

## PROPOSAL OVERVIEW AND ENROLLMENT PROJECTIONS

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

**IMPORTANT NOTE:** *The full application, including this form, will be posted on the ICSB website. Applicants are advised that local community members, including members of the media, may contact the designated representative for questions about the proposed school(s).*

**Name of proposed charter school:** The Mind Program High School

**Proposed charter school location:**

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

Indianapolis, IN  
Potential address-3698 Dubarry Road 46226

**School district(s) of proposed location:**

Indianapolis Public Schools

**Legal name of group applying for charter:**

The Mind Program School Corporation  
Tiffany Thomas-CEO-Broad Ripple High School  
Ryan Lynch-Board President-Republic Airways Holdings  
Darius Sawyers-Board Vice President-Teen Works  
Vikas Shah-Board Treasurer-Milliman, Inc.  
Brittany Molen-Board Secretary-  
Kara Abstone-Board Member-Seeds of Life Foster Care Treatment  
Peter Elliott-Board Member-Norris Choplin  
**Schroeder, LLP**  
James Allman-Board Member-Ghafari Associates, LLC  
Charles Wolff-Board Member-Telamon IMS Corp.

**Names, roles, and current employment for all persons on applicant team, including each board member:**

**Designated applicant representative:**

Tiffany A. Thomas

**Address:**

109 East 19<sup>th</sup> Street  
Indianapolis, IN 46202

**Office and cell phone numbers:**

414-364-0201  
tiffanythomas17@yahoo.com

**Email address:**

**Planned opening year for the school:**  
(Fall 2016 or later)

2017

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

College prep

**Proposed Grade Levels and Student Enrollment**

Indicate the grade levels the school intends to serve. Specify both the planned and maximum number of enrolled students by grade level for each year.

<b>Academic Year</b>	<b>Grade Levels</b>	<b>Student Enrollment (Planned/Maximum)</b>
Year 1	8 <sup>th</sup> & 9 <sup>th</sup>	225
Year 2	8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup>	350
Year 3	8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup>	475
Year 4	8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	600
Year 5	8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	600
At Capacity	8 <sup>th</sup> , 9 <sup>th</sup> , 10 <sup>th</sup> , 11 <sup>th</sup> , 12 <sup>th</sup>	600

Will an application for the same charter school be submitted to another authorizer in the near future?

Yes  No

If yes, identify the authorizer(s):

\_\_\_\_\_

Planned submission date(s):

\_\_\_\_\_

Please list the number of previous submissions for request to authorize this charter school over the past five years, as required under IC § 20-24-3-4. Include the following information:

Authorizer(s):

Mayor of Indianapolis  
\_\_\_\_\_

Submission date(s):

2014, 2015  
\_\_\_\_\_

## Executive Summary

### **Mission**

The Mind Program's mission is to provide excellent educational options for students from underserved communities that will result in closing the achievement gap. Our programs will provide students with a rigorous experience that will prepare them to excel in college and the world of business.

### **Vision**

The Mind Program's vision is to create a world class high school that will serve students from Indianapolis' far eastside community. The school will consistently rank as one of the top high schools in the state and will be recognized by the community for its ability to produce graduates who excel academically, are prepared for post-secondary education or the workforce and are committed to their community. Our school and graduates will be one of the integral factors that helps to renew the far eastside.

### **Educational Need and Target Population**

The Mind Program (TMP) plans to open a high school on the far eastside of Indianapolis. This area of the city has high crime and poverty rates as well as the the highest concentration of apartments in the city. The school plans to serve students in grades 8-12. Based on the demographics of the surrounding schools, TMP anticipates serving a high number of students receiving free and reduced lunch. It is also likely that the school will serve predominantly African-American and Hispanic students.

Currently there are two schools middle/high schools and one K-8 school serving the area, Arlington Community High School, John Marshall Community High School and Andrew J. Brown Academy. Based on the state of Indiana's A-F accountability system, in the most recent data available, John Marshall High School earned a grade of D for the last two years. Prior to that, the school consistently performed at an F since 2005. John Marshall Junior High School earned a grade of F and has been at an F for all years that state data is available. Arlington's most recent data shows that the school earned an F and has consistently been performing at an F since 2005. Last year Andrew J. Brown earned an F, the previous year they earned a D. Previously the school was a high performing school.

Many schools are failing to engage students; as a result, students feel disconnected from school and its relevance to the world. This results in higher dropout rates and lower educational attainment because students are not being adequately prepared for college and career. The Mind Program's (TMP) model is the right fit for this particular neighborhood because of its advisory model, Creating Entrepreneurial Opportunities (CEO) program and our philosophy that we do not enroll students, we enroll families. TMP's program is based on a strong advisory model which connects each student with an advisor that serves as an instructor and a mentor. The advisors are responsible for making regular contact with families to update them on student progress and to provide the family with strategies to support the student at home. Specifically, advisors are required to

- Send home monthly progress reports.
- Make monthly contact with each advisees' family to ensure parents received progress reports and answer any questions they might have.
  - Remind parents of their role in completing the current Milestone (see Milestones).
  - During the monthly contact with families each staff member will give parents a strategy to support learning at home. Each staff member will give the same strategy to all parents each month. They will be developed each year to ensure that no strategy is repeated over the course of a student's four year career.

TMP will require all families to attend orientation prior to the beginning of the school year. The orientation is one of the parent's first experiences with the school. The orientation model is unique in that it involves large group and small group sessions. Orientation is led by the principal and staff. It begins with a general overview of the school, its mission, vision and goals. After the general overview families are broken into smaller groups to review schedules, learn about and meet their student's advisor and go over school specific information such as uniform, behavior policies and course/graduation requirements. At that time, parents have an opportunity to ask specific questions.

Studies have shown that students who participate in advisory/mentoring are less likely to drop out and more likely to graduate, less likely to engage in delinquent behaviors (crimes, drugs, gangs) and have

increased school attendance rates ([www.dropoutprevention.org](http://www.dropoutprevention.org), [www.mentoring.org](http://www.mentoring.org)). TMP is confident its advisory model and philosophy of enrolling families makes its model an excellent fit for the community it will serve. TMP also believes that the model will help to reinvigorate parents who have become frustrated with the education system due to previous and personal experiences. TMP's methods are well thought out and systematically implemented to ensure families and students have a positive experience with the school from the onset.

The CEO program allows qualifying juniors and seniors to receive a mentor from the business community who will help them create a business plan and launch their own business while in high school. This program helps teach students different methods of providing for themselves at an early age. These skills are often paramount for students from low socio-economic homes. It increases the significance of school and makes the correlation between school and business tangible. Profits earned from student's businesses are theirs to keep, to use or reinvest as needed. Studies show that students who participate in entrepreneurship programs have an increased level of job readiness, improved academic performance, school attendance, educational attainment and increased problem-solving and decision-making skills. ([www.dol.gov/odep/pubs/fact/entrepreneurship.htm](http://www.dol.gov/odep/pubs/fact/entrepreneurship.htm)).

A strong advisory model and the CEO program are two large components of our model that will help to reengage and reinvigorate students. These program components help students see the relevance of what they are learning and how the information pertains to life outside of school.

### **Community Engagement**

In the fall of 2014, and spring and summer of 2015, The Mind Program surveyed residents of the far eastside to gauge their experiences, interactions and feelings about the schools on the eastside of Indianapolis. Two hundred and forty-five residents completed the surveys and engaged in fruitful conversation about their visions and hopes to see schools on the eastside improve.

Community partnerships and support is integral to the success of a new school within a community. TMP's board members have been in the process of fostering community partnerships with local businesses, apartment communities, churches and community programs. The board takes this responsibility seriously and each board member is committed to developing partnerships for the school. Board members have been meeting with community organizations and sharing the mission, vision and school model. TMP has received a favorable response. Organizations are excited that we will begin small and grow slowly, we are modeling after a school that has proven to be a highly rated school in the state of Ohio serving a similar population. They are also enthusiastic that TMP coming to the community will bring economic redevelopment to a piece of real estate that is not currently being utilized.

TMP will continue to meet with organizations. Specifically, we plan to meet with more of the churches in the area, other surrounding apartment complexes, Community Alliance of the Far Eastside, IndyGo, Indianapolis Metropolitan Police Department, Finish Line, Jane Pauley Health Center, businesses within the Hunter Creek Business Park which include: PODS, Hamilton, Peapod, Green Wave, Celadon and Holland House to name a few. We also plan to build relationships with the surrounding restaurants and retailers. In addition, we will reach out community agencies that will help provide health and human services that our students may be in need of such as: mental health resources, addiction help, gang violence prevention and counseling.

We are enthusiastic about the diverse nature of the current partnerships. Our partners have agreed to allow us to market within their organizations in our efforts to inform parents and recruit students, to refer high quality teachers to us and help with external measures that will ensure we are on the right track to achieve our goal of being a best place to work in Indianapolis for educators, to provide free haircuts for students in need and to provide volunteers, tutors and mentors. Our educational model requires us to have successful partnerships with a number of businesses so that our students can have fruitful experiences when they begin their internships, complete job shadows and community service hours.

### **Education Plan/School Design**

The school's primary design elements and philosophy are based on the Dayton Early College Academy (DECA) model. TMP is not attempting to replicate the DECA model. TMP does plan to use many components of the core instructional framework that have proven to be successful and have resulted in 100% of their student population attending college and continually being ranked as one of the highest performing schools in Ohio.

TMP will serve students in grades 8-12 who: are underrepresented in higher education; have not had access to the academic preparation needed to meet college readiness standards; and to a large extent, students of color. The academically gifted have not been siphoned from other schools, instead, TMP seeks to develop the untapped learning potential of typical and/or under-performing students. Although most of the students will arrive with skill deficiencies as measured by ISTEP+, we believe a significant majority will demonstrate a passion for learning.

The *One Child at a Time* approach is based on personalized, rigorous, and relevant learning and students supported by strong adult relationships. While these elements remain the fundamental educational philosophy of the school and community, they have been augmented by the research of David T. Conley as published in *College Knowledge*. This landmark research, funded by The Pew Charitable Trusts, delineates the cognitive skills and subject area knowledge that college-bound students need to master to be successful in entry-level university courses. Conley’s Checklist for College Readiness for specific subject areas (English, mathematics, natural sciences, etc.) was a particularly valuable tool used in constructing their programs. TMP seeks to capitalize on the intertwined nature of high school and college teaching and learning to adequately prepare students with a college preparatory curriculum.

Stretch learning is a primary commitment that TMP will make to every student. The ultimate goal is for every student to go on to college having the academic foundation and personal skills necessary to be successful. Each student will have the opportunity to graduate from TMP with college credits. This process requires students to progress through the six Milestones. Beginning with Milestone one, students are exposed to the concept of demonstrating their learning via an exhibition. Each Milestone opens new doors to stretch learning and lays the foundation for success as students move to the next Milestone.

**Vision for Growth**

TMP’s model will serve students in grades 8-12. We plan to enroll approximately 75 eighth graders and 150 ninth graders the first year and add a grade each year. Maximum student enrollment would be approximately 600 students. TMP’s 8<sup>th</sup> grade preparatory year is designed to address significant academic skill gaps of entering students and to prepare them for TMP’s rigorous high school program. Our objective is to build slowly to ensure our culture is strong and we are able to achieve our academic goals.

**Governance and Leadership**

Tiffany A. Thomas will serve as The Mind Program School Corporation’s CEO. The building principal for TMP will directly manage all staff including teachers, office staff, support staff and after school staff. The principal reports to the board of directors who is charged with setting policies. The principal is expected to serve as the educational leader and chief administrator of the high school. He/She is responsible for carrying out the day-to-day implementation and management of the policies, regulations, and procedures of the Board to ensure that all students are supervised in a safe child-centered learning environment that meets and exceeds the state core curriculum content standards, following the approved curricula and directives of the school. Achieving academic excellence requires that the High School Principal work collaboratively to lead and nurture all members of the school staff and to communicate effectively with parents, members of the community, and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, curriculum development, program evaluation, extracurricular activities, personnel management, financial management, emergency procedures, resource scheduling, and facilities operations.

The table below illustrates the responsible parties for daily operations.

<p><b>Principal</b>          -Academic leader          -Teacher Evaluations          -Professional Development</p>		
<p><b>Office Manager</b>          -state reports          -attendance          -lunch          -transportation          -payroll</p>	<p><b>Lead Teacher or Teacher’s Aid</b>          -oversees contracted after school providers          -main point of contact for parents, coaches and volunteers</p>	<p><b>Dean/Counselor (hybrid position)</b>          -Student discipline          -Referrals for students and families to outside agencies          -oversees the security guard</p>

-building, grounds/maintenance -oversees the secretary	for after school activities -schedules and coordinates tutors/students	-oversees in-school suspension supervisor
<b>Secretary</b> -phone calls -helps with attendance -checks in parents, students, visitors -supports principal and dean -staff absences/substitutes -master schedule of students who are required to stay for after school tutoring		<b>In School Suspension Supervisor</b> -coordinates in school suspension (i.e. who has served, how much time, dates, etc.) -building substitute -floating teacher's assistant

The chart below outlines the organizational structure of The Mind Program School Corporation.

<b>Board President Ryan Lynch</b>		<b>Vice President Darius Sawyers</b>	<b>Treasurer Vikas Shah</b>	<b>Secretary Brittany Molen</b>
<i>CEO Support and Evaluation Committee</i>	<i>Governance Committee</i>	<i>Academic Excellence Committee</i>	<i>Finance Committee</i>	<i>Development Committee</i>
James Allman	Peter Elliott	Charles Wolff	Brittany Molen	Kara Abstone
		Kate Hunger (committee member)		Taja Gibbs (committee member)
<b>Advisory Board Jay Brown</b>		<b>Tiffany Thomas CEO</b>		<b>Advisory Board Dr. Scott Syverson</b>
		<b>Principal</b>		
Teachers	Support Staff	Office Staff	After School Staff (managed and staffed by outside agencies)	

The board has five broad areas of responsibility: governance, finance, academic excellence, development and CEO support and evaluation. Each of these areas has been divided into committees. Board officers are responsible for overseeing each committee. Other members of the committees are members of the Board of Trustees as well as additional committee members that have been appointed but need not be members of the Board of Trustees. In addition to the Board of Trustees TMP has appointed an advisory board of senior education professionals to support the school leader and CEO.

The governing board members encompass various skills and areas of expertise that are critical to governing a school effectively. Those skills include finance, legal, education, non-profit/fundraising, construction/facilities management, event planning, strong analytical skills and previous governance experience. The governance and management structure provide for stable, effective governance and leadership for the proposed school by utilizing their skills and knowledge of best practices in their area of expertise to ensure the school meets academic and operational/budget goals. Additionally, the board has contracted with Board on Track to help guide the board and stay up-to-date on the strategies and tactics being used by the most effective charter school boards around the country.

## SECTION 1- EVIDENCE OF CAPACITY & GOVERNANCE

### Founding Group Membership

The chart below outlines the organizational structure of The Mind Program School Corporation.

<b>Board President Ryan Lynch</b>		<b>Vice President Darius Sawyers</b>	<b>Treasurer Vikas Shah</b>	<b>Secretary Brittany Molen</b>
<i>CEO Support and Evaluation Committee</i>	<i>Governance Committee</i>	<i>Academic Excellence Committee</i>	<i>Finance Committee</i>	<i>Development Committee</i>

James Allman	Peter Elliott	Charles Wolff	Brittany Molen	Kara Abstone
		Kate Hunger (committee member)		Taja Gibbs (committee member)
<b>Advisory Board Jay Brown</b>		<b>Tiffany Thomas CEO</b>		<b>Advisory Board Dr. Scott Syverson</b>
		<b>Principal</b>		
Teachers	Support Staff	Office Staff	After School Staff (managed and staffed by outside agencies)	

The founding group’s members encompass various skills and areas of expertise that are critical to governing a school effectively. Those skills include finance, legal, education, non-profit/fundraising, higher education, construction/facilities management, event planning, strong analytical skills and previous governance experience. The governance and management structure provide for stable, effective governance and leadership for the proposed school by utilizing their skills and knowledge of best practices in their area of expertise to ensure the school meets academic and operational/budget goals. Additionally, the board has contracted with Board on Track to help guide the board and stay up-to-date on the strategies and tactics being used by the most effective charter school boards around the country.

The Advisory Board and the CEO combined have several decades of experience in education. The skills and experiences of this group includes playing key roles in founding charter schools, oversight of budgets, buildings, grounds and operations, teacher and principal coaching and mentoring, school leadership, research, professional development, board development, school turnaround, performance management, data analysis, curriculum development, grant writing, parent and community engagement, non-profit management, managing federal and state contracts and compliance.

**How the Founding Group was Formed**

Tiffany Thomas, CEO has been in education for 17 years. She has worked in public schools, voucher schools, charter schools, has taught online and abroad. Throughout her career she has worked at low performing and high performing schools. In her experiences she saw too many schools and programs failing students. From 2004-2007 Tiffany taught at MCPS which was originally founded by Marva Collins. The experience of being trained in Mrs. Collins’ methods, becoming an effective teacher and being a part of an effective school which was high poverty and high performing renewed her hope in public education. From 2008-2012, she founded and ran a federally funded after school tutoring program. Funding allowed students to receive 30 hours of free tutoring. On average, students were making gains of one grade level in reading and math by the end of the 30 hours of tutoring. Throughout her career Tiffany thought about opening a school. She looked at many models but there was one that had a lasting impact on her-Dayton Early College Academy. In late 2013, she met the superintendent of Dayton Early College Academy at the CELL Conference in Indianapolis as well as members of the Creating Entrepreneurial Opportunities program. As the saying goes, “Don’t talk about it, be about it.” Mrs. Thomas reached out to people she knew and began communicating the vision she had to found a high performing school on the far east side of Indianapolis. The group began meeting, formally established themselves as a nonprofit organization and is diligently working to secure a charter to see the vision become a reality by founding The Mind Program High School.

**School Leader and Leadership Team**

To date, the school leader and the school’s administrative/management team beyond the CEO have not been identified for The Mind Program High School. Please see attachments 2 and 3 for further information.

Tiffany Thomas, CEO will work on a full-time basis immediately after approval to lead the development of the school. Salary and benefits to compensate the CEO during the planning period have been detailed in the proposed budget.

**Governing Board**

Tiffany A. Thomas will serve as The Mind Program School Corporation’s CEO. The building Principal for TMP will directly manage all staff including teachers, office staff, support staff and after school staff. The principal reports to the CEO. The CEO reports to the board of directors who is charged with

setting policies. The principal is expected to serve as the educational leader and chief administrator of the high school. This person is responsible for carrying out the day-to-day implementation and management of the policies, regulations, and procedures of the Board to ensure that all students are supervised in a safe child-centered learning environment that meets and exceeds the state core curriculum content standards, following the approved curricula and directives of the school. Achieving academic excellence requires that the High School Principal work collaboratively to lead and nurture all members of the school staff and to communicate effectively with parents, members of the community, and colleagues in other districts and schools. Inherent in the position are the responsibilities for planning, curriculum development, program evaluation, extracurricular activities, personnel management, financial management, emergency procedures, resource scheduling, and facilities operations.

TMP has contracted with Board on Track, which has worked with over 500 charter school boards nationwide. Board on Track will serve as a mentor to TMP's board by providing guidance for the board around refining organizing documents and simplifying processes. Board on Track will provide quarterly executive coaching calls for the CEO and board President to ensure the board is learning from best practices, assessing progress, setting and achieving goals and effectively supporting and evaluating the CEO. Board on Track also provides the board with an online web based platform which helps minimize board logistics by providing scheduling, agendas, packets, meetings and a resource library with hundreds of templates, samples and expert guidance, webinars and discussions to help the board minimize "busy work" and focus on our strategic plan.

Per the chart on the previous page, the board has five broad areas of responsibility: governance, finance, academic excellence, development and CEO support and evaluation. Each of these areas has been divided into committees. Board officers are responsible for overseeing each committee. Other members of the committees are members of the Board of Trustees as well as additional committee members that have been appointed but need not be members of the Board of Trustees. The current board has eight members. The board's goal is to recruit additional board members in the areas of education, information technology, fundraising/marketing. Also, it is the board's desire to have at least three people serve on each committee.

In addition to the Board of Trustees TMP has appointed an advisory board of senior education professionals to support the CEO and school leader. The advisory board will assist in supporting the mission of The Mind Program School Corporation. The advisory board was formed to:

- **Advocate:** be champions in building the constituencies necessary to support the growth and success of TMP.
- **Consult:** provide valuable counsel to the board and CEO of TMP.
- **Invest:** become stakeholders in the success of TMP by investing time and otherwise in the charter school.

There will be a minimum of two and a maximum of five members of the advisory board. The CEO and Board will select advisory board members through a process outlined in the Advisory Board Nominating Process and Policy. Advisory Board members serve a one-year renewable term. Each Advisory Board member is expected to: attend four meetings per year, actively participate in the functioning of the Advisory Board, be available for individual consultations with the CEO and the Board of Directors and involve/invest in TMP.

Annually, the TMP CEO and the Advisory Board chair will meet with each member of the Advisory Board and craft an annual plan with specific deliverables and due dates to ensure satisfactory implementation of member responsibilities. The Board of Directors with input from TMP's CEO will appoint a chairperson for the Advisory Board. The chairperson will preside at all meetings of the Advisory Board.

**The Board of Directors will develop policies and make decisions through a five-step process.**

1. The need for the policy/decision will be defined.
2. A brainstorming of factors that influence the policy/decision will take place.
3. Alternatives are identified and evaluated.
4. The policy is created or the decision is voted on.
5. A control and evaluation system is put in place to monitor the policy or decision.

Internal controls and expectations of the board are clear. Once a policy is set or a decision has been made, all board members fully support the policy or decision. Policies and decisions are evaluated in accordance with the guidelines put in place to monitor them. When data is collected and policies are

reviewed, policies and decisions can be revised following the process stated above and the guidelines set forth in the bylaws.

The board will have a recruitment and nominations process that assures there is a long range plan for board leadership development. The long-range plan for developing future board leadership will address the following questions: Who will be serving on and leading the board over the next five years? What is our plan to scout board leadership talent for the future? How will we go about fostering and developing future board leadership? A profile detailing the expertise, knowledge, skills and experience of current board members will be created. After the strategic plan is completed the board will review the mission, vision, goals and strategies and determine any new skills, knowledge, personal contacts and other attributes current and future board members will need to possess in order for the board to do its part in advancing the strategic plan.

The board is in the process of developing an orientation process for new board members. Before a prospective board member is voted on to the board, he or she will receive detailed information about the organization, the workings of the board, expectations for individual board members, and other vital information. Orientation will also focus on the strategic plan of the organization. Prospective board members will be familiar with the mission, vision, major goals, and strategies of the organization. After the new board member has been brought onto the board, additional information and training will be provided so that, to the greatest extent possible, new board members will be able to participate in their first meeting with confidence. In this way the productivity of new board members is assured.

Through Board on Track, the board has been able to provide written job descriptions for each board member detailing the responsibilities and expectations. Job descriptions will be reviewed periodically and updated. The board will develop an annual self-evaluation process. This will be a two-way communication process in which feedback on performance of individual board members is given as well as soliciting feedback from individual board members on the performance of the board as a whole. This process will include corrective action and require commitment on the part of the board to follow through so that the process leads to measurable improvements in board performance.

The Mind Program School Corporation, Inc. is a non-profit corporation and shall operate exclusively for educational and charitable purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal tax code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal tax code. The Corporation also is organized and shall operate an Indiana public charter school. The Mind Program School Corporation's purpose is to provide excellent educational options for students from underserved communities that will result in closing the achievement gap. Our programs will provide students with a rigorous experience that will prepare them to excel in college and the world of business.

To maximize our impact on current efforts, the Corporation may seek to collaborate with other for profit and non-profit organizations operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal tax code.

The Corporation may, among other things, provide scholarships, internships and volunteer opportunities, which will provide opportunities for involvement in order to have a greater impact for change.

#### **Governing Entity's Responsibilities**

The governing body is designed so that the principal has the flexibility to effectively manage the building level operations while still accountable to the CEO and Board of Directors. The five standing committees ensure that school's leaders are able to apply their strengths and expertise to areas of the school to ensure a properly organized school from the beginning that can adapt to new challenges as they arise.

Both the Board and TMP officers are accountable to Parents, Students, and Community Stakeholders for the performance of the school. Each governing entity has a duty to provide the optimal learning environment for TMP students. The Board shall ensure all officers are operating according to this endeavor. Board members will also keep all other fellow Board members accountable as well, and will report any concerns to Board President for review.

#### **Procedures**

The Board has met thirteen times. Currently, the board meets on the first Tuesday of each month. In addition to in person meetings, the Board has bi-weekly online check-ins as an accountability measure to

meet deadlines and update the group regularly on the progress being made. The board plans to continue having monthly board meetings as this is a critical phase in the school's development. After the charter is approved committees will likely meet on a bi-monthly basis. The focus of meetings will be to ensure that all items on our timeline to open the school are being met. The Board will also focus on improving our model and methods by visiting other high performing schools, keeping abreast of research and seeking our guidance, input and feedback from senior education professionals, working closely with our advisory board and Board on Track.

The Mind Program abides by all Open Access policies mandated by Indiana Code 5-14. The Board will post agendas and public notice of meetings. Minutes of Board meetings are available upon request from any member of the public. All potential policies adopted by the Board are available for public comment. The Board endeavors to minimize the use of conference call meetings except when necessary. The Governance Committee is charged with ensuring the Board is meeting all public access laws and educating the board on new laws.

### **Grievance Process**

**Objective:** The purpose of this grievance procedure is to provide parents and students an opportunity to check the powers of the Governing Board by appealing decisions of the Board.

#### **1. Introduction**

These grievance procedures are to be used by students, parents, and employees. There are formal procedures for grievances at the enactment of a school policy and the application of the school policy.

#### **2. Grievances against Policies as Adopted.**

##### **2.1 Waiting Period**

All school policies adopted by officers and operations committees, other than emergency procedures, will not go into effect two (2) weeks following their passage. During this time, students and parents may file a formal grievance against the enactment of such a rule.

##### **2.2 Public Notice**

Public notice of all enacted rules will be posted on school premises. In addition, all students and parents will be emailed notice of enacted rules. If a student or parent requests that a physical copy be mailed to a current residence, public notice will be mailed via First Class mail.

##### **2.3 Filing Grievance**

Grievances must be filed with the Principal's Office, either through email or by dropping a physical copy of the Grievance off with the designated administrator within the office.

##### **2.4 Committee- Level Resolution**

A representative from the governing Committee which drafted the rule will contact the grievant to set up a meeting, either in person or via a teleconference, between the grievant, along with any support-network members, and a quorum of the committee to address the concerns the grievant has with the rule in question. Once the meeting date has been established, failure to attend will be considered a withdrawal of the grievance.

Afterward, the Committee may elect to take the grievant's concerns into consideration and request the Board to edit the policy, or the Committee can decide to keep the rule as is. The two week enactment period is tolled until the Committee decides to keep the rule as is.

##### **2.5 Appeal to Board of Directors**

If the Grievant is unsatisfied with the result of the meeting with the Committee, the Grievant can Request for a hearing before the Board of Directors. The Grievant must file its Notice of Request either via email or by delivery of a physical copy at the Principal's office within one (1) week of the adverse decision. The Board of Directors has discretion to accept or reject the Request. In the event of the Board of the Directors voting an even split, the grievance will be heard by the full Board.

##### **2.6 Public Meeting before the Board**

The Public Meeting will occur at the next meeting of the Board members. At the end of the Board member's agenda, the Board will invite grievants and members of the public to attend. There, the Grievant will be given a full opportunity to offer statements regarding the grievance directly to the Board. The Grievant will also be subject to questioning by the Board at the Board's discretion. Following the Grievant's statements, the Board will invite members of the public to provide statements, pursuant to rules of order adopted by the Board. Following this meeting, the Board will have one week to render its decision.

## **2.7 Emergency Public Meeting before the Board**

Should the number or severity of grievances merit and immediate review of the policy by the Board of Directors, the Board may require the Grievant to skip the Committee phase and move directly into the public meeting. The emergency public meeting may take place as part of the Board of Director's normal meeting or may be set at a time and place decided by the Board of Directors within one (1) month of the adoption of the rule. The two (2) week enactment period shall toll from when the Board of Directors elects to hold an Emergency Public Meeting to the decision of the Board of Directors.

## **2.8 Records Available to the Public**

Apart from public notices of adopted rules, students and parents shall have access to the official minutes of the Board of Directors upon request from TMP.

## **3. Grievances against Application of Policies.**

### **3.1 Students and Parents Right to File**

Students and Parents have the right to file grievances arising out of the application of the school's policies, or specifically by members of the TMP staff. Grievances may also be filed for actions of a staff member which fall outside of TMP's staff Code of Conduct or otherwise subject the Student or Parent to physical or extreme emotional harm. Parents may file grievances on behalf of their Students.

### **3.2 Informal Resolution Encouraged for Specific Application**

Informal resolution should be the first attempt to reconcile issues that may arise from the application of a school policy by a particular staff member to clear up any potential misunderstanding between the parties.

Conduct resulting in physical or extreme emotional harm need not be addressed through informal means and may instead immediately proceed through formal channels.

### **3.3 Filing Grievance with Principal's Office**

Students and parents may file grievances either by email or by delivery of physical copy to the Principal's Office. All grievances for specific conduct shall be reviewed by the Dean to determine whether they are meritorious or non-meritorious.

Meritorious claims shall be considered those claims in which the staff member more likely than not did not properly apply the school procedure. This is not an indication that the staff member violated the policy, but that the staff member's conduct did not necessarily comply with what the Board intended.

Claims involving physical or extreme emotional harm shall be reported straight to the proper authorities.

### **3.4 Finding of a Non-meritorious Claim**

The Grievant shall be informed that the grievance was found to be non-meritorious. The Grievant may Appeal to the Principal to seek a reversal of the Dean's decision, but the Principal will only grant such an overturn of the decision if the Dean's act was clearly erroneous.

### **3.5 Finding of Meritorious Claim**

Meritorious claims will be sent to the Principal in order to conduct a full investigation. The Principal may arrange meetings with the staff member and student and/or parent(s) to come to a resolution or may take other actions that the Principal would consider proper to address the situation.

### **3.6. Appeal to Board of Directors**

If the actions of the Principal's Office are unsatisfactory, the Grievant may appeal to the Board of Directors. The request for Appeal may also include a request for a public hearing.

The Board will decide whether to accept or reject the appeal. If the Board accepts the Appeal, as indicated by a 50% vote, then the matter will be discussed at the next Board Meeting. The Board will vote separately on whether to grant a public hearing, and will do so if 50% of the Board votes in favor of a public hearing.

## **3.7 Emergency Public Meeting before the Board**

Should the number or severity of grievances merit an immediate review of the policy by the Board of Directors, the Board may require the Grievant or Grievant to skip the Committee phase and move directly into the public meeting. The emergency public meeting may take place as part of the Board of Director's normal meeting or may be set at a time and place decided by the Board of Directors within one (1) month of the adoption of the rule. The two (2) week enactment period shall toll from when the Board of Directors elects to hold an Emergency Public Meeting to the decision of the Board of Directors.

## Section II: School Design

### Curriculum and Instructional Design

The school's primary design elements and philosophy are based on the Dayton Early College Academy (DECA) model. TMP is not attempting to replicate the DECA model. TMP does plan to use many components of the core instructional framework that have proven to be successful and have resulted in 100% of their student population attending college and continually being ranked as one of the highest performing schools in Ohio. TMP's model will serve students in grades 8-12. We plan to enroll approximately 75 eighth graders and 150 ninth graders the first year and add a grade each year. Maximum student enrollment would be approximately 600 students.

TMP's 8<sup>th</sup> grade preparatory year is designed to address significant academic skill gaps of entering students and to prepare them for TMP's rigorous high school program. TMP will serve students in grades 8-12 who: are underrepresented in higher education; have not had access to the academic preparation needed to meet college readiness standards; and to a large extent, students of color. The academically gifted have not been siphoned from other schools, instead, TMP seeks to develop the untapped learning potential of typical and/or under-performing students. Although most of the students will arrive with skill deficiencies as measured by ISTEP+, we believe a significant majority will demonstrate a passion for learning.

DECA's approach is based on personalized, rigorous, and relevant learning and students supported by strong adult relationships. While these elements remain the fundamental educational philosophy of the school and community, they have been augmented by the research of David T. Conley as published in *College Knowledge*. This landmark research, funded by The Pew Charitable Trusts, delineates the cognitive skills and subject area knowledge that college-bound students need to master to be successful in entry-level university courses. Conley's Checklist for College Readiness for specific subject areas (English, mathematics, natural sciences, etc.) was a particularly valuable tool used in constructing their programs. TMP seeks to capitalize on the intertwined nature of high school and college teaching and learning to adequately prepare students with a college preparatory curriculum.

The chart below shows the percentage of students at DECA who passed the Ohio Graduation Test during the 2013-2014 school year.

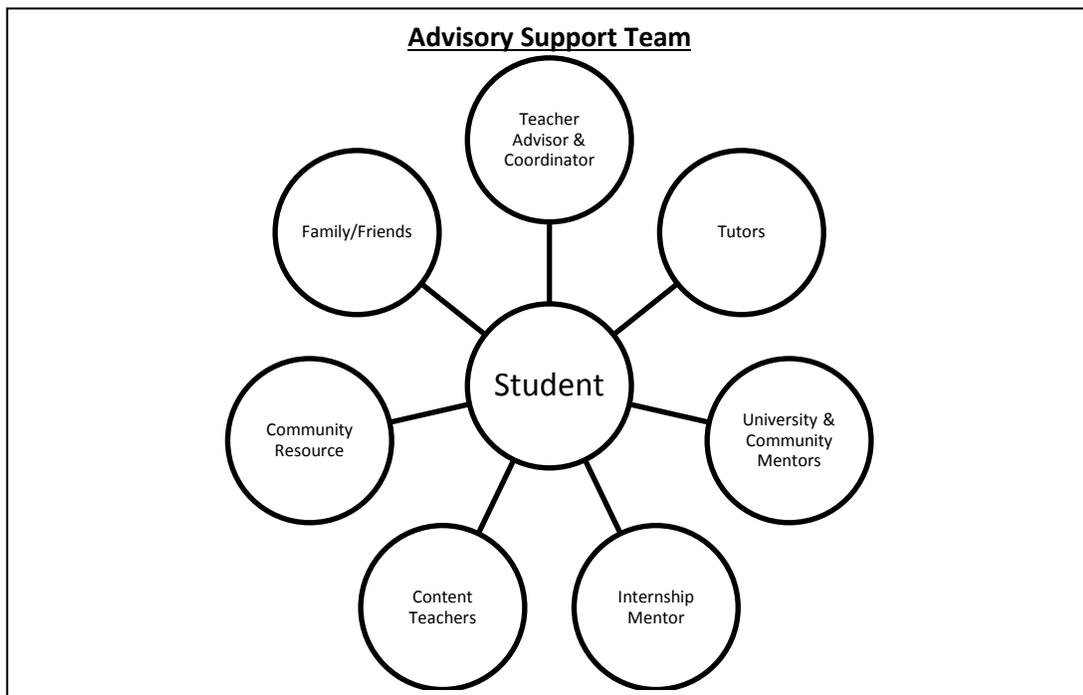
	Math	Reading	Science	Social Studies	Writing
10 <sup>th</sup> Grade	100%	97.6%	95.2%	95.2%	100%
11 <sup>th</sup> Grade	100%	100%	100%	100%	100%

\*Data- Ohio Department of Education .

U.S. News and World Report named DECA a bronze medalist on its 2009, 2012, 2013, and 2014 lists of America's Best High Schools. DECA was one of five programs in the nation named "most innovative" in a study by WestEd for the Bill and Melinda Gates Foundation. DECA was named one of "America's Top High Schools" by Newsweek for 2014. DECA is featured in the US Department of Education's Doing What Works website. ([www.daytonearlycollege.org](http://www.daytonearlycollege.org))

### **Educational Model/Instructional Methods**

Raising educational standards by increasing the number of courses, standardized tests, and lengthening the school day is not necessarily the solution to the problem of inadequately prepared high school graduates, but such elements do constitute important ingredients. The key variable is the learner. What will it take to engage the student in the learning process?



A student engaged in rigorous and relevant experiences with strong supportive relationships is capable of real growth and will generally surpass adult expectations. A high expectation communicated to the learner in a respectful and supportive relationship is a powerful force for student growth. Merging the needs of the learner with high standards will be the constructive tension evident throughout the instructional program.

Families, students and their advisors are active participants in the design and assessment of the students' education. Connecting students to the world and educating them to prepare for professional careers are the primary educational goals.

The main components of the personalized learning model include: the student support team that is made up of the teacher advisor, a university advisor, family member(s), internship mentor, and other community resources as necessary (See Figure 1).

The advisor-advisee process provides a safeguard for ongoing engagement for each student. Students who may become disengaged in a class are quickly identified, and the advisor designs and implements appropriate intervention strategies.

TMP will:

- Make higher education more accessible, affordable, and attractive by bridging the divide between high school and college;
- Eliminate time wasted during the junior and senior years of high school and facilitate the transition of motivated students to higher education;
- Provide much needed guidance and support from adults through the first two years of college, or at minimum, the first three college courses;
- Demonstrate new ways of integrating levels of schooling to better serve the intellectual and developmental needs of young people, intervening to close skill gaps and preparing them for high-stakes, gatekeeper tests; and
- Provide progressively more challenging and engaging learning experiences that will thoroughly prepare high school students for what they will face when they enter college full time.

### **C. Curriculum**

TMP will develop and implement a curriculum that places emphasis on the development of thinking skills and processes rather than the mere acquisition of information. "Process" refers to the methods of thinking emphasized by the teachers. Creativity, problem-solving, and good questioning strategies are embedded in teaching methods. The curriculum will cover the core standards developed by the Indiana

Department of Education and will put each student on a track to earn a Core 40 diploma with academic honors. Curriculum principles drawn from accelerated learning, personalized learning, and early college models will philosophically guide the staff by building on the strengths of the students, using engaging teaching strategies and incorporating integrated, cross-curricular teaching.

**Guiding principles for the curriculum:**

1. Reduction of detailed, fragmented, specific curriculum and replacement with integrated curriculum
2. Emphasis on higher level thinking skills, interpersonal/intrapersonal skills, global and multicultural concepts, and performance-based assessments
3. Integration of new technologies and research-based curriculum standards
4. Identification of and teaching to a variety of learning styles
5. Heterogeneous grouping to reduce stereotyping and tracking, emphasizing small, flexible grouping of acquisition of skills
6. Parenting/family education opportunities for the school community

Students completing the early college experience will demonstrate competency in reading, writing and mathematics consistent with The College Board's basic requirements for students to begin college level courses as evidenced by performance on the Accuplacer exam. A wide array of assessment practices will be utilized to demonstrate student competency.

The implementation of TMP's conceptual model has been built upon six strategies.

1. The attainment of a sound core of knowledge and skills builds a base for quality stretch learning.
2. Student and teacher performance are data driven.
3. Each learner is an individual and curriculum will reflect the individuality of students (see Milestones and CEO).
4. Each student's ideal pace for learning is different; each should have the opportunity to advance via a readiness process (see Milestones).
5. Arbitrary measures such as Carnegie Units and letter grades are not determinants of learning, but soundly constructed indicators from a wide range of learning and skill-building components are.
6. Student success is not negotiable.

Other essential components that underpin quality curriculum and instruction include the following.

- The faculty will be organized into cross-curricular teams. They collaborate on a regular basis for the purpose of curriculum design and instructional planning.
- Data is utilized to differentiate instruction.
- A significant number of rubrics are in place. These, along with course syllabi, provide students with critical information and an expectation framework.
- A comprehensive literacy initiative is in place that is built upon writing rubrics, thesis rubric, reading goals, and a strong focus on reading comprehension.

Personal skill development at TMP parallels academic skill development. The TMP commitment is to ensure that a student's personal skill foundation underpins an ability to acquire and utilize knowledge. This philosophical base is woven throughout the high school's six Milestones. In high school the process begins with each student reading and discussing the *Seven Habits of Highly Effective Teenagers*. This is followed by a Business Etiquette class, which teaches proper comportment in a professional business environment. Students learn to introduce themselves, speak with adults, maintain eye contact, and dress appropriately; they role-play situations in which they will interact with adults.

Character development is fostered and nurtured via the Self-Discernment Indicators. Traits such as honesty, respect, follow-through, courage, tolerance, kindness, good listening skills, and informed decision-making are developed and reinforced.

Several activities serve to introduce and reinforce personal skills.

- Journaling is required in each of the first three Milestones. Journaling becomes second nature to students.

- Job shadowing is introduced during Milestone 2. Students will complete 5 shadowing assignments by graduation. Criteria have been established for each opportunity.
- Service learning is a significant component of gateways one through four. Students will complete more than 100 hours of community service by graduation.
- Students must maintain a 95% attendance rate or they will be required to complete make up time at a one to one ratio.
- Students will be required to keep a weekly calendar/planner.
- Classes in note taking and study skills are required.

Stretch learning is a primary commitment that TMP will make to every student. The ultimate goal is for every student to go on to college having the academic foundation and personal skills necessary to be successful. Each student will have the opportunity to graduate from TMP with college credits. This process requires students to progress through the six Milestones. Beginning with Milestone one, students are exposed to the concept of demonstrating their learning via an exhibition. Each Milestone opens new doors to stretch learning and lays the foundation for success as students move to the next Milestone.

Key components of the TMP curriculum that provide opportunities beyond core learning include the following:

- In a significant number of classes, students are engaged in project-based learning, either individually or as part of a team. Research components must be identified and the project rubric defines the expectations.
- On a regular basis, students are asked to demonstrate their learning in a variety of ways, such as oral presentations, written documentation, research papers, and exhibitions.
- During Milestone 0 (eighth grade), students complete 10 community service hours, two research papers, two original research papers, a self-reflection and three journal entries.
- During Milestone 1, students complete 25 hours of community service, two creative class projects, two book reports and five reflective journals.
- During Milestone 2, students must pass Accuplacer, a college entrance test that identifies their math, reading, and writing readiness. They can then apply for a developmental study skills class, the first college class that all TMP students take. This course enhances skills in reading, writing, math, note taking, study skills, and time management.
- During Milestone 3, students begin developing a college portfolio. Clear expectations have been established via the TMP Portfolio Guidelines. Key components include “best work” samples, evidence of improvement, aspects of the TMP experience such as interviews, seminars, journal entries, or artwork, self-reflection, and goal setting. A rubric for the personal portfolio has been developed. This is used for feedback and evaluation purposes. Portfolio characteristics to be assessed include organization, content, thoroughness, creativity, spelling, grammar and usage, and punctuation.
- During Milestone 4, each student participates in an internship. The student, with support from an advisor, secures the internship within the community. Ongoing communication between the school and the internship site occurs throughout the experience. Students provide an overview of their internship at their exhibition. The students participate in two internships during high school.

Students are exposed to ACT and SAT preparation. The first round of ACT and SAT testing is completed during Milestone 4 and repeated during Milestones 5 and 6, thus completing three rounds of each.

- During Milestone 5, students complete their second internship and complete an internship research project. Students participate in 3 college visits and complete their college portfolios. At this point students are also completing their third required college class.
- During Milestone 6, students are expected to complete a 15-page autobiography. An autobiography rubric is designed to provide students with a structure and clear expectations. Students continue creation of their college portfolios. This document includes a college essay, resume, transcripts,

awards, and best work samples.

Throughout the students' tenure at TMP, reading beyond the classroom is encouraged. At the conclusion of Milestone 6, students are to have read in excess of 25 approved books.

- The CEO program is an optional program for juniors and seniors. Juniors and seniors who opt to participate in and are chosen for the program are afforded the opportunity to start their own business. Each student is provided with a mentor from the business community. The program sets up numerous business visits each year, hosts guest speakers, is funded by business investors, holds class at area businesses and hosts an annual trade show to showcase student businesses. Students are allowed to keep any money earned from the businesses. Students who are selected to participate in the program are able to opt out of certain components of the fifth and sixth Milestones.

Adequately preparing students for college and the world of business requires them to be critical thinkers and good decision makers. These are skills that will be explicitly taught and interwoven throughout the curriculum in each subject area. *Six Thinking Hats* by Edward de Bono will be used to help teach these skills. Six Thinking Hats is a tool used to look at decisions from a number of important perspectives. It forces one to move outside of their habitual thinking style and get a more rounded view of a situation. This method teaches parallel thinking as an alternative to argument. Parallel thinking guides thought processes in one direction at a time so issues can be effectively analyzed, new ideas can be generated and better decisions can be made.

**Please see Attachment 8 for more detailed information on Milestones.**

### **High School Graduation Requirements/Policies and Standards for Promotion**

Most of TMP's students will enter in the eighth and ninth grade. Students who apply to TMP during the 10<sup>th</sup> grade year will be reviewed on a case by case basis. These students and their families will have to agree to sign an academic contract which holds students accountable for completing Milestone 1 and 2 during their 10<sup>th</sup> grade year and maintain a 2.5 grade point average in addition to meeting the standards of promotion listed above. Promotion and graduation criteria will be communicated to parents upon enrollment to the school. Our requirements will be covered in detail, parents will have an opportunity to ask questions and seek clarification. Parents and students will sign off that they understand these policies when signing their parent and student contract upon enrolling in the school.

TMP will operate on an A-F scale for grades. In order to earn high school credit, students must earn an A, B or C. Students who earn a D or F will not receive credit for the course and will be required to take the class again. Students will be eligible to receive one credit per semester for each class they take. In order for students to be promoted to the next grade they will need to earn a minimum of 10 credits that count towards the Core 40 each school year. In addition to credits, ninth and tenth graders will have to complete a minimum of one Milestone per year. Juniors and Seniors will be required to complete a minimum of two Milestones per year unless they have worked ahead on Milestones in previous years and are on track. Grade point averages (GPA) will be calculated on a 4.0 scale. Students will receive a semester GPA as well as a cumulative GPA that incorporates all high school and college coursework. Transcripts will include: the legal name of the school, the school's address, student's legal name, address, grade, date of birth, current grade, all courses taken and grade for each course, grade points awarded for each course, total number of credits, semester GPA, cumulative GPA, the type of diploma earned and the school's official seal.

Milestones are graduation requirements that are in addition to Core 40. Each Milestone increases in rigor and the amount of work students have to complete. Each day students have an advisory period with their advisors. This time is used for students to work on their Milestones with an adult to guide them through the process. Students are allowed to work through the Milestones at their own pace, however, there are deadlines by which some of the Milestones must be completed. Because this process is self-paced by the student it allows gifted and academically advanced students to always have additional challenging coursework they can work on. The administration will support teachers in implementing the instructional framework by creating suggested timelines for Milestones that help keep teachers, students and parents on track.

The chart below shows the sequence of courses students will be required to matriculate through. The chart includes core courses as well as electives.

\*C = Credit\*

<b>8<sup>th</sup> Grade</b>	English Language Arts	Math	Science	Social Studies	Physical Education	Art
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	<b>Course/Code</b>	<b>C</b>	<b>Course/Code</b>	<b>C</b>	<b>Course/Code</b>	<b>C</b>	<b>Course/Code</b>	<b>C</b>
	<b>9th</b>		<b>10th</b>		<b>11th</b>		<b>12th</b>	
<b>1st Sem</b>	Algebra I-2520	1	Geometry-2532	1	Algebra II-2522	1	Pre-Calculus-2564	1
	U.S. History-1542	1	World History-1548	1	Geography and History of the World-1546	1	Ethnic Studies-1516	1
	English-1002	1	English-1004	1	English-1006	1	English-1008	1
	Biology-3024	1	Chemistry-3064	1	Environmental Science-3010	1	Physics-3084	1
	Foreign Lang	1	Foreign Lang	1	<b>Foreign Lang and/or dual credit college course</b>	1	Calculus or Elective-2527	1
	P.E.-3542	1	P.E.-3544	1	Health-5282	1	<b>Fine Arts and/or dual credit college course</b>	1
	Advisory/Multidisciplinary	1	Advisory/Multidisciplinary	1	Advisory/Multidisciplinary	1	Advisory/Multidisciplinary	1
<b>2nd Sem</b>	Algebra I-2520	1	Geometry-2532	1	Algebra II-2522	1	Pre-Calculus-2564	1
	U.S. History-1542	1	World History-1548	1	Economics-1514	1	Political Science-1530	1
	English-1002	1	English-1004	1	English-1006	1	English-1008	1
	Biology-3024	1	Chemistry-3064	1	Environmental Science-3010	1	Physics-3084	1
	Foreign Lang	1	Foreign Lang	1	U.S. Government-1540	1	Calculus or Elective-2527	1
	Fine Arts	1	Career & Technical Education	1	<b>Foreign Lang and/or dual credit college course</b>	1	<b>Elective and/or dual credit college course</b>	1
	Advisory/Multidisciplinary	1	Advisory/Multidisciplinary	1	Advisory/Multidisciplinary	1	Advisory/Multidisciplinary	1

\*Students who pass Algebra I as 8<sup>th</sup> graders will take Calculus I as seniors. Other students may choose to take Geometry and Algebra II concurrently in order to take Calculus I as a senior. College level courses will be dual credit courses.

TMP's graduation requirements ensure student readiness for college and other postsecondary opportunities by exceeding the Indiana Department of Education's high school graduation requirements. TMP students are required to complete four years of math, science, English/language arts and science. Additionally, Milestones require students to complete three college courses and complete several rounds of ACT/SAT preparation. We believe that our model and academic program will ensure student readiness for

college and/or postsecondary opportunities, including but not limited to: trade school, military service and entering the workforce.

