning preferences. Usually, families who feel these models don't meet their child's needs are left with another legal option: homeschooling.

While some students thrive in traditional or virtual settings, others are disengaged, anxious, or unchallenged. Students with learning differences, exceptional talents, or those juggling external responsibilities—such as caregiving or part-time work—need alternatives that honor their unique situations. The COVID-19 pandemic amplified these needs and gave many families their first glimpse into what flexibility in learning could look like. Since then, interest in alternative learning models—including microschools, hybrid programs, and project-based environments—has grown rapidly. Unfortunately, public options that support these preferences remain limited or nonexistent across much of the state.

At the same time, Indiana is grappling with declining college-going rates and persistent workforce shortages in key industries like health care, advanced manufacturing, construction, and education. Local communities and employers are looking for ways to connect students to career pathways better earlier while also helping students build transferable skills like critical thinking, problem-solving, and collaboration. However, many schools do not yet have the infrastructure or flexibility to provide these real-world learning opportunities.

There is also growing interest among educators and local leaders in creating something new, but there is little structural support. Teachers, school leaders, and education entrepreneurs who want to design innovative programs often face significant barriers: limited funding, unclear approval pathways, isolation from peers, and challenges with regulatory compliance. As a result, many promising ideas never move past the planning stage, and students miss out on potentially transformative opportunities.

The Indiana Microschool Collaborative (IMC) was designed in direct response to these community needs. IMC provides a publicly funded, statewide structure to support:

- **Families** looking for an option that fits their child's learning style, pace, and interests.
- **Educators and entrepreneurs** who want to create innovative microschools but need support with operations, compliance, and instructional design.
- **Traditional schools and districts** that want to experiment with new models through partnerships, pilots, or shared services.
- **Local communities and industry partners** seeking to connect education to meaningful work and community impact.

Through its statewide reach and local implementation, IMC meets Indiana families where they are—by helping them access high-quality learning experiences designed around their needs, not institutional convenience.

Community Engagement and Partnerships

The Indiana Microschool Collaborative (IMC) emerged in response to a growing need from families and communities across Indiana for more flexible, personalized, and community-rooted

school options. Its development is grounded in years of relationship-building and authentic engagement across sectors.

As superintendent of Eastern Hancock Schools, Dr. George Philhower leads regular community engagement sessions with over 100 active attendees—including representatives from local businesses, higher education institutions, civic organizations, and parents. These meetings are more than updates; they are collaborative design sessions where community members co-create learning experiences and contribute to long-term planning. Eastern Hancock has become a statewide model for work-based learning, with nearly 25% of high school students participating in internships, apprenticeships, or industry-partnered projects.

In addition to these ongoing initiatives, George has engaged with families who currently homeschool but actively seek other public options that align with their educational values and needs. These families desire learning environments that are both flexible and connected to a broader support system—a need that IMC is uniquely positioned to meet.

The IMC model has also gained traction through partnerships developed during George's work in East Central Indiana, where he has led regional efforts to build staffing pipelines and collaborative solutions to sustain the Indiana Core curriculum. His launch of a dual-credit partnership in Wayne County allows students to earn college credit on the IU East campus—an example of the types of blended high school/postsecondary experiences IMC microschools can offer.

George's convening ability is well established. He co-hosted the World of Work Conference in San Diego and created Joy Jam. This annual summer conference brings educators nationwide to Charlottesville, Indiana, to explore joyful, student-centered innovation. These gatherings have helped expand IMC's support network and reinforce its place in the national conversation about school transformation.

Education Plan/School Design

The Indiana Microschool Collaborative (IMC) is designed around a simple but transformative idea: school should feel like it was built with each student and for each student. Instead of forcing learners to fit into a standardized model, IMC microschools are co-constructed with families, educators, and local communities to reflect the unique needs, interests, and aspirations of the students they serve.

IMC does not prescribe a single instructional model. Instead, we provide the structure, tools, and support needed to create flexible, community-rooted learning environments that align with a shared set of design principles—our promises to students and families: joy, connection, growth, and success.

Each microschool is small by design and operates with a shared instructional framework grounded in personalized, competency-based learning. Students progress based on mastery, not age or grade level. Instruction is purposeful, relationships are central, and learning is often integrated with real-world experiences. The details of each microschool's design—schedule,

staffing model, curriculum, community partnerships—will be developed locally, with ongoing support from IMC. The four promises guide every aspect of how we design learning:

Joy

Joy is more than just a feeling—it's a signal that something is working. We want every student to wake up excited to come to school because they know their day will be filled with curiosity, creativity, and meaningful learning. Joyful learning happens when students get to explore their interests, solve real problems, and experience the thrill of discovering something new. It's also found in laughter with friends, pride in a finished project, and the sense of belonging that comes from being part of a close-knit learning community. IMC microschoools will be places where joy is woven into the fabric of everyday learning—not added on, but built in.

Connection

Connection means that every student is deeply known and cared for. At IMC, that goes beyond just knowing names. We make it a priority to ensure every student is known by name, strength, interest, need, and future hope or dream. In small, relationship-rich environments, students are surrounded by adults and peers who understand who they are and who they're becoming. Learning teams—including educators, mentors, and family members—support students socially, emotionally, and academically. This sense of connection creates trust, builds confidence, and helps every student feel like they belong.

Growth

All students are capable of extraordinary growth when given the right support, time, and challenge. IMC uses a competency-based learning model, where students move forward when they're ready—not just because the calendar says so. Learning progressions are clear and measurable, and students are supported in tracking their own growth over time. Whether they need more time on a concept or are ready to go deeper, students receive targeted support that meets them where they are. Growth at IMC isn't just about academic progress—it's about developing confidence, curiosity, and persistence. We celebrate effort and improvement just as much as achievement, knowing that growth looks different for every learner.

Success

We prepare students not just for graduation, but for life. That means helping them build academic mastery, develop real-world skills, and cultivate a strong sense of purpose. At IMC, success is not just about helping students understand who they are and what they want to do—it's about giving them the tools, experiences, and confidence to make it happen. Career-connected learning is integrated throughout every phase of a student's journey. In the younger years, students begin with career exploration—learning about the world of work, discovering their interests, and connecting classroom learning to real-world possibilities. As they move into high school, students engage in work-based learning experiences, apprenticeships, and mentorship opportunities that provide authentic exposure to future careers. They also earn dual credits to ensure they are academically prepared for their next steps, whether that's college, the workforce, military service, or entrepreneurship. Throughout it all, students complete meaningful projects, receive coaching from trusted adults, and design personalized

postsecondary plans. The end of the K–12 experience at IMC isn't treated as a finish line—it's a launch point, as students are projected confidently into what comes next.

This approach creates schools that are personalized, purposeful, and deeply rooted in community—designed to reflect what families want and students need. IMC provides shared operational support, professional learning, curriculum tools, and coaching so that local teams can focus on doing what matters most: building joyful, connected, growing communities of learners.

Team Capacity

A team leads the Indiana Microschool Collaborative with deep credibility and a demonstrated track record of innovative leadership across traditional public education, charter networks, philanthropy, and policy.

Dr. George Philhower, founder of IMC, is a trusted leader across Indiana and nationally. He has successfully implemented personalized, work-based, and community-connected learning in a traditional district context. His expertise has been shaped by global learning experiences, including two trips to Switzerland through Indiana's iLAB initiative to study apprenticeship models and a Walton Family Foundation-supported project that took Arkansan educators to New Zealand to explore innovative school design. George regularly consults and speaks across the country on topics related to school redesign, competency-based learning, and system transformation.

He has also maintained partnerships with national organizations, including the Carnegie Foundation, ETS, and the Mastery Transcript Consortium. Supporting George is an influential and experienced board that brings cross-sector leadership to the organization:

- **Scott Bess**, founding leader of Purdue Polytechnic High Schools, who brings experience in launching student-centered charter models focused on real-world, project-based learning.
- **Kim Reier**, Vice President of Strategy at the Indiana Charter Innovation Center, who brings a background in education strategy, charter networks, and policy innovation across Indiana.
- **Tom Vander Ark**, CEO of Getting Smart and former Gates Foundation executive, who brings national expertise in learning ecosystems, innovation, and future-ready education.
- **David Becker**, founder and chairman of First Internet Bank, who brings entrepreneurial leadership and a strong commitment to education, innovation, and workforce development.
- **Two current board members from Eastern Hancock Schools**, both champions of student-centered innovation, who will also serve on the IMC board.

Additional board members will be added strategically to expand IMC's reach, ensure diverse perspectives, and provide expertise in law, special education, policy, and organizational growth. The IMC leadership team and board bring the vision, execution capacity, and trust-based relationships needed to launch and sustain microschools across Indiana successfully.

Section I: Evidence of Capacity

- 1) Current resumes for each member of the governing board and the school leader are provided as **Attachment 1**.

- 2) Qualifications and Experience with Establishing a High Quality Charter School

School Leadership

The Indiana Microschool Collaborative (IMC) is led by Dr. George Philhower, an accomplished and innovative public school leader with over two decades of experience in K–12 education, including service as a teacher, school/district leader, and currently as Superintendent of Eastern Hancock Schools. Dr. Philhower holds a Ph.D. in Educational Leadership, with a research focus on high school redesign, policy implementation, and personalized learning—expertise that directly aligns with IMC’s mission to create community-rooted microschools using a competency-based, learner-centered model.

As the founding Executive Director of IMC, Dr. Philhower will be responsible for strategic implementation, operational leadership, and overall school performance, under the oversight of the IMC Board of Directors. His capacity to lead a high-quality public charter school and steward public funds is demonstrated across the following critical domains:

- a) School Leadership, Administration, and Governance
 - Oversees all operations as Superintendent of a public school district and has led strategic planning, instructional transformation, and team development.
 - Successfully managed districtwide redesign efforts, promoting student-centered learning through shared leadership and flexible school structures.
 - Will report directly to the IMC Governing Board and be evaluated annually using clearly defined performance metrics aligned to student and organizational outcomes.
- b) Curriculum, Instruction, and Assessment
 - Has led the design and implementation of personalized, mastery-based instructional models that incorporate dual credit, project-based learning, and real-world application.
 - Developed and implemented a growth-focused teacher evaluation system tied to professional learning and instructional improvement.
 - Championed authentic, performance-based assessments as a replacement for standardized tests to measure student readiness and success.
- c) Financial, Business, and Human Resources
 - Manages multimillion-dollar budgets, including oversight of the education and operations funds, federal grants, capital projects, and ESSER allocations at Eastern Hancock.
 - Has demonstrated fiscal responsibility through transparent budgeting processes and efficient resource allocation.
 - IMC will leverage a shared services agreement with Eastern Hancock Schools to manage HR, finance, payroll, and compliance during the start-up phase.

- d) Performance Management
 - Established data systems to monitor academic progress, attendance, and staff effectiveness.
 - Experienced in leveraging both traditional accountability measures and alternative learner profiles to guide instruction and improvement.
 - Will oversee implementation of IMC's performance management systems, including student progress monitoring, competency tracking, and third-party evaluation.
- e) Parent and Community Engagement
 - Creator of the CAFE model (Community And Family Engagement), a collaborative structure for deep family and community engagement.
 - Co-designed new school models with educators, parents, and local employers in Hancock County to ensure community alignment and support.
 - IMC's microschool approach will continue this model by embedding schools in community spaces and placing family and community voice at the center.
- f) Facilities Management
 - Oversees traditional and nontraditional school facilities, including maintenance, renovations, safety planning, and vendor contracts.
 - Experienced in developing shared-use agreements with municipalities and managing partnerships for space and logistics.
 - Will lead the identification and management of community-based facilities—such as libraries, coworking hubs, and industry spaces—for IMC microschool sites.
- g) Legal Compliance
 - Maintains full compliance with federal and state education laws, including IDEA, Title funding, Open Door Law, FERPA, and employment policies.
 - Participates in regular public board meetings and ensures compliance with governance and reporting regulations.
 - Will collaborate with IMC's legal counsel and Governance Committee to uphold all charter-specific requirements and reporting obligations.

Governing Board

The IMC Governing Board is composed of a highly experienced and mission-aligned group of professionals with deep expertise in charter school leadership, finance, innovation, policy, and community engagement. Together, they bring the collective capacity to provide rigorous oversight, strategic direction, and responsible stewardship of public funds. IMC's founding board members include:

- **David Becker**, Chairman & CEO, First Internet Bank
- **Scott Bess**, President & CEO, Indiana Charter Innovation Center
- **Steve Brock**, Retired, Plant Manager, Greenleaf Foods; 2nd Vice President, Eastern Hancock Schools
- **Jim Jackson**, Retired, Director Business Strategic Alliances, Land O' Lakes; Board President, Eastern Hancock Schools

- **Kim Reier**, Vice President of Strategy, Indiana Charter Innovation Center
- **Tom Vander Ark**, CEO & Partner, Getting Smart

The IMC Governing Board is uniquely equipped to launch and oversee a high-quality, community-driven charter school in Indiana. With deep expertise across governance, instruction, finance, operations, and engagement, the board reflects a diverse blend of national education leaders, local public school board members, and business executives. Their collective capacity ensures active and effective oversight, strategic vision, and responsible stewardship of public funds. Outlined below are the board's collective qualifications aligned to each capacity area:

a) School Leadership, Administration, and Governance

The IMC board includes individuals with demonstrated success in leading and governing both traditional public and charter schools in Indiana:

- Scott Bess brings over a decade of charter leadership and innovation experience, having launched and expanded a network of high-performing, competency-based charter schools in Indiana.
- Kim Reier has led statewide school strategy, governance, and policy initiatives, supporting new school launches and board development.
- Jim Jackson and Steve Brock offer traditional public school governance experience through their service on the Eastern Hancock School Board.
- Tom Vander Ark contributes national education leadership as a former superintendent and advisor to education systems nationwide.

b) Curriculum, Instruction, and Assessment

Several board members have deep expertise in instructional design, personalized learning, and academic accountability:

- Scott Bess has developed interdisciplinary, project-based instructional frameworks and assessment models aligned to real-world competencies.
- Kim Reier and Tom Vander Ark have advised schools and districts across the country on curriculum design, personalized learning, and authentic assessment.
- Together, they ensure instructional alignment and rigor across IMC's microschool model.

c) Financial, Business, and Human Resources

The IMC board includes individuals with strong fiscal acumen and business leadership:

- David Becker brings decades of expertise in financial systems, business management, and HR strategy.
- Scott Bess and Kim Reier have managed multi-million-dollar budgets for charter networks and nonprofit education organizations.
- Jim Jackson and Steve Brock provide fiscal oversight and experience with public school budgeting, audits, and staffing.

d) Performance Management

- Scott Bess and Kim Reier have implemented data-driven performance systems to monitor academic and operational outcomes.
- Tom Vander Ark advises national networks on data use, learner analytics, and continuous improvement.
- The board will hold the Executive Director accountable through a rigorous, metric-based annual evaluation process.

e) Parent and Community Engagement

Community partnership and parent collaboration are central to IMC's design—and reflected in the board's experience:

- Kim Reier and Scott Bess have led family co-design efforts, stakeholder engagement sessions, and communication strategies to align school goals with community needs.
- Jim Jackson and Steve Brock are trusted local leaders, bringing strong rural and community-based perspectives.
- Tom Vander Ark helps mobilize cross-sector partnerships to support innovation and community alignment.

f) Facilities Management

- Jim Jackson and Steve Brock oversee district facility operations and capital planning.
- David Becker brings private-sector facilities and real estate experience.
- Scott Bess has opened multiple charter campuses using both traditional and alternative facility models.

g) Legal Compliance

- Scott Bess and Kim Reier are well-versed in Indiana charter law and public school accountability.
- Jim Jackson and Steve Brock uphold compliance through school board policy, procurement practices, and public meeting laws.
- The board has adopted a Conflict of Interest Policy and will participate in annual training on governance and legal responsibilities.

3) Governance Structure

IMC will be governed by a nonprofit Board of Directors responsible for ensuring active and effective oversight of the school's academic, operational, and financial performance. The Board is committed to upholding the school's mission to provide community-driven, personalized, and competency-based education through a statewide network of learning sites.

Members of the IMC Board have held multiple planning meetings to date, including strategic planning sessions and stakeholder engagement activities focused on school launch and governance development. Moving forward, the Board will meet at least quarterly, with additional meetings scheduled as needed to address time-sensitive matters. These meetings will be open to the public in compliance with Indiana's Open Door Law (IC 5-14-1.5), ensuring transparency in decision-making processes.

The Executive Director of Board may elect to establish standing committees to provide focused oversight and support in key areas, such as:

- **Academic Excellence Committee** – Oversees student performance data, curriculum quality, and fidelity to the school's educational model.
- **Finance and Operations Committee** – Monitors budgeting, financial planning, facilities, and risk management.
- **Governance and Nominations Committee** – Ensures strong Board composition, member recruitment, training, and evaluation.
- **Community Partnerships Committee** – Builds relationships with local partners, school districts, and families to ensure community alignment.

The Board will fully comply with Indiana's Public Access Laws, including both the Open Door Law and the Access to Public Records Act. Meeting notices will be posted in advance, minutes will be maintained and made available to the public, and the Board will conduct business in a transparent, ethical, and lawful manner.

The desired Board size is 5 to 15 members. As IMC scales, the Board may expand from its current size to ensure representation of new geographic areas and partner communities.

The governance structure is designed to ensure that the Board:

- Holds school leadership accountable for student outcomes, compliance, and financial health.
- Reviews and approves policies, budgets, and strategic plans.
- Monitors progress toward clearly defined goals aligned with the mission.
- Ensures fidelity to the school's personalized, competency-based model.
- Provides critical oversight and support as IMC expands statewide.

The combination of a highly qualified, mission-aligned Board; transparent and compliant operations; and strategic standing committees ensures that IMC will benefit from strong, consistent, and effective governance at every stage of its growth. Completed and signed Statement of Economic Interest & Conflict of Interest Forms for each governing board member are included as **Attachment 2**.

4) Advisory Bodies or Councils

IMC will establish a set of advisory bodies to ensure that students, families, educators, workforce partners, and community members have a meaningful role in shaping the school's operations, academic programming, and long-term direction. These groups are intentionally designed to provide insight, feedback, and local expertise—while the IMC Board of Directors retains full governing authority. IMC will launch three primary advisory councils, each with a distinct focus and membership:

- Indiana Microschool Collaborative Advisory Council
 - Purpose: Provide input on curriculum, student success strategies, community partnerships, and workforce readiness.

- Duties include: review student data, recommend strategic initiatives, facilitate relationships with local businesses, and provide input on policies.
- Composition: School leaders, business and industry representatives, higher education and workforce partners, community organizations, and parent representatives.
- Meeting Frequency: Biannual, with working groups convened as needed; formal recommendations submitted to the Board after each meeting.
- Parent & Community Advisory Council
 - Purpose: Ensure that family and community perspectives are integrated into school-level decisions and network-wide priorities.
 - Duties include: Act as a liaison between families and school leadership, provide feedback on school culture, policies, and communication strategies, and strengthen community partnerships.
 - Composition: Parents and guardians from each microschool, community members, and non-voting participation from educators.
 - Meeting frequency: Quarterly meetings, with an annual formal report delivered to the Board.
- Industry & Workforce Advisory Council
 - Purpose: Ensure IMC's model remains aligned with employer needs, labor market demands, and career-connected learning pathways.
 - Duties include: Guide internships, apprenticeships, and workforce pathway design, and partner on real-world learning and career exploration activities.
 - Composition: Business leaders, workforce development professionals, and CTE/STEM educators.
 - Meeting frequency: Biannual, aligned with workforce reports and economic forecasts.

While advisory bodies play a key consultative role, they do not have formal decision-making power. The reporting structure is as follows:

- **Recommendations** from advisory bodies are submitted to the IMC Board of Directors.
- **Board Response:** The Board reviews recommendations and may direct school leadership to act on approved proposals.
- **Communication:** Advisory groups may be invited to present at board meetings, and responses to their recommendations will be transparent and publicly shared.

As the IMC expands, its advisory structure will evolve to balance statewide alignment with local responsiveness. Initially, advisory councils will operate at the network level, ensuring a cohesive vision and strategic alignment across all microschool sites. As IMC grows, regional advisory councils will be established to provide site-specific guidance, keeping each microschool deeply connected to the unique needs, priorities, and opportunities of its local community.

5) School Leadership and Management

IMC has identified Dr. George Philhower as the founding Executive Director and school leader. Dr. Philhower is exceptionally well-qualified to lead IMC in achieving its mission to create and

support innovative, personalized microschools that transform education and expand meaningful school choice across Indiana.

Leadership Qualifications and Track Record

Dr. Philhower brings more than a decade of proven experience in academic and operational leadership, with a demonstrated commitment to student-centered innovation, community engagement, and scalable school transformation. He currently serves as the Superintendent of Eastern Hancock Schools, where he has led system-wide efforts to redesign traditional learning environments into flexible, competency-based models that prioritize personalization, real-world relevance, and community connection. Dr. Philhower's key qualifications and accomplishments include:

- **Academic Leadership**
 - Holds a Ph.D. in Educational Leadership with a focus on high school redesign, personalized learning, and policy implementation.
 - Spearheaded instructional reforms in Eastern Hancock Schools to embed competency-based progression, flexible scheduling, and career-connected learning experiences.
 - Designed and implemented a growth-oriented teacher evaluation framework to drive instructional excellence and continuous improvement.
- **Operational & Organizational Leadership**
 - Successfully led district-wide strategic planning processes aligned with community priorities and workforce needs.
 - Established CAFE (Community And Family Engagement) forums to elevate stakeholder voice and foster collaborative problem-solving.
 - Manages a multi-million-dollar district budget and has secured external grants and partnerships to enhance sustainability and innovation.
- **Innovation & Community Engagement**
 - Partnered with local industries in banking, healthcare, and manufacturing to build authentic work-based learning and apprenticeship programs.
 - Championed flexible, adaptive learning models tailored to the needs of rural students and families seeking alternatives to traditional schooling.

Dr. Philhower's leadership aligns directly with IMC's mission. His deep expertise in personalized, community-driven education and his successful track record of operational leadership uniquely position him to launch and scale IMC's network of microschools statewide.

Responsibilities of the School's Leadership & Management Team

As Executive Director, Dr. Philhower will oversee the successful launch, growth, and performance of IMC's learning sites across Indiana. His responsibilities include:

- Ensuring academic excellence and fidelity to the IMC model across all sites
- Leading strategy, operations, and partnerships in alignment with the school's mission
- Managing and supporting site leaders, instructional staff, and advisors
- Overseeing student enrollment, family engagement, and personalized learning implementation

- Building and maintaining strong relationships with state agencies, community organizations, and school partners
- Reporting directly to the IMC Board of Directors on academic, financial, and operational performance

He will be supported by a leadership team that includes:

- Mentors – who focus on student well-being, family engagement, and daily coordination
- Teachers – who provide direct instruction, curate curricular resources, and support competency-based progression
- Evaluators – who assess student mastery, validate learning outcomes, and manage credit authorization
- Site Leaders (as the network expands) – who manage day-to-day operations and implementation at individual learning sites

This distributed leadership model ensures that while IMC maintains centralized vision and quality control, each microschool is empowered to meet the unique needs of its community.

6) Leadership Accountability & Succession Planning

Dr. George Philhower has been deeply involved in the founding and development of the IMC, bringing both the vision and practical leadership necessary to launch a statewide network of personalized, community-driven microschools. While his commitment and experience have been instrumental to IMC's design and early momentum, the Board of Directors understands the importance of strong governance and impartial oversight—especially when the school leader has close personal and professional ties to the school's founding.

Accountability Structures

The IMC Board of Directors will maintain independent and objective oversight of the Executive Director through the following measures:

- **Clear Performance Goals:** The Board will establish measurable annual goals aligned to IMC's mission, including academic performance, student enrollment, operational effectiveness, community engagement, and financial health.
- **Annual Evaluation Process:** The Board will conduct a formal annual evaluation of the Executive Director using a performance rubric aligned with these goals. This process will include input from staff, families, and community partners when appropriate.
- **Regular Monitoring:** The Executive Director will provide quarterly reports to the Board on key performance indicators. The Board will use these updates to monitor progress and address concerns in a timely manner.
- **Conflict of Interest Policies:** The Board will strictly enforce its conflict of interest policy, ensuring that any decisions involving compensation, evaluations, or strategic direction are made transparently and without undue influence.

These safeguards ensure that, regardless of the Executive Director's founding role, the Board retains full authority and responsibility for oversight and accountability.

Succession Planning and Replacement Process

Should Dr. Philhower choose to leave or the Board determine that a leadership change is necessary, IMC has a clear succession and replacement plan to ensure continuity and stability:

- **Interim Leadership:** The Board may appoint an interim Executive Director—potentially from within the existing leadership team (e.g., site leaders or network support staff)—to maintain operations during a transition period.
- **Leadership Search:** The Board will launch a formal, transparent search process for a permanent Executive Director. This will include:
 - Defining desired leadership qualifications aligned with IMC’s mission and needs
 - Engaging stakeholders (e.g., staff, families, community partners) to provide input
 - Recruiting a diverse and highly qualified pool of candidates
 - Conducting interviews and reference checks
- **Onboarding and Support:** Once selected, the new Executive Director will receive onboarding and transition support to ensure they are set up for success.

7) Administrative and Management Team Recruitment Plan

At this time, key members of the IMCs administrative and management team, beyond the Executive Director, have not yet been formally hired. However, the leadership structure and core functional roles have been clearly defined, and a rigorous recruitment process will begin immediately upon charter approval to ensure the school is staffed with a highly qualified and mission-aligned team.

Planned Leadership Structures and Roles

IMC’s leadership model is designed to support a scalable, community-driven microschool network. The core administrative and instructional roles to be filled include:

- **Site Leaders** – Oversee daily operations at microschool sites, provide instructional leadership, and coordinate staff and student support.
- **Mentors** – Focus on student well-being, family engagement, and personalized learning support.
- **Teachers** – Deliver instruction, curate high-quality curricular resources, and guide students through personalized, competency-based learning pathways.
- **Evaluators** – Assess student learning and mastery of competencies and authorize academic credit toward promotion and graduation.

Recruitment Timeline and Process

- May (immediately following charter approval)
 - Finalize job descriptions and launch recruitment campaign
 - Post openings on statewide and national education job boards and networks
 - Begin initial outreach to potential candidates and partners
- Mid-May to June
 - Conduct application reviews and interviews
 - Finalize hiring decisions and issue offer letters
 - Begin onboarding and compliance processing
- June to July

- Provide professional development and training on IMC’s instructional model, systems, and personalized learning framework
- Engage staff in planning, family outreach, and site preparation
- Conduct collaborative team-building and vision-setting activities
- August
 - Staff fully prepared and equipped for a successful first day of school

Hiring Criteria and Recruitment Channels

IMC will prioritize candidates who align with its mission, have experience or enthusiasm for innovative learning models, and demonstrate a commitment to equity, flexibility, and relationship-building. Recruitment efforts will leverage statewide job boards, university partnerships, and referrals from education networks to attract a diverse and highly qualified team ready to lead IMC’s vision from day one.

8) Decision-Making Authority and Roles Across Key Functions

The IMC is an independent charter network that will operate under the oversight of its nonprofit Board of Directors and will not contract with an Education Service Provider (ESP). The governance and management model is designed to ensure clear lines of authority, strong accountability, and mission-aligned decision-making.

The Board of Directors holds ultimate legal and fiduciary responsibility for the school, while the Executive Director (school leader) is charged with day-to-day operations and implementation of the IMC model across all microschool sites.

The table below outlines where primary decision-making authority resides for each key function:

Function	Primary Authority	Description
Curriculum	Executive Director	Oversees selection, development, and implementation of personalized, competency-based curriculum in alignment with IMC’s mission. Site leaders and instructional staff support local implementation.
School Culture	Executive Director / Site Leaders	Develops and sustains a learner-centered, inclusive, and community-rooted culture at each site. Local staff engage families and partners to reflect community identity.
Performance Goals	Board of Directors	Sets and approves overall academic, financial, and operational performance goals. Executive Director monitors progress and reports regularly.
School Policies	Board of Directors	Approves all official school policies. Executive Director may propose new policies or revisions based on implementation needs.
Recruitment and Hiring	Executive Director	Leads recruitment and hiring of all school staff. Board approves Executive Director and may be involved in hiring

		senior leadership as needed.
Community Relations	Executive Director / Site Leaders	Builds partnerships, facilitates local advisory councils, and maintains open communication with stakeholders.
Facilities Management	Executive Director	Oversees facilities acquisition, maintenance, and compliance. Board approves significant leases or capital improvements.
Contracting and Procurement	Executive Director	Manages vendor relationships and procurement aligned to budget. Board approves major contracts per financial policies.
Budget	Board of Directors	Approves annual budget and any significant amendments. Executive Director prepares budget and manages day-to-day implementation.
Finance and Accounting	Executive Director	Oversees financial operations, reporting, and compliance. External vendors may support bookkeeping; Board receives monthly financial reports and conducts audits.

Governance and Oversight

The IMC Board ensures high-level oversight and accountability, meeting regularly to review academic and financial performance, approve policies and budgets, and evaluate the Executive Director. In turn, the Executive Director leads strategic planning, operations, and personnel management, ensuring alignment with IMC's mission and goals. This structure, independent of any ESP, increases transparency, reinforces community trust, and supports effective, mission-aligned school leadership across all microschool sites.

Section II: School Design

Innovation

The Indiana Microschool Collaborative (IMC) proposes a flexible, learner-centered microschool model designed to accelerate student success through personalized learning pathways, community-connected instruction, and competency-based progression. Unlike traditional school models that rely on rigid schedules, uniform curricula, and large-scale operations, IMC microschools will be intentionally small, adaptive, and deeply rooted in their local communities. Each microschool will serve 30–75 students and be led by a site director with instructional autonomy, allowing real-time responsiveness to student needs, interests, and pace of learning.

Key innovations of the school model include:

- **Personalized and Competency-Based Learning:** Students will progress upon mastery rather than seat time, with learning pathways tailored to individual goals and needs.

- **Multi-age Learning Environments:** Classrooms will be grouped by developmental stages rather than strict age or grade bands, allowing students to engage in cross-age mentorship and developmentally appropriate learning.
- **Community-Embedded Learning:** Through partnerships with local organizations, businesses, and institutions, students will engage in authentic, project-based learning aligned to real-world contexts.
- **Lean Staffing and Leadership Model:** Microschools will employ multi-role educators who serve as instructors, advisors, and learning designers, supported by a distributed network of instructional coaches and specialists.
- **Technology-Enabled Instruction:** Adaptive tools may support formative assessment and differentiated instruction, enabling educators to monitor mastery in real time.

Evidence of Efficacy and Research Basis

The IMC model draws on a growing body of research and national examples demonstrating the potential of microschoools and related innovations to improve student outcomes, especially for students historically underserved by traditional systems:

- **Competency-Based Education:** Research from organizations like CompetencyWorks and the Aurora Institute demonstrates that students in competency-based systems show greater engagement and deeper learning outcomes, particularly when paired with clear standards and assessment practices.
- **Small Learning Environments:** Studies show that smaller learning environments foster stronger student-teacher relationships, higher levels of engagement, and better academic performance — especially in schools serving students from marginalized communities.
- **Project-Based and Community-Based Learning:** The Buck Institute and others have documented how project-based learning boosts critical thinking and retention, while community-based learning enhances relevance and motivation.
- **Innovative Staffing and Personalized Learning:** Models such as those developed by Transcend, Education Reimagined, and Next Generation Learning Challenges have informed the IMC design, showing that flexible staffing and tech-enabled personalization can increase student agency and accelerate achievement.

Commitment to High Standards and Accountability

While the IMC model represents a significant departure from conventional models in structure and delivery, it maintains an unambiguous commitment to outcomes and accountability. All IMC schools will:

- Administer the Indiana state assessments and participate fully in the state's accountability system.
- Adopt rigorous academic benchmarks aligned to state standards, tracked through regular formative and summative assessments.
- Implement a centralized data system to monitor student progress, track mastery, and support continuous improvement.

- Undergo regular internal performance reviews and external evaluations in alignment with ICSB's performance framework.
- Be held accountable for financial, operational, and academic performance to the same standards as all ICSB-authorized schools, with no exemptions from core charter obligations.

The IMC's governance structure includes centralized oversight to ensure consistency and accountability across all microschools, while still enabling site-level autonomy for innovation. This "tight on outcomes, loose on means" approach allows the model to fulfill its promise of innovation *and* high performance.

Curriculum and Instructional Design

1) Framework for Proposed Instructional Design

IMC employs a learner-centered, competency-based instructional design that is intentionally crafted to meet the diverse needs of Indiana's students while ensuring alignment with the Indiana College and Career Ready Academic Standards. IMC's model is designed to accelerate student success through personalized learning, flexible pacing, community-embedded experiences, and rigorous academic expectations.

a) Basic Learning Environment

IMC blends three core environments:

- **Classroom-based instruction** for group learning and collaboration.
- **Independent study** pathways for personalized, self-paced mastery.
- **Project-based and community-embedded learning** within local organizations, libraries, and industry settings.

This hybrid, site-based model allows students to learn in dynamic spaces that are intentionally designed to reflect the community context while maintaining academic rigor and structure.

b) Class Size and Structure

IMC learning sites are intentionally small and typically serve 30–75 students. Instruction is delivered through:

- **Multi-age cohorts**, rather than traditional grade levels.
- **Small group instruction** (typically 5–10 students).
- **One-on-one coaching**, particularly for students who need additional support or acceleration.

This flexible structure allows for individualized attention and strong student-teacher relationships while also fostering peer learning and collaboration.

c) Curriculum Overview

The IMC curriculum is aligned to Indiana Academic Standards and built on a competency-based framework, ensuring that students demonstrate mastery before progressing. Key curricular features include:

- Standards-based competencies mapped to state expectations.

- Integrated learning experiences that combine core academics with real-world problem-solving.
- Opportunities for dual credit, industry certifications, and interdisciplinary projects.
- A phased curriculum development process that engages educators, families, and local industry partners to ensure both rigor and relevance.

d) Use of Technology

Technology plays a vital role in enabling personalized learning and real-time data tracking. IMC integrates:

- **Adaptive digital platforms** for core instruction and intervention (e.g., DreamBox, Khan Academy, Lexia).
- **Portfolio systems** for students to document mastery and growth.
- **Learning management systems (LMS)** for personalized pacing, assessment tracking, and instructional delivery.
- **Video conferencing and virtual office hours** to extend access to content experts and mentors beyond the learning site.

Technology is used to enhance, not replace, educator interaction and ensures that students can engage with content flexibly and meaningfully.

e) Staffing and Teacher Effectiveness

IMC is committed to staffing each learning site with highly effective educators who are:

- Trained in competency-based instruction, Universal Design for Learning (UDL), and project-based pedagogy.
- Selected based on cultural responsiveness, instructional adaptability, and a growth mindset.
- Provided with ongoing professional development, coaching, and data-informed planning time.
- Part of a distributed instructional team that includes a site leader, mentor (student/family support), evaluator (academic credentialing), and core content teachers.

Teachers of record play a critical role in ensuring fidelity to the academic model and curricular alignment with Indiana Academic Standards across all learning sites.

f) Evidence-Based Support

The IMC model is grounded in nationally recognized, evidence-based practices:

- **Competency-Based Learning:** [RAND Corporation research](#) demonstrates that this approach increases academic achievement, especially for students needing flexible pacing.
- **Small Learning Environments:** Studies consistently show that small school settings enhance student engagement and achievement ([Hanushek, 2022](#)).
- **Project-Based Learning:** According to [PBLWorks](#), students in project-based environments develop deeper understanding and improved problem-solving skills.
- **Blended Learning:** [Research](#) supports the efficacy of combining digital tools with face-to-face instruction to personalize learning and increase outcomes for diverse learners.

Together, these strategies form a high-impact instructional model that prepares students for college, careers, and life, without compromising on rigor or accountability.

2) Instructional Strategies

At IMC, we envision a future where every Hoosier student attends a school that feels like it was designed just for them—because it was. To realize this vision, IMC implements a set of instructional strategies rooted in personalization, mastery-based learning, and whole-child support, ensuring that all students—including those with disabilities, English learners, high-ability students, and those performing below grade level—meet or exceed the Indiana Academic Standards.

Instructional Strategies Aligned to IMC's Vision

IMC's core instructional strategies are designed to meet the needs of a diverse student population and support individualized learning:

- **Competency-Based Learning**
Students progress upon demonstrating mastery of clearly defined learning outcomes aligned to ICCRAS. This ensures that no student advances with gaps and all learning is meaningful, rigorous, and transparent.
- **Personalized Learning Pathways**
Each student follows a customized learning plan that incorporates their strengths, needs, interests, and pace. Advisors, educators, and families co-develop these plans to guide learning across academic and real-world contexts.
- **Project-Based and Community-Embedded Learning**
Students engage in interdisciplinary projects connected to local issues and industry partners. These projects deepen understanding, promote relevance, and build essential 21st-century skills.
- **Blended and Tech-Enabled Instruction**
Adaptive tools and digital content allow for real-time differentiation. Technology supports self-directed learning, formative assessment, and targeted intervention.
- **Multi-Age, Small-Group Structures**
Small learning groups (5–10 students) within multi-age cohorts allow students to receive individualized support and peer collaboration, reducing stigma and fostering a culture of continuous growth.

Differentiation, Remediation, and Intervention Systems

To meet the needs of all learners, IMC employs robust systems that integrate differentiation, remediation, and acceleration within the core instructional model:

Differentiation: At IMC, differentiation is woven into the fabric of instruction to ensure every student is supported and challenged appropriately. Educators apply Universal Design for Learning (UDL) principles to offer multiple ways for students to engage with content, access information, and demonstrate their learning. Instruction is tailored through flexible grouping based on readiness levels, formative assessment data, and individual learning styles. Teachers use varied instructional methods, assignments, and pacing to meet students where they are.

Through a focus on student choice and voice, learners are empowered to take ownership of their education in ways that are meaningful and motivating to them.

Remediation & Intervention: IMC's approach to remediation and intervention is both inclusive and proactive. Targeted supports are embedded within the core instructional day, ensuring students receive timely help without being pulled from their learning community. A Multi-Tiered System of Support (MTSS) framework guides interventions across academic, behavioral, and social-emotional domains.

- **Tier 1** provides strong universal supports, including clear learning targets, mastery tracking, and formative feedback for all students.
- **Tier 2** offers small-group instruction and personalized interventions based on diagnostic data.
- **Tier 3** delivers individualized support coordinated by special education teams and student success staff.

Throughout, frequent progress monitoring ensures instruction is responsive and students are continually moving toward mastery with the supports they need to thrive.

Systems to Support all Learners: IMC builds a strong foundation for equity and success by surrounding each student with a robust support system. Personalized Learning Plans (PLPs) and IEPs are aligned with state standards and reviewed collaboratively by instructional coaches and evaluators to ensure academic rigor and meaningful accommodations. Student Support Teams at each site coordinate interventions, behavioral strategies, and academic supports. Culturally responsive pedagogy ensures that instruction is inclusive and reflective of students' diverse identities and experiences. Every student is paired with a mentor or advisor who monitors academic and social-emotional well-being, maintains close communication with families, and provides individualized coaching throughout the year.