### Meeting and Exceeding Indiana’s Academic Standards

Milestone 6 requires students to write a 10-15 page autobiography, an eight page analysis of a pre-approved book not assigned in class and a five paragraph essay, among other requirements. Typically, students will complete Milestone 6 during their senior year. The rubric for the autobiography and paper are below.

**Autobiography Rubric**

<b>Criterion</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Introduction/ Thesis	There is no clear introduction of the main topic/thesis and no indication of the structure of the paper.	There is an attempt at an introduction but it does not state the main topic/thesis and neither previews the structure of the paper nor is particularly inviting to the reader.	The introduction either states the main topic/thesis or previews the structure of the paper, but not both. The introduction is also not particularly inviting to the reader.	The introduction states the main topic/thesis and previews the structure of the paper but is not particularly inviting to the reader	The introduction is inviting, states the main topic/thesis in a clear, concise and interesting way, and previews the structure of the paper.
Content	There is no logical or expected order to the stories. There is little sense that the writing is organized.	Some aspects of the stories are in a logical or expected order, which causes a distraction from the story telling.	Stories are told in a logical order, but not in a way that further engages the reader.	Stories are told in a logical order and are presented in a way that effectively engages the reader.	Stories are told in a logical order and are presented in a way that effectively engages the reader and adds to the overall sense of meaning and understanding of the autobiography.
Sequence and Structure	The autobiography lacks any attempt to transition between subjects and ideas. There is no sense of narration.	Transitions and narration are attempted, but are incoherent, and/or unexplainable.	Transitions are present, but some are choppy and uneven. The narration can be confusing and ill-conceived.	Transitions are present and logical, but some are choppy and uneven. The narration is well-thought and adds to the understanding.	Transitions are smooth and natural, revealing a fluid and vivid narration. The narration is well-thought and adds to the understanding.
Word Choice	The writer uses limited vocabulary that does not communicate	The writer uses words that communicate clearly, but the writing lacks	The writer uses words that communicate clearly, but attempts to	The writer uses vivid words and phrases that linger or draw pictures	The writer uses vivid words and phrases that linger or draw pictures in the

	strongly or capture the readers' interest.	variety, punch or flair.	write using variety, punch or flair.	in the readers' mind. The words, however, are sometimes inaccurately used and seem forced.	readers' mind. The choices and placements of these words seem accurate, natural and unforced.
Literary Devices	Devices are not used or used carelessly to greatly diminish the poignancy of the overall story.	Literary devices are used either minimally or ineffectively where the story is not enhanced.	Devices such as dialogue, flashbacks and foreshadowing have somewhat improved the overall narrative.	Devices such as dialogue, flashbacks and foreshadowing are used effectively to enhance the main narrative.	Devices such as dialogue, flashbacks and foreshadowing are used expertly to enhance the main narrative.
Imagery	There is no attempt to add details to the autobiography.	Very little use of detail that causes the narration to suffer.	Some descriptions increase the importance of some scenes.	Imagery provides a level of detail that helps provide a more engaging story.	Imagery is incredibly detailed which helps increase tension, provides depth, and constructs a more engaging story.
Grammar, Usage and Mechanics	The autobiography contains serious grammatical errors that cause confusion.	The autobiography contains several errors in language usage and conventions that cause confusion.	The autobiography contains few grammatical errors, but they are either major or interfere with comprehension of the story.	The autobiography contains few, but minor grammatical errors.	The autobiography demonstrates strong command of the conventions of standard American English.

### Paper Rubric

Criterion	0	1	2	3	4
Thesis	Lacks a thesis statement	Thesis is flawed, unclear, or fails to make a claim.	Thesis makes a claim, but is still flawed or unclear.	Clear, coherent thesis is explicitly stated.	Clear, coherent, thoughtful thesis is artfully stated.
Content/Research	Provides inaccurate, little, or no evidence to support thesis.	Provides minimal and/or irrelevant evidence to support thesis.	Provides adequate and relevant evidence to support thesis.	Provides ample and relevant evidence to support thesis.	Analyzes relevant information from multiple reliable sources. Supports the thesis with well chosen, relevant, and sufficient facts.
Organization	Ideas are not	Provides logical	Provides logical	Provides logical	Provides logical

n	organized; project is incomplete.	organization of ideas <b>or</b> basic transitions are used to guide reader from one idea to another.	organization of ideas <b>and</b> basic transitions are used to guide reader from one idea to another.	structure with coherent ideas that clearly support the thesis <b>or</b> transitions are effectively used to guide the reader from one idea to another.	structure with coherent ideas that clearly support the thesis <b>and</b> transitions are effectively used to guide the reader from one idea to another.
Grammar/ Voice	Uses limited and incorrect word choice. Contains serious grammatical errors which cause confusion.	Uses limited or repetitive word choice <b>and</b> contains several errors in conventions which cause confusion.	Uses limited or repetitive word choice <b>or</b> contains several errors in conventions which cause confusion.	Uses common word choice, contains few, minor grammatical errors.	Uses sophisticated, academic language. Demonstrates command of the conventions of standard English.
MLA Formatting	Does not use or cite sources, lacks internal citations and/or works cited page.	Incorrectly uses or cites sources.	Internal citations and/or works cited page accuracy is inconsistent.	Contains correct internal citations and works cited page.	Smoothly integrates/introduces internal citations, correctly formatted works cited page.

The portion of Milestone 6 that requires students to write an autobiography and analysis paper meet the Indiana State Standards listed below. The first standard is met throughout all of the Milestones since each one requires students to write a paper. Indiana’s ELA speaking standards require students to present information and create engaging presentations. TMP exceeds this standard by requiring students to present each Milestone before a panel of teachers and community members. TMP also exceeds the Discussion and Collaboration standards by requiring the use of The Six Thinking Hats throughout all subject areas and grade levels.

- 11-12.W.1: Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.
- 11-12.W.3.3 Write narrative compositions in a variety of forms that
  - Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
  - Create a smooth progression of experiences or events.
  - Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
  - Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome
  - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - Provide an ending that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- 11-12.W4: Apply the writing process to
  - plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach, focusing on addressing what is most significant for a specific purpose and audience; and edit to produce and strengthen writing that is clear and coherent.

- Use technology to generate, produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- 11-12.W.6.1: Demonstrate command of English grammar and usage, focusing on pronouns, verbs, adjectives, adverbs, phrases and usage.
- 11-12.W.6.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on capitalization, punctuation, spelling.
- 11-12.SL.4.1: Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.
- 11-12.SL.4.2: Create engaging presentations that make strategic and creative use of digital media.

## **Culture**

TMP will be a small, personalized community of learners. Students will be encouraged to be leaders, and the school staff will be encouraged to be visionary in developing a new approach to education and modeling the learning process. TMP will strive to create a respectful, diverse, creative, exciting, and reflective culture. In all aspects of the school's operations, the highest priority will be to create a truly personalized school that approaches each student and situation with a mindset relative to what is best for the individual and the community.

All students will be known and valued and will learn in a place where people treat each other with respect. TMP will be small enough that every student will have genuine relationships with adults and other students. TMP's program is built on a strong advisory model to make each instructional staff member personally accountable for student's success by tracking their progress, communicating with parents on a monthly basis, reviewing their grades bi-weekly and ensuring that the appropriate supports are in place so that each student is connected with the resources they need to be successful.

Parent engagement in a child's learning is essential. The philosophy of "enrolling families" and not just students will pervade the entire life of the school. By bringing students out into the community and bringing the community into the school, TMP becomes a true community asset. TMP recognizes that not all parents will be actively engaged. Therefore, other family members, mentors or adults with whom students have close relationships with will be able to fulfill the parental requirements for Milestones and other activities aimed at engaging parents and families.

TMP will strive to create a culture where academics are prioritized, celebrated and rewarded. Each Spring the school plans to host an event that is similar to traditional school's "homecoming" the celebration will honor students who have been on honor roll all year or have achieved specific academic benchmarks. There will be a pep rally, parade and dance all centered around academic achievement. If TMP is able to fundraise the money, the school will offer a Cash for Grades program where students will be recognized in an assembly in each quarter and receive cash for the A's and B's they earn. At TMP students are rewarded and celebrated for hard work and academic achievement.

### **A day in the life of a TMP student**

The school doors open at 7:45 am each day. Many students arrive early and sit in one of the lounge areas to study with friends and review notes before class begins. Others arrive between 8:00 and 8:25 am. TMP students understand the importance of being on time for instruction, therefore, when the school day begins at 8:30 am, students are seated and ready to for instruction to begin. Students take core classes as well as electives. They are allowed a few minutes of passing time in between classes. This time is used to get materials out of lockers, touch base with friends, use the restroom and travel to the next class.

Fourth period is advisory and students look forward to meeting with their advisors and spending time with the cohort they will be with throughout high school. Advisory is very structured and students are aware of the expectations. During this time students meet with their advisors to review grades and work at their own pace on their Milestones. When advisory ends, students head to the cafeteria for lunch. When they have finished eating they are allowed to go outside in the courtyard for the remainder of the period if they wish.

There are three more periods remaining. Students attend classes and begin thinking about their after school commitments. For those who are performing below 70% in any class they are required to stay after

school for tutoring until the grade above 70%. Students who have forgotten to turn in homework are also required to stay after school. Others choose to stay after for extra help or to participate in extracurricular activities. Due to the rigorous academic model of The Mind Program High School many students choose to stay after school and study with friends before heading home for the evening.

**A day in the life of a TMP teacher**

Some teachers begin arriving as early as 7:00 am but all staff is present by 7:30 am. TMP has a very strong culture and clear expectations. Therefore, all teachers begin instruction promptly at 8:30 am. Teachers teach seven periods during the day, which includes advisory. Each teacher has one 50 minute planning period and 30 minutes for lunch (assistants, in school suspension supervisor and principal oversee lunch).

All teachers understand they are instructors as well as advisors on the TMP team. Teachers prepare for advisory as they would any other subject. Teachers stay with their advisees throughout their high school careers. During the school day teachers make time to contact parents to update them on student progress. The advisory ratio is 18:1. Teachers touch base with one parent each day to ensure they are connecting with families on a monthly basis at minimum. During advisory, teachers follow a set structure, meet with students one on one and ensure all students are making substantial progress towards their next Milestone.

After advisory and lunch teachers teach another three classes before the school day dismisses. The staff has a rotating schedule to help with dismissal duty. Each staff member is required to help with dismissal two days per week. All teachers are contracted until 3:45 pm. The formal school day ends at 3:35 pm. Each Thursday all staff are required to work until 4:30 pm. This time will be used for staff meetings, professional development and cross-curricular meetings.

One teaching assistant will be assigned to support the Math and Science teachers and the other will be assigned to support the English and Social Studies teachers. The assistants will spend three class periods with each subject area teacher each day. However, the days that the assistants are in each period will be staggered so that they see all students multiple times per week and are present to support the students who need it most. Assistants will also help with grading papers, overseeing lunch, dismissal, and supervising breakfast and students who arrive early to school.

**Ninth Period**

The ninth period of the day is set aside for tutoring, study tables, remediation and acceleration. During this time students who are performing below grade level in reading and math will be grouped and receive remediation. Students who are in need of tutoring and extra support from subject area teachers will be able to receive the help they need from those teachers. Students who are performing at level and do not need additional support will use this time to complete homework and participate in study tables with their peers. Those students can also use this time to work on Milestone requirements.

Students needing remedial instruction in math and reading will attend math remediation twice per week and reading remediation twice per week. Students who are academically advanced will be trained on how to facilitate study tables under the direction of a teacher. Students who are not required to attend remedial instruction and participate in study tables are able to choose which study table they would like to participate in each day based which subject areas they feel they could use more support in. The table below outlines how eighth period will function.

9 <sup>th</sup> Gr-Science Teacher	Available for Tutoring/Oversees 2 Study Tables	Study Table 1, 8-10 students Study Table 2, 8-10 students
8 <sup>th</sup> Gr-Science Teacher	Available for Tutoring/Oversees 2 Study Tables	Study Table 1, 8-10 students Study Table 2, 8-10 students
9 <sup>th</sup> Gr-Math Teacher	Available for Tutoring/Oversees 2 Study Tables	Study Table 1, 8-10 students Study Table 2, 8-10 students
8 <sup>th</sup> Gr-Math Teacher	Available for Tutoring/Oversees 2 Study Tables	Study Table 1, 8-10 students Study Table 2, 8-10 students
9 <sup>th</sup> Gr-English Teacher	Available for Tutoring/Oversees 2 Study Tables	Study Table 1, 8-10 students Study Table 2, 8-10 students
8 <sup>th</sup> Gr-English Teacher	Available for Tutoring/Oversees 2 Study Tables	Study Table 1, 8-10 students Study Table 2, 8-10 students

9 <sup>th</sup> Gr-Social Studies Teacher	Remedial Math	8-10 students
8 <sup>th</sup> Gr-Social Studies Teacher	Remedial Math	8-10 students
Foreign Language Teacher	Remedial Reading	8-10 students
Special Education Teacher	Remedial Reading	8-10 students
Special Education Teacher	Remedial Reading	8-10 students
Specials Teacher	Remedial Math	8-10 students
Teacher Aid 1	Remedial Reading	8-10 students
Teacher Aid 2	Remedial Math	8-10 students
Teacher Aid 3	Remedial Reading	8-10 students
Teacher Aid 4	Remedial Math	8-10 students

### Special Student Populations

TMP is a public charter school and agrees to provide a Free and Appropriate Public Education for all students that adheres to all guidelines set by the Individuals with Disabilities Education Act. TMP recognizes the needs of different learners and plans to address those needs through staff development, differentiated instruction, teaching strategies, a systematic Response to Instruction and Intervention (RTII) plan and accommodations and modifications as needed. Our goal is for all students to complete high school in 4 years. However, we recognize the specific needs of each student. TMP will ensure that all students have an educational plan in place that takes into account their academic, social and emotional needs and moves students towards graduation at a pace that will allow them to be successful.

Each summer TMP staff is involved in three weeks of professional development before the start of the school year. A portion of this time will be dedicated to educating staff on how to effectively educate special student populations. Staff training workshops will cover the ten knowledge and skill competencies established by the Council for Exceptional Children, the school's RTII process, The Six Key Strategies for Teachers of English-Language Learners, The Six Thinking Hats and nature and needs of gifted/talented students, assessing student needs, and curriculum and instruction for gifted students.

### Exceptional Learners/Students Below Grade Level and/or at Risk of Dropping Out

In compliance with Part 300 Individuals with Disabilities Education Act Federal Regulations TMP will provide each student with a disability (including mild, moderate and severe), without discrimination, those related aides and services or accommodations that are needed to provide an equal opportunity to participate in and obtain an education in the least restrictive environment with the provision of supplementary aides and services and to participate in extracurricular activities to the maximum extent appropriate considering the student's needs and abilities. All special education teaching staff will have attained highly qualified status.

TMP's instructional staff will provide pre-referral intervention strategies to at-risk students so that regular education supports can be exhausted prior to a referral for multidisciplinary evaluation. Bi-weekly staff meetings will occur to address the needs of exceptional learners, gifted and talented and English Language Learners. Once a student has been identified as a student with a disability and also in need of specially-designed instruction, the IEP team will make every effort to include those students in the general education curriculum with the provision of supplementary aides and services. All special education teachers and instructional paraprofessionals will receive professional development training in the use of the Supplementary Aides and Services Toolkit for the purpose of guiding IEP teams through steps that lead to the identification of services and supports. This will enable students with disabilities to learn and succeed within general education classroom settings. The special education teacher and regular education teachers will work closely to ensure that the IEP goals are being met and are delivered to students in the least restrictive environment through the use of supplementary aides and services.

Students with behavioral needs will have behavior support plans developed and implemented as part of the IEP. Students may also receive psychological counseling as a related service depending on the nature

and extent of their needs. Psychological counseling services will be provided by licensed therapists through support agencies with which the school will contract.

As a part of our RTII system TMP will use a systematic goal setting process to help motivate students who are performing below and/or are at risk of dropping out and above grade level. Goal-setting research in school settings shows that students' learning, motivation, and self-regulation can be improved when students pursue goals that are specific, proximal, and moderately difficult. For the goal setting process to be successful they need to receive feedback on their goal progress, focus their attention on learning processes, and shift their focus to outcome goals as their skills develop ([www.education.com](http://www.education.com)). Through the process of setting goals and reaching incremental benchmarks students will take ownership and pride in advancing and excelling academically.

### **English Language Learners (ELL)**

Students who enroll with TMP and indicate that their home language is a language other than English will be required to take the LAS Links assessment within the first two weeks of attendance at the latest. If students enroll in a timely fashion the school will make every effort to assess students before the beginning of the school year so their instructional needs can be met from day one. Students will be reassessed using the LAS Links assessment each year (or sooner if needed) to determine their current level of English proficiency to ensure we are providing the necessary level of support and that students are progressing at a pace that allows them to excel academically and ensures they are on track to eventually exit ELL services. TMP's goal is for all English language learners to participate in a quality instructional program that supports academic and social development. Emphasis will be placed on providing students with the greatest possible access to core curriculum and afford students access to appropriate English language instruction that will ensure progress from limited English proficiency to fluent English proficiency. TMP will:

- ensure the delivery of quality instructional programs for all English language learners
- identify the program options and instructional programs which guarantee quality programs that meet the academic and linguistic needs of English learners
- provide English language learners with the educational opportunities which will enable them to succeed
- deliver instructional and supportive services to ELL students that embody the goal and intent of Title VI of the Civil Rights Act of 1964 and further U.S. Supreme Court action that directs school districts to take steps to help ELL students overcome language barriers and ensure that they can meaningfully participate in the district's educational programs

Our purpose is to ensure that students develop proficiency in the basic communications skills of listening, speaking, reading and writing commensurate with the student's level of ability and achievement, improve grammar skills and increase vocabulary in English, obtain interpersonal communication skills and cognitive academic language proficiency that puts students on a trajectory to exit ELL services. This will be accomplished by providing the staff with training on the Six Key Strategies for Teachers of English Language Learners that were identified through a case study by the Alliance for Excellent Education to address the language needs of every student. These strategies have been found to not only help ELL students but also native speakers who are learning words that are not a part of everyday English. The six strategies include:

1. Vocabulary and language development, through which teachers introduce new concepts by discussing vocabulary words key to that concept. Exploring specific academic terms like algorithm starts a sequence of lessons on larger math concepts and builds the student's background knowledge.
2. The second strategy is guided interaction. With this method, teachers structure lessons so students work together to understand what they read—by listening, speaking, reading, and writing collaboratively about the academic concepts in the text.
3. The third strategy is metacognition and authentic assessment. Rather than having students simply memorize information, teachers model and explicitly teach thinking skills (metacognition) crucial to learning new concepts. Research shows that metacognition is a critical skill for learning a second language and a skill used by highly proficient readers of any language. With authentic assessments, teachers use a variety of activities to check students' understanding, acknowledging that students learning a second language need a variety of ways

to demonstrate their understanding of concepts that are not wholly reliant on advanced language skills.

4. The fourth strategy is explicit instruction, or direct teaching of concepts, academic language, and reading comprehension strategies needed to complete classroom tasks.

5. The fifth strategy is the use of meaning-based context and universal themes, referring to taking something meaningful from the students' everyday lives and using it as a springboard to interest them in academic concepts. Research shows that when students are interested in something and can connect it to their lives or cultural backgrounds they are more highly motivated and learn at a better rate.

6. The final strategy is the use of modeling, graphic organizers, and visuals. The use of a variety of visual aids, including pictures, diagrams, and charts, helps all students—and especially ELL students easily recognize essential information and its relationship to supporting ideas. Visuals make both the language and the content more accessible to students.

### **Gifted/Talented Students**

TMP defines gifted/talented students as a child or youth who performs at or shows the potential for performing at a remarkably high level of accomplishment when compared to others of the same age, experience, or environment and who:

- (1) exhibits high performance capability in an intellectual, creative, or artistic area
- (2) possesses an unusual capacity for leadership or
- (3) excels in a specific academic field.

Students will be identified for gifted and talented services through a combination of their performance on standardized assessments and course work.

The services provided to identified students are designed to meet their academic, intellectual, and social/emotional needs. The classroom teacher is the primary teacher responsible for meeting the students' academic and effective needs throughout the instructional program. Other support staff assists classroom teachers in differentiating instruction to meet the unique needs of students.

Students' special needs will be met through a variety of options, e.g. acceleration, differentiated instruction, advanced placement and enrichment. With input from the parents and students, plans are developed by the classroom teacher and advisor to outline how the child's needs will be met. Instruction is designed to meet the student's needs and their adjusted levels or rate of learning in the major subject areas. Services are developed around a classroom inclusion model. Every effort is made to provide gifted and talented students with interaction with other students with similar interests and performance levels.

TMP will provide a variety of learning opportunities for gifted/talented students that include:

- (1) instructional and organizational patterns that enable identified students to work together as a group, to work with other students, and to work independently;
- (2) a continuum of learning experiences that leads to the development of advanced-level products and performances;
- (3) in-school and, when possible, out-of-school options relevant to the student's area of strength that are available during the entire school year; and
- (4) opportunities to accelerate in areas of strength.

Gifted/talented students who demonstrate proficiency in specific courses/subjects may be allowed to take end of course assessments to obtain course credit. This will allow them to matriculate through the required coursework at an accelerated rate to ensure they remain challenged. Additional funds will be set aside to allow students who pursue this route to take additional courses at the college level through the school's college/university partnerships.

### **Meeting the Needs of all Students**

Exceptional learners, gifted and talented students, students performing below grade level and English Language Learners' academic needs and progress are reviewed by staff on a bi-weekly basis. Conferences are held with the students, their parents and academic support team in compliance with all state and federal laws and on an as needed basis. Parents have the opportunity to participate in the development of their child's instructional program. Parent input is requested at regularly scheduled conferences. The parent can request additional individual conferences at any time. When learning plans are put in place they include

assessment results, academic and social goals, planned interventions, a timeline, how feedback will be provided to all necessary stakeholders and processes and methods for best communicating with parents.

TMP's instructional day includes a period which is set aside for remediation, acceleration, tutoring and study tables. During this time students who are working below grade level will receive intensive instruction in reading and math. Students who have been identified as gifted and talented use this time to receive guidance from teachers on their instructional plan and feedback on independent assignments that are a part of their personal learning plan. Students needing tutoring in specific subjects use the time to meet with subject teachers while other students participate in study tables within small groups.

TMP has selected the procedures outlined above to meet the needs of special student populations because they ensure that all state and federal guidelines are met. Additionally, we believe these to be effective strategies that directly result in academic gains. Working with students who fall into the special student populations category and their families is a sensitive process. In addition to having individual education plans for students, schools must extend the same strategies when working with families. This will help to provide a healthy working relationship for all involved. We have decided to provide follow up and feedback on a case by case basis instead of creating a policy to ensure that we are providing the families and stakeholders the same accommodations that are provided to students.

Outside vendors who provide services to students will hold a contract with the school. Each contract will clearly outline the expectations and responsibilities of the vendor and the school. Goals and evaluation procedures will also be clearly outlined. Vendors serving students with IEP's will be expected to comply with all state and federal guidelines and report their findings in a timely manner. Student goals that are in direct correlation to a vendor's services will be expected to be met in accordance with the timeline detailed in the student's individual education plan or IEP. If goals are not met, vendors will be expected to produce documentation of the services provided and insight on why goals were not met. Vendors not meeting specified goals risk contract termination. However, this will be determined on a case by case basis.

Classes will consist of a 25:1 student to teacher ratio or less. During the first year there will be two paraprofessionals to support the high school and two to support the middle school. TMP plans to double all positions in the instructional staffing structure each year except for special education and administrative positions. These will be added as needed. One paraprofessional will support Math and Science and the other will support English and Social Studies. Paraprofessionals will spend three class periods in each subject each day. They will alternate days and times based on a schedule that allows them to support students in need of extra assistance on a regular basis. Lesson plans will be due to the building administrator two weeks in advance. At this time they will also be submitted to the special education teacher. This gives time for the special education teacher and paraprofessionals to plan to support the general education teachers and thoroughly prepare accommodations and modifications as needed. During weekly staff meetings/professional development, teachers will be given time to work together on lessons and engage in cross-curricular planning.

### **Supplemental Programming**

Currently, The Mind Program High School does not plan to offer summer school. The focus during the first few years of the school's operation will be to ensure that the school is financially viable and that our academic program is sound. Therefore, the summer will be reserved for the administration and teachers to improve academic programming, instruction and school culture. Our model puts all students on track to earn a Core 40 with academic honors diploma. Students who fail courses will have an opportunity to make up those courses during the school year. Their focus will be to graduate on time by meeting Core 40 requirements and completing all six Milestones. These students may or may not receive an academic honors diploma.

The school plans to offer after school activities, sports and clubs. Twenty thousand dollars has been budgeted during year 1 to pay for these programs. The school plans to contract with outside agencies to provide programming and will also stipend teachers who choose to run a club, program or sport after school. After school programming will be a direct recipient of money from the fundraising campaign that will take place during the 1.5 years prior to opening. During the first year programs may be limited but the school plans to increase the supplemental programming budget and offerings as the school grows.

The dean/counselor will create and implement programs to develop academic, career, and social/emotional competencies for each grade level. Group and individual counseling will include intentional

guidance in self-development, conflict resolution, puberty, and bullying. Our program will provide responsive services to meet the needs of students in the areas of crisis, grief counseling, and normal developmental needs. The use of evidence based strategies will support our goal in meeting the needs of all students.

### **Student Recruitment and Enrollment**

TMP will recruit students using a variety of methods, including but not limited to: advertising within the surrounding apartment complexes, hosting information sessions, attending community events such as Black Expo, Indiana Latino Expo and Circle City Classic, placing advertising at local businesses and churches, attending high school fairs, advertising with local radio and television stations. The school is open to all students regardless of previous academic performance, behavior, race, socio-economic status, religion, disability, nationality, immigration status, or any other factor that may be considered unlawful.

Focusing our recruitment efforts within the target neighborhood will help to garner the targeted enrollment. Student recruitment and marketing will be in English and Spanish. Recruitment events will be staffed with English and Spanish speakers to ensure equal access to any family interested.

Interested families will be asked to fill out an enrollment packet. Upon receiving a completed enrollment packet students will be granted enrollment at the school on a first come first served basis. If enrollment demand exceeds the number of seats available, students will be placed on a waiting list in the order that their applications were received. If seats become available they will be filled by students on the waiting list.

### **Student Discipline**

The goal of The Mind Program High School Discipline Policy is to promote positive and appropriate behavior between students, teachers and staff in order to decrease negative/inappropriate behaviors particularly among students who are repeat referral students, transfer students and candidates for transfers or suspensions. (See Attachment 12)

Academic honesty and integrity are essential to the existence and growth of an academic community. Maintaining the academic standards of honesty and integrity is ultimately the formal responsibility of the instructional staff; and this responsibility is shared by all members of the staff.

As instructors, staff members are responsible for transmitting knowledge and the methods by which it is acquired. To do so, they must be able to examine and test student work. The staff also sets academic standards and awards academic credit when the standards are met. To carry out these responsibilities, staff members must ensure that student work submitted for academic credit is authentic as well as consistent with established academic standards. Therefore, the academic evaluation includes a judgment that the student's work is free from academic dishonesty of any type; and course grades should be and will be adversely affected by academic dishonesty.

It is the duty of staff members to take measures to preserve and transmit the values of the academic community. To this end, they are expected to instill in their students a respect for integrity and a desire to behave honestly; they also must take measures to discourage student academic dishonesty. To meet their responsibilities when academic dishonesty is suspected, individual staff members must follow the policies and procedures stated in the school's academic dishonesty policy which clearly defines cheating, fabrication and falsification, plagiarism, abuse of academic materials and consequences. (adapted from <http://legal.uncc.edu/policies/up-407>)

### **Parents and Community**

The Mind Program (TMP) plans to open a high school on the far eastside of Indianapolis. This area of the city has the highest concentration of apartments, high crime and high poverty rates. Currently there are two schools middle/high schools and one K-8 school serving the area, Arlington Community High School, John Marshall Community High School and Andrew J. Brown Academy. Based on the state of Indiana's A-F accountability system, in the most recent data available, John Marshall High School earned a grade of D for the last two years. Prior to that, the school consistently performed at an F since 2005. John Marshall Junior High School earned a grade of F and has been at an F for all years that

state data is available. Arlington's most recent data shows that the school earned an F and has consistently been performing at an F since 2005. Last year Andrew J. Brown earned an F, the previous year they earned a D. Previously the school was a high performing school.

TMP High School would be located within Indianapolis Public School's (IPS) boundaries. The charts below give a snapshot of how the IPS schools that TMP students would otherwise attend are performing and supports the need for a high performing high school to serve Indianapolis' far eastside.

Arlington High School				Enrollment by Grade Level 2014-2015	
English ECA		54.8% Did Not Pass	9		47
Math ECA		43.8% Did Not Pass	9		90
English ECA	70.4%	Did Not Pass	9	213	
Four-year Graduation Rate	44.4%	Graduated/	28.9%	10	60
Algebra ECA	63.7%	Did Not Pass	10	143	
Dropouts					
Four-year Graduation Rate	61.1%	Graduated/	11	137	40
Enrollment 2014-2015	15.9%	Dropouts		12	28
Black		88.6%	12	92	
Hispanic		4.4%			
Black		83.5%			
White		3.8%			
Hispanic		10.1%			
Multiracial		3.2%			
White		4.7%	100%		
Free Lunch					
Multiracial		1.7%			
Free Lunch		72.6%			
Reduced Lunch		1%			

John Marshall Middle School	ISTEP+ 2013-2014	Enrollment by Grade Level	
English/Language Arts	76.5% Did Not Pass	7	156
Math	71.8% Did Not Pass	8	184
Social Studies	87.7% Did Not Pass		
<b>Enrollment 2014-2015</b>			
Black	80%		
Hispanic	11.5%		
White	5.9%		
Multiracial	2.4%		

Native/Other Pacific Islander	.3%		
Free Lunch	77.4%		
Reduced Lunch	.9%		

<b>Andrew J Brown Academy</b>	<b>ISTEP+ 2013-2014</b>	<b>Enrollment by Grade Level</b>	
English/Language Arts	40.6% Did Not Pass	6	44
Math	37.6% Did Not Pass	7	54
Social Studies	76.2% Did Not Pass	8	55
<b>Enrollment 2014-2015</b>			
Black	60.9%		
Hispanic	30.4%		
White	2.5%		
Multiracial	6.2%		
Free Lunch	87.6%		
Reduced Lunch	6.1%		

The chart below shows the performance of the schools that students might otherwise attend if they did not attend The Mind Program.

Corporation Name	School Name	School Points 2014	School Grade 2013
Ed Power	Arlington Comm High School	F	F
Indianapolis Public Schools	John Marshall Community High Sch	D	D
Indianapolis Public Schools	John Marshall Community Junior HS	F	F
Andrew J Brown	K-8	F	D

*\*Data source: www.doe.in.gov*

Many schools are failing to engage students; as a result, students feel disconnected from school and its relevance to the world. This results in higher dropout rates and lower educational attainment because students are not being adequately prepared for college and career. The Mind Program's (TMP) model is the right fit for this particular neighborhood because of its advisory model, Creating Entrepreneurial Opportunities (CEO) program and our philosophy that we do not enroll students, we enroll families. TMP's program is based on a strong advisory model which connects each student with an advisor that serves as an instructor and a mentor. The advisors are responsible for making regular contact with families to update them on student progress and provide the family with strategies to support the student at home. Specifically, advisors are required to

- Send home monthly progress reports.
- Make monthly contact with each advisees' family to ensure parents received progress reports and answer any questions they might have.
  - Remind parents of their role in completing the current Milestone (see Milestones).

- During the monthly contact with families each staff member will give parents a strategy to support learning at home. Each staff member will give the same strategy to all parents each month. They will be developed each year to ensure that no strategy is repeated over the course of a student's four year career.

TMP will require all families to attend orientation prior to the beginning of the school year. The orientation is one of the parent's first experiences with the school. The orientation model is unique in that it involves large group and small group sessions. Orientation is led by the principal and staff. It begins with a general overview of the school, its mission, vision and goals. After the general overview families are broken into smaller groups to review schedules, learn about and meet their student's advisor and go over school specific information such as uniform, behavior policies and course/graduation requirements. At that time, parents have an opportunity to ask specific questions.

Parents will be given an opportunity to volunteer and become actively engaged in the school. When the school is approved, parents who are interested in enrolling their children will be invited to come to board meetings and give input and feedback during the preparation/planning period. Parents who are business owners will have an opportunity to serve as mentors. The school will have a parent association that parents will be asked to help found and create a strategic plan. If parents have availability during before and after school hours we will ask them to help the staff maintain an orderly drop off and pick up. There will also be other opportunities for parents to take the lead in fundraisers, school events and building community partnerships.

Studies have shown that students who participate in advisory/mentoring are less likely to drop out and more likely to graduate, less likely to engage in delinquent behaviors (crimes, drugs, gangs) and have increased school attendance rates ([www.dropoutprevention.org](http://www.dropoutprevention.org), [www.mentoring.org](http://www.mentoring.org)). TMP is confident its advisory model and philosophy of enrolling families makes its model an excellent fit for the community it will serve. TMP also believes that the model will help to reinvigorate parents who have become frustrated with the education system due to previous and personal experiences. TMP methods are well thought out and systematically implemented to ensure families and students have a positive experience with the school from the onset.

The CEO program allows qualifying juniors and seniors to receive a mentor from the business community who will help them create a business plan and launch their own business while in high school. This program helps teach students different methods of providing for themselves at an early age. These skills are often paramount for students from low socio-economic homes. It increases the significance of school and makes the correlation between school and business and/or postsecondary opportunities tangible. Profits earned from student's businesses are theirs to keep, to use or reinvest as needed. Studies show that students who participate in entrepreneurship programs have an increased level of job readiness, improved academic performance, school attendance; and educational attainment and increased problem-solving and decision-making skills ([www.dol.gov/odep/pubs/fact/entrepreneurship.htm](http://www.dol.gov/odep/pubs/fact/entrepreneurship.htm)).

A strong advisory model and the CEO program are two large components of our model that will help to reengage and reinvigorate students. These program components help students see the relevance of what they are learning and how the information pertains to life outside of school.

The 2014 Your Life Matters Taskforce Report looked at many factors that are directly impacting black males between the ages of 12-24. Some of the findings include:

- in Marion county, the unemployment rate for black youth 16-19 is almost triple the rate for the state of Indiana
- there is a skills deficit for many of the current jobs that are available for youth
- youth who have positive work experiences early on are more likely to finish high school, go to college and succeed in the workforce
- black youth are more than 30% less likely to have a mentor than their white counterparts
- there is a greater percentage of black students still receiving general diplomas

- 55% of black students required remediation upon entering college compared to 31% of all students
- there is a direct correlation between the amount of education a young person does not receive (i.e. out of school suspensions) and the likelihood he or she may end up in prison

TMP's high school model incorporates many of the recommendations suggested by the taskforce.

All students who attend TMP are required to complete Milestones 1-6. Milestones require students to participate in job shadows, internships and community service hours. This requirement exposes students to many different career options and workplace environments early on. Additionally, all students are paired with an advisor/mentor who remains with the student from 9<sup>th</sup> through 12<sup>th</sup> grade. All students attending TMP high school are put on a plan to receive a Core 40 with academic honors diploma. Students needing remediation are identified early and receive remediation during 8<sup>th</sup> and 9<sup>th</sup> grade so they do not continue through high school with academic deficits and are able to meet the rigorous demands of the curriculum which ensures that all students are prepared for college and/or the world of business.

Page 14 of the report states

Most businesses are unaware of the depth of Indianapolis' youth unemployment problem and how it contributes to community problems including crime. The business community plays a vital role in any solution the youth unemployment problem, both as a source of internships for youth and in the recruitment of mentors.

TMP is proactive in its discipline philosophy. The neighborhood is a high crime, low income area. The students we will serve have been over identified for special education. Our innovative approach to maximizing instructional time is evident through our in school suspension model which allows students to participate in their classes virtually. TMP is connected with the community it will serve, is in tune with the needs and has a plan in place to address them.

Community partnerships and support is integral to the success of a new school within a community. TMP's board members have been in the process of fostering community partnerships with local businesses, apartment communities, churches and community programs. The board takes this responsibility seriously and each board member is committed to developing partnerships for the school. Board members have been meeting with community organizations and sharing the mission, vision and school model. TMP has received a favorable response. Organizations are excited that we will begin small and grow slowly and that we are modeling after a school that has proven to be a highly rated school in the state of Ohio serving a similar population. They are also enthusiastic that TMP coming to the community will bring economic redevelopment to a piece of real estate that is not currently being utilized.

TMP will continue to meet with organizations. Specifically, we plan to meet with more of the churches in the area, other surrounding apartment complexes, Community Alliance of the Far Eastside, IndyGo, Indianapolis Metropolitan Police Department, Finish Line, Jane Pauley Health Center, businesses within the Hunter Creek Business Park which include: PODS, Hamilton, Peapod, Green Wave, Celadon and Holland House to name a few. We also plan to build relationships with the surrounding restaurants and retailers. In addition, we will reach out community agencies that will help provide health and human services that our students may be in need of such as: mental health resources, addiction help, gang violence prevention and counseling.

We are enthusiastic about the diverse nature of the current partnerships. Our partners have agreed to allow us to market within their organizations in our efforts to inform parents and recruit students, to refer high quality teachers to us and help with external measures that will ensure we are on the right track to achieve our goal of being a best place to work in Indianapolis for educators, to provide free haircuts for students in need and to provide volunteers, tutors and mentors. Our educational model requires us to have successful partnerships with a number of businesses so that our students can have fruitful experiences when they begin their internships, complete job shadows and community service hours.

### **Enrollment/Demand**

TMP will begin by enrolling 150 ninth graders and 75 eighth graders during the 2017-2018 school year. The school plans to add one grade level each year until it serves grades 8-12. Each year the school will enroll 125 new students until it has reached a maximum enrollment of 600 students. Enrollment will be open to outside students until January of student's ninth grade year. Any student wishing to enroll after that point

would have to meet TMP’s requirements for grade level promotion which includes attaining a certain amount of credits each year as well as completing a certain number of Milestones each year. TMP’s academic programming requires students to complete six Milestones in addition to Core 40 requirements. Due to the increased academic standards, students enrolling past the second semester of ninth grade may not meet TMP’s grade level promotion requirements and may be admitted on a case by case basis with a student/parent contract in place to ensure the student has a plan in place to meet graduation requirements in a timely manner.

TMP has chosen to start with a small class of eighth and ninth grade students and grow by one grade level each year to ensure that our culture is strong, our academic programming is rigorous and our advisory model is effective. Beginning with two grades allows the staff to reflect, isolate issues of concerns, and make necessary changes that will positively impact new and returning students. The school is projecting a smaller class of eighth graders since this is not a natural transition year for students to enroll at a new school. It is likely that the eighth grade cohort will consist of parents who are not pleased with their child’s current school; parents who want to ensure their child receives one of the limited number of ninth grade seats, and/or students who are performing below grade level academically and parents are drawn to the intensive remediation that is built into the TMP model.

TMP believes the demand for our school is sufficient to sustain projected enrollment figures. TMP surveyed two hundred and forty-five people on the east/far eastside. Our survey data found that 78% of people surveyed were not happy with their child’s current school and 83% of surveyed participants said they or someone they knew who lives on the far east side would enroll a student in another high school if there was another high quality option. Per the Indiana Department of Education’s most recent data, John Marshall earned a D and Arlington earned an F on the states A-F grading scale. John Marshall and Arlington’s ongoing performance demonstrates the need for educational options within the target area.

### Measures and Other Goals

On the following pages you will find two school specific goals and assessments for The Mind Program High School. The first academic goal was chosen to ensure that students who choose to attend The Mind Program are graduating at a rate that surpasses that of the local school district that students would have attended. TMP’s goal is to remain competitive and produce outcomes that the surrounding schools are unable to produce. One of the components that makes TMP unique is Milestones. Milestones are rigorous academic requirements that go above and beyond the Core 40. All students attending TMP are required to complete six Milestones.

In the state of Indiana, after students have passed the End of Course Assessments there are no other required assessments to ensure students are achieving at a collegiate level and are ready to compete nationally and globally with their peers. TMP has decided that it is important to hold itself accountable and have proof that is nationally recognized that students have received a rigorous academic experience. Therefore, TMP’s students will perform above the national average on the SAT and/or ACT tests.

### **School-Specific Goal #1 for: The Mind Program High School**

**Performance Indicators:** During year four, the graduation cohort report will be used for the school’s progress towards this goal. In year three, in order to be considered on track to graduate within four years from The Mind Program, all students will need to earn at least 30 credits and have completed Milestones 1-4 by the end of the 11<sup>th</sup> grade year.

### **Annual Targets:**

<b>Goal:</b> The Mind Program will graduate 85% of students in 4 years. (The annual targets indicate what students should accomplish by the end of each school year)						
<b>Charter Year</b>	<b>Calendar Year</b>	<b>Qualification standard</b>	<b>Exceeds Standard</b>	<b>Meets Standard</b>	<b>Approaching Standard</b>	<b>Does Not Meet Standard</b>
1	2017-18	9 <sup>th</sup> graders with >10 credits & completed Milestone 1	81-85%	75-80%	70-74%	65-69%
2	2018-19	10 <sup>th</sup> graders with >20 credits & completed	85-90%	80-84%	75-79%	70-74%

		Milestones 1-2				
3	2019-20	11 <sup>th</sup> graders with >30 credits & completed Milestones 1-4	90-100%	85-90%	75-84%	65-74%
4	2020-21	11 <sup>th</sup> graders with >30 credits & completed Milestones 1-4	90-100%	85-90%	75-84%	65-74%
5	2021-22	11 <sup>th</sup> graders with >30 credits & completed Milestones 1-4	93-100%	88-92%	82-87%	76-81%
6	2022-23	11 <sup>th</sup> graders with >30 credits & completed Milestones 1-4	96-100%	90-95%	80-89%	70-79%
7	2023-24	11 <sup>th</sup> graders with >30 credits & completed Milestones 1-4	96-100%	90-95%	80-89%	70-79%

**Assessment Tools and Measures:** Credits attained based on the guidelines set forth by the Indiana Department of Education will be used. Milestone rubrics and assessments will be used as a tool for completing each Milestone.

**Attachments:** Please see Milestone rubrics and requirements.

**Rationale for Goal and Measures:** This goal is important to the school's mission because the school intends to close the achievement gap with the students served. We must maintain a rigorous curriculum that prepares students to compete globally. Our Milestone requirements, rubrics and use of community panels help ensure we are consistent unbiased as we hold all students accountable.

**Assessment Reliability and Scoring Consistency:** The school will maintain reliability and scoring consistency of the Milestone assessments by requiring all members of the Milestone panels to complete a training course on the rubrics and scoring guidelines. During training members will be given sample materials to score. Panel participants must be normed on the sample materials before they will be allowed to sit on a Milestone Panel.

As a part of The Mind Program's curriculum development process all courses will have a final exam created before the beginning of the school year. This will allow instructors to effectively use Understanding By Design as they plan their lessons. Additionally, these exams will be used year after year to ensure the school is providing a similar academic experience for all students.

**Baseline Data:** There is no baseline data for Milestones. They increase in difficulty and student responsibility. Number of credits earned will be used as data.

**School-Specific Goal #2 for:** The Mind Program

**Performance Indicators:** We will know this goal has been achieved by student test scores on the ACT and SAT exams.

**Annual Targets:**

<b>Goal:</b> Seniors will score 24-26 on the ACT and/or 1620-1790 on the SAT.						
Charter Year	Calendar Year	Qualification standard	Exceeds Standard	Meets Standard	Approaching Standard	Does Not Meet Standard
1	2017-18	9 <sup>th</sup> graders with ACT Aspire scores that align with ACT College Readiness Benchmarks	56-60%	50-55%	45-49%	40-44%
2	2018-19	Average PSAT score for 10 <sup>th</sup> graders	153-165	135-150	121-129	106-114

3	2019-20	Average ACT for 11 <sup>th</sup> graders. Average SAT for 11 <sup>th</sup> graders.	24-25 1620-1730	21-23 1450-1610	19-20 1330-1440	17-18 1210-1320
4	2020-21	Average ACT. Average SAT.	24-25 1620-1730	21-23 1450-1610	19-20 1330-1440	17-18 1210-1320
5	2021-22	Average ACT. Average SAT.	>=26 1800-1850	24-25 1620-1790	21-23 1450-1610	19-20 1330-1440
6	2022-23	Average ACT. Average SAT.	>=27 >=1800	>=26 >=1740	>=24 >=1620	>=22 >=1510
7	2023-24	Average ACT. Average SAT.	>=27 >=1800	>=26 >=1740	>=24 >=1620	>=22 >=1510

**Assessment Tools and Measures:** The ACT and SAT tests will be used as the assessment tools and measures.

**Attachments:** N/A

**Rationale for Goal and Measures:** Part of our mission is to provide students with a rigorous academic experience. Therefore, it is important that we set our bar higher than the state and national averages. Performing well on the SAT and ACT tests will help to ensure that our students continue to have excellent educational options during their post-secondary careers.

**Assessment Reliability and Scoring Consistency:** N/A

**Baseline Data:** Students will take the ACT and/or SAT several times over the course of their high school careers. Their first test will serve as the baseline data.

TMP will administer all state required assessments including ISTEP+, ECA, Acuity, LAS LINKS and NAEP. Additionally, TMP will administer the ACT Aspire assessment at the beginning and end of grades 8, 9 and 10 and the ACT and/or SAT test in the Spring of grade 11 and in the Fall of grade 12. Students will take the PSAT in the fall of their 10<sup>th</sup> grade year. Milestone 2 requires students to take the Accuplacer to determine their readiness to take college courses. Students are allowed to work through the Milestones at their own pace. Therefore, students will take the Accuplacer at different points in their high school career. However, in order for students to be promoted to the 11<sup>th</sup> grade all components of Milestone 2 must be completed by the end of 10<sup>th</sup> grade.

ACT Aspire was chosen to ensure students are college and career ready. Additionally, this assessment helps provide alignment with curriculum and benchmark information to ensure the students are on track to meet the school specific goal of seniors scoring 24-26 on the ACT and/or 1620-1790 on the SAT. Using this assessment, students will be assessed in Reading, Writing, English, Math and Science. Students will take the ACT Aspire test in August and June. This will provide baseline instructional data as well as a growth report.

TMP's educational model seeks to create students who are creative thinkers and are metacognitive about their own learning and development. **ACT Aspire incorporates a metacognitive component.** Along with items to measure content progress, each quiz includes metacognitive items designed to increase student awareness of their own cognitive processes. The metacognitive items measure how well students are able to accurately assess their own learning. As such, they give teachers insight into how students might formulate answers to items and develop better capabilities to work through common errors, slips, and misconceptions.

The ACT Aspire assessment was chosen because it provides standards based reporting based on the ACT Readiness Standards. It is also aligned to the Common Core State Standards, which will help us ensure that our students are ready to compete on a national level. Additionally, ACT Aspire only takes approximately four hours to administer all five subject areas.

Student progress will be measured on an A-F grading scale. Students will receive report cards every 9 weeks. They will be assessed on course content on an ongoing basis through diagnostic, formative and summative assessments. Students will take a midterm exam at the midpoint of each semester and will take a final exam at the end of each semester. Midterm and final exams will be administered for every course.

Assessment results will be reported at the latest within 2-3 weeks of receiving the data. Assessment results will be shared with students and staff as soon as possible so that instructional modifications can be

made quickly. All assessment results will be shared with students, staff, parents and the board. Required assessment data will be shared with the Indiana Department of Education in accordance with their assessment guidelines.

Assessment results will be shared with the staff during weekly staff meetings. Staff will receive data on how the school is performing as a whole as well as classroom level data. Advisors will be given the individual reports for all of their advisees. Assessment results will be discussed with students during their advisory period. Students will be active participants in their education and will be informed about their academic performance. Each student will have a file where they graph and track their performance on assessments. They will use this information to set goals based on where they are and the academic growth that needs to take place.

Parents will be provided with results for their child, will be involved in the goal setting process and also receive results that demonstrate how the school is performing as a whole and how the school is performing in comparison with other schools. Results will be communicated to parents by four different methods. Individual written reports will be sent home, individual results will be reviewed during parent conferences, parent group meetings will be held and there will be updates on assessment results in parent newsletter articles. Additionally, advisors will be able to address questions and concerns and clarify results during their monthly phone calls with parents. During that conversation advisors will discuss how parents can actively participate at home to address academic deficiencies and accelerate growth.

When assessment reports are communicated to the school board, the reports will detail how the school performed as a whole, how subgroups performed, compare scores from pre and post tests and from year to year. Whether or not students are scoring at, below or above desired levels will be clearly indicated as well as the steps that are being taken to disaggregate the data and make instructional improvements. The school board will also be informed on how results were reported to parents. The school board and the school leader will work together to determine how results will be released to the public.

### **Data Driven Instruction**

To ensure that data driven instruction meets the academic needs of all students, we have put a plan in place for disaggregating achievement data specific to all exceptionality areas and disproportionality. In order to accurately assess how subgroups are performing, data may be disaggregated by but not limited to: grade level, proficiency in English, Special Education status, ethnicity, gender, socioeconomic status, previous performance on standardized tests, teacher experience and advisory group. During the weekly meetings that will be set aside for analyzing data teachers will form small groups and each group will be assigned a subgroup for which they will disaggregate the data. Each group will present their findings and plan to address the instructional needs of students who are not performing at level. Groups will take questions, comments and ideas from the staff about their findings and plans for improvement. The staff as a whole will create action plans for each subgroup.

TMP's approach to dissecting data is to disaggregate data to make the invisible visible and is built around two fundamental questions; *Effective at what? Effective for whom?* 'It is not a problem-solving (process), but a problem-finding process.' (Lezotte and Jacoby, *Sustainable School Reform*, 1992). Some of the guiding questions that will help to focus the staff's data conversations are:

- Is there an achievement gap among different demographic groups? Is the gap getting bigger or smaller?
- Are minority or female students enrolling in higher-level mathematics and science courses at the same rate as other students?
- Are poor or minority students over-represented in special education or under-represented in advanced courses?
- Are students at certain grade levels doing better in core subjects?
- Are students whose teachers participate in ongoing professional development in reading, math, or science doing better in these subjects than students whose teachers do not participate?
- Are the school's most recent curriculum and instruction adjustments improving the performance of students in the lowest quartile?

Staff will receive training on using and disaggregating data during the 3 week summer training before the beginning of each school year. Some of the data strategies that will be covered during training are:

1. **"Every member of a school community can act as a data leader."** (Love, Nancy et al., *The Data Coach's Guide to Improving Learning for All Students*, 2008, p.7)

Using data effectively starts with teachers who understand that the benefits of data are not all on the data dashboard. Access to well-organized data is just the beginning of an ongoing and collaborative process that investigates the current status of student learning and instructional practice. In this process, any member of the school community can act as a leader by celebrating accomplishments, challenging current practices, encouraging learning communities, staying focused on goals, communicating ideas, and actively engaging others in decision making and instructional improvement.

2. **"Making predictions** before analyzing new data raises awareness about existing assumptions that can influence accurate interpretation of that data." (Love, Nancy et al., *The Data Coach's Guide to Improving Learning for All Students*, 2008)

Before you even take a peek at the new data you have in hand, **predict** what you expect the data to tell you. This first-step strategy can help guide your analysis of the data and contribute to a bigger pay-off down the road by helping you to more clearly pinpoint student learning problems, their causes, and next steps.

As educators, we know that **making predictions** is an effective strategy for teaching new concepts to students. It activates prior knowledge and uncovers understandings and misconceptions—anchoring new learning to familiar concepts. In much the same way, making predictions about student achievement data offers a starting point for navigating new data and engaging in dialogue about what it tells you. In fact, **predicting** is the first step in a four-phase data-discovery process called Data-Driven Dialogue (Wellman & Lipton, 2004).

3. **"Go Visual" with your data to help construct meaning, make sense, and prepare to engage in meaningful dialogue.**" (Love, Nancy et al., *The Data Coach's Guide to Improving Learning for All Students*, 2008, p.7)

Data teams work together to create large, visually vibrant displays of data that combine information from multiple sources, make comparisons across student demographic groups, or capture several timeframes. These visuals can illuminate subtle changes in achievement over time. They can pinpoint achievement gaps that may, or may not, reinforce assumptions about who is doing well and why. Most importantly, by creating visual data and then making observations about this data, the team gains ownership of the story the data tells. The shared understanding among the data team that results from Going Visual can lead to a culture of group responsibility for improvement.

4. **"Set aside assumptions, and focus on just the 'data facts' before leaping to explanation and interpretation."** (Love, Nancy et al., *The Data Coach's Guide to Improving Learning for All Students*, 2008)

Teachers are natural problem solvers. When we see evidence in our data that groups of students are underachieving, we are anxious to find solutions. But data analysis is most effective if a team takes the time to observe and record as many details as possible about what the data reveal. The Using Data process advocates a 'hold your horses' mindset that can help teachers to better pinpoint a student learning problem before jumping to explanations, interpretations, and quick-fix solutions.

5. **"Make data observations. Then generate possible explanations that inform next steps to finding the best teaching and learning solutions."** (Love, Nancy et al., *The Data Coach's Guide to Improving Learning for All Students*, 2008)

Before generating solutions, be certain that you fully understand the problem. As a data team, take the time to verify what learning problems are revealed in your data—and why—before suggesting solutions. After making observations about the data and listing details about what you see in it, draw inferences about why these observations are revealed. Ask yourselves, "Why are we seeing this result?" and/or "What else do we need to know to be sure of this observation?" Making inferences and asking questions before finding solutions is a classic example of the 'go slow to go fast' strategy. It gets you on track for making sure the problem you are solving is one you actually have.

6. **When Analyzing Causes, Ask "Why? Why? Why?"**

*"Learn from yesterday, live for today, hope for tomorrow. The important thing is not to stop questioning."*

*Albert Einstein*

Once a data team has analyzed several data sources to pinpoint a student learning problem, they often feel ready to leap into action and solve it. But the data team should first engage in a collaborative process of

causal analysis to identify the 'root' cause of the problem, to ensure that the solution they propose addresses the true problem and produces the desired results.

#### **7. *Finding Time For Data Inquiry***

*“Time for teacher collaboration is not a luxury.... It is a necessity for schools that want to improve.” (Love, N., Using Data to Improve Learning for All, 2009)*

Meaningful data analysis requires that data teams study multiple data sources to pinpoint student learning problems, find root causes for emerging problems, and launch a plan to tackle these problems. Data teams understand that there is not a 'quick fix' approach to understanding and closing learning gaps—this work takes time.

**8. *“When we looked at our state criterion-referenced tests (CRT) for sixth grade, life science was our weakest strand. We couldn’t believe that. We thought we had a pretty strong life science program. It wasn’t until we looked at our own local assessments and saw the same weakness that we became convinced that we had to take a closer look at what we were teaching and how.”*** (Love, Nancy et al., *The Data Coach’s Guide to Improving Learning for All Students*, 2008)

All too often state test results may be the only source consulted when targeting specific areas for improvement. However, decisions about instructional changes that reflect only this single data source, might lead to errors in your decision-making. If you want your data to lead you toward making meaningful changes, an important principle to follow is *triangulation*. Triangulation means using three independent data sources to examine apparent issues or problems.

**9. *“Disaggregation is a practical, hands-on process that allows a school’s faculty to answer the two critical questions: ‘Effective at what? Effective for whom?’ It is not a problem-solving (process), but a problem-finding process.”*** (Lezotte and Jacoby, *Sustainable School Reform*, 1992)

If you want to tap one of the most powerful uses of data, disaggregate! Disaggregation means looking at how specific subgroups perform. Typically, formal student achievement data is aggregated, or reported for the population as a whole—the whole state, school, grade level, or class. Disaggregating can bring to light critical problems and issues that might otherwise remain invisible. ([www.usingdata.terc.edu](http://www.usingdata.terc.edu))

#### **Student Information System**

TMP plans to use PowerSchool as its Student Information System. PowerSchool currently supports more than 13 million students throughout the world with 99% customer retention. PowerSchool is compliant with HIPAA and FERPA and uses a number of security protocols to ensure data is 100% secure. It provides the full range of features needed by administrators at the district and school level including: student and staff demographics, real-time data access and updates, attendance management, tracking and notification, discipline management and reporting, family management, multi-language translator, emergency medical and health management, faculty management, interactive scheduling tools, standards based grading and reporting, school, course and student fees management, access via mobile devices, a special education module, push-button state reporting, co-teaching management and a registration module.

PowerSchool includes a powerful gradebook and teacher tools that provides all the features teachers need in one place, making it easy to use and learn. All classes, rosters, student demographic information, grading periods, standards, rubrics and grade scales are automatically loaded into the gradebook. All data flows back to the central database in real time, providing all stakeholder, including parents and students, with instant visibility to assignments, scores, grades, comments and progress toward each standard.

The Office Manager will be responsible for warehousing the data. The Principal will ultimately be responsible for interpreting the data for classroom teachers and leading and coordinating professional development to improve student achievement. However, the culture of TMP requires all staff to be actively involved in reading, dissecting and planning based on the information and trends that are extracted from the data. (Please see Data Driven Instruction above)

#### **Corrective Actions**

If TMP High School falls short of the student academic achievement expectations or goals established by the ICSB and the Indiana Department of Education and/or the governing body, this would

trigger a corrective action plan being put in place. This plan has been adapted from the Illinois State Board of Education. Below is an outline of the multi-step approach.

### **1-Data & Analysis-Report Card Data**

**Data** - What do your School Report Card data tell you about student performance in your school? What areas of weakness are indicated by these data? What areas of strength are indicated?

**Factors** - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

**Conclusions** - What do these factors imply for next steps in improvement planning?

### **1B-Data & Analysis-Local Assessment Data**

**Data** – Briefly describe the relevant local assessment data used in this plan. What do these data tell you? What areas of weakness are indicated by these data? What areas of strength are apparent?

**Factors** - What factors are likely to have contributed to these results? Consider both external and internal factors to the school.

**Conclusions** - What do these factors imply for next steps in improvement planning?

### **1C-Data & Analysis-Other Data**

**Data** – Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?

**Factors** – In what ways, if any, have these attributes and challenges contributed to student performance results?

**Conclusions** - What do these factors imply for next steps in improvement planning?

### **Section I-C Data & Analysis - Other Data-Item 1 - Attributes and Challenges**

**Data** – Briefly describe attributes and challenges of the school and community that have affected student performance. What do these data and/or information tell you?

**Factors** – In what ways, if any, have these attributes and challenges contributed to student performance results?

**Conclusions** - What do these factors imply for next steps in improvement planning?

### **Item 2 - Educator Qualifications, Staff Capacity, and Professional Development**

**Data** – Briefly describe data on educator qualifications and data and/or information about staff capacity and professional development opportunities related to areas of weakness and strength. What do these data and information tell you?

**Factors** – In what ways, if any, have educator qualifications, staff capacity, and professional development contributed to student performance results?

**Conclusions** - What do these factors imply for next steps in improvement planning?

### **Section I-C Data & Analysis - Other Data -Item 3 - Parent Involvement**

**Data** – Briefly describe data on parental involvement. What do these data tell you?

**Factors**– In what ways, if any, has parental involvement contributed to student performance results?

**Conclusions** – What do these factors imply for next steps in improvement planning?

After delving deep into the data, factors and conclusions around each of these areas, an action plan would be developed with objectives, strategies, activities, a timeline and monitoring plan. The CEO would be responsible for implementing and guiding the corrective action plan. The CEO would work closely with the board, school leader and staff to develop and implement the plan with fidelity.

## **Section III: Implementation Plan**

### **School Leadership and Staff Hiring, Management and Evaluation**

The principal will create job descriptions that detail the qualifications, skills, experiences and job responsibilities for all open positions. Jobs will be posted on the school's website as well as on public job boards. After resumes are reviewed the following steps will take place:

(1) applicants meeting the job qualifications will be sent additional information about the school, the model and the expectations (2) for teaching positions, sample lesson plans will be requested (3) phone interviews will be scheduled (4) in person interviews will be scheduled-these consist of a performance task and writing sample for all positions. Applicants applying for teaching positions will be asked to teach a lesson with students. (5) references will be checked, background checks will be run (6) offer letters will be sent to candidates. All teachers must hold a valid Indiana Teaching License or be in the process of earning one through an approved program in accordance with IC 20-24-6. Key selection criteria will be the teacher's ability to teach an effective lesson, engage students and have an understanding of the demographic we serve since all teachers also function as advisors. To date we have built a relationship with The New Teach Project and plan to continue building relationships with universities and teacher preparation programs to recruit and support staff hiring. For hiring timeline and strategy for recruiting and hiring teachers please see Attachment 15.

Please see Attachment 14 for the staffing plan. The administration plans to use the teacher coaching model that is detailed in *Leverage Leadership*. This includes weekly coaching sessions for each teacher as well as a one-on-one face to face weekly feedback session where teachers are able to practice on areas in which they are struggling and receive timely feedback. During this time teachers are also provided with lesson plan feedback. The weekly meetings and professional development sessions will also focus on areas of improvement that the whole staff can benefit from. Weekly coaching sessions for every teacher helps to ensure that every child has access to excellent teaching.

Each year TMP will host a 3 week teacher institute before the beginning of the school year. UbD will be covered in detail to make sure all teachers have mastered the steps of UbD and are proficient in creating assessments, objectives and lessons that are standards driven. Additionally, teachers will be required to create their midterm and final exams for the first semester and have them approved by the principal before the end of the teacher institute. Teachers will be required to create their midterm and final exams for the second semester and have them approved by the principal before the winter break. In addition to creating assessments, instructors will put together a scope and sequence which will outline the topics, standards and objectives and the timeframe in which they will be taught. This process will ensure that by the end of the school year all instructors have taught all of the Indiana state standards.

Teacher institute will be held each summer prior to the beginning of the school year. Training will be differentiated for new and returning staff and will consist of a mentoring component for new staff. As the school adds new staff and a new grade level each year it will continue the UbD process as stated above. Returning staff will work on creating equivalent forms of the assessments from the previous year(s). The goal is to administer different versions of the same midterm and final exams each year. This will help to provide a consistent educational experience for all students. Midterm and final exam results will be given to students and parents, however, students will not be allowed to keep copies of exams. Parents will be welcome to come in and view the exam(s) if they have questions or concerns.

Staff evaluations will be driven by rubric indicators from the RISE teacher evaluation rubric and the Marshall principal evaluation rubric. School leaders and teachers will be evaluated once per semester. The principal and CEO will conduct teacher evaluations and the CEO and the Advisory Board will conduct principal evaluations.

Unsatisfactory teacher performance will be addressed by the weekly coaching sessions described above. Unsatisfactory leadership performance will be handled similarly with regular coaching sessions from the CEO and Advisory Board. Performance Improvement Plans will be put in place if teachers/leaders are not demonstrating positive growth from coaching sessions. During the planning year the Board will develop succession plans so that steps are in place to address changes and turnover. The school will address development needs and concerns through coaching, evaluations, weekly staff meetings and professional development that involves timely follow up to ensure new strategies are being implemented with fidelity.

TMP's goal is to be competitive in the school's compensation system. Currently, we have budgeted for all employees to receive a 3% salary raise each year. TMP will also provide staff with comprehensive health

and dental insurance. The corporation will contribute 7.5% annually to the teacher's retirement fund for each employee.

**Professional Development**

School leaders will be supported and developed throughout the year by attending trainings and conferences, visiting other high performing schools and participating in coaching sessions with the CEO and Advisory Board.

Each summer all instructional staff will participate in a three week teacher institute. The list below covers some of the topics teachers will receive training on:

- SPED compliance and strategies
- strategies on working with ELL students, gifted/talented students, students working below grade level
- behavior management strategies
- differentiated instruction
- integrating curriculum across subject areas and grade levels
- lesson planning
- 6 Thinking Hats
- advisory curriculum, model and expectations
- building rapport with parents and families

Teachers will be prepared to deliver challenging aspects of the curriculum by incorporating the new strategies into lessons, teaching parts of lessons, receiving immediate feedback and re-teaching so they have an opportunity to practice and refine what they have learned before working with students.

Teachers will receive approximately 90 hours of professional development before the start of the school year. After the school year begins at least one Thursday meeting time per month will be reserved for professional development. Teacher's contracts include each Thursday after school as required contractual work time. Professional development will be aligned with the interim assessment process by ensuring staff have a clear understanding of what students will be assessed on and how students will be assessed. Professional development will be based on the instructional needs of the school. Because only one session per month is set aside for this purpose, there is flexibility within the schedule to add additional training as needed.

The professional development program will be evaluated by the school to assess its effectiveness and success by implementing a framework for evaluating process and impact based on Kirkpatrick's (1994) sequential levels of evaluation for training programs.

**Four Levels of Evaluation for Professional Development**

<b>Levels</b>	<b>Purposes</b>	<b>Benefits</b>	<b>Link to Approaches</b>
LEVEL 1 (Reaction)	Measures how those who participate in professional development programs react to it.	1. Helps improve future training. 2. Creates trust in participants. 3. Quantitative information useful to managers and others. 4. Establishes standards of performance (may need to change leaders, facilities, materials.)	Useful following Workshop Presentation Approach. Also used at critical points during Observation Feedback, Inquiry/Research or Product/Program Development to determine level of satisfaction with product or process.
LEVEL 2 (Learning)	This level determines if the professional development program has: changed attitudes; improved knowledge; increased skills.	1. Measures effectiveness of instruction. 2. Measures specific learning (information, attitudes, skills).	Pre/post tests of information or skills appropriate with Workshop/Presentation and Observation/Feedback. Of minimal use for Inquiry Research as information or

		3. Results= changes in instruction, instrument, other resources.	skills are more open and discoverable than prescribed.
LEVEL 3 (Change in Behavior) Transfer of training.	Determines the extent to which behavior has changed as a result of the professional development program. (Check to see if there are restraints that prevent change in behavior.)	1. Intrinsic rewards: self-esteem, empowerment if successful. 2. Extrinsic rewards: praise, promotion, salary... 3. Provides possible information to managers.  (If program is continuing see long range, important to consider cost in relation to gains.)	Whereas Kirkpatrick recommends such devices as Management by Walking Around, or self-report such as patterned interviews or survey questionnaires at spaced intervals, the Observation/Feedback Approach would seem to be more appropriate. It can measure continuous change (especially with behavior descriptors such as found in the CIM C see Appendix)
LEVEL 4 (Results)	What final results occurred because participants attended the professional development program?  Tangible results (in the workplace) might include: increased production or improved quality. Less tangible results may include self-esteem, cross-cultural tolerance or improved communication. (Level 4 is greatest challenge.)	1. Measurable increases in quality: teamwork; morale, safety. 2. Be satisfied with relationships or evidence if “proof” is not available. (Also important to measure results against cost.)	Kirkpatrick notes in workplace it is near impossible to tie directly training and specific results (e.g. increased productivity, reduced costs). He suggests “evidence” is sufficient. In other adult programs, program change may be more easily linked with professional development. The Product/Program Development Approach can provide multiple evidence (see examples in Section 2). Also Observation/Feedback can provide evidence of adoption of professional development practices.

### **Transportation**

All students who do not have transportation will be provided with a 31 day IndyGo bus pass. TMP recognizes that special circumstances arise, therefore, we plan to keep single ride and day passes available for students who normally have transportation of their own but have encountered adverse circumstances. TMP also realizes that students may lose or forget their bus passes from time to time. We have made budget assumptions for this and will address this issue on a case by case basis. The current budget has factored in TMP providing all students with an IndyGo bus pass each month.

The school will contract with independent bus companies on a per trip basis for field trips and athletic events. The McKinney-Vento Act requires schools to enroll homeless children and youth immediately, even if they lack normally required documents, such as immunization records or proof of residence. The act ensures that homeless children and youth have transportation to and from their school of origin if it is in the child's or youth's best interest. TMP will comply with this law and work to enroll students as quickly as possible and ensure they are provided with an IndyGo bus pass. Additionally, TMP will

comply with IDEA laws and contract with an outside agency to provide transportation if required under IDEA.

### **Safety and Security**

The school has included in the budget money for a building security system. Additionally, we have budgeted for a full-time security guard. In order to maintain building security only the administrator's and the security guards will have codes to the security system. The school will have all visitors sign in and out at the front office and will require parents to show identification when picking up students. Visitors will have to be buzzed in and all school doors will remain locked from the outside to ensure unwanted visitors do not have access to the building. All staff and volunteers will undergo national background checks that include search of the sex offender registry. The school will comply with all state and federal requirements such as performing monthly fire drills.

During the fall of 2016, The Mind Program Board and CEO will develop an exhaustive safety and security plan that includes but is not limited to procedures for: evacuation, deny entry/lockdown, shelter-in-place, reverse evacuation, communication and notification, medical and mental health, rapid assessment, family reunification, drop, cover and hold (earthquake), hazard analysis, active shooter, hostage, bomb threat, terrorism threat level increase, natural hazard-flood, natural hazard-severe weather/tornado, technological hazard-chemical accident, technological hazard-explosion, technological hazard-bus accident, biological hazard/bloodborne pathogen and fire.

### **Facility**

At this time a school facility has not been definitively chosen. In the search for a facility, TMP may contract with IFF to find a suitable building and negotiate favorable lease terms. Also, TMP has been invited by our community partner Meridian Management Corporation (which currently operates the Spanish Oaks apartment community) to join in monthly economic redevelopment meetings. These meetings may provide information on properties available within our targeted area and highlight properties with incentives for redevelopment.

TMP has budgeted for facility rental, utilities, and ground maintenance. These numbers will be used as a guide to find a suitable facility that will meet our instructional and financial needs. *The Charter School Facilities Report* published in 2011 was used as a guide to estimate the budget needed to operate a facility appropriate to our use. Additionally, the report provided guidance regarding the square footage required for classrooms and other learning spaces, the library and media center, a gymnasium and auditorium, plus science and vocational labs, etc. These requirements will be taken into account while seeking a suitable facility.

The TMP Board of Directors includes an Indiana state licensed Professional Engineer overseeing the requirements concerning codes for building, electrical, health, safety, fire, egress, security, ADA, IOSHA, and the EPA. The AHJ's will be consulted regarding the current state of such a facility and needed upgrades for compliance.

TMP has identified one strong possibility within the target area as follows:

The former IPS School 98 (located at 3698 Dubarry Road in Indianapolis) was a PK-6 school (approximately 80,000 square feet, including 36 classrooms, gym stage, media center, cafeteria, and office space) vacated by the school system. This building was very recently in use and was currently up to applicable code requirements. Some minor work might be needed due to its current lack of occupancy such as cosmetic fixes (paint, carpet, etc.).

The neighborhood's economic development committee is currently working towards upgrading Dubarry Park (a neighborhood public park with some sports facilities) which is located adjacent to the school.

In a meeting with Jeff Bennett, he indicated that currently no other charter schools have shown any interested in this facility. Additionally, the school is listed in the state's unused facilities list.

This is a one-story structure; with only the stage and the mechanical room not on ground level (as shown per prints); these utilize stairs currently (the addition of lifts may be required). All other travel into and within the building appears to be ADA compliant. However, assisted doors, fire strobe

notification, and wheelchair clearances may need upgraded or modified to comply with current ADA standards. Further investigation will be required.

Some alterations may be needed in various classrooms turned labs, a media center upgrade, conversion of blackboards turned whiteboards, a communications and security upgrade, plus the addition of lighting level and occupancy controls and HVAC efficiency improvements to meet Indiana's current energy efficiency code requirements. Again, further investigation will be required.

This property might be purchased by TMP at a very desirable price for use as a charter school since it appears on the state's unused facilities list.

### **Budget and Finance**

Financial Management – Office Manager, School principal and the CEO will be responsible and accountable for all financial, accounting, and bookkeeping functions, including the payment of all invoices, reconciling bank statements, debit and credit entries, procurement, and purchasing. The school will use QuickBooks. School principal will develop the annual budget and present it to the Mind Trust Program Board of Directors. There will also be a budget revision session in October of each year.

Audit - The Mind Program Board of Directors will oversee the selection of an independent auditor and the completion of an annual review of the financial statements and reports. The Board will discuss any audit exceptions or deficiencies and engage the school principal regarding how they have been, or will be, resolved. The financial, educational and other records pertaining to the charter school, whether or not generated by The Mind Program, are the property of the school. All such records shall be subject to inspection and copying under the provisions of Indiana's Access to Public Records Act. School principal and CEO will work together to create a policy handbook for The Mind Program and present all policies to The Mind Program Board for review and approval prior to implementation. Specific financial controls that The Mind Program will have in place are summarized as follows:

- The Mind Program principal or her/his designee must approve all requisitions.
- No purchase may be made without a purchase order approved by the principal and/or Office Manager.
- Cash management and accrual accounting entries will be segregated from financial reporting.

Purchase orders are not issued unless there are sufficient unencumbered funds for payment.

- All payments for goods and services must be made from invoices that have been reconciled to purchase orders and approved by the Office Manager/Principal and an assigned designee.
- No payments are made unless there are sufficient funds available.

The Office Manager will monitor the school's cash balances on a weekly basis, ensuring a balance between liquid accessibility for working cash funds and a high interest bearing account for unneeded funds. The monthly financial reports will be submitted to The Mind Program Board of Directors. This report will include:

- Actual to budget revenues and expenses for the month and YTD.
- Anticipated cash needs for the next three months.
- Cash flow forecast for the same period.
- Plan to address any cash flow issues.

Fundraising – The Mind Program is actively seeking an addition to its Board of Directors to provide a stronger background in fundraising. This individual will serve as a Board-level Development Director in year two to develop relationships with organizations engaged in funding charter schools or inner-city education. Additionally, he/she will work with local foundations, businesses and organizations. The Board will seek funding from these sources as the school continues to develop and succeed. The development director will oversee the responsibilities for organizing community events and help build partnerships locally. The development director will also oversee annual fundraising activities such as raffles and book fairs.

Cash Flow - The Office Manager and/or Principal will keep track of the cash flow with a computerized accounting program such as Quick Books, which provides detailed financial transaction tracking and balancing. These documents are reviewed at monthly Board meetings. The principal will track

the cash flow carefully and report to the Board Treasurer regularly. The Office Manager will also be responsible for tracking days of accounts payable to managing cash outflows against inflow streams.

### **Contingency**

Regardless of cash flow status, we will utilize fundraising to get some additional financial support from the community. This would be done in advance of potential cash flow issues and would hopefully prevent those types of issues. We would also seek additional grants to help cover unexpected expenses.

The Mind Program will apply for a line of credit from a local bank to overcome unexpected cash flow problems. The Mind Program Board will address long-term financial concerns through implementing fiscally responsible strategies such as cuts and delays of certain secondary expenses. A critical priority of The Mind Program Board is the financial health of The Mind Program. Ongoing viability and sustainability to fulfill the educational and community impact mission of The Mind Program cannot be realized without focus on financial health.

**Purchasing** – Orders will be completed via the school’s purchase order form and will be submitted to the Office Manager/Principal for approval. Purchases over \$2,500 will also be presented to the Board for consideration.

**Payroll** – Payroll is done through a central school administration system and direct deposit will be offered to The Mind Program staff. The Mind Program will use an electronic system to maintain staff attendance records. The Office Manager will verify the hours worked, and log it in the administration system to process the payroll.

**Risk Management** - The Mind Program maintains insurance policies with an independent insurance broker licensed in the State of Indiana providing at least the limits and coverage provisions as identified by the Charter School Board. The school will address risk management in many aspects of its operations: ensuring the safety and security of the physical environment, screening of all teachers and staff, training of all staff in emergency procedures and student management, maintaining adequate insurance policies, implementing written procedures to ensure all monies and expenses are properly accounted for, following established procedures at all school events and by all groups associated with the school, and administering employee benefits correctly and fairly. Due process will be afforded to all students and staff.

**Personnel Decisions** - The Mind Trust principal will have the responsibility of staffing based on the approved annual budget. The Mind Trust Board of Directors will have the final approval on hiring decisions for all teachers. No individuals will be considered hired officially until the Board approves it.

The principal will report to the board in advance about any employee dismissal with evidence of due process having followed. The Mind Trust will review its budget regularly and make necessary adjustments. Ongoing viability and sustainability to fulfill the educational and community impact mission of the Mind Trust cannot be realized without focus on financial health.

An insurance estimate has been obtained from AJG for insurance coverage. We are in the process of seeking an updated insurance quote reflecting revised enrollment numbers, however, we do not expect our budget to change since our insurance expense has been loaded as an estimated cost/student.

## **Section IV: Innovation**

The primary element that makes The Mind Program High School fundamentally different from typical school models is that students are required to complete six Milestones. The Milestone system is an innovation that will drive TMP students above the standards set for high school graduation by the IDOE. Each Milestone requires students to complete a research project, community service hours and job shadows. Upper level Milestones require internships, ACT/SAT prep and college courses. Family engagement is also a required component of each Milestone. Families have to sign off on each Milestone, they are encouraged to attend the presentation and they are updated regularly by the student’s advisors. Each Milestone is presented

before a panel of community volunteers and staff. That panel uses the rubric to determine whether or not students pass or fail their Milestones. We are modeling after Dayton Early College Academy in Dayton, Ohio. This school can be used as the available evidentiary basis for the efficacy of the model or for the ideas underlying the model. TMP's model permits the ICSB to hold The Mind Program to the same high accountability standards to which it holds all authorized schools because our model exceeds the Indiana Core 40 and graduation requirements.

The chart below shows the percentage of students at DECA who passed the Ohio Graduation Test during the 2013-2014 school year.

	Math	Reading	Science	Social Studies	Writing
10 <sup>th</sup> Grade	100%	97.6%	95.2%	95.2%	100%
11 <sup>th</sup> Grade	100%	100%	100%	100%	100%

\*Data- Ohio Department of Education

U.S. News and World Report named DECA a bronze medalist on its 2009, 2012, 2013, and 2014 lists of America's Best High Schools. DECA was one of five programs in the nation named "most innovative" in a study by WestEd for the Bill and Melinda Gates Foundation. DECA was named one of "America's Top High Schools" by Newsweek for 2014. DECA is featured in the US Department of Education's Doing What Works website. ([www.daytonearlycollege.org](http://www.daytonearlycollege.org))

TMP's school culture is innovative in the way that behavior concerns and maximizing instructional time are addressed. Our In School Suspension (ISS) model focuses on maximizing instructional time. ISS are preferred to out of school suspensions. Students will sit in a booth set up much like a testing center and watch their classes live on a computer screen. Each classroom is equipped with a webcam and teachers will use cordless microphones when they have a student in ISS. This allows students to receive the instruction instead of just receiving work that they may or may not understand. This also allows them to passively participate in questions and answers. Chronically ill students who are absent will be able to access live, or recorded class lessons in hopes of diminishing the amount of lost instructional time. TMP's goal is to have attendance percentage equal instructional time. If a student has 98% attendance then they should also have 98% instructional time, not 90% because they were sitting in the office or in a typical ISS room. TMP is innovative in that it plans to look at the actual percentage of instructional time students are receiving.

TMP's Teaching Innovations sets us apart from other schools. The ninth period of every day will be set aside for students to get small group instruction. Students will be placed in groups of 8-10 and will receive remediation or acceleration with a teacher. This will allow TMP students to quickly scale up to grade level with the extra academic attention in the areas in which they need support. The ICSB will be able to maintain their high standards of assessment and curriculum because our students will receive the necessary support to pass the ISTEP and ECA tests along with national standardized exams, like the ACT or SAT. This method is similar to the mandated after school programs that KIPP implements. TMP, however, is building this into the school day to prevent teacher and student burnout along with accommodating working parents' schedules.

Every TMP teacher is also an advisor. Students are matched with their advisor beginning freshman year. Students stay with this advisor throughout their high school careers. This ensures that every student has a supportive relationship with an adult. This advisor speaks with each advisees parents on a monthly basis to ensure parents have received progress reports, address questions or concerns and provide parents with an instructional tip they can use at home with students.

### **Other Innovations**

The CEO program is another innovation. The CEO program is an optional program for juniors and seniors to participate in. This program has been very successful at sites throughout Illinois and Indiana. The CEO program will have its own board that is charged with raising funds and recruiting community partners. To date all CEO programs have been 100% fully funded by businesses from the local community. Through this program our students are partnered with local business owners for mentorship. The students, under their guidance, will create a business plan and launch their own businesses where they can keep profits they earn. The program exposes students to many different kinds of businesses by doing site visits at different companies. This program will

help students, who could become disengaged, see the applicability of the skills they learn in the classroom. One unique aspect of the CEO program is that it never meets at the school. A local business volunteers the space for students to meet so that their business instruction takes place at an actual business. At the end of each school year students showcase their businesses at a trade show.

**Attachment 1**

**CEO**

Tiffany A. Thomas

414-364-0201

tiffanythomas17@yahoo.com

**Profile**

- Exceptional planner, trainer, project manager and implementer
- Recognized as a teacher of excellence
- Excellent human relations skills developed through international work experience, mentoring and on-the-job training
- Proven ability to motivate individuals and groups
- Bilingual (French)

**Professional Highlights**

***Management***

- Coached first year teachers; coached administrators on evaluating and developing teachers.

- Owner/Operator of after school tutoring program which served 350 students and employed 70 tutors.
- Simultaneously managed two independent education programs and met target goals for both programs.
- Successfully implemented and lead program redesign and overhaul for ReadUP.

#### ***Training***

- Trained over 2700 volunteer tutors and multiple community agencies on best reading practices and implementing academic/reading programming.
- Greater than 90% positive feedback from conference presentations and training evaluations.
- Created a hands-on, training program and training manual for the ReadUP volunteer tutoring program.

#### ***Teaching***

- Nominated for the Kinder Excellence in Teaching Award.
- Developed a French curriculum for 330 kindergarten through sixth grade students and aligned curriculum to meet state standards.
- Made accommodations to French curriculum which allowed all special education students to actively participate in French class.

#### ***Parent and Staff Relations***

- Organized first school wide read-in where community leaders (State Representatives, sheriff, etc.) read books to students.
- Committee member-Improving Education for African-American Males which resulted in staff and parent training by Dr. Jawanza Kunjufu.
- Hosted interactive yearly parent night events to familiarize parents with the immersion method of teaching language.

<b>Work History</b>
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**Broad Ripple Magnet High School for the Arts and Humanities**-Indianapolis, IN 2014-Present  
*French Teacher, (Levels 1-4, Grades 8-12)*

**Fall Creek Academy High School**-Indianapolis, IN-2013-2014

*Assistant Principal of Academics*

Oversaw all academic interventions to ensure all students are meeting their potential. Early college liaison between Ivy Tech and Fall Creek. College readiness coordinator-reviewing transcripts, scheduling classes, overseeing the college application process. Coordinate testing, analyze data and make instructional decisions based on data.

**Indianapolis Teaching Fellows (The New Teacher Project-TNTP)**-Indianapolis, IN-2011-2013

***Talent Management/ Teacher Development Coach***

Trained administrators to use the RISE evaluation and development system to effectively observe, gather evidence, evaluate, provide specific actionable feedback and create professional development plans for teachers.

Coached first year teachers by modeling, micro-teaching, co-teaching, cue card coaching, observing, providing feedback and practice sessions, reviewing evaluation criteria and identifying and implementing proven strategies.

***Workshop Facilitator/Selector***

Created workshops for language teachers which modeled best practices in teaching foreign languages. Designed workshops (differentiating instruction, backwards design) to fill curriculum gaps and provide additional support in areas identified by new teachers. Conducted interviews and applied the TNTP selection model in order to make recommendations for who should be selected into the program.

***Institute Director***

Managed training institute which prepared 45-50 fellows for their first year in the classroom. Became an expert in TNTP's curriculum, framework and materials, assisted with the management and training of staff, oversaw and evaluated fellows and staff. Ensured daily operations ran smoothly through effective planning

and troubleshooting, conducted and designed workshops in response to fellows' needs. Tracked and analyzed data to identify trends; made program changes based on data that led the site to meet all of its goals.

**The Mind Program, LLC-Indianapolis, IN**

*Owner Operator, 2008-2012*

Proposal accepted by the Indiana Department of Education to become an approved Supplemental Educational Services (SES) provider. One of the highest graded providers by the Indiana Department of Education. Secured grant funding to service students who do not qualify for SES services. Recruit, hire, train and supervise tutors. Collaborate with parents, students and district personnel to formulate personalized progress plans for students. Quadrupled enrollment from first to second year, increased enrollment by 150% from second to third year.

**United Way of Central Indiana-Indianapolis, IN**

*Manager, ReadUP, 2007-2010*

Coordinated implementation of the ReadUP tutoring program in 17 schools. Helped guide curriculum decisions and supervised academic programming. Trained over 2700 corporate and community volunteer tutors in best reading practices and effective reading strategies. Trained and managed 17 on-site coordinators and 4 curriculum specialists. Evaluated program's effectiveness, student progress, helped develop and oversee strategic plan for implementing improvements. Oversaw yearly scheduling for over 1000 tutors and 500 students.

**Milwaukee College Preparatory School-Milwaukee, WI**

*French Teacher, Diagnostic Reading Teacher, Testing Coordinator (Grades K5-6), 2004-2007*

**Milwaukee French Immersion School-Milwaukee, WI**

*Immersion Teacher, (Grades 2-3), 2001-2004*

**Early View Academy of Excellence-Milwaukee, WI**

*Teacher, (Grade 3), 2000-2001*

<b>Education/Certifications</b>	
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<b>Master of Public Administration</b>	<b>Professional Educator's License</b>
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City University of New York-Baruch College, 2008	State of Indiana-License No: 10096251
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<b>Master of Science in Curriculum and Instruction</b>	
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University of Wisconsin-Milwaukee, 2002	
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<b>Bachelor of Arts in French Language</b>	
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St. Louis University, 1999	
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**Time To Teach-Certified Trainer**

Behavior Management, Differentiated Instruction

**Vice President of the Board  
Darius A. Sawyers**

**OBJECTIVE**

- Seeking an influential leadership opportunity where education and teamwork are paramount.
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**EDUCATION & LICENSE**

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**Marian University**

- Masters in the Art of Teaching – Indianapolis, IN
- GPA: 4.0/4.0.
- Best Practices of Science Interest Group.

**Transition to Teaching License, Indianapolis, IN**

- Emergency Teaching License in 7-12 Life Sciences.
- Emergency Teaching License in High School Physical Education and Health.
- Emergency Teaching License in Middle School Math (Pending).

**Indiana University Bloomington**

- Bachelor of Science in Kinesiology, Exercise Science – Bloomington, IN (May 2013).
- GPA: 3.752/4.0 – High Distinction Degreed Diploma.
- Hudson and Holland Scholars Program & GROUPS Scholars Program.

**RELATED EXPERIENCE**

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**High School Biology, Chemistry and Health Instructor**

- Fall Creek Academy High School @ Ivy Tech – Indianapolis, IN (July 2013 – Present).

- Organize differentiated instruction for 65 students across 3-100 minute blocked classes.
- Utilized technology and hands-on labs to grow Biology ECA pass rating by 300 percent.

#### **School Discipline & Culture Committee**

- Fall Creek Academy High School @ Ivy Tech – Indianapolis, IN (July 2013 – Present).
- Designed and piloted a behavior tracking system, organizing data, highlighting exemplar behaviors.
- Created school wide procedures, decreasing the number of write-ups by 50% over 3 months.

#### **Teen Works Site Mentor**

- Teen Works Mentoring Group – Indianapolis, IN (July 2014 – Present).
- Led 28 students through personal growth plans focused on goal setting and action plans.
- Diffuse issues between students to refocus them on the team objective for the summer and school year.

#### **Indiana University School of Dentistry Oral Health Lab**

- Student Volunteer Researcher – Indianapolis, IN (May 2012 – August 2012).
- Created a research study concerning health disparities in 200 Hispanic Americans in Indianapolis, IN.
- Reported 400 hours worth of research findings to the Center of Research and Learning at IUPUI.

### **SCHOOL LEADERSHIP & EXTRA-CURRICULARS**

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#### **2014 Professional Development Book Club Facilitator**

- The Art of Critical Pedagogy (August 2014 – Present).
- Facilitate discussions, leading 6 staff members through culturally responsive teaching exploration.
- Analyze and provide feedback to staff members concerning culturally responsive teaching feedback.

#### **2013 Teacher For America Corps Member**

- Indianapolis Region (June 2013 – Present).
- 2014 Transition Team Leader, lead housing tours and connected incoming corps members to housing.
- 2014 Culturally Responsive Teaching Cohort – Led professional development.

#### **Alpha Phi Alpha Fraternity Incorporated**

- Gamma Eta Chapter President and Parliamentarian – Bloomington, IN (May 2011 – May 2013).
- Lead and organized chapter meetings with 24 active fraternity brothers.
- Maximized an annual chapter financial budget of \$10,000 and delegated chapter responsibilities.

#### **Indiana Memorial Union Board**

- OUTREACH Committee Director – Bloomington, IN (May 2009 – August 2012).
- Oversaw a \$400,000 student-programming budget for the Indiana Memorial Union.
- Assisted 20 student organizations with their programming goals and growing Indiana University pride.

### **VOLUNTEER WORK**

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#### **Gleaners Food Bank**

- Community Service Captain – Indianapolis (July 2014).
- Donated 10 hours of service with Teen Works.
- Motivated a team of 30 students to work hard and see the value in their service.

#### **Habitat For Humanity**

- House Construction Volunteer – Bloomington, IN (August 2011 – August 2013).
- Developed my manual dexterity with woodworking skills through 40 hours of service.
- Unified 3 Greek Letter Organizations to build 4 homes for deserving families.

#### **Hope Today Ministries**

- Director of Fundraising – Indianapolis, IN (August 2013 – Present).

- Empowered 5 committee members to complete designated tasks and obligations.
- Unite local philanthropic organizations to Hope Today Ministries for various partnership relations.

### **Talented Tenth Service Organization**

- Staff Sponsor and Creator – Indianapolis, IN (August 2014 – Present).
- Supervised 15 young men as they develop various service projects to impact their community.
- Designed 5 professional development courses to grow students' soft skills and professionalism.

## **AWARDS AND ACCOLADES**

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### **2013-2014 Teacher of the Year**

- Fall Creek Academy – Indianapolis, IN (August 2013 – June 2014).
- Voted on by the student body of Fall Creek Academy, signified by letters of support and endorsement.
- Targeted the importance of student relationships to build academic prowess.

### **Alpha Phi Alpha Fraternity Incorporated – Academic Brother of the Year**

- District of Indiana – Bloomington, IN (August 2012 – May 2013).
- Recorded a 3.85 for the 2013-2014 school year at Indiana University Bloomington.
- Challenged by 5 four hundred level courses for the 2012-2013 school year.

### **Board Treasurer**

**Vikas Shah, FCAS, FSA, CERA, MAAA**

#### **SUMMARY**

Consulting Actuary with expertise in lead generation, decision analytics, enterprise risk management (ERM), pricing, predictive modeling, performance management, and strategic integration. Experience with insurance, healthcare, and banking industries including strategic leadership, business process optimizations, product development, risk modeling, regulatory compliance, performance metrics, underwriting, and reserving. Fellow of the Casualty Actuarial Society and Society of Actuaries as well as a Chartered Enterprise Risk Analyst. Current developmental pursuits include pursuit of the Chartered Financial Analyst (CFA) credential (part 1 complete).

#### **PROFESSIONAL EXPERIENCE**

**MILLIMAN, INC., Indianapolis, Indiana**

**2014 - Present**

*Milliman is a leading global actuarial and risk consulting firm*

#### **Consulting Actuary**

##### ***Responsibilities***

- ☐ Actuary and ERM Consultant in charge of project delivery for ERM and actuarial risk modeling projects. Role includes lead generations, ERM design/implementation, training, team project management, and analyst supervision.
- ☐ Lead researcher for regulatory, solvency, insurance, banking & healthcare industry analytics.

##### ***Project Examples***

- ☐ Developed multiple risk quantification and industry benchmarking tools, including ERM indexing tools, industry risk benchmarks, and historical company failure analysis.
- ☐ Provided model review, improvement, and governance services for large P&C insurance firm in preparation for regulatory compliance. Upgrades to risk quantification, correlation, and aggregation.
- ☐ Instituted ERM structure and process for mid-sized health insurer including risk identification, control upgrades, enterprise risk quantification, and integration into budgeting and planning. Results include better internal process for measurement of capital adequacy against risk appetite buffer.

##### ***Thought Leadership***

- ☐ Frequent presenter at trade groups and internal/external company events.

- Co-author of enterprise risk management survey report and two enterprise risk management thought leadership pieces.

**BALDWIN & LYONS, INC., Indianapolis, Indiana**

**2011 - 2014**

*Baldwin & Lyons is a mid-cap, multi-line, national Property & Casualty insurer that specializes in the transportation industry.*

**Head Actuary – Pricing, Product Development, and Enterprise Risk Management (most recent)**

- Independently developed proprietary long-term pricing strategy formula incorporating volatility modeling. Currently used for most corporate products and provides significant improvement to achievement of corporate top and bottom line goals and pricing accuracy.
- Created three separate commercial auto predictive models analyzing motor carriers and drivers. Models provided a minimum 25% boost to pricing granularity for each impacted product line and incorporated both internal and external data elements.
- Led all product launch efforts including market analysis, strategic direction, form development, distribution plan, systems requirements, and rating structure for workers' compensation product.
- Designed and built simulation model for accurate assessment of policy life cycles and aggregate limit pricing structures. Results include three highly profitable coverage enhancements.
- Developed leading indicator balanced scorecard of product line performance. Results allow for two-to-three year quicker opportunity for responsive rate and product development actions.
- Launched internal enterprise risk management efforts including chartering committee and developing operational risk management framework. Additional success to date includes first version asset portfolio risk aggregation model.

## **Corporate Leadership and Acknowledgements**

- Author of multiple internal memos / publications with topics including pricing strategy, product development, industry landscapes, evaluation methods, and development of institutional knowledge pertinent to industry, products, and job functions
- Presenter at numerous board and executive level meetings, with topics ranging from external factors affecting our company to strategic product recommendations
- Institutionally acknowledged expert on multiple product lines, actuarial methodologies, external research databases, solutions oriented problem solving and critical analytics
- Revamped team performance-based management evaluation structure

**CNA Insurance, Chicago, Illinois  
2011**

**2004 -**

*CNA Insurance is a multi-billion dollar Property & Casualty insurer that specializes in the healthcare, professional services, and construction industry.*

### **Actuarial Director (most recent)**

- Led market-leading Architects & Engineers professional liability product through unprecedented recession in the construction industry during 2009 and 2010. Direct impact included changes to better recognize ongoing exposures, latent exposures, and market dynamics.
- Directed two-day strategic product review meetings quarterly with all key stakeholders including managing general agency principals. Created storyboard exhibit of changes to product as a result of market conditions, deteriorating severities, changing reserving practices, and changes to book profile.
- Revised review structure to offer more scrutiny of segment analyses for different types of business in face of decimated construction industry and its added challenges. Additional analyses led to segment-specific insights of bankruptcy effects, competitive disadvantages, and market opportunities.
- Led strategic product review meetings quarterly with all key stakeholders up to Senior Vice President – feedback included commentary that presentation and exhibit were the most compelling and understandable in 20+ years of strategic review meetings.

## **EDUCATION**

**Master of Business Administration – Finance**

**Incomplete (75% complete)**

**INDIANA UNIVERSITY, Indianapolis, Indiana**

**Master of Science – Applied Statistics**

**Incomplete (50% complete),**

**PURDUE UNIVERSITY, Indianapolis, Indiana**

**Bachelor of Science – Actuarial Science**

*GPA 3.81 / 4.00, Major GPA 4.00 / 4.00*

**PURDUE UNIVERSITY, Indianapolis, Indiana**

**Bachelor of Science – Statistics**

*GPA 3.81 / 4.00, Major GPA 4.00 / 4.00*

**PURDUE UNIVERSITY, Indianapolis, Indiana**

## **PROFESSIONAL DEVELOPMENT**

**Fellow, Casualty Actuarial Society (2008)**

**Member, American Academy of Actuaries (2008)**

**Chartered Enterprise Risk Analyst (2012)**

**Fellow, Society of Actuaries (2013)**

## **MAJOR COMMITTEE APPOINTMENTS**

Chair - Enterprise Risk Management Committee	2013
Chair - Fleet Rating Committee	2011-2012
Chair - Ball State Actuarial Recruiting Committee	2009-2011
Education and Leadership Committee	2009-2011
CNA Actuarial Learning Committee	2009

## **COMMUNITY AND VOLUNTEER ACTIVITIES**

Back on My Feet (2011-2013) Starfish Mentoring (2011-2013) Pogue's Run Coop (2011-2013)

Board Member

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**KARA L. ABSTONE**  
2250 N. Talbott Street  
Indianapolis, IN 46205  
Email: [kabstone@gmail.com](mailto:kabstone@gmail.com)  
317-679-9709

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*SUMMARY*

My passion is working with underserved populations to equip them the understanding and resources to improve their life. My interpersonal skills help me to serve others and meet the needs of people while maintaining a positive relaxed and inviting attitude. I am able to complete multiple tasks through preparation and organizational skills.

**EDUCATIONAL BACKGROUND**

**Degrees and Licensure**

Bachelor of the Arts, Sociology.....	Indiana University	2005
Family Life Education Certification.....	Indiana University	2006
M. S. Counseling & Counselor Education.....	Indiana University	Fall 2016

**Honors and Citations:**

2001-2002	Recipient of University Fellowship for Undergraduate Studies
2002-2003	Grant for Outstanding University Service
2005	School of Liberal Arts Dean’s List Award

*PROFESSIONAL EXPERIENCE*

2015-present           **Home-Based Case Worker**  
                                  **Seeds of Life Foster Care Treatment**

Provide case management services to families of various socio-economic status, ethnicities and family dynamics. Promote healthy parent/child emotional bond, to strengthen the family and support clients in meeting goals for family reunification.

2012-2015           **Health Educator**  
                                  **United Health Group**

Promote, maintain, and improve individual health by assisting individuals and communities to adopt healthy behaviors. Serve as a resource to assist individuals, and encouraging healthy lifestyles.

2011-2011           **Enrollment Counselors**  
                                  **Hoosier Academies**

Assist through the enrollment process, answer all questions, and conduct admissions conference over the phone. During the conference, verified student’s information, relay school policies, and review the responsibilities of both the student and the learning coach.

2006 – 2011           **Family Service Workers**  
                                  **Family Development Service**

Interview families and assess strengths and needs, develop a family centered partnership plan agreement with the family, help identify and establish goals. Monitor goal accomplishments of families throughout their participation in the program, conduct home visits, while connecting

families to community resources. Assist with planning and implementation of parent training and activities.