Why These Strategies Work for IMC's Target Population

The IMC model is designed for students who are often underserved by traditional education systems, including:

- Rural students with limited school choice
- Students seeking flexible scheduling due to work, health, or life circumstances
- High-ability learners ready to accelerate
- Students performing below grade level who need personalized pacing and intensive support

By using flexible, mastery-based approaches, IMC ensures that students are never forced to move forward with gaps in learning or held back when they are ready to excel. Instruction is designed to be inclusive, adaptive, and accountable, offering both academic rigor and the personalization required to meet students where they are. IMC's approach is both student-driven and data-informed, allowing for real-time adjustments and a responsive learning environment that consistently upholds the expectations set by ICSB for academic excellence.

3) Curriculum Scope and Sequence

Given the flexible and community-driven nature of the IMC, curriculum development is intentionally designed to be iterative, inclusive, and adaptive. While the core instructional pillars—competency-based progression, project-based learning, and career-connected instruction—remain consistent across all learning sites, the specific curriculum materials, instructional formats, and local integration strategies will be tailored to reflect each microschool’s unique context.

To ensure all instructional content is aligned to Indiana Academic Standards and rigorously supports mastery-based learning, IMC will follow a structured pre-opening curriculum development process that balances statewide consistency with local adaptability.

Curriculum Development Timeline

Phase	Timeline	Key Activities	Leads/Contributors
Framework Finalization	May (immediately upon approval)	<ul style="list-style-type: none"> - Finalize IMC-wide competency-based learning framework - Crosswalk competencies to Indiana Academic Standards - Establish key competencies and mastery thresholds across K–12 	<ul style="list-style-type: none"> -IMC Executive Director -Teachers
Collaborative Curriculum Design Sprint	Late May – Mid-June	<ul style="list-style-type: none"> - Convene founding teachers, mentors, and evaluators to co-design core unit maps and scope & sequence - Draft sample interdisciplinary project-based learning experiences - Identify key academic milestones for initial student progress 	<ul style="list-style-type: none"> -IMC Executive Director -Founding Instructional Team
Resource Identification & Selection	June – Early July June – Early July	<ul style="list-style-type: none"> - Vet and select high-quality instructional materials aligned to the competency framework 	<ul style="list-style-type: none"> -Teacher & Evaluator Teams -Mentor and Evaluator advisors

		<ul style="list-style-type: none"> - Integrate project-based, digital, and culturally responsive content - Develop aligned formative and performance-based assessments 	
Pre-Service Training & Implementation Planning	Mid-July – Early August	<ul style="list-style-type: none"> - Train educators on competency-based instruction, Universal Design for Learning (UDL), and project design - Set up mastery tracking systems, student goal-setting templates, and learning plan tools - Prepare initial pacing guides and site-specific customizations 	<ul style="list-style-type: none"> -IMC Leadership -External professional development partners
Launch & Embedded Continuous Improvement	August – Ongoing Throughout Year	<ul style="list-style-type: none"> - Launch Year 1 curriculum across microschool sites - Collect real-time feedback from students, families, and educators - Refine curriculum and pacing through quarterly review cycles - Adjust resources and supports based on formative data and pilot feedback 	<ul style="list-style-type: none"> -All staff -IMC Leadership -Community Stakeholders

Rather than a static curriculum rollout, IMC's instructional approach is dynamic and iterative. Throughout the first year of implementation:

- Student work samples, project reflections, and formative assessments will inform real-time curriculum adjustments.
- Quarterly retrospectives with teachers and evaluators will guide refinements in pacing, resource use, and instructional strategies.
- Family and student feedback will be gathered through monthly advisory check-ins and used to tailor instruction to individual needs.

This approach ensures the curriculum remains relevant, rigorous, and responsive, aligned to both state standards and community context, while embodying IMC's core vision: *"a future where every Hoosier student attends a school that feels like it was designed just for them—because it was."*

A sample scope and sequence is provided as **Attachment 3**.

4) Proposed School Calendar

The IMC is designed to deliver a highly personalized, flexible, and community-connected learning experience that meets the diverse academic and developmental needs of Hoosier students. Grounded in the belief that learning should feel tailor-made for every student, IMC combines rigorous academic instruction with whole-child supports and real-world learning opportunities. The model intentionally blends structured core content delivery with flexible scheduling and small learning environments, ensuring students master essential skills while exploring their interests and potential career paths. The following outlines IMC's academic and non-academic programming, instructional calendar, and daily schedule, all designed to support deep learning, strong relationships, and student agency. The school's proposed calendar for the first year of operations is provided as **Attachment 4**.

Instructional Hours by Grade Band

- **Grades K–2:** ~2–3 hours/day of academic learning through short, engaging blocks that promote focus and curiosity.
- **Grades 3–5:** ~3–4 hours/day with a blend of teacher-guided instruction, independent study, and project-based learning.
- **Grades 6–8:** ~4–5 hours/day in a self-paced, structured environment focused on inquiry and collaboration.
- **Grades 9–12:** ~5–6 hours/day with a flexible schedule combining advanced coursework, internships, and industry-linked experiences.

Instructional Calendar and Daily Schedule

IMC's academic year includes at least 180 instructional days, meeting or exceeding the minimum requirements set by the Indiana Department of Education. School operations will begin in August 2025, with rolling admissions throughout the year to accommodate diverse learner needs, career-connected learning, and dual-credit opportunities.

General Daily Schedule

- **Start Time:** 8:00 AM–8:30 AM
- **Dismissal Time:** 3:00 PM–3:30 PM

While the learning day is structured, IMC allows for personalized schedules, especially for students participating in internships, dual-enrollment, or community-based learning opportunities. These flexible options ensure compliance with instructional time requirements while empowering student agency and ownership over learning.

Non-Academic Programming

IMC supports whole-child development through robust non-academic programming, including:

- **Advisory and Mentorship:** Daily or weekly check-ins to promote goal-setting, progress monitoring, and well-being.
- **Social-Emotional Learning (SEL):** Integrated into daily routines and supported by mentors and student support teams.
- **Arts, Movement, and Wellness:** Creative play, music, outdoor learning, and wellness activities are embedded across grade levels.
- **Community and Career Engagement:** Students participate in service projects, internships, and entrepreneurial experiences, helping to foster a strong sense of purpose and real-world readiness.

5) Virtual Instruction

IMC does not meet the definition of a virtual charter school under Indiana law. While technology is thoughtfully integrated to enhance learning and support flexible, personalized pathways, it is not the primary mode of instruction. Instead, IMC operates as a site-based, community-rooted model, where students learn through in-person, hands-on, and project-driven experiences guided by educators and mentors. Technology is used to augment instruction—particularly for diagnostics, skill-building, and mastery tracking—but the core of the educational experience remains face-to-face and relationship-centered. This model aligns with Indiana’s expectations for brick-and-mortar charter schools and ensures every student benefits from a high-quality, human-centered learning environment.

Students at IMC typically engage in 1–2 hours per day of instruction or practice using online or computer-based platforms. This includes:

- Diagnostic or adaptive learning tools (e.g., personalized math and reading platforms)
- Digital project research and collaboration
- Online modules supporting mastery-based progression

This technology use is designed to augment, not replace, core instruction. Educators remain central to the teaching and learning process, facilitating instruction, guiding projects, providing feedback, and supporting student goal setting.

Instructional Delivery Model

Instruction at IMC is delivered primarily through:

- In-person instruction and advisory support
- Collaborative small-group learning
- Interdisciplinary projects aligned to real-world and career-based contexts
- Personalized learning plans and mentoring

Each microschool site is built with strong community ties and a physical presence, often co-located in libraries, community centers, or school district facilities. Instruction is supported by

a certified teacher of record, along with site-based mentors and evaluators who work with students daily.

Pupil Performance Standards

1) Academic and Exit Standards

IMC's Academic and Exit Standards are provided as **Attachment 5**.

2) Standards for Promotion

At IMC, student promotion is not based on traditional grade-level progression or seat time but on competency-based mastery. Because IMC's learning environments are multi-age and personalized, students advance through academic content and learning experiences when they demonstrate readiness—not based on age or arbitrary grade-level benchmarks.

Rather than moving from one grade to the next at the end of an academic year, students progress through clearly defined learning competencies aligned with Indiana Academic Standards. These competencies are assessed through performance-based assessments, projects, and portfolio reviews. Promotion decisions are individualized and take into account a student's demonstration of mastery, development of independent learning skills, and readiness for more complex learning tasks or real-world experiences.

Promotion Policies and Practices

Students are considered ready to advance when they:

- Demonstrate mastery of academic competencies through portfolios, projects, and other performance-based assessments.
- Exhibit essential learner qualities such as self-direction, collaboration, critical thinking, and problem-solving.
- Apply learning across disciplines and real-world contexts, showing the ability to transfer knowledge and skills.

If a student needs more time to master a particular skill or concept, they continue working at their own pace with individualized support. There is no traditional "retention" model at IMC; instead, all students progress within multi-age learning cohorts and receive the time and interventions needed to ensure they are truly prepared to move forward.

Communication with Families and Students

Promotion and mastery benchmarks are clearly communicated through:

- Weekly student goal-setting meetings with advisors to review progress.
- Bi-weekly mentor check-ins to update families on academic milestones and challenges.
- Monthly progress reports, including narrative feedback, student self-assessments, and digital dashboards.
- Student-led conferences held three times per year, where students reflect on their learning and present progress toward personalized goals.

In cases where a student requires extended time to achieve mastery, families are engaged in early planning conversations and a Personalized Learning Plan (PLP) is developed or revised to provide targeted support and outline next steps.

3) Graduation Requirements

a. Alignment with Indiana Graduation Pathways

IMC fully meets the Indiana graduation requirements as outlined in IC § 20-32-4 and the Indiana Department of Education's Graduation Pathways framework. All high school students will complete the required coursework, demonstrate postsecondary readiness through approved pathways, and meet locally defined competencies through IMC's mastery-based model. Students will have opportunities to earn multiple readiness seals (College, Career, and/or Military), ensuring they are prepared for diverse postsecondary outcomes.

b. Earning Credits, GPA Calculation and Electives

Students will earn high school credits through demonstrated mastery of defined competencies rather than seat time. Credit is awarded via performance-based assessments, portfolios and project demonstrations, dual credit coursework, work-based learning and internships, and industry-recognized certifications. IMC's evaluators are responsible for validating mastery and authorizing credit awards, ensuring consistency with Indiana Academic Standards.

IMC calculates GPA based on proficiency-based grading, aligning with Indiana's definition of mastery-based credit. Proficiency levels are converted into GPA equivalents using a standards-based scale to ensure alignment with postsecondary institutions' expectations.

IMC will use the state's common electronic transcript system, ensuring full compliance with IC §§ 21-18-12 and 20-33-2-13. Transcripts will include earned credits, GPA, industry credentials, work-based learning experiences, college coursework, and graduation pathway seal(s).

Electives are tailored to student interests and career aspirations. Offerings may include: STEM and entrepreneurship; health sciences and public safety; engineering and advanced manufacturing; arts, design, and media; and internships, apprenticeships, and service learning.

c. Additional Requirements Beyond the State

IMC does not impose blanket requirements beyond the state's graduation standards. However, because the model is competency-based and personalized, many students will naturally exceed minimum requirements by:

- Earning the Indiana College Core (ICC) – up to 30 transferable college credits
- Completing multiple postsecondary readiness seals
- Gaining workforce certifications before graduation
- Building and presenting a comprehensive digital portfolio

d. Ensuring Postsecondary Readiness

IMC's graduation approach ensures students are truly prepared for college, careers, and life after high school by embedding:

- Dual credit and college-level coursework through Indiana higher ed partners
- Real-world application via internships and career-connected projects
- Career coaching and advising aligned with each student's Personalized Learning Plan (PLP)
- Access to financial aid planning, FAFSA support, and military pathway guidance

Each student's learning journey is documented in a personalized transcript, which emphasizes skills, experiences, and readiness over traditional grades alone—making IMC graduates more competitive and prepared for success in any pathway.

e. Supports for Students At-Risk of Not Graduating

IMC offers a proactive, multi-tiered approach to support students at risk of not graduating:

- Early Identification Systems - Using real-time data, student progress toward competencies is monitored through digital dashboards, weekly goal setting, and bi-weekly advisor check-ins.
- Personalized Graduation Plans (PGPs) - Students who are off-track receive a tailored PGP that may include: targeted interventions, alternative credit pathways (e.g., independent projects, internships), and additional academic coaching and tutoring.
- Flexible Pathways - Students earn credit through alternative demonstrations of mastery, such as: real-world projects, work-based learning, and self-paced online modules.
- Mentorship and Wraparound Support - Each student is paired with a mentor/advisor who monitors academic and social-emotional well-being, keeps families informed, and coordinates additional services as needed.
- Family Engagement - Monthly family check-ins, student-led conferences, and transparent communication systems keep families closely involved in student progress and planning.

Special Populations and At-Risk Students

1) Serving Students with Special Needs and At-Risk Populations

IMC is committed to creating an inclusive, flexible, and supportive learning environment where all students—including those with special needs, English learners, gifted students, and those at risk of academic failure or dropping out—can thrive. IMC's competency-based, community-driven approach enables tailored support for diverse learners through individualized instruction, adaptive pacing, and robust support systems.

IMC expects to serve a broad cross-section of students across Indiana, with deliberate attention to students with IEPs and disabilities, students with Section 504 Plans, English Learners (ELs), gifted and talented students, students performing below grade level, and students at risk of academic failure or dropping out. These groups reflect both intentional outreach and natural enrollment patterns within the communities IMC is designed to serve.

Service Plans for Special Populations

IMC's instructional design is intentionally inclusive and adaptive, ensuring that every student—regardless of background or ability—has access to a personalized, high-quality education. Through proactive supports, flexible pacing, strong mentorship, and real-world

learning, IMC redefines how schools serve special populations and at-risk learners, fostering equity and excellence across all learning sites.

Students with IEPs / Section 504 Plans

IMC will comply fully with Article 7, the Individuals with Disabilities Education Act (IDEA), and Section 504 of the Rehabilitation Act. Students with disabilities are supported through:

- Inclusive learning environments embedded within community-based sites
- Individualized Education Plans (IEPs) developed and implemented by certified special education staff
- Regular progress monitoring and adaptations using Universal Design for Learning (UDL)
- Access to assistive technology, flexible learning modalities, and multi-sensory instruction
- Collaboration between families, mentors, and student support teams to ensure alignment and consistency

English Learners (ELs)

ELs are supported through integrated language development within all instructional areas:

- Sheltered instruction and visual supports to enhance comprehension
- Culturally responsive practices that affirm students' identities and lived experiences
- Differentiated scaffolding and vocabulary instruction embedded in project-based learning
- Bilingual pathways and opportunities to build proficiency in both English and home languages

Gifted and Talented Students

High-ability students are challenged through:

- Accelerated progression within the competency-based model
- Dual credit courses, independent research, and interdisciplinary projects
- Real-world application through mentorships and industry partnerships
- Equitable, multi-measure identification processes to ensure inclusive access to enrichment

Students Performing Below Grade Level / At Risk of Failure

IMC's flexible model is intentionally designed to meet students where they are:

- Students progress upon mastery, preventing them from being pushed forward with learning gaps
- Targeted interventions are embedded within the daily schedule using a Multi-Tiered System of Supports (MTSS)
 - **Tier 1:** Mastery tracking and differentiated instruction for all
 - **Tier 2:** Small-group supports driven by diagnostic assessments
 - **Tier 3:** Intensive, individualized interventions developed by student support teams
- Personalized Learning Plans (PLPs) guide student progress and support recovery efforts

Students at Risk of Dropping Out

To reduce dropout risk and increase engagement, IMC provides:

- Strong advisory and mentoring systems to monitor both academic and social-emotional needs
- Flexible scheduling and alternative credit pathways (e.g., work-based learning, portfolios)
- Frequent family engagement through check-ins, progress reports, and student-led conferences
- Culturally relevant content and real-world projects that increase relevance and motivation

2) Identifying and Meeting Learning Needs

IMC is committed to serving students with mild, moderate, and severe disabilities in the least restrictive environment (LRE), ensuring that all students have meaningful access to the general education curriculum alongside their peers. IMC's multi-age, competency-based, and flexible model allows individualized pacing and instruction that is inherently inclusive and supportive of diverse learning needs. IMC's instructional and support model is designed to flex and respond to student needs, ensuring all learners—including those with disabilities—have equitable access to rigorous, meaningful education in the least restrictive environment. Through ongoing evaluation, strong family partnerships, and highly trained staff, IMC ensures every student can thrive and succeed.

a. Identification of Students with Special Education Needs

IMC follows a structured, multi-tiered process aligned with IDEA and state guidelines for identifying students with disabilities:

- Universal Screening & Teacher Observations: Teachers and staff use developmental benchmarks, academic screeners, and behavioral checklists to flag potential concerns early.
- Pre-Referral Interventions (MTSS): Before formal evaluation, students receive tiered academic and behavioral supports. Lack of response may lead to referral for a comprehensive evaluation.
- Comprehensive Evaluation: A multidisciplinary team (e.g., school psychologist, special educators, speech/language therapists) conducts individualized assessments to determine eligibility.
- IEP or 504 Plan Development: If eligible, a plan is created outlining services, accommodations, and goals tailored to the student's needs.

b. Instructional Programs, Strategies, and Supports

IMC uses a continuum of services and evidence-based strategies to meet the needs of students with disabilities:

- Universal Design for Learning (UDL): All teachers are trained in UDL principles to ensure instruction is accessible and flexible for all learners.
- Inclusive Instructional Practices:
 - Co-teaching models where special educators support students within general education settings
 - Flexible groupings based on readiness and need
 - Accommodations and modifications tailored to individual learning profiles

- Specialized Interventions:
 - Mild Needs: Small group instruction, scaffolding, and targeted skill development
 - Moderate Needs: Individualized instruction, behavior intervention plans, and assistive technology
 - Severe Needs: Intensive supports including alternative communication tools, life skills instruction, and therapies provided by licensed specialists
- Access to General Curriculum: Students participate in project-based, interdisciplinary units aligned with Indiana Academic Standards, with appropriate support from special education staff.

c. Monitoring Progress and IEP Goal Attainment

IMC uses ongoing progress monitoring systems to evaluate student growth and inform instruction:

- Frequent formative assessments and mastery-based evaluations
- Data tracking dashboards to monitor IEP goals, accommodations, and instructional adjustments
- Regular IEP review meetings with families and student support teams
- Quarterly reporting of progress toward goals, shared with families and used to update service plans as needed.

d. Promoting Graduation for Students with Special Needs

Students with disabilities have access to all Indiana diploma pathways, including options tailored to their needs:

- Individualized Graduation Plans tied to IEP goals
- Access to Career and Technical Education (CTE), internships, and work-based learning opportunities
- Alternate demonstration of proficiency aligned with Graduation Pathways requirements
- Mentor and advisory supports to help students stay on track academically and socially
IMC staff collaborate with families to plan transitions to postsecondary education, employment, or independent living.

e. Staffing for Special Education Services

IMC employs a multi-disciplinary special education team, including:

- Licensed Special Education Teachers who provide direct instruction, co-teach, and support general educators
- Related Service Providers such as speech therapists, occupational therapists, and mental health professionals
- A Special Education Coordinator who ensures compliance with federal/state law, oversees IEP implementation, and provides professional development
- All staff receive training in UDL, trauma-informed practices, and inclusive instructional strategies to ensure high-quality support for all learners.

3) Meeting the Needs of EL Students

is committed to ensuring equitable access and academic success for English Learners (ELs) through inclusive practices, personalized learning pathways, and targeted language development support. IMC's flexible, community-based model allows for responsive and differentiated instruction tailored to the linguistic and academic needs of each EL student.

a. Identification of English Learners

IMC follows the state-required Home Language Survey (HLS) process at enrollment. If the survey indicates that a language other than English is spoken in the home, the student is assessed using the WIDA Screener, which evaluates English proficiency in listening, speaking, reading, and writing. Based on the results, students are identified for EL services and are assigned a proficiency level.

All identified ELs are annually assessed using the WIDA ACCESS test to monitor growth in English language development. Students exit the EL program once they meet the state-defined English proficiency criteria.

b. Instructional Programs, Practices, and Strategies

IMC ensures that EL students have equitable access to the core academic curriculum through the following strategies:

- Sheltered Instruction Observation Protocol (SIOP): Teachers use the SIOP framework to make academic content comprehensible while promoting English language development.
- Language Scaffolding Strategies: Instruction includes visual aids, modeling, sentence starters, and vocabulary support to assist comprehension across content areas.
- Project-Based Learning: Real-world, interdisciplinary projects give EL students opportunities to practice language skills in authentic contexts.
- Culturally Responsive Pedagogy: Teachers affirm students' home languages and cultures, helping ELs feel valued and engaged.
- Embedded Language Instruction: ELs receive language development support during core academic instruction, reducing the need for pull-out services and promoting inclusive learning environments.

c. Monitoring and Exiting EL Students

IMC uses a combination of formative assessments, classroom observations, and standardized testing to monitor EL progress:

- Ongoing formative assessments tied to students' Personalized Learning Plans (PLPs)
- Quarterly progress reports reviewed by educators, mentors, and families
- Annual WIDA ACCESS assessments to track growth in English proficiency
- Exit decisions based on WIDA scores and teacher input, aligned with IDOE's guidance.

Once exited, students are monitored for at least two years to ensure continued academic success and re-entry support if needed.

d. Qualified Staffing for EL Students

IMC is committed to ensuring that all EL students are supported by qualified and trained educators:

- EL-Certified Teachers deliver direct instruction and oversee compliance with state EL requirements.
- Bilingual Paraprofessionals and Translators assist with instruction and communication in schools with high EL populations.
- All general education teachers receive professional development in:
 - Sheltered instruction techniques (SIOP)
 - Language scaffolding and culturally responsive teaching
 - Strategies for supporting ELs at various proficiency levels

Staffing models are designed to scale based on student needs and school site demographics, and IMC partners with local universities and community organizations to recruit and train qualified EL staff.

4) Students Performing Below Grade Level

IMC is designed to meet the needs of all learners—including those performing below grade level—through a mastery-based, personalized learning model that ensures no student advances without a firm understanding of foundational concepts. IMC's approach is especially well-suited for students who have struggled in traditional, time-based models that often move too quickly or overlook individual learning gaps.

Identification of Students Performing Below Grade Level

IMC identifies students performing below grade level through a combination of:

- Universal Screening at multiple points throughout the year using adaptive assessments such as NWEA MAP
- Ongoing Benchmark Assessments embedded within the curriculum
- Formative classroom assessments and performance-based tasks
- Teacher observations and mentor feedback
- Disaggregated data analysis to identify gaps by subgroup (e.g., race/ethnicity, EL status, IEP)

These tools help detect students who may need additional support.

Instructional Strategies and Supports

Students who are not meeting grade-level expectations receive targeted, embedded supports through IMC's Multi-Tiered System of Supports (MTSS):

- Tier 1: All students receive high-quality, differentiated instruction through competency-based, project-driven learning aligned to Indiana standards.
- Tier 2: Students needing additional support receive small-group instruction, focused interventions, and skills-based mini-lessons driven by diagnostic data.
- Tier 3: Students with significant academic challenges receive intensive, individualized interventions, often with support from special education or academic intervention staff.

IMC also provides:

- Personalized Learning Plans (PLPs) for each student, which outline academic goals, identified areas for support, and specific accommodations
- Mastery tracking dashboards that provide students and staff with real-time visibility into learning progress
- Flexible pacing, allowing students to revisit concepts without penalty and demonstrate mastery in multiple ways

These interventions are seamlessly integrated into the core learning environment to avoid stigma and maximize instructional time.

Progress Monitoring

Student progress is continuously monitored through:

- Weekly goal-setting and progress check-ins with mentors
- Regular formative assessments and teacher feedback loops
- Competency-based assessments, portfolios, and public demonstrations of learning
- Adaptive diagnostic tools like NWEA MAP, which provide growth data and inform instructional decisions

Data from these sources is used to adjust instruction, update PLPs, and ensure interventions remain responsive and effective.

By removing arbitrary time constraints and advancing students based on mastery, IMC's model ensures that students performing below grade level are not left behind or rushed through material they haven't yet mastered. Instead, they receive personalized support, targeted interventions, and flexible pathways that empower them to grow at their own pace while building confidence, competence, and readiness for future academic success.

5) Intellectually Gifted Students

IMC ensures that intellectually gifted students are identified early, supported appropriately, and challenged meaningfully. IMC's mastery-based, flexible learning model is especially conducive to gifted education, allowing students to accelerate through content, explore deep areas of interest, and engage in real-world, project-based learning tailored to their strengths.

a) Identification and Instructional Strategies for Gifted Students

IMC uses a **multi-criteria, research-based approach** to identify intellectually gifted students:

- Parent and Teacher Referrals based on observed advanced skills, creativity, or motivation
- Standardized Cognitive and Achievement Assessments, such as the CogAT, NNAT, or other state-approved instruments, to assess verbal, quantitative, and nonverbal reasoning
- Performance-Based Evaluations, including portfolio reviews, project outcomes, and problem-solving tasks, to capture talent that may not be reflected in traditional assessments.

Once identified, gifted students receive a Personalized Learning Plan (PLP) that outlines individualized goals, acceleration opportunities, and enrichment pathways. Key instructional practices include:

- Curriculum Acceleration in subjects where mastery has already been demonstrated
- Dual Enrollment for high school students ready for college-level work
- Independent Study Projects aligned with student interests and career aspirations
- Real-World Application through mentorships, industry connections, and interdisciplinary projects
- Flexible Groupings that allow students to collaborate with peers at similar readiness levels
- Competency-Based Progression that removes seat-time barriers, enabling rapid advancement

This model ensures both intellectual challenge and emotional engagement by meeting students where they are and offering ongoing pathways for deeper learning.

b) Qualified Staffing for Gifted Students

IMC ensures students identified as gifted are supported by a team of well-prepared educators and staff:

- Gifted Coordinators oversee advanced coursework, student projects, and enrichment options across the microschool network
- Trained Educators implement differentiated instruction and receive professional development in gifted education, including instructional strategies, project-based learning, and UDL (Universal Design for Learning)
- External Partners such as universities and industry mentors enhance learning through dual credit courses, research experiences, and career-aligned mentorships
- Specialist Support may be shared across microschool sites to ensure access to expertise regardless of geography.

c) Progress Monitoring and Success Metrics

Progress for gifted students is tracked through a variety of personalized and data-driven methods:

- Ongoing Formative Assessments to ensure students remain challenged and are achieving growth
- Mastery Tracking Dashboards that reflect progress across accelerated and enrichment pathways
- PLP Reviews and Student-Led Conferences to revisit goals, reflect on performance, and update learning trajectories
- Mentor Check-Ins to ensure emotional and academic well-being and guide independent projects

This system ensures that intellectual growth is sustained and that gifted students are not only advancing academically but also developing the critical thinking, collaboration, and problem-solving skills needed for postsecondary success.

IMC's approach to gifted education combines robust identification, customized pathways, and a flexible, supportive learning environment that allows intellectually gifted students to flourish. Through strategic staffing, data-informed practices, and enrichment opportunities, IMC ensures that high-ability students reach their full potential.

6) Virtual Instruction

While IMC is not a virtual school, its flexible instructional model occasionally incorporates remote learning days. During these times, IMC is committed to upholding all legal obligations and ensuring that students with specialized needs continue to receive appropriate services, support, and access to the general education curriculum.

Performance Management

1) Monitoring Student Performance

IMC's governing Board is committed to ensuring high levels of student performance through strategic oversight and data-driven decision-making. While day-to-day operations are led by the school's leadership team, the Board will actively monitor student progress to ensure the school remains accountable to its mission, complies with state academic expectations, and continuously improves outcomes. The IMC Governing Board will monitor student performance through a comprehensive, data-informed oversight structure grounded in accountability, transparency, and student success. This system ensures that the Board can take timely, strategic action to uphold its responsibility to families, students, and the authorizer. Key strategies for monitoring student performance include:

- Review of Student Achievement Data - The Board will receive regular updates on student academic performance, including:
 - Results from state assessments (e.g., ILEARN, SAT, ISTEP+ for applicable grades)
 - Growth and achievement data from benchmark assessments such as NWEA MAP
 - Progress toward mastery of competencies within the school's academic model
 - Graduation rate and college/career readiness indicators

These data will be presented in a clear, disaggregated format to highlight trends and subgroup performance (e.g., special education, English learners, students performing below grade level), allowing the Board to identify areas of strength and concern.

- Oversight of Academic Accountability Goals - The Board will hold leadership accountable to the school's academic performance framework, which includes specific goals aligned with:
 - Indiana Academic Standards
 - Student growth and proficiency targets
 - Graduation pathway completion (for high school students)
 - College and career readiness metrics, including industry certifications, dual credit completion, and work-based learning participation

- Use of Data Systems - IMC will implement a data system to track academic progress. The Board will review progress dashboards at scheduled meetings and use this information to:
 - Evaluate whether the instructional model is driving student success
 - Guide decisions about resource allocation, staffing, or programmatic changes
 - Ensure alignment between academic outcomes and the school's mission
- Evaluation of the Executive Director - The Board will incorporate student achievement as a key component of its evaluation of the Executive Director and other leadership roles. Performance metrics will include:
 - Progress toward student academic goals
 - Implementation of the school's academic model
 - Closing of achievement gaps

2) Interim Assessments

In addition to mandatory state assessments such as ILEARN, IREAD-3, IAM, and SAT, the Indiana Microschool Collaborative (IMC) will implement a robust set of interim assessments to evaluate student learning, inform instruction, and ensure alignment with state standards and the school's performance goals.

IMC will use a multi-faceted suite of interim assessments, including:

- **Adaptive Diagnostic Assessments**
Tools such as **NWEA MAP** will be used to measure student growth over time, identify specific learning gaps, and guide instructional planning. These assessments offer adaptive, standards-aligned data that allow for targeted intervention and acceleration strategies.
- **Competency-Based Performance Tasks**
Students will regularly demonstrate mastery through real-world projects and problem-solving tasks embedded into their instructional experiences. These performance tasks align directly with Indiana Academic Standards and reflect IMC's focus on applied, interdisciplinary learning.
- **Formative Assessments**
Teachers will administer frequent, low-stakes assessments such as exit tickets, quick quizzes, and student reflections to provide real-time feedback and adjust instruction accordingly.
- **Portfolio-Based Assessments**
Each student will maintain a portfolio that includes written work, project artifacts, reflections, and self-assessments, offering a holistic view of their progress over time.
- **Work-Based and Applied Assessments**
For middle and high school students, assessments may be tied to industry engagement and career experiences, including internships, apprenticeships, or certification programs.
- **Showcases, Presentations, and Defenses of Learning**
Students will publicly share and defend their learning in front of peers, educators, and

community members as part of a capstone demonstration model. These events serve as authentic assessments of student mastery and communication skills.

All interim assessments are intentionally aligned to Indiana Academic Standards and Graduation Pathways and IMC's competency-based, mastery-aligned model, which allows students to advance only upon demonstrating proficiency.

3) Student Academic Achievement Data

IMC takes a team-based approach to data collection and analysis, using real-time assessment tools to inform instruction and provide early support for students. Through this embedded and proactive approach to data use, IMC ensures that instruction remains personalized, performance-driven, and aligned to the school's core mission of designing learning experiences that feel custom-built for every student.

Key Roles & Responsibilities

- Teachers & Mentors: Track student progress using competency-based assessments, portfolio evaluations, and formative feedback. They meet regularly with students to co-develop learning goals and adjust plans based on performance.
- Evaluators: Analyze trends in student mastery across microschool sites. They provide data reports to teachers and school leaders, support intervention planning, and help ensure that at-risk and special population students receive tailored support.
- School Leadership: Reviews system-wide data (e.g., competency mastery rates, assessment trends, graduation pathways) to identify patterns and guide instructional priorities and resource allocation

Using Data to Improve Instruction

IMC uses student performance data not just for compliance, but as a vital tool for improving learning outcomes:

- Real-Time Progress Monitoring: Students, mentors, and teachers review data weekly during goal-setting and advisory check-ins.
- Targeted Interventions: Instruction is adapted based on performance on benchmark assessments (e.g., NWEA MAP), diagnostic tools, and project evaluations.
- Disaggregated Analysis: Data is reviewed by subgroup (e.g., students with IEPs, ELs, at-risk students) to ensure equity and inform intervention plans.
- Annual Data Review: Trends inform schoolwide decisions about professional development, curriculum design, and strategic planning.

Transparency and Reporting

IMC believes in data transparency and will actively engages families and stakeholders:

- Quarterly Family Reports: Families receive updates on student progress toward mastery, benchmark scores, and learning goals.
- Student-Led Conferences (Three Times per Year): Students present progress data, reflect on learning, and set new goals in partnership with families and advisors.

- Public Showcases of Learning: Students demonstrate learning through capstones, exhibitions, and real-world application projects.
- Annual Schoolwide Report: The school leadership team presents achievement data and progress toward goals to the broader school community.

4) Information Systems

IMC will implement a secure, comprehensive student information system (SIS) designed to support its personalized, competency-based learning model. While the specific platform is still being selected, it will be chosen for its ability to align with IMC's instructional framework—specifically, its capacity to track student progress toward mastery, manage individualized learning plans, and provide real-time performance dashboards for educators, students, and families. IMC's role-specific approach to data collection and analysis ensures that academic decisions are grounded in meaningful evidence and responsive to each learner's needs. The SIS will function as a centralized hub for driving continuous improvement, enabling personalized instruction, and fostering transparent communication across the school community.

Key features of the information system include:

- Student-level progress tracking toward mastery of academic competencies
- Customizable dashboards for advisors, teachers, and families
- Secure storage of assessment results, IEP/504 documentation, EL data, and graduation pathway progress
- Integration with state reporting requirements to ensure compliance with IDOE expectations

Key staff roles in data management and use include:

- Evaluators will be responsible for overseeing the collection, validation, and interpretation of student data across all IMC learning sites. They will:
 - Monitor competency progress
 - Validate student mastery demonstrations
 - Ensure consistency and fidelity across assessment practices
 - Coordinate with teachers and mentors to determine when credit is earned
- Teachers will enter formative and performance-based assessment data into the system, use dashboards to monitor student progress, and adjust instructional plans based on trends.
- Mentors/Advisors will use the SIS to:
 - Conduct weekly student check-ins
 - Monitor social-emotional and academic progress
 - Communicate progress updates with families
- Leadership Team
 - will use aggregated data to make strategic decisions about curriculum, instruction, staffing, and support systems. They will also prepare progress reports for the governing board and authorizer.

Professional Development and Continuous Improvement

The Evaluators, in partnership with the leadership team, will also coordinate and lead professional development focused on:

- Interpreting assessment data to drive instructional decisions
- Understanding growth trends and subgroup performance
- Using data for student goal setting, intervention planning, and credit validation

Training will occur during pre-service and regularly throughout the year during staff development sessions and coaching cycles.

5) Training and Support

All educators will participate in a comprehensive pre-service orientation, which includes targeted training on:

- IMC's competency-based model and the role of performance data in progression and mastery
- Strategies for collecting and interpreting data from formative, summative, and performance-based assessments
- Tools and platforms used to capture and visualize student learning progress

Teachers will also be trained on how to facilitate student-led data reflection sessions and how to collaborate with students and families on goal setting.

6) Falling Short of Student Academic Achievement Expectations

IMC is committed to ensuring high levels of academic achievement for all students and meeting the expectations and goals established by ICSB. When the school, student cohorts, or individual students fall short of performance benchmarks, IMC will implement a tiered set of corrective actions, grounded in data and aligned with its competency-based, personalized learning model.

Corrective actions are triggered when performance data—such as benchmark assessments, ILEARN results, or mastery tracking—indicates:

- A student is not progressing toward competency benchmarks
- Learning cohorts show patterns of academic struggle
- School-wide academic performance falls below ICSB's accountability standards

These indicators will prompt immediate action from staff, with escalation based on the level and persistence of underperformance.

If systemic issues are identified:

- The school leadership team and governing board review school-wide data
- Instructional models are evaluated and revised as needed
- Additional supports are provided, such as:
 - Expanded mentorship programs
 - Enhanced student support services
 - Targeted professional development for educators

- Family engagement increases through regular forums and communications to align school and home support

For persistent or widespread underperformance, IMC will:

- Launch intensive academic recovery plans
- Introduce extended learning time or targeted skill recovery programs
- Reassess instructional tools and curriculum for alignment and effectiveness
- Engage the governing board in reviewing leadership and instructional capacity
- If necessary, bring in external consultants to support turnaround efforts

Staffing

1) Organizational Chart

Organizational charts for Year 1 and at full capacity are provided as **Attachment 6**.

2) Recruiting and Hiring Teachers

IMC will recruit, hire, and support highly qualified teachers in alignment with IC § 20-24-6-5, which requires that at least 90% of instructional staff be licensed or hold a permit to teach in Indiana. IMC recognizes that its flexible, community-embedded microschool model requires teachers who are not only certified, but also innovative, student-centered, and deeply committed to personalized and competency-based education.

Recruitment and hiring will begin immediately upon charter approval in May, with hiring waves continuing through the summer and ongoing into the school year to accommodate expansion and non-traditional enrollment timelines.

- May–June: Initial hiring of core instructional staff for Year 1 microsites
- June–July: Onboarding and training, including data, curriculum, and competency-based instruction
- July–August: Rolling recruitment continues, particularly for flexible, part-time, or site-based roles
- Ongoing: Year-round recruitment pipeline to support growth and address mid-year staffing needs

IMC will prioritize candidates who demonstrate:

- Valid Indiana licensure or eligibility for alternative credentialing pathways
- Experience or strong interest in competency-based, project-based, or student-centered learning
- Capacity to lead multi-age, flexible learning environments
- Commitment to equity, culturally responsive pedagogy, and community engagement
- Collaborative mindset to work with evaluators, mentors, and advisors within a distributed model

IMC will leverage existing partnerships with:

- Eastern Hancock Schools, providing HR and onboarding infrastructure
- Indiana Charter Innovation Center (ICIC), offering recruitment networks and strategic staffing support

- Local universities to attract mission-aligned talent

IMC will also actively recruit from higher education programs specializing in innovative education (e.g., Ball State, Marian University), online platforms (Indeed, IDOE's job board,, LinkedIn), and local teacher networks and retired educators interested in flexible instructional roles.

To secure teachers in hard-to-fill positions:

- IMC will identify co-teaching opportunities and shared services across microsites to reduce barriers to staffing specialized roles
- Target dual-licensed teachers and candidates with EL and special education certifications
- Utilize contracted service providers or remote specialists to supplement instruction in math, science, special education, and EL where local talent is scarce
- Offer flexible work arrangements and opportunities to lead innovation projects or microsite development as an incentive for specialized educators

IMC's recruitment and hiring approach reflects its values of flexibility, innovation, and community-driven education. By combining a structured recruitment timeline, thoughtful selection criteria, key partnerships, and creative strategies for high-need roles, IMC ensures that each learning site is staffed with capable, mission-aligned educators who are prepared to deliver high-quality, personalized instruction to diverse learners across Indiana.