2001 - 2006                      **Customer Service Representative III**  
**Anthem Blue Cross & Blue Shield**

Responsible for assisting customers with questions concerning eligibility determination; adjusted claims, collected information to assist in medical decision making, handled oral and written inquiries received from members and providers; mentored new Anthem associates.

2000- 2001                      **Service Support**  
**Roche Diagnostics**

Provided customer service and support; processed incoming orders; shipped parts via FedEx, set flight arrangements, and assisted field service representatives.

1998-2000                      **Youth Advocate Consultant**  
**Indiana Youth Advocate Program**

*Conducted home visits with at-risk youth in transitional living. Assisted in establishing goals, and identifying and taking advantage of community resources to meet their daily needs.*

**PROFESSIONAL PUBLIC SERVICE**

**Consultancies:**

Mother Theodore Catholic Academies (MTCA), Athletic Director, created an organizational framework to coordinate the coaches, students, and families of the site school and CYO that promotes communication, to operate together effectively.

Indiana Youth Advocate Program, Youth Advocate Consultant, Conducted home visits while assisting youths in achieving goals by identifying and taking advantage of community resources to meet their daily needs, Indianapolis, IN.

**Organization Membership:**

Indianapolis Birthing Project, Sister Friend  
Indianapolis Healthy Babies, Advocate,

***REFERENCES***

ARE AVAILABLE UPON REQUEST

Board President

**Ryan Anthony Lynch**

1930 N Talbott  
Street Unit #2

**Indianapolis, Indiana 46202 Email: rlynch06@gmail.com**

(317) 710-4665

**Objective**

To obtain a Board Of Directors Position with The Mind Program School Corporation

## Education

INDIANA STATE UNIVERSITY, Terre Haute, IN  
**Master of Science in Recreation and Sport Management**  
Expected Graduation: Spring 2017

EMBRY-RIDDLE AERONAUTICAL UNIVERSITY, Daytona Beach, FL  
**Bachelor of Science in Aeronautical Science**, Area of Concentration: Airline Pilot  
Minor: Aviation Weather.

## Flight Experience

<b>Certificates and Rating:</b>	<b>Total Time</b>	<b>7392</b>
<b>AIRLINE TRANSPORT PILOT:</b>	Pilot In Command Turbine	1243
- AIRPLANE MULTIENGINE LAND	Pilot In Command	2363
Type Rating: PIC C/EMB 145, C/ERJ-170, C/ERJ-190	Second In Command	4921
- COMMERCIAL PILOT PRIVILEGES	Turbine	6164
Airplane Single Engine	Multi-Engine	6678
- CERTIFIED FLIGHT INSTRUCTOR	Instrument	585
AMEL and ASEL; Instrument Airplane	Cross Country	6418
- Advanced & Instrument Ground	Dual Given	890
Instructor	Tailwheel [Decathlon]	7
FCC Radio License, First Class Medical		

## Work History

April 2007 -  
Present

REPUBLIC AIRWAYS HOLDINGS, Indianapolis, IN  
**Chautauqua Airlines – Captain/First Officer Shuttle America Airlines – Captain/First Officer**

- Perform duties to operate as a part 121 Captain & First Officer in conducting the flight safely, efficiently, & professional manner, assist in passenger services, handling of cargo, and load manifest
- RAH Pilot Recruiter Committee & RAH Union Scheduling Committee

Dec 2006 – April  
2007

TRANS STATES HOLDINGS, St. Louis, MO  
**First Officer**

- Perform duties to operate as a part 121 First Officer in conducting the flight safely, efficiently, & professional manner, assist in passenger services, handling of cargo, and load manifest

July 2005 – Dec  
2006

AIR AMERICA FLIGHT CENTER, Daytona Beach, FL  
**Certified Flight Instructor**

- Instructed private, instrument, commercial ASEL/AMEL rating applicants CFR FAR Part 61

Jan 2006 – Oct  
2006

PHOENIX EAST AVIATION, Daytona Beach, FL  
**Certified Flight Instructor**

- Instructed private, instrument, commercial ASEL/AMEL rating applicants CFR FAR Part 141
- Computer Programs: Windows operating systems, MAC operating systems, Internet Explorer, Strong verbal communication skills, motivates fellow workers and creates team atmosphere

## Skills

## Honors

- COMTO Indiana Outstanding Role Model Award, September 2013
- Embry-Riddle Student Academic Support Center Student Service Award 2006
- Embry-Riddle Aeronautical University Deans List, Honor Roll, Scholarship Grant 2004- May 2006
- City Of Indianapolis Mayor Scholarship Award May 2002
- Indianapolis Professional Association Scholarship Award August 2001 - May 2002

## Activities

- Women's In Aviation International (WAI) – Indianapolis Chapter President, January 2015 - present
- Women's In Aviation International (WAI), January 2014 - present
- Lawrence North High School "Focus On The Youth" Mentor Program – August 2013 - present
- Director of the Voice Of The Victim Board Of Directors, October 2011 - present
- Indianapolis ACE (Aviation Career Education) Director – August 2011 - present
- CCASTT Foundation Organization Camp Director, Aug 2011 - present & Inst July 2005 - present
- Pilots For Kids Organization (PFK) April 2009 - present
- Horizon Christian School Girls Varsity Assistant Basketball Coach, October 2008 – March 2012
- ERAU Peer Mentor Team Leader and Peer Mentor Advisory Committee, August 2003- May 2006
- Organization Of Black Aerospace Professionals (OBAP), October 2004 - present
- WERU Campus Radio Station 104.7FM, ERAU Sport Aviation Club, August 2003 – May 2006
- ERAU Varsity Basketball Team, Aug 2002 - May 2003 – Intramural Sports Aug 2002 – May 2006

**Board Member**  
**PETER M. ELLIOTT**  
1146 Evison Street  
Indianapolis, IN 46203  
317-362-3242  
[pelliott1034@gmail.com](mailto:pelliott1034@gmail.com)

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## EDUCATION

### Indiana University Robert H. McKinney School of Law

#### *Juris Doctorate*

- Indiana International and Comparative Law Review, *Executive Managing Editor*
- Robert H. Stanton Intramural Moot Court
- Completed 40 hour Civil Mediation course
- Dean's List, Fall 2012

### University of Notre Dame

*Bachelor of Arts: Economics, Political Science; Minor: Irish Studies*

Indianapolis, IN

May 2015

GPA: 3.39

Notre Dame, IN

May 2012

- Departmental Honors, Political Science
- Senior Honors Thesis
- Humor Artists, President 2009-2012

GPA: 3.65

**University College Dublin**  
*Study Abroad*

Dublin, Ireland  
Fall 2010

**EXPERIENCE**

**Norris Choplin Schroeder, LLP**  
*Law Clerk*

November 2013-  
Indianapolis, IN

- Performed legal research on state and federal cases and drafted memoranda of my findings
- Drafted complaints, interrogatories, settlement agreements, and other civil practice motions
- Maintained the firm's library system, updating state and federal statutory supplements
- Worked in a variety of areas including employment, wrongful death, and civil rights

**Indiana University Robert H. McKinney Health and Human Rights Clinic**  
*Certified Intern*

Spring 2014-  
Indianapolis, IN

- Worked as lead attorney on several cases involving wage theft and unemployment benefits
- Represented clients through each step of litigation from initial case meeting to resolution
- Litigated unemployment insurance appeal which lead to restoration of client's benefits
- Helped negotiate settlement agreement to recover clients unpaid overtime wages

**American Civil Liberties Union- Indiana**  
*Summer Intern*

Summer 2013  
Indianapolis, IN

- Researched and drafted legal memoranda on civil rights issues pertinent to ACLU litigation
- Attended client meetings with staff attorneys and contributed to discussions of the cases

**Marion County Prosecutor's Office**  
*Asset Forfeitures Unit*

Summer 2011  
Indianapolis, IN

- Processed civil forfeiture case for supervising attorneys in the Asset Forfeitures division
- Delivered motions to civil courts and opened cases in Clerk's Office in Marion County

**INTERESTS**

-Volunteering with pro bono agencies

-Trivia  
Board Member

-Playing Harmonica

1220 N. Bosart Ave. • Indianapolis, IN  
46201  
Phone: 317.507.5278

CHARLES D. WOLFF

**OBJECTIVE**

Highly motivated professional with extensive experience and knowledge in operational management, account management and quality improvement seeking a position where I can utilize my skills to exceed customers' expectations and contribute to the company's further success and growth.

**PROFILE**

- Result-driven and dedicated professional with over 25 years of successful experience in entire employee and operational management including all HR related activities

- Proven ability to manage multiple duties and maintain high quality performance at the same time
- Keen ability to take processes to the next level by conducting analysis and creating process improvement steps to ensure quality is maintained while improving overall process flow
- Wide experience in conducting various operational functions, including hiring processes, training, coaching, career development, counseling
- More than 15 years of experience in P&L management wherein the annual revenue is from \$450K to greater than \$12M and the target gross margin is 10% to 35%
- Profound ability to efficiently manage and improve organizational operations as well as resolve issues
- Highly trustworthy and resourceful in the completion of projects, effective at multi-tasking
- Efficient team player and leader with profound ability to train, coach, and motivate team members
- Fluent in English and German

## PROFESSIONAL EXPERIENCE

### **Sales Engineer**

*Telamon IMS Corp. | Carmel, IN*

*2014 - Present*

- Accountability for supporting revenue generation from assigned target accounts
- Provided pre-sales technical assistance and product education as well as offering post-sales support services

### **Senior Account Manager**

*Telamon IMS Corp. | Carmel, IN*

*2012 - 2014*

- Account Manager for three of the larger projects in new division (TPS)
- Responsible for all aspects of projects' successes and failures including the monthly and annual P&L results

### **Corporate Quality Auditor**

*Telamon IMS Corp. | Carmel, IN*

*2010 - 2012*

- Accountable for the company's two largest divisions' improvement plans for all corporate quality tracking and process improvement projects
- Responsible for all corporate quality issues and corrective action plans
- Member of the corporate project implementation team for all new projects to ensure quality standards are implemented, followed and met with each new project
- Oversees entire inspection team for all incoming and outgoing inspections of fulfillment and assembly areas in all company location across the US
- Over \$68k saved annually on last implemented Green Belt project
- Proven quality auditor certified in four quality standards, namely TL9000, ISO9001, TS16949, and ISO13485

### **Operations Manager/Call Center Manager**

*Telamon IMS Corp. | Carmel, IN*

2000 - 2010

- Efficiently led more than 200 staff and 40 distinctive call center projects
- Guaranteed appropriate procedures for each business model and oversaw necessary modifications
- Proficiently performed accurate execution of new projects/programs and team building for the programs
- Handled the Management, HR and Training staff career development while helping them to cope with the very fast paced and varying environment
- Effectively dealt with business line P&L statement including contact center and reverse logistics lines wherein more than \$12M in revenue a year was produced
- Managed the design and implementation of a CRM platform in collaboration with IT to monitor all calls and emails dealing with centralized location of data
- Proficiently handled call center and corporate telecommunications systems by taking charge of new technology sourcing and implementation

### **Engineering Manager**

*AACCO | Indianapolis, IN*

1993 - 1999

- Oversaw and handled engineering firm's complete operations including the design, construction, and installation of automated machinery for global manufacturers
- Account Manager for all Major Accounts such as Motorola and Champion Sparkplug

### **Shop Office Manager**

*US ARMY | Baumholder, Germany*

1985 - 1992

- Oversaw overall management of the organization's shop office and repair facility
- Served as QA/QC for each incoming as well as outgoing jobs

## **EDUCATION**

**Call Monitoring & Agent Coaching** | Purdue University | 2009

**Performance & Operations Management** | Purdue University | 2008

**Primary Leadership Development Course** | Baumholder, GE | 1992

**US Army Noncommissioned Officer Academy** | Baumholder, GE | 1989

**Gas Turbine Engine Repair Technician** | US Army Corp of Engineers School, Boblingen, GE | 1988

**Diesel Generator Repair Technician** | US Army Corp of Engineers School, Boblingen, GE | 1987

**Utility Repair Technician** | US Army Corp of Engineers School, Alexandria, VA | 1985

## **AWARDS**

**The Army Commendation Medal** | 1988

**The Army Achievement Medal** | 1992

**Winner of 3 of the 4 categories of TCIP (Telamon Continuous Improvement Program) | 2008**  
**President's Award – Telamon | 2010**

**CERTIFICATIONS**

**Certified ISO9001:2008 Internal Quality Auditor | March 2010**  
**Certified ISO/TS16949:2009 Internal Quality Auditor | December 2010**  
**Certified ISO 13485 Internal Quality Auditor | April 2011**  
**Certified Six Sigma Yellow Belt | November 2011**  
**Certified TL 9000 R5.0/5.0 Internal Quality Auditor | December 2011**  
**Certified Six Sigma Green Belt | December 2011**

**AFFILIATIONS**

**Planning Committee Member - Indiana Chapter of SOCAP**

**REFERENCES**

*Available upon request*

**Board Member**

INDIANAPOLIS, IN 46201 - HOME  
(317) 501-2280 - CELL PHONE  
[jfallman3@sbcglobal.net](mailto:jfallman3@sbcglobal.net) - EMAIL

# JAMES F. ALLMAN III, P.E.

**BACKGROUND**

Over 30 years of engineering experience including the areas of School Design, Engineering Management, Building and Equipment Maintenance, Budgeting, Construction Coordination, Entrepreneur, Neighborhood Involvement, and so much more.

Total involvement in the engineering cycle from research and design to development, creation, and production; from specifications through creation to delivery, training, and maintenance, all aspects of the engineering realm have met with my diligence and experience. Add to this various stages of leadership, supervision, and sales including engineering management and the ownership and management of 3 businesses including child oriented businesses.

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**EDUCATION**

8/1980 – 11/1985 Tri-State (Trine) University Angola, In.

**BSEE**

- Electrical Engineering w/Digital's Option (Computer Engineering)
- Co-Operative Education (Worked 6 months per year as Engineering Intern)
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**ACCREDITATIONS**

**PE**

- State of Indiana (2/1997): Professional Engineer Registration N<sup>o</sup> 19700033
  - State of Maryland (2/2010): Professional Engineer Registration N<sup>o</sup> 38456
  - State of Illinois (3/2010): Professional Engineer Registration N<sup>o</sup> 062.062296
  - State of Louisiana (6/2010): Professional Engineer Registration N<sup>o</sup> 35594
-

MEMBERSHIPS	<ul style="list-style-type: none"> <li>■</li> </ul> <p>National Society of Professional Engineers</p> <p>Indiana Society of Professional Engineers</p>
INTERESTS / ACTIVITIES	<p>Programming, Computer Design, Web Design, Electronics, Home Remodeling, Theatrical Sound/Lighting/Special Effects, Video...</p>
COMMUNITY ACTIVITIES	<p>Past Secretary of neighborhood association, CPAC.</p> <p>Past Master of Free and Accepted Masons of Indiana, Irvington Lodge.</p>
WORK EXPERIENCE	<p>2/2000 – CURRENT: Dance Rhythms Ltd : Indianapolis, In.  <b>OWNER, GENERAL MANAGER, BOARD TREASURER</b></p> <ul style="list-style-type: none"> <li>■ Maintain accounting, payroll, and taxes.</li> <li>■ Manage personnel and staffing.</li> <li>■ Generate marketing and advertising.</li> <li>■ Manage IT systems.</li> <li>■ Manage all technical aspects of theatrical productions.</li> <li>■ Perform maintenance on all lease-hold property and equipment.</li> </ul> <p>7/2009 – CURRENT: Wearhouses N Warehouses Inc  DBA The Performers Warehouse: Indianapolis, In.</p> <p><b>OWNER, SALES MANAGER, BOARD PRESIDENT</b></p> <ul style="list-style-type: none"> <li>■ Maintain accounting, payroll, and taxes.</li> <li>■ Manage personnel and staffing.</li> <li>■ Generate marketing and advertising.</li> <li>■ Manage IT systems.</li> <li>■ Perform maintenance on all lease-hold property and equipment.</li> </ul> <p>7/2015 – CURRENT: Ghafari Associates LLC : Indianapolis, In.  <b>SENIOR ELECTRICAL ENGINEER</b></p> <ul style="list-style-type: none"> <li>■ Generate electrical, power, distribution, lighting, and fire alarm system design's for industrial buildings and sites using AutoCAD and Revit 2014.</li> </ul> <p>7/2014 – 4/2015: Superior Engineering LLC: Hammond, In.  via Aspen Technical Services, Inc (Contract)</p> <p><b>PROJECT LEAD ENGINEER</b></p> <ul style="list-style-type: none"> <li>■ Organize and maintain the budgets and schedule for electrical designs of process and manufacturing plants in the South Lake area.</li> <li>■ Produce high level engineering designs and Scopes of Work to guide these projects.</li> <li>■ Provide design direction and mentoring of Sr. Engineers and designers.</li> <li>■ Interface and cooperate with customers and Project Managers.</li> </ul> <p>1/2011 – 7/2014: Advanced Engineering Consultants, Inc : Indianapolis, In.  <b>ELECTRICAL ENGINEER</b></p> <ul style="list-style-type: none"> <li>■ Generate electrical, power, distribution, lighting, and fire alarm system design for commercial buildings, government facilities, DoD, and industrial sites using AutoCAD MEP 2012.</li> </ul> <p>6/2010 – 12/2010 : Design-Aire Engineering, Inc : Indianapolis, In.  <b>ELECTRICAL ENGINEER</b></p> <ul style="list-style-type: none"> <li>■ Generate electrical, power, lighting, and fire alarm system design for residential apartments,</li> </ul>

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commercial buildings, and industrial sites using AutoCAD.

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7/2009 – 6/2010 : HCO, Inc : Indianapolis, In.

**ELECTRICAL ENGINEER**

- Generate electrical, power, lighting, and fire alarm system design for churches and government funded projects.
- Produce proper documentation and drawings for bidding and construction using AutoCAD 2010.

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6/2007 – 6/2009 : Fanning Howey Associates Inc : Indianapolis, In.

**ELECTRICAL ENGINEER**

- Generate electrical, power, lighting, and fire alarm system design for schools, libraries, athletic fields, and churches.
- Produce proper documentation and drawings for bidding and construction using AutoCAD Building Systems 2006.
- Provide contractors with quality support.

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9/2005 – 6/2007 : Stanley Works, SSS-SI : Indianapolis, In.

**NATIONAL SALES & FIELD APPLICATIONS ENGINEER**

- Generate all aspects of customer sales of access control and video surveillance, quotes and designs for sales' regional and national account managers.
- Produce proper documentation and drawings for operations group.
- Provide customers with quality support.

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10/2004 – 9/2005 : Aristo Machines : Indianapolis, In.

**CONTROLS TECHNICIAN**

- Design, draw, and program control systems for tube end forming machines, custom and standard.
- Build and wire panels and sensors for above machines.

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3/2003 – 6/2004 : Hi Tech Systems : Indianapolis, In.

**ELECTRICAL ENGINEERING MANAGER**

- Direct, monitor, and review electrical engineers in local & overseas HTS offices.
- Design electrical equipment for spraying systems on AutoCAD 2000.
- Program system controls and PLCs.
- Test and verify systems after installation and provide customer support.

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1/2001 – 11/2001 : Integrated Process Systems : Indianapolis, In.

**PROJECT ENGINEER**

- Manage development of water and wastewater treatment plants integrated control systems.
- Design control loops based on contract specifications.
- Coordinated with multiple contractors and engineers on each contract.
- Produce design and drawings for controllers and panels using AutoCAD.
- Create controller programs for plant control and user interface screens for the control programs.
- Supervise Installation and test and operate installed equipment on factory floors.
- Train owners of the machines and plants.

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5/2000 – 11/2000 : United Technologies, Carrier : Indianapolis, In.

**SR. PROCESS/CONTROLS ENGINEER**

- Performed daily support operations on factory floor.
- Modify equipment programming to eliminate bugs or correct deficiencies.
- Troubleshoot malfunctioning manufacturing equipment to maintain operation during operation.
- Direct the Fancoil skilled trades personnel in repair and maintenance of this manufacturing equipment.

- 
- Design and/or procure modifications to manufacturing equipment for improved reliability and throughput.

2/1994 – 5/2000 : Delphi Energy & Chassis Systems: Indianapolis, In.

via Rapid Design Services, Inc. (Contract)

**CONTROLS/MECHANICAL ENGINEER**

- Design and build of a chilled acid distribution system, battery acid dip machine, battery vacuum machine, and a shrink-wrap machine for use in a lean cell manufacturing line implemented in Mexico.
- Research and determination of customer requirements, creation of concept, design of electrical and/or mechanical systems, generation of control programming, testing, support, validation, and training for these machines.

**SOFTWARE/PROCESS ENGINEER**

- Design and program a battery production line server and supervisory/quality control system utilizing Visual Basic 3.0 – 5.0 and Access Jet Engine with SQL and embedded SQL.

**SOFTWARE ENGINEER**

- Design and program, in VB 3.0 & 4.0, a script enabled test control package including a data logger package, for battery energy storage development, communicating on RS-232.
- Design and program a script enabled test control package and a data logger system for battery energy storage development in VB 3.0.

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9/1990 – 2/1994 : Delco Electronics: Kokomo, In.

via ACA Kokomo, Inc (Contract)

**SOFTWARE/SYSTEMS ENGINEER**

- Modify and support automotive transmission controller and software (in Modula GM).

**SYSTEMS ENGINEER**

- Design, build, program (in Modula GM & Assembly), and manage the creation of a remote start van with RF and cellular interfaces.

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1/1986 – 9/1990 : Naval Avionics, DoD : Indianapolis, In.

**SOFTWARE/SYSTEMS ENGINEER**

- Support and modify firmware, in Assembly and ADA, for countermeasures equipment.
- Design firmware and implement firmware support bench for communications gateway device linking RS-232 and various military busses together.
- Design, program, and support countermeasures equipment.

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11/1982 – 11/1985 : Crane Naval Weapons SC, DoD : Crane, In.

**CO-OP ENGINEER**

- Support automated testing systems for avionics repair.
- Assist in design of new test systems, procedures, and software.

**Board Secretary**  
**BRITTANY MOLEN**

1209 Evison St - Indianapolis, IN  
(317) 603 3789 - britt.molen@gmail.com

**SUMMARY**

Accounting professional with three years' experience in private research and manufacturing. Highly skilled in financial analysis, streamlining processes, and collaboration.

**EDUCATION**

**INDIANA UNIVERSITY, KELLEY SCHOOL OF BUSINESS-INDIANAPOLIS** August 2015

MS in Accounting, GPA: 3.52/4.0, CPA candidate

**INDIANA UNIVERSITY, SCHOOL OF LIBERAL ARTS-INDIANAPOLIS** December 2011

BA in Economics

**PURDUE UNIVERSITY, SCHOOL OF SCIENCE-INDIANAPOLIS** December 2011

Cert. in Applied Computer Science

**PROFESSIONAL EXPERIENCE**

**COOK REGENTEC-INDIANAPOLIS, IN** 2012 to present

Finance Administrative Associate

- Used Excel functions to find variances in financial statements and resolve/explain them.
- Implemented a process to track the asset purchases resulting in more accurate depreciation expense and reducing income statement variances.
- Supervised staff in completing a cost analysis of the manufacturing process resulting in more accurate overhead cost for the product.

**IUPUI OFFICE OF THE REGISTRAR-INDIANAPOLIS, IN** 2011 to 2012

Web Developer

- Designed and modified the campus bulletin from layout to function to create a visually appealing site that features user-friendly design and clear navigation.
- Developed user manuals on design software for non-technical professionals.

**RADISSON HOTELS & RESORTS-INDIANAPOLIS, IN** 2011 to 2012

Guest Services Representative

- Managed guest registration process.
- Balanced cash drawer at shift end and generated reports for the benefit of the next shift.

## ACTIVITIES

<b>GRADUATE ACCOUNTING STUDENT BOARD</b> Editor/Member	2013 to 2014
<b>INDY READS</b> Reading Coach	2012, 2015 to present
<b>INDIANA CPA SOCIETY</b> Student Member	2015 to present

### Advisory Board

#### **MICHAEL (SCOTT) SYVERSON**

5016 Kingswood Drive  
Carmel, IN 46033  
Home: (317) 706-0515  
Cell: (317) 989-9986

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<b>EDUCATION</b>	<b>INDIANA STATE UNIVERSITY</b> Ph.D., Educational Leadership, 08/2005	Terre Haute, IN
	<b>BUTLER UNIVERSITY</b> MS, School Administration, 12/1997 EPPSP Group 15	Indianapolis, IN
	<b>INDIANA UNIVERSITY</b> BS, Secondary Education, 12/1991	Bloomington, IN
<b>PROFESSIONAL EXPERIENCE</b>	<b>Senior Director, Talent Management The New Teacher Project</b> <ul style="list-style-type: none"><li>• Executive coaching for administrative teams working for Indianapolis Public Schools. Working with school and district administrators on leadership capacity – supporting implementation of RISE teacher evaluation system</li><li>• Oversee all Talent Management operations in Indianapolis</li><li>• Provide co-observations and norming sessions with building principals to improve instructional leadership abilities and accuracy</li><li>• Work with building principals on creation of assessments and the approval process for teacher created assessments for student learning objectives</li><li>• Facilitator for Marian University Principal Preparation Program - Effective Hiring Training Series – April 2013</li><li>• Presenter at Org Wide conference on “Supporting Principals To Be Better Human Capital Managers” - 2012</li><li>• Led the creation and delivery of the monthly district professional development for all Indianapolis Public Schools principals and district personnel</li><li>• Work directly with building principals on teacher retention and building a culture of instructional excellence</li></ul>	07/2011 - present Indianapolis, IN

- Train pilot school district personnel and Department of Education personnel on the RISE system – capacity building to do the work well
- Coach principals and district personnel on best practice and key elements of the RISE evaluation system
- Trained Network Leaders in Louisiana on the new teacher evaluation system Compass – group facilitator
- Create facilitator guides and training materials for all stakeholders in the RISE pilot - 2011
- Work with the Department of Education on issues related to the implementation of the RISE pilot to resolve questions/concerns and inform policy decisions

**EXECUTIVE DIRECTOR**

2008 – 2011

**Stonegate Early College High School**

Indianapolis, IN

- Awarded Partner in Progress recognition by Lt. Governor Becky Skillman - 2011
- Served as Superintendent/Executive Director
- Supervised and evaluated all certified and non-certified personnel
- Selected as a “Model Site” for Early College High Schools
- Recognized by the Department of Education spring 2009
- Recommended all budgetary items and recommended personnel FTE decisions
- Directed the board on all curriculum and instruction issues
- Presenter on Early College Model – CELL Network meeting
- Worked with the Board of Education on long-term goals/planning
- Worked with the Lt. Governor’s office, Purdue University, and Ivy Tech Community College to implement the Hoosier Agribusiness Science Academy coursework
- Served on the Center of Excellence in Leadership of Learning (CELL) High School to College advisory committee

**PRINCIPAL**

2004 – 2008

**Fishers High School**

Fishers, IN

- Led all aspects in the opening of Fishers High School 2006 – Enrollment 2,000
- Awarded IHSPA Administrator of the Year – October 2007
- Improved Special Education 2007 Math ISTEP scores by 17 percent
- Improved Special Education 2007 English ISTEP scores by 14 percent
- Fishers High School selected as a Model School by the International Center for Leadership in Education – asked to present at the National Model Schools Conference - 2008
- Evaluated all department chairs and administrators
- Evaluated teachers and support staff
- Recommended all certified staff for renewal or non-renewal
- Increased the number of National Merit Semi Finalists
- Increased the number of Advanced Placement students and exams
- Served on the High School Task Force Committee
- Served on the District Budget Committee
- Served on the District Discussion Committee
- Interviewed and recommended the employment of all staff members including teachers, support staff, non-certified personnel, coaches, and all ECA positions

- Led and supervised the development of all curricular programs including the International Baccalaureate Programme and Project Lead the Way
- Worked daily with the teacher’s association and discussion team members
- Managed all building level financial accounts including principal supply, SAF

**PRINCIPAL** 2002 – 2004  
**Triton Central High School** Fairland, IN

- Named a Four Star School for first time in school’s history
- Led all aspects of the school – teacher evaluation, curriculum, budget, instruction, classified employee evaluations, and union discussions

**JAY BROWN**

**QUALIFICATIONS**

Self-directed, detail-oriented, passionate about education with ten years of coaching teachers including planning summer in-services; seven years of classroom teaching experience and over ten years of leadership experience including overseeing daily discipline issues, analyzing data, reviewing, mapping, implementing curriculum, and coaching principals and instructional coaches

**EDUCATION**

**Bradley University**, Major: Bachelor of Science in Public Relations May 1995  
Emphasis: Business Management

**Dorothy Danforth-Compton Fellowship**, 1997-2001, Cohort 2  
*Alternative Teacher Certification Program, Milwaukee, WI* Wisconsin Certificate: 5-8

**Marquette University**, Major Masters of Arts in Educational Policy and Leadership\*  
 \*May 2002 completed all coursework except capstone paper

**WORK EXPERIENCE**

2014-current LEAD Public Schools, Nashville, TN, Chief Academic Officer---Creates academic vision of success for five schools; plans and coordinates the process and deliverables for a guaranteed and viable college preparatory curriculum; plans annual professional learning for school leaders and instructional staff; researches and trains on network assessments including data analysis; manages a budget for academic team

2010-2014 **Jay Brown, LLC**, Chicago, IL, *Senior Educational Consultant*---Plan strategically with Boards and school leadership teams, analyze various forms of perception and achievement data, facilitate professional learning and staff/Board conversations and implement action plans which may include instructional coaching; now serving clients in Chicago (AUSL, St. Martin de Porres-Waukegan), New York (Uncommon Schools Taxonomy Project), Boston (Cristo Rey Boston), Nashville (LEAD Public Schools), et al.

2008-2010 **Cristo Rey Network**, Chicago, IL, *Director of School Support*---Identifying and researching promising practices that enhance and further student learning particularly in urban high schools and share the findings through the publication of white papers followed by webinars; responsible for organizing conferences and cohorts including Summer Institute for New Teachers, Annual Principals Conference, and specific content area conferences; work with President and a task force of Principals to design and implement “academic communities” across CRN; manage and implement curriculum wikis and videoconferences for academic

- 2006-2008 **School Performance of New York**, Albany, NY, *Director of School Effectiveness*--- Supported Albany charter schools (K-12) by diagnosing, mapping instructional plans, and making recommendations to the principal/Board based on SPNY assessment data; created observation rubrics, crisis plans, and project managed multiple projects; used motivation and language to guide principals and board of directors to create, monitor, and evaluate the progress of their mission, internal and external relationships, and school-wide systems and routines
- Associate Vice-President of Leadership Development*  
Communicated diagnostic and state assessment results and strategies while using my experience to assist principals with the planning and execution of culture-building, professional development, and compliance
- 2002-2006 **Milwaukee College Preparatory School** (formerly known as Marva Collins Prep), Milwaukee, WI  
*Elementary Director*  
Prepared Pre-K-8 students, teachers, and parents for a college prep education through proactive techniques such as family action plans and behavior contracts; Problem solved discipline and social issues; Met consistently with parents to strategize ways to support student needs; Conducted new parent orientation sessions ; Communicated with teachers through mentoring and modeling lessons thus resulting in low teacher turnover during my leadership; analyzed ITBS and Terra Nova data; transformed staff meetings to teacher team work meetings
- 2000-2002 **Marva Collins Preparatory School of Wisconsin**, Milwaukee, WI  
*Third Grade Teacher*  
Embraced and implemented Marva Collins philosophy including use of positive language, Shakespeare, Open Court reading, Saxon Math, and phonetic wallcards; used Iowa Test of Basic Skills and later Terra Nova data to make data-driven decisions about specific students; Created and implemented classroom management plans
- 1997-2000 **Milwaukee Public Schools, M.E.C. Middle School**, Milwaukee, WI  
*Middle School Science Teacher*: Molded, supervised, and monitored students to ensure mastery of state and district science curriculum (Discovery Works) and standards; Created and maintained sufficient records necessary to increase and sustain student academic growth; Honored by the district science department for innovative science techniques and improvement of district scores; Motivated students to achieve their highest level of ability through classroom activities, labs, differentiated learning, and follow through with their academic and social goals.
- 1995-1997 **The Avery Coonley School for the Gifted and Talented**, Downers Grove, IL  
*First Grade Multicultural Alliance Fellow*: Co-taught first grade students in reading and math while being trained in methods; Prepared students for Terra Nova testing; Developed units to help co-teacher integrate technology into the classroom; Diversity Liaison for entire school; Co-Advisor of the Art Club; Implemented Gender Equity curriculum

#### **LEADERSHIP DEVELOPMENT**

- ✓ *Rabun-Gap Nacoochee School, Rabun-Gap, GA, Summer 1996 & Summer 1997*
- ✓ *KIPP (Knowledge is Power Program) School Leadership Program, Summer Institute 2002-UC Berkeley, Haas School of Business*
- ✓ *Member of the Design Team for Clergy for Educational Options (CEO) Leadership Academy High School in Milwaukee, WI, 2004*
- ✓ *Board of Directors, True North Troy Prep-Uncommon Schools, Inc., 2007-2010*
- ✓ *Cristo Rey Boston, Cambridge, MA, 2008-current – strategic planning, leadership exercises, creating roles and responsibilities for new leadership positions, school review*

- ✓ AUSL Principal Incubation Presenter and Coach 2011
- ✓ AUSL Leadership Development Coach for Emerging and New Leaders, 2011-current

#### **CONSULTING/WORKSHOP PRESENTATIONS**

- ✓ July-August 2002-2006-Planned and executed summer teacher training for Milwaukee College Prep., Milwaukee, WI
- ✓ July 2004-In-service for Dr. Howard Fuller's Institute of Transformational Learning, Marquette University, Milwaukee, WI, *Building and Sustaining Culture*
- ✓ July 2004-2007-Excellence Charter School, Bedford Stuyvesant, NY-Acted as advisor, mentor, consultant to principal during start up process
- ✓ February 2005-ITL Administrative Leadership Retreat, Green Bay, WI, *Hiring and Retaining Quality Teachers*
- ✓ April 2005-KIPP Indianapolis College Prep, Indianapolis, IN, *Developed, modeled and practiced teacher observation and feedback process with school leaders*
- ✓ June 2005-Excellence Charter School, Bedford Stuyvesant, NY, *Developed, modeled and practiced teacher observation and feedback process with school leaders*
- ✓ January 2005-2011-Taxonomy for Effective Teaching Practices with Videodatabase, Uncommon Schools, Tarrytown, NY, *Editor and consultant (ongoing)*
- ✓ January 2009-Behavior-based interviewing with author Dr. Mary C. Clement of Berry College, Chicago, IL, *hosted webinar*
- ✓ February 2009-Understanding Your Title I and II Services with the U.S. Dept. of Education of Non-Public Schools, Chicago, IL, *hosted webinar*
- ✓ June-July 2012 and 2013 Planned and facilitated Summer Turnaround Training Academy for over 350 teachers and staff, AUSL, Chicago, IL

*2010-present-I have presented several professional learning sessions mostly related to new teacher induction and the Taxonomy of Effective Teaching Techniques by Doug Lemov.*

## **Attachment 2**

To date, no school leader has been identified for The Mind Program High School. Below you will find a job detailed job description outlining the skills, experience and education we are seeking in a school leader.

### **Position Overview**

The Principal of **The Mind Program High School** is a founding leader and responsible for leading and developing a high performing faculty who will prepare our students. The Principal will set the strategic vision for student achievement and implement the school's mission through effective leadership and management of all stakeholders, including faculty, staff, student, parents, and the community. The founding Principal will work collaboratively with The Mind Program School Corporation's Executive Director during the 2016-2017 school year. The principal is responsible for managing and overseeing all functions of the school site including the 2016-2017 fundamental

planning, the August 2017 launch, all aspects of the instructional program, school environment, and the operational and fiscal well-being of the school.

### **Primary Responsibilities:**

- Implement a high-quality, rigorous, learning program that promotes critical thinking, citizenship, and leadership consistent with The Mind Program School Corporation's mission and vision
- Set ambitious school goals for student achievement and performance; hold staff members accountable for achieving results
- Create and lead an effective, collaborative team equally responsible for the attainment of school goals and committed to achieving excellence
- Create strong relationships with all stakeholders including students, staff, faculty, parents, funding entities, board members, and the community
- Develop and implement a high level parental engagement strategy
- Foster a welcoming school climate that supports both student and staff success
- Promote a culture of ongoing learning and continuously improving teaching practice through professional development, collaboration, modeling, and collaborative planning with faculty and staff
- Coach, develop, and grow leaders from within the organization, providing opportunities for staff to develop new skills, develop their own leadership, and improve their practice
- Use data to inform and drive decision-making and instruction at the school
- Manage all operations at the school site, ensure fiscal health, and oversee the school facility
- Ensure compliance of all local, state, and federal laws and regulations

### **Qualifications, Skills and Qualities:**

- Master's Degree and valid state administrative or educational leadership license (or eligible for one)
- Previous experience (at least two years) successfully leading a school to exceptional gains and achievement OR at least 5 years of education related management experience with proven results/exceptional gains
- Instructional leader, with high school curriculum and pedagogical strategies
- Minimum of 3-5 years teaching with demonstrated and exceptional results
- Experience in urban education
- Ability to evaluate instructional programs and teaching effectiveness
- High sense of possibility; believes that all students can achieve at the highest levels, regardless of demography and economic background
- Demonstrated results building high performing relationships among diverse student body, staff and community
- Remains poised under high pressure situations and ability to exercise excellent judgment in decision-making
- Strategic thinker and proactive problem-solver
- Effectively balance the larger vision and plan vs. day-to-day operations
- Ability to effectively manage instructional and non-instructional personnel
- Excellent communication, public relations, and interpersonal skills
- Ability to implement effective business systems that ensure proper stewardship of school funds
- Knowledge in the selection, training, and supervision of personnel

**Mindset**

- Fundamental belief that all students can learn and deserve a high quality education; you not only believe in this growth mindset but it is demonstrated through your coaching of students and staff
- Commitment, in belief and action, to The Mind Program School Corporation’s mission, values and educational model
- Unbound by formal titles and is willing to roll up sleeves to ensure student, teacher and staff needs are met (servant leader)

**Below is a timeline for recruiting and hiring the school leader**

<b>Date</b>	<b>Owner</b>	<b>Task/Activity</b>	<b>Deliverable</b>
School to open August of 2017		<b>Staffing/Professional Development</b>	
March-Dec 2016	CEO/Board	Begin Search for school principal	Hire a principal
Mar-May 2016	CEO	Begin Reaching out to groups such as Teach for America, Indianapolis Teaching Fellows, Woodrow Wilson Teaching Fellows, schools of education, etc. about our opening date and positions to be filled.	Develop document with contacts and who we are in communication with
Mar-Dec 2016	CEO	Work on securing partnerships for potential teachers to conduct lessons and leader to model teacher coaching as a part of the interview process	MOU with partner school(s)
January of 2017	CEO/Board	New Principal Begins	Signed contract
May of 2017	CEO/Principal	Visit to DECA for new principal	Document-what we learned, need to do/implement

**Attachment 3**

The table below illustrates the administrative/management structure of The Mind Program School Corporation.

**Chief Executive Officer  
Tiffany Thomas  
Principal**

	-Academic leader -Teacher Evaluations -Professional Development	
<b>Office Manager</b>	<b>Lead Teacher or Teacher's Aid</b>	<b>Dean/Counselor (hybrid position)</b>
-state reports -attendance -lunch -transportation -payroll -building, grounds/maintenance -oversees the secretary	-oversees contracted after school providers -main point of contact for parents, coaches and volunteers for after school activities -schedules and coordinates tutors/students	-Student discipline -Referrals for students and families to outside agencies -oversees the security guard -oversees in-school suspension supervisor
<b>Secretary</b>		<b>In School Suspension Supervisor</b>
-phone calls -helps with attendance -checks in parents, students, visitors -supports principal and dean -staff absences/substitutes -master schedule of students who are required to stay for after school tutoring		-coordinates in school suspension (i.e. who has served, how much time, dates, etc.) -building substitute -floating teacher's assistant

### CEO Job Description Overview

The CEO serves as chief executive of The Mind Program School Corporation, in partnership with the board, is responsible for the success of The Mind Program School High School. Together, the board and CEO assure The Mind Program High School's relevance to the community, the accomplishment of The Mind Program High School's mission and vision, and the accountability of The Mind Program High School to its diverse constituents.

The board delegates responsibility for management and day-to-day operations to the CEO, and he or she has the authority to carry out these responsibilities, in accordance with the direction and policies

established by the board. The CEO provides direction and support to the board as it carries out its governance functions.

## **Accountabilities**

### **1. Legal compliance**

- Assures the filing of all legal and regulatory documents, and monitors compliance with relevant laws and regulations.

### **2. Mission, policy, and planning**

- Helps the board determine The Mind Program School Corporation's values, mission, vision, and short- and long-term goals.
- Helps the board monitor and evaluate The Mind Program School Corporation's relevancy to the community, its effectiveness, and its results.
- Keeps the board fully informed on the condition of The Mind Program High School and on all the important factors influencing it.
- Identifies problems and opportunities and addresses them; brings those which are appropriate to the board and/or its committees; facilitates discussion and deliberation.
- Informs the board and its committees about trends, issues, problems and activities in order to facilitate policy-making. Recommends policy positions.
- Keeps informed of developments in public education reform, the charter school movement, not-for-profit management and governance, and philanthropy and fund development.

### **3. Management and administration**

- Provides general oversight of all The Mind Program School Corporation's activities, manages the day-to-day operations, and assures a smooth functioning, efficient charter school.
- Assures program quality and charter school stability and sustainability through development and implementation of standards and controls, systems and procedures, and regular evaluation.
- Assures a work environment that recruits, retains, and supports quality staff and volunteers. Assures process for selecting, development, motivating, and evaluating staff and volunteers.
- Recommends staffing and financing to the board of trustees. In accordance with board action, recruits personnel, negotiates professional contracts, and sees that appropriate salary structures are developed and maintained.
- Specifies accountabilities for management personnel and evaluates performance regularly.

### **4. Academic Oversight**

- Develops and manages performance of the principal, instituting accountability systems to ensure that charter promises are met and exceeded.
- Develops and leads process for assessing the needs of the instructional program, planning, implementing, and evaluating short- and long-term academic goals.
- Supervises the processes for recruitment, selection, initial training, ongoing professional development, and evaluation of teachers and staff.

### **5. Governance**

- Helps the board articulate its own role and accountabilities and that of its committees and individual members, and helps evaluate performance regularly.
- Works with the board chair to enable the board to fulfill its governance functions and facilitates the optimum performance by the board, its committees, and individual board members.
- With the board chair, focuses board attention on long-range strategic issues. –

- Manages the board's due-diligence process to assure timely attention to core issues.
- Works with the board officers and committee chairs to get the best thinking and involvement of each board member and to stimulate each board member to give his or her best.
- Recommends volunteers to participate in the board and its committees.

#### **6. Finances**

- Promotes programs and services that are produced in a cost-effective manner, employing economy while maintaining an acceptable level of quality.
- Oversees the fiscal activities of the charter school, including budgeting, reporting, and auditing.
- Works with board to ensure financing to support short- and long-term goals.
- Assures an effective fund-development program by serving as the chief development officer or hiring and supervising an individual responsible for this activity.
- Helps guide and enable the board, its fund-development committee(s), and its individual board members to participate actively in the fund-development process.
- Helps the board and its development committee design, implement, and monitor available fundraising plan, policies, and procedures.
- Participates actively in identifying, cultivating, and soliciting donor prospects.
- Assures the availability of materials to support solicitation.
- Assures the development and operation of gift management systems and reports for quality decision-making.

#### **7. Community relations**

- Facilitates the integration of The Mind Program School Corporation into the fabric of the community by using effective marketing and communications activities.
- Acts as an advocate, within the public and private sectors, for issues relevant to The Mind Program School Corporation, its services, and constituencies.
- Listens to students, parents, volunteers, donors, and the community in order to improve services and generate community involvement. Assures community awareness of The Mind Program School Corporation's response to community needs.
- Serves as chief spokesperson for The Mind Program School Corporation, assuring proper representation of The Mind Program School Corporation to the community.
- Initiates, develops, and maintains cooperative relationships with key constituencies.
- Works with legislators, regulatory agencies, volunteers, and representatives of the charter community to promote legislative and regulatory policies that encourage a healthy community and address the issues of The Mind Program School Corporation's constituencies.

**Executive Limitations:** See relevant board policies.

#### **Physical Demands/Working Conditions:**

This is a high-stress position based on full responsibility for The Mind Program School Corporation operations.

- Handles detailed, complex concepts and problems, balances multiple tasks simultaneously, and makes rapid decisions regarding administrative issues.
- Plans and implements programs. Establishes strong and appropriate relationships with board, committees, volunteers, staff, donors, and clients. Develops smooth and constructive relationships with executive colleagues, outside agencies, charter schools and individuals.

- Plans and meets deadlines. Maintains a flexible work schedule to meet the demands of executive management. Hours may be long and irregular.
- Conveys a professional and positive image and attitude regarding The Mind Program School Corporation and charter school movement as a whole. Demonstrates commitment to continued professional growth and development.

**Qualifications:** A bachelor's degree is required with a minimum of three years experience in a senior management position. Must have at least 10 years of experience in the field of education (preferably urban education). As CEO, this individual demonstrates critical competencies in four broad categories: commitment to results, business savvy, leading change, and motivating.

**Commitment to results:** The CEO is a systems thinker who is customer focused and goal driven. This individual identifies relevant information and helps transform this information into individual and organizational knowledge and learning. The CEO is action oriented and innovative. He or she translates broad goals into achievable steps. He or she anticipates and solves problems and takes advantage of opportunities, is a self-starter, and team player.

**Business savvy:** As The Mind Program School Corporation's leader, this position requires an individual with knowledge of and experience in management and administration. The position requires demonstrated experience in integrating and coordinating diverse areas of management.

Knowledge in the following areas is required: human services, finance and personnel; oral and written communications; planning and evaluation; and governance.

Some experience in the field of philanthropy, not-for-profit management, and governance, and community relations is preferred. Some general knowledge of fund development is also preferred. A high level of personal skills is required to make formal, persuasive presentations to groups and to deal effectively with people from all segments of the community. The individual must be comfortable with diversity and respectful of a wide range of faiths, beliefs, and experiences.

**Leading change:** The CEO possesses the skills and implements the functions of a leader. He or she shares The Mind Program School Corporation's values, mission and vision. He or she consistently displays integrity, models behavior, develops people, and builds teams. This individual deals effectively with demanding situations and designs and implements interventions.

**Motivating:** The CEO manages continuity, change, and transition. This individual knows how to influence and enable others. He or she addresses the impact of attitude and action on the The Mind Program School Corporation and its participants.

CEO

Tiffany A. Thomas

Indianapolis, IN • tiffanythomas17@yahoo.com • 414-364-0201

### Profile

- Exceptional planner, trainer, project manager and implementer
- Recognized as a teacher of excellence
- Excellent human relations skills developed through international work experience, mentoring and on-the-job training
- Proven ability to motivate individuals and groups
- Bilingual (French)

### Professional Highlights

#### *Management*

- Coached first year teachers; coached administrators on evaluating and developing teachers.
- Owner/Operator of after school tutoring program which served 350 students and employed 70 tutors.
- Simultaneously managed two independent education programs and met target goals for both programs.
- Successfully implemented and lead program redesign and overhaul for ReadUP.

#### *Training*

- Trained over 2700 volunteer tutors and multiple community agencies on best reading practices and implementing academic/reading programming.
- Greater than 90% positive feedback from conference presentations and training evaluations.

- Created a hands-on, training program and training manual for the ReadUP volunteer tutoring program.

### ***Teaching***

- Nominated for the Kinder Excellence in Teaching Award.
- Developed a French curriculum for 330 kindergarten through sixth grade students and aligned curriculum to meet state standards.
- Made accommodations to French curriculum which allowed all special education students to actively participate in French class.

### ***Parent and Staff Relations***

- Organized first school wide read-in where community leaders (State Representatives, sheriff, etc.) read books to students.
- Committee member-Improving Education for African-American Males which resulted in staff and parent training by Dr. Jawanza Kunjufu.
- Hosted interactive yearly parent night events to familiarize parents with the immersion method of teaching language.

<b>Work History</b>
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**Broad Ripple Magnet High School for the Arts and Humanities-Indianapolis, IN 2014-Present**  
*French Teacher, (Levels 1-4, Grades 7-12)*

**Fall Creek Academy High School-Indianapolis, IN-2013-2014**  
*Assistant Principal of Academics*

Oversaw all academic interventions to ensure all students are meeting their potential. Early college liaison between Ivy Tech and Fall Creek. College readiness coordinator-reviewing transcripts, scheduling classes, overseeing the college application process. Coordinate testing, analyze data and make instructional decisions based on data.

**Indianapolis Teaching Fellows (The New Teacher Project-TNTP)-Indianapolis, IN-2011-2013**

***Talent Management/ Teacher Development Coach***

Trained administrators to use the RISE evaluation and development system to effectively observe, gather evidence, evaluate, provide specific actionable feedback and create professional development plans for teachers.

Coached first year teachers by modeling, micro-teaching, co-teaching, cue card coaching, observing, providing feedback and practice sessions, reviewing evaluation criteria and identifying and implementing proven strategies.

***Workshop Facilitator/Selector***

Created workshops for language teachers which modeled best practices in teaching foreign languages. Designed workshops (differentiating instruction, backwards design) to fill curriculum gaps and provide additional support in areas identified by new teachers. Conducted interviews and applied the TNTP selection model in order to make recommendations for who should be selected into the program.

***Institute Director***

Managed training institute which prepared 45-50 fellows for their first year in the classroom. Became an expert in TNTP's curriculum, framework and materials, assisted with the management and training of staff, oversaw and evaluated fellows and staff. Ensured daily operations ran smoothly through effective planning and troubleshooting, conducted and designed workshops in response to fellows' needs. Tracked and analyzed data to identify trends; made program changes based on data that led the site to meet all of its goals.

**The Mind Program, LLC-Indianapolis, IN**

*Owner Operator, 2008-2012*

Proposal accepted by the Indiana Department of Education to become an approved Supplemental Educational Services (SES) provider. One of the highest graded providers by the Indiana Department of Education. Secured grant funding to service students who do not qualify for SES services. Recruit, hire, train and supervise tutors. Collaborate with parents, students and district personnel to formulate personalized progress plans for students. Quadrupled enrollment from first to second year, increased enrollment by 150% from second to third year.

**United Way of Central Indiana-Indianapolis, IN**

*Manager, ReadUP, 2007-2010*

Coordinated implementation of the ReadUP tutoring program in 17 schools. Helped guide curriculum decisions and supervised academic programming. Trained over 2700 corporate and community volunteer tutors in best reading practices and effective reading strategies. Trained and managed 17 on-site coordinators and 4 curriculum specialists. Evaluated program's effectiveness, student progress, helped develop and oversee strategic plan for implementing improvements. Oversaw yearly scheduling for over 1000 tutors and 500 students.

**Milwaukee College Preparatory School-Milwaukee, WI**

*French Teacher, Diagnostic Reading Teacher, Testing Coordinator (Grades K5-6), 2004-2007*

**Milwaukee French Immersion School-Milwaukee, WI**

*Immersion Teacher, (Grades 2-3), 2001-2004*

**Early View Academy of Excellence-Milwaukee, WI**

*Teacher, (Grade 3), 2000-2001*

<b>Education/Certifications</b>	
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<b>Master of Public Administration</b>	<b>Professional Educator's License</b>
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City University of New York-Baruch College, 2008	State of Indiana-License No: 10096251
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**Master of Science in Curriculum and Instruction**

University of Wisconsin-Milwaukee, 2002

**Bachelor of Arts in French Language**

St. Louis University, 1999

**Time To Teach-Certified Trainer**

Behavior Management, Differentiated Instruction

### **Dean/Counselor Position Overview**

The Dean/Counselor is a hybrid position that serves as a part of the administrative leadership team. The Dean/Counselor is one of the first points of contact for students who have violated the school's discipline policies. This position oversees the school's counseling programs, and ensures a comprehensive counseling program for students in grades eight through twelve and specifically provide services to meet the needs of assigned students; consult with teachers, staff and parents to enhance effectiveness in helping students; and to provide support to other high school educational programs.

### **Primary Responsibilities**

- Counsel individuals and small groups of students with problems: conduct structure, goal-oriented counseling sessions in systematic response to identified needs of individuals or groups of students—recurring topics at the high school level may include academic failure, attendance and behavior problems, peer problems, family issues, child abuse, suicide threats and attempts, and sexuality issues.
- Consult with teachers, staff and parents regarding the developmental needs of students: participate in staffing; conduct in-service programs for faculty; conduct or facilitate conferences with teachers, students, and parents; conduct or provide opportunities for parent education programs; assist families with school-related problems; serve as student advocate
- Refer students with problems to appropriate program specialists or community agencies: consult with and coordinate in-district and community agencies, such as school nurses, administrators, school psychologists, service agencies and physicians. Consult with parents regarding referrals.
- Participate in, coordinate and conduct activities that contribute to the effective operation of the counseling program and school: interpret group test results to faculty and staff; contribute to the school's goals for enhancing education in the building; establish effective liaisons with the various instructional departments; serve as an advocate for groups or individual students as decisions are made that will affect those students, with other school staff in the placement of students with special needs in appropriate programs, including gifted education, special education and vocational education opportunities; participate as a team member in administering the testing program.
- Participate in and facilitate the intervention team process: assume an active role in designing implementing, monitoring, and adjusting educational plans for individual students.

- Plan and evaluate the building counseling program: review the counseling program annually with administration and other staff; establish the counseling department master calendar; document and evaluate guidance learning activities as they are implemented.
- Schedule students in appropriate courses.
- Use discipline data to inform school-wide social, emotional and academic practices and professional development.
- Oversee and meet regularly with In School Suspension Supervisor.
- Monitors students referred for illness and administers first aid and prescription medications to students (under the direction of a health care professional) for the purpose of providing emergency and necessary care in compliance with established guidelines.

### **Qualifications, Skills and Qualities**

- Master's Degree in Guidance and/or School Counseling or other related field and valid state license (or eligible for one).
- Minimum of 3 years of teaching, counseling, administrative or other related experience working with children of similar age groups and preferably similar demographics of the students we anticipate serving.
- Experience in urban education.
- Perseveres in challenging situations.
- Acts with professional integrity at all times.
- Communicates directly and sensitively with colleagues, parents, and students.
- Is task-oriented, organized and able to see ideas and initiatives through to completion.

### **Office Manager Position Overview**

The job of School Office Manager was established for the purpose/s of providing complex administrative and secretarial support to Principal; overseeing the day to day school office activities and relieving the Principal of administrative details; monitoring assigned activities; and providing information, recommendations and/or direction as may be requested by Principal. This position also directly oversees the school's secretary.

### **Primary Responsibilities**

- Acts on behalf of assigned administrator(s) in their absence (e.g., questions, concerns, complaints) for the purpose of conveying and/or gathering information required for their functions in a timely manner.
- Collects payments for a variety of events (e.g., bus tickets, student council, donations, fines, fees, fund raisers) for the purpose of completing transactions and/or securing funds.
- Compiles data from a variety of sources (e.g., time sheets, budget reports, specialized reports, personnel records) for the purpose of processing data in compliance with financial, legal and/or administrative requirements.
- Composes a variety of documents (e.g., correspondence, agendas, minutes, newsletters, bulletins, reports) for the purpose of communicating information and/or creating documentation in conformance with established guidelines.
- Coordinates a variety of projects, functions and/or program components (e.g., facility usage, guest teachers, meetings, in-service events, travel and accommodations) for the purpose of completing activities and/or delivering services in a timely fashion.
- Coordinates daily substitute activities (certificated and non certificated) for the purpose of ensuring that staff absences are covered in a timely manner and that student safety and educational process needs are met.

- Maintains a wide variety of manual and electronic documents files and records (e.g., student registration data, student health forms, master calendar, budget data, employee records, financial records, reports) for the purpose of providing up-to-date information and/or historical reference in accordance with established administrative guidelines and legal requirements.
- Monitors a variety of activities on behalf of assigned Administrator (e.g., account balances, work order status, Worker's Compensation injuries, special projects, new teacher staffing, room assignments, maintenance work) for the purpose of achieving goals and meeting target dates.
- Oversees day-to-day office workload at assigned school location for the purpose of ensuring the completion of activities in an accurate and timely manner.
- Prepares a wide variety of reports, documents and correspondence of a confidential and non-confidential nature (e.g., letters, memorandums, meeting minutes, charts, operational procedures, manuals) for the purpose of documenting activities, providing written reference, and/or conveying information.
- Processes documents and materials (e.g., time sheets, work orders, requisitions, travel reimbursements, budget transfers) for the purpose of disseminating information in compliance with program, district, state and/or federal requirements.
- Procures supplies and materials for the purpose of maintaining availability of required items.
- Reconciles account balances for assigned budget categories (e.g., student council, fundraisers, donations, requisitions) for the purpose of maintaining accurate account balances.
- Researches a variety of topics (e.g., current practices, policies, education codes) for the purpose of providing information and/or recommendations and/or addressing a variety of administrative requirements.
- Responds to inquiries from a variety of internal and external parties (e.g., staff, parents, students, public agencies) for the purpose of providing information or direction and/or facilitating communication among parties.
- Supports Principal and other assigned administrative personnel for the purpose of providing assistance with their functions and responsibilities.
- Monitors students referred for disciplinary action for the purpose of ensuring student welfare and maintaining a secure office environment.

### **Other Functions**

- Participates in a variety of meetings, workshops, and/or trainings for the purpose of providing or receiving information, recording minutes, and supporting the needs of the attendees.
- Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the work unit.

### **Qualifications, Skills and Qualities/Ability**

- Associate's or Bachelor's Degree in business or other related field.
- A minimum of 5 years of experience in a similar position. Or any combination of education, training and/or experience.
- Experience working with children (preferred)
- SKILLS are required to perform multiple, non-technical tasks with a potential need to upgrade skills in order to meet changing job conditions. Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office

equipment including utilizing pertinent software applications; planning and managing projects; and preparing and maintaining accurate records.

- **KNOWLEDGE** is required to perform basic math, including calculations using fractions, percents, and/or ratios; read technical information, compose a variety of documents, and/or facilitate group discussions; and analyze situations to define issues and draw conclusions. Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: business telephone etiquette; concepts of grammar and punctuation; and pertinent codes and regulations.
- **ABILITY** is required to schedule a number of activities, meetings, and/or events; gather, collate, and/or classify data; and use basic, job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; work with data utilizing defined but different processes; and operate equipment using standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with a variety of data. Problem solving is required to identify issues and create action plans. Problem solving with data requires independent interpretation of guidelines; and problem solving with equipment is limited to moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: working independently; communicating with diverse groups; maintaining confidentiality; meeting deadlines and schedules; working with constant interruptions; setting priorities; and establishing and maintaining effective working relationships.

### **Responsibility**

Responsibilities include: working under limited supervision using standardized practices and/or methods; directing other persons within a small work unit; and tracking budget expenditures.

Utilization of resources from other work units is often required to perform the job's functions. There is a continual opportunity to impact the organization's services.

### **Timeline**

<b>Date</b>	<b>Owner</b>	<b>Task/Activity</b>	<b>Deliverable</b>
March-Dec 2016	Tiffany/Board	Begin Search for school principal and administrative team	Hire a principal
Mar-May 2016	Tiffany	Begin Reaching out to groups such as Teach for America, Indianapolis Teaching Fellows, Woodrow Wilson Teaching Fellows, schools of education, etc. about our opening date and positions to be filled.	Develop document with contacts and who we are in communication with
Jan-May 2016	Tiffany/Board	Develop HR Manual, job descriptions, benefit package	Mauals/Benefits with companies
August of 2016	Tiffany	Extensive visit to DECA	Create First Days of school document
Mar-Dec 2016	Tiffany	Work on securing partnerships for potential teachers to conduct lessons and leader to model teacher coaching as a part of the interview process	MOU with partner school(s)
January of 2017	Tiffany/Board	New Principal Begins	
May of 2017	Tiffany/Principal	Visit to DECA for new principal	Document-what we learned, need to do/implement
Jan-Jun	Tiffany/Principal	Screening, Interviewing, Hiring Teachers and other	Teacher Contracts Signed

2017

staff positions

**Attachment 4**

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

DEPARTMENT OF THE TREASURY

Date:

DEC 08 2014

THE MIND PROGRAM SCHOOL CORPORATION  
INC  
109 E 19TH ST  
INDIANAPOLIS, IN 46202

Employer Identification Number:

47-1767650

DLN:

17053258314024

Contact Person:

ZENIA LUK

ID# 31522

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Form 990 Required:

Yes

Effective Date of Exemption:

September 5, 2014

Contribution Deductibility:

Yes

Addendum Applies:

Yes

Dear Applicant:

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

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

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

Sincerely,



Director, Exempt Organizations

Letter 947

## **BYLAWS**

### **THE MIND PROGRAM SCHOOL CORPORATION, INC AN INDIANA nonprofit corporation Adopted September 5, 2014**

The name of the organization is The Mind Program School Corporation, Inc. The organization is organized in accordance with the Indiana Nonprofit Corporation Act of 1991, as amended. The organization has not been formed for the making of any profit, or personal financial gain. The assets and income of the organization shall not be distributable to, or benefit the trustees, directors, or officers or other individuals. The assets and income shall only be used to promote corporate purposes as described below. Nothing contained herein, however, shall be deemed to prohibit the payment of reasonable compensation to employees and independent contractors for services provided for the benefit of the organization. This organization shall not carry on any other activities not permitted to be carried on by an organization exempt from federal income tax. The organization shall not endorse, contribute to, work for, or otherwise support (or oppose) a candidate for public office. The organization is organized exclusively for purposes subsequent to section 501(c)(3) of the Internal Revenue Code.

#### **ARTICLE I** **Offices**

**Section 1.1 Principal Office.** The principal office of The Mind Program School Corporation, Inc. (the "Corporation") shall be located at such place, either within or without the State of Indiana, as the Board of Directors shall designate from time to time.

**Section 1.2 Registered Office and Agent.** The Corporation shall have and continuously maintain a registered office and a registered agent within the State of Indiana. The Board of Directors, from time to time by resolution, may change the registered agent and the address of the registered office. The Corporation's initial registered agent shall be as set forth in the corporation's Articles of Incorporation and shall otherwise be designated by the Board of Directors from time to time and properly filed with the State of Indiana.

**Section 1.3 Additional Offices.** The Corporation may also have offices and branch offices at such other places as the Board of Directors from time to time may designate or the business of the Corporation may require.

#### **ARTICLE II**

##### **Board of Directors**

###### **Section 2.1 General Powers, Number, Tenure and Qualification.**

(a) The Corporation shall be controlled and managed by a Board of Directors. All corporate powers of the Corporation shall be vested in and exercised by the Board of Directors. The Board of Directors shall be self-perpetuating. Any ambiguity in these Bylaws, the Articles of Incorporation, or law shall be construed so as to facilitate the continuity of the Corporation's Board of Directors and not leave the Corporation without any directors.

(b) The number of Directors shall be no less than five (5), all of whom shall be and remain members in good standing of this organization during their tenure as Directors. The term of each of the Board members shall be four (4) years. Board of Director positions may include the President, Vice-President, Secretary, Treasurer, Subordinate Officers and Committee Chairs.

(c) The initial Board of Directors shall be the Incorporators as set forth in the Articles of Incorporation.

**Section 2.2 Annual Meeting.** An annual meeting shall be held once each calendar year for the purpose of electing directors and for the transaction of such other business as may properly come before the meeting. The annual meeting shall be held at the time and place designated by the Board of Directors from time to time.

**Section 2.3 Regular Meetings.** Regular meetings of the Board of Directors shall be held at such time and place as the Board of Directors may designate from time to time. Any business may be transacted at a regular meeting.

**Section 2.4 Special Meetings.** Special meetings of the Board of Directors may be called by the President, or by a majority of the directors. Notice of such special meeting shall be given to each director in any one of the following ways:

**Section 2.5 Notice.**

(a) Written notice of a regular or special meeting shall be properly addressed to each director's business or residence address as indicated in the records of the Corporation, deposited in the United States mail, postage prepaid at least seven (7) days in advance of such meeting. It is the personal responsibility of each director to keep his or her address current on the corporate records.

(b) Notice in person or by electronic or facsimile transmission sent to each director's business or residence address as it appears in the records of the Corporation at least two (2) days in advance of such meeting.

**Section 2.6 Waiver of Notice.** Whenever any notice is required to be given to any director under the provisions of these Bylaws, or of the Articles of Incorporation or of any law, a waiver thereof in writing signed by such director, whether before or after the time stated therein, shall be deemed equivalent to the giving of such notice. Attendance of a director at any meeting waives any notice requirement of the meeting, unless the director upon arriving at the meeting or prior to the vote on a matter not noticed in conformity of these, objects to the lack of notice and does not vote for or assent to the objected meeting or matter.

**Section 2.7 Participation in Meetings Electronically.** Members of the Board of Directors or any committee designated by the Board of Directors may participate in any meeting of the Board of Directors or committee by means of telephone conference or similar communications equipment whereby all persons participating in the meeting can hear each other, and participation in a meeting in this manner shall constitute presence in person at the meeting.

**Section 2.8 Quorum.** A majority of the directors shall constitute at quorum at a meeting. In the absence of a quorum, a majority of the directors may adjourn the meeting to another time without further notice. If a quorum is represented at an adjourned meeting, any business may

be transacted that might have been transacted at the meeting as originally scheduled. The directors present at a meeting represented by a quorum may continue to transact business until adjournment, even if the withdrawal of some directors results in representation of less than a quorum.

**Section 2.9 Vote Required for Director Action.** 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 of Directors.

**Section 2.10 Resignation.** Any director may resign at any time by giving written notice to the Board of Directors, the President or the Secretary of the Corporation. Any such resignation shall take effect at the time specified in the resignation, or, if the time is not specified in the resignation, then upon receipt of the resignation. The acceptance of such resignation shall not be necessary to make it effective.

**Section 2.11 Removal.** Directors may be removed by a majority vote of the full Board of Directors in office, in the absence of the subject Director being considered for removal.

**Section 2.12 Vacancies.** Vacancies on the Board of Directors and newly created directorships resulting from any increase in the number of directors may be filled unilaterally by the President; or by nomination by any Board member and a vote of a majority of the full Board of Directors who are then qualified to act under these Bylaws.

**Section 2.13 Informal Action.** Any action, which is required to be or may be taken at a meeting of the Board of Directors or any committee of the Board of Directors may be taken without a meeting if consents in writing, setting forth the action so taken, are signed by all of the directors or of the committee members, as the case may be. The consents shall have the same force and effect as a unanimous vote at a meeting held, and may be stated as such in any governmental certificate or document filed. The Secretary shall file the consents with the minutes of the meetings of the Board of Directors or of the committee, as the case may be.

**Section 2.14 Organization.** Meetings of the Board of Directors shall be presided over by the President, or in the absence of a President, by such other person as the directors may select. The Secretary of the Corporation shall act as secretary of the meeting, but in his or her absence the President of the meeting may appoint any person to act as secretary of the meeting.

**Section 2.15 Committees.** To the extent permitted by law, the Board of Directors may appoint from its members a committee or committees, temporary or permanent, and designate the duties, powers and authorities of such committees.

### **ARTICLE III** **Officers**

**Section 3.1 Number.** The officers of the Corporation shall be a President, a Vice-President, a Secretary, a Treasurer and such other officers and assistant officers as the President may from time to time determine.

**Section 3.2 Election of Officers and Term of Office.** The officers of the Corporation shall be elected annually by the Board of Directors at the annual meeting of the Board of Directors. Vacancies in such offices may be filled at any meeting of the Board of Directors. Each

officer shall hold office until such officer's successor has been duly elected by the Board of Directors, until such officer's death, until such officer resigns, or until such officer has been removed in the manner hereinafter provided.

**Section 3.3 President.** The President shall preside at all meetings of the Board of Directors. The President may sign and execute, in the name of the Corporation, all deeds, mortgages, bonds, contracts or other instruments authorized by the Board of Directors, except in cases in which the signing and execution thereof shall have been expressly delegated to some other officer or agent of the Corporation, and shall have such additional powers and duties as may be prescribed by the Board of Directors. In the event an Officer of the Board resigns, the President may appoint a member of the Board to fill that vacancy until such time as the Board of Directors shall duly elect a successor.

**Section 3.4 Vice-President.** The Vice-President shall preside at all meetings of the Board of Directors in the absence of the President, and shall have the authority to exercise all the rights and duties of the President when the President is unavailable or otherwise incapable of carrying out such duties. The Vice-President shall have such additional powers and duties as may be prescribed by the Board of Directors.

**Section 3.5 Secretary.** The Secretary shall record the proceedings of the meetings of the Board of Directors in books provided for that purpose; shall see that all notices are duly given in accordance with the provisions of these Bylaws or as required by law; shall be custodian of the records and of the corporate seal, if any, of the Corporation; shall see that the corporate seal, if any, is affixed to all documents which provide for a seal to be affixed, the execution of which, on behalf of the Corporation, under its seal, is duly authorized, and when so affixed may attest the same; and, in general, shall perform all duties incident to the office of a Secretary of a corporation, and such other duties as, from time to time, may be assigned by the Board of Directors.

**Section 3.6 Treasurer/CFO.** The Treasurer shall have charge of and be responsible for all funds, securities, receipts and disbursements of the Corporation, and shall deposit or cause to be deposited, in the name of the Corporation, all moneys or other valuable effects in such banks, trust companies or other depositories as shall, from time to time, be selected by the Board of Directors; shall render to the President and to the Board of Directors, whenever requested, an account of the financial condition of the Corporation; and, in general, shall perform all duties incident to the office of a Treasurer of a corporation, and such other duties as, from time to time, may be assigned by the Board of Directors.

**Section 3.7 Subordinate Officers.** The Board of Directors may appoint such subordinate officers as it deems desirable, including but not limited to one or more Assistant Secretaries and one or more Assistant Treasurers. Each such officer shall hold office for such period, have such authority and perform such duties as the Board of Directors may prescribe; and in the absence of such prescription, such officer shall have the same rights and duties as the Secretary or Treasurer, respectively.

**Section 3.8 Committee Chairs.** The Board of Directors may appoint such committee chairs as it deems desirable, including but not limited to one or more committee chairs for Fundraising, Communications, Education and Community Building. Each such committee chair shall have such authority and perform such duties as the Board of Directors may prescribe.

**Section 3.9 Removal.** Any officer may be removed without cause by the majority vote of all remaining Board of Directors then in office whenever in its' judgment the best interests of the Corporation would be served thereby, but such removal shall be without prejudice to the contract rights, if any, of the person so removed.

**Section 3.10 Resignation.** Any officer of the Corporation may resign at any time by giving written notice to the Board of Directors, the President, or the Secretary of the Corporation. Any such resignation shall take effect at the time specified therein or, if the time is not specified therein, then upon the receipt of the notice. The acceptance of such resignation shall not be necessary to make it effective. Such resignation shall be without prejudice to the contract rights, if any, of the Corporation.

**Section 3.11 Vacancies.** Any vacancy occurring in any office of the Corporation by death, resignation, removal or otherwise may be filled for the unexpired portion of the term by the President unilaterally or by a vote of the Board of Directors at any regular or special meeting.

#### **ARTICLE IV**

#### **Indemnification**

**Section 4.1 Indemnification of Directors.** The Corporation shall provide to its directors such indemnification as it is required to provide pursuant to the provisions of the Indiana Nonprofit Code Title 23, Article 17.

**Section 4.2 Additional Indemnification.** Any person who is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, limited liability company, partnership, joint venture, trust or other enterprise shall be indemnified to the maximum extent permitted by the Indiana Nonprofit Code Title 23, Article 17. Expenses incurred by such person in defending a civil or criminal action, suit or proceeding shall be paid by the Corporation in advance of the final disposition of such action, suit or proceeding upon receipt of an undertaking by or on behalf of such person to repay such amount if it is ultimately determined that such person is not entitled to be indemnified by the Corporation as authorized by the Indiana Nonprofit Code Title 23, Article 17. The foregoing right of indemnification and advancement of expenses shall in no way be exclusive of any other rights of indemnification and advancement of expenses to which any such person may be entitled by bylaw, agreement, vote of disinterested directors or otherwise.

**Section 4.3 Insurance.** The Corporation may maintain insurance, at its expense, to protect itself and any person who is or was a director, officer, employee or agent of the Corporation, or is or was serving at the request of the Corporation as a director, officer, employee or agent of another corporation, limited liability company, partnership, joint venture, trust or other enterprise against any such expense, liability or loss, whether or not the Corporation would have the power to indemnify such person against such expense, liability or loss under the Indiana Nonprofit Code Title 23, Article 17.

**Section 4.4 Intent of Indemnification.** The provisions of this Article are intended to facilitate the Corporation's ability to attract and retain qualified individuals to serve as its directors and officers and at its request as directors and officers or in other capacities for other corporations or enterprises by providing and maximizing the amount of indemnification that the Corporation is permitted to provide to such persons by the Indiana Nonprofit Code Title 23, Article 17, and such

provisions shall be construed accordingly. The provisions of this Article do not limit the Corporation's power to pay or reimburse expenses incurred by a director or officer of the Corporation in connection with appearing as a witness in a proceeding at a time when the director or officer has not been made a named defendant or respondent to the proceeding.

## **ARTICLE V**

### **Charitable Purpose**

**Section 5.1 General Charitable Purposes.** The Corporation shall at all times be operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code.

**Section 5.2 Status as Tax Exempt Organization.** It is expressly intended that (i) the Corporation shall be exempt from federal income tax and (2) any gift to this Corporation (including distributions from a decedent's estate or from any trust) shall qualify for a charitable deduction under the applicable provisions of the Internal Revenue Code. Any questions applicable to the Corporation shall be resolved accordingly. No powers or discretion of the Board of Directors shall be exercised or exercisable except in a manner consistent with this intent.

**Section 5.3 Specific Purposes.** Specifically, the Corporation has been formed and will generally be operated for the purpose of providing educational programs for students from underserved communities that will prepare them to excel in college and the world of business and also result in closing the achievement gap.

## **ARTICLE VI**

### **Contracts, Loans, Checks and Deposits**

**Section 6.1 Contracts.** The Board of Directors may authorize any officer or officers, agent or agents, to enter into any contract or execute and deliver any instrument in the name of and on behalf of the Corporation. Such authority may be general or confined to specific instances.

**Section 6.2 Loans.** No loans shall be contracted on behalf of the Corporation and no evidence of indebtedness shall be issued in its name unless authorized by a resolution of the Board of Directors. Such authority may be general or confined to specific instances.

**Section 6.3 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 officer or officers, agent or agents of the Corporation in such manner as shall from time to time be determined by resolution of the Board of Directors. If no designation is made and unless and until the Board of Directors otherwise provides, each of the President and the Treasurer shall individually have the power to sign all such instruments which are executed or made in the ordinary course of the Corporation's activities. Such power to sign shall be dependent upon the signing powers designated by banking resolution within the corporate banking account(s).

**Section 6.4 Deposits.** All funds of the Corporation not otherwise employed shall be deposited from time to time to the credit of the Corporation in such banks, trust companies or other depositories as the Board of Directors may select.

## **ARTICLE VII**

### **Miscellaneous**

**Section 7.1 Corporate Seal.** The corporate seal, if any, shall have inscribed thereon the name of the Corporation and shall be in such form as may be approved from time to time by the Board of Directors. Such seal may be used by causing it or a facsimile thereof to be impressed or affixed or in any manner reproduced. If deemed advisable by the Board of Directors, a duplicate seal or duplicate seals may be provided and kept for the necessary purposes of the Corporation.

**Section 7.2 Fiscal Year.** The fiscal year of the Corporation shall be determined by resolution of the Board of Directors.

**Section 7.3 Books and Records.** The Corporation shall keep at its principal place of business or registered office in the State of Indiana, original or duplicate books which shall include: (1) The Corporation's Articles and all amendments to them currently in effect; (2) the Corporation's Bylaws and all amendments to them currently in effect; (3) a list of the names and business or home addresses of its current directors and officers; (4) its most recent annual report delivered to the Indiana Secretary of State; (5) appropriate financial statements of all income and expenses; and (6) minutes of proceedings of its Board of Directors and from time to time such other or additional records, statements, lists and information as may be required by law. The format of such records shall be either in hard copy, or digital format, which can easily be provided as a hard copy.

**Section 7.4 Interested Transactions.** No contract or transaction between the Corporation and one or more of its directors or officers, or between the Corporation and any other corporation, partnership, association, or other organization in which one or more of its directors or officers are directors or officers, or have a financial interest, shall be void or voidable solely for this reason, or solely because the director or officer is present at or participates in the meeting of the Board or committee thereof which authorizes the contract or transaction, or solely because his or her, or their votes are counted for such purpose, if: (1) in advance, the material facts as to his or her, or their relationship or interest and as to the contract or transaction are disclosed or are known to the Board of Directors or the committee; and (2) the Board or committee in good faith reasonably believes the contract or transaction is not unfair to the Corporation. Common or interested directors may be counted in determining the presence of a quorum at a meeting of the Board of Directors or of a committee, which authorizes the contract or transaction. Other Conflict of Interest policies will be established by the Board of Directors as needed.

**Section 7.5 Loans to Directors and Officers Prohibited.** The Corporation shall not loan money to any director or officer of the Corporation.

**Section 7.6 Dissolution.** Dissolution of the Corporation and sale of assets will be in compliance with IC-23-17-22 and IC-23-17-20 and all amendments thereto.

**Section 7.7 Dominating Law.** In a situation in which these Bylaws are either silent or in conflict with the Indiana Nonprofit Code Title 23, Article 17, the Indiana Nonprofit Code Title 23, Article 17 and all amendments thereto controls.

## **ARTICLE VIII**

**ndments**

These bylaws may be amended, altered, repealed or enhanced by an affirmative vote of a simple majority of the entire board of directors.

Adopted this 7<sup>th</sup> day of September, 2014.

President, Board of Directors

**ARTICLES OF INCORPORATION**

**OF**

**THE MIND PROGRAM SCHOOL CORPORATION, INC.**

The undersigned incorporator(s), desiring to form a nonprofit 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 (the "Articles").

**ARTICLE 1**

**NAME AND PRINCIPAL OFFICE**

**Section 1.01: Name.**

The name of the Corporation is The Mind Program School Corporation, Inc. The business of the corporation may be conducted as The Mind Program Community School Foundation, Inc. or The Mind Program High School or The Mind Program.

**Section 1.02: Principal Office.**

The address of the principal office is:

55 South State Avenue-Suite 302

Indianapolis, IN 46201

## ARTICLE 2

### TYPE, PURPOSE, AND POWERS

#### **Section 2.01: Type of Corporation and Duration.**

The Corporation is a public benefit Corporation and the period of duration of the Corporation is perpetual.

#### **Section 2.02: Purpose.**

The Mind Program School Corporation, Inc. is a non-profit corporation and shall operate exclusively for educational and charitable purposes within the meaning of Section 501 (c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal tax code, including, for such purposes, the making of distributions to organizations that qualify as exempt organizations under section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal tax code. The Corporation also is organized and shall operate an Indiana public charter school. The Mind Program Community School Foundation's purpose is to provide excellent educational options for students from underserved communities that will result in closing the achievement gap. Our programs will provide students with a rigorous experience that will prepare them to excel in college and the world of business.

To maximize our impact on current efforts, the Corporation may seek to collaborate with other for profit and non-profit organizations operated exclusively for educational and charitable purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code, or the corresponding section of any future Federal tax code.

The Corporation may, among other things, provide scholarships, internships and volunteer opportunities, which will provide opportunities for involvement in order to have a greater impact for change.

#### **Section 2.03: Powers.**

The Corporation shall have all powers necessary, except as expressly limited herein, to accomplish the purposes set forth in Section 2.02 hereof as deemed necessary or expedient from time to time by the Board of Directors of the Corporation.

#### **Section 2.04: Express Limitations on Powers.**

(a) No part of the net earnings of the Corporation shall inure to the benefit of, or be distributable to, the members, trustees, or officers thereof or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered by any person and to make payments and distributions in furtherance of the purposes set forth in section 2.02 hereof.

(b) 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 or in opposition to any candidate for public office.

(c) Notwithstanding any other provision of these Articles, the Corporation shall not carry on any other activities not permitted to be carried on by either (a) a corporation exempt from federal income tax under section 501(c)(3) of the Code or by (b) a corporation, contributions to which are deductible under section 170(c)(2) of the Code.

## ARTICLE 3

### INCORPORATORS

**Section 3.01: Name and Address of Incorporators.**

The names and addresses of the Incorporators of the Corporation are as follows:

- 1) Tiffany Thomas: 109 East 19<sup>th</sup> Street, Indianapolis, IN 46202
- 2) Darius Sawyers: 3045 North Park Avenue, Indianapolis, IN 46205
- 3) Taja Gibbs: 12280 University Crescent, Unit 3C Carmel, IN 46032
- 4) Cathleen Morrison: 2528 Fox Valley Place, Indianapolis, IN 46268
- 5) Jay Brown: 423 Old Towne Drive, Brentwood, TN 37027

**ARTICLE 4**

**REGISTERED AGENT AND REGISTERED OFFICE**

**Section 4.01: Registered Agent.**

The name and address of the Registered Agent for receiving service of process for the Corporation is:

Tiffany A. Thomas  
109 East 19<sup>th</sup> Street  
Indianapolis, IN 46202

**Section 4.02: Registered Office.**

The street address of the of Registered Office for receiving service of process for the Corporation is:

55 South State Avenue-Suite 302  
Indianapolis, IN 46201

**ARTICLE 5  
MEMBERS**

**Section 5.01: Membership.**

The Corporation shall not have Members.

**ARTICLE 6**

**REGULATION OF BUSINESS AND CONDUCT OF AFFAIRS**

**Section 6.01: Management of Corporation.**

The affairs of the Corporation shall be managed by a Board of Directors of the Corporation. No director shall have any right, title, or interest in or to any property of the Corporation.

**Section 6.02: Establishment and Composition of the Board**

(a) The Board shall comprise at least five Directors, and any additional number of Directors as may be prescribed from time to time by the By-Laws.

(b) Initially, the Directors of the Board shall be comprised of the Incorporators, and thereafter, shall be selected in the manner as set forth from time to time in the By-Laws.

**Section 6.03: Personal Liability.**

No officer or director of the Corporation shall be personally liable for the debts or obligations of The Mind Program Community School Foundation or any nature whatsoever, nor

shall any of the property or assets of the officers or directors be subject to the payment of the debts or obligations of the Corporation.

**Section 6.04: Election of Directors.**

The election of Directors shall be in accordance with rules governing promulgated from time to time in the By-Laws.

**ARTICLE 7**

**DISSOLUTION**

**Section 7.01: Dissolution.**

(a) To perpetuate the above indicated purposes in the event of dissolution, any and all assets of the Corporation will be distributed in compliance with IC-23-17-22 and IC-23-17-20 and all amendments thereto to one or more successor organizations that are dedicated to charitable purposes as defined by Section 501(c)(3) of the Code, or the corresponding section of any future federal tax code.

**ARTICLE 8**

**Amendments**

**Section 8.01 Amendments.**

Any amendment to the Articles of Incorporation may be adopted by approval of two-thirds (2/3) of the Board of Directors.

IN WITNESS THEREOF, THE UNDERSIGNED INCORPORATORS OF THE CORPORATION EXECUTE THIS DOCUMENT AND VERIFY SUBJECT TO PENALTIES OF PERJURY THAT THE FACTS CONTAINED HEREIN ARE TRUE AND CORRECT THIS DAY 7<sup>th</sup> DAY OF SEPTEMBER 2014.

**The Mind Program School Corporation, Inc.**

**Conflict of Interest Policy**

**For Directors and Officers and Members of a Committee with Board Delegated Powers**

**Article I -- Purpose**

1. The purpose of this Board conflict of interest policy is to protect TMP's interests when it is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of TMP or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.
3. This policy is also intended to identify "independent" directors.

**Article II -- Definitions**

1. **Interested person** -- Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. **Financial interest** -- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which TMP has a transaction or arrangement,
- b. A compensation arrangement with TMP or with any entity or individual with which TMP has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which TMP is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

**3. Independent Director** -- A director shall be considered “independent” for the purposes of this policy if he or she is “independent” as defined in the instructions for the IRS 990 form or, until such definition is available, the director --

- a. is not, and has not been for a period of at least three years, an employee of TMP or any entity in which TMP has a financial interest;
- b. does not directly or indirectly have a significant business relationship with TMP, which might affect independence in decision-making;
- c. is not employed as an executive of another corporation where any of TMP’s executive officers or employees serve on that corporation’s compensation committee; and
- d. does not have an immediate family member who is an executive officer or employee of TMP or who holds a position that has a significant financial relationship with TMP.

### **Article III – Procedures**

**1. Duty to Disclose** -- In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.

**2. Recusal of Self** – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists.

**3. Determining Whether a Conflict of Interest Exists** -- After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists.

**4. Procedures for Addressing the Conflict of Interest**

- a. An interested person may make a presentation at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the Board or Executive Committee shall determine whether TMP can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in TMP's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination, it shall make its decision as to whether to enter into the transaction or arrangement.

## **5. Violations of the Conflicts of Interest Policy**

- a. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

### **Article IV – Records of Proceedings**

The minutes of the Board and all committees with board delegated powers shall contain:

- a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.
- b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

### **Article V – Compensation**

- a. A voting member of the Board who receives compensation, directly or indirectly, from TMP for services is precluded from voting on matters pertaining to that member's compensation.
- b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from TMP for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from TMP, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **Article VI – Annual Statements**

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:
  - a. Has received a copy of the conflict of interest policy,
  - b. Has read and understands the policy,
  - c. Has agreed to comply with the policy, and
  - d. Understands TMP is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an independent director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form.
4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

#### **Article VII – Periodic Reviews**

To ensure TMP operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to TMP's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

#### **Article VIII – Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, TMP may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

**The Mind Program School Corporation, Inc.**

**Conflict of Interest Policy  
And  
Annual Statement**

**For Directors and Officers and Members of a Committee with Board Delegated Powers**

### **Article I -- Purpose**

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Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial. A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

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  - b. does not directly or indirectly have a significant business relationship with TMP, which might affect independence in decision-making;
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**Article VIII – Use of Outside Experts**

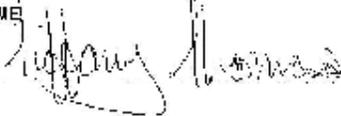
When conducting the periodic reviews as provided for in Article VII, TMP may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

<b>INDIANA CHARTER SCHOOL BOARD: CHARTER SCHOOL APPLICANT</b>	
<b>Statement of Assurances</b>	
The charter school agrees to comply with all of the following provisions: (Read and check)	
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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 IC § 20-24.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	5. Recipients 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's sponsor board, as well as with applicable Indiana law. See also relevant sections of IC § 20-24.
<input checked="" type="checkbox"/>	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. § 1403(14) of the Individuals with Disabilities Education Act, will follow the student, in accordance with applicable federal and state law.
<input checked="" type="checkbox"/>	7. Recipients will comply with all provisions of the No Child Left Behind Act, including but not limited to provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruter Access to Students and Student Recruiting Information, the Unsafe Schools Choice Option, the Family Educational Rights and Privacy Act (FERPA) and assessments.
<input checked="" type="checkbox"/>	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.
<input checked="" type="checkbox"/>	9. Recipients will at all times maintain all necessary and appropriate insurance coverage.
<input checked="" type="checkbox"/>	10. Recipients will indemnify and hold harmless the ICSB, the Indiana Department of Education, 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.

I, Recipient understand that the ICSEB may revoke the charter if the ICSEB deems that the recipient is not fulfilling the academic goals and/or fiscal management 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.

PRINT NAME & TITLE	DATE
Tiffany A Thomas CEO	
SIGN NAME 	8/9/15

## Attachment 6

### CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed board member for the charter holder)*

Serving on a public charter school board is a position of public trust and fiduciary responsibility. As a board member of a public school, you are responsible for ensuring the quality of the school program, competent stewardship of public funds, and the school's fulfillment of its public obligations and all terms of its charter.

As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

#### Background

1. Name of charter school on whose Board of Directors you intend to serve:

The Mind Program High School

2. Your full name: Charles Dwayne Wolff

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

As a board member for the Mind Program Charter School I bring with me eight years of military leadership experience, 16 years of Engineering experience and more than 25 years of Operational Management experience from which to draw from. I also have multiple certifications in the Quality field from Six Sigma Green Belt to being a Certified Auditor in ISO9001:2008, TL9000, ISO13485 and others.

From my Military experience I gained the knowledge and skills necessary to be a good leader and to know that there is always more to learn. The discipline I gained in the military is still with me to this day and plays an important role in my everyday life.

From my Operational experience of managing a \$12M annual, customer service, help desk and reverse logistics business line I gained insight into what it takes to select, train and motivate people, and improve on my ability to make sound business decisions.

From my Quality experience I have proven my worth many times over by being the go-to person when it comes to documenting and looking at processes and procedures and being able to make improvements to make them more robust and streamlined.

I have reported directly to board members during my current role and have attended and presented to our board many times over the years (all with great feedback) and am comfortable in this setting.

As for how this all pertains to The Mind Program Charter School Board; I believe it makes me well rounded in all aspects of not only making sound business decisions but also in being able to come up with new ideas, offer advice and help to tackle any problem that might arise.

I have three children which are 24, 12 and 1, so I have seen how the educational system in Indiana has changed and evolved over the years, especially when it comes to public schools and I believe a Charter School such as The Mind Program is what is needed to help the educational system deliver the quality of education that I want not only for my children but all children.

5. 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 for Board meetings?

Yes       Don't Know       Unsure

#### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees.    Yes   

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons.     Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business.     Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons.     Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A.    I / we     have no such interest.    Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.  I / we or my family do not anticipate conducting any such business.  Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.  Yes

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

None.  Yes

#### Certification

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 Mind Program Charter School is true and correct in every respect.

Signature

Date

8/31/15

## CHARTER SCHOOL BOARD MEMBER INFORMATION

### Background:

1. Name of charter school on whose Board of Directors you intend to serve:

*The Mind Program<sup>®</sup>*

2. Your full name:

*James F. Allman<sup>III</sup>*

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

*See resume above.*

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

*I have served on the board of my neighborhood association. I own two businesses (corporations) that cater to children of ages 3 and above, as well as their parents (see resume above). My experience includes dealing with people and the public one-on-one or in large gatherings. Current employment provides me with the ability and knowledge to oversee the schools facilities and physical operations including maintenance. As an Engineer, I am a planner and organizer; I can view everything head-on or from a 50,000 foot level.*

5. 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 for Board meetings?

*Yes.*

### Disclosures:

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

*I/we do not know any such trustees.*

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

*I/we do not know any such persons.*

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

*I/we own a dance studio and dancewear store that may solicit business from the school at a later date. I will not participate in any deliberations or decisions concerning these businesses.*

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship. Not applicable because the school does not intend to contract with an education service provider or school management organization.

*I/we do not know any such persons.*

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

*I/we have no such interest.*

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

*I/we do not anticipate conducting any such business.*

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

*I/we own a dance studio and dancewear store that may seek partnership with the school in a yet to be determined manner. I will not participate in any deliberations or decisions concerning these partnerships.*

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

*None, that I am aware of.*

**Certification:**

I, James F. Allman<sup>III</sup>, 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 Charter School is true and correct in every respect.

  
Signature \_\_\_\_\_ Date August 5, 2015

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### Background

1. Name of charter school on whose Board of Directors you intend to serve:

The Mind Program High School

2. Your full name: Kara LaShawn Abstone

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

x Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Over the past 20 years my career focus related to child development, advocacy, and guidance from infancy to young adults. I have obtained a bachelor's degree in sociology with a certificate in Family Life Education. I am currently pursuing a master's degree in Counseling and Counselor Education. My experience as an advocate for children who were a ward of the state allowed me to have a direct impact on their transitioning from foster care to self-sufficiency adulthood. My goal is to continue equipping individuals with the skill set to become self-sufficient within the society.

My role as a family case manager provides the experience of community outreach and recruitment for low-income families in need of child care. This position allowed me to build community relationships, focus on the strengths of the families, and address areas of improvement. Volunteering with Indianapolis Healthy Babies increased my awareness of the needs of mothers within the community and how to improve the outcome of healthy births. Participation included planning community baby showers, door to door canvassing, and health fairs.

In addition to my social service experience, I have 7 years working within corporate America. This career opportunity has enhanced my skillset in communication, organization, and time management. I believe I would be a good fit for the board of directors for the Mind Program High School because I have a strong passion for recognizing the needs of the youth, and addressing their needs holistically creating a greater impact on their development as self-sufficient adult.

5. 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 for Board meetings?

Yes       Don't Know       Unsure

**Disclosures**

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship

I / we do not know any such trustees.       Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such       persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business.       Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.  
 I / we do not know any such persons.       Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A       I / we       have no such interest. Yes     

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.       I / we or my family do not anticipate conducting any such       business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate

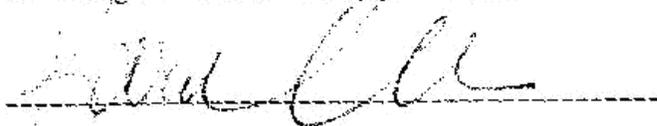
Does not apply to me, my spouse or       family. Yes

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

None  Yes

**Certification**

I, Kara Abstone, 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 Mind Program Charter School is true and correct in every respect.



Signature



Date 9/5/15

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed board member for the charter holder)*

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As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve:

The Mind Program High School

2. Your full name: Peter Michael Elliott

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

I am proud to be asked to be a member of the Mind Program Board. I am looking forward to serving the far Eastside community with my time, talent, and treasure. As an Indianapolis native, a law student, and a law clerk at a civil litigation firm in the city, I feel uniquely qualified to serve as member of the Board.

I grew up in the Carmel, Indiana community, but I went to high school at Cathedral High School on east 56<sup>th</sup> street. I went to the University of Notre Dame for my undergraduate studies in Economics and Political Science, and afterward, I returned home to Indianapolis where I now reside. I have always grounded my studies with an eye towards the needs and concerns of the Indianapolis community.

In law school, I have participated in many programs designed to advance the public interest. I spent my first summer after law school working for the American Civil Liberties Union of Indiana. I

conducted legal research regarding the concerns of the community. Oftentimes, we received calls and letters from community members who could not afford legal counsel. My research led to responses that directly addressed the needs of those searching for our assistance.

I also worked at my law school's Health and Human Rights Clinic as a certified legal intern, where I advocated on behalf of Indianapolis residents who were denied their legally earned wages. I was able to assist clients in recovering thousands of dollars in unpaid wages and overtime. Through the work, I gained an excellent understanding of Indiana employment law, both statutory and through the common law.

During school, I have worked as a law clerk in a civil litigation firm in downtown Indianapolis. I have worked on cases ranging from insurance disputes to piercing the corporate veil. I have learned that value of setting up organizations to stave off future litigation as well as protection from lawsuits during the course of operations. I feel my knowledge of Indiana business forms will prove especially useful in assisting the juniors and seniors in the CEO program outlined in the Mind Program prospectus.

My background as a law student and Indianapolis native makes me a uniquely qualified candidate to serve as a member of the Board. I am looking forward to serving the needs of the Indianapolis community through the skills I have developed as a student of law and economics.

5. 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 for Board meetings?

Yes     Don't Know     Unsure

#### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees.    Yes

My fiancé previously worked with the Chairman of the Board and other board members. We have gotten to know the rest of the board members through work on this project.

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I  / we do not know any such persons.     Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I  / we do not anticipate conducting any such business.  Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I /  we have no such interest.  Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.  I / we or my family do not anticipate conducting any such business.

Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or  family. Yes

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

None. Yes

#### Certification

I, Peter M. Elliott, 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 Mind Program Charter School is true and correct in every respect.

sl Peter M. Elliott  
Signature

09/05/2015  
Date

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed board member for the charter holder)*

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As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### Background

1. Name of charter school on whose Board of Directors you intend to serve:

The Mind Program High School

2. Your full name: **RYAN ANTHONY LYNCH**

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

Throughout my career, I have maintained high performance standards through various professional and academic achievements, which illustrate my previous success and have prepared me for a Board of Director position at Mind Program Corporation. My professional career as a commercial airline captain has equipped me with a diverse range of proficiency in functions such as organization, preparation, leadership and making timely critical decisions. My expertise in operating multimillion dollar aircraft, developing partnerships and a strong track record for bottom line responsibility for nonprofit organizations through a camp launch, marketing initiatives and negotiating competitive rates with vendors and service providers have equipped me with the key skills that match your desires skills for success.

The academic achievements that I have accomplished position me to be valuable asset to the Mind Program. These achievements include a Bachelor of Science degree in Aeronautical Science with a minor in Aviation Weather. I am currently pursuing a Masters of Science in Sports Administration. After successfully completing this degree, my next goal will be to achieve a PHD by 2017.

My previous experience includes serving on board of director committees, directing community programs as well as mentoring students in education and development programs. It has been my passion to mentor future leaders and students, Lawrence North High School mentorship program, Pilot For Kids Organization, OBAP) Organization Of Black Aerospace Professionals – Pilot for Schools program, Embry Riddle Aeronautical University Peer Mentoring Program, weekly attendance at local school panels/discussions), direct programs

CCASTT Foundation ACE Camps, Indianapolis ACE aviation, career development), Embry Riddle Aeronautical University – First Year Programs), serve in leadership positions Board of Directors for Voice of Victim, Women Aviation International – Indy Chapter, and Indianapolis ACE Academy) and provide education coaching sports, youth athletic programs).

With a stellar track record of senior leadership in nonprofit organizations and corporations, my education, career and accomplishments have provided me the work ethic, keen business insight, vision and in depth knowledge position to serve as a board member and I welcome the honor to join the Mind Program.

5. 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 for Board meetings?

Yes       Don’t Know       Unsure

### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees.      Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons.       Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business.       Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons.       Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A.  I / we  have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.  I / we or my family do not anticipate conducting any such business.  Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

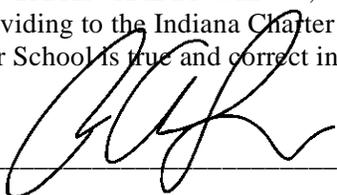
Does not apply to me, my spouse or family.  Yes

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

None.  Yes

#### Certification

I, **RYAN A LYNCH**, 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 Mind Program Charter School is true and correct in every respect.

  
\_\_\_\_\_  
Signature

\_\_\_\_**9/1/2015**\_\_\_\_ Date

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed board member for the charter holder)*

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As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

The purpose of this questionnaire is twofold: 1) to give application reviewers a clearer introduction to the founding group behind each school proposal in advance of the applicant interview, in order to be better prepared for the interview; and 2) to encourage board members to reflect individually as well as collectively on their common mission, purposes, and obligations at the earliest stage of school development.