3) Staffing Plan

IMC will implement a lean but strategic staffing plan that ensures every student has access to excellent teaching through a well-coordinated, student-centered model. IMC's administrator-light structure prioritizes direct support for students and instructional quality over traditional administrative overhead.

Certified Teachers of Record will lead instruction, guide project-based learning, and assess student mastery within a competency-based framework. They will be supported by a network of instructional and student support roles that enable personalized learning at scale. The Instructional Support Coordinator will assist teachers in implementing evidence-based practices, managing assessments, and engaging in ongoing professional development. The Student Success Coordinator will provide academic advising, intervention support, and connect students with career-based learning opportunities and community partners.

IMC will be led by a single Executive Director, who provides overall leadership for the organization, ensures alignment with the instructional model, manages external partnerships, and oversees compliance and accountability. Depending on the size and number of microschool sites, a Coordinator may be assigned to oversee daily operations, provide staff support, and ensure student success at one or more sites. Operational and compliance responsibilities will be managed by an Operations & Compliance Manager, who ensures that budgeting, reporting, facilities, and regulatory obligations are met.

IMC's model also integrates technology to enhance—not replace—high-quality instruction. Students will use digital tools for skill development, progress monitoring, and flexible pacing, while teachers remain central to learning design and delivery.

This innovative staffing structure—anchored by one Executive Director and supported by cross-functional roles—ensures that all students receive consistent, high-quality instruction and individualized support, regardless of learning pace or background.

4) Staff Evaluation

IMC will implement structured, mission-aligned evaluation systems for both school leadership and instructional staff to ensure accountability, support professional growth, and maintain a high standard of excellence in teaching and learning.

School Leader Evaluation

The Board of Directors will conduct an annual evaluation of the Executive Director, assessing effectiveness, strategic leadership, and alignment with IMC's mission and goals. The evaluation will be informed by:

- Student outcomes and competency-based academic growth
- Engagement and retention data
- Staff performance and satisfaction
- Community and stakeholder partnerships
- Operational and financial effectiveness
- Progress toward strategic priorities and school expansion

Teacher and Staff Evaluation

Teachers and instructional staff will receive formal annual evaluations, complemented by ongoing coaching and feedback throughout the year. Evaluations will be conducted by school leadership (such as site Coordinators or Instructional Support Coordinators) and will include:

- Classroom observations to assess instructional quality and engagement
- Self-assessments and reflection
- Student achievement and mastery data
- Evidence of collaboration, professional development, and contribution to school culture

Additional support will be provided through personalized coaching plans, peer mentoring, and participation in collaborative learning communities. Staff requiring further development will receive structured improvement plans with targeted interventions and timelines for progress monitoring.

5) Handling Unsatisfactory Performance

IMC uses a data-informed and feedback-driven process to identify and address concerns related to educator or leadership performance before they negatively impact student learning. Through regular classroom observations, analysis of student data, and peer feedback, school leaders can identify early indicators of underperformance.

When concerns arise, educators and leaders are provided with targeted support, including instructional coaching, peer mentoring, and customized professional development. If performance concerns persist, IMC implements a structured improvement plan that includes:

- Clear performance expectations and measurable goals
- Timely support from coaches and mentors
- Scheduled progress reviews at 30, 60, and 90 days
- Adjustments to the plan based on feedback and performance metrics
- A final performance review to determine continued employment

IMC anticipates the inevitability of staff transitions and addresses them through **succession planning, leadership development, and recruitment strategies**. Internal leadership pathways, mentorship programs, and executive coaching help prepare promising staff for future leadership roles. When leadership changes occur, IMC implements clear transition plans, including documentation handovers and onboarding for new personnel.

6) Compensation System

is committed to attracting and retaining high-quality educators and staff by offering competitive compensation packages, comprehensive benefits, and aligned performance-based supports. The school's compensation structure is designed to be financially sustainable while aligning with Indiana Code § 20-24-6-7 and supporting the school's mission of personalized, competency-based education.

Compensation Structure

IMC's salary structure is based on role, experience, and responsibilities, ensuring equitable and competitive pay. While specific salary ranges are determined based on budget capacity and staffing needs, the structure reflects fair market rates and rewards for performance.

Benefits

IMC will offer a comprehensive benefits package including:

- Health insurance
- Retirement options
- Paid leave and holidays
- Professional development opportunities

Alignment with Performance Evaluation

IMC's evaluation system—grounded in student growth, instructional quality, and mission alignment—directly informs staff development and retention strategies. Teachers and leaders receive formative feedback, coaching, and annual performance reviews. While IMC does not currently tie compensation to performance-based bonuses, evaluation outcomes guide decisions around professional growth plans, leadership opportunities, and retention. This alignment ensures that compensation supports a culture of continuous improvement, encourages instructional excellence, and reflects the value IMC places on its educators and staff.

Professional Development

1) Professional Development

IMC will offer a comprehensive and tailored professional development (PD) program for both school leadership and teaching staff. This program will ensure the effective implementation of the school's personalized, competency-based microschool model, which prioritizes student-centered learning and real-world applications. PD will be structured to meet the needs of both in-person and virtual instruction, ensuring that educators are fully equipped to foster an engaging, flexible, and personalized learning environment for all students.

The professional development program will focus on enhancing educators' understanding of the key components of IMC's microschool model, which includes personalized learning pathways, mastery-based progression, and real-world applications. By providing specialized training in competency-based education and flexible learning environments, PD will ensure that both school leadership and teaching staff are well-equipped to effectively implement this model.

General Professional Development

- **Competency-Based Education:** A significant portion of PD will focus on helping educators understand the principles and implementation of competency-based learning (CBL). Teachers and leaders will receive training in how to assess student mastery based on performance, not seat time, and how to develop personalized learning pathways that align with individual student needs. This will ensure that students progress based on mastery of content, rather than a traditional, time-based schedule.
- **Personalized Learning:** Since IMC is designed to support personalized learning for all students, PD will emphasize methods for creating individualized learning experiences for each student. Teachers will learn how to develop personalized learning plans (PLPs) for students, set appropriate goals, and provide feedback that supports student growth. Teachers will also receive training on using technology and adaptive learning tools to provide tailored learning experiences.
- **Real-World Applications:** Project-based learning (PBL) will be a cornerstone of the IMC model, so teachers will receive extensive training on integrating real-world problem-solving projects into their instruction. This PD will focus on how to connect students with the community, industry partners, and internships, ensuring that learning is relevant and meaningful.
- **Flexible Learning Environments:** PD will help teachers and school leaders design and facilitate flexible, multi-age classrooms that reflect the individualized nature of the microschool model. Teachers will be trained in how to manage diverse student groups, ranging from independent learners to small collaborative groups, while maintaining academic rigor and fostering strong student-teacher relationships. Teachers will also receive training on managing blended learning environments, where students have access to both digital resources and face-to-face instruction.

Virtual Instruction Professional Development

- **Digital Pedagogy for Virtual Instruction:** If IMC provides virtual or hybrid instruction, PD will focus on the unique aspects of teaching in a virtual environment. Teachers will receive training on how to effectively use digital platforms to facilitate competency-based learning, manage virtual classrooms, and assess student mastery remotely.
- **Engaging Digital Instruction:** Teachers will be trained on how to use interactive tools, video-based lessons, and digital assessments to keep students engaged in an online or hybrid setting. They will also learn how to create engaging, flexible assignments that allow students to progress at their own pace in a virtual environment.
- **Supporting Online Learners:** PD will also address how to support students in a virtual or hybrid learning environment, ensuring that they stay engaged, receive timely feedback, and progress in their learning. Teachers will be trained in digital formative assessments, ensuring that they can track student progress in real-time and adjust instruction as needed.

2) School Leader Support and Development

IMC's school leader, Dr. George Philhower, brings a wealth of experience, including a Ph.D. in Educational Leadership and a strong background in district leadership, student-centered innovation, and work-based learning. While Dr. Philhower's experience provides a strong foundation for IMC's success, he will continue to engage in professional development opportunities both in-state and nationally to enhance his leadership skills.

In-State and National PD Opportunities

- **State-Level Engagement:** Dr. Philhower will participate in local education networks and engage with other school leaders in Indiana to learn about state-specific policies, best practices in charter school leadership, and updates on educational trends. These opportunities will help him collaborate on strategies for school improvement and innovation.
- **National Conferences and Institutes:** Dr. Philhower will attend national conferences hosted by the National Alliance of Public Charter Schools and other relevant organizations. These events will expose him to the latest trends in personalized learning, competency-based education, and microschool models. National forums will also allow him to network with thought leaders, explore new instructional technologies, and gain insights into leadership development that can guide IMC's strategic direction.
- **Leadership Development Programs:** Dr. Philhower may also pursue formal leadership development programs at prestigious institutes to improve his skills in school management, policy development, and educational innovation. These programs will equip him to manage large-scale initiatives, strengthen community partnerships, and lead the growth of the microschool model.
- **Peer Learning and Mentorship:** Dr. Philhower will continue to engage in mentorship relationships with leaders of other successful charter schools and educational organizations. These relationships will provide practical insights into overcoming challenges and leading transformational change effectively.

3) Supporting the Education Program and Building Capacity for Student Achievement

The professional development program for faculty will be closely aligned with IMC's educational program, ensuring that all teachers and staff are equipped to enhance student achievement in a personalized, competency-based learning environment.

- **Curriculum Alignment:** PD will help teachers adapt the curriculum to a competency-based framework, ensuring that all students progress at their own pace, mastering content before moving on to new material.
- **Instructional Strategies:** Teachers will be trained in differentiated instruction, project-based learning, and formative assessments. This training will help them meet the individual learning needs of students, providing tailored instruction for diverse learning styles.
- **Assessment Integration:** Teachers will learn how to use interim assessments and formative tasks to monitor student progress. PD will ensure that teachers are equipped to adjust instruction based on assessment data, addressing learning gaps and improving student outcomes.
- **Continuous Feedback:** Teachers will participate in regular feedback cycles with instructional coaches, ensuring that their practices are refined and aligned with student needs, leading to continuous improvement in student achievement.

4) Professional Development Schedule Prior to Opening

IMC will implement a structured induction period for teachers before the school year begins, with several key components designed to prepare staff for the unique aspects of the school's instructional methods:

- **Induction Period:** The induction period will span 2 weeks prior to school opening, during which teachers will receive comprehensive training on IMC's instructional model and the competencies needed to succeed.
- **Key Topics Covered:**
 - **Introduction to Competency-Based Learning:** Teachers will learn to facilitate a competency-based environment, emphasizing mastery over seat time.
 - **Curriculum and Instructional Methods:** Training on project-based learning, mastery-based progression, and differentiated instruction.
 - **Technology Training:** Teachers will be trained in adaptive learning platforms, digital assessment tools, and virtual classroom management techniques.
 - **Cultural Competence and Family Engagement:** Teachers will learn strategies for engaging with diverse families and students in a personalized learning environment.
- **PD Providers:** PD services will be provided by experienced educational leaders, including Dr. Philhower, as well as external partners with expertise in competency-based learning and innovative instructional practices.

5) Professional Development Throughout the School Year

Throughout the school year, teachers and staff will engage in regular PD sessions and ongoing collaboration to refine their practices:

- **PD Hours:** Teachers will participate in 3-4 half-day PD sessions throughout the year, focused on refining instructional practices, analyzing student performance data, and

engaging students in flexible learning environments. These sessions will be scheduled during non-class time to minimize disruption to student learning.

Weekly Professional Learning Communities (PLCs): Teachers will engage in PLCs, meeting weekly to share best practices, discuss student progress, and reflect on their instructional strategies. These collaborative sessions will be essential for fostering a culture of continuous improvement and ensuring alignment with the school's educational goals.

- **Alignment with Interim Assessments:** The PD program will be closely linked to the interim assessment process. Teachers will use formative assessments to track student progress, and PD will be adjusted based on data to address areas where teachers need further support.
- **Staff Roles and PD Alignment:**
 - **Certified Teachers of Record:** PD for Teachers of Record will focus on leading instruction, guiding project-based learning, and assessing student mastery within a competency-based framework.
 - **Instructional Support Coordinator:** PD for this role will focus on instructional coaching, managing assessments, and supporting teachers in data-driven decision-making.
 - **Student Success Coordinator:** PD will focus on academic advising, intervention strategies, and connecting students with career-based learning opportunities.
 - **Executive Director:** Ongoing leadership development opportunities, including strategic planning and ensuring alignment with the competency-based model.

6) Evaluation

The effectiveness of the professional development program will be evaluated using multiple methods:

- **Feedback Surveys:** Teachers will complete surveys after each PD session to assess its relevance, quality, and effectiveness.
- **Student Achievement Data:** The impact of PD will be measured through student performance on interim assessments, as well as long-term progress in mastering competencies.
- **Teacher Performance and Reflection:** Teachers will reflect on their practices, set goals for growth, and assess the effectiveness of their instructional methods using student data.
- **Classroom Observations:** Instructional coaches and school leaders will conduct regular observations to ensure that PD is being implemented effectively in the classroom.

This comprehensive approach will ensure that the professional development program is responsive to the evolving needs of the students and staff, continuously improving instructional practices and student achievement at IMC.

School Culture

IMC will foster a positive school culture rooted in personalization, respect, and community. The school's microschool model, which emphasizes personalized learning pathways and

project-based learning, is central to creating a culture that promotes intellectual and social development for all students, teachers, administrators, and parents. This culture will be designed to empower students to take ownership of their learning while building a strong sense of community, collaboration, and mutual respect.

Creating a Positive Culture for Students

From day one, IMC will create an environment where students are treated as individuals with unique needs, interests, and strengths. This approach will be reinforced through:

- **Personalized Learning:** Students will be empowered to set their own learning goals through the creation of Personalized Learning Plans (PLPs), which align with their individual interests and mastery of content. This personalization promotes ownership of learning and encourages intrinsic motivation to succeed.
- **Mastery-Based Progression:** A culture of high expectations will be cultivated by emphasizing mastery of concepts before moving on to new material. This helps students take responsibility for their learning pace and success, knowing that they have the support to master each concept fully before advancing.
- **Real-World Applications:** Project-based learning (PBL) will be central to the culture, allowing students to apply their knowledge in real-world contexts. This connection between learning and real-life challenges will engage students and foster a sense of purpose in their academic journey.

Social-Emotional Development: IMC will incorporate social-emotional learning (SEL) into the school culture through activities and routines that encourage students to develop self-awareness, empathy, and collaborative skills. SEL will be integrated into the classroom through group projects, discussions, and reflection, ensuring that students not only thrive academically but also grow as responsible, caring individuals.

Creating a Positive Culture for Teachers and Administrators

IMC's culture of mutual respect, collaboration, and professional growth will extend to teachers and administrators. This will be achieved through:

- **Ongoing Professional Development:** Teachers will be continuously supported through professional development that focuses on effective instructional strategies, personalized learning, and the integration of real-world applications. Regular coaching, peer observations, and opportunities for collaborative problem-solving will be built into the schedule to ensure that teachers grow in their practice and feel supported in implementing the microschool model.
- **Instructional Leadership:** The Executive Director and leadership team will model and promote a positive, growth-oriented culture for teachers. They will provide clear expectations, support, and resources to help teachers succeed in their roles. Leadership will be hands-on and accessible, offering feedback, guidance, and encouragement to teachers.
- **Empowerment and Autonomy:** Teachers will be encouraged to take ownership of their teaching practices within the framework of IMC's educational model. This autonomy in instructional planning and classroom management will create a sense of trust and

respect, empowering teachers to innovate and collaborate freely while maintaining alignment with the school's mission and goals.

Creating a Positive Culture for Parents and Families

Parent involvement will be a key component of the positive school culture, with IMC working to build strong relationships and foster collaboration with families. This will include:

- **Regular Communication:** Parents will be kept informed through regular updates on student progress, school events, and classroom activities. Teachers will communicate regularly with parents about their child's personalized learning plan, academic progress, and social-emotional development, fostering an ongoing partnership between home and school.
 - **Family Engagement:** IMC will provide opportunities for parents to be actively involved in the school community, including through volunteer opportunities, family workshops, and parent-teacher conferences. Parent involvement in project-based learning projects or school events will help create a sense of ownership in the school community, reinforcing the importance of collaboration and shared responsibility in the educational process.
- Cultural Competence:** IMC will work to create a welcoming and inclusive environment where all families feel valued. Cultural competence will be a priority in interactions with parents, ensuring that communication is respectful and culturally sensitive. The school will actively engage families from diverse backgrounds to create a vibrant, inclusive community where all students feel supported.

Implementation from the First Day of School

From the first day of school, IMC will focus on cultivating a positive, inclusive culture through:

- **Community-Building Activities:** On the first day, students, teachers, and parents will participate in community-building activities that emphasize collaboration, respect, and shared goals. Activities will include ice-breaker games, team-building exercises, and opportunities for students to share their interests and aspirations. Teachers will model the core values of respect, responsibility, and collaboration, setting the tone for the rest of the year.
 - **Setting Expectations:** Clear behavioral expectations will be established from the beginning, emphasizing respect for others, ownership of learning, and a commitment to the school's mission of personalized, mastery-based education. These expectations will be reinforced daily through routines, class agreements, and regular reflection.
- Support Systems:** A culture of support will be built from the start, ensuring that every student has access to academic advising and social-emotional support. Students will be introduced to the Student Success Coordinator and other support staff who will help them navigate both academic challenges and personal development throughout the year.
- **Ongoing Reflection:** Teachers and students will regularly reflect on their progress, both academically and socially, creating an atmosphere of continuous improvement. Reflection time will be built into the schedule to ensure that students have the opportunity to identify their strengths, set new goals, and discuss challenges in a safe, supportive environment.

Student Discipline

1) Student Discipline Philosophy

The philosophy of student discipline at the IMC is designed to support a safe, respectful, and inclusive learning environment that prioritizes relationship-building, personal growth, and student development. This approach aligns with the school's competency-based and personalized learning model, where students are empowered to take responsibility for their academic and social progress.

IMC's discipline philosophy is grounded in trauma-informed care and restorative practices, ensuring that students' behavior is viewed as a form of communication. This approach is especially suited for the school's target population, which includes students from diverse backgrounds, some of whom may have experienced trauma. Rather than relying on punitive measures, the discipline system will focus on understanding the underlying causes of behavior and using interventions that promote growth, accountability, and resolution.

Student-Centered Behavioral Interventions

IMC's personalized learning environment allows flexibility in addressing student behavior. Teachers and administrators will work closely with families to create individualized behavior support plans, ensuring interventions align with each student's developmental needs, emotional state, and learning style. For minor misbehaviors, staff will implement reflective opportunities, restorative conversations, and natural consequences such as making amends or participating in community service.

For repeated or more serious violations, interventions will escalate to involve the school leadership, including the use of peace circles and behavior contracts developed collaboratively with students and families. These strategies ensure that the focus remains on supporting the student's growth and development while maintaining high expectations for respect and responsibility.

Clear Expectations and Positive School Culture

IMC will establish clear behavioral expectations that are developmentally appropriate and co-created with students and families. These expectations will emphasize mutual respect, responsibility, and community engagement, reinforcing a positive school culture. Regular community-building activities, such as talking circles and social-emotional learning (SEL) activities, will promote empathy, self-regulation, and collaboration, further supporting a healthy school environment.

Legal and Policy Compliance

IMC will ensure that all disciplinary practices comply with local, state, and federal laws, including those related to students with disabilities. Disciplinary actions will align with the guidelines in each student's Individualized Education Program (IEP) or Section 504 Plan. Additionally, IMC will implement due process for any long-term suspensions or expulsions, ensuring that students

and families are provided with a written explanation, an opportunity to respond, and a chance to appeal any decisions.

Monitoring and Review

To ensure the discipline policy is implemented consistently and fairly, IMC will regularly review and monitor all disciplinary actions. The Executive Director and leadership team will oversee the process, ensuring that disciplinary responses are appropriate, equitable, and aligned with the school's values. Discipline data will be tracked and analyzed to identify trends, address disparities, and continuously improve the school culture.

2) Discipline Policy

IMC's Student Discipline Policy is provided as **Attachment 7**.

Supplemental Programming

1) Summer School

The Indiana Microschool Collaborative (IMC) does not plan to initially offer summer school but will reevaluate this decision based on student needs and community demands. IMC remains committed to flexibility and will adjust programming to ensure that it best supports the academic goals and personal development of its students. If summer school becomes necessary, it will be designed to address academic remediation, enrichment, and skill development in alignment with IMC's competency-based learning model.

2) Extra-Curricular and Co-Curricular Activities

IMC will provide a wide range of extracurricular activities designed to enrich the student experience, promote social-emotional development, and foster leadership. These will include:

- **Performing Arts & Creative Expression:** Joint theater productions, music ensembles, and visual arts projects.
- **STEM & Entrepreneurship Competitions:** Participation in robotics leagues, startup pitch competitions, and innovation challenges.
- **Leadership & Service Learning:** Leadership retreats and student-led service projects that emphasize civic engagement.
- **Outdoor & Environmental Education:** Field studies and sustainability projects promoting scientific inquiry.
- **Career-Connected Learning:** Internships, mentorship programs, and industry experiences that connect students to high-demand career fields.

These activities will occur regularly, with some weekly or monthly, and others more intermittently. The funding for these programs will be secured through a combination of grants, local business partnerships, and student-led initiatives.

3) Student Mental, Emotional, and Social Development and Health

The Indiana Microschool Collaborative (IMC) prioritizes student mental, emotional, and social well-being through a relationship-based learning model that provides structured support, mentorship, and real-world engagement. Mental health and social development are embedded

into daily learning experiences, creating an environment where students feel supported, valued, and empowered to navigate challenges and succeed.

Key Strategies to Support Student Development

- **Relationship-Based Advising & Mentorship:** IMC fosters meaningful connections between students, mentors, and educators, ensuring that every student has a trusted support system.
 - Dedicated Mentors: Each student is paired with a mentor who provides ongoing academic and social-emotional support, ensuring individualized guidance.
 - Multi-Age Peer Mentorship: Older students support younger peers, creating leadership opportunities and fostering leadership skills, collaboration, and a strong sense of community.
 - Student-Led Reflection & Goal Setting: Students engage in regular check-ins to reflect on progress, set goals, and develop self-awareness and accountability.
- **Building a Supportive School Culture:** IMC's flexible, student-centered approach ensures that students learn in an environment that prioritizes well-being, personal growth, and community connection.
 - Competency-Based Learning Reduces Stress: Students progress at their own pace, removing the pressure of rigid timelines and traditional grading systems.
 - Community-Building Activities: Group discussions, leadership retreats, service projects, and team-building experiences foster belonging and meaningful relationships.
 - Student Voice in School Culture: Through student governance roles and school-wide initiatives, students help shape policies, programs, and learning experiences that reflect their needs.
- **Promoting Health & Well-Being:** IMC integrates physical, emotional, and life skills education into daily routines to support holistic student wellness.
 - Physical Activity & Outdoor Learning: Daily movement, outdoor education, and structured breaks improve focus, emotional regulation, and engagement.
 - Reflection & Personal Growth: Mentor meetings and community discussions provide space for students to navigate challenges and build resilience.
 - Life Skills Development: Instruction in time management, financial literacy, emotional intelligence, and stress management prepares students for adulthood.
- **Support for Students Facing Challenges:** IMC ensures proactive and responsive interventions for students experiencing mental health challenges, personal struggles, or social barriers.
 - Strong Adult & Community Networks: Mentors and local organizations provide direct support and guidance for students in need.
 - Crisis Response & Intervention Plans: A structured support system identifies early warning signs, connects students with resources, and provides intervention strategies.
 - Student-Led Initiatives: Peer support groups, student leadership teams, and inclusion clubs foster belonging and social responsibility.

- **Family & Community Engagement:** IMC values partnerships with families, local organizations, and businesses to ensure students receive comprehensive support beyond the classroom.
 - Family Partnerships & Communication: Regular meetings, student showcases, and workshops keep families actively engaged in student learning and well-being.
 - Community-Based Learning: Local businesses and civic organizations serve as mentors, provide service-learning opportunities, and expose students to career pathways.
 - Parent & Community Involvement: Families and community professionals contribute to student learning experiences, career exploration, and emotional wellness programming.

4) Student-Focused Activities

IMC will also offer a range of other programs integral to its educational approach, including:

- **Family & Community Engagement:** Workshops and check-ins for families to ensure they are active partners in their children's education. These will address academic progress, mental health, and career pathways.
- **Work-Based Learning & Career Exploration:** Students will participate in internships, apprenticeships, and other career-connected learning experiences. These will be aligned with the students' interests and future career goals.
- **Specialized Support for Diverse Learners:** Tailored programs for students with special needs, including additional academic and emotional support, ensuring all students can thrive

Section III: Need, Demand, and the Community

1) Recruitment and Marketing

IMC is committed to providing a diverse range of students access to high-quality education. To achieve this, the school will focus on targeted outreach to families in poverty, families with language barriers, students with disabilities, and other youth at risk of academic failure. The following specific recruitment methods will be employed:

- Community-Based Outreach:
 - Hosting information sessions in local community centers, libraries, faith-based organizations, and family resource fairs.
 - Partnering with social services, housing agencies, and food banks to identify and engage underserved families.
 - Ensuring that communication materials are accessible, including printed flyers and phone outreach, to families with limited internet access.
- Linguistically Inclusive Recruitment:
 - Providing multilingual enrollment materials and using bilingual staff to assist with recruitment.
 - Partnering with immigrant advocacy groups and ESL programs to ensure non-English-speaking families are reached.

- **Supporting Students with Disabilities:**
 - Offering information sessions tailored to families of students with disabilities, explaining how IMC's competency-based model supports diverse learning needs, including special education services and individualized learning plans.
 - Proactively working with special education advocacy organizations to raise awareness of inclusive learning options.
- **Targeted Marketing and Outreach:**
 - Utilizing social media campaigns, localized radio ads, and community newspaper placements to directly reach families in high-need areas.
 - Engaging current families and trusted community leaders to serve as ambassadors for IMC's model, fostering word-of-mouth referrals.
- **Rolling Admissions and Flexible Enrollment:**
 - IMC will utilize a rolling admissions process to accommodate students throughout the year, addressing mid-year mobility and ensuring continuous access to personalized education.
 - Direct support for families during the application process through dedicated outreach coordinators.

By using these strategies, IMC aims to provide a clear pathway for all interested families to enroll, ensuring that the school serves a diverse student body and reaches its enrollment targets. The multi-channel approach combined with grassroots outreach will allow the school to effectively engage families from various communities, including those with barriers to accessing traditional educational opportunities

2) Community Engagement

IMC has employed direct outreach and focus groups with parents and community members to gauge interest in flexible, competency-based learning. Feedback consistently indicates that families are looking for personalized learning experiences, including career-connected pathways such as apprenticeships and dual-credit programs. Furthermore, discussions with local employers and higher education institutions have confirmed a desire for workforce-aligned education, which aligns with IMC's competency-based and career-focused curriculum.

Community Engagement

IMC's community engagement plan includes:

- **Listening Sessions & Focus Groups:** These structured discussions with parents, educators, and local leaders allow the school to gather valuable feedback and adapt its model to local needs.
- **Ongoing Public Information Efforts:** The school will maintain transparency through regular community forums, school board meetings, and surveys to ensure stakeholders are continuously informed and can contribute to school development.
- **Partnership Engagement:** IMC has established partnerships with businesses, workforce organizations, and higher education institutions to shape the school's curriculum and career-connected learning opportunities.

Detailed Plan for Engagement

As the school approaches its opening, ongoing engagement will involve:

- Parent and community advisory groups to guide school planning.
- Regular information sessions and webinars to provide updates and refine plans based on feedback.
- Collaboration with workforce partners to ensure the curriculum remains aligned with industry needs and provides clear career pathways for students.

This approach has been designed to generate significant community support, creating a foundation of demand through transparent communication and strong community partnerships, ensuring the school meets its enrollment projections and continues to thrive. Letters of support are provided as evidence of community engagement and support from community partners in **Attachment 8**.

3) Other School Options

Due to the rural nature of Eastern Hancock's service area, there are no public schools—traditional or charter—within three (3) miles of most potential microschool sites. More detailed information is provided as **Attachment 9**.

Parents and Community

1) Parent Engagement

To build a strong home-school connection from the outset, IMC will offer personalized orientation sessions. These sessions will introduce parents to the school's competency-based learning model, explain the personalized education pathways, and outline how students progress. Families will also meet with student advisors and support teams to help establish initial relationships. This ensures that parents are connected to the resources and people that will support their child's academic and social growth from the very beginning.

Ongoing Communication & Engagement

IMC will maintain consistent communication with families through multiple channels:

- **Monthly Updates:** Families will receive school updates via digital platforms, newsletters, and direct outreach.
- **Flexible Educator Office Hours:** Teachers and advisors will be available for one-on-one check-ins, both virtually and in person, allowing parents to engage as needed.
- **Parent Advisory Groups:** Parents will have structured opportunities to give feedback on school policies, programs, and student support services. This ensures that family voices are heard in the ongoing development of the school's practices.

Volunteer & Engagement Opportunities

IMC encourages family participation in various school activities, though volunteerism will not be mandatory. Opportunities include:

- **Learning Showcases & Project Presentations:** Parents will be invited to observe and celebrate their child's work, fostering a deeper connection to the learning process.

- **Community-Based Experiences:** Families can attend field studies, apprenticeship site visits, and career exploration events.
- **Career Mentorship & Guest Speaking:** Parents with industry expertise will be invited to share their knowledge with students through guest lectures and mentorship opportunities.
- **Apprenticeship Hosting:** Businesses connected to IMC families can partner with the school to offer hands-on learning experiences, enriching the curriculum with real-world applications.

Family-School Partnership Agreement

IMC will establish a Family-School Partnership Agreement that outlines mutual expectations for student engagement and goal-setting, open communication, and opportunities for family involvement. This ensures that families understand their role in supporting their child's success and that they have clear pathways to contribute meaningfully to the school community. By offering multiple avenues for involvement and making family engagement a cornerstone of its educational model, IMC fosters an inclusive, collaborative, and supportive learning environment for students and their families.

2) Community Resources

IMC plans to create a robust network of community resources and partnerships to support both students and parents. These partnerships aim to enrich student learning and engagement. These partnerships are designed to be dynamic and mutually beneficial, ensuring that all parties involved—students, parents, and the wider community—work together toward the success and well-being of the students at IMC.

Career and Workforce Development: IMC is collaborating with local businesses and industry leaders to provide valuable career exploration experiences. These include job shadowing opportunities, apprenticeships, and industry mentorships, which align with IMC's competency-based learning and career pathways. Career exploration events and workplace visits will expose both students and families to high-demand career fields. These efforts not only benefit students but also offer direct resources for parents seeking career advancement or workforce training opportunities.

Higher Education and Dual Credit Pathways: The school is forging partnerships with local colleges, universities, and technical institutions to offer dual enrollment courses, enabling students to earn college credits while still in high school. Additional career certificate programs will be aligned with emerging workforce needs, and faculty from higher education institutions will provide mentorship and guest instruction. These partnerships will assist both students and their families in navigating the complexities of college readiness and financial aid, as well as career-aligned education paths.

Community-Based Learning and Cultural Inclusivity: IMC has partnered with nonprofit organizations, museums, STEM groups, and cultural centers to provide hands-on, experiential learning opportunities. These include field studies, service-learning projects, and interdisciplinary workshops that promote community engagement. Faith-based organizations

and cultural institutions will also host micro-schools and provide tailored programming. To ensure inclusivity, IMC will offer translation services and bilingual resources to ensure active participation from multilingual families.

Family Support and Wraparound Services: IMC recognizes that parents need additional support to effectively participate in their children’s education. To facilitate this, IMC is working with local social service agencies and community organizations to provide bilingual support, financial literacy workshops, and assistance with childcare and transportation. These wraparound services will help break down barriers to parent engagement and ensure that all families, regardless of their circumstances, can support their child’s learning and development.

3) Grievance or Complaint Policy

IMC’s Grievance or Complaint Policy is provided as **Attachment 10**.

Section IV: Start-Up Plan

Organizer Documents

Attachment 11 provides copies of each of the following documents: (a) evidence IMC has applied for federal tax-exempt status; (b) Articles of Incorporation; (c) Bylaws; (d) Code of Ethics Policy; and (e) Conflict of Interest Policy.

IMC’s Statement of Assurances signed by an authorized representative of the applicant group is provided as **Attachment 12**.

Start-Up Plan

1) Start-up Plan

A detailed start-up plan is provided as **Attachment 13**.

2) Transportation

is committed to ensuring that transportation does not pose a barrier to student access or participation. As a network of community-based microschools, IMC prioritizes localized learning environments that are accessible to students within their immediate neighborhoods. This model is intentionally designed to reduce the need for daily transportation by placing learning sites in easily reachable community spaces.

Daily Transportation Arrangements

Upon charter approval, IMC will actively explore a partnership with Eastern Hancock Schools to provide student transportation for its initial learning site. In future expansions, IMC will pursue similar partnerships with local districts where additional microschools are located, assessing opportunities to leverage existing district transportation systems.

In most cases, however, daily transportation will not be provided directly by IMC, as families will typically live in close proximity to the learning sites. Families will often be responsible for arranging transportation, but IMC will assist in identifying and mitigating transportation barriers.

This may include coordinating ride-sharing options, facilitating parent-organized carpools, or partnering with community organizations or local transit providers to support families with demonstrated need.

Field Trips and Athletic Events

For off-site learning experiences, such as field trips, community-based projects, or athletic events, IMC will collaborate with partner districts, organizations, or third-party transportation providers to ensure safe and reliable transportation. Schools will also support parent-led transportation solutions where appropriate. Every effort will be made to ensure equitable access to all school-sponsored events regardless of transportation needs.

Compliance with McKinney-Vento, ICEA, and 511 IAC 7-43-1(u)

IMC will fully comply with the federal McKinney-Vento Homeless Assistance Act (42 USC 11431) by removing barriers to enrollment, attendance, and school participation for homeless students. This includes arranging transportation to and from school and school-related activities in accordance with the student's best interest and individual needs. IMC will designate a McKinney-Vento liaison to coordinate services and ensure students receive all rights and supports afforded under the Act.

In accordance with the Individuals with Disabilities Education Act (IDEA) and 511 IAC 7-43-1(u), IMC will ensure that transportation is provided as a related service to any student with a disability if such service is required for the student to benefit from their Individualized Education Program (IEP). IMC will work with families, local education agencies, and transportation providers to ensure appropriate accommodations are made to meet each student's specific needs.

3) School Safety Plan

IMC's approach to safety and security reflects the flexible, localized nature of its model while maintaining high standards of protection and preparedness.

Controlled Access and Facility Security

IMC microschools will be located in a variety of community settings—including public schools, churches, community centers, or standalone spaces—with security measures tailored to the specific facility. All sites will implement controlled access policies, such as locked entry points, visitor check-in procedures, and, where applicable, required identification and sign-in protocols. Security measures will align with those of host organizations when operating in shared spaces.

Security Personnel and Supervision

When microschools are co-located within district or community buildings, existing security personnel or school resource officers (SROs) may provide coverage and support. At independently operated locations, IMC will ensure that staff are trained in basic safety protocols, including access control, supervision, and emergency preparedness. A designated safety coordinator will support each site in implementing policies, conducting training, and maintaining safety compliance.

Technology and Security Equipment

Security technology will be deployed based on site-specific needs and may include surveillance cameras, alarm systems, and electronic access controls. Emergency notification systems will be used to communicate efficiently with staff, families, and emergency responders in the event of a critical incident. For shared-use spaces, IMC will collaborate with the host organization to align and integrate security protocols.

Safety Policies and Emergency Procedures

Each microschool will maintain a comprehensive, customized emergency response plan developed in coordination with local emergency services. Plans will include protocols for fire, severe weather, intruder threats, and medical emergencies. Regular safety drills will be conducted at each site to ensure student and staff readiness. IMC will also implement supervision policies appropriate for both traditional and flexible learning environments, ensuring consistent adult presence and oversight in all settings.

Health and Wellness Safety Measures

Microschools will be equipped with first aid kits, and staff may be trained in CPR and basic first aid. When feasible, partnerships with healthcare providers or school-based health services will be explored to support student health and wellness. Schools will also monitor environmental safety and maintain clean, healthy learning environments.

Collaboration with Law Enforcement and Emergency Responders

IMC will establish and maintain partnerships with local law enforcement, fire departments, and emergency response agencies for each microschool site. These relationships will support the development of response protocols, joint drills, and communication strategies. A network-level safety coordinator may oversee school-wide planning, training, and coordination with public safety officials.

4) Estimate for Insurance Coverage

An estimate for insurance coverage is provided as **Attachment 14**.

School Admissions and Enrollment

1) Enrollment Policy

IMC's Enrollment Policy is provided as **Attachment 15**.

Section V: School Finance

Budget

1) Systems and Process for Managing Accounting, Payroll, Purchasing, and Audits will establish robust financial systems and internal controls to ensure fiscal responsibility, legal compliance, and operational efficiency. In accordance with Indiana charter school law, IMC will follow all state-mandated accounting practices and reporting requirements, including the completion of an annual independent audit.

Accounting, Purchasing and Payroll Services

During its initial years of operation, IMC will contract with Eastern Hancock Schools to provide back-office support services, including accounting, purchasing, and payroll functions. Eastern Hancock Schools has established expertise in these areas and will ensure IMC's compliance with all applicable state and federal laws, timely processing of financial transactions, and accurate recordkeeping. This partnership will provide operational stability and cost-efficiency as the school grows.

School leadership, in collaboration with the Board of Directors, will annually evaluate this arrangement and determine the appropriate time to transition any or all of these functions in-house. This phased approach allows IMC to focus on strong instructional and operational foundations while maintaining sound fiscal management.

Annual Audit

As required by Indiana charter school law, IMC will engage an independent certified public accountant to conduct an annual financial audit in accordance with generally accepted auditing standards (GAAS) and the requirements set forth by the State Board of Accounts (SBOA). The audit will assess the school's financial condition, internal controls, and compliance with relevant laws and regulations. Audit results will be shared with the IMC Board and submitted to the Indiana Charter School Board and other appropriate entities.

Financial and Internal Controls

IMC will implement a set of financial policies and internal controls to safeguard public funds and ensure transparency and accountability. These controls will include:

- Segregation of duties: No single individual will have sole control over financial transactions. Responsibilities for authorization, recordkeeping, and reconciliation will be clearly divided.
- Board oversight: The Board will establish a Finance Committee responsible for reviewing budgets, financial reports, and audit findings, and for monitoring adherence to internal controls.
- Procurement procedures: The school will follow established purchasing procedures to ensure competitive pricing, prevent conflicts of interest, and promote ethical practices.
- Budget development and monitoring: School leadership will develop an annual budget aligned with educational goals. The budget will be reviewed and approved by the Board and monitored on an ongoing basis.
- Regular reporting: Financial statements will be prepared monthly and reviewed by leadership and the Board to ensure alignment with projections and to identify any emerging concerns.
- Cash handling and asset management policies: Protocols will be in place to ensure the secure handling of funds and appropriate tracking of school assets.

2) Five-Year Budget

IMC's Five-Year Pro-Forma is provided as **Attachment 16**.

3) Budget Narrative

IMC's Budget Narrative is provided as **Attachment 17**.

4) Pre-Existing Non-Profit

Not applicable.