### **Background**

1. Name of charter school on whose Board of Directors you intend to serve:

The Mind Program High School

2. Your full name: Vikas Pravin Shah

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

My professional, academic, and personal pursuits all prepare me to serve in a role on the Mind Program School's Board. Professionally, I advise organizations of all sorts in assessing strategic and operational decisions including the considerations of risk exposures. This includes working with numerous Board members as an adviser, presenter, or educator on additional ways to add oversight or direction. More tactically, our practice has worked extensively to integrate risk exposures into financial planning, capital budgeting, and portfolio optimization efforts. I have also worked with many CEOs, CFOs, and other senior leaders on strategies, innovation, culture, and performance management. My background as an Actuary makes me quite adept at understanding and quantifying risk exposures. I'm also comfortable advising on the consideration of risk response mechanisms, including insurance purchasing. I've been fortunate to have had a wide variety of professional background that have molded my strong combination of leadership, business, and technical expertise.

From an academic background, I have completed 2/3 of the requirements for an MBA and for a Master's Degree in Statistics. I've also received Bachelor of Science Degrees in Actuarial Science in Statistics. The combination of business, mathematics, and leadership skills required to successfully navigate through these programs fits in rather well with the mission and vision of the Mind Program. I have also completed all of the credentialing requirements to become a Fellow of the Casualty Actuarial Society, a Fellow of the Society of Actuaries, a Chartered Enterprise Risk Analyst, and a Member of the American Academy of Actuaries. Currently, I have completed part 2 of the CFA curriculum, aiming to take part 3 in June of 2016.

Finally, my personal passions have always revolved around education. Since high school, I have quite regularly been involved in mentorship programs (student mentorship, Starfish, professional mentorship), teaching programs (student teaching, training programs, job shadowing), and coaching programs (athletic coaching, professional management, community development). I'm driven by a personal mission to make myself and those I can better every single day.

From a young age, the value of education was instilled in me. My father made learning fun, and I still find myself reminiscing on long family road trips answering hundreds of math problems of increasing complexity. The satisfaction in landing on the right answer led me to pursue a career in mathematics, but my interests quickly evolved in a study of the unknown (statistics) in such a complex world. A sense of void forced me to translate those interests from numbers and data into a consideration of people and their challenges. Through all of my experiences, I have maintained a focus on making the maximal possible impact I can make on the world using what I have to offer. That has always revolved on providing my services as a teacher, mentor, and leader. I look forward to continued opportunities in this respect. I have no conflict of interest that would affect my ability to serve as a member of the Board, and I would be honored to get the opportunity to impact such a promising school.

5. 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 for Board meetings?

Yes    Don't Know    Unsure

#### **Disclosures**

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I/ we do not know any such    trustees. Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I/ we do not know any such    persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I/ we do not anticipate conducting any such    business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I/ we do not know any such    persons. Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A.  I/ we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.  I/ we or my family do not anticipate conducting any such business.  Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or  family. Yes

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

None. Yes

#### **Certification**

I, Vikas Shah, 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 Mind Program Charter School is true and correct in every respect.

\_\_\_\_\_*Vikas Shah*\_\_\_\_\_  
Signature

9/5/2015\_\_\_\_\_  
Date

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A. I/ we  have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.  I/ we or my family do not anticipate conducting any such business.  Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or  family. Yes

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

None. Yes

#### Certification

I, Vikas Shah, 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 Mind Program Charter School is true and correct in every respect.

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date  
\_9/5/2015\_

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed board member for the charter holder)*

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As part of the application for a new charter school, the Indiana Charter School Board requests that each prospective board member respond individually to this questionnaire. Where narrative responses are required, brief responses are sufficient.

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### Background

1. Name of charter school on whose Board of Directors you intend to serve:  
The Mind Program High School

2. Your full name: **Brittany Nicole Molen**

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

Resume is attached.

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

- I currently oversee the financial statements for a start-up medical research company and have an educational background in economics, computer science and accounting. These programs have taught me to become a detail-oriented in everything I do. I have significant experience in assessing the viability, stability and profitability of a business, sub-business or project and then extrapolating this information to estimate future performance. I have a background in volunteering as an adult literacy coach. I can use that experience to understand what situations and learning disabilities can be overlooked in someone's k-12 education.

5. 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 for Board meetings?

Yes       Don't Know       Unsure

### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

I / we do not know any such trustees.       Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons.  Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business.  Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons.  Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A.  I / we have no such interest.  Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.  I / we or my family do not anticipate conducting any such business.  Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family.  Yes

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

None.  Yes

#### **Certification**

I, Brittany Molen, 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 Mind Program Charter School is true and correct in every respect.

*Bostlag Miller*  
Signature

*8 September 2015*  
Date

## CHARTER SCHOOL BOARD MEMBER INFORMATION

*(To be completed individually by each proposed board member for the charter holder)*

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### Background

1. Name of charter school on whose Board of Directors you intend to serve:

**The Mind Program High School**

2. Your full name:

**Darius Andrew Sawyers**

3. Brief educational and employment history. (No narrative response is required if resume is attached.)

**Resume is attached.**

4. Describe any of your previous experiences that are relevant to serving on the charter school's board (including other board experience, or any experience overseeing start-up or entrepreneurial ventures). If you have not had previous experience of this nature, explain why you have the capability to be an effective board member.

**I have been working diligently for the past 2 years to see the birth of The Mind Program. This journey has been field with researching best practices in running a charter school to dialoguing with community stakeholders on the Far Eastside to get a sense of their needs. So though I have not served on a board, my drive and willingness to serve students makes me more than capable to serve.**

5. 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 for Board meetings?

Yes       Don't Know       Unsure

### Disclosures

1. Indicate whether you or your spouse knows the other prospective board members for the proposed school. If so, please indicate the precise nature of your relationship.

**I / we do not know any such trustees.**       Yes

2. Indicate whether you or your spouse knows anyone who is doing, or plans to do, business with the charter school (whether as an individual or as a director, officer, employee or agent of an entity). If so, indicate and describe the precise nature of your relationship and the nature of the business that such person or entity is transacting or will be transacting with the school.

I / we do not know any such persons. Yes

3. Indicate if you, your spouse or other immediate family members anticipate conducting, or are conducting, any business with the school. If so, indicate the precise nature of the business that is being or will be conducted.

I / we do not anticipate conducting any such business. Yes

4. If the school intends to contract with an Education Service Provider or management organization, indicate whether you or your spouse knows any employees, officers, owners, directors or agents of that provider. If the answer is in the affirmative, please describe any such relationship.

Not applicable because the school does not intend to contract with an education service provider or school management organization.

I / we do not know any such persons.  Yes

5. If the school contracts with an education service provider, please indicate whether you, your spouse or other immediate family members have a direct or indirect ownership, employment, contractual or management interest in the provider. For any interest indicated, provide a detailed description.

N/A.  I / we have no such interest. Yes

6. If the school plans to contract with an Education Service Provider, indicate if you, your spouse or other immediate family member anticipate conducting, or are conducting, any business with the provider. If so, indicate the precise nature of the business that is being or will be conducted.

N/A.  I / we or my family do not anticipate conducting any such business. Yes

7. Indicate whether you, your spouse or other immediate family members are a director, officer, employee, partner or member of, or are otherwise associated with, any organization that is partnering with the charter school. To the extent you have provided this information in response to prior items, you may so indicate.

Does not apply to me, my spouse or family. Yes

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

None. Yes

#### Certification

I, **Darius Sawyers**, 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 Mind Program Charter School is true and correct in every respect.

Signature

9/8/15  
Date

## Attachment 7

### The Mind Program School Corporation, Inc.

#### Conflict of Interest Policy And Annual Statement

#### For Directors and Officers and Members of a Committee with Board Delegated Powers

##### Article I -- Purpose

1. The purpose of this Board conflict of interest policy is to protect the interests of The Mind Program (“TMP”) interests when TMP is contemplating entering into a transaction or arrangement that might benefit the private interests of an officer or director of TMP or might result in a possible excess benefit transaction.
2. This policy is intended to supplement, but not replace, any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations as well any fiduciary duties owed by Board members and Officers to one another and the organization to which they belong.
3. This policy is also intended to identify “independent” directors.

##### Article II -- Definitions

1. **Board** – The Board of Directors of TMP, whose authority is defined elsewhere in the TMP prospectus.
2. **Excess Benefit Transaction**— An excess benefit transaction is a transaction in which an economic benefit is provided by an applicable tax-exempt organization, directly or indirectly, to or for the use of a disqualified person, and the value of the economic benefit provided by the organization exceeds the value of the consideration received by the organization.
3. **Financial Interest** -- A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
  - a. An ownership or investment interest in any entity with which TMP has a transaction or arrangement,
  - b. A compensation arrangement with TMP or with any entity or individual with which TMP has a transaction or arrangement, or
  - c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which TMP is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as substantial gifts or favors (greater than \$100). A financial interest is not necessarily a conflict of interest. A person who has a financial interest may have a conflict of interest only if the Board or Executive Committee decides that a conflict of interest exists, in accordance with this policy.

**4. Independent Director** -- A director shall be considered “independent” for the purposes of this policy if he or she is “independent” as defined in the instructions for the IRS 990 form or, until such definition is available, the director --

- a. is not, and has not been for a period of at least three years, an employee of TMP or any entity in which TMP has a financial interest;
- b. does not directly or indirectly have a significant business relationship with TMP, which might affect independence in decision-making;
- c. is not employed as an executive of another corporation where any of TMP’s executive officers or employees serve on that corporation’s compensation committee; and
- d. does not have an immediate family member who is an executive officer or employee of TMP or who holds a position that has a significant financial relationship with TMP.

**5. Interested person** -- Any director, principal officer, or member of a committee with governing board-delegated powers, who has a direct or indirect financial interest, as defined below, is an interested person.

### **Article III – Procedures**

**1. Duty of Loyalty** -- All Officers and members of the Board have a duty to TMP and its Officers, Board, and employees to not engage in self-serving conduct when acting on behalf of TMP and to act only on the general or explicit authority as granted by the Board.

**2. Duty to Disclose** -- In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the Board or Executive Committee.

**3. Recusal of Self** – Any director may recuse himself or herself at any time from involvement in any decision or discussion in which the director believes he or she has or may have a conflict of interest, without going through the process for determining whether a conflict of interest exists. A notice of recusal must be provided within the minutes of the discussion or within the official record of the decision making process to indicate the precise moment of the recusal and show that the interest party had no further influence on the subsequent proceedings.

**4. Determining Whether a Conflict of Interest Exists** -- After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the Board or Executive Committee meeting while the determination of a conflict of interest

is discussed and voted upon. The remaining Board or Executive Committee members shall decide if a conflict of interest exists. Depending on the complexity of the potential conflict of interest, this vote may be tabled and decided at a future meeting after the Board has had more time to gather information. The Board may continue discussing other TMP matters with the interested party present as long as the interested party does not have a separate conflict of interest in these other matters.

#### **5. Procedures for Addressing the Conflict of Interest**

a. An interested person may make a presentation regarding the transaction or arrangement at the Board or Executive Committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The Chairperson of the Board or Executive Committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the Board or Executive Committee shall determine whether TMP can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the Board or Executive Committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in TMP's best interest, for the Interested Party's own benefit, and whether the arrangement is fair and reasonable. In conformity with the above determination, the Board shall make a decision as to whether to enter into the transaction or arrangement.

#### **5. Violations of the Conflicts of Interest Policy**

a. If the Board or Executive Committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the Board or Executive Committee determines the member has failed to disclose an actual or possible conflict of interest, the Board shall take appropriate disciplinary and corrective action.

#### **Article IV – Records of Proceedings**

The minutes of the Board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with an actual or possible conflict of interest, the nature of the financial interest, any action taken to determine whether a conflict of interest was present, and the Board's or Executive Committee's decision as to whether a conflict of interest in fact existed.

b. The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken in connection with the proceedings.

#### **Article V – Compensation**

1. A voting member of the Board who receives compensation, directly or indirectly, from TMP for services is precluded from voting on matters pertaining to that member's compensation.
2. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from TMP for services is precluded from voting on matters pertaining to that member's compensation.
3. No voting member of the Board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from TMP, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

#### **Article VI – Annual Statements**

1. Each director, principal officer and member of a committee with Board delegated powers shall annually sign a statement which affirms such person:
  - a. Has received a copy of the conflict of interest policy,
  - b. Has read and understands the policy,
  - c. Has agreed to comply with the policy, and
  - d. Understands TMP is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.
2. Each voting member of the Board shall annually sign a statement which declares whether such person is an Independent Director.
3. If at any time during the year, the information in the annual statement changes materially, the director shall disclose such changes and revise the annual disclosure form and submit a revision statement to any entity reviews and keeps records of the Annual Statements.

4. The Executive Committee shall regularly and consistently monitor and enforce compliance with this policy by reviewing annual statements and taking such other actions as are necessary for effective oversight.

#### **Article VII – Periodic Reviews**

To ensure TMP operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. Periodic reviews shall be held at the request of a majority of the Board. The periodic reviews shall, at a minimum, include the following subjects:

- a. Whether compensation arrangements and benefits are reasonable, based on competent survey information (if reasonably available), and the result of arm's length bargaining.
- b. Whether partnerships, joint ventures, and arrangements with management organizations, if any, conform to TMP's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable purposes and do not result in inurement or impermissible private benefit or in an excess benefit transaction.

#### **Article VIII – Use of Outside Experts**

When conducting the periodic reviews as provided for in Article VII, TMP may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Board of its responsibility for ensuring periodic reviews are conducted.

**6. Advisory Bodies.** Describe any advisory bodies or councils to be formed, including the roles and duties of that body. Describe the planned composition of the advisory body and the reporting structure as it relates to the governing board and school leadership.

In addition to the Board of Trustees TMP has appointed an advisory board of senior education professionals to support the school leader.

The governing board will develop policies and make decisions through a five step process.

1. The need for the policy/decision will be defined.
2. A brainstorming of factors that influence the policy/decision will take place.
3. Alternatives are identified and evaluated.
4. The policy is created or the decision is voted on.
5. A control and evaluation system is put in place to monitor the policy or decision.

## Code of Ethics

The Mind Program has adopted a code of ethics to guide its board members, committee members, officers, and staff in their conduct when acting in furtherance of The Mind Program's mission. The Code contains broad principles reflecting the conduct The Mind Program expects towards students, parents, employees, community partners, donors, and all other community members of the Far Eastside.

This policy is not intended as a stand-alone policy. It does not embody the totality of the ethical standards expected of associates of The Mind Program. Rather, this document outlines the principles of a broader effort to nurture organization where ethical conduct is the primary duty of those charged with leading The Mind Program. This Code will be reviewed periodically and updated as necessary.

Board members, committee members, officers, and staff shall:

1. Create a safe learning environment where are students feel welcome and are able to achieve academic and personal success.
2. Commit to aiding each and every student live up to their potential and not allow students to slip through the cracks
3. Provide instructors with a stable work environment with clear expectations and support from administration.
4. Offer favorably salary and benefits packages to employees and continuing to invest in the professional growth of staff to foster low rates of employee turnover.
5. Never make unreasonable demands of students or staff.
6. Address the needs and concerns of students and parents within the scope of our mission, and to demonstrate professional respect and responsiveness to the public Far Eastside residents and community partners. .
7. Respect and seek to learn more about the myriad of cultural backgrounds of staff and students who are part of The Mind Program.
8. Commit to maintaining women and cultural minority members in positions of leadership and authority within various entities of The Mind Program, including the Board of Directors, officer positions, building level operations, and any other standing or ad hoc committees created to further the interests of The Mind Program.
9. Respect the confidentiality of sensitive information about The Mind Program, its students, staff, Board, and employees.
10. Comply with applicable federal, state, and local laws regarding student privacy, students with individualized education plans, students with medical conditions, and all other student classifications regulated by aforementioned bodies of law.
11. Comply with applicable federal, state, and local laws governing labor and employment including, but not limited to, the Americans with Disabilities Act, Fair Labor Standards Act, and the Family Medical Leave Act.

12. For the Board of Directors, strive to avoid conflicts of interest while seeking arrangements or transactions with other entities.
13. Not accept commissions, gifts, payments, loans, promises of future benefits or other items of value from anyone who has or may seek some benefit from The Mind Program in return, other than occasional gifts of nominal value that are in keeping with good business ethics or as part of a recognition of the efforts of The Mind Program.
14. Abide by the governing documents and policies of The Program.
15. Be accountable for adhering to this Code of Ethics.
16. Implement and follow a Conflict of Interest Policy.
17. Act with transparency to the stakeholders of The Mind Program and to the public at large.
18. Honor our commitments and promises.
19. Appropriately acknowledge contributions from other individuals and organizations that help facilitate our goals.

#### **Compliance, Monitoring and Reporting**

The Mind Program Board of Directors is responsible for communicating this Code of Ethics to all members of the Board of Directors, committee members, staff, and volunteers and for ensuring its adherence at all times

## Attachment 8

### Core Curriculum Scope and Sequence

The charts below show the sequence of courses students will be required to take.

<b>8<sup>th</sup> Grade</b>	English Language Arts	Math	Science	Social Studies	Physical Education	Art
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	Course/Code	C	Course/Code	C	Course/Code	C	Course/Code	C
	9 <sup>th</sup>		10 <sup>th</sup>		11 <sup>th</sup>		12 <sup>th</sup>	
1st Sem	Algebra I-2520	1	Geometry-2532	1	Algebra II-2522	1	Pre-Calculus-2564	1
	U.S. History-1542	1	World History-1548	1	Geography and History of the World-1546	1	Ethnic Studies-1516	1
	English-1002	1	English-1004	1	English-1006	1	English-1008	1
	Biology-3024	1	Chemistry-3064	1	Environmental Science-3010	1	Physics-3084	1
	Foreign Lang	1	Foreign Lang	1	<b>Foreign Lang and/or dual credit college course</b>	1	Calculus or Elective-2527	1
	P.E.-3542	1	P.E.-3544	1	Health-5282	1	<b>Fine Arts and/or dual credit college course</b>	1
	Advisory/Multidisciplinary	1	Advisory/Multidisciplinary	1	Advisory/Multidisciplinary	1	Advisory/Multidisciplinary	1
2nd Sem	Algebra I-2520	1	Geometry-2532	1	Algebra II-2522	1	Pre-Calculus-2564	1
	U.S. History-1542	1	World History-1548	1	Economics-1514	1	Political Science-1530	1
	English-1002	1	English-1004	1	English-1006	1	English-1008	1
	Biology-3024	1	Chemistry-3064	1	Environmental Science-3010	1	Physics-3084	1
	Foreign Lang	1	Foreign Lang	1	U.S. Government-1540	1	Calculus or Elective-2527	1
	Fine Arts	1	Career & Technical Education	1	<b>Foreign Lang and/or dual credit college course</b>	1	<b>Elective and/or dual credit college course</b>	1
	Advisory/Multidisciplinary	1	Advisory/Multidisciplinary	1	Advisory/Multidisciplinary	1	Advisory/Multidisciplinary	1

\*Students who pass Algebra I as 8<sup>th</sup> graders will take Calculus I as seniors. Other students may choose to take Geometry and Algebra II concurrently in order to take Calculus I as a senior. College level courses will be dual credit courses.

### Course Objectives/Curriculum

The chart below details the curriculum/texts, objectives, content and skills that will be taught in the main subject areas of Math, Science, English and Social Studies. This chart is not intended to list all of the objectives that will be taught. Instead it lists objectives from the main content that will be covered in each course.

The curriculum for English 8-12 and Ethnic Studies will be developed by the principal and an instructor. A level appropriate reading list of novels and corresponding curriculum will be developed before the beginning of each school year. In accordance with the Milestones and curriculum framework students will be required to read at least 25 books. The curriculum for 9<sup>th</sup> grade English will be complete before the beginning of the 2017-2018 school year. Final revisions will take place during teacher institute in August of 2017.

8 <sup>th</sup> Grade	Course Objectives/Curriculum
English Language Arts	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Read grade level text with fluency and comprehension.</li> <li>• Understand new vocabulary and use it when reading and writing.</li> <li>• Analyze, make inferences and draw conclusions: about theme and genre in different cultural, historical, and contemporary contexts; about structure of poetry; about elements of fiction; about the varied structural patterns and features of literary nonfiction; about how and author’s sensory language creates imagery in literary text; about purpose in cultural, historical, and contemporary contexts; about expository text; persuasive text, and provide evidence from the text to support understanding.</li> <li>• Understand how to glean and use information in procedural texts and documents.</li> <li>• Use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</li> <li>• Write literary texts, write about their own experiences, write expository and procedural work, and write persuasive texts.</li> <li>• Understand the function of and use the conventions of academic language when speaking and writing.</li> <li>• Write legibly and use appropriate capitalization and punctuation conventions, spell correctly.</li> <li>• Research/Plan-ask open-ended research questions.</li> <li>• Determine, locate and explore the full range of relevant sources addressing a research question, clarify, evaluate and synthesize collected information, organize and present ideas and information.</li> <li>• Use comprehension skills to listen attentively to others in formal and informal settings, speak clearly and to the point, using the conventions of language, work productively with others in teams.</li> </ul>
Math Text-Go Math! Houghton Mifflin Harcourt 2014	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Know that there are numbers that are not rational, and approximate them by rational numbers.</li> <li>• Work with radicals and integer exponents.</li> <li>• Understand the connections between proportional relationships, lines, and linear equations.</li> <li>• Analyze and solve linear equations and pairs of simultaneous linear equations.</li> </ul>

	<p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Understand congruence and similarity using physical models, transparencies, or geometry software.</li> <li>• Understand and apply the Pythagorean theorem.</li> <li>• Solve real-world and mathematical problems involving volume of cylinders, cones and spheres</li> <li>• Investigate patterns of association in bivariate data.</li> <li>• Devine, evaluate, and compare functions.</li> <li>• Use functions to model relationships between quantities.</li> </ul>
<p>Science Text-Science Fusion Houghton Mifflin Harcourt 20121`</p>	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Scientific investigation and reasoning. Conduct laboratory and field investigations following safety procedures and environmentally appropriate and ethical practices.</li> <li>• Use scientific inquiry method during lab and field investigation to plan, implement, design, comparative and experimental investigations. Collect and record data using the International System of Units. Construct tables and graphs, analyze data to formulate explanations.</li> <li>• Use critical thinking, scientific reasoning and problem solving to make informed decisions. Know the contributions of relevant scientists.</li> <li>• Know how to use a variety of tools and safety equipment to conduct science inquiry.</li> <li>• Know that interactions occur between matter and energy.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Know that matter has physical and chemical properties and can undergo physical and chemical changes.</li> <li>• Understands the relationship among force, motion and energy.</li> <li>• Understand how natural events and human activity can impact earth systems.</li> <li>• Knows the components of the solar system</li> <li>• Explain the relationship between organisms and the environment.</li> <li>• Know that populations and species demonstrate variation and inherit many of their unique traits through gradual processes over many generations.</li> <li>• Know that living systems at all levels of organization demonstrate the complementary nature of structure and function.</li> <li>• Understand how living organisms maintain balance in stable internal conditions in response to external and internal stimuli.</li> <li>• Know that reproduction is a characteristic of living organisms and that the instructions for traits are governed in the genetic material.</li> </ul>
<p>Social Studies</p>	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• History-Understand: the foundations of representative government in the United States; the challenges confronted by government and its leaders in the early years of the republic and the Age of Jackson; the causes of exploration and colonization eras; traditional historical points of reference in U.S. history through 1877; significant political and economic issues of the revolutionary era; westward expansion, how political, economic, and social factors led to the growth of sectionalism; individuals, issues, and</li> </ul>

	<p>events of the Civil War; the effects of Reconstruction.</p> <ul style="list-style-type: none"> <li>• Geography-Understand: the location and characteristics of places and regions of the US, past and present; the physical characteristics of North America and how humans adapted to and modified the environment.</li> <li>• Economics-Understand: why various sections of the US developed different patterns of economic activity; how various economic forces resulted in the Industrial Revolution in the 19<sup>th</sup> century; the origins and development of the free enterprise system in the US.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Government-Understand: the American beliefs and principles reflected in the Declaration of Independence, Constitution and other important historic documents; the process of changing the Constitution and impact of amendments, the dynamic nature of the national, state and federal governments, the impact of landmark Supreme Court cases.</li> <li>• Citizenship-Understand: the rights and responsibilities of US citizens; the importance of voluntary individual participation in the democratic process; the importance of the expression of different points of view; effective leadership in a constitutional republic.</li> <li>• Culture-Understand: relationships between and among people from various groups, including racial, ethnic, and religious groups of the 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> centuries, the major reform movements of the 19<sup>th</sup> century; the impact of religion on the American way of life; relationship between the arts and the times during which they were created;</li> <li>• Science, technology, Society-Understand: the impact of science and technology on the economic development of the US, impact of scientific discoveries and technological innovations.</li> </ul>
<b>Math</b>	<b>Course Objective/Curriculum-High School</b>
<p>Algebra 1 Text-CPM Algebra Connections</p>	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students understand the importance of the skills required to manipulate symbols in order to solve problems and uses the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations.</li> <li>• Students will understand how algebra can be used to express generalizations and recognize and use the power of symbols to represent situations.</li> <li>• Students will understand that a function represents a dependence of one quantity on another and can be described in a variety of ways.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will understand the meaning of the slope and intercepts of the graphs of linear functions and zeros of linear functions and interpret and describe the effects of changes in parameters of linear functions in real-world and mathematical situations.</li> <li>• Students will understand that the graphs of quadratic functions are affected by the parameters of the function and can interpret and describe the effects of changes in the parameters of quadratic functions.</li> <li>• Students will formulate equations and inequalities based on linear</li> </ul>

	<p>functions, use a variety of methods to solve them, and analyze the solutions in terms of the situation.</p>
<p>Geometry Text-CPM Geometry Connections</p>	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will analyze geometric relationships in order to make and verify conjectures.</li> <li>• Students will apply logical reasoning to justify and prove mathematical statements.</li> <li>• Students will use a variety of representations to describe geometric relationships and solve problems. Students will be expected to select an appropriate representation (concrete, pictorial, graphical, verbal, or symbolic) in order to solve problems.</li> <li>• Students will analyze the relationship between three-dimensional geometric figures and related two-dimensional representations and use these representations to solve problems.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will understand that coordinate systems provide convenient and efficient ways of representing geometric figures and use them accordingly.</li> <li>• Students will use tools to determine measurements of geometric figures and extend measurement concepts to find perimeter, area, and volume in problem situations.</li> <li>• Students will apply the concept of congruence to justify properties of figures and solve problems.</li> <li>• Students will apply the concepts of similarity to justify properties of figures and solve problems.</li> </ul>
<p>Algebra II Text-CPM Algebra 2 Connections</p>	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will use properties and attributes of functions and apply functions to problem situations.</li> <li>• Students will understand the importance of the skills required to manipulate symbols in order to solve problems and use the necessary algebraic skills required to simplify algebraic expressions and solve equations and inequalities in problem situations.</li> <li>• Students will formulate systems of equations and inequalities from problem situations, use a variety of methods to solve them and analyze the solutions in terms of the situations.</li> <li>• Students will connect algebraic and geometric representations of functions.</li> <li>• Students will know the relationship between the geometric and algebraic descriptions of conic sections.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will understand that quadratic functions can be represented in different ways and translate among their various representations.</li> <li>• Students will interpret and describe the effects of changes in the parameters of quadratic functions in applied and mathematical situations.</li> <li>• Students will formulate equations and inequalities based on quadratic functions, use a variety of methods to solve them and analyze the solutions in terms of the situation.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will formulate equations and inequalities based on square root functions, use a variety of methods to solve them and analyze the solutions in terms of the situation.</li> <li>• Students will formulate equations and inequalities based on rational functions, use a variety of methods to solve them and analyze the solutions in terms of the situation.</li> <li>• Students will formulate equations and inequalities based on exponential and logarithmic functions, use a variety of methods to solve them and analyze the solutions in terms of the situation.</li> </ul>
<p>Pre-Calculus Text-CPM Pre-Calculus with Trigonometry</p>	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will define functions, describe characteristics of functions and translate among verbal, numerical, graphical and symbolic representations of functions, including polynomial, rational, power including radical), exponential, logarithmic, trigonometric, and piecewise defined functions.</li> <li>• Students will interpret the meaning of the symbolic representations of functions and operations of functions to solve meaningful problems.</li> <li>• Students will use functions and their properties, tools and technology to model and solve meaningful problems.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will use sequences and series as well as tools and technology to represent, analyze and solve real life problems.</li> <li>• Students will use conic sections, their properties and parametric representations, as well as tools and technology, to model physical situations.</li> <li>• Students will use vectors to model physical situations.</li> </ul>
<p>Calculus Text-CPM Calculus</p>	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will have an intuitive understanding of the limiting process.</li> <li>• Students will understand asymptotes in terms of graphical behavior.</li> <li>• Students will have an intuitive understanding of continuity.</li> <li>• Students will be able to analyze planar curves including those given in parametric form, polar form, and vector form.</li> <li>• Students will be able to present derivatives graphically, numerically, and analytically.</li> <li>• Students will understand the relationship between differentiability and continuity.</li> <li>• Students will understand slope of a curve at a point, including points at which there are vertical tangents and points at which there are no tangents.</li> <li>• Students will understand corresponding characteristics of graphs of <math>f</math> and <math>f'</math>.</li> <li>• Students will understand second derivatives and corresponding characteristics of graphs of <math>f</math> and <math>f''</math>.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will understand points of inflection as places where concavity changes.</li> <li>• Students will be able to analyze curves, including the notions of</li> </ul>

	<p>monotonicity and concavity.</p> <ul style="list-style-type: none"> <li>• Students will understand the geometric interpretation of differential equations via slope fields and the relationship between slope fields and solution curves for differential equations.</li> <li>• Students will have knowledge of derivatives of basic functions, including power, exponential, logarithmic, trigonometric, and inverse trigonometric functions.</li> <li>• Students will understand definite integral as a limit of Riemann sums, definite integral of the rate of change of a quantity over an interval interpreted as the change of the quantity over the interval.</li> <li>• Students will understand the fundamental theorem of calculus and techniques and applications of antidifferentiation.</li> </ul>
<b>Social Studies</b>	
<p>US History I Text-Prentice Hall- United States History</p>	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will interpret the role of geography in shaping United States history.</li> <li>• Students will investigate the relationship between events of different time periods.</li> <li>• Students will understand the changes caused by European exploration in the Americas.</li> <li>• Students will analyze European colonization and settlement of North America.</li> <li>• Students will understand the significance of the American Revolution in the development of the United States.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will understand the structure and function of the United States government established by the Constitution.</li> <li>• Students will explore the territorial growth of the United States before the Civil War.</li> <li>• Students will examine the expansion of the political system and social rights before the Civil War.</li> <li>• Students will understand the significance of the Civil War Era to the United States.</li> <li>• Students will understand the development of the American West following the Civil War.</li> </ul>
<p>US History II Text-Prentice Hall- United States History</p>	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will expand their knowledge of pre-Reconstruction America.</li> <li>• Students will understand how the growth of industry changed the United States.</li> <li>• Students will recognize how social reform occurred at the turn of the century.</li> <li>• Students will understand how war affected the early 20<sup>th</sup> century.</li> <li>• Students will understand how Americans reacted to rapid social change during the 1920's.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will understand how the Great Depression and the New Deal affected the United States.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will understand the causes, course, and consequences of the United States' role in World War II.</li> <li>• Students will understand the United States' domestic and international position in the Cold War era.</li> <li>• The students will understand the emergence and development of the human rights and culture in the modern era.</li> <li>• The students will understand the economic and political changes in contemporary America.</li> </ul>
World History Text-Prentice Hall- World History	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will gain an understanding of early civilizations and their contributions to the foundations of human culture.</li> <li>• Students will comprehend the contributions of classical civilizations.</li> <li>• Students will investigate the diffusion and interaction of cultures from the Classical Period through the Age of Discovery.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will understand the influence of revolution and social change in the transition from early modern to contemporary societies.</li> <li>• Students will understand the interaction of peoples in the global integration of the 20<sup>th</sup> century.</li> </ul>
Geography and History of the World Text-Prentice Hall- World Geography	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will understand the world in spatial terms.</li> <li>• Students will understand the human and physical characteristics of places and regions.</li> <li>• Students will understand how physical processes shape the earth's surface.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will understand how human activities shape the earth's surface.</li> <li>• Students will understand the interaction of physical and human systems.</li> <li>• Students will use geographic knowledge to connect to today's world.</li> </ul>
Ethnic Studies	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will explain how racial and ethnic hierarchies are constructed and how these hierarchies distribute political, social, and economic privileges.</li> <li>• Students will analyze creative expression and cultural production in relation to social, historical and political formations of racial and ethnic communities.</li> <li>• Students will describe historical formations of race and ethnicity in the United States.</li> <li>• Students will describe contemporary formations of race and ethnicity in the United States.</li> <li>• Students will explain the historical and contemporary impact of laws and public policies on racial and ethnic communities.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will describe various types of cultural production by members of racial and ethnic communities.</li> <li>• Students will integrate different disciplinary approaches to material related ethnic studies.</li> <li>• Students will apply research skills to issues that shape and influence racial</li> </ul>

	<p>and ethnic communities.</p> <ul style="list-style-type: none"> <li>• Students will explain the ethical dimensions of racial and ethnic issues.</li> <li>• Students will articulate how racial and ethnic inequalities are related to issues of social justice.</li> <li>• Students can identify concepts, definitions and strategies that prepare themselves and others to live and work effectively in a multiracial society.</li> <li>• Students can articulate a vision of social change and social justice that addresses racial and ethnic issues.</li> </ul>
Economics-Text-Prentice Hall Economics	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Explain the concept of scarcity, and the role it plays in decision making; as well as the opportunity costs involved in all decision making.</li> <li>• Compare &amp; contrast the principal economic systems: traditional, market, command, and mixed; while emphasizing the specifics of the American free enterprise system.</li> <li>• Explain the advantages and disadvantages of the four types of markets (perfect, monopoly, monopolistic and oligopoly) and how the government intervenes to promote competition.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Analyze how the world of work is organized, and how it reflects the competition that exists between employers and employees.</li> <li>• Explain the fundamentals of banking and finance; and how and why interest is applied and calculated.</li> <li>• Explain the advantages and disadvantages of free trade and protectionism; as well as America's role in the world economy.</li> <li>• Develop and interpret charts and graphs which demonstrate key information (supply, demand, market equilibrium, etc.).</li> </ul>
<b>English</b>	
English 9	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will analyze, make inferences and draw conclusions about: theme and genre in different cultural, historical, and contemporary contexts, the structure and elements of fiction, and expository persuasive text, and provide evidence from the text to support their understanding,</li> <li>• Students will understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.</li> <li>• Students will understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain how dramatic conventions (e.g., monologues, soliloquies, dramatic irony) enhance dramatic text.</li> <li>• Students will understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze how literary essays interweave personal examples and ideas</li> </ul>

	<p>with factual information to explain, present a perspective, or describe a situation or event.</p> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain the role of irony, sarcasm, and paradox in literary works.</li> <li>• Students will analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to explain the controlling idea and specific purpose of an expository text and distinguish the most important from the less important details that support the author's purpose.</li> <li>• Students will use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</li> <li>• Students will use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</li> <li>• Students will write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes.</li> <li>• Students will write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</li> <li>• Students will ask open-ended research questions and develop a plan for answering them.</li> <li>• Students will determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.</li> <li>• Students will speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give presentations using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</li> </ul>
English 10	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</li> <li>• Students will analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students will analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</li> <li>• Students will write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing.</li> <li>• Students will ask open-ended research questions and develop a plan for answering them.</li> <li>• Students will clarify research questions and evaluate and synthesize collected information. Students will organize and present their ideas and information according to the purpose of the research and their audience.</li> <li>• Students will speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to advance a coherent argument that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</li> </ul>
English 11	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Including but not limited to texts of poetry, drama, fiction and nonfiction.</li> <li>• Students will understand, analyze, make inferences and draw conclusions about the varied structural patterns and features of: literary nonfiction, how an author's sensory language creates imagery in literary text, expository text, persuasive text, and provide evidence from text to support their understanding.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</li> <li>• Students will use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</li> <li>• Students will write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</li> <li>• Students will understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity.</li> </ul>

	<ul style="list-style-type: none"> <li>• Students will ask open-ended research questions and develop a plan for answering them.</li> <li>• Students will determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather.</li> <li>• Students will speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices, and that employs eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</li> <li>• Students will work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.</li> </ul>
English 12	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students understand new vocabulary and use it when reading and writing. Students will analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding.</li> <li>• Students will understand, analyze, make inferences and draw conclusions about: the structure and elements of poetry, the structure and elements of drama, the structure and elements of fiction, expository text, persuasive text, and provide evidence from text to support their understanding.</li> <li>• Students will understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to analyze the effect of ambiguity, contradiction, subtlety, paradox, irony, sarcasm, and overstatement in literary essays, speeches, and other forms of literary nonfiction.</li> <li>• Students will understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to analyze how the author's patterns of imagery, literary allusions, and conceits reveal theme, set tone, and create meaning in metaphors, passages, and literary works.</li> <li>• Students will analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to analyze the consistency and clarity of the expression of the controlling idea and the ways in which the organizational and rhetorical</li> </ul>

	<p>patterns of text support or confound the author's meaning or purpose.</p> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts.</li> <li>• Students will use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text.</li> <li>• Students will write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are responsible for at least two forms of literary writing.</li> <li>• Students will write persuasive texts to influence the attitudes or actions of a specific audience on specific issues.</li> <li>• Students will clarify research questions and evaluate and synthesize collected information.</li> <li>• Students will organize and present their ideas and information according to the purpose of the research and their audience.</li> <li>• Students will speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to formulate sound arguments by using elements of classical speeches (e.g., introduction, first and second transitions, body, and conclusion), the art of persuasion, rhetorical devices, eye contact, speaking rate (e.g., pauses for effect), volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively.</li> <li>• Students will work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate productively in teams, offering ideas or judgments that are purposeful in moving the team towards goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision-making, and evaluating the work of the group based on agreed-upon criteria.</li> </ul>
<b>Science</b>	
<p>Biology Text-Holt McDougal Biology</p>	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will understand that living organisms interact with one another and their environment.</li> <li>• Students will understand that all organisms are composed of one or more cells that are made of molecules, come from preexisting cells, and perform life functions.</li> <li>• Students will understand the relationship between structure and function of organs and organ systems.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will understand that genetic information coded in DNA is passed from parents to offspring by sexual and asexual reproduction. The basic structure of DNA is the same in all living things. Changes in DNA may alter genetic expression.</li> </ul>

	<ul style="list-style-type: none"> <li>Students will understand that biological diversity is a result of evolutionary processes.</li> </ul>
Chemistry Text-Glencoe Chemistry: Matter and Change	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>Students will understand that all matter in the universe has a common origin and is made of atoms, which have structure and can be systematically arranged on the periodic table.</li> <li>Students will understand the relationship between energy changes in the atom specific to the movement of electrons between energy levels in an atom resulting in the emission or absorption of quantum energy. They will also understand that the emission of high-energy particles result from nuclear changes and that matter can be converted to energy during nuclear reactions.</li> <li>Students will understand chemical bonding and the relationship of the type of bonding to the chemical and physical properties of substances.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>Students will understand that in chemical reactions matter and energy change forms, but the amounts of matter and energy do not change.</li> <li>Students will understand that many factors influence chemical reactions and some reactions can achieve a state of dynamic equilibrium.</li> <li>Students will understand the properties that describe solutions in terms of concentration, solutes, solvents, and the behavior of acids and bases.</li> </ul>
Environmental Science Text-Holt Environmental Science	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>Students will for at least 40% of instructional time, conduct hands-on laboratory and field investigations using safe, environmentally appropriate, and ethical practices.</li> <li>Students will use scientific methods during laboratory and field investigations.</li> <li>Students will use critical thinking, scientific reasoning, and problem solving to make informed decisions within and outside the classroom.</li> <li>Students will know the relationships of biotic and abiotic factors within habitats, ecosystems, and biomes.</li> </ul> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>The student will understand the interrelationships among the resources within the local environmental system.</li> <li>Students will know the sources and flow of energy through an environmental system.</li> <li>Students will know the relationship between carrying capacity and changes in populations and ecosystems.</li> <li>Students will know and be able to explain why and how environments change naturally.</li> <li>Students will assess the impact of human activity on the environment.</li> </ul>
Physics Text-Glencoe Physics: Principles and Problems	<p><b>FALL SEMESTER</b></p> <ul style="list-style-type: none"> <li>Students will understand how to measure, calculate, and describe the motion of an object in terms of position, time, velocity, and acceleration.</li> <li>Students will understand the relation between force, mass, and</li> </ul>

	<p>acceleration.</p> <p><b>SPRING SEMESTER</b></p> <ul style="list-style-type: none"> <li>• Students will understand the factors determining the strength of gravitational and electric forces.</li> <li>• Students will understand transfer and conservation of energy.</li> <li>• Students will understand the properties and applications of waves.</li> </ul>
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\* Many of the textbooks chosen for our curriculum were based on the reviews conducted by the Indiana Department of Education and posted on their website.

Integrating the curriculum is a process that will take time and must be intentional. The purpose of integration is for students to have a comprehensive understanding of a whole rather than many unrelated parts. This helps to gain comprehensive understandings within and across various disciplines. During the planning year, as the curriculum map is refined, themes and concepts that can be taught and reinforced across subject areas will be highlighted to function as a starting point where teachers can begin planning together. All staff meetings and teacher planning time takes place after school on Thursdays. This ensures that teachers in all subject areas and grade levels have time to work together. During the three week training that takes place before the school year begins teachers will create an outline of the curriculum units and objectives they will teach during the first semester (this process will be repeated for second semester). Teachers will then work together to facilitate the integration of subject matter. A master chart will be created with who is teaching what and when so that further alignment can be established if possible. Integration will not only take place in the classroom, it will take place school wide and be incorporated into service learning hours, school wide assemblies and advisory.

See Attachment 15 for curriculum planning and timeline.

Milestone 0

Criteria	Yes	No	Notes
<b>Attendance:</b> 95% over 45 day period as evidenced by current attendance form printout, signed Milestone certification, and make-up log times (one to one)			
<b>GPA:</b> 2.0 GPA minimum as evidenced by transcript			
<b>Family Participation:</b> Milestone Certification Form signed by the advisor, family member and student stating that the family actively participated in parent-student TMP activities.			
<b>Planner:</b> Completed and signed by advisor at the end of each day 80% of the time as evidenced by planner and signed Milestone Certification Form.			
<b>Community Service:</b> 10 Community Service hours completed with Milestone table of contents signed and journal style reflection signed by advisor.			
<b>Research Paper:</b> Completed for two core classes with the following evidence: original research paper with MLA formatting, graded rubric, and clean, edited version of paper.			
<b>Independent Reading Paper:</b> Completion of two independent reading papers, original research papers with MLA formatting, graded rubrics, and clean, edited versions of paper.			
<b>TMP Life Forms:</b> Completed TMP Life Forms from four content teachers completed in quarter 4.			
<b>Self-Discernment:</b> One 5-paragraph reflection following the format provided on the Self-Discernment Goal Paper Outline.			
<b>Journals:</b> 1 mandatory journal written to the future advisor and 2 journals written on topics as listed on Journal Prompts form.			
<b>Portfolio:</b> Milestone materials written in blue or black ink, MLA format, organized in checklist order, in an electronic format.			

**Milestone 1: Presentation of Learning**

<b>Criteria</b>	<b>Yes</b>	<b>No</b>	<b>Notes</b>
<b>Attendance:</b> 95% over 45 day period as evidenced by current attendance form printout, signed Milestone certification, and make-up log times (one to one)			
<b>GPA:</b> 2.0 GPA minimum as evidenced by transcript			
<b>Family Participation:</b> Milestone Certification Form signed by the advisor, family member and student stating that the family actively participated in parent-student TMP activities.			
<b>Planner:</b> Completed and signed by advisor at the end of each day 80% of the time as evidenced by planner and signed Milestone Certification Form.			
<b>Community Service:</b> 25 Community Service hours completed with Milestone table of contents signed and journal style reflection signed by advisor.			
<b>Exemplary Creative Class Project:</b> Completion of two approved class projects with a score above a “C-” for each project grade evidenced by class rubric.			
<b>Exemplary Class Book Paper:</b> Completion of two approved class book papers with a score above a “C-” for each paper grade evidenced by class rubric.			
<b>TMP Life Forms:</b> Completed TMP Life Forms from four content teachers dated within two weeks of the Milestone.			
<b>Journals:</b> Five reflective journals written on topics chosen by the advisor and one reflective journal written on each of the following topics: Exemplary Creative Class Project, Exemplary Class Book Essays (1 for both), and TMP Life Forms. (8 journals total)			
<b>Portfolio:</b> Milestone materials submitted 1 week prior to Milestone presentation in electronic format.			

Panelist Name \_\_\_\_\_

Date \_\_\_\_\_

### Milestone 1 Rubric

Criteria	0	1	2	3	4
GPA	Less than 2.0	2.0	2.5	3	3.5
<b>Attendance</b>	Time for absences not made up	More than 12 hours of make-up time required	Less than 12 hours of make-up time required	No make-up time required	Perfect attendance during Milestone period
<b>Documentation</b>	Edits not completed by the specified deadline.	All edits completed by the specified deadline.	Maximum of two documentation edits, completed by the specified deadline.	Maximum of one documentation edits, completed by the specified deadline	All documentation complete. No edits required.
<b>Exemplary Creative Class Project</b>	Less than a "C" as evidenced by project rubric.	Minimum of "C" earned in class on projects evidenced by project rubric.	All "B's" earned in class on projects evidenced by project rubric.	All "A's" and "B's" earned in class on projects evidenced by project rubric.	All "A's" earned in class on projects evidenced by project rubric.
<b>Exemplary Class Book Paper</b>	Less than a "C" as evidenced by project rubric.	Minimum of "C" earned in class on paper evidenced by project rubric.	All "B's" earned in class on papers evidenced by project rubric.	All "A's" and "B's" earned in class on papers evidenced by project rubric.	All "A's" earned in class on papers evidenced by project rubric.
<b>Bonus</b>		Third project with an "A"			
		Third paper with an "A"			
		Passed Biology ECA	Pass + Biology ECA		<b>Total:</b>

All edits must be completed within 5 school days of initial presentation

Grading Scale	Points
Pass	8-14
Honors	15-17
Honors with Distinction	18-23

**Edits Due Date:** \_\_\_\_\_

**Lead Panelist Signature:** \_\_\_\_\_

### Milestone 2: Demonstration of Learning/Research

Criteria	Yes	No	Notes
<b>Attendance:</b> 95% over 45 day period as evidenced by current attendance form printout, signed Milestone certification, and make-up log times (one to one)			
<b>GPA:</b> 2.1 GPA minimum as evidenced by transcript			
<b>Family Participation:</b> Milestone Certification Form signed by the advisor, family member and student stating that the family actively participated in parent-student TMP activities.			
<b>Planner:</b> Completed and signed by advisor at the end of each day 80% of the time as evidenced by planner and signed Milestone Certification Form.			
<b>Community Service:</b> 25 Community Service hours completed with Milestone table of contents signed and journal style reflection signed by advisor.			
<b>Job Shadow:</b> Student completes a job shadow evidenced by certificate of completion prepared and a copy of the thank you note.			
<b>Independent Creative Project:</b> Student must research a topic approved by their advisor and appropriate instructor, create a research project, and write an annotated bibliography. This project will be presented at the Milestone.			
<b>Independent Book Paper:</b> Completion of a five paragraph minimum book reflection or literary analysis of a pre-approved book not assigned in class.			
<b>Journals:</b> Five reflective journals written on topics chosen by the advisor and one reflective journal written on each of the following topics: Independent Creative Project, Job Shadow, and Description of Academic Weaknesses. (8 journals total)			
<b>Community College/Technical School Entrance Exam (Accuplacer):</b> Student must complete Accuplacer test to determine placement for college courses.			
<b>Portfolio:</b> Milestone materials submitted 1 week prior to Milestone presentation in electronic format with completed table of contents.			