Facility

is intentionally designed to offer a flexible and scalable model of student-centered learning that can adapt to a range of community-based facilities. IMC is currently in the early stages of facility identification and will move into formal selection immediately upon charter approval. This timing aligns with the microschool model's unique strengths, which allow for more efficient site identification and buildout compared to traditional school facilities.

Viable Facility Options and Selection Criteria

Rather than relying on large, single-use buildings, IMC microschools will operate in a variety of non-traditional educational spaces that are already available for lease or shared use. Viable facility types include:

- Community centers with multipurpose rooms adaptable for instruction.
- Libraries and cultural institutions that offer quiet study areas and integrated learning resources.
- Faith-based and nonprofit spaces with underutilized classrooms or meeting areas.
- Co-working and innovation hubs that support collaborative, technology-enabled learning.
- Public school or district facilities that can support microschool pods or satellite programming.
- Business and industry partner sites that enhance real-world learning and career exposure.

This broad inventory of space options, already present in most communities, eliminates many of the obstacles that come with sourcing, purchasing, or renovating traditional school buildings. Upon charter approval, IMC will launch a targeted site selection process that prioritizes accessibility, cost-efficiency, safety, and proximity to student populations.

Process for Facility Identification

IMC will finalize its initial microschool site(s) immediately after receiving charter authorization. The target location(s) will be informed by existing community partnerships and expressed interest from families and organizations. Because the microschool model does not require high-capacity buildings or extensive renovations, the search can focus on smaller, more agile spaces that meet student and programmatic needs.

IMC is in early conversations with potential partner organizations who may offer or broker space for shared or leased use. The organization will engage experienced real estate consultants or facilities advisors, if needed, to evaluate site readiness and negotiate lease agreements.

Plans for Renovation, Buildout, and Compliance

Most microschool locations will require minimal buildout. For sites requiring minor modifications (e.g., furniture, partitions, ADA-compliant restrooms), IMC will work with licensed contractors and align all improvements with local health, safety, fire, and building code regulations.

IMC understands and is prepared to comply with all applicable state and local health and safety requirements, including those enforced by:

- Indiana State Department of Health
- Office of the State Fire Marshal
- Department of Public Works
- Corresponding municipal building and safety agencies

The organization will consult with these agencies as part of the site due diligence process. Prior to occupancy, all facilities will undergo necessary inspections and approvals to ensure they meet code, safety, and educational use standards.

Organizational Capacity to Manage Facilities and Compliance

IMC's leadership team includes individuals with experience overseeing charter school operations, site launch, and compliance in collaboration with municipal and state agencies. The team will manage the buildout process, coordinate contractor relationships, and ensure all safety and accessibility measures are in place before students begin attending school.

Cost Projections and Budget Alignment

Because IMC plans to lease or share existing community spaces rather than build or purchase, facility costs are expected to remain significantly lower than those of traditional schools. To estimate these expenses, IMC will rely on:

- Lease cost data for community and nonprofit spaces across central Indiana
- Comparable charter school and microschool facility costs
- Input from potential host organizations and informal cost quotes for shared spaces
- Per-square-foot lease estimates

Thanks to its flexible model and lean facility footprint, IMC is exceptionally well-positioned to secure suitable and affordable facilities in time for school opening. The organization's focus on leveraging underutilized community spaces and establishing partnerships ensures both operational efficiency and alignment with IMC's mission of providing accessible, localized learning environments across Indiana.

Attachment 1: Applicant Group Resumes

This attachment includes the resumes of the individuals serving as school leaders and founding members of the Indiana Microschool Collaborative's Board of Directors:

- **Dr. George Philhower**, School Leader
- **David Becker**, Chairman & CEO, First Internet Bank
- **Scott Bess**, President & CEO, Indiana Charter Innovation Center
- **Steve Brock**, Retired, Plant Manager, Greenleaf Foods; 2nd Vice President, Eastern Hancock Schools
- **Jim Jackson**, Retired, Director Business Strategic Alliances, Land O' Lakes; Board President, Eastern Hancock Schools
- **Kim Reier**, Vice President of Strategy, Indiana Charter Innovation Center
- **Tom Vander Ark**, CEO & Partner, Getting Smart

Dr. George Philhower

115 Chapman Circle, Greenfield, IN, 46140
(765) 620-4142 · philhowerg@gmail.com

PROFESSIONAL SUMMARY

School superintendent with experience leading in a small, rural community. Skilled in uniting internal and external stakeholders around a shared vision of excellence and passionate about supporting all staff members toward continuous improvement and exceptional student outcomes.

EDUCATION

- **Doctorate of Philosophy (Ph.D.)- School Administration**
 - Indiana State University, Terre Haute, IN
- **Educational Specialist (Ed.S.) – School Administration (Superintendent)**
 - Indiana State University, Terre Haute, IN
- **Master of Arts in Educational Leadership**
 - University of Indianapolis, iLEAD program, Indianapolis, IN
- **Special Education Mild Interventions Licensing Program, Grades K-12**
 - Indiana Wesleyan University, Marion, IN
- **Bachelor of Science in Elementary Education (K-6)**
 - Cardinal Stritch University, Milwaukee, WI

PROFESSIONAL EXPERIENCE

Superintendent, CSC of Eastern Hancock County, Charlottesville, IN (Fall, 2021-Current)

- Participated in Indiana's ILAB initiative, conducting two educational research trips to Switzerland to explore modern youth apprenticeships and applying insights to scale the apprenticeship model throughout Indiana.
- Completed Executive Coaching Training at Harvard University, enhancing skills in strategic guidance while serving as an executive coach for aspiring superintendents in partnership with the Indiana State Superintendents Association.
- Co-led a career-connected learning initiative involving partnerships with industry leaders to provide work-based learning opportunities for students in a variety of fields.
- Implemented the Teacher Growth Plan at Eastern Hancock Schools, shifting from traditional teacher evaluations to a growth-centered model aligned with personalized professional development goals.
- Engaged in cross-sector collaborations, including partnerships with Indiana University and the East Central Education Service Center, to develop apprenticeship and mentoring opportunities for students and educators.
- Organized and hosted the Joy Jam summer conference, a professional development event focused on fostering joy and well-being within the education community.
- Served as a mentor for aspiring superintendents and an active member of IAPSS, focusing on continuous improvement and effective leadership development.
- Created a strategic planning process for Eastern Hancock Schools centered around the promises of Joy, Connection, Growth, and Success, integrated across district initiatives.
- Advocated for competency-based learning practices through partnerships with The Carnegie Foundation, promoting student-focused, outcomes-driven education reform.

Superintendent, Western Wayne Schools, Cambridge City, IN (Spring, 2019-Spring, 2021)

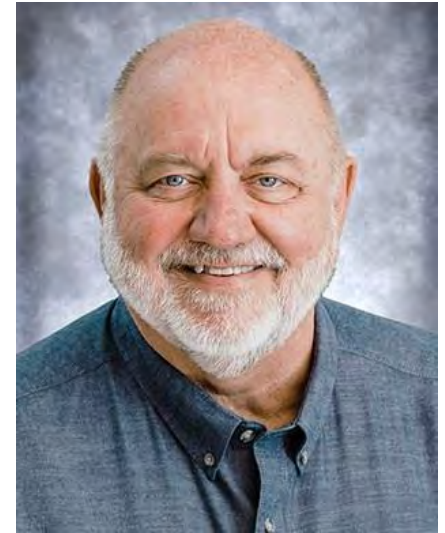
- Worked collaboratively with the Western Wayne Board of Trustees through consistent and effective communication
- Drafted and administered the district's annual budget, achieving a balanced 2020 budget after several years of deficit finance due to declining enrollment
- Won a successful referendum campaign (June 2020)
- Acted as the district media spokesperson
- Collaborated with Western Wayne Board of Trustees to review and redraft all Western Wayne Policies and Bylaws
- Coordinated regular discussion meetings and yearly collective bargaining with teachers' association
- Provided direct supervision and annual evaluation of building principals and other leaders in the district
- Monitored school improvement efforts and plans in all buildings
- Initiated and led efforts to create the structure for effective Professional Learning Communities throughout the district
- Led collaborative effort to create district framework, including updated district mission, vision, beliefs, values, and goals
- Led the creation of Profile of a Graduate and corresponding exemplar activities for each grade level
- Collaborated with local universities and businesses to expand opportunities for high school students to earn college credit and gain work-based learning experiences
- Routinely communicated with community members through in-person meetings and newsletters

Assistant Superintendent/District Administrator, Western Wayne Schools (Fall, 2010-Spring, 2019)

- Led curriculum writing and textbook/ instructional material adoption
- Developed and deployed professional development initiatives throughout the district
- Led teacher teams throughout the district in all content areas to rewrite and map curriculum based upon academic standards
- Supported leaders and teachers in the creation of common formative assessments, which are used to guide Professional Learning Community dialog and instructional improvement
- Served as district's Corporation Test Coordinator and coordinated all assessments
- Acted as district Expulsion Examiner, Migrant Worker Liaison, McKinney-Vento Homeless Liaison, and Anti-Harassment Coordinator
- Coordinated and led all corporation transportation responsibilities, including management of bus drivers, coordinating random drug testing activities, route development and monitoring, and bus driver professional development
- Collaborated with the leadership team to establish a 1:1 initiative for grades K-12

Office of Innovation for Education, Fayetteville, AR

- Participated in learning that improved my leadership and brought value to my district
- Connected with individuals who brought value to my district
- Shared the great things happening in my district every chance I got! This resulted in educators from other districts (in Indiana and from around the country) visiting Western Wayne Schools, which has resulted in positive publicity and improved staff morale in our district.
- Led a team of 30 educators on an international learning journey to New Zealand as part of a Walton Family Foundation Grant.
- Provided ongoing support for school leaders and teachers
- Partnered with the Arkansas Office of Innovation for Education staff as a thought partner to create a sustainable plan to support school leaders and teachers
- Presented at Office of Innovation for Education's annual summit



David B. Becker

Chairman and Chief Executive Officer

David Becker is the Chairman and CEO of First Internet Bancorp (NASDAQ: INBK), a bank holding company with assets of approximately \$4.7 billion as of March 31, 2023. He founded and serves as Chairman and CEO of First Internet Bancorp's subsidiary, First Internet Bank, which opened for business in 1999 as an industry pioneer in the branchless delivery of banking services.

Mr. Becker has a 40-year career of creating successful entrepreneurial companies in financial services technology ("fintech") and software-as-a-service ("SaaS"), having created and sold five Inc. 500 companies.

He has held numerous community leadership roles, including board service for TechPoint, a change agent for Indiana's technology industry and their Foundation for Youth, which promotes STEM education programs for Indiana students; Central Indiana Community Foundation (CICF), a public charity established to improve philanthropic services supporting the Central Indiana region; and Central Indiana Corporate Partnership, an alliance of CEOs and university presidents working to promote economic growth. Mr. Becker also serves on the Board of Trustees for DePauw University.

Mr. Becker is a 2001 recipient of the Ernst & Young Entrepreneur of the Year award and a 2002 recipient of the INITA (later TechPoint) Trailblazer in Technology award. In 2004, he was named Sagamore of the Wabash by Indiana Governor Joe Kernan. In 2008, he was inducted into the Junior Achievement-sponsored Central Indiana Business Hall of Fame and was granted the prestigious Lifetime Achievement Award in Mentoring by College Mentors for Kids in 2015. In 2021, Mr. Becker was recognized by the Indiana Bankers Association with its Leaders in Banking Excellence award.

Mr. Becker is a 1975 graduate of DePauw University.



Scott Bess is the President/CEO of the Indiana Charter School Alliance, an advocacy organization devoted to expanding access to charter schools for all students in Indiana. Prior to founding the Alliance, Scott was Executive for Purdue Polytechnic High School, which launched with one location in downtown Indianapolis in 2017. A second location opened in Indianapolis in 2019, and a third opened in South Bend in 2020. Prior to coming to Purdue, Scott was President of Goodwill Education Initiatives (GEI), a subsidiary of Goodwill Industries of Central and Southern Indiana. While at GEI, Scott led the development of the Excel Center, a high school designed for adults who had previously dropped out of high school. Under Scott's leadership, GEI grew from a single, small high school to a network of schools serving over 5,000 students across Indiana and the United States. Before assuming this role in 2004, he was chief information officer for Goodwill Industries of Central Indiana and served in similar technology roles in the private sector. Scott began his career as a teacher and coach in the Beech Grove school system. He also served four terms as a member of the Danville Community Schools board. He received a bachelor's degree in math education from Purdue and a master's degree in teaching from Marian University, where he was a part of the Turnaround School Leadership program. Scott is on the Indiana State Board of Education, the board of the Washington DC Excel Center and the Indiana Youth Institute board. He is also a graduate of the Pahara-Aspen fellowship program. Scott has been a speaker and panelist at multiple education conferences throughout the country. He has four grown children and lives in Danville with his wife Robin.

CONTACT

PHONE:
317-490-7265

EMAIL:
Scott@incharterschools.org

SCOTT BESS

EDUCATION

Purdue University

1979 - 1983

B.S. Mathematics Education, Dean's List

Marian University

2009 - 2010

M.A. Teaching, Teaching, Learning and Leadership Program

WORK EXPERIENCE

Indiana Charter Innovation Center, President/CEO

Founded the Alliance in June, 2024 to serve charter schools in Indiana by advocating for equitable funding and supporting school leaders to achieve greater student outcomes.

Executive Director, Purdue Polytechnic High Schools

June, 2016–June, 2024

Created Purdue Polytechnic High School in 2017. Recognized nationally for innovative model. Expanded to three schools and delivered on mission of expanding the pipeline of underrepresented minority students to Purdue.

Goodwill Education Initiatives President

2010–2016

Created the Excel Center network of schools for adults to obtain a diploma. Worked with the Indiana General Assembly to put together a sustainable funding model. Expanded the concept nationally.

Goodwill Industries of Central Indiana CIO, Senior Vice President

2001–2016

Assisted Goodwill's rapid expansion through technology innovation. Ultimately took on leadership of all mission and education services prior to leaving for Purdue

Beech Grove City Schools, Public Service Indiana, Danville Community Schools, The Strategy Group

1983-2001

Teacher and coach; Technology General Manager, Energy Delivery business unit; School Board member; Owner and partner, technology consulting company

Steve Brock

Email: hz2jqw@gmail.com Cell: 317-967-0257

KEY STRENGTHS

Lean Systems / Operational Excellence knowledge and experience ■ Cultural Transformation
Building Effective Teams ■ Drive for Results ■ Communication ■ Problem Solving
Strategic Agility ■ Innovation Management ■ People Development

PROFESSIONAL EXPERIENCE

GREENLEAF FOODS ■ INDIANAPOLIS, IN

January 2020 to June 2023

Plant Based Protein Food Manufacturer

Leadership Development – Indianapolis, IN

December 2022

- Responsible for Leadership Development of the 3 Plant Managers within Greenleaf Foods

Plant Manager – Indpls, IN

January 2020

- Responsible for start-up of a new manufacturing facility for plant-based protein products. Met or exceeded all expectations for ramp up, quality, cost and timing

GENERAL MOTORS LLC ■ VARIOUS LOCATIONS

March 1985 to June 2019

Automotive Manufacturer

Exec Director, Labor Relations & Lean Material Transformation Team – Warren, MI

Aug 2017

- Labor Relations – Served in an interim role with responsibilities for Canadian Operations, Sourcing, Arbitration, Wage Administration, and Hourly Manpower administration for ~50,000 employees (interim role ended in April 2018)
- Lean Material Transformation Team – responsible for implementing Lean Material Strategies across our global manufacturing footprint with a \$300 M annual savings target

Exec Director, Manufacturing Support/OpEx – Warren, MI

Nov 2014

- Responsible for GM's Lean Operating System globally (150 locations in 20 countries with 165k employees), performance improvement teams, headquarters industrial engineering and Operational Excellence for global manufacturing
- Lead the 2015 start-up of Operational Excellence within Global Manufacturing resulting in \$1.4B of savings and cost avoidance over a 3 year period. Completed over 700 projects and trained over 1000 ee's in the OpEx methodologies. Developed our go forward model for sustainability and future growth within global manufacturing.
- Accelerated the implementation of our lean system within manufacturing and participated with the company OpEx team to benchmark other companies, ie InterMountain Healthcare, Cummins, Herman Miller, AutoLiv; in order to implement our lean system further within non-manufacturing functions. Measurable results within manufacturing are our improved external quality results for both customer loyalty, external awards ie JD Power or Consumer Reports; and decreased warranty costs.

Plant Manager, Orion Assembly & Pontiac Stamping – Lake Orion, MI

Feb 2012

- Responsible for leading 2400 team members at both plants as we competitively produced the first sub-compact car within the United States

Steve Brock

Email: hz2jqw@gmail.com Cell: 317-967-0257

-
- Successfully lead the effort to fully implement/operationalize a competitive operating agreement with the UAW in a brownfield plant which resulted in top quartile performance for the lowest manufacturing cost per unit.
 - Played a key role in the initial strategic planning for the Chevrolet Bolt

Asst Plant Manager, Orion Assembly & Pontiac Stamping - Lake Orion, MI Jan 2011

- Responsible for the successful launch of the Chevrolet Sonic and the Buick Verano which included onboarding/training 2400 team members and leading the day to day operation of both plants

Director, Stamping Consolidation Project and Plant Closure – Warren, MI Mar 2009

- Served as the single point of contact to the old GM for manufacturing within the bankruptcy process. Responsibilities included the transfer of assets which were left behind and the closure of 17 manufacturing locations and transition to the old GM. I worked with multiple functions within GM from real estate to the treasurer's office to facilitate an efficient transition that resulted in a savings of over \$50 M.
- Coordinated the Stamping Consolidation Project of \$300 M to relocate assets from closed locations to New GM locations.

Complex Director, Silao Assembly, Engine and Transmission - Silao MX Nov 2008

Plant Manager, Moraine Assembly – Dayton, OH Nov 2007

Plant Manager, Marion Stamping – Marion, IN Apr 2004

Plant Manager, Oshawa Contiguous Stamping – Oshawa, Ontario, Canada Jan 2002

Various positions of increasing responsibilities at Flint Stamping and Indianapolis Stamping from Mar 1985 to Dec 2001

EDUCATION / PROFESSIONAL TRAINING

Executive Management Program - University of Pittsburgh; Pittsburgh, PA (1997)

M.S., Management - Indiana Wesleyan University; Marion, IN (1990)

B.S., Mechanical Technology - Indiana University Purdue University at Indpls; Indpls, IN (1985)

General Motors Senior Leadership Development Program

Center for Creative Leadership – Leadership Development Program

COMMUNITY INVOLVEMENT

Served on charitable boards in each work location ie United Way of Grant County (Indiana), United Way of Greater Dayton (Ohio), Salvation Army of Flint (Michigan) as a few examples.

Served as the campaign chairperson for the United Way of Grant County

Presented with the Sagamore of the Wabash award by Indiana Governor Mitch Daniels for distinguished charitable service in October 2007.

Currently serving a 2nd term as a board member on the Eastern Hancock Community School Corp

JAMES RICHARD JACKSON, JR.
(Jim Jackson)
jrjackson10566@gmail.com 317-695-6139

EDUCATION

Bachelor of Science Degree in Agriculture with an Animal Science Major from The Ohio State University. Special emphasis and graduate course work in nutrition, production, and genetics. Additional course work in accounting, finance, and economics.

CAREER EXPERIENCE.

June 30, 1980 to January 31, 2025 (Retired) – Held Various Director, Region, Area and District Management Positions with Land O' Lakes/Purina. Responsibilities for all aspects of business and bottom-line including planning, budgeting, manufacturing, transportation, sales, acquisitions, mergers, sale teams, technical teams, etc. Also managed company joint ventures and strategic alliances serving on the joint venture boards.

FAMILY.

Two Sons and One Daughter all Graduates of Eastern Hancock School Corporation. Wife is current Middle School/High School Librarian at Eastern Hancock Schools.

OTHER.

Past President and Past Board Member of the Eastern Hancock Athletic Boosters 2006-2013. Trustee of CSC of Eastern Hancock since 2013. Currently, President of the School Board. Past Board Member and Treasurer of Greenfield Youth Baseball Association (17 years).



Kim Reier

Transforming vision into action for lasting impact.

LEADERSHIP. STRATEGY. INNOVATION.

SUMMARY

Dynamic strategic leader with 15+ years of experience delivering transformational growth and innovation across education, policy, and business development. Known for a proven ability to drive results through strategic planning, stakeholder engagement, and impactful policy advocacy. Expertise in crafting and executing multi-year strategic plans, launching groundbreaking initiatives, and securing substantial funding to fuel organizational success. A trusted advisor in building high-impact partnerships, championing legislative change, and guiding executive teams to achieve ambitious goals. Skilled in fostering cross-functional collaboration and relationship management, with a passion for creating environments that inspire and allow for sustainable growth and lasting success.

PROFESSIONAL SKILLS & ACHIEVEMENTS

► Strategy

- Facilitated leadership retreats and convenings to create a strategic plan, goals, and operational strategy for the national expansion of a high school model for adults (which expanded from 4 to over 30 schools nationally).
- Drove the development of Purdue Polytechnic High School's multi-year strategic plan through leading stakeholder engagement and developing KPIs for tracking effective progress toward organization-wide objectives.
- Created, articulated, and obtained buy-in for Purdue Polytechnic High School's mission and vision to align business strategy with organizational goals and objectives.
- Developed a business development strategy to create a new business arm and partnership model with schools locally and nationally.
- Developed and led organizational strategy related to all key organizational initiatives of The Excel Center National Office at Goodwill of Central and Southern Indiana.
- Developed multi-year strategic plans for clients, including The Media School at Indiana University, the Office of Early Learning and Out-of-School Learning at Indiana's Family and Social Services Agency, and a refreshed statewide Birth-Five strategic plan for Indiana.
- Developed and facilitated workshops with clients to assess business opportunities, make strategic decisions, and evaluate organizational strengths, challenges, and opportunities for implementing new plans or initiatives.
- Developed a report on the comprehensive financial review and strategic assessment of the Indiana Justice Project, evaluating the organization's financial position and operations to prepare for strategic growth and expansion.

► Policy & Advocacy

- Advocated with policymakers, legislators, and stakeholders for the successful passage of multiple laws, policies, and regulations in 8 states, allowing for the establishment of accredited diploma-granting high schools for adults.
- Oversaw the creation of laws, policies, and regulations adopted in 8 states.
- Provided leadership and guidance regarding internal policy development and engaged with state policymakers to consult on the establishment and implications of various state-level policies.
- Maintained communication and relationships with senior and state-level leadership as well as external stakeholders to collaboratively develop new policies and reforms.
- Assisted with the development of Indiana's statewide school accountability system.

CONTACT

- ☎ 219.613.5894
- ✉ kim.reier@gmail.com
- 📍 Indianapolis, IN
- 🌐 [linkedin.com/in/kim-reier-9b341625/](https://www.linkedin.com/in/kim-reier-9b341625/)
- 🐦 @KimReier

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SKILLS

- Strategic Planning and Execution
- Leadership and Executive Guidance
- Business Development
- Policy Development and Implementation
- Stakeholder and Relationship Management
- Fundraising and Resource Acquisition
- Legislative Advocacy
- Communication and Reporting
- Monitoring and Evaluation Systems

.

EDUCATION

Butler University
Indianapolis, IN

Bachelor of Arts, 2009

Major: Political Science
Minors: Peace Studies,
French

PROFESSIONAL SKILLS (cont.)

- Designed and implemented Indiana’s Alternative Education accountability system.
- Developed implementation plans for a state agency to effectively roll out and implement legislative and policy changes.
- Made and implemented policy recommendations for improving state and federal education programs.
- Developed monitoring systems for 4 state and federal programs.
- Conducted annual statewide evaluations for various state and federal programs.
- Conducted an in-depth analysis of Indiana University’s 363 administrative policies and developed a comparative analysis with peer institutions, providing recommendations for improvement, resulting in enhanced policy efficiency, alignment with best practices, and increased competitiveness among peer institutions.

► **Innovation & Entrepreneurship**

- Developed the strategy, systems, and processes that led to the growth of The Excel Center national network from 4 schools to 30+ schools nationally.
- Launched a new business arm of Goodwill and acquired 20 new clients.
- Actualized the vision of a new school model through cross-functional and multi-organizational collaboration resulting in the approval and establishment of Purdue Polytechnic High School.
- Led the establishment of multiple new programs and initiatives at Goodwill, aligned with the organization’s goals and mission.
- Oversaw and coordinated all aspects of services provided to clients and proactively offered ideas and insights to improve clients’ and partners’ challenges.

► **Leadership & Relationship Building**

- Developed strategic partnerships that enabled political advocacy efforts and resulted in the adoption of policies and laws in 8 states.
- Developed relationships with executives and Boards of Directors to enter into agreements that led to the growth of The Excel Center national network from 4 to 30+ schools.
- Led cross-functional and cross-organizational efforts that led to the successful creation of multi-year strategic plans at two organizations.
- Managed and grew a portfolio of 20 new clients for a new business endeavor.
- Provided consultation and advice to the executive leadership teams and Boards of Directors of more than 20 Goodwills across the country.
- Provided guidance to the executive leadership of a portfolio of clients to troubleshoot challenges and advise them regarding strategic decision-making.
- Guided executive leadership of clients in troubleshooting challenges and advising on strategic decision-making.
- Managed all affairs of the Purdue Polytechnic High School Board of Directors.

► **Development & Advancement**

- Oversaw development and fundraising efforts that have led to \$5M+ in resource acquisition for Purdue Polytechnic High School.
- Launched, led, and oversaw the first annual giving campaign in organizational history at Purdue Polytechnic High School.
- Established, cultivated, and managed a portfolio of established and prospective donors.
- Oversaw development efforts resulting in \$3M+ in grants for Goodwill Education Initiatives, Inc.
- Secured \$5M+ in federal grant funding for the Indiana Department of Education.
- Oversaw and managed the school approval and renewal process for 28 schools nationally.
- Designed and created communication assets for clients to enhance enterprise-wide communication and effectively convey strategic updates to stakeholders.

CAREER HISTORY

► **Indiana Charter Innovation Center**

The Indiana Charter Innovation Center is Indiana's first dedicated charter association in over a decade, committed to advancing educational excellence through strategic support, advocacy, and innovation. ICIC collaborates with education leaders to drive growth, enhance student outcomes, and shape policy that fosters equitable funding and opportunity across the state's charter sector.

VICE PRESIDENT OF STRATEGY Aug. 2024 - Present

As Vice President of Strategy at the Indiana Charter Innovation Center, my work has been central to the strategic launch of ICIC, a new organization dedicated to transforming Indiana's charter school sector. I lead efforts to drive growth, strengthen school leadership, and advocate for equitable funding, while managing key projects and fostering strong stakeholder relationships. Through innovative strategies aligned with ICIC's mission, I contribute to shaping a more equitable and impactful educational landscape across the state.

► **Maip Solutions**

A Central Indiana strategy and innovation firm specializing in analysis and customized solutions to help leaders navigate strategic inflection points. The firm partners with ambitious leaders across a variety of industries to support strategic planning, new initiatives, and customer experience design.

SR. STRATEGIST, DIRECTOR OF CLIENT ACCOUNTS Jan. 2024 - July 2024

As Senior Strategist and Director of Client Accounts, I developed strategic solutions to achieve client objectives and achieve business growth. I managed client relationships, oversaw account team activities, and crafted tailored strategies to the needs of each client, ensuring optimal performance and successful client outcomes.

► **Purdue Polytechnic High School**

An innovative, first-of-its-kind, high school affiliated with Purdue University whose mission is to empower students to create the world they envision through STEM-focused and real-world experiences by developing the minds of creative problem-solvers and skilled achievers.

CHIEF STRATEGY OFFICER 2022 - Jan. 2024

At Purdue Polytechnic High School, I developed and implemented plans for strategic initiatives to support the organization's mission and growth. I analyzed trends in education, identified opportunities for innovation, and led initiatives to enhance student and organizational success. Collaborating with executive leadership, Board members, Purdue University leadership, and other stakeholders, I ensured strategies aligned to the organization's goals and evolving educational needs.

DIRECTOR OF BUSINESS DEVELOPMENT 2020 - 2022

► **Goodwill Education Initiatives, Inc.**

A nonprofit organization affiliated with Goodwill Industries of Central and Southern Indiana, Inc. Operating 16 schools, Goodwill Education Initiatives (GEI) is the largest charter school operator in Indiana. GEI is rapidly growing as it is nationally licensing its adult high school model (The Excel Center®).

DIRECTOR OF NETWORK DEVELOPMENT & ADVANCEMENT 2014 - 2020

As Director of Network Development & Advancement at Goodwill Education Initiatives, I expanded The Excel Centers nationwide by securing partnerships, funding, and legislation, advancing Goodwill's mission to enhance educational opportunities and promote economic mobility for adults.

LEAD SERVICES MANAGER 2013 - 2014

► **Indianapolis Mayor's Office, Office of Education Innovation**

A nationally renowned charter school authorizer with oversight of over 30 schools in Marion County, Indiana. The Indianapolis Mayor's Office was the first mayor in the nation with the authority to authorize charter schools.

ACADEMIC PERFORMANCE ANALYST 2012 - 2013

► **Indiana Department of Education**

An over 250-employee state agency charged with implementing state rules, laws, and policies related to K-12 education.

ACCOUNTABILITY & DATA SPECIALIST 2010 - 2012

PROGRAM SPECIALIST 2007 - 2010

► **Office of Senator Richard G. Lugar**

United States Senator, 17th longest serving Senator in US History.

INTERN, EDUCATION POLICY 2009

Thomas J. Vander Ark

Tom@GettingSmart.com

GettingSmart.com

Getting Smart, 2008-Present

CEO & Partner: Leads design firm focused on innovations in learning that provides advisory, advocacy services for impact-oriented partners; speaks globally on the future of work and learning; weekly contributor to GettingSmart.com.

Learn Capital, 2008-2016

Managing Partner: Co-founded the first education venture fund.

X PRIZE Foundation, 2007-2008

President: Built team and platform to launch prizes to produce catalytic global benefits in energy & environment, life sciences, exploration, education, and poverty reduction.

Bill & Melinda Gates Foundation, 1999-2006

Executive Director, Education: Developed and implemented advocacy, investment, and scholarship portfolios to improve US education. Commitments in excess of \$3.5 billion resulting national adoption of college-career ready agenda, 1200 new schools, improved national graduation rates, and 14,000 college scholarship recipients.

Federal Way Public Schools, 1994-1999

Superintendent: Led improvement of one of Washington State's largest districts.

Cap Gemini Sogeti, 1993-1994

Director: Led a business improvement and information technology practice.

PACE Membership Warehouse, 1987-1993

Senior Vice President: Led treasury, real estate, marketing, and leadership development efforts for a \$5 billion national retail chain (sold to K- Mart in 1990 and to Walmart in 1993).

Center for Strategic Planning, 1986-1987

Managing Partner: Developed business plans for small-medium sized business.

Amoco Minerals, 1981-1986

Senior Financial Analyst: Corporate reporting, mergers and acquisitions.

Project Manager: Managed construction projects in PA, KY, and CO.

Education

Adjunct Faculty, Regis University, Denver University, 1985-1994; taught finance, strategy, and leadership

MBA, Denver University, 1984

BS, Colorado School of Mines, 1981 (Distinguished Alumni Award, 2009)

Boards and Advisory Roles

Current: Digital Learning Institute, Getting Smart Collective, Latinx Education Collaborative, Mastery Transcript Consortium, Yellow

Former: iNACOL (Aurora), 4.0, Edmodo, Bloomboard, AdvancePath, Technology Alliance, Grantmakers for Education, James B. Hunt Institute, Foundation for Early Learning, Partnership for Learning, Western Governors University, Colorado Children's Campaign, Communities In Schools of Washington, New Classrooms, Teton Science Schools, One Stone

Publications

Difference Making at the Heart of Learning: Students, Schools, and Communities Alive with Possibility (Corwin, 2020)

The Power of Place: Authentic Learning Through Place-Based Education (ASCD, 2020)

Better Together: How to Leverage School Networks for Smarter Personalized and Project Based Learning (Wiley, June 2018)

Smart Parents: Parenting for Powerful Learning (Getting Smart, 2015)

Smart Cities that Work for Everyone: 7 Keys to Education & Employment (Getting Smart, 2014)

Getting Smart: How Digital Learning is Changing the World (Wiley, 2011)

Published over 50 white papers spanning topics from digital learning to place-based education

Published over 4000 articles and blogs on GettingSmart.com, HuffPost, Medium, Education Week, LinkedIn, and Forbes

Recognition

LinkedIn Top Voice in Education, 2017

Newsweek's Most Influential Person in Education & Religion, 2006

Attachment 2: Statement of Economic Interest & Conflict of Interest Form

This attachment includes the Statement of Economic Interest & Conflict of Interest forms for each of the founding members of the Indiana Microschool Collaborative's Board of Directors:

- **David Becker**, Chairman & CEO, First Internet Bank
- **Scott Bess**, President & CEO, Indiana Charter Innovation Center
- **Steve Brock**, Retired, Plant Manager, Greenleaf Foods; 2nd Vice President, Eastern Hancock Schools
- **Jim Jackson**, Retired, Director Business Strategic Alliances, Land O' Lakes; Board President, Eastern Hancock Schools
- **Kim Reier**, Vice President of Strategy, Indiana Charter Innovation Center
- **Tom Vander Ark**, CEO & Partner, Getting Smart

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:

Indiana Microschool Collaborative

2. Your full name:

David Becker

3. Your spouse's full name:

Christy Becker

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:

David Becker is a seasoned entrepreneur and financial services executive with a career spanning over four decades, marked by significant contributions to financial technology and banking.

Educational Background:

- Bachelor of Arts in Political Science for DePauw University

Professional Experience:

- **Chairman and CEO of First Internet Bancorp:** Founded in 1999, First Internet Bank among the first state-chartered, FDIC-insured institutions to operate entirely online, pioneering branchless banking services.
- **Serial Entrepreneur in Fintech and SaaS:** Established and successfully exited five Inc. 500 companies, demonstrating a strong acumen for identifying market needs and delivering innovative solutions.

Board and Community Involvement:

- **TechPoint:** Served on the board of this organization dedicated to promoting and accelerating the growth of Indiana’s tech community
- **Central Indiana Community Foundation (CICF):** Contributed to philanthropic efforts aimed at enhancing the quality of life in Central Indiana.
- **Central Indiana Corporate Partnership:** Participated in initiatives to foster economic development and collaboration among business and academic leaders.
- **DePauw University Board of Trustees:** Provided governance and strategic guidance to his alma mater.

Honors and Recognitions:

- **Ernst & Young Entrepreneur of the Year (2001)-** Acknowledged for entrepreneurial excellence.
- **TechPoint Trailblazer in Technology Award (2002)-** Recognized for significant contributions to technology advancement.
- **Sagamore of the Wabash (2004)-** One of Indiana’s highest honors, bestowed by the governor for distinguished service.
- **Central Indiana Business Hall of Fame Inductee (2008)-** Honored for outstanding business Leadership.
- **Lifetime Achievement Award in Mentoring (2015)-** Awarded by College Mentors for Kids for dedication to mentoring the next generation.
- **Leaders in Banking Excellence Award (2021)-** Presented by the Indiana Bankers Association for exceptional Contributions to banking.

David Becker’s extensive experience in financial services, technology innovation, and community leadership positions him as a valuable asset to any organization seeking strategic vision and entrepreneurial expertise.

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”):

David Becker- First Internet Bank- Finance

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:

NO

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:

Yes, OMIF, LLC is an Investment firm.

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

- No.

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

Yes, David Becker is an officer and director of First Internet Bank

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 describe the relationship:

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.

David B. Becker

Name

3/25/2025

Date

Signed by:

David B. Becker

F761BFA764F1403...

Signature

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:

2. Your full name:

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"):

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.

Name



Signature

Date

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:

Indiana Microschool Collaborative

2. Your full name:

Stephen Duane Brock

3. Your spouse's full name:

Sheryl Ann Brock

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:

My resume is attached

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:

No

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:

Yes – Legacy Woodcrafts llc – custom maker of live edge furniture

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:

No

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:

No

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:

No

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:

No

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:

No

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 describe the relationship:

No

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:

No

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:

I am a school board member at Eastern Hancock CSC

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):

No

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.

STEVE BROCK

Name

3/23/25

Date

[Signature] Signature

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:

Indiana Microschool Collaborative

2. Your full name:

James R. Jackson Jr.

3. Your spouse's full name:

Debra K. Jackson

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:

Resume also attached: *Napoleon, Ohio High School Graduate; Graduate of The Ohio State University (Bachelor of Science). Recently retired (1-31-25) after 44 years 7 months of employment with Land O' Lakes. Position before retirement was Director of Strategic Business Alliances.* ee Attached

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"):

Jim: Retired 1-31-25.

Spouse: CSC of Eastern Hancock. Middle and High School Librarian,

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

Spouse: CSC of Eastern Hancock. Middle and High School Librarian,

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:

No

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:

No

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

- No.

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

Yes. Jim Board Member of CSC of Eastern Hancock County.

Retired 1-31-25.

Spouse: CSC of Eastern Hancock. Middle and High School Librarian,

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:

No

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:

No

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:

No

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:

If the Education Service Provider is CSC Eastern Hancock then:
Spouse is an employee of CSC of Eastern Hancock

I am a school board member of CSC of Eastern Hancock.

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 describe the relationship:

If the Education Service Provider is CSC Eastern Hancock then:
Spouse is an employee of CSC of Eastern Hancock

I am a school board member of CSC of Eastern Hancock.

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:

No

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:

If the school is intending to partner with CSC of Eastern Hancock County the:
Spouse is an employee of CSC of Eastern Hancock

I am a school board member of CSC of Eastern Hancock.

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):

No

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. X**

☐ 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.

Name: James R. Jackson Jr.

_____ Signature

Date" March 24, 2025

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:

Indiana Microschool Collaborative

2. Your full name:

Kimberly Lynn Clement Reier

3. Your spouse's full name:

John Reier

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:

See attached.

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 Charter Innovation Center, education nonprofit

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

Automotive Finance Corporation, floorplan financing for independent car dealerships

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:

8. 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:

I personally know Scott Bess as we have worked together in former positions and currently work together at the Indiana Charter Innovation Center.

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:

If the charter school considers or decides to become a dues paying member of the Indiana Charter Innovation Center (ICIC) while I am employed at ICIC, I will resign from the Board before any decision is made to avoid any conflict of interest.

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?

X 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?

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

If the charter school considers or decides to become a dues paying member of the Indiana Charter Innovation Center (ICIC) while I am employed at ICIC, I will resign from the Board before any decision is made to avoid any conflict of interest.


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.

__Kimberly Reier_____
Name



Signature

__March 25, 2025_____
Date

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:

Indiana Microschool Collaborative

2. Your full name:

Thomas J. Vander Ark

3. Your spouse's full name:

Karen F. Vander Ark

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:

See Attached

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”):

Getting Smart. Education advocacy and innovations in learning strategies. Tom is the CEO and Karen is the owner and CFO

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

Getting Smart. Education advocacy and innovations in learning strategies. Tom is the CEO and Karen is the owner and CFO

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:

No

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:

We operate Getting Smart which is an LLC and is an education advocacy and learning strategies group

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

- No.

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

Yes Tom is Mastery Transcript Consortium – Director
Digital Learning Institute – Director
LatinX Education Collaborative - Director

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:

No

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:

No

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:

No

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:

No

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 describe the relationship:

No

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:

No

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:

No

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):

No

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?

X- 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.

Thomas J. Vander Ark

Name

March 23, 2025

Date



Signature

Attachment 3: Course Scope and Sequence

Because of the flexible and community-driven nature of micro-schools, each will likely have a unique curriculum model tailored to the needs of its students, families, and local industry partners. While the core principles of competency-based progression, project-based learning, and career-connected instruction will remain consistent across all micro-schools, the specific implementation may vary.

To provide a reference point, the following document provides a sample scope and sequence for mathematics that illustrates how learning may be structured at the elementary, middle, and high school levels. This example highlights how IMC can integrate personalized learning, real-world applications, and interdisciplinary instruction to ensure students develop a deep understanding of mathematical concepts and their practical uses.

Key Features of the Curriculum Model

- **Competency-Based Progression** – Students advance upon mastery rather than by time spent in class.
- **Project-Based Learning** – Every unit integrates hands-on projects that mirror real-world applications.
- **Career & Industry Connections** – Middle and high school students engage in applied mathematics within career contexts, helping them see the relevance of math in different fields.
- **Flexible Personalization** – micro-schools allow customized pathways for students needing acceleration, remediation, or specialized focus areas.

Elementary Level (Grades 3-5) – Mathematics

Course: Foundations of Mathematical Thinking

Instructional Approach: Hands-on, project-based learning with real-world applications, integrating literacy and science where appropriate.

Unit	Focus Area	Key Skills & Competencies	Sample Project/Activity
Unit 1: Number Sense & Place Value	Understanding numbers, place value, and rounding	Read, write, and compare multi-digit numbers; round numbers to the nearest ten, hundred, and thousand	Marketplace Math – Create a class store where students use play money to practice place value and rounding
Unit 2: Addition & Subtraction Fluency	Multi-digit addition and subtraction	Use strategies to solve problems with regrouping; apply estimation techniques	Budget a Family Vacation – Plan a road trip budget, calculating costs and making adjustments based on expenses
Unit 3: Multiplication & Division Strategies	Multiplication and division concepts and fluency	Use area models, arrays, and repeated addition; apply division as the inverse of multiplication	Building Arrays – Design a "mini-city" with roads and buildings using multiplication and division concepts
Unit 4: Fractions & Decimals	Understanding fractions, comparing and converting to decimals	Equivalent fractions; ordering fractions and decimals; simple fraction operations	Cooking with Fractions – Adjust recipes using fraction and decimal conversions
Unit 5: Geometry & Measurement	Properties of shapes, area, perimeter, and volume	Identify and classify geometric figures; measure area and perimeter; introduce volume	Design a Playground – Create a scaled model of a playground using perimeter and area calculations
Unit 6: Data & Probability	Graphing and interpreting data	Read and create bar graphs, pictographs, and line plots; basic probability concepts	Survey & Analyze – Conduct a class survey and present data findings through graphs

Middle School Level (Grades 6-8) – Mathematics

Course: Mathematical Thinking & Real-World Problem Solving

Instructional Approach: Inquiry-based, competency-driven instruction with cross-disciplinary applications in science and financial literacy.

Unit	Focus Area	Key Skills & Competencies	Sample Project/Activity
Unit 1: Ratios & Proportions	Understanding and applying ratios, rates, and proportions	Solve unit rate problems; scale drawings; apply proportional reasoning in real-world settings	Architectural Blueprint Challenge – Scale a model building using proportions and measurement
Unit 2: Expressions & Equations	Variables, expressions, and solving equations	Simplify expressions; solve one- and two-step equations and inequalities	Escape Room Challenge – Solve math-based puzzles requiring equation-solving skills
Unit 3: Geometry & Transformations	Coordinate plane, transformations, and angles	Perform reflections, translations, and rotations; use the Pythagorean theorem	City Planning with Transformations – Use coordinate geometry to map out a planned city layout
Unit 4: Statistics & Probability	Data analysis and probability models	Interpret data sets, mean/median/mode; probability experiments	Sports Analytics Project – Use sports statistics to analyze player performance and probabilities
Unit 5: Linear Relationships	Graphing and interpreting linear equations	Understand slope and y-intercept; model relationships using linear functions	Design a Business – Create a business model predicting costs and revenues using linear functions
Unit 6: Financial Literacy	Budgeting, interest, and investments	Calculate simple and compound interest; create personal budgets	Teen Finance Plan – Develop a personal finance plan, tracking income, expenses, and investments

Attachment 4: Calendar and Schedule

IMC's instructional calendar is designed to balance structure with flexibility, ensuring that all micro-school sites meet Indiana state requirements while remaining responsive to local community needs, family priorities, and student learning styles.

Each micro-school will use the Eastern Hancock school calendar as a reference point (see calendar provided on the following page); however, learning sites will have the autonomy to adapt their instructional schedules to best support their communities.

Flexible, Community-Centered Scheduling

- **Locally Adapted Calendars** – Each micro-school will work with families and community partners to develop a calendar that aligns with regional workforce cycles, seasonal factors, and cultural priorities while maintaining compliance with state-mandated instructional days and hours.
- **Personalized Learning Structures** – Students will engage in competency-based, self-paced instruction, allowing for individualized learning pathways rather than rigid, time-bound progressions.
- **Career-Connected Learning Integration** – Schedules will accommodate internships, apprenticeships, and community-based learning experiences, ensuring that students gain real-world exposure alongside academic mastery.

Ensuring Compliance & Maximizing Learning Time

- **Instructional Time Meets or Exceeds State Requirements** – All micro-schools will ensure that students receive the required instructional days and minutes in accordance with Indiana Department of Education (IDOE) guidelines.
- **Innovative Scheduling Approaches** – Flexible daily and weekly schedules will allow for:
 - Extended learning blocks for deeper engagement in projects and real-world applications.
 - Non-traditional instructional days to support year-round learning opportunities.
 - Asynchronous and blended learning models to accommodate students who thrive in varied learning environments.

By aligning state expectations with the personalized and community-driven nature of IMC's microschool model, students will benefit from high-quality, mastery-based education that adapts to their needs while ensuring full accountability to state requirements.

CSC OF EASTERN HANCOCK COUNTY

2025-2026

Approved 02-10-25

Teacher Work Days/Students Off:

August 1,4
September 15
October 20 (Parent/Teacher Conferences)
November 24-25
January 5
February 23
April 20
May 29

All Staff & Students Holidays/Breaks:

September 1 - Labor Day
October 6-10 - Fall Break
November 26-28 - Thanksgiving
December 22-January 2 - Christmas Break
January 19 - Martin Luther King Jr. Day
March 23-April 3 - Spring Break
May 25 - Memorial Day

Professional Development Days:

(Students begin school at 8:40am)

Wednesday, September 3
Wednesday, October 1
Wednesday, November 5
Wednesday, December 3
Wednesday, February 4
Wednesday, March 4
Wednesday, April 8
Wednesday, May 6

First Student Day Each Semester:

August 5
January 6

Last Student Day

May 28

Graduation Day:

May 31

☐= End of Grading Period

We will have an evening celebration, and teachers must complete requirements on their own time by the first week in June.

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

Su	M	Tu	W	Th	F	Sa
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Attachment 5: Academic and Exit Standards

The Indiana Microschool Collaborative (IMC) is committed to ensuring all students master the academic competencies, habits of success, and real-world readiness skills needed to thrive beyond their K–12 journey. Our academic model is built around personalized, competency-based progression—not traditional grade-level advancement. Students advance when they demonstrate readiness, not because a year has passed.

Academic Standards and Learning Progressions

All IMC microschools will align their academic programming to the Indiana Academic Standards. However, content is delivered in a flexible, student-centered environment through multi-age learning communities that honor each student’s pace and pathway. Academic learning is guided by:

- Competency-based learning structures
- IMC’s core design principles: joy, connection, growth, and success
- Performance-based assessments, portfolios, and project-based demonstrations
- Cross-disciplinary, real-world learning experiences
- Ongoing goal setting and reflection with mentors and advisors

Learning competencies are framed as developmental progressions, allowing students to build mastery over time. These progressions include academic standards *and* broader indicators of readiness—such as learner habits, self-direction, and real-world application.

Promotion and Advancement Standards

Promotion within each IMC microschool is based on a student’s demonstrated mastery—not seat time or age. A student is considered ready to advance when they:

- Demonstrate mastery of academic competencies through performance tasks, portfolios, and projects
- Exhibit learner qualities such as self-direction, critical thinking, collaboration, and adaptability
- Show the ability to transfer knowledge across disciplines and into real-world contexts

Students who need more time to master a skill continue to receive targeted support and learning opportunities. There is no traditional retention model; students remain in multi-age cohorts and progress at their own pace. Families are regularly engaged through goal-setting meetings, narrative reports, and student-led conferences.

Exit Standards by Division

IMC defines *exit standards* as the knowledge, skills, and habits a student must demonstrate before transitioning to the next division (elementary to middle, middle to high school, and high school to postsecondary).

Elementary Division Exit Standards (Typically K-5)

By the end of the elementary phase, students will be able to:

- Demonstrate foundational literacy, including the ability to read fluently with comprehension, write clearly for different purposes, and communicate effectively in both spoken and written form
- Show number sense, proficiency with the four operations, and conceptual understanding of key math ideas such as place value, fractions, measurement, and early algebraic thinking
- Apply inquiry and observation skills to explore scientific phenomena in life, earth, and physical sciences
- Understand foundational concepts of history, geography, civics, and economics, and begin to see themselves as informed citizens in their communities
- Begin exploring different careers and interests through stories, play, projects, and community connections
- Manage time, set personal goals, persist through challenges, and collaborate respectfully with peers
- Demonstrate emerging proficiency in using technology to explore, create, and solve problems

Middle Division Exit Standards (Typically Grades 6-8)

By the end of the middle division, students will:

- Read and analyze increasingly complex texts, write with clarity and voice for different audiences, and engage in thoughtful academic conversations
- Demonstrate fluency in pre-algebra concepts and apply mathematical reasoning to real-world problems involving ratios, geometry, statistics, and algebraic expressions
- Investigate scientific concepts using experimentation, modeling, data analysis, and evidence-based reasoning across multiple domains
- Analyze primary and secondary sources, compare historical systems, and develop an understanding of government, economics, and civic engagement
- Set and reflect on learning goals, advocate for their own learning, and begin building a personal academic identity
- Explore career paths and personal strengths through mentor conversations, job shadows, and early project-based experiences
- Complete interdisciplinary projects that integrate academic skills and address authentic, real-world challenges
- Begin building a digital portfolio of learning that includes self-assessment and reflections

High School Division Exit Standards (Typically Grades 9-12)

By the end of the high school phase, students will:

- Demonstrate college- and career-ready literacy skills, including the ability to read and analyze complex texts, conduct research, and communicate effectively in writing and speech
- Apply advanced mathematical reasoning across domains such as algebra, geometry, data analysis, and functions, and use these skills to solve real-world problems

- Use scientific practices to design and conduct experiments, analyze data, and draw conclusions in biology, chemistry, physics, and environmental science
- Evaluate complex social, political, and economic systems through historical and contemporary lenses, and understand their role in shaping society
- Complete career-connected learning experiences, including apprenticeships, internships, or work-based learning opportunities
- Earn dual credit to ensure they are academically prepared for postsecondary education
- Design and complete a capstone project that demonstrates academic mastery, real-world application, and personal reflection
- Finalize a personalized postsecondary plan that includes a clear pathway toward enrollment, enlistment, employment, or entrepreneurship
- Exhibit key habits of a successful learner: self-direction, collaboration, adaptability, critical thinking, and effective communication

Implementation and Continuous Growth

These academic and exit standards will be implemented through student-centered, flexible instructional practices. Teachers will use learning progressions to guide instruction, ensure alignment with state standards, and personalize support. Students will regularly engage in goal setting, progress tracking, and reflection with guidance from educators and mentors. Performance assessments and real-world demonstrations of learning will be used to measure progress and determine readiness to advance.

Rather than advancing students based on age or seat time, IMC schools will ensure that learning is deep, durable, and transferable. By prioritizing clear outcomes, multiple pathways to mastery, and ongoing support, we help every student move forward with confidence.

Attachment 6: Organizational Charts

The Indiana Microschool Collaborative (IMC) has developed a robust organizational structure to support its mission of providing personalized, competency-based education to students in Indiana. The structure is designed to evolve over time to ensure sustainability, scalability, and the high-quality educational experiences students deserve. Below is an overview of the organizational framework for IMC, with details on governance, leadership, staffing, and the phased growth strategy.

Board of Directors

The Board of Directors is the governing body responsible for ensuring the financial sustainability, academic quality, and mission alignment of IMC. The Board plays a critical role in providing oversight, strategic direction, and ensuring compliance with state and federal regulations. The current Board members bring diverse expertise across education, business, and leadership fields, ensuring a well-rounded approach to governance.

Current Board Members

- **Scott Bess:** Founding leader of Purdue Polytechnic High Schools, who brings experience in launching student-centered charter models focused on real-world, project-based learning.
- **Kim Reier:** Vice President of Strategy at the Indiana Charter Innovation Center, who brings a background in education strategy, charter networks, and policy innovation across Indiana.
- **Tom Vander Ark:** CEO of Getting Smart and former Gates Foundation executive, who brings national expertise in learning ecosystems, innovation, and future-ready education.
- **David Becker:** Founder and chairman of First Internet Bank, who brings entrepreneurial leadership and a strong commitment to education, innovation, and workforce development.
- **Steve Brock:** Retired Plant Manager at Greenleaf Foods and 2nd Vice President of Eastern Hancock Schools.
- **Jim Jackson:** Retired Director of Business Strategic Alliances at Land O' Lakes and Board President of Eastern Hancock Schools.

Roles & Responsibilities of the Board

- Provides governance, oversight, and strategic direction to ensure that IMC's goals and operations are in line with its mission and vision.
- Approves critical decisions, including budget allocations, strategic growth plans, and the hiring of key leadership roles.
- Ensures compliance with educational standards and regulations, helping IMC meet both state and federal expectations.
- Focuses on ensuring financial sustainability and the academic success of IMC's microschool network.

Phased Growth Strategy

IMC has developed a carefully structured phased growth strategy to ensure its expansion is sustainable, effective, and aligned with its mission to provide personalized, competency-based education. This strategy allows IMC to start with a lean and efficient model in its initial year, gradually scale operations, and build capacity as enrollment, funding, and demand for microschool options grow. Each phase is designed to ensure that IMC maintains a high standard of academic quality and operational efficiency, while strategically expanding its network of microschools to serve students across Indiana. The phased approach will ensure that IMC can meet the evolving needs of students, staff, and communities while maintaining its core mission of fostering individualized learning and innovation.

Phase 1: Initial Launch (2025-2026)

- IMC will launch with a lean staffing model, utilizing a shared service agreement with Eastern Hancock Schools for administrative functions such as finance, human resources, special education, and compliance.
- Site-level staffing will consist of Advisors and Instructional Facilitators/Tutors, ensuring a personalized learning environment with a 10:1 student-to-adult ratio.
- Regional staffing will include Teacher/Evaluators and Community Outreach/Liaisons to ensure quality and engagement across microschool sites.

Phase 2: Expansion & Growth (2026-2028)

- As enrollment and funding grow, IMC will expand regional staffing and begin hiring additional leadership roles.
- Specialized roles, such as Special Education Coordinators, will be added to address specific student needs.

Phase 3: Full Scale & Statewide Growth (2028-2030)

- By this stage, IMC aims to expand to 10+ sites statewide, prioritizing underserved rural and urban communities.
- The organizational structure will include a fully in-house leadership team, with additional instructional, operational, and financial staff to support the expanding network.
- Regional leadership will grow to maintain strong connections between microschools and their local communities.

Year 1 Organizational Structure

In Year 1, IMC will operate with a lean staffing model to focus on launching and managing the microschool network while ensuring financial sustainability. To maximize operational efficiency, IMC will outsource certain key functions to **Eastern Hancock Schools** through a shared service agreement.

Network-Level Leadership

- President/CEO: Dr. George Philhower

- Responsibilities: Leads the overall strategic vision, growth, and direction of IMC, including securing funding, partnerships, and overseeing governance and board relations.
- Operations & Compliance: Eastern Hancock Schools (Shared Services Agreement)
 - Responsibilities: Provides administrative support for finance, human resources, special education, and compliance. Eastern Hancock will manage operational functions to allow IMC to focus on instructional quality.

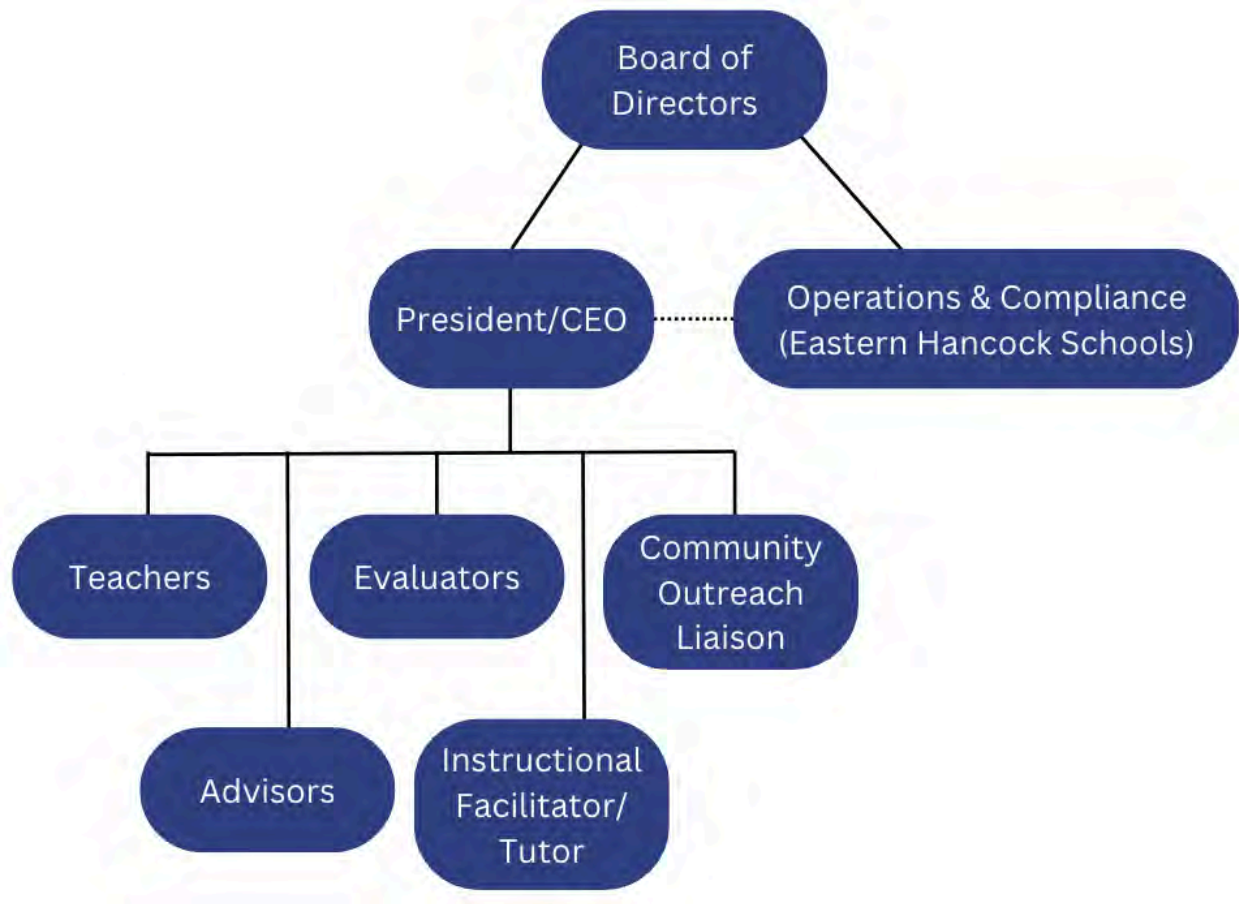
Regional-Level Staffing

- Teacher (Certified): Serves 2-3 sites
 - Responsibilities: Provides direct instruction and academic support
- Evaluators (Certified): Serves 2-3 sites
 - Responsibilities: Provides instructional support across multiple microschool sites and certifies high school credits.
- Community Outreach Liaison (Certified)
 - Responsibilities:
 - Oversees microschool operations within a designated region to ensure alignment with student, family, and community needs.
 - Builds partnerships with local organizations, employers, and stakeholders to enhance student opportunities.
 - Supports site-level staff in enrollment, outreach, and engagement efforts to strengthen microschool sustainability.
- Specialists (TBD, as needed)
 - Responsibilities: Provide expertise in Math, Literacy, STEM, Special Education, and Career-Based Learning, based on student needs and program requirements.

Site-Level Staffing

- Advisor (Non-Certified): 1 per microschool, serving approximately 20 students
 - Responsibilities: Builds strong relationships with students and families, acts as the primary point of contact, and provides academic guidance and social support.
- Instructional Facilitator/Tutor (Non-Certified): 1 per microschool, serving approximately 20 students
 - Responsibilities: Supports students in academic content, helping them develop self-directed learning skills while facilitating personalized, competency-based learning.

Year 1 Organizational Chart



Full Capacity Organizational Structure

Network-Level Leadership

- President/CEO: Dr. George Philhower
 - Responsibilities: Continues to lead the strategic direction, growth, and partnerships of IMC, overseeing governance and operations at all levels.
- Chief Academic & Compliance Officer
 - Responsibilities: Oversees instructional quality and ensures compliance with educational standards across the microschool network.
- Chief Operations & Financial Officer
 - Responsibilities: Manages financial operations, budget planning, and resource allocation across the entire network.

Regional-Level Leadership

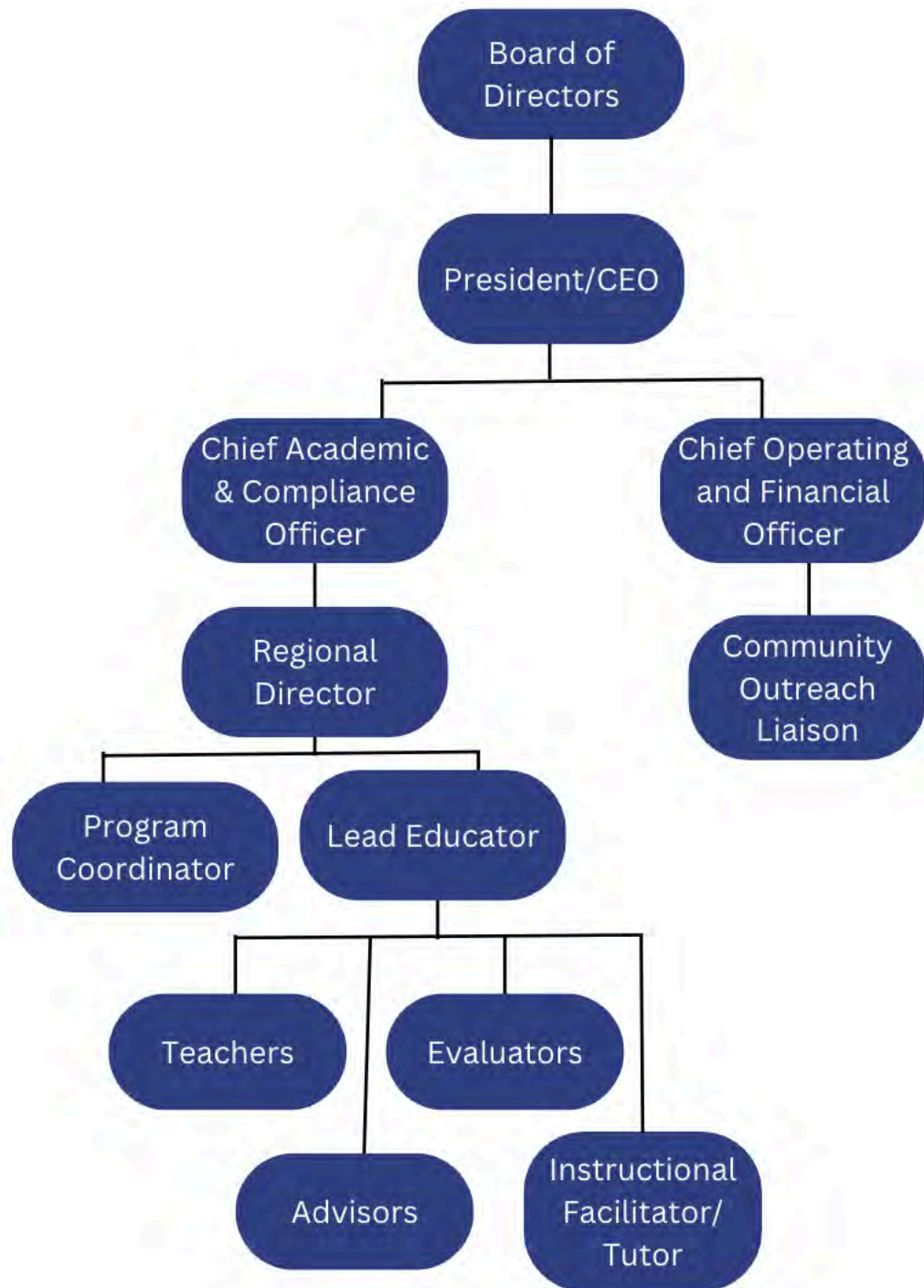
- Regional Director

- Responsibilities: Oversee the operations of multiple microschool sites in a designated region, ensuring professional development and support for School Leaders.
- Lead Educators
 - Facilitate project-based learning and direct instruction, implementing individualized learning plans for students.
- Instructional Support
 - Responsibilities: Provide additional academic support and mentorship to ensure student success, particularly for students who need extra help.
- Program Coordinator
 - Responsibilities: Manage career exploration programs, family engagement, and student success initiatives, ensuring a comprehensive support system for students.

Site-Level Staffing

- Teacher (Certified): Serves 2-3 sites
 - Responsibilities: Provides direct instruction and academic support
- Evaluators (Certified): Serves 2-3 sites
 - Responsibilities: Provides instructional support across multiple microschool sites and certifies high school credits.
- Community Outreach Liaison (Certified)
 - Responsibilities:
 - Oversees microschool operations within a designated region to ensure alignment with student, family, and community needs.
 - Builds partnerships with local organizations, employers, and stakeholders to enhance student opportunities.
 - Supports site-level staff in enrollment, outreach, and engagement efforts to strengthen microschool sustainability.
- Specialists (TBD, as needed)
 - Responsibilities: Provide expertise in Math, Literacy, STEM, Special Education, and Career-Based Learning, based on student needs and program requirements.

Full Capacity Organizational Chart



Attachment 7: Student Discipline Policy

The Indiana Micro-School Collaborative (IMC) is committed to fostering a safe, respectful, and supportive learning environment where students are empowered to grow academically, socially, and emotionally. Given the personalized nature of micro-schools, discipline policies will be rooted in trauma-informed care, restorative practices, and individualized student support to ensure that behavioral expectations align with each student's needs. The school's discipline policy will prioritize growth, relationship-building, and personal accountability while maintaining high standards for respect, responsibility, and community engagement.

Commitment to Positive Discipline and Student Success

IMC's discipline policy reflects the school's commitment to fostering an environment where students are respected, held accountable for their actions, and provided with the tools they need to grow academically, socially, and emotionally. Through restorative practices, individualized support, and a clear, fair process for handling behavioral issues, IMC strives to promote a culture of mutual respect, responsibility, and engagement for all members of the school community.

a) Practices to Promote Good Discipline

IMC will use a range of practices designed to encourage positive student behavior while addressing infractions in a restorative, educational, and personalized way.

Incentives for Positive Behavior:

- **Recognition of Effort and Growth:** Positive behavior and academic progress will be celebrated through verbal praise, certificates, and student-led conferences where students reflect on their growth.
- **Community Involvement:** Students who demonstrate exceptional behavior and responsibility will be given leadership opportunities, such as mentoring peers, leading community-building activities, or participating in collaborative school projects.

Penalties for Infractions:

- **Restorative Conversations:** Minor infractions will be addressed through restorative conversations between the student and educator. These conversations will provide students with the opportunity to reflect on their actions and understand their impact on others.
- **Reflective Opportunities:** For recurring minor misbehaviors, students will engage in reflective activities where they process their actions, identify underlying causes, and develop strategies for improvement.
- **Natural Consequences:** Students may also be required to complete natural consequences, such as redoing work or making amends, which will help them take responsibility for their actions.

Tiered Interventions for Serious Repeated Violations:

- **Mediation and Peace Circles:** For more serious infractions, the school will use peace circles and mediation to address ongoing conflicts, rebuild relationships, and create an action plan for behavioral change.
- **Behavior Contracts:** When necessary, behavior contracts will be developed collaboratively with students and families to ensure mutual understanding and accountability.
- **Individualized Support Plans:** For students with persistent behavioral challenges, an individualized support plan will be created, offering tailored interventions to address specific needs.

b) Preliminary List of Offenses for Suspension or Expulsion

IMC will outline nondiscretionary offenses that may result in suspension or expulsion, as well as discretionary offenses where suspension or expulsion may be considered based on the situation and student's history.

Nondiscretionary Offenses (Mandatory Suspension or Expulsion)

- **Violence:** Any physical violence, such as hitting, fighting, or harming others.
- **Harassment:** Severe bullying, harassment, or intimidation that threatens the safety or well-being of others.
- **Drug or Alcohol Use:** Possession, use, or distribution of drugs, alcohol, or other controlled substances on school grounds.
- **Weapon Possession:** Any possession of a weapon or dangerous objects that pose a threat to the safety of the school community.

Discretionary Offenses (Possible Suspension or Expulsion, based on Circumstances):

- **Repeated Disruptions:** Repeated behaviors that disrupt the learning environment or interfere with the rights of others to learn.
- **Vandalism:** Damage to school property or the property of others.
- **Chronic Misbehavior:** Behaviors that persist despite interventions, impacting the school's ability to function effectively.

For all offenses, the response will be based on the severity of the incident, the student's behavior history, and any mitigating circumstances. Expulsions will only be used in cases where a student poses an ongoing threat to the safety of others or the integrity of the school environment.

c) Rights of Students with Disabilities

IMC is committed to ensuring that all disciplinary actions are carried out in accordance with the rights of students with disabilities. The school will adhere to all legal requirements, including the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act. Disciplinary responses for students with disabilities will be aligned with their Individualized Education Program (IEP) or Section 504 Plan.

- **Behavioral Support Plans:** If a student's disability is a contributing factor to behavior, an individualized behavioral support plan will be developed to provide appropriate interventions.
- **Manifestation Determination:** If a student with a disability faces suspension for more than 10 days, a manifestation determination will be conducted to determine whether the behavior is related to the student's disability.
- **Alternative Educational Services:** Students with disabilities who are suspended or expelled will continue to receive appropriate educational services in accordance with their IEP or 504 plan.

d) Appeal Process for Expulsion

IMC will ensure that students and their families have access to a fair and transparent appeal process in the event of an expulsion.

- **Written Notice:** Families will receive a written explanation of the violation that led to the expulsion, the disciplinary decision, and the specific consequences.
- **Opportunity to Respond:** Students and families will have the opportunity to meet with school administration to discuss the situation and present evidence or mitigating circumstances.
- **Formal Review:** If the decision is contested, families may request a formal review. An impartial school administrator or board member will review the case and make a final decision.
- **Appeal Timeline:** The review process will be completed in a timely manner to ensure students' right to due process is respected, and to avoid prolonged disruption of their education.

e) Communication of Discipline Policy

IMC is committed to ensuring that students and parents are fully informed of the school's discipline policy. This will include:

- **Parent and Student Orientation:** The discipline policy will be clearly outlined during student and parent orientations at the beginning of the school year, ensuring everyone understands the expectations and procedures.
- **Student Handbook:** The full discipline policy will be included in the student handbook, which will be provided to students and parents at the start of each school year.
- **Ongoing Communication:** Staff will regularly communicate with families about the importance of the discipline policy, and ensure that parents are notified of any incidents involving their child. Additionally, regular updates will be provided to ensure transparency and accountability in the implementation of the policy.

Through this proactive communication, IMC aims to build strong partnerships with families and ensure that all parties are involved in the disciplinary process to support student growth, success, and well-being.

Attachment 8: Evidence of Support from Community Partners

Dear Dr. Philhower,

As a member of the Eastern Hancock School Board, I am proud to support the Indiana Microschool Collaborative and the innovative steps being taken to provide families with greater choice in education.

We recognize that today's families seek flexibility in how and where their children learn. The Indiana Microschool Collaborative is a forward-thinking approach allowing students to receive a high-quality education tailored to their needs. By offering multiple pathways for students to succeed, we are ensuring that education works for them—not the other way around.

I appreciate the leadership and vision behind this initiative, which challenges traditional models. By embracing innovative solutions like this, Eastern Hancock is not just responding to change—we are leading it.

I look forward to seeing the positive impact this will have on our students, families, and community. Thank you for your commitment to ensuring that every student has access to an education that meets their needs and prepares them for success.

Sincerely,

Steve Brock

School Board Member, Eastern Hancock Schools

Eastern Hancock High School

10320 East County Road 250 North • Charlottesville, IN 46117
(317) 936-5595 • FAX (317) 936-5050 • www.easternhancock.org

March 18, 2025

Dear Dr. Philhower,

As Principal of Eastern Hancock High School, I am proud to express my support for the Indiana Microschool Collaborative and the innovative steps being taken to expand educational opportunities for students and families.

We recognize that families today value choice when it comes to their child's education. Students learn in different ways, and the Indiana Microschool Collaborative provides a flexible and personalized approach that ensures every learner has access to a high-quality education while remaining connected to the resources and community of Eastern Hancock Schools. This model allows students to take ownership of their learning in a way that aligns with their individual needs and aspirations.

Education is evolving, and I appreciate the commitment to blurring the traditional lines of learning to create pathways that truly prepare students for success beyond the classroom. By embracing innovative approaches like the Indiana Microschool Collaborative, we are ensuring that students have the opportunity to thrive in a way that best fits their learning journey.

I look forward to seeing the impact of this initiative and the opportunities it will provide for our students and families. Thank you for your leadership in making this vision a reality.

Sincerely,



Adam Barton
Principal
Eastern Hancock High School
abarton@easternhancock.org
(317) 936-5595 Ext. 336

Eastern Hancock's Four Promises: JOY. CONNECTION. GROWTH. SUCCESS.

Adam Barton
Principal

Erin Harmon
Assistant Principal

Jenn Lightcap
Director of School Counseling

Aaron Spaulding
Athletic Director

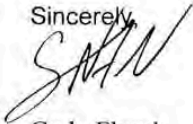
Dear Ms. Omlor,

I am pleased to express my support for the Indiana Microschool Collaborative and the innovative approach Dr. Philhower and the other leaders engaged in this work are taking to expand learning opportunities for students and families. The leadership and vision that is being demonstrated in creating this new model is second to none.

Today, families are seeking greater flexibility and choice in their children's education. Every student is unique, and a one-size-fits-all approach does not always meet the needs of every learner. The Indiana Microschool Collaborative represents a forward-thinking solution—one that honors family choice while ensuring students remain connected to a high-quality, supportive educational environment. I truly believe that this approach has the potential to pave the way for Indiana to be considered the model upon which other states base their educational approaches.

As a parent of four children, each of whom has unique educational needs, interests, and learning styles, I believe that continuing to blur the traditional lines of education allows students to personalize their learning while maintaining access to critical resources, community engagement, and academic excellence. This work is essential in preparing students not only for their futures, but also for a world that increasingly values adaptability, problem-solving, and lifelong learning.

Sincerely,

A handwritten signature in black ink, appearing to read 'Cody Flood', written over the word 'Sincerely,'.

Cody Flood

Dear Dr. Philhower,

As a parent, consultant, and community leader, I am proud to support the Indiana Microschool Collaborative and the innovative steps being taken to provide families with greater choice in education.

Families today need flexibility in how and where their children learn. The Indiana Microschool Collaborative is a forward-thinking initiative that ensures students receive a high-quality education tailored to their individual needs. By offering multiple pathways to success, we are making education work for students—not the other way around.

I appreciate the leadership and vision behind this initiative, which challenges traditional models in a way that truly serves families. By embracing innovative solutions like this, Eastern Hancock is not just adapting to change—we are shaping the future of education.

I look forward to seeing the positive impact this will have on students, families, and our broader community. Thank you for your commitment to ensuring every child has access to an education that meets their needs and prepares them for success.

Sincerely,

Libby Manship
Parent & Community Leader

Phone: 317-709-5592

Email: Lmanship@manshipconsulting.net

Attachment 9: Need and Demand Analysis

The Indiana Microschool Collaborative (IMC) will initially serve communities in and around Hancock and Henry Counties, beginning with its first microschool site near the Community School Corporation of Eastern Hancock County (EH). While the precise location of the first microschool has not yet been determined, it will fall within a rural area where population density is low and traditional schools are spread across a broader geographic footprint.

Due to the rural nature of Eastern Hancock's service area, there are no public schools—traditional or charter—within three (3) miles of most potential microschool sites. The communities served by Eastern Hancock are largely agricultural and residential, with students traveling significant distances to attend school. In fact, Eastern Hancock is a well-established school of choice in the region, with approximately 40% of enrolled students—nearly 50% in younger grades—residing outside the district and choosing to commute due to the district's reputation for providing a strong, student-centered education. This reality reflects the regional demand for innovative learning models and the limited availability of nearby options.

Because microschools are intentionally small and flexible, IMC is designed to launch sites quickly and responsively in areas where families and educators seek new learning opportunities. While no comparable K–12 public school currently exists within a three-mile radius of the anticipated launch areas, IMC will continue to monitor interest and proximity when expanding to new sites.

As expansion occurs, Dr. George Philhower, Superintendent of Eastern Hancock and IMC's co-founder, will continue contacting local public school districts to explore collaborative relationships. These may include shared services agreements, joint professional development, or other mutually beneficial arrangements. The goal of IMC is not to have an adversarial, competitive relationship with traditional schools but to work alongside them in developing innovative, personalized pathways that serve students, families, and communities.

Attachment 10: Grievance Policy

Indiana Microschool Collaborative Grievant Policy

Purpose

The Indiana Microschool Collaborative (IMC) was founded to offer a flexible, student-centered approach to education that reflects the diverse needs of Indiana's learners and families. One of the core values of IMC is the importance of relationships—between students and educators, families and schools, and our school and the broader community. In alignment with the Indiana Charter School Board (ICSB) and state charter law, IMC maintains this **Grievance Policy** to ensure families, students, staff, and community members have a transparent, respectful process to voice concerns or resolve conflicts while honoring the autonomy and innovative practices that define our model.

IMC believes concerns are best resolved as close to the source as possible through clear communication and restorative engagement. This policy outlines the steps that can be taken when issues arise and ensures that all individuals—regardless of background or language—have access to a fair, timely process.