### Milestone 2 Rubric

Criteria	0	1	2	3	4
GPA	Less than 2.0	2.0	2.1	3	3.5
<b>Attendance</b>	Time for absences not made up	More than 12 hours of make-up time required	Less than 12 hours of make-up time required	No make-up time required	Perfect attendance during Milestone period
<b>Documentation</b>	Edits not completed by the specified deadline.	All edits completed by the specified deadline.	Maximum of two documentation edits, completed by the specified deadline.	Maximum of one documentation edits, completed by the specified deadline	All documentation complete. No edits required.
<b>Independent Book Paper</b>	Earned 12 or fewer points on the paper rubric.	Earned 13-14 points on the paper rubric.	Earned 15-16 points on the paper rubric.	Earned 17-18 points on the paper rubric.	Earned 19-20 points on the paper rubric.
<b>Independent Creative Project</b>	Earned 12 or fewer points on the project rubric.	Earned 13-14 points on the project rubric.	Earned 15-16 points on the project rubric.	Earned 17-18 points on the project rubric.	Earned 19-20 points on the project rubric.
<b>Bonus</b>		Tested into all college level classes on Accuplacer (no remedial courses)			
		5 additional advisor approved personal journals			
					<b>Total:</b>

All edits must be completed within 5 school days of initial presentation

Grading Scale	Points
Pass	8-14
Honors	15-17
Honors with Distinction	18-23

**Edits Due Date:** \_\_\_\_\_

Lead Panelist Signature: \_\_\_\_\_

### Milestone 3: Career Preparation/Interpretation

Criteria	Yes	No	Notes
<b>Attendance:</b> 95% over 45 day period as evidenced by current attendance form printout, signed Milestone certification, and make-up log times (one to one)			
<b>GPA:</b> 2.3 GPA minimum as evidenced by transcript			
<b>Family Participation:</b> Milestone Certification Form signed by the advisor, family member and student stating that the family actively participated in parent-student TMP activities.			
<b>Planner:</b> Completed and signed by advisor at the end of each day 80% of the time as evidenced by planner and signed Milestone Certification Form.			
<b>Community Service:</b> 25 Community Service hours completed with Milestone table of contents signed and journal style reflection signed by advisor.			
<b>Job Shadow:</b> Student completes a job shadow evidenced by certificate of completion prepared and a copy of the thank you note.			
<b>Career Interest Project:</b> A five paragraph minimum reflective essay and presentation combining job shadow experience, career interest survey, and research of related fields of study to determine potential career/internship possibilities. Students must have a visual product to support the presentation.			
<b>Independent Book Paper:</b> Completion of a 2 page minimum book reflection or literary analysis of a pre-approved book not assigned in class.			
<b>Resume:</b> Created in preparation for internships and placed in portfolio and presented at Milestone.			
<b>College Level General Education Class:</b> Completed first college class with a minimum passing grade of "C" as evidenced by college report card or college transcript.			
<b>Portfolio:</b> Milestone materials submitted 1 week prior to Milestone presentation in electronic format with completed table of contents.			

### Milestone 3 Rubric

Criteria	0	1	2	3	4
<b>GPA</b>	<b>Less than 2.0</b>	<b>2.0</b>	<b>2.3</b>	<b>3</b>	<b>3.5</b>
<b>Attendance</b>	Time for absences not made up	More than 12 hours of make-up time required	Less than 12 hours of make-up time required	No make-up time required	Perfect attendance during Milestone period
<b>Documentation</b>	Edits not completed by the specified deadline.	All edits completed by the specified deadline.	Maximum of two documentation edits, completed by the specified deadline.	Maximum of one documentation edits, completed by the specified deadline	All documentation complete. No edits required.
<b>Independent Book Paper</b>	Earned 12 or fewer points on the paper rubric.	Earned 13-14 points on the paper rubric.	Earned 15-16 points on the paper rubric.	Earned 17-18 points on the paper rubric.	Earned 19-20 points on the paper rubric.
<b>Career Interest Essay</b>	Earned 12 or fewer points on the project rubric.	Earned 13-14 points on the project rubric.	Earned 15-16 points on the project rubric.	Earned 17-18 points on the project rubric.	Earned 19-20 points on the project rubric.
<b>Bonus</b>		Exemplary Class Book Paper 90% or higher from the current year's ELA class.			
		Exemplary Class Project or Lab 90% or higher with classroom teacher signature.			
					<b>Total:</b>

All edits must be completed within 5 school days of initial presentation

Grading Scale	Points
Pass	8-14
Honors	15-17
Honors with Distinction	18-23

**Edits Due Date:** \_\_\_\_\_

Lead Panelist Signature: \_\_\_\_\_

**Milestone 4: Research/Communication**

Criteria	Yes	No	Notes
<b>Attendance:</b> 95% over 45 day period as evidenced by current attendance form printout, signed Milestone certification, and make-up log times (one to one)			
<b>GPA:</b> 2.5 GPA minimum as evidenced by transcript			
<b>Family Participation:</b> Milestone Certification Form signed by the advisor, family member and student stating that the family actively participated in parent-student TMP activities.			
<b>Planner:</b> Completed and signed by advisor at the end of each day 80% of the time as evidenced by planner and signed Milestone Certification Form.			
<b>Community Service:</b> 25 Community Service hours completed with Milestone table of contents signed and journal style reflection signed by advisor. <b>(Not required for CEO program)</b>			
<b>Internship:</b> Completed internship or pre-approved summer camp evidenced by internship paper, certificate of completion form and a copy of thank you note. <b>(Not required for CEO program)</b>			
<b>Independent Argument Based Research Project:</b> Argument based research project accompanied by a research paper, a formal presentation with visual and works cited.			
<b>Exemplary Class Book Paper:</b> Completion of a 4 pg. minimum approved class book literary analysis with a minimum of a “C” for the paper evidenced by class rubric. Must be from a current ELA course.			
<b>Self-Study Reflection:</b> Completion of the reflection document based on Personality Profile and approved ACT prep.			
<b>College Level General Education Class:</b> Completed third college class with a minimum passing grade of “C” as evidenced by college report card or college transcript.			
<b>ECA Tests:</b> Passes both Algebra and English ECA tests.			
<b>College Survey:</b> Completed on approved sites; four colleges investigated (including admission requirements, financial aid and 3 scholarship opportunities per institution); evidenced by completed college search survey packet.			
<b>Portfolio:</b> Milestone materials submitted 1 week prior to Milestone presentation in electronic format with completed table of contents.			

### Milestone 4 Rubric

Criteria	0	1	2	3	4
GPA	Less than 2.0	2.0	2.5	3	3.5
<b>Attendance</b>	Time for absences not made up	More than 12 hours of make-up time required	Less than 12 hours of make-up time required	No make-up time required	Perfect attendance during Milestone period
<b>Documentation</b>	Edits not completed by the specified deadline.	All edits completed by the specified deadline.	Maximum of two documentation edits, completed by the specified deadline.	Maximum of one documentation edits, completed by the specified deadline	All documentation complete. No edits required.
<b>Exemplary Class Book Paper</b>	Earned 70% or less as evidenced by class rubric.	Earned between 71-79% as evidenced by class rubric.	Earned between 80-86% as evidenced by class rubric.	Earned between 87-92% as evidenced by class rubric.	Earned between 93-100% as evidenced by class rubric.
<b>Argument Based Research Project</b>	Earned 12 or fewer points on the project rubric.	Earned 13-14 points on the project rubric.	Earned 15-16 points on the project rubric.	Earned 17-18 points on the project rubric.	Earned 19-20 points on the project rubric.
<b>Bonus</b>		Earned an A- or higher in an Ivy Tech class.			
		Passed English and Math ECA's with Pass+			
					<b>Total:</b>

All edits must be completed within 5 school days of initial presentation

Grading Scale	Points
Pass	8-14
Honors	15-17
Honors with Distinction	18-23

**Edits Due Date:** \_\_\_\_\_

Lead Panelist Signature: \_\_\_\_\_

**Milestone 5: Internship/Problem Solving**

Criteria	Yes	No	Notes
<b>Attendance:</b> 95% over 45 day period as evidenced by current attendance form printout, signed Milestone certification, and make-up log times (one to one)			
<b>GPA:</b> 2.7 GPA minimum as evidenced by transcript			
<b>Family Participation:</b> Milestone Certification Form signed by the advisor, family member and student stating that the family actively participated in parent-student TMP activities.			
<b>Planner:</b> Completed and signed by advisor at the end of each day 80% of the time as evidenced by planner and signed Milestone Certification Form.			
<b>Internship:</b> Completed internship or pre-approved summer camp evidenced by internship paper, certificate of completion form and a copy of thank you note. <b>(Not required for CEO program)</b>			
<b>Internship Research Project:</b> Independent research project (research paper, formal presentation, and works cited) approved by advisor. <b>(CEO program-project should be about an aspect of business)</b>			
<b>Independent Book Paper:</b> Completion of a 6 pg. minimum literary analysis of a pre-approved book not assigned in class. <b>(Not required for CEO program)</b>			
<b>College Visits:</b> Three visits as evidenced by signature from parent/guardian or teacher on the reverse side of the TMP Portfolio Cover Sheet. Use the form on the College Board website as their evidence. In addition, students must complete a one paragraph reflection for each college visited addressing if they would attend each school, explaining why or why not with specific examples.			
<b>College and ACT Portfolio:</b> Organize 2 letters of recommendation, 2 college essays (as required by colleges of interest, may be personal statement), copy of ACT/SAT scores, TMP and college transcript, current resume, and any necessary collection pertinent to field of study (i.e. art portfolio for art school) organized with a table of contents within Milestone portfolio.			
<b>College Level General Education Class:</b> Completed third college class with a minimum passing grade of “C” as evidenced by college report card or college transcript.			
<b>Portfolio:</b> Milestone materials submitted 1 week prior to Milestone presentation in electronic format with completed table of contents.			

### Milestone 5 Rubric

Criteria	0	1	2	3	4
<b>GPA</b>	<b>2.2 or less</b>	<b>2.3</b>	<b>2.7</b>	<b>3</b>	<b>3.5</b>
<b>Attendance</b>	Time for absences not made up	More than 12 hours of make-up time required	Less than 12 hours of make-up time required	No make-up time required	Perfect attendance during Milestone period
<b>Documentation</b>	Edits not completed by the specified deadline.	All edits completed by the specified deadline.	Maximum of two documentation edits, completed by the specified deadline.	Maximum of one documentation edits, completed by the specified deadline	All documentation complete. No edits required.
<b>Independent Book Paper</b>	Earned 12 or fewer points on the project rubric.	Earned 13-14 points on the project rubric.	Earned 15-16 points on the project rubric.	Earned 17-18 points on the project rubric.	Earned 19-20 points on the project rubric.
<b>Internship Research Project</b>	Earned 12 or fewer points on the project rubric.	Earned 13-14 points on the project rubric.	Earned 15-16 points on the project rubric.	Earned 17-18 points on the project rubric.	Earned 19-20 points on the project rubric.
<b>Bonus</b>		Proof of ACT score 25 or higher; SAT score of 1130 or higher.			
		Earned a 2 <sup>nd</sup> A- or higher in an Ivy Tech class.			
					<b>Total:</b>

All edits must be completed within 5 school days of initial presentation

Grading Scale	Points
Pass	8-14
Honors	15-17
Honors with Distinction	18-23

**Edits Due Date:** \_\_\_\_\_

Lead Panelist Signature: \_\_\_\_\_

**Milestone 6: College Readiness/Precision and Accuracy**

Criteria	Yes	No	Notes
<b>Attendance:</b> 95% over 45 day period as evidenced by current attendance form printout, signed Milestone certification, and make-up log times (one to one)			
<b>GPA:</b> 2.9 GPA minimum as evidenced by transcript			
<b>Family Participation:</b> Milestone Certification Form signed by the advisor, family member and student stating that the family actively participated in parent-student TMP activities.			
<b>Autobiography Presentation and Paper:</b> Passage of project as determined by the Milestone panel (or advisor and one other faculty member if presented early) with attached rubric of standards, final draft, and autobiography certificate showing that two rounds of edits are complete.			
<b>Independent Book Paper:</b> Completion of a 8 pg. minimum literary analysis of a pre-approved book not assigned in class. <b>(Not required for CEO program)</b>			
<b>College Readiness Essay:</b> A five paragraph minimum essay reflecting on the question: Am I ready for college? For CEO program-Am I ready to launch my own business full time. Specific examples from TMP experience must be cited.			
<b>College Application:</b> A minimum of three college applications submitted as evidenced by signature from college liaison on the reverse side of the TMP Portfolio Cover Sheet or college acceptance letter.			
<b>Portfolio:</b> Milestone materials submitted 1 week prior to Milestone presentation in electronic format with completed table of contents.			

All edits must be completed within 5 school days of initial presentation

Grading Scale	Points
Pass	8-14
Honors	15-17
Honors with Distinction	18-23

**Edits Due Date:** \_\_\_\_\_

Lead Panelist Signature: \_\_\_\_\_

### Milestone 6 Rubric

<b>Criteria</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<b>GPA</b>	<b>2.5 or less</b>	<b>2.5</b>	<b>2.9</b>	<b>3.4</b>	<b>3.8</b>
<b>Attendance</b>	Time for absences not made up	More than 12 hours of make-up time required	Less than 12 hours of make-up time required	No make-up time required	Perfect attendance during Milestone period
<b>Documentation</b>	Edits not completed by the specified deadline.	All edits completed by the specified deadline.	Maximum of two documentation edits, completed by the specified deadline.	Maximum of one documentation edits, completed by the specified deadline	All documentation complete. No edits required.
<b>Independent Book Paper</b>	Earned 12 or fewer points on the project rubric.	Earned 13-14 points on the project rubric.	Earned 15-16 points on the project rubric.	Earned 17-18 points on the project rubric.	Earned 19-20 points on the project rubric.
<b>College Readiness Paper</b>	Earned 12 or fewer points on the project rubric.	Earned 13-14 points on the project rubric.	Earned 15-16 points on the project rubric.	Earned 17-18 points on the project rubric.	Earned 19-20 points on the project rubric.
<b>Autobiography Presentation and Paper</b>	Earned less than 19 points on the autobiography rubric.	Earned 19-21 points on the autobiography rubric.	Earned 22-23 points on the autobiography rubric.	Earned 24-25 points on the autobiography rubric.	Earned 26-28 points on the autobiography rubric.
<b>Bonus</b>					
					<b>Total:</b>

All edits must be completed within 5 school days of initial presentation

<b>Grading Scale</b>	<b>Points</b>
Pass	8-14
Honors	15-17
Honors with Distinction	18-23

**Edits Due Date:** \_\_\_\_\_

**Lead Panelist Signature:** \_\_\_\_\_

The work of completing Milestones is rigorous and has tangible as well as intangible rewards. In an effort to keep students motivated as they move through the Milestones, incentives are granted at the completion of each one.

- Milestone 1-Students are allowed to eat lunch anywhere in the cafeteria. They are no longer required to eat with their advisory groups.
- Milestone 2-Students receive 10 minutes of extra outdoor/free time during the lunch period.
- Milestone 3-Students can use the vending machine before and after school.
- Milestone 4-Students no longer need hall passes. Students must still have teacher permission.
- Milestone 5-Students are no longer required to wear uniforms. Students must adhere to free dress guidelines.
- Milestone 6-Students can leave campus for lunch (with parent permission) or order food in during the lunch hour (with staff permission).

## Attachment 9

### Academic and Exit Standards

Math	<p><b>Number and Quantity</b></p> <ul style="list-style-type: none"><li>-Apply number properties involving prime factorization.</li><li>-Apply number properties involving even/odd numbers and factors/multiples.</li><li>-Apply number properties involving positive/negative numbers.</li><li>-Apply the facts that <math>\pi</math> is irrational and that the square root of an integer is rational only if that integer is a perfect square.</li><li>-Apply properties of rational exponents.</li><li>-Multiply two complex numbers.</li><li>-Use relations involving addition, subtraction, and scalar multiplication of vectors and of matrices.</li></ul> <p><b>Algebra</b></p> <ul style="list-style-type: none"><li>-Solve word problems containing several rates, proportions, or percentages.</li><li>-Build functions and write expressions, equations, and inequalities for common algebra settings (e.g., distance to a point on a curve and profit for variable cost and demand).</li><li>-Interpret and use information from graphs in the coordinate plane.</li><li>-Given an equation or function, find an equation or function whose graph is a translation by a specified amount up or down.</li><li>-Manipulate expressions and equations.</li><li>-Solve linear inequalities when the method involves reversing the inequality sign.</li><li>-Match linear inequalities with their graphs on the number line.</li><li>-Solve systems of two linear equations.</li><li>-Solve quadratic equations.</li><li>-Solve absolute value equations.</li></ul> <p><b>Functions</b></p> <ul style="list-style-type: none"><li>-Solve word problems containing several rates, proportions, or percentages.</li><li>-Build functions and write expressions, equations, and inequalities for common algebra settings (e.g., distance to a point on a curve and profit for</li></ul>
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variable cost and demand).

- Interpret and use information from graphs in the coordinate plane.
- Given an equation or function, find an equation or function whose graph is a translation by a specified amount up or down.
- Relate a graph to a situation described qualitatively in terms of faster change or slower change.
- Build functions for relations that are inversely proportional.
- Find a recursive expression for the general term in a sequence described recursively.
- Evaluate composite functions at integer values.

### **Geometry**

- Use relationships involving area, perimeter, and volume of geometric figures to compute another measure (e.g., surface area for a cube of a given volume and simple geometric probability).
- Use the Pythagorean theorem.
- Apply properties of  $30^\circ$ - $60^\circ$ - $90^\circ$ ,  $45^\circ$ - $45^\circ$ - $90^\circ$ , similar, and congruent triangles.
- Apply basic trigonometric ratios to solve right-triangle problems.
- Use the distance formula.
- Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point.
- Find the coordinates of a point reflected across a vertical or horizontal line or across  $y = x$ .
- Find the coordinates of a point rotated  $90^\circ$  about the origin.
- Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle).

### **Statistics and Probability**

- Calculate or use a weighted average.
- Interpret and use information from tables and charts, including two-way frequency tables.
- Apply counting techniques.
- Compute a probability when the event and/or sample space are not given or obvious.

	<p>-Recognize the concepts of conditional and joint probability expressed in real-world contexts.</p> <p>-Recognize the concept of independence expressed in real-world contexts.</p>
English Language Arts	<p><b>Topic Development in Terms of Purpose and Focus</b></p> <p>-Determine relevance when considering material that is plausible but potentially irrelevant at a given point in the essay.</p> <p>-Identify the purpose of a word, phrase, or sentence when the purpose is subtle (e.g., supporting a later point, establishing tone) or when the best decision is to delete the text in question.</p> <p>-Use a word, phrase, or sentence to accomplish a subtle purpose (e.g., adding emphasis or supporting detail, expressing meaning through connotation).</p> <p><b>Organization, Unity and Cohesion</b></p> <p>-Determine the need for transition words or phrases to establish subtle logical relationships within and between paragraphs.</p> <p>-Determine the most logical place for a sentence in a fairly complex essay.</p> <p>-Provide a subtle introduction or conclusion to or transition within a paragraph or essay (e.g., echoing an essay’s theme or restating the main argument).</p> <p>-Rearrange the sentences in a fairly complex paragraph for the sake of logic and coherence.</p> <p><b>Knowledge of Language</b></p> <p>- Revise vague, clumsy, and confusing writing involving sophisticated language.</p> <p>-Delete redundant and wordy material that involves fairly sophisticated language (e.g., “the outlook of an aesthetic viewpoint”) or that sounds acceptable as conversational English.</p> <p>-Determine the need for conjunctions to create subtle logical links between clauses.</p> <p>-Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is fairly sophisticated.</p> <p><b>Sentence Structure and Formation</b></p> <p>-Recognize and correct subtle disturbances in sentence structure (e.g., dangles where the intended meaning is clear but the sentence is ungrammatical, faulty subordination and coordination of clauses in long or involved sentences).</p>

	<p>-Maintain consistent and logical verb tense and voice and pronoun person on the basis of the paragraph or essay as a whole.</p> <p><b>Usage Conventions</b></p> <p>-Ensure subject-verb agreement in some challenging situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun).</p> <p>-Correctly use reflexive pronouns, the possessive pronouns <i>its</i> and <i>your</i>, and the relative pronouns <i>who</i> and <i>whom</i>.</p> <p>-Use the appropriate word in less-common confused pairs (e.g., <i>allude</i> and <i>elude</i>).</p> <p><b>Punctuation Conventions</b></p> <p>-Use commas to avoid ambiguity when the syntax or language is sophisticated (e.g., to set off a complex series of items).</p> <p>-Use punctuation to set off a nonessential/ nonrestrictive appositive or clause.</p> <p>-Use apostrophes to form possessives, including irregular plural nouns.</p> <p>-Use a semicolon to link closely related independent clauses.</p>
Science	<p><b>Interpretation and Data</b></p> <p>-Compare or combine data from a simple data presentation with data from a complex data presentation.</p> <p>-Determine and/or use a complex (e.g., nonlinear) mathematical relationship that exists between data.</p> <p>-Perform a complex interpolation or complex extrapolation using data in a table or graph.</p> <p><b>Scientific Investigation</b></p> <p>-Determine the hypothesis for an experiment.</p> <p>-Determine an alternate method for testing a hypothesis.</p> <p><b>Evaluation of Models, Inferences, and Experimental Results</b></p> <p>-Determine which complex hypothesis, prediction, or conclusion is, or is not, consistent with a data presentation, model, or piece of information in text</p> <p>-Determine whether presented information, or new information, supports or weakens a model, and why</p> <p>-Use new information to make a prediction based on a model.</p>

Reading	<p><b>Close Reading</b></p> <ul style="list-style-type: none"> <li>-Locate and interpret minor or subtly stated details in more challenging passages.</li> <li>-Locate important details in complex passages.</li> <li>-Draw subtle logical conclusions in more challenging passages.</li> </ul> <p><b>Central Ideas, Themes, and Summaries</b></p> <ul style="list-style-type: none"> <li>-Infer a central idea or theme in more challenging passages or their paragraphs.</li> <li>-Summarize key supporting ideas and details in complex passages.</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>-Order sequences of events in more challenging passages.</li> <li>-Understand implied or subtly stated comparative relationships in more challenging passages.</li> <li>-Identify clear comparative relationships in complex passages.</li> <li>-Understand implied or subtly stated cause-effect relationships in more challenging passages.</li> <li>-Identify clear cause-effect relationships in complex passages.</li> </ul> <p><b>Word Meanings and Word Choice</b></p> <ul style="list-style-type: none"> <li>-Analyze how the choice of a specific word or phrase shapes meaning or tone in complex passages.</li> <li>-Interpret virtually any word or phrase as it is used in more challenging passages, including determining technical, connotative, and figurative meanings.</li> <li>-Interpret words and phrases in a passage that makes consistent use of figurative, general academic, domain-specific, or otherwise difficult language.</li> </ul> <p><b>Text Structure</b></p> <ul style="list-style-type: none"> <li>-Analyze how one or more sentences in complex passages relate to the whole passage.</li> <li>-Infer the function of paragraphs in more challenging passages.</li> <li>-Analyze the overall structure of complex passages.</li> </ul>
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	<p><b>Purpose and Point of View</b></p> <ul style="list-style-type: none"> <li>-Infer a purpose in more challenging passages and how that purpose shapes content and style.</li> <li>-Understand point of view in complex passages.</li> </ul> <p><b>Arguments</b></p> <ul style="list-style-type: none"> <li>-Analyze how one or more sentences in complex passages offer reasons for or support a claim.</li> <li>-Infer a central claim in more challenging passages.</li> </ul> <p><b>Multiple Texts</b></p> <ul style="list-style-type: none"> <li>-Draw logical conclusions using information from multiple portions of two literary narratives.</li> </ul>
Writing	<p><b>Expressing Judgments</b></p> <ul style="list-style-type: none"> <li>-Show strong understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion.</li> <li>-Generate thoughtful reasons for a position; show recognition of the complexity of the issue in the prompt by <ul style="list-style-type: none"> <li>• Partially evaluating implications and/or complications of the issue and/or</li> <li>• Anticipating and responding to counterarguments to the writer’s position</li> </ul> </li> </ul> <p><b>Focusing on the Topic</b></p> <ul style="list-style-type: none"> <li>-Maintain a focus on discussing the specific issue in the prompt throughout the essay.</li> <li>-Present a thesis that establishes a focus on the writer’s position on the issue.</li> </ul> <p><b>Developing Ideas</b></p> <ul style="list-style-type: none"> <li>-Provide thorough development in support of ideas; extend ideas by using specific, logical reasons and illustrative examples.</li> <li>-Show clear movement between general and specific ideas and examples.</li> </ul> <p><b>Organizing Ideas</b></p> <ul style="list-style-type: none"> <li>-Provide a coherent organizational structure with some logical sequencing of ideas.</li> <li>-Use accurate and clear transitional words and phrases to convey logical</li> </ul>

	<p>relationships between ideas.</p> <p>-Present a generally well-developed introduction and conclusion.</p> <p><b>Using Language</b></p> <p>-Show competent use of language to communicate ideas by:</p> <ul style="list-style-type: none"> <li>• Correctly employing most conventions of standard English grammar, usage, and mechanics, with few distracting errors but none that impede understanding.</li> <li>• Generally choosing words that are precise and varied.</li> <li>• Using several kinds of sentence structures to vary pace and to support meaning.</li> </ul>
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The exit standards that appear in the chart above were all taken from the ACT website. These are the ACT standards for college and career readiness. ACT has broken their standards down into six categories. The standards listed are from the 28-32 score range and from the 9-10 score range in writing. Students graduating from The Mind Program high school will be expected to be proficient in all of the exit standards listed in this range as well as those that appear in the lower ranges. TMP will prepare students to perform in the 28-32 range to ensure they have all of the necessary skills and knowledge to meet the school’s goal of scoring a 24-26 on the ACT test.

The exit standards for Social Studies will be established during the 2016-2017 school year. TMP will contract with teachers to help develop these standards. (See Attachment 15)

### **Six Thinking Hats**

Students will be able to apply the Six Thinking Hats to a variety of different situations and demonstrate concrete and explicitly taught critical thinking skills. Each “hat” and the expected outcome is described below.

- **White Hat**  
With this thinking hat you focus on the data available. Look at the information you have, and see what you can learn from it. Look for gaps in your knowledge, and either try to fill them or take account of them. This is where you analyze past trends, and try to extrapolate from historical data.
- **Red Hat**  
'Wearing' the red hat, you look at problems using intuition, gut reaction, and emotion. Also try to think how other people will react emotionally. Try to understand the responses of people who do not fully know your reasoning.
- **Black Hat**  
Using black hat thinking, look at all the bad points of the decision. Look at it cautiously and defensively. Try to see why it might not work. This is important because it highlights the weak points in a plan. It allows you to eliminate them, alter them, or prepare contingency plans to counter them.

Black Hat thinking helps to make your plans 'tougher' and more resilient. It can also help you to spot fatal flaws and risks before you embark on a course of action. Black Hat thinking is one of the real benefits of this technique, as many successful people get so used to thinking positively that often they cannot see problems in advance. This leaves them under-prepared for difficulties.

- **Yellow Hat**

The yellow hat helps you to think positively. It is the optimistic viewpoint that helps you to see all the benefits of the decision and the value in it. Yellow Hat thinking helps you to keep going when everything looks gloomy and difficult.

- **Green Hat**

The Green Hat stands for creativity. This is where you can develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas.

- **Blue Hat**

The Blue Hat stands for process control. This is the hat worn by people chairing meetings. When running into difficulties because ideas are running dry, they may direct activity into Green Hat thinking. When contingency plans are needed, they will ask for Black Hat thinking, etc.

## Attachment 10

### School Calendar

Below you will find a calendar for the 2017-2018 school year. The school will have two semesters and four quarters. Report cards will be issued quarterly and students will earn credits each semester. Students will receive 180 instructional days. Additional days are built into the calendar for inclement weather if make-up days are needed (President's Day, shortening Spring Break or adding on to the end of the school year).

Staff will report to school three weeks before the students. During that time staff will undergo intensive professional development on school culture, academic, behavior and advisory expectations, curriculum, assessments and data driven instruction. During this time several parent meetings will be held, giving parents and advisors an opportunity to meet, and allowing instructors to begin learning more about their students.

The calendar includes 180 student days, 197 staff days and 214 administrator days. Students and staff will have one week for fall break, two weeks for winter and spring break. Students will have nine weeks off during the summer and staff will receive five and a half weeks off during the summer.

The school day will run from 8:30 am-3:35 pm. After school activities will take place from 3:40 pm to 5:00 pm. The school will contract with outside agencies to run after school activities. Teachers who wish to lead after school activities will receive additional pay. Each Thursday staff will be required to work until 4:30 pm. This will give the staff one hour each week for staff meetings and/or professional development. Please see the tables below for the breakdown of the school year and day.

### 2017-2018 School Year

#### Semester 1

##### First Quarter-August 14-October 12 (9 weeks/43 pupil days)

July 24-August 11	Staff Development
August 14	First day for students
September 4	Labor Day-No School
October 13	Staff Professional Development/Grade Close Out Day
October 16-20	Fall Break-No School

##### Second Quarter-October 23-January 12 (9.5 weeks/46 pupil days)

November 22-24	Thanksgiving Break-No School
December 18-January 1	Winter Break-No School
January 15	Dr. King Day-No School

#### Semester 2

##### Third Quarter-January 16-March 23 (9 weeks/42 pupil days)

February 16	Professional Development
February 19	President's Day-No School
March 19-March 30	Spring Break-No School

**Fourth Quarter-April 2-June 8 (10 weeks/49 pupil days)**

May 28	Memorial Day-No School
June 8	Last day of school

**Total** -180 pupil days, 197 staff days, 214 administrator days

<b>Time</b>	<b>Class/Activity</b>
8:00 am-8:25 am Breakfast	Students arrive early to eat breakfast.
7:30 am	Teachers Arrive
8:30 am-9:15 am	Period 1-Math
9:20 am-10:05 am	Period 2-English/Language Arts
10:10 am-10:55 am	Period 3-P.E./Art
11:00 am-11:45 pm	Period-4Advisory
11:50 pm-12:20 pm	Period 5-Lunch/Outdoor Activities
12:25 pm-1:05 pm	Period 6-Social Studies
1:10 pm-1:55 pm	Period 7-Science
2:00 pm-2:45 pm	Period 8-Foreign Language
2:50 pm-3:35 pm	Period 9-Remediation/Acceleration/Tutoring/Study Tables
3:45 pm	Teachers Leave at 3:45-Mon-Wed, 4:30 on Thurs
3:40 pm-5:00 pm	After School Clubs/Activities
3:40 pm-4:30 pm-Thursdays	Staff Meetings/Professional Development/Cross-curricular meetings

Based on the schedule above students have 4.5 hours of core instructional time. Forty-five minutes is set aside each day for advisory. Advisors are given a curriculum and work with students on topics such as college and career readiness. Advisory is also the time that students take to work on their Milestones. Each Milestone requires students to complete a research paper, participate in community service hours, conduct job shadows and present their research in before a panel of school and community members.

**Ninth Period**

The ninth period of the day is set aside for tutoring, study tables, remediation and acceleration. During this time students who are performing below grade level in reading and math will be grouped and receive remediation. Students who are in need of tutoring and extra support from subject area teachers will be able to receive the help they need from those teachers. Students who are performing at level and do not need additional support will use this time to complete homework and participate in study tables with their peers. Those students can also use this time to work on Milestone requirements.

Students needing remedial instruction in math and reading will attend math remediation twice per week and reading remediation twice per week. Students who are academically advanced will be trained on how to facilitate study tables under the direction of a teacher. Students who are not required to attend remedial instruction and participate in study tables are able to choose which study table they would like to participate in each day based which subject areas they feel they could use more support in. The table below outlines how eighth period will function.

9 <sup>th</sup> Gr-Science Teacher	Available for Tutoring/Oversees 2 Study Tables	Study Table 1, 8-10 students Study Table 2, 8-10 students
8 <sup>th</sup> Gr-Science Teacher	Available for Tutoring/Oversees 2 Study Tables	Study Table 1, 8-10 students Study Table 2, 8-10 students
9 <sup>th</sup> Gr-Math Teacher	Available for Tutoring/Oversees 2 Study Tables	Study Table 1, 8-10 students Study Table 2, 8-10 students
8 <sup>th</sup> Gr-Math Teacher	Available for Tutoring/Oversees 2 Study Tables	Study Table 1, 8-10 students Study Table 2, 8-10 students
9 <sup>th</sup> Gr-English Teacher	Available for Tutoring/Oversees 2 Study Tables	Study Table 1, 8-10 students Study Table 2, 8-10 students
8 <sup>th</sup> Gr-English Teacher	Available for Tutoring/Oversees 2 Study Tables	Study Table 1, 8-10 students Study Table 2, 8-10 students
9 <sup>th</sup> Gr-Social Studies Teacher	Remedial Math	8-10 students
8 <sup>th</sup> Gr-Social Studies Teacher	Remedial Math	8-10 students
Foreign Language Teacher	Remedial Reading	8-10 students
Special Education Teacher	Remedial Reading	8-10 students
Special Education Teacher	Remedial Reading	8-10 students
Specials Teacher	Remedial Math	8-10 students
Teacher Aid 1	Remedial Reading	8-10 students
Teacher Aid 2	Remedial Math	8-10 students

Teacher Aid 3	Remedial Reading	8-10 students
Teacher Aid 4	Remedial Math	8-10 students

## **Attachment 11**

### **Enrollment Policy**

TMP will begin by enrolling 150 ninth graders and 75 eighth graders during the 2017-2018 school year. The school plans to add one grade level each year until it serves grades 8-12. Each year the school will enroll 125 new students until it has reached a maximum enrollment of 600 students. Enrollment will be open to transfer students until January of student's ninth grade year. Any student wishing to enroll after that point or wishing to re-enroll after withdrawing would have to meet TMP's requirements for grade level promotion which includes attaining 10 credits towards Core 40 each year as well as completing at least one Milestone during 9<sup>th</sup> grade year, one during 10<sup>th</sup> grade year and at least two during 11<sup>th</sup> and 12<sup>th</sup> grade. TMP's academic programming requires students to complete six Milestones in addition to Core 40 requirements. Due to the increased academic standards, students enrolling past the second semester of ninth grade may not meet TMP's grade level promotion requirements and may be admitted on a case by case basis with a student/parent contract in place to ensure the student has a plan in place to meet graduation requirements in a timely manner.

#### **Enrollment Policy and Procedures**

The enrollment process for the following school year begins with a "pre-enrollment period" for returning students and their siblings, children of employees, and children of governing board members (see the school's enrollment priority policy). The pre-enrollment period ends at the beginning of February.

Following this pre-enrollment period, applications for new students will be available on the website or by picking up a hard copy from the school. Completed application for enrollment forms may be submitted online or to the school's office.

#### **Open Enrollment: February 1-May 31, 2017**

Students in grades 8 and 9 applying for the 2017-18 school year may submit an application online, or submit a hard copy of the application at The Mind Program High School during the Open Enrollment period. Each student who submits a **complete** application during the Open Enrollment is given a seat in order of receipt of complete application.

Enrollment forms are time and date stamped by the school secretary and processed in order of receipt.

#### **Waiting List: After May 31, 2017**

If more applications are received during Open Enrollment than available spaces in the eighth and ninth grade classes, students will be placed on a waiting list in the order their application was received. If a seat becomes available, the applicant will be notified. The applicant has five (5) business days to accept the enrollment slot in writing. If written

acceptance of the slot is not received within five (5) business days, the slot will be given to the next person on the waiting list.

At the beginning of the next year's application and enrollment process a letter will be sent to all applicants who are still on the waiting list to see if they would like to remain on the waiting list. All applicants who respond affirmatively to this request will retain their place on the waiting list ahead of any new applicants. New applicants who are siblings of current students will maintain their sibling preference.

### **Acceptance Letters Mailed**

Acceptance letters will be mailed no later than one week after all required paperwork has been received. Acceptance is contingent on meeting the enrollment deadlines for paperwork (see deadlines subhead below) and on the successful completion of all 7<sup>th</sup> grade core courses for incoming 8<sup>th</sup> graders and 8<sup>th</sup> grade core courses for incoming 9<sup>th</sup> graders.

### **Deadlines for Enrollment Paperwork: May 31, 2017**

Enrollment is contingent upon receipt of the following items to the enrollment office **by May 31, 2017** for those students applying for 9<sup>th</sup> grade:

- Complete middle school transcript, including 1<sup>st</sup> semester of 8<sup>th</sup> grade,
- Middle school ISTEP/IMAST or other standardized testing scores and ECA scores, if Algebra I has been completed
- Copy of birth certificate
- Up-to-date immunization records
- **by July 1, 2017:** Complete transcript, *including second semester grades* – demonstrating the student has been promoted to 9<sup>th</sup> grade – and 8<sup>th</sup> grade ISTEP and ECA test scores, as well as attendance reports and disciplinary reports.

Enrollment is contingent upon receipt of the following items to the enrollment office **by May 31, 2017** for those students applying for 8<sup>th</sup> grade:

- Complete middle school transcript, including 1<sup>st</sup> semester of 7<sup>th</sup> grade,
- Middle school ISTEP/IMAST or other standardized testing scores and ECA scores, if Algebra I has been completed
- Copy of birth certificate
- Up-to-date immunization records
- **by July 1, 2017:** Complete transcript, *including second semester grades* – demonstrating the student has been promoted to 8<sup>th</sup> grade – and 7<sup>th</sup> grade ISTEP and ECA test scores, as well as attendance reports and disciplinary reports.

*Also, if you receive special education services, please send the most recent copy of your IEP or 504 AND Psychological Evaluation so our team can work to create appropriate accommodations.*

***Any applicant who misses these deadlines will default their spot, unless an extension is approved by The Mind Program Office Manager and/or Principal.***

**Placement Exam:**

**Dates: TBD** (Exam will be offered mornings and evenings, weekends and weekdays)

All incoming students must take a placement exam before they can be scheduled in courses. The results of the placement exam will be communicated to families no later than two weeks after completion of the assessment.

The purpose of the placement exam is to help the school with scheduling and staffing. If a slot is available according to the policies set forth in this document students will be awarded a slot without regard to placement exam results.

**Ongoing Applications and Waitlist**

Applications may be submitted through Friday, September 1, 2017 for the 2017-2018 school year, and applicants will be offered spots in the appropriate class as space allows. If a particular class is full, applications will be added to the waitlist until there is an opening in that class. Complete enrollment will not be fulfilled until the applicants file is complete. (See required documentation below.)

**Enrollment Priority Policy**

- Siblings of students enrolled in The Mind Program are given priority enrollment.
- Children of employees and of governing board members are given priority enrollment.
- When a new employee signs a contract their student is enrolled in The Mind Program High School if space permits, if space does not permit, the student is placed on the waitlist with waitlist priority standing (defined below).
- When a governing board member is elected/appointed to the board their student is enrolled in The Mind Program High School if space permits; if space does not permit, the student is placed on the waitlist with waitlist priority standing (defined below).

Waitlist priority standing: Siblings, students of employees and students of governing board members are eligible for waitlist priority. This means that these students are placed at the front of the waiting list if the conditions above are met. However, they may not be placed on the waitlist in front of another waitlist priority student. For example, if a sibling is first on the waitlist and a new employee is hired, the employee's student would be placed on the waitlist

behind the sibling student (into position #2). In other words, waitlist priority is first come first serve within the eligible categories of siblings, employee students and governing board students.

### **\*Applications for Second Semester 2017-18 Transfers and Transfers for 2018-19 year**

Any student in grades 8 and 9 who wish to transfer to The Mind Program High School at semester break, or for the 2017-18 school year, may submit an application beginning February 1, 2018, at the start of Open Enrollment. If a space becomes available, we will accept students, who have complete application files, in the order in which we received their applications.

A complete application file consists of the following items:

- Complete, up-to-date transcript (with embossed stamp or signature from registrar)
- Algebra I, English 10 ECA scores, if applicable
- ISTEP+ Scores
- Copy of birth certificate
- Up-to-date immunizations

*Also, if you receive special education services, please send the most recent copy of your IEP or 504 AND Psychological Evaluation so our team can work to create appropriate accommodations.*

### **Student Withdrawal Process**

**The steps in the withdrawal process are as follows:**

1. The parent or legal guardian must come into the Guidance Department to sign the withdrawal papers. We will give the parent/legal guardian a copy of the school transfer/withdrawal form.
2. On the student's last day he or she must return all books and other property of The Mind Program High School and report to the Office Manager.
3. The student will check out with each teacher throughout the day. The student is to return to the Office Manager with the completed form.
4. When the student arrives at his/her new school they submit the school transfer/withdrawal form to the registrar for that school to request records.
5. Upon receipt of the form we will send the requested records to the new school.

## **Attachment 12**

### **School Discipline Policy**

The discipline policy at The Mind Program High School is a fair and thoughtful plan that has been developed in order to clearly communicate to all stakeholders that The Mind Program High School is dedicated to providing a school climate that promotes continuing academic progress and growth. This document states the policies and procedures that will be implemented by all school staff and students to ensure academic success by holding students to high expectations of behavior that will promote successful life skills in post high school endeavors.

The discipline policy at The Mind Program High School follows the procedures and regulations provided by the Superintendent, Principal and the Board of Directors. The Mind Program family adheres to the principles outlined in this policy regarding good conduct, responsibility, integrity and respect for self and others. Parents, teachers, counselors, deans and administrators are committed to supporting and implementing this policy in its entirety in order to foster student success, maintain academic focus and ensure the safety and security of our campus. The Mind Program High School will take into account the rights of students with disabilities in disciplinary actions and proceedings by reviewing IEPs and making sure that all disciplinary actions are aligned with student's IEPs and state and federal laws. The Mind Program High School students are expected to learn and to uphold the standards of behavior set forth in this policy.

The goal of The Mind Program High School Discipline Policy is to promote positive and appropriate behavior between students, teachers and staff in order to decrease negative/inappropriate behaviors particularly among students who are repeat referral students, transfer students and candidates for transfers or suspensions.

Parents will be informed about the school's discipline policy during their orientation. The parent contract will require parents to sign that they have received, understood and had an opportunity to ask questions about the school's discipline policy. In order to keep parents/guardians apprised of their students' progress, communications between administrators, teachers, staff and students will be achieved through monthly parent phone calls by advisors, parent meetings, written communications and parent conferences.

### **Roles and Responsibilities**

#### **Students**

Students are expected to arrive to school and class on time each day. They should come to school prepared to learn and have all necessary supplies with them. All homework assignments should be completed neatly and ready for submission to the classroom teacher. Students must respect themselves, adults and other students. In the event of a conflict the assistance of an adult should be sought. Students must adhere to all disciplinary guidelines and school-wide positive behavior expectations.

#### **General School Rules and Behavior Expectations for Students**

The general school rules and behavior expectations for The Mind Program High School students are designed to prepare students for successful life skills, good citizenship and responsible behaviors after graduation. In addition, the behavior expectations foster and support academic excellence for all students resulting in well-rounded, grounded individuals, prepared to meet the challenges of today's society.

Cell phones, IPODS, headphones, earbuds and any other electronic devices must be turned off and contained in backpacks, purses or pockets during class-time. If these items create a disturbance in learning, they may be confiscated by the teacher. Confiscated items are the responsibility of the person taking the item. Electronic devices at school are the sole responsibility of the owner and are brought to school at the student's own risk. School resources will NOT be used to investigate stolen electronic devices. Students are encouraged to leave electronic devices at home.

- Bicycles, skateboards and scooters are permitted, but may **not** be ridden while on The Mind Program's High School grounds. They are the sole responsibility of the student.
- Students must carry their school ID's at all times while on campus and at school-sponsored events and accurately identify themselves when requested to by any school personnel.
- Public displays of affection are inappropriate on The Mind Program High School's grounds. Public displays of affection include but are not limited to hugging, kissing, arms around one's girl/boyfriend, holding hands and /or touching in any other affectionate manner. Engaging in sexual acts of any kind is strictly prohibited.
- Gambling on The Mind Program's grounds is prohibited.
- Permanent markers, shoe polish, spray paints and other similar substances are forbidden. Classroom teachers may provide these materials for class work and collect them at the end of the period.
- Profanity and vulgar gestures or language is forbidden.
- Gang signs, and verbal displays associated with gangs are forbidden.
- Possession of offensive written or pictorial material is forbidden.
- Play fighting or games where students hit or grab each other may be interpreted as actual fighting or harassment and is not allowed.
- Students are expected to bring all necessary materials to class, be on time, comply with all school rules, be respectful to fellow classmates and adults and conduct themselves appropriately while on The Mind Program's High School property.
- Students are expected to move immediately to their classes when the bell rings by the most direct route possible, walk calmly, refrain from writing on walls and stairwells and refrain from loitering .
- Students are expected to use trash receptacles to dispose of food and trash.
- During lunch students are expected to clean up after themselves after eating, cooperate with supervising adults and fill their time with productive activities during any free remaining time.
- Loitering in the PE area is forbidden.
- Students are expected to leave campus at the end of the day and go straight home or report at once to any after school program they may be involved in. Students must avoid those who would engage them in illegal or unsafe activities.
- Students are expected to complete all homework assignments in a timely manner.
- Students must obtain a re-admittance form from the school secretary after an absence.

## **Teachers**

Teachers are expected to consistently provide a well-planned, standards driven curriculum within a nurturing environment conducive to learning and social growth. Teachers will equip students with learning opportunities that promote respectful communication, mature decision making and lifelong learning skills, along with teaching course content. They should model respectful communication, mature decision-making and life-long learning skills along with teaching the course content. Teachers are also expected to work with all other school staff to implement the school rules, policies and procedures on a daily basis.

### **Parents/Guardians**

Parents/Guardians are expected to send their students to school on time, dressed in accordance with The Mind Program High School Dress Code and with supplies each day. Parents and guardians must understand the school's rules and policies, set high expectations for achievement and behavior, and maintain regular communication with their child's teachers and counselors. They must also partner with school staff to promote success and social growth. In addition, Parents/ Guardians are encouraged to take advantage of school resources when needed to support their child's academic or behavioral growth.

### **Advisors**

Advisors are expected to communicate with all other stakeholders: students, teachers, parents/guardians and administrators, to support the academic success and social growth of students. They assist and support teachers and staff by enforcing school the rules, policies and interventions when students experience academic or behavioral problems. Advisors will provide support that ensures that students attend class and arrive to school on time.

### **Administrators**

Administrators are expected to work with all stakeholders to support the academic and social growth of all students. They deal with severe behavior problems such as fighting, possession of weapons and robberies, and are involved with suspensions and expulsions. They are expected to plan, organize and control the implementation of the Discipline Foundation Policy. They monitor the classroom and campus environment to ensure that the tenets and guidelines set forth in the policy are upheld. They make suggestions and decisions that facilitate communication about discipline amongst stakeholders while holding teachers and advisors accountable for helping students to succeed.

### **Support Staff, Coordinators, Instructional Coaches, Instructional Aides, Security**

Support staff is expected to consistently implement the school rules and policies in order to hold students accountable for their behavior. Support staff is responsible for directing students with inappropriate behavior to the designated staff member.

### **The Mind Program High School's Alternative to Suspensions Procedures**

As part of the Discipline Foundation Policy at The Mind Program High School, clear rules and procedures for appropriate behaviors and student expectations must begin in the classroom and are reinforced on a school-wide basis. Rules for expected behaviors should include positive rewards, incentives and reinforcements along with the consequences for breaking the rules.

### **School-Wide Positive Behavior Expectations**

- Respect Yourself, Adults and Your Peers
- Arrive to School and Class on Time Each Day in Uniform
- Strive For Academic Excellence through Hard Work and Dedication

**PROGRESSIVE DISCIPLINE PLAN:**

Teachers have a responsibility to establish and foster a positive, nurturing and intellectually challenging learning environment for their students. The primary responsibility for discipline in the classroom rests with the teacher, who shall use reasonable and professional judgment in maintaining order and in administering disciplinary measures. Teachers will inform students of their classroom rules and what procedures will be followed for any violation of these class rules. Rules for expected behaviors should include positive rewards, incentives and reinforcements. Classroom rules for students and should be posted and visible.

**\*Examples of minor offenses the teacher would handle:**

- Academic integrity (cheating)
- Bullying
- Chewing gum
- Dress Code Violations
- Drinking/eating
- Electronic Device Violations
- Excessive talking during class time
- Mild profanity
- Not being in assigned seat
- Not having homework completed
- Not prepared for class
- Passing notes
- Public displays of affection
- Refusing to work
- Tapping pencils/pens on desk
- Tardies
- Any other offense that can be handled by the teacher

\*See suspensions by teachers

**Progressive Disciplinary Actions:**

**Classroom**

1. Verbal Warning
2. Refocus and Student Conference
3. 3+ Refocus forms in a week will require a parent conference and a reading assignment accompanied by a 5 paragraph report
4. Failure to turn in the reading assignment results in a two day in school suspension
5. For behaviors on the list below students will receive a Discipline Office Referral or further disciplinary actions initiated by the teacher.

**\*Examples of major offenses that Administration may handle:**

- Bullying

- Bus citations
  - Academic integrity (plagiarism or habitual cheating)
  - Destruction of property
  - Disruption of class so severe that the teacher cannot continue to teach
  - Driving/parking violations
  - Excessive tardies
  - Fighting
  - Gambling
  - Insubordination
  - Physical or sexual harassment
  - Sexual acts
  - Severe profanity
  - Stealing
  - Suspicion of being under the influence of or possession of drugs/alcohol
  - Any other offense that is a severe disruption of school or is a safety concern
- \*See suspensions by teachers

**Progressive Disciplinary Actions:**

Disciplinary actions by the administrator may include the following:

1. Conference with student and teacher
2. Administrative warning
3. Reading assignment with 5 paragraph written report
4. Detention-work Crew, school beautification
5. Parent conference
6. In school suspension
7. Behavior Contract
8. Out of school suspension
9. Last chance contract
10. Attendance in an intervention program such as Conflict Resolution, Violence Prevention, Gang Resistance, Substance Abuse and Anti-Tobacco.
11. Civil citation/Arrest (Law Enforcement)
12. Expulsion

The provisions of these rules and consequences apply whenever students are involved in:

- School activities on property owned by the School Board
- Travel on school buses
- Off-site, school-sponsored activities, such as field trips
- On-site or off-site school-related problems which are the result of disruptive behavior at school
- To and from school

\*All students will conference with a teacher or an administrator whenever any rule is broken.

The chart below is a portion of an exhaustive alphabetical list of offenses, examples, exceptions and consequences.