Guiding Values

IMC's grievance process is guided by the following principles:

- **Relationship-first resolution:** We prioritize open communication and trust-building.
- **Restorative practices:** When appropriate, IMC may use restorative circles or facilitated conversations to resolve conflicts in a constructive, community-centered way.
- **Student-centered outcomes:** We always aim to act in the best interest of student growth, well-being, and learning.
- **Transparency and accountability:** All concerns will be taken seriously and responded to in a timely, respectful manner.

Submitting a Complaint

IMC encourages individuals to first raise concerns directly with the relevant teacher, staff member, or community guide when possible. If that step is not appropriate or does not result in a resolution, a formal complaint can be submitted to school leadership.

Complaints may be submitted in writing via:

Email: [TBD]

Mail:

Indiana Microschool Collaborative

Attn: School Administrator
[TBD, once facility is identified]

Phone: [TBD]

In Person: Contact the school to request a meeting or submit a written form.

We are committed to supporting families whose primary language is not English and will provide interpretation or translation services as needed. Support is also available for individuals with disabilities to ensure full access to the process.

Levels of Review

IMC follows a multi-step grievance process to ensure that every concern is addressed fairly and thoroughly:

Step 1: Informal Resolution with Staff (optional, but encouraged)

IMC's relationship-driven model encourages informal resolution. Families or community members are welcome to discuss concerns directly with the involved staff member (e.g., Learning Coach, Guide, or Mentor) in a respectful and timely manner.

Step 2: Review by School Administrator

If the concern is not resolved or if direct conversation is not appropriate, a formal complaint should be submitted to the School Administrator. The Administrator will review the issue, conduct any necessary inquiry (which may include conversations with involved parties), and provide a written response within 15 calendar days.

Given the personalized and flexible nature of our model, the Administrator may consider how the issue relates to a student's individualized learning pathway, mentor relationship, or community-based learning experience.

Step 3: Appeal to IMC Governing Board

If the issue remains unresolved, the complainant may submit a written appeal to the IMC Governing Board. Appeals should be submitted within 10 calendar days of the Administrator's decision. The Board Chair or a designated subcommittee will review the appeal and respond in writing.

Appeals to the Governing Board may be submitted in writing to:

Email: [TBD]

Mail:

Indiana Microschool Collaborative
Attn: School Administrator
[TBD, once facility is identified]

Special Situations

- **Concerns Involving IEPs or 504 Plans**

If the complaint involves a student receiving special education services or accommodations under a 504 Plan, IMC will ensure full compliance with all state and federal laws, including IDEA and Section 504. The school will follow all required procedures and timelines, including those outlined by ICSB where applicable.

- **Student Safety Issues**

Any grievance involving a student safety concern—including allegations of bullying, abuse, discrimination, or serious misconduct—will be reported immediately to ICSB's Executive Director. IMC also commits to engaging appropriate state agencies, law enforcement, or child protection services when required.

Escalation to ICSB

If a grievance has been reviewed by both the school administration and the governing board and remains unresolved, the complainant may bring their concerns to the Indiana Charter School Board.

Formal complaints may be submitted to:

Email: indianacharterschoolboard@icsb.in.gov

Mail:

Indiana Charter School Board
Re: Charter School Complaint
143 West Market Street, Suite 400
Indianapolis, IN 46204

Access and Communication

IMC will ensure this policy is:

- Provided to families upon enrollment and annually thereafter
- Posted on the school's website
- Available in multiple languages and accessible formats upon request

Attachment 11: Governance Documents

This attachment includes the following governance documents for the Indiana Microschool Collaborative:

- Evidence that IMC has applied for federal tax-exempt status (Form 1023)
- Articles of Incorporation
- Bylaws
- Resolution of the Board to adopt bylaws
- Board policies

**Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code**

Do not enter social security numbers on this form as it may be made public.

Go to www.irs.gov/Form1023 for instructions and the latest information.**Note:** *If exempt status is approved, this application will be open for public inspection.*

Use the "?" buttons throughout this form for help in completing this application. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500.

If you cannot complete required responses within the textbox limits throughout this form, upload your additional narratives with the other required documents.

Part I Identification of Applicant

1a Full Name of Organization (exactly as it appears in your organizing document)				b Care of Name (if applicable)	
THE MICROSCHOOL COLLABORATIVE INC					
c Mailing Address (Number, street and room/suite)		d City		e Country	
10370 E 250 N		CHARLOTTESVILLE		United States	
f State		g Zip Code + 4	h Foreign Province (or State)		i Foreign Postal Code
Indiana		46117			
2 Employer Identification Number		3 Month Tax Year Ends		4 Person to Contact if More Information is Needed (officer, director, trustee, or authorized representative)	
33-3894243		DECEMBER		JAMES COLLINS	
5 Contact Telephone Number			6 Fax Number (optional)		7 User Fee Submitted
317-231-6434					\$600.00

8 Organization's Website (if available):**9** List the names, titles, and mailing addresses of your officers, directors, and/or trustees.

First Name: GEORGE		Last Name: PHILHOWER		Title: PRESIDENT	
Mailing Address: 10370 E 250 N			City: CHARLOTTESVILLE		
State (or Province): IN			Zip Code (or Foreign Postal Code): 46117		
First Name: SCOTT		Last Name: BESS		Title: TREASURER & DIRECTOR	
Mailing Address: 10370 E 250 N			City: CHARLOTTESVILLE		
State (or Province): IN			Zip Code (or Foreign Postal Code): 46117		
First Name: KIM		Last Name: REIER		Title: SECRETARY & DIRECTOR	
Mailing Address: 10370 E 250 N			City: CHARLOTTESVILLE		
State (or Province): IN			Zip Code (or Foreign Postal Code): 46117		
First Name: JAMES		Last Name: JACKSON		Title: DIRECTOR	
Mailing Address: 10370 E 250 N			City: CHARLOTTESVILLE		
State (or Province): IN			Zip Code (or Foreign Postal Code): 46117		
First Name: STEPHEN		Last Name: BROCK		Title: DIRECTOR	
Mailing Address: 10370 E 250 N			City: CHARLOTTESVILLE		
State (or Province): IN			Zip Code (or Foreign Postal Code): 46117		

☐ Check here to add more officers, directors, and/or trustees.

TOM VANDER ARK, DIRECTOR, 10370 E 250 N, CHARLOTTESVILLE, IN 46117

Part II Organizational Structure

- 1** You must be a corporation, limited liability company (LLC), unincorporated association, or trust to be tax exempt.

Select your type of organization.

☒ Corporation

At the end of this form, you must upload a copy of your articles of incorporation (and any amendments) that shows proof of filing with the appropriate state agency.

☐ Limited Liability Company (LLC)

At the end of this form, you must upload a copy of your articles of organization (and any amendments) that shows proof of filing with the appropriate state agency. Also, if you adopted an operating agreement, upload a copy, along with any amendments.

☐ Unincorporated Association

At the end of this form, you must upload a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments.

☐ Trust

At the end of this form, you must upload a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments.

- 2** Enter the date you formed. (MM/DD/YYYY)

03/10/2025

- 3** Select your state (or U.S. territory) of incorporation or other formation. If you were formed under the laws of a foreign country, select Foreign Country.

Indiana

- 4** Have you adopted bylaws? If "Yes," at the end of this form, upload a current copy showing the date of adoption. If "No," explain how you select your officers, directors, or trustees.

☒ Yes ☐ No

- 5** Are you a successor to another organization?

☐ Yes ☒ No

Answer "Yes" if you have taken or will take over the activities of another organization, you took over 25% or more of the fair market value of the net assets of another organization, or you were established upon the conversion of an organization from for-profit to nonprofit status. If "Yes," complete Schedule G.

Part III Required Provisions in Your Organizing Document

Part III helps ensure that, when you submit this application, your organizing document contains the required provisions to meet the organizational test under section 501(c)(3).

If you cannot check "Yes" in both Lines 1 and 2, your organizing document does not meet the organizational test. DO NOT file this application until you have amended your organizing document. Remember to upload your original and amended organizing documents at the end of this form.

- 1** Section 501(c)(3) requires that your organizing document limit your purposes to one or more exempt purposes within section 501(c)(3), such as charitable, religious, educational, and/or scientific purposes.

The following is an example of an acceptable purpose clause: The organization is organized exclusively for charitable, religious, educational, and scientific purposes under section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code.

Does your organizing document meet this requirement?

☒ Yes ☐ No

- 1a** State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph):

Article 2.02(a)

- 2** Section 501(c)(3) requires that your organizing document provide that upon dissolution, your remaining assets be used exclusively for section 501(c)(3) exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Depending on your entity type and the state in which you are formed, this requirement may be satisfied by operation of state law.

The following is an example of an acceptable dissolution clause: Upon the dissolution of this organization, assets shall be distributed for one or more exempt purposes within the meaning of section 501(c)(3) of the Internal Revenue Code, or corresponding section of any future federal tax code, or shall be distributed to the federal government, or to a state or local government, for a public purpose.

Does your organizing document meet this requirement?

☒ Yes ☐ No

- 2a** State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or indicate that you rely on state law.

Article 7.01

Part IV Your Activities

1 Describe completely and in detail your past, present, and planned activities. Do not refer to or repeat the purposes in your organizing document.

For each past, present, or planned activity, include information that answers the following questions:

- a. What is the activity?
- b. Who conducts the activity?
- c. Where is the activity conducted?
- d. What percentage of your total time is allocated to the activity?
- e. How is the activity funded (for example, donations, fees, etc.) and what percentage of your overall expenses is allocated to this activity?
- f. How does the activity further your exempt purposes?

a. The Indiana Microschool Collaborative will establish a network of microschools designed to personalize education by inviting families, including students themselves, as co-designers in their learning experience. This collaborative approach ensures that education is tailored to each student's unique needs, strengths, and aspirations, creating a more meaningful and engaging learning environment. Our microschools emphasize competency-based, career-connected, and project-based learning, enabling students to master skills through hands-on, real-world applications. We aim to create a model that prioritizes innovation, adaptability, and student agency by fostering strong relationships among students, families, educators, and community partners. Over time, our goal is to influence a broader shift toward innovative, student-focused practices within traditional school buildings, ultimately transforming education to serve all learners better.

b. The Microschool Collaborative will conduct its activities primarily through its directors and officers.

c. Throughout the United States.

d. The Microschool Collaborative will dedicate all of its time and efforts to its purpose.

e. Career Savings Accounts, Education Savings Accounts, donations, and grants.

f. The Microschool Collaborative's activities are directly related to and in furtherance of its exempt purpose by providing resources and opportunities to families and students seeking innovative and effective education methods that are tailored to their specific needs and goals.

Part IV Your Activities (continued)

- 2 Enter the 3-character NTEE Code that best describes your activities.

B29

Or check here if you want the IRS to select the NTEE Code that best describes your activities.

☐

- 3 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes" if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program.

☐ Yes☒ No

- 4 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors? If "Yes," explain how these related individuals are eligible for goods, services, or funds.

☐ Yes☒ No

- 5 Do you or will you support or oppose candidates in political campaigns in any way? If "Yes," explain.

☐ Yes☒ No

- 6 Do you or will you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation.

☐ Yes☒ No

Part IV Your Activities *(continued)*

- 6a** Did you or will you make an election to have your legislative activities measured by expenditures by filing Form 5768? ☐ Yes ☐ No
If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.

- 7** Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☒ No

- 8** Do you or will you provide educational information to the general public on budgeting, personal finance, financial literacy, saving and spending practices, the sound use of consumer credit, and/or assist individuals and families with financial problems such as credit card debt and foreclosure by providing them with counseling? If "Yes," explain. ☐ Yes ☒ No

- 9** Do you or will you make grants, loans, or other distributions to organizations? If "Yes," describe the type and purpose of the grants, loans, or distributions, how you select your recipients including submission requirements (such as grant proposals or application forms), and the criteria you use or will use to select recipients. Also describe how you ensure the grants, loans, and other distributions are or will be used for their intended purposes (including whether you require periodic or final reports on the use of funds and any procedures you have if you identify that funds are not being used for their intended purposes). Finally, describe the records you keep with respect to grants, loans, or other distributions you make and identify any recipient organizations and any relationships between you and the recipients. If "No," continue to Line 10. ☐ Yes ☒ No

Part IV Your Activities (continued)

- 9a** Do you or will you make grants, loans, or other distributions to organizations that are not recognized by the IRS as tax exempt under section 501(c)(3)? If "Yes," name and/or describe the non-section 501(c)(3) organizations to whom you do or will make distributions and explain how these distributions further your exempt purposes. ☐ Yes ☐ No

- 9b** Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," name each foreign organization (if not already provided), the country and region within each country in which each foreign organization operates, any relationship you have with each foreign organization, and whether the foreign organization accepts contributions earmarked for a specific country or organization (if so, specify which countries or organizations). If "No," continue to Line 10. ☐ Yes ☐ No

- 9c** Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ Yes ☒ No

- 9d** Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ Yes ☐ No

- 9e** Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including periodic reporting requirements, auditing grantees, site visits by your employees or compliance checks by impartial experts, etc., to verify that grant funds are being used appropriately. ☐ Yes ☐ No

Part IV Your Activities (continued)

- 9f** Do you share board members or other key personnel with the recipient organization(s)? If "Yes," identify the relationships.

☐ Yes ☐ No

- 9g** When you make grants, loans, or other distributions to foreign organizations, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities.

☐ Yes ☐ No

- 9h** Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC?

☐ Yes ☐ No

- 9i** Will you acquire from OFAC the appropriate license and registration where necessary?

☐ Yes ☐ No

- 10** Do you or will you operate in a foreign country or countries? If "Yes," name each foreign country and region within each country in which you do or will operate and describe your operations in each one. If "No," continue to Line 11.

☐ Yes ☒ No

- 10a** When you conduct activities in foreign countries, will you check the OFAC List of Specially Designated Nationals and Blocked Persons for names of individuals and entities with whom you are dealing to determine if they are included on the list? Describe any other practices you will engage in to ensure that foreign expenditures or grants are not diverted to support terrorism or other non-charitable activities.

☐ Yes ☐ No

- 10b** Will you comply with all United States statutes, executive orders, and regulations that restrict or prohibit U.S. persons from engaging in transactions and dealings with designated countries, entities, or individuals, or otherwise engaging in activities in violation of economic sanctions administered by OFAC?

☐ Yes ☐ No

- 10c** Will you acquire from OFAC the appropriate license and registration where necessary?

☐ Yes ☐ No

Part IV Your Activities (continued)

- 11 Are you a sponsoring organization that maintains one or more donor advised funds? If yes, please provide a complete description of your program, including the specific advice that such donors may provide. Describe in detail the control you maintain (or will maintain) over the use of the funds.

☐ Yes ☒ No

- 12 Do you or will you operate a school?
If "Yes," complete Schedule B.

☒ Yes ☐ No

- 13 Is your principal purpose or function to provide hospital or medical care?
If "Yes," complete Schedule C.

☐ Yes ☒ No

- 14 Do you or will you provide low-income housing?
If "Yes," complete Schedule F.

☐ Yes ☒ No

- 15 Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes?
If "Yes," complete Schedule H - Section I.

☐ Yes ☒ No

- 16 Check any of the following fundraising activities that you will undertake (check all that apply):

☐ Website, mail, email, personal, and/or phone solicitations☐ Foundation grant solicitations☐ Receive donations from another organization's website☐ Government grant solicitations☐ Bingo☐ Other (non-bingo) gaming activities☐ Other (describe)☒ We will not engage in fundraising activities.

- 17 Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements, including the names or descriptions of the organizations for which you raise funds.

☐ Yes ☒ No

Part V Compensation and Other Financial Arrangements

- 1** Do you or will you compensate officers, directors, or trustees, or do or will you have highest compensated employees, or highest compensated independent contractors? If "No," continue to Line 2. ☐ Yes ☒ No

In establishing compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors:

- 1a** Do or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☐ Yes ☐ No
- 1b** Do or will you approve compensation arrangements in advance of paying compensation? ☐ Yes ☐ No
- 1c** Do or will you document in writing the date and terms of approved compensation arrangements? ☐ Yes ☐ No
- 1d** Do or will you record in writing the decision made by each individual who decided or voted on compensation arrangements? ☐ Yes ☐ No
- 1e** Do or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? ☐ Yes ☐ No
- 1f** Do or will you record in writing both the information on which you relied to base your decision and its source? ☐ Yes ☐ No
- 1g** Do or will you have any other practices you use to set reasonable compensation? If "Yes," describe these practices. ☐ Yes ☐ No

- 2** Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If you are a hospital, answer "Yes" if your conflict of interest policy includes provisions consistent with the additional healthcare related provisions in the sample document. If "No," describe the procedures you will follow to ensure that persons who have a conflict of interest will not have influence over setting their own compensation or regarding business deals with themselves. ☒ Yes ☐ No

- 3** Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. ☐ Yes ☒ No

Part V Compensation and Other Financial Arrangements (continued)

- 4 Do you or will you purchase or sell any goods, services, or assets from or to: (i) any of your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any such transactions that you made or intend to make, with whom you make or will make such transactions, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value. ☐ Yes ☒ No

- 5 Do you or will you have any leases, contracts, loans, or other agreements with: (i) your officers, directors, or trustees; (ii) any family of any of your officers, directors, or trustees; (iii) any organizations in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest; (iv) your highest compensated employees; or (v) your highest compensated independent contractors? If "Yes," describe any written or oral arrangements that you made or intend to make, with whom you have or will have such arrangements, how the terms are or will be negotiated at arm's length, and how you determine you pay no more than fair market value or you are paid at least fair market value. ☐ Yes ☒ No

- 6 Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," describe each facility, the role of the other organization, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how that entity is selected, how the terms of any contract(s) are negotiated at arm's length, and how you determine you will pay no more than fair market value for services. ☐ Yes ☒ No

Part V Compensation and Other Financial Arrangements (continued)

- 7 Does or will someone other than your own employees or volunteers manage your activities or facilities? ☐ Yes ☒ No
- If "Yes," describe the activities or facilities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and any business or family relationship between the organization and your officers, directors, or trustees. Explain how these managers were or will be selected, how the terms of any contracts or other agreements were or will be negotiated, and how you determine you will pay no more than fair market value for services.

- 8 Do you participate in any joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners? If "Yes," state your ownership percentage in each joint venture, list your investment in each joint venture, describe the tax status of other participants in each joint venture (including whether they are section 501(c)(3) organizations), describe the activities of each joint venture, describe how you exercise control over the activities of each joint venture, and describe how each joint venture furthers your exempt purposes. ☐ Yes ☒ No

Part VI Financial Data

- 1 Select the option that best describes you to determine the years of revenues and expenses you need to provide.
- ☒ You completed less than one tax year.
Provide a total of three years of financial information (including the current year and two future years of reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.
- ☐ You completed at least one tax year but fewer than five.
Provide a total of four years financial information (including the current year and three years of actual financial information or reasonable and good faith projections of your future finances) in the following Statement of Revenues and Expenses.
- ☐ You completed five or more tax years.
Provide financial information for your five most recent tax years (including the current year) in the following Statement of Revenues and Expenses.

Part VI Financial Data (continued)**A. Statement of Revenues and Expenses**

Type of revenue	Current tax year	4 prior tax years or 2 succeeding tax years			
	From: 01/01/2025 To: 12/31/2025	From: 01/01/2026 To: 12/31/2026	From: 01/01/2027 To: 12/31/2027	From: 01/01/2028 To: 12/31/2028	From: 01/01/2029 To: 12/31/2029
1 Gifts, grants, and contributions received (do not include unusual grants)	\$0.	\$967,000.	\$5,964,800.	\$15,171,349.	
2 Membership fees received	\$0.				
3 Gross investment income	\$0.				
4 Net unrelated business income	\$0.				
5 Taxes levied for your benefit	\$0.				
6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)	\$0.				
7 Any revenue not otherwise listed above or in lines 9 - 12 below (provide an itemized list below)	\$0.				
8 Total of lines 1 through 7	\$0.	\$967,000.	\$5,964,800.	\$15,171,349.	\$0.
9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (provide an itemized list below)	\$0.				
10 Total of lines 8 and 9	\$0.	\$967,000.	\$5,964,800.	\$15,171,349.	\$0.
11 Net gain or loss on sale of capital assets (provide an itemized list below)	\$0.				
12 Unusual grants (provide an itemized list below)	\$0.				
13 Total Revenue (add lines 10 through 12)	\$0.	\$967,000.	\$5,964,800.	\$15,171,349.	\$0.
Type of expense	Current tax year	4 prior tax years or 2 succeeding tax years			
14 Fundraising expenses	\$0.				
15 Contributions, gifts, grants, and similar amounts paid out (provide an itemized list below)	\$0.				
16 Disbursements to or for the benefit of members (provide an itemized list below)	\$0.				
17 Compensation of officers, directors, and trustees	\$0.				
18 Other salaries and wages	\$0.				
19 Interest expense	\$0.				
20 Occupancy (rent, utilities, etc.)	\$0.	\$103,500.	\$633,420.	\$1,732,902.	
21 Depreciation and depletion	\$0.				
22 Professional fees	\$0.	\$18,000.	\$18,000.	\$18,000.	
23 Any expense not otherwise classified, such as program services (provide an itemized list below)	\$0.	\$53,700.	\$161,684.	\$548,264.	
24 Total Expenses (add lines 14 through 23)	\$0.	\$175,200.	\$813,104.	\$2,299,166.	\$0.

25 Itemized financial data

See Attachment

Part VI

Financial Data (continued)

B. Balance Sheet (for your most recently completed tax year)		Year End: 03/14/2025
Assets		
1	Cash	\$0.
2	Accounts receivable, net	
3	Inventories	
4	Bonds and notes receivable (provide an itemized list below)	
5	Corporate stocks (provide an itemized list below)	
6	Loans receivable (provide an itemized list below)	
7	Other investments (provide an itemized list below)	
8	Depreciable assets (provide an itemized list below)	
9	Land	
10	Other assets (provide an itemized list below)	
11	Total Assets (add lines 1 through 10)	\$0.
Liabilities		
12	Accounts payable	\$1.
13	Contributions, gifts, grants, etc. payable	
14	Mortgages and notes payable (provide an itemized list below)	
15	Other liabilities (provide an itemized list below)	
16	Total Liabilities (add lines 12 through 15)	\$1.
Fund Balances or Net Assets		
17	Total fund balances or net assets	
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	\$1.

19 Itemized financial data

Part VII Foundation Classification

Part VII is designed to classify you as an organization that is either a private foundation or a public charity. Public charity classification is a more favorable tax status than private foundation classification. If you are a private foundation, this part will further determine whether you are a private operating foundation.

1 Select the foundation classification you are requesting from the list below.

- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(vi) as an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public.
- ☐ You are described in 509(a)(2) as an organization that normally receives not more than one-third of its financial support from gross investment income and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions).
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(i) as a church or a convention or association of churches. Complete Schedule A.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(ii) as a school. Complete Schedule B.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(iii) as a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete Schedule C.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(iv) as an organization operated for the benefit of a college or university that is owned or operated by a governmental unit.
- ☐ You are described in 509(a)(1) and 170(b)(1)(A)(ix) as an agricultural research organization directly engaged in the continuous active conduct of agricultural research in conjunction with a college or university.
- ☐ You are described in 509(a)(3) as an organization supporting either one or more organizations described in 509(a)(1) or 509(a)(2) or a publicly supported section 501(c)(4), (5), or (6) organization. Complete Schedule D.
- ☐ You are described in 509(a)(4) as an organization organized and operated exclusively for testing for public safety.
- ☒ You are a publicly supported organization and would like the IRS to decide your correct classification.
- ☐ You are a private foundation.

1a As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check this box to confirm that your organizing document includes these provisions or you rely on state law. ☐

State specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document (Page/Article/Paragraph) or state that you rely on state law.

1b Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes?
If "Yes," complete Schedule H - Section II.
☐ Yes ☐ No
1c Are you a private operating foundation?
☐ Yes ☐ No

To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations.

Part VII Foundation Classification (continued)

- 1d** Describe how you meet the requirements for private operating foundation status, including how you meet the income test and either the assets test, the endowment test, or the support test. If you've been in existence for less than one year, describe how you are likely to satisfy the requirements for private operating foundation status.

- 2** If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(1) and 170(b)(1)(A)(vi) in existence for five or more tax years, you must have received one-third or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities; or 10% or more of your total support from governmental agencies, contributions from the general public, and contributions or grants from other public charities and the facts and circumstances indicate you are a publicly supported organization. Calculate whether you meet this support test for your most recent five-year period.

- i. Did you receive contributions from any person, company, or organization whose gifts totaled more than the 2% amount of line 8 in Part VI-A? ☐ Yes ☒ No

If "Yes," identify each person, company, or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- ii. Based on your calculations, did you receive at least one-third of your support from public sources or did you normally receive at least 10 percent of your support from public sources and you have other characteristics of a publicly supported organization? ☒ Yes ☐ No

- 2a** If you have been in existence more than 5 years, you must confirm your public support status. To confirm your qualification as a public charity described in 509(a)(2) in existence for five or more tax years, you must have normally received more than one-third of your support from contributions, membership fees, and gross receipts from activities related to your exempt functions, or a combination of these sources, and not more than one-third of your support from gross investment income and net unrelated business income. Calculate whether you meet this support test for your most recent five-year period.

- i. Did you receive amounts from any disqualified persons? ☐ Yes ☒ No

If "Yes," identify each disqualified person by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- ii. Did you receive amounts from individuals or organizations other than disqualified persons that exceeded the greater of \$5,000 or 1% of the amount on line 10 of Part VI-A Statement of Revenues and Expenses? ☐ Yes ☒ No

If "Yes," identify each individual or organization by letter (A, B, C, etc.) and indicate the amount contributed by each. Keep a list showing the name of and amount contributed by each of these donors for your records.

- iii. Based on your calculations, did you normally receive more than one-third of your support from a combination of gifts, grants, contributions, membership fees, and gross receipts (from permitted sources) from activities related to your exempt functions and normally receive not more than one-third of your support from investment income and unrelated business taxable income? ☒ Yes ☐ No

Part VIII Effective Date

In general, a determination letter recognizing exemption of an organization described in section 501(c)(3) is effective as of the date of formation of an organization if: (1) its purposes and activities prior to the date of the determination letter have been consistent with the requirements for exemption; and (2) it has filed an application for recognition of exemption within 27 months from the end of the month in which it was organized.

- 1 Are you submitting this application within 27 months of the end of the month in which you were legally formed? ☒ Yes ☐ No

If "No," complete Schedule E.

Part IX Annual Filing Requirements

If you fail to file a required information return or notice for three consecutive years, your exempt status will be automatically revoked.

- 1 Certain organizations are not required to file annual information returns or notices (Form 990, Form 990-EZ, or Form 990-N, e-Postcard). If you are granted tax-exemption, are you claiming to be excused from filing Form 990, Form 990-EZ, or Form 990-N? ☐ Yes ☒ No

If "Yes," are you claiming you are excepted from filing because you are:

- ☐ A church or association of churches
- ☐ An integrated auxiliary (such as a men's or women's organization, religious school, mission society, or religious group)
- ☐ A church-affiliated organization (other than a section 509(a)(3) organization) that is exclusively engaged in managing funds or maintaining retirement programs and is described in Revenue Procedure 96-10, 1996-1 C.B. 577
- ☐ A school below college level affiliated with a church or operated by a religious order
- ☐ A mission society (other than a section 509(a)(3) supporting organization) sponsored by, or affiliated with, one or more churches or church denominations, if more than half of the society's activities are conducted in, or directed at, persons in foreign countries
- ☐ An affiliate of a governmental unit that meets the requirements of Revenue Procedure 95-48, 1995-2 C.B. 418 (other than a section 509(a)(3) supporting organization)
- ☐ Other (describe)

Part X Signature

- ☒ I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, and to the best of my knowledge it is true, correct, and complete.

George Philhower
(Type name of signer)

PRESIDENT
(Type title or authority of signer)

03/18/2025
(Date)

Upload checklist:

- ☒ Organizing document (and any amendments)
- ☒ Bylaws, if adopted
- ☒ Form 2848, Power of Attorney and Declaration of Representative (if applicable)
- ☐ Form 8821, Tax Information Authorization (if applicable)
- ☒ Supplemental responses (if applicable)
- ☐ Expedited handling request (if applicable)

Schedule A. Churches

- 1 Do you have a written creed, statement of faith, or summary of beliefs? If "Yes," describe your written creed, statement of faith, or summary of beliefs. ☐ Yes ☐ No

- 2 Do you have a literature of your own? If "Yes," describe your literature. ☐ Yes ☐ No

- 3 Do you have a formal code of doctrine and discipline? If "Yes," describe your code of doctrine and discipline. ☐ Yes ☐ No

- 4 Describe your religious hierarchy or ecclesiastical government.

- 5 Are you part of a group of churches with similar beliefs and structures? If "Yes," explain. ☐ Yes ☐ No

- 6 Do you have a form of worship? If "Yes," describe your form of worship. ☐ Yes ☐ No

- 7 Do you have regularly scheduled religious services? If "Yes," describe the nature of the services. ☐ Yes ☐ No

- 7a What is the average attendance at your regularly scheduled religious services?

- 8 Do you have an established place of worship? If "Yes," describe your established place of worship or where you meet to hold regularly scheduled religious services. ☐ Yes ☐ No

Schedule A. Churches *(continued)*

9 Do you have an established congregation or other regular membership group? If "No," continue to Line 10. ☐ Yes ☐ No

9a How many members do you have?

9b Do you have a process by which an individual becomes a member? If "Yes," describe the process. ☐ Yes ☐ No

9c Do your members have voting rights, rights to participate in religious functions, or other rights? If "Yes," describe the rights your members have. ☐ Yes ☐ No

9d May your members be associated with another denomination or church? ☐ Yes ☐ No

9e Are all of your members part of the same family? ☐ Yes ☐ No

10 Do you conduct baptisms, weddings, funerals, or other religious rites? ☐ Yes ☐ No

11 Do you have a school for the religious instruction of the young? ☐ Yes ☐ No

12 Do you have ministers or religious leaders? If "Yes," describe these roles and explain whether the ministers or religious leaders are ordained, commissioned, or licensed after a prescribed course of study. ☐ Yes ☐ No

13 Do you have schools for the preparation of your ordained ministers or religious leaders? ☐ Yes ☐ No

14 Do you ordain, commission, or license ministers or religious leaders? If "Yes," describe the requirements for ordination, commission, or licensure. ☐ Yes ☐ No

15 Do you have other information you believe should be considered regarding your status as a church? If "Yes," explain. ☐ Yes ☐ No

Schedule B. Schools, Colleges, and Universities

- 1** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? ☒ Yes ☐ No
- 2** Is the primary function of your school the presentation of formal instruction? If "No," continue to Line 3. ☒ Yes ☐ No

2a Select the best description(s) of your school:

- ☐ Elementary school
- ☐ Secondary school
- ☒ Charter school
- ☐ College or university
- ☐ Technical school
- ☐ Other school (describe)

- 3** Are you a public school because you are operated by a state or subdivision of a state or operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☒ Yes ☐ No

The entity is going to be operated as a public school, essentially operated by George Philhower, the Superintendent of the Eastern Hancock School District, and funded by the State of Indiana pursuant to the terms of IN Code 20-24-7.

- 4** Were you formed or substantially expanded at the time of public school desegregation in the school district or county in which you are located? ☐ Yes ☐ No

- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ Yes ☐ No

- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ Yes ☐ No

Information Required by Revenue Procedure 75-50 as Modified by Revenue Procedure 2019-22

- 7** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? ☐ Yes ☐ No

State where the policy is located or if adopted by resolution of your governing body.

- 8** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? If "Yes," continue to Line 9. ☐ Yes ☐ No

- 8a** ☐ By checking this box, you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement.

Schedule B. Schools, Colleges, and Universities (continued)

- 9** Have you made your racially nondiscriminatory policy known to all segments of the general community you serve by: ☐ Yes ☐ No
 a) publishing a notice of your policy in a newspaper of general circulation that serves all racial segments of the community; b) publicizing your policy over broadcast media in a way that is reasonably expected to be effective; or c) displaying a notice of your policy at all times on your primary, publicly accessible internet home page in a manner reasonably expected to be noticed by visitors to the homepage? If "Yes," continue to Line 10.

- 9a** ☐ By checking this box, you agree that you will publicize your nondiscriminatory policy in a way that meets the requirements of Revenue Procedure 75-50, 1975-2 C.B. 587, as modified by Revenue Procedure 2019-22, I.R.B. 1260.

- 10** Do or will you (or any department or division of your organization) discriminate in any way on the basis of race with respect to admissions, use of facilities or exercise of student privileges, faculty or administrative staff, or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ Yes ☐ No

- 11** Complete the table below to show the racial composition for the current academic year and projected for the next academic year. If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community you serve).

For each racial category, enter the number of (a) students, (b) faculty, and (c) administrative staff. Provide actual numbers rather than percentages for each racial category.

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total						

- 12** In the table below, enter the number and amount of loans and scholarships awarded to enrolled students by racial categories. Provide actual numbers rather than percentages for each racial category.

☐ Check here if you will not provide any loans or scholarships to students.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Total								

Schedule B. Schools, Colleges, and Universities *(continued)*

- 13** List your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

- 14** Do any of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations, have an objective to maintain segregated public or private school education? If "Yes," explain.

☐ Yes☐ No

- 15** Will you maintain records according to the nondiscrimination provisions contained in Revenue Procedure 75-50? If "No," explain.

☐ Yes☐ No

Schedule C. Hospitals and Medical Research Organizations

- 1** Are you a medical research organization (an organization whose principal purpose or function is medical research and which is directly engaged in the continuous active conduct of medical research) operated in conjunction with a hospital? If "No," continue to Line 2. ☐ Yes ☐ No

- 1a** Name the hospitals with which you have a relationship and describe the relationship.

- 1b** List your assets showing their fair market value and the portion of your assets directly devoted to medical research.

Do not complete the remainder of Schedule C.

- 2** Are you applying for exemption as a cooperative hospital service organization described in section 501(e)? ☐ Yes ☐ No
If "Yes," explain.

Do not complete the remainder of Schedule C.

- 3** Are all the doctors in the community eligible for staff privileges? If "No," give the reasons why and explain how the medical staff is selected. ☐ Yes ☐ No

Schedule C. Hospitals and Medical Research Organizations (continued)

- 4** Do or will you provide medical services to all individuals in your community who can pay for themselves or are able to pay through some form of insurance? If "No," explain. ☐ Yes ☐ No

- 5** Do you or will you maintain a full-time emergency room? If "Yes," continue to Line 6. ☐ Yes ☐ No

- 5a** Are you a specialty hospital or would emergency services be duplicative based on your region or locality? ☐ Yes ☐ No

- 6** Do you provide free or below cost services? If "Yes," describe your policy for determining when and to whom you provide these services and how these services promote the organization's benefit to the community. ☐ Yes ☐ No

- 7** Do you or will you carry on a formal program of medical training or medical research? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliations with other hospitals or medical care providers with which you carry on the medical training or research programs. ☐ Yes ☐ No

- 8** Do you or will you carry on a formal program of community education? If "Yes," describe such programs, including the type of programs offered, the scope of such programs, and affiliation with other hospitals or medical care providers with which you offer community education programs. ☐ Yes ☐ No

Schedule C. Hospitals and Medical Research Organizations (continued)

- 9** Is your board of directors composed of a majority of individuals who are representative of the community you serve, or do you operate under a parent organization whose board of directors is composed of a majority of individuals who are representative of the community you serve? If "Yes," continue to Line 10. ☐ Yes ☐ No

- 9a** List each board member's name and business, financial, or professional relationship with the hospital. Also, identify each board member who is representative of the community and describe how that individual is a community representative. If you operate under a parent organization whose board of directors is not composed of a majority of individuals who are representative of the community you serve, provide the requested information for your parent's board of directors as well.

- 10** Do you operate a facility which is required by a state to be licensed, registered, or similarly recognized as a hospital? If "No," do not complete the rest of Schedule C. ☐ Yes ☐ No

- 10a** Do you conduct a community health needs assessment (CHNA) at least once every three years and adopt an implementation strategy to meet the community health needs identified in the assessment as required by section 501(r)(3)? If "No," explain. ☐ Yes ☐ No

- 10b** Do you have a written financial assistance policy (FAP) and a written policy relating to emergency medical care as required by section 501(r)(4)? If "No," explain. ☐ Yes ☐ No

Schedule C. Hospitals and Medical Research Organizations *(continued)*

10c Do you both (1) limit amounts charged for emergency or other medically necessary care provided to individuals eligible for assistance under your FAP to not more than amounts generally billed to individuals who have insurance covering such care, and (2) prohibit use of gross charges as required by section 501(r)(5)? If "No," explain.

☐ Yes☐ No

10d Do you make reasonable efforts to determine whether an individual is FAP-eligible before engaging in extraordinary collection actions as required by section 501(r)(6)? If "No," explain.

☐ Yes☐ No

Schedule D. Section 509(a)(3) Supporting Organizations

- 1** List the names, addresses, and EINs of the organizations you support.

- 2** Are all your supported organizations public charities under section 509(a)(1) or (2)? If "Yes," continue to Line 3. ☐ Yes ☐ No

- 2a** Are your supported organizations tax exempt under section 501(c)(4), 501(c)(5), or 501(c)(6) and do your supported organizations meet the public support test under section 509(a)(2)? If "No," explain how each organization you support is a public charity under section 509(a)(1) or 509(a)(2). ☐ Yes ☐ No

- 3** Which of the following describes your relationship with your supported organization(s)?

- ☐ A majority of your governing board or officers are elected or appointed by your supported organization(s). (Type I supporting organization)
- ☐ Your control or management is vested in the same persons who control or manage your supported organization(s). (Type II supporting organization)
- ☐ One or more of your officers, directors, or trustees are elected or appointed by the officers, directors, trustees, or membership of your supported organization(s), or one or more of your officers, directors, trustees, or other important office holders, are also members of the governing body of your supported organization(s), or your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s). (Type III supporting organization)

- 4** Describe how your governing board and officers are selected. If you are a Type III organization, also describe how your officers, directors, or trustees maintain a close and continuous working relationship with the officers, directors, or trustees of your supported organization(s).

Schedule D. Section 509(a)(3) Supporting Organizations (continued)

- 5** Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) with respect to you or persons who have a family or business relationship with any disqualified persons appoint any of your foundation managers? If "Yes," (1) describe the process by which disqualified persons appoint any of your foundation managers, (2) provide the names of these disqualified persons and the foundation managers they appoint, and (3) explain how control is vested over your operations (including assets and activities) by persons other than disqualified persons. ☐ Yes ☐ No

- 6** Do any persons who are disqualified persons (except individuals who are disqualified persons only because they are foundation managers) have any influence regarding your operations, including your assets or activities? If "Yes," (1) provide the names of these disqualified persons, (2) explain how influence is exerted over your operations (including assets and activities), and (3) explain how control is vested over your operations (including assets and activities) by individuals other than disqualified persons. ☐ Yes ☐ No

- 7** Does your organizing document specify your supported organization(s) by name? ☐ Yes ☐ No
If "Yes" and you selected Type I above, continue to Line 8.
If "Yes," and you selected Type II, do not complete the rest of Schedule D.
If "No" and you selected Type III above, amend your organizing document to specify your supported organization(s) by name or you will not meet the organizational test and need to reconsider your requested public charity classification; then continue to Line 8.

- 7a** Does your organizing document name a similar purpose or charitable class of beneficiaries as to your supported organization(s)? If "No," amend your organizing document to specify your supported organization(s) by name, purpose, or class or you will not meet the organizational test and need to reconsider your requested public charity classification. ☐ Yes ☐ No

If you selected Type II above, do not complete the rest of Schedule D.

- 8** Do you or will you receive contributions from any person who alone, or combined with family members or an entity at least 35% controlled by that person, controls any of your supported organizations, or will you receive contributions from any family member of, or an entity at least 35% controlled by, any person who controls any of your supported organizations? If "Yes," explain. ☐ Yes ☐ No

If you selected Type I above, do not complete the rest of Schedule D.

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

- 9** Do the officers, directors, or trustees of your supported organization have a significant voice in your investment policies, the timing and making of grants, the selection of grant recipients, and in otherwise directing the use of your income or assets? If "Yes," explain. ☐ Yes ☐ No

- 10** In each taxable year, do you or will you provide each of your supported organizations with (a) a written notice addressed to a principal officer of the supported organization describing the type and amount of all of the support you provided to the supported organization during the immediately preceding taxable year, (b) a copy of your most recently filed Form 990-series return or notice, and (c) a copy of your governing documents? If "No," explain. ☐ Yes ☐ No

- 11** Do you exercise a substantial degree of direction over the policies, programs, and activities of your supported organization(s) and appoint or elect (directly or indirectly) a majority of the officers, directors, or trustees of your supported organization(s)? If "Yes," explain. ☐ Yes ☐ No

- 12** Do substantially all of your activities directly further the exempt purposes of one or more supported organizations to which you are responsive by performing the functions of, or carrying out the purposes of, such supported organization(s) and but for your involvement would normally be engaged in by such supported organization(s). If "Yes," explain and do not complete the rest of Schedule D. ☐ Yes ☐ No

Schedule D. Section 509(a)(3) Supporting Organizations *(continued)*

- 13** Do you distribute at least 85% of your annual net income or 3.5% of the aggregate fair market value of all of your non-exempt-use assets (whichever is greater) to your supported organization(s)? If "No," explain.

☐ Yes☐ No

- 13a** How much do you contribute annually to each supported organization?

- 13b** What is the total annual revenue of each supported organization?

- 13c** Do you or the supported organization(s) earmark your funds for support of a particular program or activity? If "Yes," explain.

☐ Yes☐ No

Schedule E. Effective Date

- 1** Are you applying for reinstatement of exemption after being automatically revoked for failure to file required returns or notices for three consecutive years? If "No," continue to Line 2. ☐ Yes ☐ No
-
- 1a** Revenue Procedure 2014-11, 2014-1 C.B. 411, provides procedures for reinstating your tax-exempt status. Select the section of Revenue Procedure 2014-11 under which you want us to consider your reinstatement request.
- ☐ Section 4. You are seeking retroactive reinstatement under section 4 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 4, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future. Do not complete the rest of Schedule E.
- ☐ Section 5. You are seeking retroactive reinstatement under section 5 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 5, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.
- Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in at least one of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.
- ☐ Section 6. You are seeking retroactive reinstatement under section 6 of Revenue Procedure 2014-11. By selecting this line, you attest that you meet the specified requirements of section 6, that you have filed required annual returns, that your failure to file was not intentional, and that you have put in place procedures to file required returns or notices in the future.
- Describe how you exercised ordinary business care and prudence in determining and attempting to comply with your filing requirements in each of the three years of revocation and the steps you have taken or will take to avoid or mitigate future failures to file timely returns or notices. Do not complete the rest of Schedule E.
- ☐ Section 7. You are seeking reinstatement under section 7 of Revenue Procedure 2014-11, effective the date you are filling this application. Do not complete the rest of Schedule E.

- 2** Generally, if you did not file Form 1023 within 27 months of formation, the effective date of your exempt status will be the date you filed Form 1023 (submission date). Requests for an earlier effective date may be granted when there is evidence to establish you acted reasonably and in good faith and the grant of relief will not prejudice the interests of the government.
- ☐ Check this box if you accept the submission date as the effective date of your exempt status. Do not complete the rest of Schedule E.
- ☐ Check this box if you are requesting an earlier effective date than the submission date.

- 2a** Explain why you did not file Form 1023 within 27 months of formation, how you acted reasonably and in good faith, and how granting an earlier effective date will not prejudice the interests of the Government.
- You may want to include the events that led to the failure to timely file Form 1023 and to the discovery of the failure, any reliance on the advice of a qualified tax professional and a description of the engagement and responsibilities of the professional as well as the extent to which you relied on the professional, a comparison of (1) what your aggregate tax liability would be if you had filed this application within the 27-month period with (2) what your aggregate liability would be if you were exempt as of your formation date, or any other information you believe will support your request for relief.

Schedule F. Low-Income Housing

- 1** Describe each facility including the type of facility, whether you own or lease the facility, how many residents it can accommodate, the current number of residents, and whether the residents purchase or rent housing from you.

- 2** Describe who qualifies for your housing in terms of income levels or other criteria and explain how you select residents.

- 3** Do you meet the safe harbor requirements outlined in Revenue Procedure 96-32, 1996-1 C.B. 717, which provides guidelines for providing low-income housing that will be treated as charitable, including for each project that (a) at least 75 percent of the units are occupied by residents that qualify as low-income and (b) either at least 20 percent of the units are occupied by residents that also meet the very low-income limit for the area or 40 percent of the units are occupied by residents that also do not exceed 120 percent of the area's very low-income limit, and less than 25 percent of the units are provided at market rates to persons who have incomes in excess of the low-income limit?

☐ Yes☐ No

- 4** Is your housing affordable to low-income residents? If "Yes," describe how your housing is made affordable to low-income residents.

☐ Yes☐ No

- 5** Do you impose any restrictions to make sure that your housing remains affordable to low-income residents? If "Yes," describe these restrictions.

☐ Yes☐ No

Schedule F. Low-Income Housing *(continued)*

- 6** In addition to rent or mortgage payments, do residents pay periodic fees or maintenance charges? If "Yes," describe what these charges cover and how they are determined. ☐ Yes ☐ No

- 7** Do you provide social services to residents? If "Yes," describe these services. ☐ Yes ☐ No

- 8** Do you participate in any government housing programs? If "Yes," describe these programs. ☐ Yes ☐ No

Schedule G. Successors to Other Organizations

- 1** List the name, last address, and EIN of your predecessor organization and describe its activities.

- 2** List the owners, partners, principal stockholders, officers, and governing board members of your predecessor organization. Include their names, addresses, and share/interest in the predecessor organization (if for-profit).

- 3** Are you a successor to a for-profit organization? If "Yes," explain your relationship with the predecessor organization that resulted in your creation and explain why you took over the activities or assets of a for-profit organization or converted from for-profit to nonprofit status; continue to Line 4.

☐ Yes☐ No

- 3a** Explain your relationship with the other organization that resulted in your creation and why you took over the activities or assets of another organization.

Schedule G. Successors to Other Organizations *(continued)*

- 4** Do or will you maintain a working relationship with any of the persons listed in question 2 or with any for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the relationship.

☐ Yes☐ No

- 5** Were any assets transferred, whether by gift or sale, from the predecessor organization to you? If "Yes," provide a list of assets, indicate the value of each asset, explain how the value was determined, and attach an appraisal, if available. For each asset listed, also explain if the transfer was by gift, sale, or combination thereof and describe any restrictions that were placed on the use or sale of the assets.

☐ Yes☐ No

- 6** Were any debts or liabilities transferred from the predecessor for-profit organization to you? If "Yes," provide a list of the debts or liabilities that were transferred to you, indicating the amount of each, how the amount was determined, and the name of the person to whom the debt or liability is owed.

☐ Yes☐ No

- 7** Will you lease or rent any property or equipment to or from the predecessor organization or any persons listed in Line 2 or a for-profit organization in which these persons own more than a 35% interest? If "Yes," describe the arrangement(s) including how the lease or rental value was determined.

☐ Yes☐ No

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures**Section I Public charities and private foundations complete lines 1 through 8 of this section.**

- 1** Describe the types of educational grants you provide to individuals, such as scholarships, fellowships, loans, etc., including the purpose, number and amount(s) of grants, how the program is publicized, and if you award educational loans, the terms of the loans.

- 2** Do you maintain case histories showing recipients of your scholarships, fellowships, educational loans, or other educational grants, including names, addresses, purposes of awards, amount of each grant, manner of selection, and relationship (if any) to officers, trustees, or donors of funds to you? If "No," explain. ☐ Yes ☐ No

- 3** Describe the specific criteria you use to determine who is eligible for your program (for example, eligibility selection criteria could consist of graduating high school students from a particular high school who will attend college, writers of scholarly works about American history, etc.).

- 4** Describe the specific criteria you use to select recipients (for example, specific selection criteria could consist of prior academic performance, financial need, etc.).

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)*

- 5** Describe any requirement or condition you impose on recipients to obtain, maintain, or qualify for renewal of a grant (for example, specific requirements or conditions could consist of attendance at a four-year college, maintaining a certain grade point average, teaching in public school after graduation from college, etc.).

- 6** Describe your procedures for supervising the scholarships, fellowships, educational loans, or other educational grants. Explain whether you obtain reports and grade transcripts from recipients, or you pay grants directly to a school under an arrangement whereby the school will apply the grant funds only for enrolled students who are in good standing. Also, describe your procedures for taking action if the terms of the award are violated.

- 7** How do you determine who is on the selection committee for the awards made under your program?

- 8** Are relatives of members of the selection committee, or of your officers, directors, or substantial contributors eligible for awards made under your program? If "Yes," what measures do you take to ensure unbiased selections?

☐ Yes☐ No

Do not complete the rest of Schedule H. If you are a private foundation, you will be directed to complete Section II of Schedule H later in the application.

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures *(continued)***Section II Private foundations complete lines 1 through 7 of this section. Public charities do not complete this section.**

- 1** As a private foundation, do you want this application to be considered as a request for advance approval of grant making procedures? ☐ Yes ☐ No

If "No," do not complete the rest of Schedule H.

- 1a** Check the box(es) indicating under which section(s) you want your grant making procedures to be considered.

- ☐ 4945(g)(1) - Scholarship or fellowship grant to an individual for study at an educational institution
- ☐ 4945(g)(3) - Other grants, including loans, to an individual for travel, study, or other similar purposes, to enhance a particular skill of the grantee or to produce a specific product

- 2** Do you represent that you will (1) arrange to receive and review grantee reports annually and upon completion of the purpose for which the grant was awarded, (2) investigate diversions of funds from their intended purposes, and (3) take all reasonable and appropriate steps to recover diverted funds, ensure other grant funds held by a grantee are used for their intended purposes, and withhold further payments to grantees until you obtain grantees' assurances that future diversions will not occur and that grantees will take extraordinary precautions to prevent future diversions from occurring? ☐ Yes ☐ No

- 3** Do you represent that you will maintain all records relating to individual grants, including information obtained to evaluate grantees, identify whether a grantee is a disqualified person, establish the amount and purpose of each grant, and establish that you undertook the supervision and investigation of grants described in Line 2? ☐ Yes ☐ No

- 4** Do you or will you award scholarships, fellowships, and educational loans to attend an educational institution based on the status of an individual being an employee of a particular employer? ☐ Yes ☐ No

If "No," do not complete the rest of Schedule H.

- 5** Will you comply with the seven conditions and either the percentage tests or facts and circumstances test for scholarships, fellowships, and educational loans to attend an educational institution as set forth in Revenue Procedures 76-47, 1976-2 C.B. 670, and 80-39, 1980-2 C.B. 772, which apply to inducement, selection committee, eligibility requirements, objective basis of selection, employment, course of study, and other objectives? ☐ Yes ☐ No

- 6** Do you or will you provide scholarships, fellowships, or educational loans to attend an educational institution to employees of a particular employer? If "No," continue to Line 7. ☐ Yes ☐ No

- 6a** Will you award grants to 10% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? ☐ Yes ☐ No

- 7** Do you provide scholarships, fellowships, or educational loans to attend an educational institution to children of employees of a particular employer? ☐ Yes ☐ No

If "No," do not complete the rest of Schedule H.

- 7a** Will you award grants to 25% or fewer of the eligible applicants who were actually considered by the selection committee in selecting recipients of grants in that year as provided by Revenue Procedures 76-47 and 80-39? ☐ Yes ☐ No

If "Yes," do not complete the rest of Schedule H.

Schedule H. Organizations Providing Scholarships, Fellowships, Educational Loans, or Other Educational Grants to Individuals and Private Foundations Requesting Advance Approval of Individual Grant Procedures (continued)

- 7b** Will you award grants to 10% or fewer of the number of employees' children who can be shown to be eligible for grants (whether or not they submitted an application) in that year, as provided by Revenue Procedures 76-47 and 80-39? If "Yes," describe how you will determine who can be shown to be eligible for grants without submitting an application, such as by obtaining written statements or other information about the expectations of employees' children to attend an educational institution; do not complete the rest of Schedule H.

☐ Yes☐ No

- 7c** Will you award grants based on facts and circumstances that demonstrate that the grants will not be considered compensation for past, present, or future services or otherwise provide a significant benefit to the particular employer? If "Yes," describe the facts and circumstances you believe will demonstrate that the grants are neither compensatory nor a significant benefit to the particular employer. In your explanation, describe why you cannot satisfy either the 25% test or the 10% test in questions 7a and 7b.

☒ Yes☐ No

State of Indiana
Office of the Secretary of State

Certificate of Incorporation
of
THE MICROSCHOOL COLLABORATIVE, INC.

I, DIEGO MORALES, Secretary of State, hereby certify that Articles of Incorporation of the above Domestic Nonprofit Corporation have been presented to me at my office, accompanied by the fees prescribed by law and that the documentation presented conforms to law as prescribed by the provisions of the Indiana Code.

NOW, THEREFORE, with this document I certify that said transaction will become effective Monday, March 10, 2025.



In Witness Whereof, I have caused to be affixed my signature and the seal of the State of Indiana, at the City of Indianapolis, March 12, 2025

Diego Morales

DIEGO MORALES
SECRETARY OF STATE

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

ARTICLES OF INCORPORATION
OF
THE MICROSCHOOL COLLABORATIVE, INC.

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

ARTICLE 1

Name and Principal Office

Section 1.01. Name. The name of the Corporation and its principal office are:

The Microschool Collaborative, Inc.
10320 E 250 N
Charlottesville, IN 46117

ARTICLE 2

Type of Corporation; Purposes and Powers

Section 2.01. Type of Corporation. The Corporation is a public benefit corporation.

Section 2.02. Primary Purposes. The purposes for which the Corporation is organized are limited as follows:

Clause 2.02(a). Charitable Purposes. The purposes of the corporation are charitable, educational, and scientific, within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, including but not limited to organizing scientific meetings and events, and other scientific purposes.

Clause 2.02(b). Additional Purposes. In addition, the Corporation is formed for the purpose of assisting and engaging in all activities which serve charitable, educational, literary or scientific purposes, which are permitted by the Act, and which are permitted to

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be carried on by an organization exempt from Federal taxation under the provisions of Section 501(c)(3) of the Code, as amended (the "Code"), or by an organization contributions to which are deductible under Section 170(c)(2) of the Code.

Clause 2.02(c). Limitations. Nothing contained in these Articles of Incorporation shall be construed to authorize the Corporation to engage in any activities or perform any functions that are not within the definitions of exempt purposes as set forth in Section 501(c)(3) of the Code.

Section 2.03. Limitations Upon Powers. No part of the net earnings of the Corporation shall inure to the benefit of any Director or Officer of the Corporation or to any private individual, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered by a Director, Officer, or employee. No substantial part of the activities of the Corporation shall consist of attempting to propose, support, oppose, advocate the adoption or rejection of, or otherwise influence legislation by propaganda or otherwise, and the Corporation shall not participate in or intervene in (including the publication or distribution of statements) any political campaign on behalf of any candidate for public office. Notwithstanding any other provision of these Articles, the Corporation shall not conduct or carry on any activities not permitted to be conducted or carried on by 1. an organization exempt from Federal taxation under Section 501(c)(3) of the Code or 2. by an organization whose contributions to such tax-exempt organization are deductible under Section 170(c)(2) of the Code.

ARTICLE 3

Registered Office and Registered Agent

Section 3.01. Registered Office. The commercial registered agent of the Corporation is Corporation Service Company.

The undersigned represents that the registered agent named above has consented to such appointment.

ARTICLE 4

Members

Section 4.01. Membership. The Corporation shall not have members.

ARTICLE 5

Incorporator

Section 5.01. Name and Address of Incorporator. The name and address of the incorporator are as follows:

George Philhower
10320 E 250 N
Charlottesville, IN 46117

ARTICLE 6

Provisions for Regulation of Business and Conduct of Affairs of the Corporation

Section 6.01. Management of Corporation. The affairs of the Corporation shall be managed by the Board of Directors of the Corporation (the "Board") in accordance with the Bylaws of the Corporation.

Section 6.02. Limitation on Powers of the Board of Directors. Notwithstanding any contrary provisions in these Articles, the Board shall not have the power or authority to take or authorize any action which shall deprive the Corporation of its status as an exempt organization under the provisions of Section 501(c)(3) of the Code.

Section 6.03. Amendment of Articles of Incorporation. The Board shall have the power to make, alter, amend or repeal any provisions contained in the Articles of Incorporation or Bylaws of the Corporation or in any amendment thereto, in any manner now or hereafter prescribed or permitted by the Act or any amendment thereto. The power of amendment shall not

authorize any amendment which would have the effect of disqualifying the Corporation as an exempt organization under the provisions of Section 501(c)(3) of the Code.

ARTICLE 7

Dissolution

Section 7.01. Dissolution. In the event of dissolution of the Corporation, assets remaining after payment of all debts of the Corporation shall be transferred by the Board, exclusively for public purposes, to any among the following: the United States, the State of Indiana, the municipality in which the registered office of the Corporation is located, or any instrumentality or subdivision thereof, or to any nonprofit corporation, trust, foundation or other organization whose purposes are substantially the same as those of the Corporation and which, at the time of transfer, is exempt from Federal income taxation under Section 501(c)(3) of the Code. Any such assets not so transferred by the Board shall be disposed of by the Circuit Court of the County in which the registered office of the Corporation is located, exclusively for such tax-exempt purposes or to such tax-exempt organizations as the Court shall determine. No Director or Officer of the Corporation, or any private individual, shall be entitled to share in the distribution of any of the assets of the Corporation on dissolution of the Corporation.

ARTICLE 8

Restrictions Applicable if the Corporation Is Or Becomes a Private Foundation

Section 8.01. Restrictions. Notwithstanding anything contained in the Articles of Incorporation to the contrary, in the event and if for any reason the Corporation should fail to qualify as a “public charity” and is classified as a “private foundation” as that term is defined in Section 509(a) of the Code, then and in such event and in order to comply with Section 508(e) of the Code, and for so long as the Corporation may be deemed to be a “private foundation,” the powers and activities of the Corporation in accomplishing the foregoing purposes shall be specifically subject to the following requirements, restrictions and limitations:

Clause 8.01(a). Mandatory Distributions. The Corporation shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by Section 4942 of the Code;

Clause 8.01(b). Self Dealing. The Corporation shall not engage in any act of self-dealing as defined in Section 4941(d) of the Code;

Clause 8.01(c). Excess Business Holdings. The Corporation shall not retain any excess business holdings as defined in Section 4943(c) of the Code;

Clause 8.01(d). Jeopardizing Investments. The Corporation shall not make any investments in such manner as to subject it to tax under Section 4944 of the Code; and

Clause 8.01(e). Taxable Expenditures. The Corporation shall not make any taxable expenditures as defined in Section 4945(d) of the Code.

ARTICLE 9


Definitions

Section 9.01. Definitions. Any reference made herein to a Section of the “Code” shall include that Section of the Internal Revenue Code of 1986, as well as (1) any subsequent amendments thereto; (2) the corresponding provisions in any recodification of the Internal Revenue Code; and (3) the Treasury Regulations promulgated under such Section.

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[SIGNATURE PAGE TO FOLLOW]

IN WITNESS WHEREOF, the undersigned, being the Incorporator designated in Article 5, executes these Articles of Incorporation this 10th day of March 2025.

Signed by:

AD96B5D32CFE458...
George Philhower, Incorporator

BYLAWS CERTIFICATION

The Microschool Collaborative, Inc.

THE UNDERSIGNED hereby confirms that the attached hereto is a true and correct copy of the Bylaws of The Microschool Collaborative, Inc., as of the date hereof.

Signed by:

George Philhower

AD96B5D32CFE458...

Name: George Philhower

Title: President

Date: March 10, 2025

BYLAWS
OF
THE MICROSCHOOL COLLABORATIVE, INC.

ARTICLE I

The name of the corporation shall be The Microschool Collaborative, Inc.

ARTICLE II

PURPOSES

Section 1. Not For Profit. The corporation is organized under and shall operate as an Indiana nonprofit corporation and shall have such powers as are now or as may hereafter be granted by the Indiana Nonprofit Corporation Act of 1991, as amended.

Section 2. Purposes. The purposes for which the corporation is formed are:

(a) To serve as an Organizer under Ind. Code § 20-24-1-7 to enter into a contract to operate a public charter school(s) in the state of Indiana in accordance with the provisions of the Indiana Charter Schools Act, Ind. Code 20-24, *et. seq.*, as amended (the “Act”); and

(c) To fulfill the purposes of a charter school pursuant to Ind. Code § 20-24-2-1 by providing innovative and autonomous programs that do the following:

- i. Serve the different learning styles and needs of public-school students; and
- ii. Offer public school students appropriate and innovative choices; and
- iii. Provide varied opportunities for professional educators; and
- iv. Allow public schools freedom and flexibility in exchange for exceptional levels of accountability; and
- v. Provide parents, students, community members, and local entities with an expanded opportunity for involvement in the public school system.

(d) To ensure that the charter school meets all federal, state and local laws that are applicable to the charter school including, but not limited to, the requirements of Ind. Code § 20-24-3-2 requiring authorization of charter schools only to nonprofit entities and specifically requiring that the Organizer receive a determination by the Internal Revenue Service of its tax exempt status as of the date the entity is scheduled to provide instruction to students of the charter school. Such

status must be maintained in good standing pursuant to the charter agreement and any subsequent renewals or agreements; and

(e) To provide the following services for the charter school pursuant to the charter agreement and Ind. Code § 20-24-3-4:

- i. Name of the charter school; and
- ii. Purposes of the charter school; and
- iii. Governance structure of the charter school; and
- iv. Management structure of the charter school; and
- v. Educational mission goals; and
- vi. Curriculum and instructional methods; and
- vii. Methods of pupil assessment; and
- viii. Admission policy and criteria subject to Ind. Code § 20-24-5; and
- ix. School calendar; and
- x. Age or grade range of students to be enrolled; and
- xi. Descriptions of staff responsibilities; and
- xii. Budget and financial plans; and
- xiii. Personnel plan, including methods for selection, retention, and compensation of employees; and
- xiv. Transportation plan; and
- xv. Discipline program, subject to Ind. Code § 20-24-5.5; and
- xvi. Various other statutory and regulatory obligations for charter schools as required by the Act, as may be amended from time-to-time and requirements of the charter authorizer and the charter agreement which shall, at a minimum, include all of the requirements of Ind. Code § 20-24-4 *et seq.*

(f) To serve as the fiscal agent for the charter school and have exclusive control of the funds received by the charter school and all financial matters of the charter school in compliance with Ind. Code § 20-24-7 *et seq.*; and

(g) In furtherance of the aforesaid purposes, to transact any and all lawful business for which corporations may be incorporated under the Act; provided, however, such business is not

inconsistent with the corporation being organized and operated exclusively for charitable purposes.

(h) The corporation shall be operated exclusively for charitable and educational purposes within the meaning of section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or corresponding provisions of any subsequent U.S. federal tax laws (the "Code"). The corporation is organized and operated exclusively for charitable purposes and its activities shall be conducted in such a manner that no part of its net earnings shall inure to the benefit of any member, director, officer or other private person, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of its purposes.

(i) No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation 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.

(j) Notwithstanding any other provision of these bylaws, 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 Code, 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 Code.

Section 3. Rules. The following rules shall conclusively bind the corporation and all persons acting for or on behalf of it:

a. No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to its members, directors, officers, or other private persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth herein. No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation 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 these bylaws, the corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under Section 501(c)(3) of the Code or (b) by a corporation, contributions to which are deductible under Section 170(c)(2) of the Code.

b. Upon the cessation of the corporation's operations: (1) the remaining assets of the charter school shall be distributed first to satisfy outstanding payroll obligations for employees of the charter school, then to creditors of the charter school, then to any outstanding debt to the common school fund; and (2) the remaining funds received from the department shall be returned to the department not more than thirty (30) days after the charter school ceases operation due to: (A) closure of the charter school; (B) nonrenewal of the charter school's charter; or (C) revocation of the charter school's charter. If the assets of the charter school are insufficient to pay all parties to whom the charter school owes compensation under subdivision (1), the priority of the distribution of assets may be determined by a court.

c. The corporation shall not adopt any practice, policy or procedure which would result in discrimination on the basis of race.

ARTICLE III

REGISTERED OFFICE

Registered Office and Agent. The corporation shall have and continuously maintain in the State of Indiana a registered office and a registered agent whose office shall be identical with such registered office and may have such other offices within or outside the State of Indiana and such other registered agents as the board of directors ("Board") may from time to time determine.

ARTICLE IV

MEMBERS

Classes of Members. The corporation shall not have members.

ARTICLE VI

OFFICERS

Section 1. Officers. The officers of the corporation shall be a President, a Vice President, a Secretary, a Treasurer and such other officers as may be determined by the Board. The Board may elect or appoint such other officers as it shall deem desirable, such officers to have the authority to perform the duties prescribed from time to time by the Board. Any two (2) or more offices may be held by the same person. Officers need not be residents of Indiana.

Section 2. Election and Term of Office. The officers shall be elected by the Board for an annual term. The officers shall be elected at the annual meeting of the Board nearest the expiration of their term of office and shall serve until their successors have been duly elected and

have qualified. The Board may fill vacancies or create new offices and fill them at any meeting of the Board.

Section 3. Removal. Any officer may be removed by a simple majority of the Board whenever in its judgment the best interests of the corporation would be served thereby.

Section 4. Vacancies. A vacancy in any office because of death, resignation, removal, disqualification or otherwise, may be filled by the Board for the unexpired portion of the term.

Section 5. President. The President shall be the principal executive officer of the corporation and shall in general supervise and control all the affairs of the corporation. The President shall preside at all meetings of the Board and shall be the chair of the Board. The President may sign, with the Secretary or any other proper officer of the corporation authorized by the Board, any deeds, mortgages, contracts, or other instruments which the Board has authorized to be executed, except in cases where the signing and execution thereof shall be expressly delegated by the Board or by these bylaws or by statute to some other officer or agent of the corporation; and in general shall perform all duties incident to the office of President and such other duties as may be prescribed by the Board from time to time.

Section 6. Vice President. In the absence of the President or in the event of their inability or refusal to act, the Vice President shall perform the duties of the President, and when so acting, shall have all the powers of and be subject to all the restrictions upon the President. The Vice President shall perform such other duties as from time to time may be assigned to them by the President or by the Board.

Section 7. Secretary. The Secretary shall keep the minutes of the meetings of the Board in one or more books provided for that purpose; see that all notices are duly given in accordance with the provisions of these bylaws or as required by law; be custodian of the corporate records and of the seal of the corporation and see that the seal of the corporation is affixed to all documents, the execution of which on behalf of the corporation under its seal is duly authorized in accordance with the provisions of these bylaws; and in general perform all duties incident to the office of the Secretary and such other duties as from time to time may be assigned to them by the President or by the Board.

Section 8. Treasurer. The Treasurer shall have charge and custody of and be responsible for all funds and securities of the corporation; receive and give receipts for monies due and payable to the corporation from any sources whatsoever, and deposit all such moneys in the name of the corporation in such banks, trust companies or other depositories as shall be selected in accordance with the provisions of these bylaws; and in general perform all the duties incident to the office of Treasurer and such other duties as from time to time may be assigned to them by the President or by the Board.

ARTICLE VII

BOARD OF DIRECTORS

Section 1. General Powers. The affairs of the corporation shall be managed by its Board.

Section 2. Composition, Tenure and Qualifications. The number of directors shall be between five (5) and fifteen (15). At least two (2) directors shall be currently elected members of the School Board of Eastern Hancock Schools. Remaining directors shall consist of community members of the Eastern Hancock School district or other individuals with an expertise in education who may be located in or outside of the State of Indiana. Successor directors shall be appointed by the then current Board. Each director shall hold office until the next annual meeting of the Board and until their successor has qualified.

Section 3. Regular Meetings. A regular annual meeting of the Board shall be held at such times and places as may be designated by resolution by the Board. The Board may provide by resolution the time and place, either within or without the State of Indiana, for the holding of additional regular meetings of the Board without other notice than such resolution. The regular meeting may be held in any format deemed by the Board as appropriate including, but not limited to, in person, electronic and telephonic meetings.

Section 4. Special Meetings. Special meetings of the Board may be called by or at the request of the President or any two (2) directors. The person or persons authorized to call special meetings of the Board may fix any place, either within or without the State of Indiana, as the place for holding any special meeting of the Board called by them. Any special meeting may be held in any format deemed by the Board as appropriate including, but not limited to, in person, electronic and telephonic meetings.

Section 5. Notice. Notice of any special meeting of the Board shall be given at least three (3) days previously thereto by written notice delivered personally or sent by mail, electronic means, or other means permitted by applicable law and to each director deposited in the United States mail in a sealed envelope so addressed, with postage thereon prepaid. If notice be given by mail, such notice shall be deemed to be delivered on the day following the day such notice is deposited in the United States mail. Any director may waive notice of any meeting.

Section 6. Quorum. A simple majority of the Board shall constitute a quorum for the transaction of business at any meeting of the board, provided, that if less than a simple majority of the directors are present at said meeting, a majority of the directors present may adjourn the meeting from time to time without further notice.

Section 7. Manner of Acting. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board, except where otherwise provided by law or by these bylaws.

Section 8. Informal Action by Directors. Any action required to be taken at a meeting of the Board or any action which may be taken at a meeting of directors may be taken without a meeting if a consent in writing, setting forth the action so taken, shall be signed by all of the directors entitled to vote with respect to the subject matter thereof.

Section 9. Vacancies. Any vacancy occurring in the Board or any directorship to be filled by reason of an increase in the number of directors shall be filled by the Board. A director selected to fill a vacancy shall be appointed for the unexpired term of his predecessor in office.

Section 10. Compensation. Directors as such shall not receive any salaries for their services, but by resolution of the Board, a fixed sum and expenses of attendance, if any, may be allowed for attendance at each regular or special meeting of the board; provided, that nothing herein contained shall be construed to preclude any director from serving the corporation in any other capacity and receiving compensation therefore.

ARTICLE VIII

COMMITTEES

Section 1. Committees of Directors. The Board, by resolution adopted by a majority of the directors in office, may designate one (1) or more committees, each of which shall consist of two (2) or more directors, which committees, to the extent provided in said resolution, shall have and exercise the authority of the Board in management of the corporation; but the designation of such committees and the delegation thereto of authority shall not operate to relieve the Board, or any individual director, of any responsibility imposed upon them by law.

Section 2. Other Committees. Other committees not having and exercising the authority of the Board in the management of the corporation may be designated by a resolution adopted by a majority of the directors present at a meeting at which a quorum is present. Except as otherwise provided in such resolution, members of each such committee shall be directors of the corporation, and the President of the corporation shall appoint the members thereof. Any member thereof may be removed by the board whenever in their judgment the best interests of the corporation shall be served by such removal.

Section 3. Term of Office. Each member of a committee shall continue as such until the next annual meeting of the Board of the corporation and until their successor is appointed, unless the committee shall be sooner terminated, or unless such member shall cease to qualify as a member thereof.

Section 4. Chairman. One (1) member of each committee shall be appointed chairman.

Section 5. Vacancies. Vacancies in the membership of any committee may be filled by appointments made in the same manner as provided in the case of the original appointments.

Section 6. Quorum. Unless otherwise provided in the resolution of the Board designating a committee, a majority of the whole committee shall constitute a quorum and the act of a majority of the members present at a meeting at which a quorum is present shall be the act of the committee.

Section 7. Rules. Each committee may adopt rules for its own government not inconsistent with these bylaws or with rules adopted by the Board.

ARTICLE IX

CONTRACTS, CHECKS, DEPOSITS AND FUNDS

Section 1. Contracts. The Board may authorize any officer or officers, agent or agents of the corporation, in addition to the officers so authorized by these bylaws, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the corporation and such authority may be general or confined to specific instances.

Section 2. Checks, Drafts, Etc. All checks, drafts or other orders for the payment of money, notes or other evidences of indebtedness issued in the name of the corporation, shall be signed by such officers, agent or agents of the corporation and in such manner as shall from time to time be determined by resolution of the Board. In the absence of such determination by the Board, such instruments shall be signed by the Treasurer or an assistant Treasurer and countersigned by the President or the Vice President of the corporation.

Section 3. Deposits. All funds of the corporation shall be deposited from time to time to the credit of the corporation in such banks, trust companies or other depositories as the Board may select.

Section 4. Gifts. The Board may accept on behalf of the corporation any contribution, gift, bequest, or devise for the general purposes or for any special purpose of the corporation.

ARTICLE X

BOOKS AND RECORDS

The corporation shall keep correct and complete books and records of account and shall also keep minutes of the proceedings of its Board and committees having any of the authority of the Board.

ARTICLE XI

FISCAL YEAR

The fiscal year of the corporation shall be determined by the Board.

ARTICLE XII

WAIVER OF NOTICE

Whenever any notice whatsoever is required to be given under the provisions of Indiana law, as amended, or under the provisions of the Articles of Incorporation or the bylaws of the corporation, a waiver thereof in writing signed by the person or persons entitled to such notice, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice.

ARTICLE XIII

AMENDMENTS TO BYLAWS

These bylaws may be altered, amended or repealed and new bylaws may be adopted by a simple majority of the directors present at any regular meeting or at any special meeting, provided that at least fifteen (15) days written notice is given of intention to alter, amend or repeal and to adopt new bylaws at such meeting.

ARTICLE XIV

INDEMNIFICATION

The corporation shall indemnify all officers and directors of the corporation to the full extent permitted by the laws of the State of Indiana, as amended, and shall be entitled to purchase insurance for such indemnification of officers and directors to the full extent as determined from time to time by the Board of the corporation.

ARTICLE XV

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 Ind. Code § 5-14-1.5-1, *et seq.*), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board.

ARTICLE XV

COMPLIANCE WITH INDIANA ACCESS TO PUBLIC RECORDS ACT

Notwithstanding any other provision of these bylaws, the corporation shall comply in all respects with the Indiana Access to Public Records Act (currently codified at Ind. Code § 5-14-3, *et seq.*), and any corresponding provision of subsequent Indiana law, in connection with all regular or special meetings of the Board.

**RESOLUTION
OF THE BOARD OF DIRECTORS OF
THE MICROSCHOOL COLLABORATIVE, INC.**

The undersigned, being all of the members of the Board of Directors (the “**Board**”) of THE MICROSCHOOL COLLABORATIVE, INC., an Indiana 501(c)(3) corporation (the “**Corporation**”), acting pursuant to the provisions of the Indiana Revised Nonprofit Corporation Act of 1991, as amended from time to time (the “**Act**”), by written consent in lieu of a meeting and without prior notice, hereby take the following actions and adopt the following resolutions, effective as of March 10, 2025:

DIRECTORS

RESOLVED, that the following persons be, and hereby are, named as directors of the Corporation, to hold such offices until his or her or their successor shall have been duly elected and qualified or until his or her or their earlier death, resignation, or removal:

NAME
James Jackson
Stephen Brock
Kim Reier
Scott Bess
Tom Vander Ark

ELECTION OF OFFICERS

RESOLVED, that the following persons be, and hereby are, elected to serve in the offices of the Corporation set forth opposite their respective name, to hold such offices until his or her or their successor shall have been duly elected and qualified or until his or her or their earlier death, resignation or removal (collectively, the “**Officers**” and each, an “**Officer**”):

President:	George Philhower
Secretary:	Kim Reier
Treasurer:	Scott Bess

FURTHER RESOLVED, that the Officers of the Corporation be, and each of them hereby is, authorized and directed to procure all corporate books, books of account, and member books required by the statutes of the State of Indiana or necessary or appropriate in connection with the business of the Corporation.

ACCOUNTING YEAR

RESOLVED, that the Corporation adopt an accounting year as follows:

Date Accounting Year Begins: January 1st

Date Accounting Year Ends: December 31st

ARTICLES OF INCORPORATION

RESOLVED, that all of the actions of the incorporator of the Corporation taken on behalf of the Corporation be, and they hereby are, ratified, confirmed, approved, and adopted as actions of the Corporation; and

FURTHER RESOLVED, that the Articles of Incorporation of the Corporation, as filed in the office of the Indiana Secretary of State by the sole incorporator is hereby ratified, approved, and adopted, and the Secretary of the Corporation is instructed to place a certified copy of the Articles of Incorporation in the minute book of the Corporation; and

FURTHER RESOLVED, that the incorporator is hereby discharged from any further liabilities or duties with respect to organization of the Corporation and the Corporation further agrees to indemnify and hold harmless the incorporator from any liability incurred in the past or the future with respect to organizing and forming the Corporation.

ADOPTION OF BYLAWS

WHEREAS, the Board has not as yet adopted any Bylaws for the Corporation; and

WHEREAS, the best interests of the Corporation will be served by the adoption of Bylaws;

THEREFORE, BE IT RESOLVED, that the Bylaws presented with this Resolution are hereby adopted as the Bylaws of the Corporation; and

RESOLVED FURTHER, that the secretary of the Corporation is authorized and directed to execute a certificate of the adoption of these Bylaws; and

RESOLVED FURTHER, that the Bylaws are hereby ratified, approved and adopted, and the secretary of the Corporation is authorized and directed to insert the Bylaws in the minute book of the Corporation and to see that a copy of the Bylaws is kept at the principal executive office of the Corporation.

BOARD POLICIES

WHEREAS, the Board has not as yet adopted any Board Policies governing the Board; and

WHEREAS, the best interests of the Corporation will be served by the adoption of such Board Policies;

THEREFORE, BE IT RESOLVED, that the Board Policies presented with this Resolution are hereby adopted as the Board Policies of the Corporation; and

RESOLVED FURTHER, that the Secretary of the Corporation is authorized and directed to execute a certificate of the adoption of these Board Policies.

BANK ACCOUNTS AND BORROWING

RESOLVED, that the Officers of the Corporation are hereby authorized to complete, or arrange for the completion of, execute and file, or arrange for the execution and filing, of a Form SS-4 (Application for Employer Identification Number) on behalf of the Corporation and to execute any other documents and perform any other act(s) necessary or related to the Form SS-4 application or the Corporation's obtaining an Employer Identification Number.