Rule/Definition	Examples	Exceptions	Consequences
<p>Bomb Threat or Attempt to Bomb, Burn, or to Destroy a School Building or Property:</p> <p>Student conduct which may put others in danger will not be permitted.</p> <p>Threatening is forbidden because it violates the law.</p>			<p>Out of school suspension, legal action.</p>
<p>Bullying: Aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved.</p>	<p>Name calling, hitting, ostracizing, improper cyber messages.</p>		<p>Progressive discipline up to expulsion.</p>
<p>Bus Violation: Bus rules and regulations must be followed because they ensure safe transport to and from school and protect the rights of others to a safe bus ride.</p>	<p>Profanity, horseplay, eating/drinking, littering, creating loud noises, having glass objects, water pistols and other toys, transporting large objects, tampering with equipment, throwing objects out of the window, putting arms or head out the window,</p> <p>making faces or other gestures to passersby or other drivers in traffic, or refusal to follow the directions of the bus driver.</p>		<p>Parent contact AND consequences up to detention and bus suspension (length TBD by administration)</p>
<p>Cafeteria Violation: Cafeteria rules must be followed because they ensure safety and protect rights of others.</p>	<p>No running, cutting in line, throwing food, or leaving trash/trays on the tables or floor.</p>		<p>Detention AND consequence up to suspension.</p>

<p>Cars/Vehicles Improper</p> <p>Use: Must be operated in a safe manner in compliance with school rules and state and local laws. Violators are subject to corrective action at school and penalty under law.</p>	<p>Reckless driving, speeding, driving or parking in an unauthorized area.</p>		<p>Loss of driving privileges (length TBD by administration) AND discipline up to suspension.</p>
<p>Cheating: Violation of Test Procedures or the Appearance of a Violation:</p> <p>Students are responsible for neither giving nor receiving assistance (written, oral, or otherwise) on any assignment to be graded as work of a single individual because students are responsible for their own learning.</p>	<p>Copying homework, allowing someone else to copy your homework, any talking to any student without the teacher's permission, talking or giving the appearance of talking during a test or quiz. All assignments must be the student's own work and not done by other students, friends, parents, brothers, sisters, or anyone else in the family.</p> <p>You may <b>NOT</b> use any electronic devices for communicating answers.</p>	<p>Cooperative learning groups, open-book tests, team work.</p>	<p>Teacher discretion for assignment, parent contact, and discipline up to suspension, student conference, reading/writing assignment.</p>
<p>Chronic Failure to be Prepared for Class:</p> <p>Failure to have teacher required materials for class.</p>	<p>Materials to be included but not limited to: Books, paper, pencil, homework.</p>		<p>Student conference, Parent contact AND progressive discipline beginning with a warning up to in school suspension.</p>
<p>Defiance: The refusal to comply with any staff member or to carry out the directions, of any school staff will not be tolerated because it destroys a safe and orderly environment.</p>	<p>Refusing to do what the staff person asks you to do. Using profanity, threats, or other forms of verbal abuse towards a staff member. When staff members give student's directions, the student is expected to comply.</p>		<p>Progressive discipline up to suspension.</p>

<p>School staff includes any teacher, substitute, teacher's aide, custodian, cafeteria worker, volunteer, chaperon, bus driver, coach, sponsor, guidance counselor, secretary, administrator, or any school support staff, such as school psychologist, social worker, substance abuse prevention specialist.</p>			
<p>Disrespect: The refusal to comply with reasonable requests/directions of any school staff will not be tolerated because it destroys a safe and orderly environment. School staff includes any teacher, substitute, teacher's aide, custodian, cafeteria worker, volunteer, chaperone, bus driver, coach, sponsor, guidance counselor, secretary, administrator, or any school support staff, such as school psychologist, social worker, substance</p>	<p>Making faces, using sarcasm, interfering (butting in) when a teacher is disciplining or reprimanding another student, muttering under your breath, walking away when the teacher or staff person is talking to you, raising your voice when talking to teachers or staff persons, throwing down a book, arguing (asking why), refusing to do what the staff person asks you to do. When a staff member gives a student direction, the student is expected to comply.</p>		<p>Progressive discipline up to suspension.</p>

abuse prevention specialist.			
Discrimination: All persons and groups within the school will be treated with dignity and respect because discrimination destroys the learning environment. Discrimination on the basis of age, gender, race, color, religion, national origin, disabilities, economic status, personal or physical characteristics, or other characteristics of individuals or groups will not be tolerated. Actions, gestures, statements (spoken or written), dress, or symbols which insult, offend, taunt, or demeaning others because of their individual or group differences will not be tolerated.			Incidents of this nature can lead to suspension and/or a behavior contract.

\*Unless otherwise indicated suspension refers to out of school suspension.

### **Suspensions**

The Mind Program High School takes a proactive approach to discipline. Systems and routines are put in place to ensure a safe and orderly learning environment. Our proactive approach helps keep students in the learning environment and minimizes the time they spend outside of the learning environment for behavior related incidents. Out of school suspensions are primarily in response to violent or egregious behavior. We follow steps to minimize out of school suspensions, however, they are necessary in certain circumstances.

### **Suspensions by Teachers**

The Mind Program High School has a very clear discipline plan that is communicated to students and parents. At the beginning of the year students and parents review the school discipline policy and sign that they have read and understand the policy. Some behaviors result in automatic suspensions. These have been spelled out in the chart above. If a behavior that warrants an automatic suspension is acted out during instructional time teachers have the authority to suspend students. All teacher initiated suspensions must be approved by administration. Administration reserves the right to reverse a suspension initiated by a teacher.

### **In School Suspension (ISS)**

One of the school's main priorities is to maximize instructional time. Therefore, in school suspensions are preferred to out of school suspensions. When students are referred to ISS they will sit in a booth and watch their classes live on a computer screen. Each classroom is equipped with a webcam and teachers will use cordless microphones when they have a student in ISS. This allows the student to be segregated from the general population but still able to attend all of their regularly assigned classes and complete all of their assignments on time. Some modifications to course assignments will be made to assignments that require group work.

### **Expulsions** (appeal documents are not included)

An expulsion is an action to remove a child from school for an extensive period of time due to a student persistently violating an institution's rules or for a single offense of appropriate severity and to limit the kinds of schools the child may attend.

#### **1. Notice of Appeal Form**

The Notice of Appeal must be filed within 30 calendar days from the date of the school board's decision to expel. (The letter of this decision must be included.) There is no extension of the deadline even if the 30th day falls on a weekend or holiday. Once filed, an appeal hearing date will be scheduled within 20 school days.

#### **2. Representation/Consent Form**

Submit this form to indicate that you will be represented by an attorney or non-attorney advocate, and that you have consented to the release of records, pertaining to your student, to this individual.

#### **3. Record of Proceeding Request Form**

Submit this form to the school district that ordered the expulsion of your student. It is your responsibility to submit this written request to the school district on the same day that the Notice of Appeal is filed to obtain a copy of the record of the proceeding, which includes the written transcription of the hearing held before the governing board, hearing officer or administrative hearing panel of the district.

#### **4. Waiver of Timelines Request Form**

This waiver is to be used only if a postponement of the hearing date is needed. If postponed, an appeal hearing will be rescheduled to a mutually agreeable date.

#### **5. Administrative Regulation, Student Expulsion Appeals**

This document explains in detail the rules and regulations governing the expulsion appeals to the The Mind Program School Corporation. Please review this document and keep it as reference throughout the appeal process.

Please be advised that appeals are first heard by an Administrative Hearing Panel. The panel will then submit a recommendation, including findings of fact and conclusions, to the Board for its consideration and decision at a regularly scheduled Board Meeting. The Board's decision on the appeal shall be final and binding upon the student, and upon the school district governing board.

### **Physical Removal of a Student from Class**

Many of the behavior management strategies used at The Mind Program High School come from a program called Time to Teach. If a student requires physical removal, the following process will be followed:

- A signal will go out over the public announcement system
- All free staff members (regardless of their position) will report to the location

- Staff members will begin to give one-on-one assistance to students while the teacher quietly whispers, “All these people are here for you, please make a good choice and leave quietly with them”.
- If the student does not choose to go with the staff within 5-7 minutes, the class is lead to another room where they continue instruction with one of the free staff members. The remaining staff remains with the student.

This strategy has been in use for many years and has a 95% success rate with removing students without every touching them within 5 minutes. The strategy has a 100% success rate with removing students within 30 minutes.

### **Parent Communication**

In the event that disciplinary action moves beyond detention, parents will be notified via telephone or email (or the fastest method of communication) about the events that lead to the disciplinary action. If the school is unable to make contact with a parent, the disciplinary action will continue to move forward. All attempts to communicate with parents will be documented. Each month when the student progress report is sent home, it will include all disciplinary actions that occurred throughout the month, including those not requiring parent communication, so that parents are aware of their child’s behavior on an ongoing basis.

### **The Mind Program’s Definition of Bullying**

Aggressive behavior that involves an imbalance of real or perceived physical or psychological power among those involved. Typically, the behavior is repeated over time and includes the use of hurtful words and/or acts.

#### **Indicators of bullying behavior include, but are not necessarily limited to the following:**

**Verbal:** Hurtful name-calling, teasing, gossiping, making threats, making rude noises or spreading hurtful rumors.

**Nonverbal:** Posturing, making gang signs, leering, staring, stalking, destroying property, using graffiti or graphic images or exhibiting inappropriate and/or threatening gestures or actions.

**Physical:** Hitting, punching, pushing, shoving, poking, kicking, tripping, strangling, hair-pulling, fighting, beating, biting, spitting or destroying property.

**Emotional (Psychological):** Rejecting, terrorizing, extorting, defaming, intimidating, humiliating, blackmailing, manipulating friendships, isolating, ostracizing, using peer pressure, or rating or ranking personal characteristics.

**Cyber-Bullying:** Sending insulting or threatening messages by phone, e-mail, websites, or any other electronic or written communication.

### **The Mind Program High School’s Behavioral Prevention and Intervention Plans for Drug/Alcohol Usage**

The Mind Program High School does not tolerate the use, possession or sale of drugs, alcohol or tobacco or any other intoxicants by students on school campuses or school sponsored activities. The Mind Program High School prohibits students from using or smoking tobacco or other products containing tobacco or nicotine while on school grounds, on their way to or from school, during the lunch hour, or attending school-sponsored activities. Students are also prohibited from possessing, using, or selling drugs or alcohol while on school grounds, on their way to or

from school, during the lunch hour, or attending a school-sponsored activity. The unlawful possession, use, sale, or furnishing of any kind of intoxicant is a suspendable or expellable offense.

#### Preventions

- Conflict-resolution programs, including peer mediation.
- Student Success Teams
- Student/ Parent/ Teacher Conferences
- Mentoring programs
- Counselor/Nurse/Psychologist

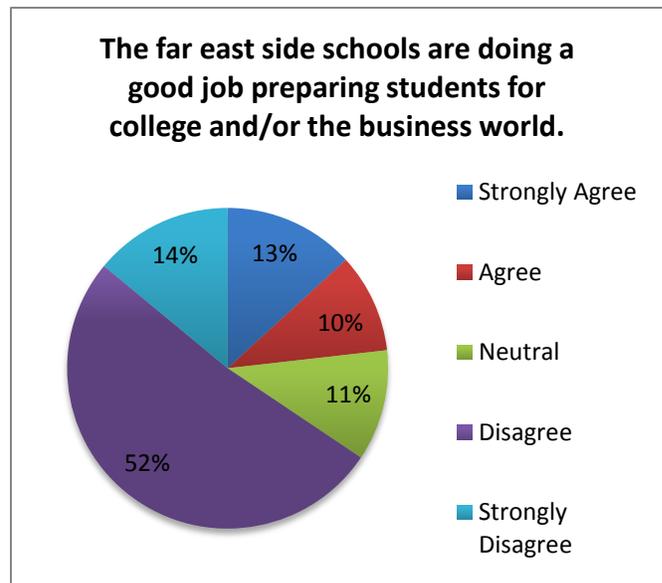
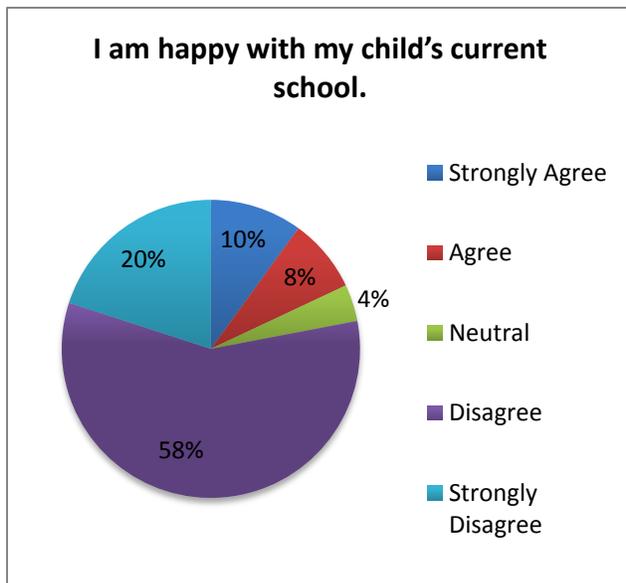
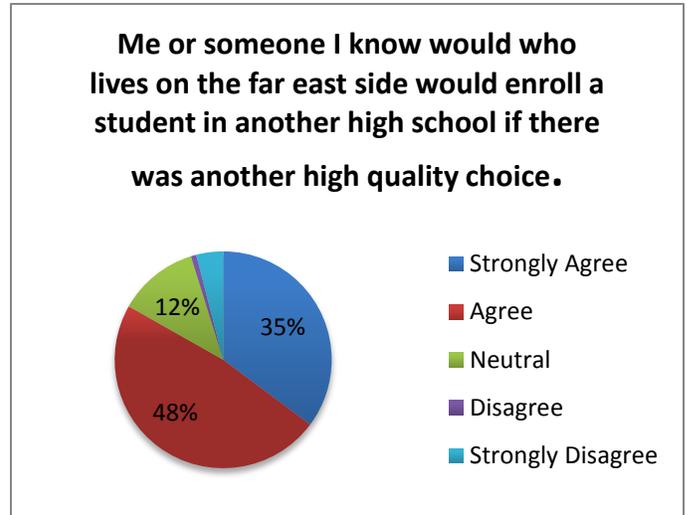
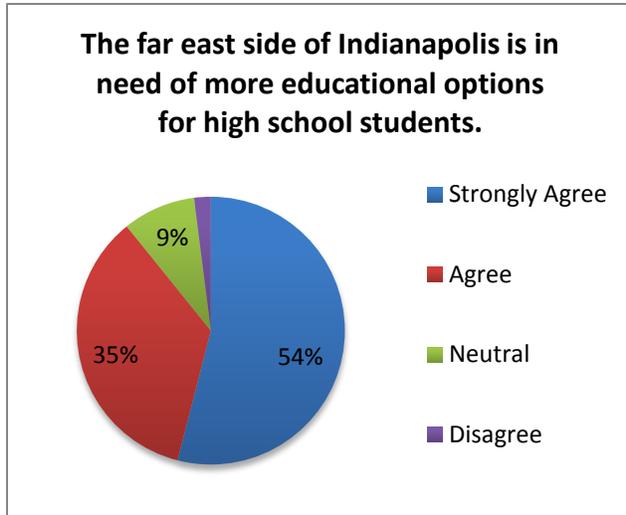
#### Interventions for Drug Use

- Students will undergo an evaluation of drug usage
- Students will sign an anti-drug behavioral contract and read an anti-drug use booklet. (“The Truth About Marijuana” and “The Truth about Drugs” courtesy of Foundation for a Drug-Free World, [www.drugfreeworld.org](http://www.drugfreeworld.org)). Students will be required to answer questions and write a summary about the booklet.
- If the behavior continues to occur, those students will be referred to Fairbanks.
- Parent/Guardians may be required to attend drug prevention and abuse classes with their student.

**Attachment 13**

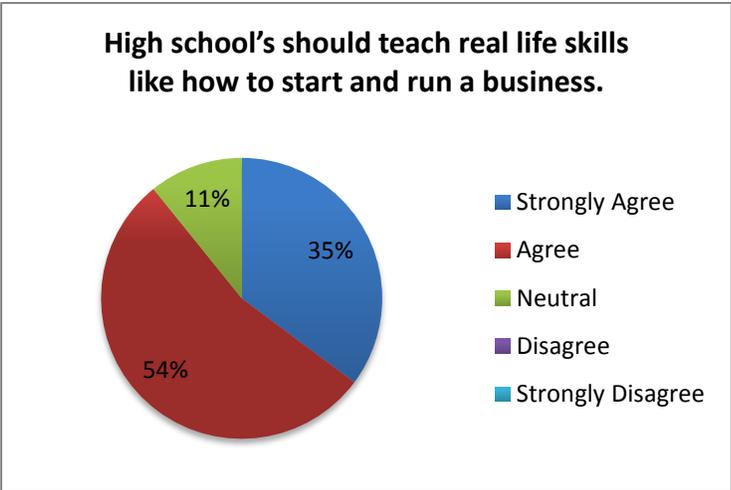
**SURVEY DATA**

In the fall of 2014, and spring and summer of 2015, The Mind Program surveyed residents of the far eastside/east side to gauge their experiences, interactions and feelings about the schools on the eastside of Indianapolis. The surveying took place between Arlington and Post Road and between East 45<sup>th</sup> Street and East 38<sup>th</sup> Street. Two hundred and forty-five residents completed the surveys and engaged in fruitful conversations about their visions and hopes to see schools on the eastside improve. Data from five of the thirteen survey questions are



below.

This data illustrates the needs and thoughts of residents on the far Eastside of Indianapolis. They are asking for more rigorous educational options, schools that are truly preparing students for college and schools that teach students the needed skills to succeed in the world of business if they elect not to attend college.



Name of Organization	Representative from Organization	Address, phone number and email address	Is a letter of support included in the application?
The New Teacher Project/Indianapolis Teaching Fellows	Ian Scott, Partner	140 East Walnut Street, Indianapolis, IN 46204 440-570-3981 ian.scott@tntp.org	Yes
Meadowlark Apartments	Armelda Thomas	9350 East 43 <sup>rd</sup> St. Indianapolis, IN 46235 317-898-2211 armelda.thomas@yahoo.com	No
Meridian Management Corporation	Judy Ferguson Regional Manager	3645 Wingate Ct. Indianapolis, In 46235 317-898-8214 jferguson@meridianmgmtcorp.com	No

Carriage House East Apartments	Kelly Evans	10041 Ellis Drive Indianapolis, IN 46235 rc024@glickco.com 317-898-9767	No
Indianapolis Hair Repair	Rob Graves	6040 East 46 <sup>th</sup> St. Indianapolis, IN 46226 317-546-3098	Yes
New Vision Lighthouse	Aaron Boyd	6044 East 46 <sup>th</sup> St. Indianapolis, IN 46226 317-546-3098	Yes
Maison Gardens Apartment Homes	Kelly Barr	8808 Rue Madeleine Indianapolis, IN 46226 kellyb@vttmanagement.com	No
Pangea	Atanya Collins	10101 Monterey Road Indianapolis, IN 46235 <a href="mailto:acollins@pangeare.com">acollins@pangeare.com</a> 317-550-1579	No
IU Health	Peter Jenkins, M.D.	<a href="mailto:livemore@gmail.com">livemore@gmail.com</a> 215-400-1808	Yes
Voice of The Victim	Renita Hills	<a href="mailto:Voice-of-the-victim@hotmail.com">Voice-of-the-victim@hotmail.com</a> 317-408-9031	No

Indianapolis ACE Academy LLC	Ryan Lynch	<a href="mailto:indianaolisace@gmail.com">indianaolisace@gmail.com</a> 317-710-4665	No
Women in Aviation Indianapolis Chapter	Ryan Lynch	waiindianapolis@gmail.com	No
Teen Works	Darius Sawyers	<a href="mailto:Dsawyers@teenworks.org">Dsawyers@teenworks.org</a> 317-701-2971	Yes

*September 5<sup>th</sup>, 2014*

Dear Community Partner:

Thank you for allowing New Vision Lighthouse to serve your organization. I hope this will be the beginning of an on-going relationship between our organizations!

Below is a description of what we do here at New Vision Lighthouse and the nature of our relationship.

**Objectives:**

- To enlist and coordinate the manpower of the local congregation for an effective performance of essential Christian activities.
- To cultivate the Christian life of laymen through study, worship, fellowship and service.
- To enlist un-churched fishers of men for fellowship in and service through the church and to bring unsaved youth into vital relations with God in Christ through personal commitment to Him.
- To inspire fishers of men to support the total program of the Church in the local congregation, the community, the denomination and the world.

**Nature of Our Relationship**

- Let families of TMP have access to the neighborhood food pantry that is open to the public.
- Let TMP advertise certain events and the entire school on church grounds.
- Mentor youth at the school by asking members of the congregation to volunteer monthly.
- Provide the above objectives to anyone interested in building a relationship with God.

Please do not hesitate to contact me if you have any questions or concerns. Again, thank you!

Looking forward to working with you.

Sincerely,

*Aaron L. Boyd, Junior*

Pastor of New Vision Lighthouse

September 8, 2014

The Mind Program School Corporation,

I am writing this letter to outline the nature of our partnership.

Hair Repair Indianapolis will provide free haircuts to students at TMP's back to school community events. This service provided to students will get them mentally prepared for the start of the school year. We believe them being comfortable in their skin will let their focus be on education and not outward appearance. Anyway we can do to help students in our community be better prepared for school is a priority of ours. Furthermore, any student who comes to the barber shop and shows their TMP student ID will get a haircut at a discount of 10 dollars. This partnership is creating exciting buzz in the barbershop and will impact many families.

Please let us know of anything else we can do to assist TMP.

Sincerely,

*Rob Graves*

Hair Repair Indianapolis, Owner

# Indianapolis

## Teaching Fellows

September 11, 2014

To whom it may concern:

On behalf of the Indianapolis Teaching Fellows program, I am writing to confirm our program's openness to partner with The Mind Program High School should it be approved for a charter.

Since 2007, Indianapolis Teaching Fellows has recruited and trained over 400 teachers who are working to improve academic outcomes for students at both district and charter schools throughout Indiana. Our team also builds school leaders' capacity to help all teachers become more effective through accurate evaluations, meaningful feedback and improved instructional culture.

Through a potential partnership, we will be well positioned to support The Mind Program High School establish a culture where teachers receive the development they need and are encouraged to stay. This work can ensure that students have access to rigorously prepared teachers who are held accountable for measurable results.

We are eager to continue our conversations about potential partnership with The Mind Program High School.

If you have any questions, please do not hesitate to contact me at (440) 570-3981.

Sincerely,

Ian Scott  
Partner  
Indianapolis Teaching Fellows



## INDIANA UNIVERSITY

DEPARTMENT OF SURGERY  
School of Medicine

August 19, 2018

To Whom It May Concern:

On behalf of the Indiana University, School of Medicine, Department of Surgery, it is my distinct honor to offer this letter of support for The Mind Program High School. The IU Department of Surgery is committed to serving the Indianapolis community, and we are constantly looking for new opportunities for our surgeons to function as mentors and community leaders.

The Mind Program, expected to begin Fall 2017, aims to serve the East Side of Indianapolis, one of the areas of the city most in need of community engagement and development. We are particularly enthusiastic about of the program's advisory model, which seeks to individualize mentorship for each student.

The IU Department of Surgery would be proud to support The Mind Program's CEO Program. Specifically, we could provide physicians as guest speakers and allow students to shadow our staff. We believe that high school students would benefit greatly from observing the highly professional environment of the health care field. While we cannot allow students to observe actual procedures performed in operating rooms, we can offer a wide range of exciting opportunities to observe the world-class care we provide for our patients.

Furthermore, we would like to help The Mind Program assess the impact of our involvement through a series of student surveys and focus groups. The IU Department of Surgery is unique among American surgery departments, because of our strong commitment to education. We employ two individuals who hold the degree of Doctor of Education and oversee curriculum development and assessment, so we are well equipped to support The Mind Program in a truly meaningful way.

Dr. Peter Jenkins, Assistant Professor of Surgery, is a trauma surgeon at Methodist Hospital, and he has volunteered to lead this collaborative effort by serving as the IU Department of Surgery liaison to The Mind Program High School. A former public school teacher himself, Dr. Jenkins has been committed to community engagement throughout his career, and he is the ideal person to serve in this capacity.

Please do not hesitate to call on either of us, if further questions arise.

Warm regards,

Gary Dunnington, MD  
Chairman, Department of Surgery  
Jay L. Grosfeld Professor of Surgery  
Indiana University School of Medicine

Office of the Chairman, Office of Under-Site School of Medicine, 515 East Hill Drive, Room 5167, Indiana University, 224600, 303.224.6597, 303.224.6597  
Indiana University-Purdue University Indianapolis



**TeenWorks**  
College. Career. Community.

## The Mind Program Community Partner Letter

To Whom It May Concern,

TeenWorks is a local non-profit providing summer jobs for high school students. We also provide additional academic and social support to students during the school year. This letter is to outline our partnership with The Mind Program. As a community partner, we will provide the following:

- Students who qualify will be eligible to apply for our summer employment program.
- Students who qualify will be eligible for our student support program, entitled TeenWorks 360.
- Students who qualify will be eligible to apply for our TeenWorks Scholarships to local and state colleges.

In order to ensure students are aware of these opportunities, representatives from our organization will go into the school and inform students. We are proud to work alongside The Mind Program to assist students on their path to success. Please reach out if you have any other questions or concerns.

**Landon Martin**  
Indianapolis Program Director  
574.238.3851  
lmartin@teenworks.org

P.O. Box 40177 • Indianapolis, IN 46240  
2820 North Meridian Street • Suite 103 • Indianapolis, IN  
46208 • [www.teenworks.org](http://www.teenworks.org) • 317.916.7858

**Attachment 14**

**Organizational Charts  
Year 1**

<b>TMP Board</b>						
<b>CEO</b>						
<ul style="list-style-type: none"> <li>• Legal compliance</li> <li>• Mission, policy, and planning</li> <li>• Academic Oversight</li> <li>• Governance</li> <li>• Finances</li> <li>• Management and Administration</li> <li>• Community Relations</li> </ul>						
<b>Principal</b>						
<ul style="list-style-type: none"> <li>• Academic leader</li> <li>• Teacher Evaluations</li> <li>• Professional Development</li> </ul>						
<b>Office Manager</b>				<b>Dean/Counselor</b>		
<ul style="list-style-type: none"> <li>• state reports</li> <li>• attendance</li> <li>• lunch</li> <li>• transportation</li> <li>• payroll</li> <li>• building, grounds/maintenance</li> <li>• oversees the secretary</li> </ul>				<ul style="list-style-type: none"> <li>• student discipline</li> <li>• referrals for students and families to outside agencies</li> <li>• oversees the security guard</li> <li>• oversees in-school suspension supervisor</li> </ul>		
<b>Secretary</b>				<b>In School Suspension Supervisor</b>		
<ul style="list-style-type: none"> <li>• phone calls</li> <li>• helps with attendance</li> <li>• checks in parents, students, visitors</li> <li>• supports principal and dean</li> <li>• staff absences/substitutes</li> <li>• master schedule of students who are required to stay for after school tutoring</li> </ul>				<ul style="list-style-type: none"> <li>• coordinates in school suspension (i.e. who has served, how much time, dates, etc.)</li> <li>• building substitute</li> <li>• floating teacher's assistant</li> </ul>		
Science Teacher	Math Teacher	Special Education Teacher	Phys. Ed Teacher	English Teacher	Social Studies Teacher	Foreign Language Teacher
Teacher Aid to support Math and Science				Teacher Aid to support English and Social Studies		

**Lead Teacher or Teacher's Aid**

- -oversees contracted after school providers
- -main point of contact for parents, coaches and volunteers for after school activities
- -schedules and coordinates tutors/students

**At Full Capacity**

<b>TMP Board</b>						
<b>CEO</b>						
<ul style="list-style-type: none"> <li>• Legal compliance</li> <li>• Mission, policy, and planning</li> <li>• Academic Oversight</li> <li>• Governance</li> <li>• Finances</li> <li>• Management and Administration</li> <li>• Community Relations</li> </ul>						
<b>Principal</b>						
<ul style="list-style-type: none"> <li>• Academic leader</li> <li>• Teacher Evaluations</li> <li>• Professional Development</li> </ul>						
<b>Office Manager</b>				<b>Dean/Counselor</b>		
<ul style="list-style-type: none"> <li>• state reports</li> <li>• attendance</li> <li>• lunch</li> <li>• transportation</li> <li>• payroll</li> <li>• building, grounds/maintenance</li> <li>• oversees the secretary</li> </ul>				<ul style="list-style-type: none"> <li>• student discipline</li> <li>• referrals for students and families to outside agencies</li> <li>• oversees the security guard</li> <li>• oversees in-school suspension supervisor</li> </ul>		
<b>Secretary</b>				<b>In School Suspension Supervisor</b>		
<ul style="list-style-type: none"> <li>• phone calls</li> <li>• helps with attendance</li> <li>• checks in parents, students, visitors</li> <li>• supports principal and dean</li> <li>• staff absences/substitutes</li> <li>• master schedule of students who are required to stay for after school tutoring</li> </ul>				<ul style="list-style-type: none"> <li>• coordinates in school suspension (i.e. who has served, how much time, dates, etc.)</li> <li>• building substitute</li> <li>• floating teacher's assistant</li> </ul>		
Science Teacher (3)	Math Teacher (3)	Special Education Teacher	Phys. Ed/Art/Music Teacher	English Teacher (3)	Social Studies Teacher	Foreign Language Teacher

		(3)	(Total of 3)		(3)	(3)
Teacher Aid to support Math and Science (3)			Teacher Aid to support English and Social Studies (3)			
<b>Lead Teacher or Teacher's Aid</b>						
<ul style="list-style-type: none"> <li>• -oversees contracted after school providers</li> <li>• -main point of contact for parents, coaches and volunteers for after school activities</li> <li>• -schedules and coordinates tutors/students</li> </ul>						

### Division of Roles between Board and CEO

Responsibility	TMP Board	CEO
<b>Legal</b>	<ul style="list-style-type: none"> <li>- Exercises fiduciary role to ensure that the charter school is properly managed. The board should have a mechanism to validate information from the CEO.</li> <li>- Maintains legal status; ensures the proper paperwork is submitted to governmental agencies.</li> <li>- Reviews financial and business dealings and exercises proper judgment in self-dealing transactions (avoiding conflicts of interest).</li> </ul>	<ul style="list-style-type: none"> <li>- Provides information to the board to demonstrate that the charter school is well managed.</li> <li>- Compiles information for annual filing requirements.</li> </ul>
<b>Finance and Accounting</b>	<ul style="list-style-type: none"> <li>- Approves annual budget.</li> <li>- Reviews periodic financial reports (balance sheet, income statement, changes in financial position).</li> <li>- Ensures that proper internal controls are in place.</li> </ul>	<ul style="list-style-type: none"> <li>- Prepares annual budget with input from staff and finance committee.</li> <li>- Oversees preparation of periodic financial reports.</li> <li>- Implements proper financial controls.</li> </ul>
<b>Planning</b>	<ul style="list-style-type: none"> <li>- Establishes mission and strategic direction for the organization and approves goals and objectives designed to achieve those ends.</li> <li>- Reviews strategic plan and progress.</li> <li>- Assesses compliance/progress in achieving educational and other outcomes agreed to in the charter contract.</li> <li>- Assesses program evaluation plan.</li> </ul>	<ul style="list-style-type: none"> <li>- Participates in establishing mission and program direction for the organization.</li> <li>- Contributes to the vision of the organization and assists the board in maintaining focus and momentum.</li> <li>- Develops specific program goals and objectives based on the mission.</li> </ul>

		- Develops reports or oversees staff development of reports to demonstrate program progress.
<b>Policy</b>	- Develop and adopt written policies. - Review policies periodically.	- Identifies need for new policies. - Assures the implementation of policies and assists the board in analyzing policy options.
<b>Personnel</b>	- Assures long-range commitments of resources; establishes a fund development plan and participates in its implementation. - Reviews and approves all major grant proposals.	- Implements personnel policies. - Recommends changes in personnel policies to the board. - Hires all personnel and evaluates performance of staff members (or delegates to appropriate supervisor).
<b>Resource Development</b>	- Assures long-range commitments of resources; establishes a fund development plan and participates in its implementation. - Reviews and approves all major grant proposals.	- Conducts research and maintains information database. - Assists in fund development efforts. - Develops grants, and other funding applications, plans fund-raising events.
<b>Board Accountability</b>	- Establishes and communicates clear expectations of board membership. - Assures effective participation of all trustees.	- Assists in finding, recruiting, screening, selecting, and orienting new trustees. - Facilitates effective communication among board.
<b>Decision-Making</b>	- Defines and communicates the role of board, committees, and CEO in making decisions. - Assures appropriate involvement of board trustees in decision making.	- Takes action / makes decisions within parameters set by the board; collaborates both with the other staff and board in some decisions.
<b>Community Relations</b>	- Promotes the organization to parents and the general public, including serving as an emissary of the organization to the broader community.	- Interprets the mission of the charter school to the community

	- Promotes cooperative action with other charter schools, including activities and occasions when the charter school should take part in coalitions, shared programs, joint action, etc.	through direct involvement and public relations programs, including personal contact, descriptive program literature, and work with the media; works closely with the board for an effective division of labor.
<b>Contracts</b>	-Approves contracts.	-Manages contracts.

## Attachment 15

### The Mind Program High School Start-Up Plan

The below six (6) timelines (one per page) represent the start-up plan(s) for The Mind Program High School. Each timeline represents a separate area of focus and each has their own Tasks, Owners and Deliverables.

Curriculum			
Date	Owner	Task/Activity	Deliverable
11/2015 - 03/2016	Tiffany/Stipend Teachers	Read all 8th & 9th grade books, create outline for assessments/paper themes/thinking hats to be taught	Curriculum document updated
1/1/2016	Tiffany	Research Curriculum from all subject areas and request curriculum	Curriculum Samples
02/2016 - 03/2016	Tiffany	Review Curriculum Samples, request other materials as needed	Curriculum Samples
03/2016 - 04/2016	Tiffany/Education Advisory Board	Create standardized assessment calendar	Curriculum document updated
03/2016 - 06/2016	Tiffany	Recruit teachers in subject areas, pay a stipend to help review curriculum and make final curriculum decisions	Document with finalized curriculum
04/2016 - 05/2016	Tiffany/Education Advisory Board	Review Milestones, make updates, edits as needed, create benchmark document for students/teachers to keep students on track to complete Milestones	Milestones updated, Milestone benchmark document created
05/2016 - 09/2016	Tiffany/Education Advisory Board/Stipend Teachers	Create Advisory Curriculum for 8th and 9th graders, create scope and sequence for advisory document	Curriculum document and scope and sequence document
06/2016 - 09/2016	Tiffany/Stipend Teachers	Create exhaustive curriculum scope and sequence including standards	Scope and Sequence Document
10/1/2016	Tiffany/Stipend Teachers	English Curriculum-Choose all novels for 8th and 9th graders	Curriculum document updated
11/1/2016	Tiffany/Stipend Teachers	Create Exit Standards for Social Studies	Curriculum document and scope and sequence document
1/2011	Tiffany	Create Scope and Sequence Timeline for each year we add a grade level-This should include revising and reviewing current scope and sequence	Future Scope and Sequence

### Staffing/Professional Development

Date	Owner	Task/Activity	Deliverable
01/2016 - 05/2016	Tiffany/Board	Develop HR Manual, job descriptions, benefit package	Manuals/Benefits with companies
03/2016 - 05/2016	Tiffany	Begin Reaching out to groups such as Teach for America, Indianapolis Teaching Fellows, Woodrow Wilson Teaching Fellows, schools of education, etc. about our opening date and positions to be filled.	Develop document with contacts and who we are in communication with
03/2016 -12/2016	Tiffany	Work on securing partnerships for potential teachers to conduct lessons and leader to model teacher coaching as a part of the interview process	MOU with partner school(s)
03/2016 -12/2016	Tiffany/Board	Begin Search for school principal and administrative team	Hire a principal
5/1/2016	Tiffany/Board	Visit to DECA	Revise Timeline, board meeting with what we learned and what we need to do
8/1/2016	Tiffany	Extensive visit to DECA	Create First Days of school document
1/1/2017	Tiffany/Board	New Principal Begins	
01/2017 - 05/2017	Tiffany/Principal	Create Professional Development/Onboarding for 3 week training	Training and trainers booked and accompanying documents and training manual created
01/2017 - 06/2017	Tiffany/Principal	Screening, Interviewing, Hiring Teachers and other staff positions	Teacher Contracts Signed
5/1/2017	Tiffany/Principal	Visit to DECA for new principal	Document-what we learned, need to do/implement

## Recruitment

<b>Date</b>	<b>Owner</b>	<b>Task/Activity</b>	<b>Deliverable</b>
5/1/2016	Recruitment Committee	Develop recruitment plan with target 7th grade classes	Plan & contact list
6/1/2016	Recruitment Committee	Create a branded logo for materials	Design for board approval
6/1/2016	Recruitment Committee	Begin email newsletters build for listservs & stakeholders -- quarterly or monthly	Email newsletters for board approval
1/2017 - 8/2017	Recruitment Committee	Radio Marketing WTLC 106.7, WHHH FM 96.3, WTLC AM 1310	
1/2017 - 8/2017	Recruitment Committee	Place Yard Signs, flyers in Dr. offices, apartment community centers, grocery stores	
1/2017 - 8/2017	Recruitment Committee	John Marshall Open House (If willing)	
1/2017 - 8/2017	Recruitment Committee	Door to door outreach with flyers	
1/2017 - 8/2017	Recruitment Committee	Apartment community outreach (provide opportunity to sign up for listserve e-mails)	
1/2017 - 8/2017	Recruitment Committee	Enroll in local community events	
1/2017 - 8/2017	Recruitment Committee	Faith based community outreach	
1/2017 - 8/2017	Recruitment Committee	School expo and choices in program enrollment	
1/2017 - 8/2017	Recruitment Committee	Find parent ambassadors willing to give tours and talk to potential students	
4/1/2017	Recruitment Committee	Create a one pager with community partnerships	One pager
1/1/2017	Tiffany/Principal	Publish school orientation dates & start dates	create posters/social media/handouts for communications with students/parents
6/1/2017	Tiffany/Principal/Board	Community Night with ice cream social information session (Summer 2017)	
6/1/2017	Tiffany	Develop projections based on current numbers to be updated monthly	Enrolment funnel to board
8/14/2017	Tiffany	Welcome students to school	Schedules for each student, dummy schedules for unannounced students
12/1/2017	Recruitment Committee	Create a student success stories page to share great things that students have done over calendar year	

12/1/2016	Recruitment Committee	Purchase branded tablecloths and/or stand ups for recruitment events	Purchase order
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Community Partnerships			
Date	Owner	Task/Activity	Deliverable
Ongoing	Board	List community agencies in the area	List of Partners
Ongoing	Board	List community members of influence in the area	List of Community Stakeholders
Ongoing	Board	Formulate a list of needs for the school	List of School Needs
Ongoing	Board	Compare list of needs to the list of agencies	N/A
Ongoing	Board	After assessing gaps in needs, seek agencies or community members to fill needs	Assessment and plan
Ongoing	Board	Meet with community partners. Have an idea how they may be able to assist but be open to other ways	Scheduled Meetings
5/1/2016	Board	Have a meeting with community partners before the start of the school year to reassess relationship	Scheduled Meetings

### Building and Operations

<b>Date</b>	<b>Owner</b>	<b>Task/Activity</b>	<b>Deliverable</b>
1/1/2016	Board	Secure Building	Lease
8/1/2016	Board	Develop employee documents	Handbook, contracts
8/1/2016	Operations Committee	Have benefit package developed	
8/2016 - 8/2017	Tiffany/Principal/Board	Recruit staff members	Signed contracts to board for approval
9/2016-12/2016	Board/Tiffany	Develop exhaustive safety and security plan.	Safety and Security Plan document
1/1/2017	Board	Secure insurance policy on building	Policy
1/1/2017	Operations Committee	Security Plan developed and presented to board	Security walkthrough with escape plans, etc.
1/1/2017	Principal	Develop student documents to register & enroll	Registration packet that syncs to eventual SIS
1/1/2017	Operations Committee	Buy domain & build webpage with information & recruitment packet	
1/1/2017	Finance Committee	Budget for operational supplies	Set budget
1/2017 - 8/2017	Operations Committee	Unified technology plan developed and executed	Computer carts, internet, etc.
4/1/2017	Operations Committee	Curriculum suite chosen and purchased	Books
4/1/2017	Operations Committee	Choose SIS	SIS purchase agreement
4/1/2017	Operations Committee	Develop student ID technology & get bus passes	Student ID machine & template
4/1/2017	Operations Committee	Secure email domain & names for staff/students	Contract
6/1/2017	Office Manager	Set up SIS	
8/1/2017	Tiffany/Board/Principal	Begin talks with CEO program for contract to begin program in the 19-20 school year.	

### Board/Governance

<b>Date</b>	<b>Owner</b>	<b>Task/Activity</b>	<b>Deliverable</b>
01/2016	Tiffany/Board	Review board Bi-Laws developed & establish performance metrics	Bi-laws & performance metrics approved by the board
02/2016	Tiffany/Board	Create new board member onboarding process & training plan	New board member onboarding process approved by the board
03/2016	Tiffany/Board	Develop board recruitment strategy	Recruitment strategy approved by the board
04/2016	Tiffany/Board	Establish written screening process for new board members	Process approved by the board
05/2016	Tiffany/Board	Each officer to create job description for held position	Job descriptions approved by the board
06/2016	Tiffany/Board	Hold first six month checkup for board goals and achievements	Action plans created for incomplete action items and realign goals to achieve
07/2016	Tiffany/Board	Establish personal development expectations for board members	Expectations approved by the board
08/2016	Tiffany/Board	Establish policy for adding non-board member to committees	Policy approved by the board
09/2016	Tiffany/Board	Establish a Communication Committee	Committee created to handle official communication to outside bodies
10/2016	Tiffany/Board	Develop marketing strategy	Marketing strategy approved by the board
11/2016	Tiffany/Board	Develop a CEO succession plan	Succession plan approved by the board
12/2016	Tiffany/Board	Hold second six month checkup for board goals and achievements	Action plans created for incomplete action items and realign goals to achieve
01/2017	Tiffany/Board	Set board's annual plan and perform check of critical items	Annual plan and critical item checklist created
02/2017	Tiffany/Board	Review all timelines and identify incomplete action items	Action plans created for incomplete action items
03/2017	Tiffany/Board	Perform board review and member commitment	Adjust board structure and membership as needed
04/2017	Tiffany/Board	Review marketing strategy and results to date	Adjust marketing strategy as needed
05/2017	Tiffany/Principal/Board	Develop a school leader succession plan	Succession plan approved by the board
06/2017	Tiffany/Board	Hold first six month checkup for board goals and achievements	Action plans created for incomplete action items and realign goals to achieve
07/2017	Tiffany/Board	Review all timelines and identify incomplete action items	Action plans created for incomplete action items

Attachment 16



April 27, 2015

**RE: The Mind Program**  
**Broker of Record – Arthur J. Gallagher & Co.**

To Whom It May Concern:

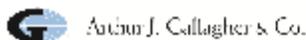
We are pleased to provide insurance services for The Mind Program. Our division specializes in Education and Charter Schools throughout the country. We currently work in many states helping schools secure insurance and are licensed to work in The State of Indiana as required by law.

Our program utilizes the following carriers which are admitted in the State of Indiana: The Hartford, AIG, Philadelphia Insurance Company, Scottsdale Insurance Company, Gerber Life Insurance Company.

We will only place this school with at least an "A-, VII" rated insurance carrier as determined by AM Best rating guidelines.

On behalf of The Mind Program the following coverages will be secured to meet all requirements of the authorizing agency and/or additional insureds as appropriate:

Coverage	Limit
<b>General Liability (includes corporal punishment, athletic participation*)</b>	\$1,000,000 occurrence expressly covers field trips \$3,000,000 aggregate limit
<b>Workers Compensation</b>	As specified by Indiana Statutes
<b>Workers' Compensation Part II (Employers' Liability)</b>	\$1,000,000
<b>Employee Benefits Liability</b>	\$1,000,000 per claim dedicated limit \$3,000,000 aggregate limit
<b>Automobile/Bus Liability including non-owned and hired; underinsured as needed</b>	\$1,000,000 combined single limit
<b>Employment Practices Liability</b>	\$1,000,000 per claim/annual aggregate dedicated limit
<b>Educators Legal Liability (School Leaders E&amp;O and/or Professional Liability)</b>	\$2,000,000 per claim/annual aggregate dedicated limit
<b>Directors &amp; Officers</b>	\$1,000,000 per claim/annual aggregate dedicated limit
<b>Sexual Abuse and Misconduct Liability</b>	\$1,000,000 dedicated limit \$3,000,000 aggregate limit
<b>Crime / Employee Dishonesty / Fidelity Coverage (Will obtain a Surety Bond as required)</b>	\$250,000 - \$1,000,000 limits as needed and based on cash flow of the school
<b>Property/Lease and Boiler Machinery Coverage</b>	Blanket Limits as needed by School, on an all risk of direct physical basis (replacement cost to school building for fire and theft)
<b>Business Income/Extra Expense</b>	\$300,000 Extra Expense included Business Income as needed based upon cash flow
<b>Student Accident Coverage*</b>	Primary \$25,000 CAT at \$1,000,000 or \$5,000,000
<b>Cyber Security Liability</b>	\$1,000,000 per loss or claim/aggregate limit
<b>Umbrella / Excess Liability above primary program (GL, Auto, Abuse, D&amp;O, EPLI, ELL, EBL)</b>	Options up to \$25,000,000
*In order for the general liability to include athletic participation, student accident coverage must be purchased. Catastrophic Student Accident is required for football exposures. In addition parental waivers and confirmation of health insurance from parents is also required.	





**Additional Insureds/Loss Payees:**

Our program includes the Charter Authorizer, their respective members, officers, employees, officials and agents as additional insureds on the Directors and Officers policy. In addition our General Liability policy includes blanket Additional Insureds status for Managers or Lessors or Premises; By Contract, Agreement or Permit; and Funding Source. Loss Payees can be added to the property upon our review of the lease/funding contracts.

**Estimated Premiums:**

The estimate below has been prepared based on current market rates, anticipated student population, number of fulltime employees and building dimensions. The insurance estimate is based on the types and amounts of insurance that are required by Indiana Authorizers.

Coverage	Year 1 Premium Indication
General Liability/Abuse/Crime/Auto/Employee Benefits/Educators E&O	\$ 3,700
Directors & Officers / Employment Practices / Fiduciary	\$ 5,373
Property	\$ 3,350
Excess \$10 million Limits (follow form over underlying)	\$ 1,000
Workers Compensation/Employers Liability	\$ 2,500
Cyber Liability Premium	\$ 1,298
<b>Total Annual Premium</b>	<b>\$ 17,221</b>

Premiums are based upon 1<sup>st</sup> year projections of 120 students, 12 staff members, \$600,000 payroll, \$50,000 Contents, and less than \$2,000,000 in revenue. This includes an estimated building insurance premium of \$2,500.

Please let me know if you have any questions.

Sincerely,

Martin S. Dezelan  
Area Vice President  
Arthur J. Gallagher Risk Management Services, Inc.

## Attachment 17



TheMindProgram.Att  
17.Budget Workbook

## Attachment 18

### Budget

The proposed budget contemplates revenue sources that are already committed or conservative/average estimates for revenue sources that are demographic or performance based; the budget also includes conservative estimates of all sources of expense. These sources of expense include staff expenses (payroll & benefits), supplies/materials/equipment, professional services/travel, utilities/insurance/rent/leasehold improvements, and miscellaneous expenses. All assumptions supporting revenue/expense assumptions are detailed in the Budget Template attached as part of this proposal. Key highlights include average net income of \$688,784 from years 1 - 5, \$3,261,987 of ending cash balance at the end of year 5, and just about ½ of a year of active operations until breakeven.

Per pupil revenue projections contemplate the foundation grant amount of \$4,967, trended forward at 2.4%, in accordance with the 2016-2017 trend to \$5,088. Also contemplated are the complexity grant at a 80% FRL.

During the pre-startup years we are budgeting 250k from the Walton Family Foundation and 157k from the PCSP grant. The budget reflects a deficit in year 0. TMP plans to address this by building a relationship with a bank and securing a line of credit. This line of credit will also be used to meet financial needs if anticipated revenues are not received or are lower than the estimated budget. Additionally, TMP plans to begin a 1.5 year fundraising plan to raise funds to ensure the school begins with reserves and is able to meet its financial obligations. TMP also plans to apply for many competitive grants. Having time to fundraise was one of the major factors in deciding to open the school in the 2017-2018 school year.

Regardless of cash flow status, we will utilize fundraising to get some additional financial support from the community. This would be done in advance of potential cash flow issues and would hopefully prevent those types of issues. We would also seek additional grants to help cover unexpected expenses.

Staffing levels were modeled contemplated the course curriculum, the expected ADM, and an average class size of 25 students. The special education assumed a 10% special education population and then multiplied that number by 2.5 to ensure adequate funding to cover any special education costs incurred.

Facilities expenses were calculated using in-depth market research, including guidance provided by retained advisors and through peer application analysis.

The technology budget was carefully considered and includes the costs for computers for all staff and students, server space, software and student information system. We have also included the cost of ebooks, smartboards, document cameras and other technology resources for students and teachers.

Please refer to the budget attachment (Attachment 17) for the full budget and assumptions.

**Attachment 19**

Not Applicable-Our non-profit status was secured with the purpose of obtaining a charter.