FURTHER RESOLVED, that, the president, treasurer, and any other Officers or agents of the Corporation as the president or treasurer may determine in accordance with this resolution be, and they hereby are, authorized:

(a) to designate one or more banks or similar financial institutions as depositories of the funds of the Corporation;

(b) to open, maintain, and close general and special accounts with any such depositories;

(c) to cause to be deposited in such accounts such funds of the Corporation as such Officers deem necessary or advisable, and to designate or change the designation of the Officer or Officers or agent or agents of the Corporation authorized to make such deposits and to endorse checks, drafts, and other instruments for deposit;

(d) from time to time to designate, change, or revoke the designation of the Officer or Officers or agent or agents of the Corporation authorized to sign or countersign checks, drafts, or other orders for the payment of money issued in the name of the Corporation against any funds deposited in any of such accounts;

(e) to authorize the use of facsimile signatures for the signing or countersigning of checks, drafts, or other orders for the payment of money, and to enter into such agreements as banks and similar financial institutions customarily require as a condition for permitting the use of facsimile signatures;

(f) to make such general and special rules and regulations with respect to such accounts as they may deem necessary or advisable and to complete, execute, and certify any customary printed

blank signature card forms in order to exercise conveniently the authority granted by this resolution and any resolutions printed on such cards are deemed adopted as a part of this resolution.

FURTHER RESOLVED, that all form resolutions required by any such depository are adopted in the form utilized by that depository and that the treasurer or secretary is authorized to certify such resolution as having been adopted by this resolution and to insert a copy of any such form resolution in the minute book immediately following this resolution; and

FURTHER RESOLVED, that any such depository to which a certified copy of these resolutions has been delivered by the secretary of the Corporation is authorized and entitled to rely upon such resolutions for all purposes until it receives written notice of the revocation or amendment of these resolutions adopted by the Board.

FEES AND EXPENSES

RESOLVED, that the attorney's fees, filing fees, and other expenses and charges incurred and that may be incurred by the Corporation or persons or entities acting on behalf of the Corporation in connection with the incorporation of the Corporation are reasonable and shall be paid or reimbursed by the Corporation; and

FURTHER RESOLVED, that any Officer of the Corporation be, and each of them hereby is, authorized and directed to pay out of the funds of this Corporation all of the fees and expenses incurred incident to the organization of the Corporation and to reimburse any persons who have made disbursements therefor; and

FURTHER RESOLVED, that the Corporation is authorized to pay all costs rising from the conduct of its business, which are expressly assumed as liabilities of the Corporation, and the Officers may make arrangements to pay them; and

FURTHER RESOLVED, that any Officer of the Corporation be, and each of them hereby is, authorized and directed to research, negotiate, and obtain the services of independent contractors or service providers to provide, without limitation, the following services: (1) bookkeeping, (2) accounting, (3) tax preparation, (4) regulatory compliance, (5) legal, (6) fundraising, and (7) policy formation. Selected contractors or service providers may provide more than one of the listed services.

AUTHORIZATION TO FILE WITH GOVERNMENTAL AGENCIES

WHEREAS, the Corporation is organized for charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended; and

WHEREAS, that and other statutes provide that corporations organized for such charitable purposes are exempt from federal and state income taxes, franchise taxes, property taxes, and other forms of taxes and fees;

NOW, THEREFORE, BE IT RESOLVED, that the Officers of the Corporation are hereby authorized to complete, or arrange for the completion of, execute and file, or arrange for the execution and filing, of all such applications, certificates, powers of attorney and other instruments on behalf of the Corporation to the Internal Revenue Service or any state for recognition of the Corporation as a tax-exempt organization and to perform all such other acts as any of them may deem necessary or appropriate to obtain such recognition; and

FURTHER RESOLVED, that the Officers be, and are, authorized and directed, for and on behalf of the Corporation, to make such filings and applications, to execute and deliver such documents and instruments, and to do such acts and things as such Officer deems necessary or advisable in order to obtain such licenses, authorizations, and permits as are necessary or desirable for the Corporation's business, and to fulfill such legal requirements as are applicable to the Corporation and its business and to complete the organization of the Corporation.

INSURANCE

RESOLVED, that each of the directors and officers of the Corporation be, and hereby are, authorized and directed on behalf of the Corporation to enter into any insurance policy, including but not limited to directors and officers liability insurance, as may, in their opinion, deem necessary or appropriate to protect the Corporation from any liability arising out of its existence or its conduct of business.

FOREIGN QUALIFICATIONS

RESOLVED, that for the purpose of authorizing the Corporation to do business in any state, territory, or dependency of the United States or any foreign country in which it is necessary or expedient for the Corporation to transact business, the Officers of the Corporation hereby are authorized to appoint and substitute all necessary agents or attorneys for service of process, to designate and change the location of all necessary statutory offices and, if applicable, under the corporate seal, to make and file all necessary certificates, reports, powers of attorney, and other instruments as may be required by the laws of such state, territory, dependency, or country to authorize the Corporation to transact business therein and whenever it is expedient for the Corporation to cease doing business therein and withdraw therefrom, to revoke any appointment of agent or attorney for service of process and to file such certificates, reports, revocation of appointment, or surrender of authority of the Corporation to do business in any such state, territory, dependency, or country.

GENERAL

RESOLVED, that the Officers of the Corporation be, and each of them hereby is, authorized to take all such further action, as any such officer may deem necessary, proper, convenient, or desirable in order to carry out each of the foregoing resolutions and fully effectuate the purposes and intents thereof, and that all actions taken by the officers of the Corporation to date, in connection with the foregoing resolutions, or otherwise, are hereby in all respects confirmed, ratified, and approved.

FURTHER RESOLVED, that all of the actions taken for and on behalf of the Corporation by its directors, officers, and agents to and including the date hereof be, and they hereby are, ratified, confirmed, and approved; and

FURTHER RESOLVED, that each of the officers of the Corporation be, and hereby are, authorized and directed on behalf of the Corporation, to make, execute, and deliver or file such documents, to pay all such fees, and to do all such other things on behalf of the Corporation, as may, in their opinion, be necessary or desirable to carry out and give full effect to the foregoing; and

FURTHER RESOLVED, that this Resolution may be executed in one or multiple counterparts, each of which shall be deemed an original and all of which, taken together, shall constitute one and the same instrument. Delivery of an executed counterpart hereto via email, facsimile, or other means of electronic transmission (including DocuSign) shall be effective as delivery of an original executed counterpart hereto; and

FURTHER RESOLVED, that these resolutions shall be filed with the minutes of the proceedings of the Board.

[Signature Page Follows]

IN WITNESS WHEREOF, the undersigned, members of the Board of Directors of the Corporation, hereby take this action in writing in lieu of a meeting, effective as of the date first set forth above.

BOARD OF DIRECTORS:

Signed by:

James Jackson

9323CE22FD0D46D...

James Jackson

Signed by:

Stephen Brock

BC835451466542B...

Stephen Brock

Signed by:

Scott Bess

9E580A8ECCCF477...

Scott Bess

Signed by:

Kim Reier

7F943814F785440...

Kim Reier

DocuSigned by:

Tom Vander Ark

D13BCB353C924E0...

Tom Vander Ark

Attachment A: Corporation Bylaws

Attachment B: Corporation Board Policies

Attachment A: Corporation Bylaws

Attachment B: Corporation Board Policies

THE MICROSCHOOL COLLABORATIVE, INC. WHISTLEBLOWER POLICY

The purpose of this policy is to provide all Board members, committee members and staff of The Microschool Collaborative, Inc. (“Microschool Collaborative”) with guidelines for the reporting of unethical or illegal behavior by Microschool Collaborative Board members, committee members, or staff.

The Microschool Collaborative is committed to lawful and ethical behavior in all of its activities and requires its Board members, committee members and staff (a “Microschool Collaborative Person”) to conduct themselves in a manner that complies with all applicable laws and regulations.

At any time a Microschool Collaborative Person has a concern regarding the propriety or legality of any action contemplated to be taken or that has been taken by Microschool Collaborative or any other Microschool Collaborative Person, or believes that an action needs to be taken for Microschool Collaborative to be in compliance with the law or appropriate ethical standards, the Microschool Collaborative Person should promptly advise the Microschool Collaborative President unless the Microschool Collaborative President is himself/herself the subject of the concern, in which case the Microschool Collaborative Person should contact the Microschool Collaborative Secretary.

Every effort will be made to investigate a report by a Microschool Collaborative Person as discreetly as possible. Because of the need to investigate the report, correct a problem, or prevent future problems, Microschool Collaborative cannot, however, promise complete confidentiality.

No Microschool Collaborative Person will be discharged, threatened, or discriminated against in any manner for reporting in good faith what he or she perceives to be wrongdoing, violations of law, or unethical conduct.

THE MICROSCHOOL COLLABORATIVE, INC. CONFLICT OF INTEREST POLICY

The following statement of policy applies to each officer, director, member of a Board Committee, and employee ("Microschool Collaborative Person") of The Microschool Collaborative, Inc. ("Microschool Collaborative"). No Microschool Collaborative Person shall use his or her position, or the knowledge gained therefrom, in such a manner that a conflict between the interest of the Microschool Collaborative Person and his or her company, family, or personal interests arises.

It is the policy of Microschool Collaborative that no Microschool Collaborative Person or their Family Members should derive any personal economic benefit, directly or indirectly, by reason of such person's office, membership on the Board of Directors or a Board Committee, services to the Board or the Board Committee or because of employment by Microschool Collaborative (except in the case of employees for reasonable compensation). Each director or member of a Board Committee shall disclose to the Board or the Board Committee any personal interest which he or she or any Family Member may have in any matter pending, or expected to come, before the Board or Board Committee. Each employee shall disclose to the President any personal interest which he or she or any Family Member may have in any matter or transaction involving Microschool Collaborative.

Each Microschool Collaborative Person shall submit an annual disclosure statement listing all organizations which will, or may be reasonably expected to, engage in business transactions (other than payment of dues or grants) with Microschool Collaborative, and in which such Microschool Collaborative Person or a Family Member has a Material Financial Interest or in which the Microschool Collaborative Person or a Family Member acts as a director, consultant, partner, trustee, officer, member of the executive committee or employee. A Microschool Collaborative Person or Family Member has a Material Financial Interest in an organization if he or she (i) owns, directly or indirectly, more than 5% of the organization's equity interest, (ii) is owed money by the organization in excess of 5% of the organization's overall indebtedness or in excess of 2% of the Microschool Collaborative Person or Family Member's net worth, or (iii) receives compensation from the Entity in excess of 2% of the income of the Microschool Collaborative Person or Family Member.

Disclosure statements, which shall be updated periodically as necessitated by new potential conflicts, shall be submitted to the President who shall be responsible for the administration of this policy. If a disclosure shows that there is or may be a conflict of interest with respect to a pending transaction, the Board shall be so advised, and the matter shall be handled as provided below.

A Microschool Collaborative Person who has a conflict of interest in any proposed transaction or other matter shall refrain from participating in consideration of the proposed transaction or other matter, except that such individual shall provide information and interpretation as requested by the Board or Board Committee. In the case of an officer, director or member of a Board Committee, he or she shall not vote on the matter in question and, if so requested by the

President or Chairman of the Board Committee or any member of the Board or Board Committee, shall not be present at the time of the final discussion and/or vote.

Any director or member of a Board Committee who is uncertain about a possible conflict of interest in any matter may request the Executive Committee to determine whether a possible conflict exists. The Executive Committee shall resolve the question by majority vote. If the Executive Committee or President deems it appropriate, the question of potential conflict may be referred to legal counsel for an opinion prior to the Executive Committee vote.

THE MICROSCHOOL COLLABORATIVE, INC. DOCUMENT RETENTION POLICY

A good record retention policy should minimize both the legal risks flowing from hastily drafted or misleading documents and the adverse inferences that may arise from the selective destruction of documents in the absence of such a policy. Moreover, the expense of storing obsolete documents as well as the cost of retrieving documents in response to business requests, government investigations or litigation should be reduced.

The proliferation of forms and records over the last decade has left many associations and businesses with file boxes and drawers of paper, back-up tapes, and electronic messages and other media. The retention of documents not otherwise necessary to conduct business is both expensive and inefficient. It could leave the association or member company open to potential legal challenges on grounds based on outdated and irrelevant material.

To minimize these costs and risks, The Microschool Collaborative, Inc. ("Microschool Collaborative"), has adopted the following record retention policy for the systematic retention and destruction of documents based on statutory or regulatory record-keeping requirements and practical business needs.

It is the intention of this policy that documents are retained only so long as they are (1) necessary to the conduct of Microschool Collaborative's business; (2) required to be kept by statute or government regulation; or (3) relevant to pending or foreseeable investigations or litigation. Retention periods are based primarily on current federal record-keeping requirements and state statutes of limitation. Currently relevant documents should be filed systematically and accessibly. Documents that must be maintained permanently can be catalogued and, if possible, reduced to some secure form of electronic record for storage and easy access when needed.

To achieve these objectives, procedures should be established so that documents are filed in the appropriate place, the number of copies is catalogued, and documents are retrieved and destroyed on pre-established "pull" dates. One individual should have overall responsibility for initial implementation and yearly review of compliance with this policy. The program itself should be reviewed every few years to ensure governmental requirements are being met, business needs are satisfied, and changes in hardware and software do not prevent access to stored electronic records.

Nonprofit organizations are also subject to criminal penalties under provisions of the Sarbanes-Oxley Act of 2002 passed in connection with the securities fraud scandals of recent years, and which prohibits corruptly tampering, altering, destroying or concealing records in an effort to prevent their availability for use in an "official proceeding."

No document, including an electronic document, shall be intentionally altered, covered-up, falsified or destroyed, nor shall any employee or agent of Microschool Collaborative be directed to do so, to prevent its use in an official proceeding. Upon becoming aware that any document may reasonably be anticipated to be useful in any actual or reasonably predictable official proceeding, management

shall override any document retention policy or procedure that might result in the destruction of or inability to find any such document and obtain advice from legal counsel.

The following schedule provides retention periods for the major categories of documents, both paper and electronic, for Microschool Collaborative.

<u>Type of Record</u>	<u>Retention Period (years)</u>
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ACCOUNTING

Auditors' reports	Permanent (hereinafter "P")
Budgets	7
Cancelled checks, generally	3
Depreciation records	P
Officer, Director and employee expense reports	3
Employee payroll records (W-2, W-4) annual earnings records, etc.)	3
Inventory lists	7
Invoices	7
Payroll journal	3
Petty cash vouchers	3
Subsidiary ledgers (accounts receivable, accounts payable, etc.)	7

CORPORATE

Annual reports	P
Approved Board minutes and records of all actions taken by Board without a meeting	P
Approved executive committee minutes and records of all	

actions taken by executive committee without a meeting	P
Approved minutes of all members' meetings and records of all actions taken by members without a meeting	P
Articles of Incorporation	P
Authorizations for expenditures	7
Bylaws	P
Policies	P
Contracts, generally	Expiration +7
Contracts, sales (UCC)	7
Membership applications	5
Membership names and addresses	Current
Notes (internal reports, memos, etc.)	3
Written communications to members	3

CORRESPONDENCE

General, routine	3
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INSURANCE

Accident reports	7
Insurance policies	P

LEGAL

Claims and litigation files	P ¹
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¹ Microschool Collaborative copies of all pleadings, key briefs and motions, court orders and opinions of record on dispositive motions and hearings, any attorney-client confidential privileged communications, all original witness statements and affidavits, exhibits, and settlement agreements/contracts need to be kept permanently. Mere drafts of various and routine pleadings, motions, and briefs, as well as multiple copies of business documents need not be retained.

PERSONNEL

Applications	1
Employee earnings/payroll records	3
Employee files	4
Employment contracts	Expiration + 3
Form I-9	3 years after hire or 1 year after termination, whichever is later
Garnishments	7
Medical or exposure to toxic substances records	30
Pension documents/profit sharing plans	6
Government reports	5
Employee pension records, including service, eligibility, personal information, pensions paid	6
Time cards/sheets	3

REAL ESTATE

Leases	Expiration + 7
Deeds	P
Mortgages	P

TAXES

Income tax returns and cancelled checks (federal, state and local)	6
Payroll tax returns	4
Property tax returns	P
Sales and use tax returns	4

THE MICROSCHOOL COLLABORATIVE INC POLICY ON THE PROCESS FOR DETERMINING COMPENSATION

The Process for Determining Compensation of The Microschool Collaborative, Inc. (“Microschool Collaborative”) applies to the compensation of the following persons who may be employed by Microschool Collaborative:

- a. Officers (as identified in Microschool Collaborative’s Bylaws as well as Microschool Collaborative’s top management official and top financial official); and
- b. Key Employees (those individuals receiving compensation in excess of \$150,000 per year, whose responsibility for Microschool Collaborative is similar to those of officers and directors, and who is one of the 20 employees with the highest compensation from Microschool Collaborative).

The Process will include the following steps:

1. Review and approval by the board of directors;
2. Use of data as to comparable compensation; and
3. Contemporaneous documentation and recordkeeping.

Policy

Review and approval

The compensation of Officers and Key Employees shall be reviewed and approved by the Microschool Collaborative Board of Directors, provided that persons with conflicts of interest with respect to the compensation arrangement at issue are not involved in this review and approval.

Use of data as to comparable compensation

The compensation of Officers and Key Employees shall be reviewed and approved using data as to comparable compensation for similarly qualified persons in functionally comparable positions at similarly situated organizations.

Contemporaneous documentation and recordkeeping

There is contemporaneous documentation and recordkeeping with respect to the deliberations and decisions regarding the compensation arrangement for Officers and Key Employees.

THE MICROSCHOOL COLLABORATIVE, INC. JOINT VENTURE POLICY

Should The Microschool Collaborative, Inc. (“Microschool Collaborative”) be approached to enter into a joint venture arrangement with another organization, Microschool Collaborative shall evaluate the proposed arrangement under Federal tax in order to protect Microschool Collaborative’s tax-exempt status.

A joint venture arrangement is defined as any joint ownership or contractual arrangement through which there is an agreement to jointly undertake a specific business enterprise, investment, or exempt-purpose activity.

In order to safeguard Microschool Collaborative’s tax-exempt status, Microschool Collaborative shall consider the following when evaluating a joint venture arrangement:

- Control over the venture or arrangement sufficient to ensure that it furthers the exempt purpose of Microschool Collaborative;
- Requirements that the venture or arrangement gives priority to exempt purposes over maximizing profits for the other participants;
- That the venture or arrangement does not engage in activities that would jeopardize the Organization’s exemption; and
- that all contracts entered into with the organization be on terms that are “arm’s length” or more favorable to Microschool Collaborative.

Attachment 12: Statement of Assurances

Statement of Assurances

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

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

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

Signature from Authorized Representative of the Charter School Applicant

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

Name

George Philhower

Signature

Title

Date

Attachment 13: Start-Up Plan

The Indiana Microschool Collaborative (IMC) Start-up Plan outlines the key tasks and responsibilities leading up to the first day of student attendance at the IMC on August 5. This plan details the activities that must be completed each month, from charter application submission and staff hiring to curriculum development, community engagement, and facility preparation. With a clear focus on personalized, competency-based learning and community partnerships, the plan ensures a smooth and well-coordinated launch, empowering staff, families, and students to experience the transformative educational model that IMC aims to provide. The tasks outlined are designed to lay a strong foundation for the school's first year and beyond, ensuring that every student is supported in a dynamic and flexible learning environment.

March - April 2025		
Activity	Task(s)	Responsibility
Charter Application	<ul style="list-style-type: none"> School Model Development Charter Application Development Charter Application Submission 	Executive Director, with consultation by Board of Directors
April 4, 2025		
Activity	Task(s)	Responsibility
Charter Application Submission	<ul style="list-style-type: none"> Charter Application Submission 	Executive Director
April (Post Charter Submission)		
Activity	Task(s)	Responsibility
Leadership and Team Preparation	<ul style="list-style-type: none"> Finalize job descriptions 	Executive Director
Stakeholder Engagement	<ul style="list-style-type: none"> Continue engaging with local community partners and potential families through outreach Begin establishing local advisory councils for each community region to help guide the microschool design and ensure alignment with local needs. 	Executive Director

Facilities	<ul style="list-style-type: none"> Begin exploring and negotiating with community partners for potential facility spaces 	Executive Director, with support from Board of Directors and Eastern Hancock Schools
Curriculum Development	<ul style="list-style-type: none"> Begin finalizing curriculum and competency-based frameworks. Draft high-level scope and sequence for each grade band (K-12). 	Executive Director, with support from Eastern Hancock Schools and third parties, as needed
May 2025 (Charter Approval Pending)		
Activity	Task(s)	Responsibility
Hiring	<ul style="list-style-type: none"> Post job openings for leadership roles such as site leaders, mentors, and key teaching staff. Interview and hire administrative staff as approved after charter approval. 	Executive Director, with support from Eastern Hancock Schools and Board of Directors
Recruitment for Teachers and Staff	<ul style="list-style-type: none"> Begin recruiting for teaching roles, with a focus on educators familiar with competency-based learning models, project-based learning, and flexible instructional strategies. Develop a targeted recruitment campaign for potential employees aligned with IMC's mission and values. 	Executive Director, with support from Eastern Hancock Schools and Board of Directors
Community Partnerships	<ul style="list-style-type: none"> Further deepen relationships with local businesses and industry partners for real-world learning, internships, and career exploration projects. Finalize partnerships for dual-credit opportunities and service-learning projects. 	Executive Director
June 2025 (Post-Charter Approval)		
Activity	Task(s)	Responsibility
Hiring	<ul style="list-style-type: none"> Finalize hiring and offer positions to key staff: site leaders, mentors, and teachers. Ensure all hires are aligned with 	Executive Director

	the school's mission and vision.	
Onboarding and Professional Development	<ul style="list-style-type: none"> • Begin professional development on IMC's personalized learning model, competency-based instruction, and community-connected learning. • Provide specific training on Universal Design for Learning (UDL) and the use of project-based learning (PBL) strategies. 	Executive Director, with support of third parties, as needed
Finalizing Curriculum	<ul style="list-style-type: none"> • Complete competency-based curriculum outlines for each grade band. • Begin selection of instructional materials that align with the framework, including project-based learning resources and adaptive learning platforms. • Complete final draft of curricula, integrating feedback from local teachers and partners. • Ensure all curricula are aligned to Indiana Academic Standards and IMC's learner-centered model. 	Teachers, with support and guidance of Executive Director
Facilities	<ul style="list-style-type: none"> • Finalize lease agreements for school locations or shared spaces. • Ensure each space is prepared for the unique requirements of a microschool (e.g., smaller class sizes, flexible spaces). 	Executive Director, with support from Board of Directors and Eastern Hancock Schools
Student Recruitment	<ul style="list-style-type: none"> • Launch full-scale student recruitment efforts through digital marketing, school fairs, and community outreach, emphasizing personalized learning and the microschool model. • Begin accepting applications for enrollment, especially targeting families in rural or underserved communities. 	All staff

July 2025		
Activity	Task(s)	Responsibility
Onboarding & Staff Preparation	<ul style="list-style-type: none"> • Host team-building sessions to align staff with IMC's core values and culture. • Continue with professional development, focusing on competency tracking, use of adaptive tools, and integrating real-world learning projects into the classroom. • Develop teaching schedules, review student learning pathways, and ensure all staff are ready to begin instruction. 	All Staff
Family & Student Orientation	<ul style="list-style-type: none"> • Host family orientations to introduce the IMC model, expectations, and community engagement practices. • Provide detailed guides to parents and students outlining how the school year will unfold, the importance of personalized learning, and how to track student progress. 	All Staff
Community Engagement	<ul style="list-style-type: none"> • Organize open houses or local events to familiarize the community with the IMC model and its unique features. • Finalize career pathways, internship opportunities, and dual-credit partnerships for high school students. 	All Staff
Final Staff Preparations	<ul style="list-style-type: none"> • Ensure staff are prepared for the first day with finalized teaching plans, assessment methods, and a clear understanding of their roles. • Finalize classroom setups, technology, and adaptive learning tools for student engagement. 	All Staff
Ongoing Student Recruitment	<ul style="list-style-type: none"> • Continue enrollment as needed, with a focus on ensuring every 	All Staff

	<p>student is aligned with their personalized learning pathway.</p> <ul style="list-style-type: none"> Implement final student placement assessments to help assign learners to the appropriate instructional tracks. 	
Facility Readiness	<ul style="list-style-type: none"> Confirm that all facility locations are equipped for the first day (e.g., technology setup, classroom furniture, learning materials). Conduct a walkthrough to ensure the physical space supports community-oriented learning and that any adjustments needed are made. 	Executive Director
Community & Family Check-In	<ul style="list-style-type: none"> Host final meetings with families to answer any last-minute questions and provide an overview of the upcoming school year. 	All Staff
First Day Preparation	<ul style="list-style-type: none"> Ensure all systems are in place for attendance, performance tracking, and communication with families. Establish mentorship and advisory systems for student well-being and relationship-building. 	All Staff
First Day of School (August 5, 2025)		
Activity	Task(s)	Responsibility
First Day of School	<ul style="list-style-type: none"> First Day of School 	All Staff
Post-First Day		
Activity	Task(s)	Responsibility
Debrief	<ul style="list-style-type: none"> Debrief First Day Iterate for any needed adjustments and continuous improvement 	All Staff, overseen by Executive Director

Attachment 14: Insurance Estimate

Insurance Estimate for Indiana Microschool Collaborative

Prepared on: March 25, 2025

By: Chad Miller

To Whom It May Concern:

We appreciate the opportunity to provide the outlined insurance estimate Indiana Microschool Collaborative (IMC).

NFP, an Aon company has operated as an independent agency in Indiana since 1937. We have earned outstanding relationships built on trust, industry knowledge, and service excellence. We are a supporter of quality education in Indiana, whether it be a traditional public school, charter school, or independent school, we want all students in Indiana to have the opportunity to receive an excellent education regardless of the zip code in which they are born. One of our agents, Chad Miller, spent six years working in a public charter school, four of which were as an administrator. Our agency is uniquely positioned to provide coverage which meets the requirements of the law and the Indiana Charter School Board, and to advise our clients on school-specific strategies to mitigate risk.

General Information

- We are licensed to do business in The State of Indiana as required by law.
- We will utilize the following carriers, which are admitted in the State of Indiana, to place IMC's exposure: Hanover, Liberty Mutual, Markel/Wright Specialty, Selective, Travelers, Philadelphia, Guide One, and IPEP/EMC. We also have access to secondary markets in the event Victory College Prep is not able to be placed with a standard carrier.
- We will only place this school with at least an "A" rated insurance carrier as determined by A.M. Best rating guidelines.

Indiana Charter School Board Minimum Insurance Requirements

On behalf of IMC, the following coverages can be secured to meet all requirements of the ICSB and/or additional insureds as appropriate:

- **Workers' Compensation Liability:** Workers' compensation for all employees as required by Indiana law (see IC § 22-3).
- **Commercial General Liability:** Commercial general liability in an occurrence form, with limits of not less than \$1,000,000 per occurrence and \$2,000,000 aggregate for bodily injury, personal injury and property damage liability coverage. Liability coverage shall include the following: all premises and operations, products/completed operations, independent contractors, separation of insureds, defense and contractual liability. Such comprehensive general liability insurance must expressly cover sexual abuse/molestation liability, and medical payments of \$5,000. The ICSB and the IDOE must each be named as an Additional Insured on a primary, non-contributory basis for any liability arising directly or indirectly from all school business, including school-sanctioned functions that may take place outside of normal school hours. As noted above, a copy of the endorsement reflecting these additions must be submitted to the ICSB.
- **Educators' Legal Liability (including Directors' and Officers' and Employment Practices Liability):** Liability insurance covering the school and its directors and officers from liability claims arising from wrongful acts, errors or omissions with regard to the conduct of their duties related to operation and management of the school with limits of not less than \$1,000,000 per occurrence and \$3,000,000 aggregate.
- **Automobile Liability:** Required when any motor vehicle (whether owned, non-owned or hired) is used in connection with all school business, including school-sanctioned functions that may take place outside of ICSB Insurance Requirements Page 2 normal school hours, with limits of not less than \$1,000,000 per occurrence for bodily injury and property damage. NOTE: such liability insurance provides coverage for the school only. The

ICSB strongly encourages schools to establish a policy whereby any school employee who drives a personally-owned vehicle for school-related business (including field trips or conferences) must have personal auto coverage of at least \$100,000, and that all such employees must provide certificates of insurance to keep on file at the school.

- **Umbrella/Excess Liability:** Umbrella or Excess Liability Insurance with limits of not less than \$3,000,000 to provide additional limits for underlying general, automobile, employers' and educators' legal liability.
- **Property Insurance:** Property insurance from an A-rated insurance carrier for full Replacement Cost of property, whether by lease or other agreement, from physical loss or damage. Such insurance shall cover boiler and machinery exposures and business interruption/ extra expense losses. If the charter school is leasing its property, the ICSB will accept insurance in the name of either the school or the property owner.
- **Student Accident Coverage:** All Indiana High School Athletic Association (IHSAA) schools must include coverage for athletic participation.
- **Employee Dishonesty Liability:** Employee Dishonesty liability insurance in the amount of at least \$250,000 for all school employees. Note that the state of Indiana has specific fidelity bond requirements for certain school employees.
- **Cyber Liability:** Schools may wish to obtain cyber liability insurance, depending upon the school model.
- **Foreign Travel/Field Trip Liability:** Schools may wish to obtain liability insurance covering field trips and/or foreign travel, depending upon the school model. Additional Requirements For Schools

Based on the initial estimates, and the programming required, it would be our counsel that the following estimates could be used for budgeting purposes.

Property and Casualty Insurance Estimate

Year One Projection: 2025-26 Academic Year

Property and Casualty Insurance Coverage	Annual Premium
Liability	
School Board Legal Liability: Includes Directors and Officers Liability, Professional Liability, and Employment Practices Liability	\$8,735
Workers Compensation/Employer's Liability	\$1,850
Commercial General Liability (including "Abuse" or "Molestation")	\$3,130
Automobile Liability and Property Damage (hired/non-owned 3 rd party liability only)	\$205
Cyber Liability	\$2,215
Umbrella Liability	\$3,640
Liability Cost	\$19,775
Property	
Building	NA - Leasing
Business Personal Property & Business Income and Extra Expense	\$750
Property Cost	\$750
Total Cost	\$20,525
Optional Coverages	
Law Enforcement Professional	\$1,760
Active Shooter	\$2,562 – \$5,770
Foreign Travel Liability	\$1,245

Estimates were made based on the following:

- 10-50 Students
- \$600,000 Annual Payroll
- No Owned Autos
- Leased Building (i.e. no building coverage)

***Important note:** Insurance market conditions can change quickly, which makes it difficult to project insurance costs for the fall of 2025. This estimate has been put together using knowledge from our carrier companies and our experience insuring charter schools. Insurance rates can be affected by a number of factors and therefore come with a high degree of variability.

Should you have any questions, feel free to contact me by phone or through email.

For our youth,

Chad J. Miller

Chad Miller
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Attachment 15: Enrollment Policy

The Indiana Microschool Collaborative (IMC) is a tuition-free public charter school network that provides equitable access to high-quality, personalized education for all students in Indiana. This Enrollment Policy aligns with Indiana Charter School Law (Indiana Code § 20-24) and complies with applicable federal and state laws, including the McKinney-Vento Homeless Assistance Act, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and Title VI of the Civil Rights Act.

1. Non-Discriminatory Admissions Policy

In accordance with IC 20-24-5-5, IMC does not limit admission based on intellectual ability, academic performance, disability, race, religion, gender, gender identity, sexual orientation, national origin, ethnicity, or socioeconomic status. No admissions tests or selective criteria will be used to determine eligibility. Admission is open to any student who resides in Indiana and meets legal eligibility requirements to attend a public school.

2. Application and Enrollment Procedures

Open Enrollment Period

Each IMC microschool will establish an annual open enrollment window that aligns with local community needs and school calendars.

- Tentative Enrollment Dates: Applications for the upcoming school year will open in January and close in March.
- Interested families will complete and submit an Intent to Enroll form online or in person during the designated enrollment period.
- Informational sessions may be offered to help families understand IMC's learning model, but participation is not required for admission.

Enrollment Processing

Applications will be date-stamped and tracked. If the number of applications received during the open enrollment period does not exceed available seats, all applicants will be admitted.

3. Lottery Procedures

If applications exceed available capacity at any microschool site by the end of the open enrollment period, a public random lottery will be conducted in compliance with IC 20-24-5-5.

- Tentative Lottery Date: The lottery will be conducted in April, with public notice and access provided to all interested families.
- The lottery will be conducted using a randomized, non-discriminatory method.
- Lottery Priorities (as allowed by law):
 - Siblings of currently enrolled students.
 - Students who qualify for priority under federal law (e.g., foster youth or homeless students, if applicable).
 - Geographic preference if authorized and approved in the charter contract.

- Students not selected will be placed on a waitlist in the order in which their names were drawn.

4. Waitlist Procedures

- The waitlist will be maintained for the duration of the academic year.
- As openings occur, students on the waitlist will be contacted in order and offered seats.
- Families will be given a reasonable timeframe to accept the offer before it is extended to the next student.

5. Mid-Year and Rolling Admissions

If seats remain open after the lottery or during the school year, IMC may enroll students on a rolling basis, following the same non-discriminatory policy. Mid-year transfers may be offered individualized transition support to ensure alignment with IMC's personalized and competency-based learning model.

6. Withdrawals, Transfers, and Re-Enrollment

- A parent/guardian may voluntarily withdraw their child at any time by providing written notice.
- Once enrolled, students may remain enrolled in the same microschool each year without reapplying.
- Withdrawn students who wish to return must reapply and, if applicable, participate in the lottery or be added to the waitlist.

7. Homeless Students - McKinney-Vento Compliance

IMC will fully comply with the McKinney-Vento Homeless Assistance Act (42 USC § 11431 et seq.). Students experiencing homelessness will:

- Be immediately enrolled, even if documentation is incomplete.
- Receive transportation support to ensure educational stability.
- Be supported by a designated McKinney-Vento liaison who coordinates services, supports, and rights awareness for families.

8. Students with Disabilities

In accordance with the Individuals with Disabilities Education Act (IDEA), Section 504, and IC 20-24-5-5, students with disabilities will not be denied enrollment or access to educational programming. IMC will:

- Ensure appropriate accommodations and services based on the student's IEP or 504 Plan.
- Collaborate with the student's previous school or LEA to ensure continuity of services.
- Provide any required related services (e.g., transportation) if necessary for access to education.

9. English Learners

IMC will provide language development services for English Learners to ensure access to the curriculum and compliance with Title VI of the Civil Rights Act and federal ELL guidance.

Language services will be determined through a Home Language Survey and appropriate assessments.

10. Transportation and Accessibility

While microschools are designed to serve nearby students, IMC will evaluate and address transportation barriers. Options may include:

- Transportation stipends for qualifying families.
- Coordination of carpools or community partnerships.
- Compliance with transportation obligations for students experiencing homelessness or requiring services under IDEA.

11. Flexibility and Oversight Across Microschool Sites

Each microschool will set enrollment capacity annually based on staffing, space, and instructional model. IMC will ensure all sites implement this Enrollment Policy consistently and in accordance with the law and ICSB authorizing expectations.

Attachment 16: Budget Projections Workbook

See budget workbook.

Attachment 17: Budget Narrative

The Indiana Microschool Collaborative (IMC) budget is designed to support our mission: to launch and sustain small, community-driven microschools that provide personalized, flexible, and student-centered learning experiences across Indiana. Our financial plan reflects the belief that innovation and sustainability can go hand-in-hand—and that every dollar should support the kind of learning environments families are increasingly seeking.

Revenue Assumptions

Revenue projections are based on student enrollment. We've taken an aggressive approach to enrollment growth, informed by strong early interest from families and communities across the state. Our initial research and community conversations reveal a clear and growing demand for new school models that prioritize individual students over institutional norms. Many families—especially those currently homeschooling or seeking alternatives to traditional schools—are actively looking for flexible, personalized, and meaningful learning experiences for their children.

As enrollment increases, public funding will scale accordingly, enabling IMC to launch additional microschool campuses and expand its impact across Indiana. The budget reflects only public revenue sources and is intentionally structured to be sustainable without reliance on private philanthropy.

Staffing and Shared Services

IMC's staffing plan reflects our commitment to lean operations and phased growth. In the early years, IMC will benefit from a key strategic advantage: the ability to leverage existing central office capacity at Eastern Hancock Schools. Experienced staff at Eastern Hancock will provide early support for core operational functions—including finance, HR, payroll, and compliance—reducing startup costs and ensuring IMC has strong foundational systems from day one.

This shared-service model will allow IMC to focus resources on what matters most: supporting great educators, building strong school cultures, and serving students. As new campuses open and enrollment grows, IMC will incrementally build its own internal capacity, adding network staff only when needed to maintain high-quality support.

At the school level, staffing is aligned with IMC's emphasis on small, relationship-rich environments. Microschools will be led by site-based educators and mentors who know each student deeply and design learning experiences around their needs and goals. Staff-to-student ratios will remain intentionally low to ensure personalization and meaningful connections.

Facilities and Operational Costs

One of IMC's core innovations is its flexible approach to space. Rather than relying on traditional school buildings, microschools will be housed in a variety of settings—including community centers, libraries, shared learning spaces, and even homes—depending on local needs and context. This flexibility significantly reduces facility costs while allowing learning to happen in environments that reflect the real world.

Operational expenses are focused on ensuring each microschool has the tools and supports it needs to thrive: curriculum resources, technology, assessment systems, legal and insurance coverage, and professional learning. Where possible, IMC will use shared purchasing and service contracts to drive efficiency and cost savings.

Professional Learning and Innovation

IMC allocates significant resources to ongoing professional development, recognizing that our educators are central to delivering on our mission. Learning guides and school leaders will receive training and coaching in competency-based instruction, project-based learning, and the co-construction of learning with students and families. This investment is critical to ensuring quality and fidelity across our growing network.

IMC will also fund innovation supports, including time and tools for school design, community engagement, and collaboration across sites. We believe that each microschool should feel like it was built *with* the community it serves—and our budget supports that co-creation process.

Supplemental Funding and Philanthropy

While this budget includes only public revenue sources that are formally committed or anticipated based on enrollment, IMC is actively pursuing additional funding to support startup and innovation efforts. We have engaged in ongoing conversations with both local and national philanthropic organizations regarding operational support, and early interest in the IMC model has been strong. These relationships will continue to develop as the network grows, and we are optimistic about securing philanthropic support to supplement public funding.

In addition, IMC plans to pursue federal Charter Schools Program (CSP) funds to support the launch of new microschool campuses. These funds would provide critical support for start-up costs such as curriculum development, classroom materials, technology infrastructure, and professional learning. While these sources are not yet reflected in the financial model, they represent a promising avenue for accelerating IMC's mission-driven work.

Financial Sustainability

The IMC financial model is built for long-term success. By leveraging existing expertise and infrastructure in the early years, we can launch with confidence and scale responsibly. The plan anticipates positive operating margins each year, with room to adapt based on enrollment trends, facility availability, and local partnerships.

At its core, this budget reflects what IMC stands for: meeting families where they are, empowering educators, and creating schools that feel like they were designed just for each student—because they were.

Attachment 18: Existing Organizer Financials

Not applicable.